

# United Against Bullying School Case Study: Addressing behaviour that is a barrier to learning

## How [school] put measures in place to support pupils who exhibited unwanted and disruptive behaviour

### Context of our anti-bullying work

A trend was being noticed regarding the behaviour of a specific group of pupils in a class in school. Support had been provided through the usual means of discussions and additional learning about respect, kindness and how this can become a spiral towards incidents of bullying. Even with this, a couple of children in the class continued with their unwanted behaviour choices.

### What we hoped to achieve

- The children to have time to settle into the school day before beginning their learning.
- Children receiving bespoke packages of support exploring their own feelings, emotions and choices.

### The action we took

- The two children in the class were offered an intensive support programme which is currently ongoing.
- They enter school each day and after registration, work with two members of staff in our special nurture provision. They begin skills-based activities from the moment they arrive by simply making their toast and eating it within a social situation with the staff.
- Throughout the morning, the children work on activities to support their SEMH based around their needs. This is following the programme developed by our trust.
- During the morning, they will complete their learning.
- Parents agreed to this provision and happy for their children to take part.

### Impact and outcomes of the work

- The children are able to spend time in school having a positive experience.
- Less incidents where the children are particularly being unkind to peers. Although some behaviours still remain, they are generalised and not towards their peers.

### What we have learned

As this is still in place and ongoing, we hope that the boys will be able to be reintegrated into class on a morning and be able to access their learning within a group setting.