

United Against Bullying School Case Study: Creating a whole school community understanding of bullying as a barrier to learning

How St. Edward's Academy Cheddleton School ensured that the whole school community had a thorough understanding of what bullying is

Context of our anti-bullying work

At SEAC, bullying is not an everyday occurrence but SLT wanted to ensure that our whole school community had a thorough understanding of what bullying is, the barriers that bullying can cause for children at our school and how to respond to bullying effectively. As a Academy priority, we were completely reviewing our whole school response to behaviour, including the Behaviour policy, which at the beginning of the year incorporated Anti-bullying (mirroring our MAT policy).

What we hoped to achieve

- Reviewed PSHE policy with a more regular and clearer focus on bullying
- A shared, clear understanding of what bullying is – through CPD, lessons, awareness raising events
- Embedded Anti-bullying policy separate to but reflective of the Behaviour policy
- A shared, clear understanding of SEAC staff's response to incidents of bullying
- Reduction in the number of incidents of bullying

The action we took

- Anti-bullying lead (PDBA Assistant Principal) led staff CPD in regard to bullying – definition of bullying, how bullying can present itself, response to bullying
- Creation of Anti-bullying Policy (
- Staff have completed UAB Anti bullying Online CPD – preventing and responding to bullying.
- The Wellbeing Lead completed – Mental Health and Bullying.
- The SENCO completed Bullying and SEN /Disability
- PSHE lessons surrounding friendships, falling out and bullying
- Anti-bullying week focus – parents invited – See PSHE Class book
- Internet Safety Day – Focus on Online Safety – parents invited
- Election of Wellbeing and Behaviour Ambassadors
- Adaptation of BROMCOM reporting for Bullying so that it is identified as a safeguarding concern.

Impact and outcomes of the work

- Improved pupil/parent understanding of bullying and of bullying as a barrier for learning
- Improved staff understanding of bullying, of bullying as a barrier for learning and of SEAC's response to bullying.
- Improved staff confidence when responding to and reporting incidents of bullying.
- Improved pupil wellbeing (identified in the Pupil questionnaire)
- Improved examples of pupil voice (Behaviour LAC link visit / UAB questionnaire)
- All incidents of alleged bullying have been responded to effectively in line with SEAC's Anti-bullying policy and all stakeholders feel well supported and informed.

Over the next year we want to review our response to behaviour and bullying making it even more consistent throughout the school.

What we have learned

Changing the mindset of some individuals is a steady process. Changes to procedures need to happen gradually and over a long period of time. We therefore need to continue with the good practice that we have started this year to ensure that procedures are embedded for the future.