

# **United Against Bullying School Case Study: Ensuring whole-school community understanding of bullying and mental health**

## **How Archbishop Cranmer C of E Primary Academy ensured whole-school community understanding of bullying and mental health**

### **Context of our anti-bullying work**

Following the Covid-19 lockdowns and disruptions to learning experienced by all children, and the success of our recovery curriculum in the academic year 2020-21, we wanted to bring the effective aspects of this provision into our wellbeing and mental health and safeguarding provision for the new academic year 2021-22 where pupils would be reconnecting as a whole school community without bubbles and segregation. Aspects that worked well in 2020-21 were:

- Surveying all pupils 3x yearly, once on entry in September to target mental health and wellbeing interventions as appropriate;
- Use of our RHE HeartSmart curriculum across classes, focusing on rebuilding resilience and social skills;
- Awareness of vulnerable children through implementing class profiles, vulnerability indicators on Scholar Pack, PLE for Wellbeing, including vulnerable learners on SEND register to monitor progress;
- Increased opportunities for outdoor learning experiences;
- Specific timetabled ELSA sessions.

### **What we hoped to achieve**

As children come back together as a whole school community for the academic year 2021-22, and with new staff in school, we would like for children to feel confident in identifying key members of staff that they feel comfortable with to share their feelings and worries as appropriate. Pupils will have the emotional intelligence to recognise their feelings and emotions and prioritise their mental wealth, recognising the impact that this has on others. We would like staff to be confident in supporting pupils' feelings and emotions and developing this area of their social and emotional learning, fostering positive relationships and providing them with resilience and the tools to improve their mental wealth where needed.

## The action we took

- Pupil wellbeing survey completed September 2021 and Potential Lines of Enquiry (PLE) document created to flag pupils at risk of poor mental health and wellbeing.
- Implemented interventions to target wellbeing and mental health, such as ELSA sessions (with funding used from end of 2020-2021 academic year to train an additional member of staff) which remain timetabled and protected as part of the staff member's week; referrals to be made readily to external services such as CAMHs and Mental Health support team; share resources to be used in class and shared with parents by teachers as appropriate.
- Continued to issue [mental health and wellbeing newsletters](#) to both staff and parents and carers with key information, resources and advice lines at least termly.
- Created a noticeboard to share information with parents including advice lines, referral pathways, school resources etc for the playground.
- Offered [parenting support service workshops to parents](#) to support with empowering parents and mental health and wellbeing as required.
- Identified new young leaders to take on roles of Wellbeing MPs and Anti-Bullying MPs.
- Timetabled awareness days/ training to be led by Pupil Parliament and Young Leaders: Anti-Bullying Week; Safer Internet Day; NSPCC Speak Out Stay Safe; Diana Award Training for KS2 children (see [Twitter](#)).
- Surveyed children at regular intervals to obtain pupil views and voice to support wellbeing: Wellbeing survey, Anti-bullying Survey, Toilet Survey and use [results](#) to inform action plan and share with staff.
- Ensure range of avenues for pupils to be able to get support if they need it: set up posters with staff images on for easy identification; ensure pupils know about the Worry Monster in the Sunshine Room; Pupil Parliament to create a [video](#) to share and raise awareness in assembly; Worry Boxes in classes; [Wellbeing Hub including Worry Box on school website](#).
- Share policy and resources available with parents during Parent Forum
- Ensure all staff receive training around identifying Peer-on-Peer Abuse. Create policy, including child-friendly version to share with children. Ensure also shared with parents via [website](#) and newsletter.
- Ensure that regular safeguarding updates and training include bullying as an area to look out for, alongside vulnerability indicators.
- Staff set up Class Profiles to be made available on the OneDrive and update vulnerability indicators on Scholar Pack.
- Ensure that parents know how they can contact their child's teacher/s, and members of school. Set up contact forms on class pages and reinforce use of teachers@ email address. Share at Parent Forum and newsletters.

## Impact and outcomes of the work

### Parent feedback from Spring Term survey includes:

- *My children have always been encouraged by the teachers and supported which make my children feel secure, important and happy at school.*
- *Emphasis on keeping children healthy both mentally and physically with topics covered in school.*
- *Exceptionally personable and approachable. Always happy to listen and help in anyway. You have complete confidence that the children are at the top of their priorities.*
- *Teachers are all contactable and are always available if needed. The schools core values are so important and really instilled in the children*
- *The dedication of the Head, teachers & support staff at ABC is fantastic. I have complete trust that they genuinely care for my children & their well-being. This is in addition to supporting my children to reach their full potential.*

### Staff feedback from Summer Term survey headlines:

- 100% of staff think that pupils are safe at our school.
- 100% of staff agree that school deals with cases of bullying of pupils effectively.
- 100% of staff feel well supported working in the school.
- 100% of staff feel that leaders and managers are considerate of wellbeing.

### Pupil survey headlines from Summer Term:

- 85% of pupils agree that there is an adult in school they can talk about if something is worrying them.
- 71% of pupils responded 'It doesn't happen' to 'Is bullying a problem at your school?', where 18% said 'It happens and teachers are good at resolving it', and 11% said 'It happens and teachers are good at resolving it'.
- 95% of pupils feel safe when they are at school.
- 92% of pupils agree that school encourages them to look after their emotional and mental health.
- 100% of pupils agree that their school encourages them to respect people from other backgrounds and to treat everyone equally.

Completion of these feedback surveys allowed for us to remind staff, children and parents of the systems that we have in place and continue to reinforce these. As we continue to do this, we expect that outcomes will improve.

Once the anti-bullying survey has been completed in the second half of the summer term, we are hoping to see improvement in results from the baseline which was completed in the Spring Term.

## What we have learned

The power of pupil voice and involvement has been key to the whole-school approach. Pupils are curious and invested in their mental health and wellbeing and want to learn ways of becoming more resilient. They engage actively in these lessons and assemblies and want to help one another – pupils relish in the responsibility of being a Young Leader and role model.

Staff training has been key in ensuring that staff know and recognise signs of wellbeing and mental health and can identify pupils that are vulnerable to be able to provide early intervention. This will become a key aspect of each new academic year's Inset training to ensure that **all** staff have awareness and understand this as a safeguarding issue and everyone's responsibility.