

# United Against Bullying School Case Study: Using attendance records to identify and support a child who experienced bullying

## How [School] identified a child who was being bullied based on attendance and put support in place

### Context of our anti-bullying work

This particular child was currently at TAC with an early help worker to support with a chaotic home life. Attendance became very sporadic with lots of late arrivals and then she began not turning up at all which was flagged up by the attendance officer. This girl was known to have on and off friendship issues at school and had previously moved schools multiple times. After speaking with her mum, it came to light that late arrivals were largely due to a resistance to come into school and this resistance was down to two girls being mean to her at school. She felt they were picking on her by saying mean things and blaming her for things in class.

### What we hoped to achieve

The desired outcomes were:

- To have her in school every day and feeling happy to come into school
- For her to feel safe and supported in school and find ways to boost her self-esteem and confidence
- To make sure she always had a way to speak up about any friendship issues or bullying behaviours to an adult as soon as they arise
- To improve her school experience and general wellbeing.

### The action we took

A meeting took place on May 11th with the family support worker, headteacher, mum and mum's friend for support. It was agreed that the pupil would continue play therapy within school and receive support with social situations and confidence boosting. The importance of telling an adult whenever something has made her feel sad or uncomfortable so it can be dealt with effectively was discussed. A daily check in and check out was put into place to ensure that she had a specific adult to speak to at the beginning and end of each day. During these check ins and check outs she would discuss how she was feeling and any worries or concerns she had. In the check outs she would describe her day and was given the opportunity to mention anything that had upset her that day so it could be dealt with immediately. Positives of the day were also mentioned and celebrated. She was also loaned a scooter to help and encourage her to be able to get to school on time.

### **Impact and outcomes of the work**

Mum said that she has seen a big improvement at home in the child's general wellbeing and she is happier to come into school. Her attendance has improved as she has only had 3 days absence since 11th May due to illness. Daily check outs show less incidents with friendships and when they arise, they are dealt with using restorative practice. Lateness has improved but is still an ongoing target.