

United Against Bullying School Case Study: Pupil voice

How [school] promoted and engaged pupil voice

Context of our anti-bullying work

[School] is a one and a half form primary school in [location], one of the most deprived areas in the country. It was last inspected by Ofsted in 2019 and was judged as 'Requires Improvement'. At the time, children reported they felt poor behaviour and bullying was dealt with but took 'too long' and parents reported that their concerns were not addressed with quickly enough. An existing Anti-Bullying policy was in place.

Since then, the school has had a change in leadership and battled the challenges of the pandemic. The School's Leadership are keen to improve outcomes in all areas of the school.

What we hoped to achieve

- To promote and engage pupil voice
- To empower children through leadership

The action we took

- On beginning the journey with United Against Bullying, the Head of School and Assistant Head for Inclusion decided to grow a group of 'Anti-Bullying Ambassadors' or 'ABAs'.
- During Anti-Bullying week assembly, the Head of School launched the search for ABAs and invited children in KS2 to apply for a position.
- *The group were selected based on merit and their applications. The group also represents the diversity of the school.
- The group created a video about anti-bullying with the PSHE Lead.
- A simplified, child-friendly Anti-Bullying Policy was written for children, based on the video and pictures from the ABA application forms.
- Parents were invited to school for a parent consultation on the new policy.
- A definition of bullying was agreed and shared with the school community.
- The policy was approved by the school governors.
- A Link governor for Behaviour and Anti-Bullying was appointed.
- The Link Governor visited the ABAs for a working lunch to discuss work done so far and actions planned for the future.

- The anti-bullying work executed so far was shared with parents in an 'anti-bullying special' newsletter.
- The child-friendly policy was shared in an assembly for KS1 and KS2, led by the Anti-Bullying Ambassadors.

Impact and outcomes of the work

- Raising children's aspirations and ambitions by applying to become an 'Anti-Bullying Ambassador'.
- Creating opportunities to develop pupil voice and developing oracy, therefore, growing self-belief and confidence.
- Across the school, we are raising the profile of bullying issues and strategies to prevent and respond for children.
- The ABAs act as role models and children have said they've approached the ABAs to ask for help.
- Over the next year, we want anti-bullying to have greater prominence, linked closely to our values of 'Well-Being' and 'Togetherness'. We plan for the ABAs to be involved in further anti-bullying initiatives inc. Don't Face It Alone July 14th Diana Award.
- We aim to reduce the incidences of bullying.
- We aim to increase awareness of the 'protected characteristics' amongst the school community.

What we have learned

- Sticking to the process of recruiting ambassadors set high standards and children strived to be successful.
- Establishing pupil voice in this aspect of pupil welfare is crucial – for them to share their thoughts and experiences and to take the lead in whole-school initiatives