

United Against Bullying School Case Study: Ensuring all pupils can understand the policy

How [school] ensured all pupils could understand their Anti-Bullying policy

Context of our anti-bullying work

We are a large primary school in [City]. Since taking part in 'United Against Bullying', we have updated our policy review cycle to yearly. In our previous anti-bullying policy, we had a Pupil Anti-bullying Policy, which was an appendix in the main policy. This was originally created and reviewed by pupils but had not been done so for a while, following the pandemic.

What we hoped to achieve

- We wanted to create a stand-alone pupil policy, created by pupils, which is easily assessable, clear and informative.
- We wanted pupils to feel that they have ownership over the policy.
- We hoped that the creation of the policy would lead to valuable discussions about bullying.

The action we took

Initially, the pastoral team identified a working group of KS2 pupils who they felt would be able to offer valuable contributions to the task. The group included pupils from different groups (SEND, BAME, PP) and pupils who had experienced bullying themselves. This formed a working group who met on several occasions to create the policy. Initially, we looked at the current policy appendix and identified the positive things they would want to keep and areas that need to change. Then, the group reviewed other schools' pupil policies to identify any good practice that they wished to include in our school policy. From this, we planned what the new policy should look like together and a draft policy was created. The draft policy was reviewed once more and some minor changes made that the pupils were happy with.

Due to our governing body's policy cycle, the main policy will be shared on 11/7. Following this, the main policy and the pupil policy will be shared with pupils and wider school community via the website, newsletter and in classrooms (this is a policy change as was previously part of the main policy).

Impact and outcomes of the work

The working party demonstrated an excellent knowledge of issues around bullying and has extremely valuable contributions to make. We have planned to develop this role and elect some anti-bullying ambassadors in the new academic year, using some of the ideas they have shared. They have identified some areas of school where they worry about bullying occurring (e.g. the toilets), highlighting the importance of pupil voice.

The group felt that an alternative version of the pupil policy should be created for younger pupils / those who cannot read yet. They are keen to support some of their younger peers to create this.

What we have learned

We feel that the group's success was supported by having a specific focus that they were working on. They were very motivated to make a difference and initiate change. We hope to continue this momentum in the new year so that pupils can be involved in Anti-bullying Week and the development of anti-bullying ambassadors who support pupils in the playground.