

# United Against Bullying School Case Study: Adapting policy and practice to needs in a special school

## How Briarwood School adapted policy and practice to needs in a special school

### Context of our anti-bullying work

Briarwood is a Bristol school committed to providing a high quality of education, care and life experiences for children and young people with Severe and Profound Learning Difficulties, Complex Needs, Autism and Sensory Impairment from 3-19 years. The school is based on three sites. The Primary and Post 16 Departments are on the Briar Way site. Our Secondary Department is on the Snowdon Road site, co-located with Bristol Metropolitan Secondary Academy and finally The Pod is our Early Years Centre, co-located with Barton Hill Academy. The Secondary site has a specialist centre for pupils with behaviours that challenge, called The Nexus.

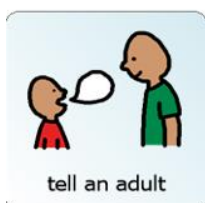
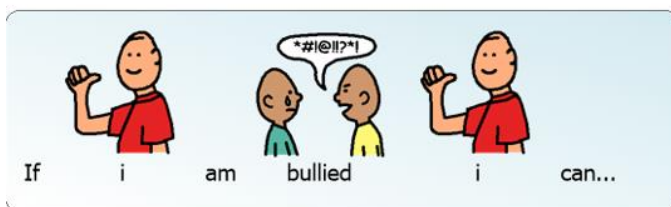
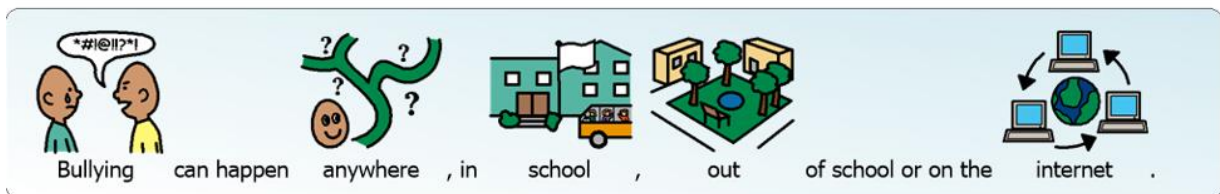
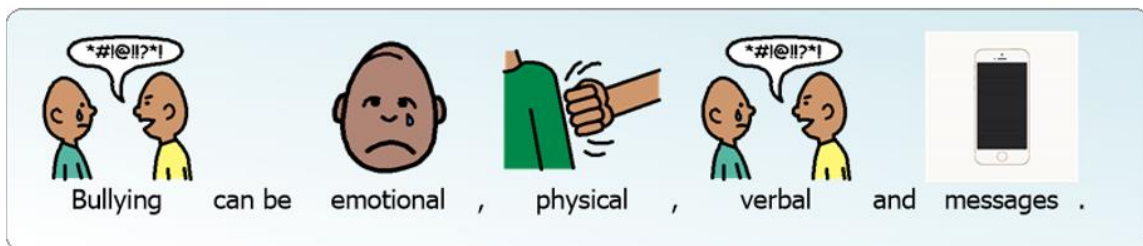
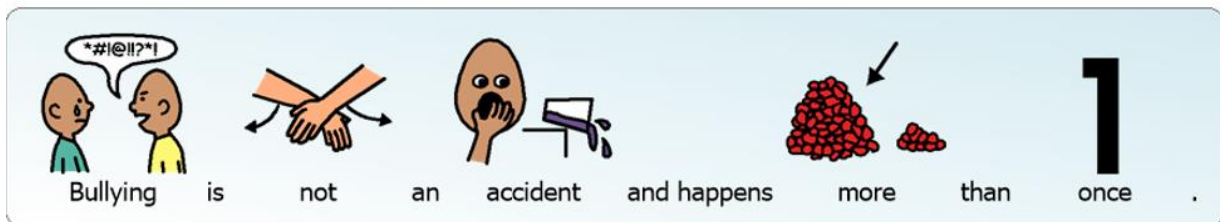
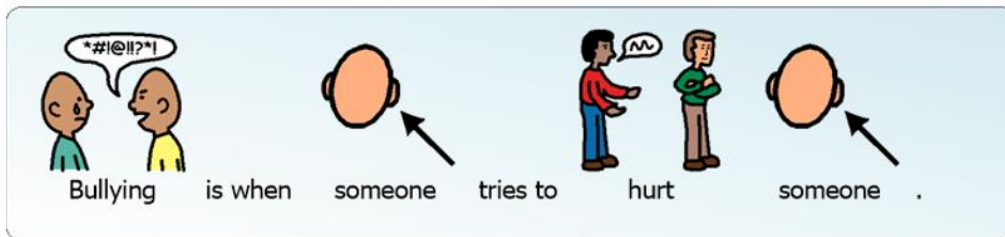
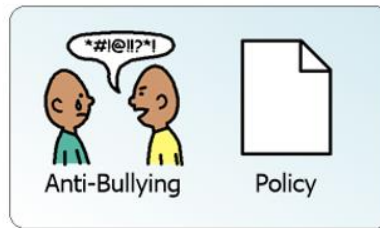
The values of Briarwood School are that all pupils should enjoy their time with us, so that they can engage and learn to their full potential. A dedicated team of staff, governors and parents/carers are proud to support 160 children and young people aged 3 to 19 years on roll and are passionate about their progress, happiness and care. At Briarwood, we encourage staff to be innovative and creative with a bespoke curriculum that puts the needs of our pupils first, complemented by pioneering assessment and reporting systems.

### What we hoped to achieve

Improved pupil voice

### The action we took

- The ABA questionnaire was simplified and differentiated for our pupils.
- ABA questionnaire represented in symbols and Makaton
- Well known staff completed the questionnaire alongside the pupil and anti-bullying lead. Observations of the children also fed into the responses.
- A 'child friendly' simplified anti bullying policy was created.
- All pupils learnt our shared understanding of Briarwood
- All pupils have learnt a personalised way to ask for help – based on their individual communication needs.



## Impact and outcomes of the work

- Although there has only been a slight reduction in peer on peer incidents, the number of targeted and repetitive peer on peer incidents have reduced
- There has been an increase in pupils asking for help or expressing their feelings over their peers behaviour towards them
- Staff are confident to recognise, report and support targeted and bullying behaviour.
- Our learnings for pupil voice are being used to improve in other areas, such as the re-development of the school council.

## What we have learned

We now need to create a one page 'quick guide' for parents detailing our shared understanding and how to report concerns or request help from school. This is within our main policy but parents are less likely to read a 9 page document to find this information.