

United Against Bullying School Case Study: Reviewing behaviour and anti-bullying policies in line with duties under the Equality Act

How [School] reviewed and adapted their policies and procedures to prioritise community cohesion and belonging in line with duties under the Equality Act 2020

Context of our anti-bullying work

We are a two-form primary school, the demographics of our school are 50% BME, 39% EAL, both are higher than the national average. SEND and FSM are in line with National. We also have high mobility.

Community cohesion and the belonging strategy are priorities for our school. Bristol is also a Prevent duty Government area of priority. Whilst behaviour in our school is good, where we identified from our behaviour monitoring we had areas to strengthen was the integration of children who have moved to our school mid-year and supporting increasing number of children with SEMH needs.

What we hoped to achieve

We hoped to achieve:

- A shared understanding that reasonable adjustments are made to our behaviour policy to support the varying and increasing pastoral needs of the children in our school.
- A review of our behaviour and anti-bullying policy to ensure that it reflects vulnerable groups and is up to date with the Equality duty.

The action we took

- Review of behaviour became a more detailed agenda item for our Governor Teaching and Learning committee with reporting to Full Governing Body to inform developments in staffing requirements and funding for staff training.
- A named Governor was appointed to work with Senior Leadership Team to review behaviour policy and anti-bullying. The policy will be ratified in July 2023.
- Staff training: Delivered by Educational psychologist and external advisor to develop consistent de-escalation strategies.
- Identifying a shared definition of bullying using UAB, in updated policy.
- Implemented a vulnerable pupil tracker; a quantifiable resource to ensure consistency across the school in understanding vulnerability.

- Parent/carer Belonging survey undertaken to ensure those families with protected characteristics feel they belong and are nurtured and supported in our school, 97% strongly agreed they feel they belong to our school community.
- Pupil voice activities embedded in YR-6 and monitoring of vulnerable pupil responses.

OFSTED visit March 2023

- Governors ratified Equality Policy to support objectives following outcomes of belonging survey.
- Parental engagement meetings - attendees monitored to ensure resources reach all groups.
- External advisor Child in Care, CiC review to reflect upon our support and engagements with families and EPAC meetings.
- School app - introduced so all communications with parents can be translated.
- Whole school participation in national awareness days; Empathy, Autism, Deaf awareness, neurodiversity week.

Impact and outcomes of the work

- School staff have a holistic view of our children, the vulnerability tracker RAG rates the children across a range of pastoral factors so class teachers/TAs can have priority children to monitor and support. Using the tracker at the start of the school year, 14 Children scored 3 or 4 for behaviour (4pt scale 4 -child needs an individual behaviour support plan) this has reduced to 7 children by end of the year.
- A 'nurture nest' put in place at lunchtimes reduced reports of playtime incidents for those children who find the length of the lunchtime break tricky.
- A shared pastoral list is a central point for sharing information about vulnerable children, in turn those with identified SEMH needs have a 'pupil passport' this pupil/class teacher document communicates how to manage the child when they are dysregulated or triggers to avoid if working with the child.
- Next year – September, plans in place to write a child friendly version of behaviour and anti-bullying policy.
- To use Better Bilingual training resources to improve our induction for families who join our community with no English.
- To further identify the nurture needs of our vulnerable children, e.g., online safety-re-run parent workshops.

What we have learned

On-going staff training in areas of pastoral needs that we have not previously had experience of. Ensuring staff are supported to deal with SEMH needs of children.