

United Against Bullying School Case Study: Staying aware of the protected characteristics

How Dodworth St John the Baptist Primary Academy ensured that their policy and recording system protected all children including those with protected characteristics

Context of our anti-bullying work

We reviewed our recording systems alongside the complete review of all behaviour policies including our anti-bullying policy.

It was apparent that our previous recording system did not adequately enable us to track all vulnerable groups accurately. It was also apparent that our PHSE progression map did not include enough opportunities to teach respect towards difference.

What we hoped to achieve

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The action we took

Following consultation with the whole school community we rewrote our Anti-bullying policy with a clear reference to the equalities act and the necessity to ensure all protected characteristics were recognised as a potential vulnerability to bullying. (<https://dsjablogs.net/behaviour/> See page one of our anti-bullying policy.) Alongside this we rewrote our behaviour policy to ensure it supported and interlinked with our anti-bullying policy's aim of protecting all our children from bullying.

We then shared these policies with parents, staff, governors and children to ensure they understood them and in particular the need to protect all children from bullying.

Our RSE lead worked with all teachers to ensure that the PHSCE/RSE curriculum taught about diversity and the right to be different. She also planned and ran diversity week with the

school council to again ensure the key messages of respecting and tolerating difference was kept high on the agenda for children.

Finally, we wanted to ensure we could track not only bullying incidents but also any behaviour incidents to ensure our pupils with protected characteristics were not more vulnerable to poor behaviour including bullying. To do this we created our personalised recording parameters in CPOMS to reflect the diversity of our school community. All staff were trained in how to use the new logging system. SLT analyse the logs weekly and half termly with the anti-bullying governor to ensure there are no patterns forming and with a particular focus to ensure there are no links between a protected characteristic and bullying.

Impact and outcomes of the work

All staff are clear in the vulnerability a protected characteristic can pose for a child and are aware of the need to keep accurate logs. We have not yet seen a direct correlation that our pupils are more likely to be victims of bullying or involved in poor behaviour if they have a protected characteristic. The ability to track each different characteristic gives leaders the confidence to know that all pupils are protected from bullying regardless of their gender, beliefs, background, sexual orientation, ethnicity, disability or family situation.

The PHSE/RSE scheme of learning has enabled children to be taught and immersed in opportunities to safely explore their thoughts and help them to understand the importance of respecting and tolerating difference. We have seen a reduction in the use of discriminatory language through children's understanding of why this is inappropriate beyond it being rude, but more so that it can directly impact on the feelings of another person.

We need to continue to offer opportunities to explore difference through our curriculum next year alongside enabling pupils to challenge the use of inappropriate language by widening the use the prefect 'buddy' system.

What we have learned

It is important to recognise the different vulnerabilities within your school community, both those you are aware of and those that you may not be aware of. Policies and schemes of learning need to be created to ensure all pupils are represented and protected. Tracking of pupils vulnerabilities is key to knowing your policy and practise are working as intended.