United Against Bullying School Case Study: Involving whole school community

How St Catherine's C of E Primary involved the whole school community

Context of our anti-bullying work

In our primary school we decided to focus on developing training staff, pupils and parents with anti-bullying information, resources, ways of responding to bullying and procedures to report bullying.

What we hoped to achieve

We aimed to give our whole school community a clear definition of bullying using common language that was shared with both staff, parents and pupils. (STOP) We wanted the whole school community to understand exactly how we define bullying and how children should respond if they feel that they are being bullied. (start telling other people) We aimed to make children feel comfortable to tell a trusted adult if they felt that they were being bullied and to change the dynamics of the different roles played in bullying.

The action we took

- The school council created an anti-bullying assembly which informed the children of our definition of bullying (several times on purpose) and outlined what to do if they felt they were being bullied. (start telling other people)
- KW led other assemblies where the children were reminded of the meaning of STOP and made a bookmark which is kept at school and in constant use with the children. KW led another assembly which focused on children recording who they can tell if they feel that they are being bullied. The results are displayed in each classroom as a constant reminder to the children.
- Another assembly focused on the different roles in a bullying situation and we discussed the roles with staff and children and identified how changing these roles enabled us to stop the ringleader.
- We sent the anti-bullying policy out to parents and asked them to give us input on the policy. The response was very positive
- The school council put the policy into child speak so that all members of the community were able to read and understand it.

- The school council made a display board in a busy area of the school so that all children are reminded what bullying is and how to respond to it.
- Wellbeing walls are now in each classroom so that all children have a non verbal way of communicating if they need to talk to an adult
- KW and RK gave staff meetings to all school staff informing them of new anti-bullying developments, a clear definition of bullying, how to respond to the different roles within the bullying situation and how to record any bullying incidents on CPOMS.

Impact and outcomes of the work

- All staff, parents and children are using the same definition of bullying (Several times on purpose) they also know what to do if they feel they're being bullied (start telling other people) and can identify people that they can trust to share the information with. (trusted adults)
- Assemblies, displays and the bookmarks serve as visual reminders for the children about what bullying is and how to report it.
- Parents feel that the school is taking bullying seriously and they have had an input on the anti-bullying policy
- Children openly talk about bullying and know that it is an issue that is dealt with seriously at our school. They use the well being walls to communicate if they have a problem that they would like to discuss
- All staff aware of how to record an incident on CPOMS and that any mention of the word bullying must be recorded and responded to
- We expect to continue assemblies and school council work next year to keep bullying definition and response to it clear for the whole school council.

What we have learned

The reaction from staff, parents and especially children has been very positive. Discussing how to tackle bullying by changing the way you respond to the different roles within bullying has been especially effective and something that has really resonated with both staff and pupils.

A clear definition of bullying has helped the whole school community to understand if it is actually bullying and how to respond.