United Against Bullying School Case Study: Ensuring the definition of bullying is understood by all

How [school] ensured that the definition of bullying was understood by the whole-school community

Context of our anti-bullying work

We are a two-form entry primary school that has historically had low levels of bullying. Our Anti-Bullying policy was due for review this year and we were finding that the term 'bullying' was being used more frequently by children and parents for issues that were not bullying. Sometimes the children had not told their teachers what had happened, and parents had only heard one version of events. Therefore, we wanted to strengthen our policy and communicate that with pupils, parents and staff.

What we hoped to achieve

We wanted to:

- update our policy to include a clear definition of bullying
- provide a range of methods for children & families to communicate with staff
- publicise this with staff, children and parents

The action we took

- The profile of anti-bullying has been raised within the school with a dedicated anti-bullying lead and a new link governor.
- A Pupil survey was undertaken as a baseline to gain analysis of current situation. The results gave us areas to work on and an action plan.
- Anti-bullying lead successfully completed the UAB training and refreshed his knowledge of anti-bullying issues. This led to the school adopting the UAB definition.
- Assemblies around the theme of anti-bullying to explain our revised definition of what bullying is e.g. specific anti-bullying themes and NSPCC Speak out, Stay safe.
- Anti-bullying Ambassador training from the Diana Award for pupils in KS2 led to the introduction of communication boxes.
- Staff have received training around our revised definition (from the UAB).
- We have amended our recording system (CPOMS) to incorporate the UAB bullying categories and diarising any incidents, so they are followed up.
- Parents were also invited to contribute ideas/suggestions for our new policy.
- Visit by police to talk about online/cyberbullying for older pupils.

Impact and outcomes of the work

- Anti-Bullying now has a raised profile through the anti-bullying school lead and link governor.
- The Pupil survey showed improvements in 22 out of the 24 areas.
- Through assemblies and our PSHE curriculum, children are clear about our definition of bullying. They know the message to 'Tell someone' and are becoming increasingly active in being a part of preventing bullying and that bullying is not tolerated at our school.
- The introduction of communication boxes in school has helped pupils express how they feel and why, which has helped ease issues in the classroom after break/lunch times.
- Staff feel more confident with the new definition.
- A Parent survey asked parents if they felt their child was safe at school and we were very pleased to receive a 100% response (up from the previous survey response of 97%).
- Anti-bullying Ambassadors have lots of great ideas for the future and will have a regular slot in our future assemblies.
- A dedicated online communication will provide another option to receive feedback Pupil voice will come through in the child-friendly Anti-bullying policy.
- Further staff training using UAB resources planned for new academic year should further increase confidence in dealing with bullying incidents.

What we have learned

We will plan in more opportunities to raise awareness throughout the year to reinforce the message about bullying, so that it is talked about openly and everyone has a voice to speak out against bullying.