United Against Bullying School Case Study: Improving understanding of bullying across the school community

How Ironville and Codnor Park Primary School improved understanding of bullying across the school community

Context of our anti-bullying work

2.3) The policy has a clear definition of bullying that is understood by all members of the school community.

We frequently had a number of parents/carers and children saying they were being bullied and after investigation we found out it was more of a case of one off incidents – relational conflict. It was clear that parents/carers and children did not completely understand what the term bullying meant.

What we hoped to achieve

Our aim is to ensure that parents/carers were able to identify with the child if the incident was one off (relational conflict) or if it was bullying and who to speak to in school for both.

We hope to reduce the number of incidents that the class teacher or anti-bullying lead has to deal with.

The action we took

Pupils

The anti-bullying crew updated the child friendly anti-bullying policy which has a clear definition of what bullying is as well as some scenarios to support the children. The scenarios include examples in and out of school, which include online.

This child friendly policy has been shared with all the children and is available in each classroom and around the school.

The anti-bullying crew looked at the results of the initial questionnaire and decided that they needed more posters around school to support the 'I am hit, pushed or kicked by other pupils' question as well as 'Other pupils say bad things about me when I'm not there'. The crew held a competition and the winners posters are displayed around school.

The anti-bullying crew purchased a friendship bench and sign to support the 'Other pupils stop me from joining in with them'.

Staff

The anti-bullying crew asked staff to remind children about name calling in PSHEE lessons and assemblies.

Parents/Carers

The Anti-bullying crew alongside the Family Support Assistant, planned the parent/carer workshop where they discussed some scenarios and the new check list for parents/carers to complete if they think their child is being bullied. This forms part of the anti-bullying policy. The checklist includes who to speak to in school if it is relational conflict and who to speak to if it is bullying in and outside of school.

Impact and outcomes of the work

Parents/Carers

Parents/carers have a clearer understanding of what bullying is and now follow the checklist before deciding who to speak to. It is starting to have an impact on the use of terminology they are using.

Pupils

The children have a clearer understanding of what bullying is and again this has reduced the number of children saying they are being bullied. They are also more aware that we still support them if it is relational conflict.

Results of the final pupil questionnaire compared to the initial questionnaire indicate that

"Other pupils say bad things about me when I'm not there" *The children that responded to the initial questionnaire by answering **never** was 60% and in the final questionnaire this improved by 14% to 74%*

"Other pupils stop me from joining in with them". *The children that responded to the initial questionnaire by answering **never** was 50% and in the final questionnaire this improved by 11% to 61%*

Staff

The number of incidents reported to the anti-bullying lead has reduced so her workload has improved due to the better understanding of who to contact in school.

What we have learned

We have learnt that providing scenarios for parents/carers and children has given them concrete examples to aid their understanding.

It has proved useful for all stakeholders to understand the difference between relational conflict and bullying.