

United Against Bullying School Case Study: Aligning anti-bullying policy with sexual harassment policy

How [school] aligned their anti-bullying policy with sexual harassment policy

Context of our anti-bullying work

To determine and understand the levels of peer-on-peer harassment which exists. To evaluate existing procedures and make improvements, where needed, to ensure robust safeguarding against sexual, racist, homophobic and transphobic harassment and abuse. To fit with ABA evaluation 2.8 The policy is clearly aligned with other relevant policies (e.g. behaviour, safeguarding, SEND, acceptable use)

What we hoped to achieve

To gain an understanding in upper key stage 2 of the level of peer on peer abuse and sexual harassment that was taking place in the school, online and to and from school.

To ensure all staff are trained and up to date on all legislation and the impact of their own actions in school and to develop an ethos within the whole school community to raise awareness of gendered language and the protected characteristics and to begin to challenge language that supports a sexist attitude e.g Girls and Boys football clubs, 'man up' ' stop being such a girl'

To develop a curriculum that supports and recognises the challenges being faced by our pupils, including amending the PHSCE curriculum and E-learning.

To support parents to understand the challenges and of what is happening and introduce the new policy and ethos.

The action we took

In the second half of the autumn term pupil voice was carried out to understand the extent on peer on peer and sexual harassment that our pupils faced both in school, outside and online.

Staff training has taken place and all staff have been required to undertake the National College Training on Sexual Harassment and Peer on Peer abuse. Parent consultation took place and a parent workshop is book to be held in September 2022.

A new policy in sexual harassment and peer on peer abuse has been developed with clear links to the anti-bullying policy and behaviour policy to ensure a joined up approach

Assemblies have been held across the year to educate or pupil group and or PHSCE curriculum has been reviewed and changed to support this.

Impact and outcomes of the work

The pupil voice highlighted areas of the school where children felt more vulnerable and types of bully that went on, this was mainly around ability in sport and maths and some around appearance, boys having longer hair and some sexist language an sexualised behaviour especially in our Year 6 classes. Some felt teachers didn't always take bullying seriously. These findings have mean that we have carried out more training on bullying in the staff team and for new staff coming in they now meet with the anti-bullying lead who goes through the policy to ensure that they understand it and their responsibility under it.

Children are now as a matter of course involved in knowing the outcomes of all investigations into any disclosure of bullying and they are now reporting that they filled more heard and respected. A mailbox is now in place to ensure that there is an avenue for children to disclose incidents of bullying even if they do not feel safe or able to disclose this in person to an adult in school

What we have learned

This project was an opportunity to understand the widespread nature of sexual harassment and peer on peer abuse within our school. Holding pupil voice and asking difficult questions enabled the school to have a clear understanding of what is happening within or school community. It has helped to educate the whole school community on the impact of language that normalises sexism and racism in our community and to challenge this when it has been heard.