

United Against Bullying School Case Study: Creating different reporting tools in response to feedback from children

How [school] created different reporting tools in response to feedback from children

Context of our anti-bullying work

As part of our whole-school anti-bullying work we created a new anti-bullying policy based on ABA guidance.

The main part of our work with pupils was centred around:

- Defining 'bullying' vs 'relational conflict'
- Putting strategies in place to deal with bullying after the event by working with different groups involved in the incidents
- Ensuring pupils felt listened to, and knew where to turn for support.

What we hoped to achieve

In this part of the project, we wanted to ensure that children felt confident in reporting their worries to an adult, and felt that an adult would take their worries seriously.

This came about as a result on the initial United Against Bullying survey, but also when our Trust did a safeguarding audit, a small minority of pupils did not feel listened to. We as a school felt that we did do a lot in this area, however we have to respect how the pupils actually felt and realised that a change was needed.

The action we took

As well as our general culture of good listening, we felt like a physical artefact of that culture needed to be available for some.

We consulted with other schools in our trust to see what they did. We felt that the idea of using a physical 'worry monster' teddy, along with the accompanying story book, would be the best way of ensuring there was a physical artefact of the listening culture. The children now write down any worries they have – or simply their name if they want a chat with an

adult – and post it in the worry monster. An adult checks the worry monster frequently and addresses those worries in the best way for that individual child.

We have also made an accompanying email address using the worry monster name, giving a way for older children / children at home to report their concerns, but all tied up under the 'worry monster' concept.

Impact and outcomes of the work

When we next spoke to children, a much higher proportion felt listened to. They cited the worry monsters as being something that they could / would use to report something to an adult, and that an adult would take their concerns seriously.

Parents also appreciated the physical artefact of our listening culture, and felt that it showed we were taking children's voices seriously.

What we have learned

We learned that sometimes although our perception of something might be very positive (in this case our listening culture), actually the picture with the actual children can be quite different, and we need to respect that and act upon that.

We also learned the power of having a physical artefact to represent the overall intangible culture is a very powerful tool.