United Against Bullying School Case Study: Responding to regular surveys on wellbeing

How [school] responded to regular surveys on wellbeing

Context of our anti-bullying work

[School] is a one and a half form primary school in [location], one of the most deprived areas in the country. It was last inspected by Ofsted in 2019 and was judged as 'Requires Improvement'. At the time, children reported they felt poor behaviour and bullying was dealt with but took 'too long' and parents reported that their concerns were not addressed with quickly enough. An existing Anti-Bullying policy was in place.

Since then, the school has had a change in leadership and battled the challenges of the pandemic. The School's Leadership are keen to improve outcomes in all areas of the school.

What we hoped to achieve

- To promote and engage pupil voice
- To monitor and improve levels of well-being
- To inform the school's development plan and priorities

The action we took

- We have used pupil surveys in the last year to measure levels of well-being and attitudes to school and learning.
- We have used a combination of surveys using SurveyMonkey and Microsoft Teams.
- The surveys have included:
    - Jul 2021 – pupil survey for remote learning and post-lockdown well-being
    - Dec 2021- United Against Bullying baseline survey
    - Nov 2021 - a pupil attitudes and online safety survey for the local authority.
    - June 2022 – pupil survey for KS1 and KS2
    - June 2022 – parent survey
    - June 2022 - United Against Bullying final survey
      (see supporting evidence for all survey results)
- One of the most striking findings (in the academic year 2020-2021) was that the majority of the children did not feel comfortable to share their ideas and also not feeling comfortable to talk to anyone about playground/lunchtime incidents
- Following these results at the end of the academic year 2020-2021, we prioritised to enable and promote pupil voice. One action was that all class-based staff were

required to include a performance management target based on promoting pupil voice.

- Analysing the results of 2021-2022 surveys, we are seeing some trends particularly:
  - Children finding lunchtimes a difficult time
  - Children receiving unkind messages online
  - Low parental engagement re. online safety – potential barriers inc. awareness, language barrier
- Based on these results, some actions we plan to take include:
  - Planning another Parent Online Safety workshop in July 2022 to equip parents with relevant knowledge on how to keep children safe online
  - Implementing a team of children in Upper Key Stage 2 to become 'Playground Leaders'. This will involve some training about including children in games, structured play and basic principles of restorative practice.
  - We are seeking funding to improve some underused areas in the playground, to create more 'quiet zones'

Impact and outcomes of the work

- We now have several established pupil voice groups inc.
  - School Council (who work with local schools for a Pupil Parliament event)
  - Anti-Bullying Ambassadors
  - Digital Leaders
  - A school newspaper written by children in Years 5 and 6
  - The school has appointed an 'Oracy Lead' and has joined a borough-wide oracy project

Over the next year, we aim for our children to become more confident and have strategies to support them when they find things difficult. We would want all of our children to enjoy their lunchtime experience.

What we have learned

On reflection, more work could have been done to promote the school's anti-bullying work, to encourage more parents to give permission for children to participate in the UAB survey