United Against Bullying School Case Study: Responding to low level of reports by improving ways to report

How Broomhill Junior School responded to low level of reports by improving ways to report

Context of our anti-bullying work

When asked the question 'do you have any reports of bullying?', often our response would be 'no.'. Instead of seeing this as a positive, this actually became a concern to us because we didn't believe this to be the case, but rather children were either unsure how to, or uncomfortable to report it. When looking into this, we spoke to some of the children and they stated things like 'we sometimes tell people but nothing happens', or 'I wouldn't want anyone to know I am telling an adult because it might make it worse', or 'when I have reported, I've been told to stay away from them- but I sometimes can't control that'. These comments became a concern to us. As much as we felt that we had great relationships with the children and therefore assumed they would feel comfortable reporting if they were being bullied, often factors beyond that are what is causing them to not report.

What we hoped to achieve

- Children or parents/carers reporting bullying, believing it would be dealt with.
- Children feeling comfortable to report bullying without repercussions on them.
- Children feeling protected or not at a further risk for reporting.
- With all those things in place, ultimately reports of accurate bullying that is taken seriously and follows a process that involves the child and is regularly monitored and reviewed.

The action we took

Two 'Bullying Leads' were allocated and shared with children through an assembly, and are signposted around the school, with photographs in the same way you would signpost safeguard or first aid leads.

An email was set up solely for the use of reporting bullying to. This email address is regularly checked by both Bullying Leads to unsure it is picked up in a timely time.

Currently worry boxes are used in classes to produce written reporting, which is checked by the class teacher regularly, however children felt this box was not very discrete, with children

often feeling worried about reporting. Because of this, two post boxes were purchased to place in the school somewhere. Children are a part of the process of locating these as they want them somewhere that nobody would know you might be reporting. These post boxes are to be check by the bullying leads regularly.

Impact and outcomes of the work

Children, around the school direct pupils to either of the Bullying Leads if they are uncomfortable about a situation. Sometimes to not necessarily to report, but to voice they worries so they can feel heard.

A parent was able to report a concern, that their child was uncomfortable about doing in school, via the mailing system. This meant this issue could be picked up quickly, and allowed the child to feel less worried.

The long term hope is that pupils feel more safe and comfortable overall to report concerns around bullying- in which every way suits them. As there are different ways, one of those routes will allow it to be more efficient.

What we have learned

Learning was not assuming everybody feels comfortable to report issues face-to-face, regardless how strong the pupil/teacher relationship is, and that offering different ways of reporting makes it more accessible to all.