

United Against Bullying School Case Study: Non-verbal methods for reporting

How St Catherine's C of E Primary used non-verbal methods for reporting

Context of our anti-bullying work

Focus area: Responding and Intervention

We are a primary school who wanted to clarify to children and staff what bullying is and how to report it. We wanted to ensure that parents, staff and pupils knew how to report any form of bullying in the most appropriate way.

What we hoped to achieve

- We wanted to create a 'child friendly', easily accessible, non-verbal method for children to report bullying as we sometimes worry that the quieter, more reserved children may not want to speak out about how they are feeling.
- Involve the wider school community to inform all about how to report and tackle bullying

The action we took

- We created a 'well-being wall' to be displayed in each classroom throughout the school, starting in Reception working up to year 6. These walls have numbered characters on pegs which have been allocated to each child. Each day, we encourage the children to check that their peg is in the correct place on the wall at least twice a day (morning and after lunch time). There are three options for how you are feeling which links to the colour monster text: 'Happy', 'Mixed emotions/uncertain' and 'sad'. The children move their peg to the relevant emotion and a member of staff (class teacher or TA) will choose an appropriate time to speak to them 1:1 privately to find out why they are feeling these emotions and if there is anything we can do to help. Quite often we are able to resolve issues that may have happened during the school day and the children will then move their peg back to feeling 'happy'.
- School councillors have delivered messages in whole school assemblies, made a display and also contributed to the whole school anti bullying policy.
- PSO's come in to discuss with our pupils how to manage bullying.

Impact and outcomes of the work

- We have had some really positive feedback from teachers about certain individuals that have chosen to use the well-being wall to reach out and get support (who you would not expect to be struggling). The non-verbal method has been popular and all year groups are using this strategy.
- We hope that the children will continue to use this strategy throughout their time here at our school and they will be able to identify the well-being wall in the next year group's classroom as they are all identical across the school.
- Bullying is spoken about and discussed openly, children are encouraged to and feel comfortable sharing their feelings and worries with a variety of trusted adults

What we have learned

- Introducing non-verbal methods for reporting bullying for pupils – would highly recommend in other settings.
- Involving whole school community – very important for all to be included and informed