

United Against Bullying School Case Study: Consistency in reporting

How Lime Academy Parnwell developed consistency in reporting

Context of our anti-bullying work

Mechanisms for reporting bullying were not robust. Although incidents were recorded, the way in which they were recorded made it harder to identify trends and review outcomes.

What we hoped to achieve

We wanted to ensure there was one place to record incidents where they were not diluted amongst other behavioural incidents. We wanted to ensure that each incident recorded the required information and highlighted any protected characteristics, but also that actions were clear and SMART and that review dates were added to evaluate impact.

The action we took

We agreed on CPOMS as our recording platform for any incidents of bullying; as our safeguarding management tool, this also raised the importance of bullying as an issue and showed it as a priority for the school to address. Arbor was then used to record all negative behaviour incidents. The Designated Safeguarding Lead was responsible for overseeing all CPOMS and Arbor behaviour reports and could therefore spot any patterns in either which could be bullying related.

The protected characteristics were added as subcategories, along with verbal, physical, online. The CPOMS systems allows for the reporting of each of these categories, as well as adding in review points (added to the calendar) for the DSL to evaluate the outcomes of the actions put in place.

The support script from the anti-bullying alliance was used as a prompt for questioning and recording, and the following information recorded each time (from the UAB tool, Developing a response process for peer-on-peer bullying: a tool for schools):

- **What happened?** - What type of bullying - Who was involved? - Where did it happen? - When did it happen?
- **How was the target (bullied child) affected at the time?** - How did the child feel? - What did they think should happen to make it right?
- **Was any first aid needed or given?**

- **Have parents of all pupils been contacted?** If so, by whom?
- **What SMART actions were agreed?**
- **Date for review?**

Staff training was provided on how to record and where, along with resources from the UAB website such as: sentence starters; blank story boards; a SEND definition of bullying; colour monster feelings chart.

The most helpful tools within the resources, were the bullying diary for parents and the Kidscape log. These supported parents to structure their discussions with their children and the class teachers and provided them with a way of building a clearer picture of their concerns. This then also supported teachers to work through the concerns raised, alongside the school's pupil definition of bullying, to determine if it was bullying and what actions could be taken.

Impact and outcomes of the work

There has been much clearer reporting of bullying cases, separate to other negative behavioural incidents. All protected characteristics can be reported on collectively and individually. There are now clear and SMART actions, with review dates that are flagged up in calendars to enable the evaluation of impact.

What we have learned

A flow chart/step-by-step guide is being developed to support the process with all of the areas to record listed in one place. This will further ensure continuity and consistency in reporting.