

United Against Bullying School Case Study: Celebrating diversity

How Esher Church School celebrated diversity

Context of our anti-bullying work

- We have been very aware that although we have a robust system in place to support our SEND children, we also need consider other triggers of bullying that are not SEND driven eg How we look/ where we live/ where we come from
- Although we have few bullying incidents and only one recent name calling incident related to the race of a child, we still feel that it is imperative that we celebrate Diversity
- Following on from the UAB and our own Questionnaires we know that we do have a few children who continue to need extra understanding and support
- We have an Enquiry Based Curriculum which is very much geared towards investigating different countries, traditions etc but we want to develop the curriculum further to ensure that it is embedded with pro-active content to ensure that children never feel that bullying is an option or an answer. Curriculum development is therefore in the School Development Plan. The staff are taking part in two Curriculum INSET days following on from much research from the Curriculum lead and SLT. This process will take time and is actioned planned over 12 months
- In the meantime, we introduced STORY PROJECT last year. This provides each year group with a book to focus on every half term. The books have been selected specifically for the children's ages. (See list for the titles)
- In addition, we would also like to initiate more whole school awareness of Diversity. We feel by educating the whole school community, our children are more likely to embrace rather than fear Diversity also as part of our Values of Wisdom, Hope Dignity and Community
- Spurred on by the Be Kind theme of AB week, we have made it our mission to keep the theme going in lessons and assemblies, including a Kindness home learning programme for our Learning Review Day

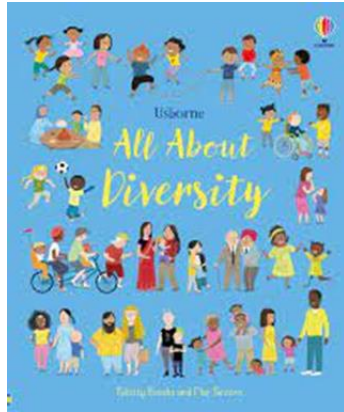
What we hoped to achieve

- For us to challenge and celebrate Diversity not only as part of our evolving curriculum but also to educate the whole community on more specifics eg what is Autism? What does it mean to be Dyslexic?
- To start Celebration days starting with Autism Awareness on the 16th June.
- For there to be an Awareness day every term.
- For the changes in the curriculum to recognise Diversity and highlight potential At Risk groups within our community
- For there to be more CPD made available and for staff to feel more educated and informed and able to deal with situations and the children

- For there to continue to be robust systems in place should any bullying take place eg introduction of Provision Map and extra training on CPOMS
- For the whole community to be given a voice through Questionnaires
- To complete the school's own and the UAB Questionnaire

The action we took

- During lockdown our Art specialist put together a weekly art project to celebrate different artists from all over the world, from different backgrounds, both male and female
- Following on we have decided to keep this going on a termly basis involving the whole school community
- Story Project has been reviewed and is a hit with both the staff and children. The books have sparked many insightful and engaging discussions, role plays and Circle Times. They are meant to be seen as a stand-alone lesson but have also informed other areas of the curriculum eg Morris the **Mankiest Monster** has been wonderful in engaging the Year 1 children in self hygiene. In Year 5, **The recycled Orchestra of Paraguay** (Ada's Violin) is about an Orchestra where the children live by a land fill and have made instruments out of things from the land fill and now tour the world with these recycled instruments.
- As we have a few children with Autism in the school we wanted to raise awareness of Autism and how it not only affects the children and their families but what we can do to be better friends to these children.
- Autism Awareness week was from 12th June and has involved 2 assemblies led by our SENCO and an OT parent. It finished with a wear red Mufti Day and cake sale to help raise funds to develop our resources.
- The Infant children have been reading a book about **Diversity** which is very engaging about our different bodies and different minds. They then made people out of pipe cleaners and celebrated their strengths and weaknesses.
- In the Juniors they read the book **Spread your Wings and Fly** and followed the instructions to make a crane. Both the people and the cranes will be displayed. We also showed the children various videos by the Autistic Society to help give the children an insight into Neurological differences
- More CPD has been made available including A whole school approach to anti-racism, Autism Awareness and how to deal with an Autistic child in the classroom, A whole school approach to LGBTQ+ etc
- The Antibullying lead has completed all the UAB CPD and has put together an Anti-bullying booklet for staff and parents with the information learnt
- Staff meetings are regularly timetabled for feedback from the courses for class teachers and LSAs
- There is a folder for all staff to access with information regarding At Risk children including Responding to Gypsy Roma and Traveller young people etc
- All staff have had more training on CPOMS to ensure that should an incident occur, all parties are informed and the process are in place
- Provision Map has been introduced to ensure that all ISPs / Interventions/ Reviews are in a central place and kept up-to-date with staff and parents
- Surveys have been sent to parents, staff and children regarding the school as a whole and SEND and the results are being analysed and appropriate changes made



Impact and outcomes of the work

- The whole school embraced Autism Awareness day and much money was raised which will be used to boost our resources
- Many more staff have had access to CPD and have had opportunities to share this with the whole staff
- Story Project continues to be timetabled in every year group and will continue to be so next year
- Our school's and the UAB Questionnaires have been insightful and all the information is being shared with the staff/ SLT/ SENCO/ DSL and reviewed regularly and appropriate changes made
- We feel that we are living by our Values ***To be a safe, happy, loving community where excellent teaching inspires children to learn and explore, care for each other and believe that they can make a difference.***

What we have learned

- Looking at the UAB Questionnaire results, we acknowledge that we do need to continue with our quest to ensure that all children "feel that they belong"
- As with any school initiatives they take much time to organise, review and develop but all these initiatives have been worth it. We feel that we are going in the right direction but we know that time never stands still!