

United Against Bullying School Case Study: Anti-Bullying 'drop in' room

How Kings Academy Prospect developed an Anti-Bullying 'drop in' room

Context of our anti-bullying work

~~Due to a recent incident that has been reported to the Head of Progress and reported to the~~
up an Anti-Bullying 'drop-in' room. This is a place that anyone who feels that they could use some support or is at risk of/or experiencing bullying can come and talk to one of our trained ambassadors.

Here they will receive support and guidance, and the chance to speak to people that have experience of how to deal with these situations.

The room will be open each break, every day and will be 'manned' on a rota basis. This will ensure that there is always someone present to talk to anyone that decided to use the room and will give us a chance to develop our skills. It is also to help those students that may not feel comfortable talking to an adult about their experiences but would happily speak to one of their peers.

What we hoped to achieve

The aim of this project is to give another level of support to the robust anti-bullying policy that is already in place and the work that Heads of Progress do to support, log and follow up any incidents of bullying that is reported.

We hope that the room will become a safe haven for students that need a place to go during break time if they feel they cannot or will not be outside with the rest of the students in their year group – whether that be because they are currently the victims of bullying, or simply need a break from the daily dramas that can occur. It can also be simply to report any issues that they feel might be happening or brewing, so that they can be actioned as soon as possible.

The action we took

Students - we talk to them about what has happened to them, or what they feel might happen to them, and give them a chance to express themselves in a safe environment to people of their own age (which they may feel more comfortable doing).

Staff - we consult with staff about strategies that they use to follow up and support students that are suffering (tapping into their expertise and learning from as many people as possible)

Impact and outcomes of the work

The positive outcomes of this project were that a variety of students felt that they had another place to go that would offer them support and other students to relate to and seek advice from. The room was very popular and was used quite a lot by certain students (often purely for moral support) and this helped them to feel more empowered and confident and able to address the situations that they were facing.

The school has really benefitted from the use of this facility, as it has worked to support Heads of Progress to ensure that more people feel more comfortable reporting incidents, which in the past may have not been reported. Having peers to help support has had a positive outcome for many students and has given them a voice through those students that are not afraid to speak out and vocalise issues to staff.

This has in turn raised awareness of some issues or feelings that some students have and made it easier for staff to pick out and watch out for certain behaviours around the school that before they may not have been aware of.

Parents have found this to be a very positive move by the school and have expressed that they like the idea of students having a place to go and someone else to talk to that they feel more comfortable sharing with. The hope is that, with more options of how to report and follow up any incidents of bullying, there will be less of it happening and therefore this makes the school a much safer and more welcoming environment for all students. This will result in an improvement in the general mental health of the collective student body which in turn will hopefully improve performance in the classroom.

What we have learned

We have learned that there are some issues that students would much rather talk about with other students and have them pass on the information to the appropriate member of staff. This has really helped to ensure that students feel comfortable reporting incidents that in the past would not have done.

We have also learned that sometimes students just need a break from the 'hustle and bustle' of the school at break time and having a quiet area to sit/congregate in with other students who have the same feelings and opinions has helped to develop their self-confidence, form new friendships and ultimately improve school performance.