

United Against Bullying School Case Study: Using anti-bullying week to raise awareness and include pupils in planning

How [School] used anti-bullying week to raise awareness and include pupils in planning anti-bullying work

Context of our anti-bullying work

For Anti-bullying week the aim was for it to be planned by staff and children on the School Council, and delivered on the theme 'One Kind Word'.

Many of the families on the estate report anti-social behaviour and direct sanctions out of school, and a lack of behaviour boundaries and no consistent definition make it hard to have a uniform approach.

What we hoped to achieve

- To define bullying to children and reinforce this when communicating with parents.
- To join in with Anti-bullying week activities that the children can learn from.
- To use a more restorative approach to bullying, following review.
- For good behaviour to be positively championed by staff rather than focussing on the negative.

The action we took

- Used the School Council to plan and discuss anti-bullying in meetings.
- Create different opportunities for each area of the School Council to lead. The School Council has a 'Wellbeing Committee', Curriculum Committee and Class ambassadors. The curriculum committee agreed with having a special assembly and class time for activities.
- The Wellbeing committee organised Odd Socks Day and a design a poster competition. They chose to give trophies to the winners and charge £1 donation. Class ambassadors reported back to class from meetings and collected donations.
- On Odd Socks Day, each class voted on the best socks and the winners had their photo taken by the headteacher.
- Weduc and Twitter were used to highlight the good work that the children were doing.

The highlight of the week culminated in a report in the local newspaper, who reported on the success of the whole school forming a human spiral paper chain of kindness on the playground. Children had to compliment the person next to them, and then it was the next person's turn and so on. This meant that every child and staff member in school had a nice compliment about themselves to take away.

Impact and outcomes of the work

- Posters were put up around school celebrating the anti-bullying message.
- Winners received their prizes in assembly and a head teacher special sticker.

- Odd Socks Day was positively supported, and money donated.
- Children had a sense of being liked from their compliments they received.
- Parents had a clear understanding of what bullying looks like.
- Children were proud to be reported on by the paper, and it gave the wider community, who read the report, to understand the hard work and recognise the positivity.
- The kindness continued after the week had finished. Special acts of kindness were given recognition by the headteacher with Integrity awards.
- Increased acts of kindness occurred following the anti-bullying week and less incidents in the playground especially.
- Diversity, inclusion and equality were all successfully highlighted during the anti-bullying week and after the odd socks day because everybody could take part and differences could be celebrated.

For next year, a non-teaching role of Designated Mental Health Lead has been set up for September and they will be responsible for delivering anti-bullying week.

What we have learned

- Some children didn't get the opportunity to design a poster at home, despite being given paper by school.
- More cross-curricular work could have been completed, to intrinsically weave anti-bullying through the curriculum.
- It was a worthwhile exercise asking for feedback from the school council after the week because it allowed evaluation and review moving forward.
- Increased sharing of ideas academy wide would allow ideas and resources to be shared,
- It was important that the classroom resources and work were sourced by the PSHE lead and allocated to classes accordingly, to ensure consistency and continuity of learning and delivering throughout the learning objectives.