

United Against Bullying School Case Study: Involving pupils in Anti-Bullying Week

How Sacred Heart Primary School, Roehampton involved its pupils in, and raised awareness of anti-bullying week

Context of our anti-bullying work

Sacred Heart Catholic School is a two-form entry primary school in Roehampton, London. The school has a variety of ethnic groups, religions and children who are identified as being at risk of bullying (as set out by the Anti-Bullying Alliance). For instance, 20% of the children have SEND, 68% are EAL, 0.2% LAC, 0% Young Carers, 31.8% FSM and 77% BME. Although we are a Catholic School, only 49.4% of our pupils are Catholic. 13.9% are Christian, 12.1% are Muslim, 1.3% are Hindu, 15.4% have No Religion, 5.3% Orthodox and 0.8% Other Religion. Every year, our school has completed the anti-bullying award, and we presently have gold status.

What we hoped to achieve

4.1) Anti-Bullying Week takes place each year and pupils support the planning and delivery of it: How Sacred Heart pupils were involved, and raised awareness, in anti-bullying week

Using the ABA theme for anti-bullying this year ('Reach Out') we aimed to raise awareness on bullying and to create a child friendly anti-bullying policy. We wanted the children to feel like they could 'Reach Out' to anyone (including staff, other pupils and parents/carers).

The action we took

All classes, from nursery to year 6, took part in Anti-Bullying Week. This involved participating in assemblies, lessons and activities which were designed, and led, by pupils. Using the ABA Anti-bullying Assembly PowerPoint template, school council adapted where necessary and created a script to present in an assembly to both KS1 and KS2. After taking suggestions from their classes, they also created an anti-bullying lesson (again using ABA resources as initial templates). Following the theme 'Reach Out' they thought it would be a good idea to highlight who the children could reach out to (including example of teachers and their photos, play leaders/buddies and also suggesting pupils should talk to their families at home). Furthermore, they decided to mix the lessons from Y1 to Y6 so that pupils had the opportunity to reach out to new pupils and make new friends in school. They designed a game where the children in each class would have to ask each other questions (e.g., whose favourite colour is red?) in order to make BINGO.

As well as this, school council also reviewed our anti-bullying policy, and their opinion was that it was too complicated for all children to understand. They therefore designed their own child friendly anti-bullying poster (attached below) to provide a clear explanation of what bullying is. They went around each classroom and stuck their posters up around the school to raise awareness. They also got their teachers to post it on google classroom and on the school website for the wider community to be informed.

Impact and outcomes of the work

Feedback on the mixed lesson from pupils and staff was incredibly positive and they said it was a great opportunity for the children to get to know other faces that they see around school. This has especially made the younger years feel more confident in approaching older children for their help around school. Parents have also commented on the positive impact that the lesson had and suggested more mixed lessons should take place.

Regarding the child-friendly anti-bullying policy, pupils, staff, and the wider community are all aware of our definition of bullying and who to 'Reach Out' to if they need.

What we have learned

Mixing the year groups to provide team-building activities and opportunities was highly successful and more of these lessons should take place. Further opportunities for pupil voice across the curriculum should also be encouraged following the success of the anti-bullying week that they led.