

United Against Bullying School Case Study: Responding swiftly to bullying

How the James Cambell Primary School implemented a consistent and swift approach to responding to bullying

Context of our anti-bullying work

The Head teacher appointed the Assistant Head in charge of Behaviour and Anti Bullying in response to the February 2020 OFSTED report. This has meant that this area has had a high priority for the past 3 years. New school values and rules have been introduced. There has been a coordinated strategy from the pastoral and safeguard team to ensure no children slip through the net. This has been exacerbated in the post lockdown climate and the impact on children's mental health and wellbeing.

What we hoped to achieve

The aim was to implement a policy which was co constructed by all stakeholders and was robust regarding responding swiftly to allegations of bullying. The school also wanted to have a consistent approach and for staff to be correctly trained in order to deal with issues in accordance with the law. The aim was for our school to continue to be a happy place where children felt safe and well cared for.

The action we took

- After the policies were agreed and approved, the school ensured we employed a learning mentor who ran Nurture groups to support identified vulnerable pupils. Staff can make referrals. In addition, children can be referred to counselling and anger management courses.
- We ensure children were trained in reporting incidents via class based and online worry boxes e.g. Toot Toot.
- All staff and children were trained in the roles of bullying during Anti Bullying week.
- KS2 received training through the Diana Award Anti Bullying Ambassadors. They are currently working on Child speak policies and posters.
- All staff have been trained in CPOMS, so it is easy to report bullying, act on it and make future changes.

Impact and outcomes of the work

Following training the school has adopted a restorative approach to behaviour. This involves supporting the perpetrators and victims of the bullying to ensure that all pupils' needs can be met. This may be through pastoral support, nurture sessions, or similar. We ensure that the message is communicated that bullying is not okay and reinforce the message of respect and

our school values throughout the academic year through assemblies, classroom practice and curriculum.

The school seeks to learn from incidents and tracks locations. It also takes regular surveys from pupils and staff.

Close monitoring has allowed for early intervention and children know school are not ignoring incidents. Children and staff have a shared vocabulary to discuss the roles in bullying.

What we have learned

There has needed to be a whole school approach to behaviour and anti-bullying. Pupil voice has been very important in meeting the needs of the children.