

# United Against Bullying School Case Study: Putting a robust system in place for responding

## How Archbishop Cranmer C of E Primary Academy put a robust system in place for responding to bullying

### Context of our anti-bullying work

We successfully became a Bronze Award school in 2019-20, which we were then able to achieve Silver status in 2020-21. This academic year we would like to build upon our practice to achieve the Gold Award for 2021-22. We have made use of the ABA resources since 2019 to re-shape and redefine policy and procedures, introducing a named governor for responsibility of Anti-bullying, a specific member of SLT with responsibility for Anti-bullying, and trained pupils to become ambassadors for Anti-bullying including naming 2 members of our Pupil Parliament as Anti-bullying leads. We have a range of interventions and preventative measures in place, and small numbers of allegations and incidents which are reported.

### What we hoped to achieve

Despite having a policy and procedures in place to respond to allegations and incidents of bullying, we would like to ensure that we have a robust system in place in regard to responding and intervention in the case of allegations, incidents or suspected bullying. We want to ensure that staff, pupils and parents feel confident in these processes to build upon our safe and happy school environment, where all parties know how we will respond in the case of an incident. We want to be pro-active, rather than re-active.

### The action we took

We considered the indicators from the audit tool to identify the following actions:

*5.4) Responses to bullying include SMART (specific, measurable, achievable, realistic and time bonded) outcomes*

- As part of our Bullying Incident Log, there is an 'Action Taken' section. Staff are encouraged to use SMART outcomes when completing this aspect of the form, identifying small step actions to ensure that the incident is dealt with appropriately and can be measured for impact.
- Time-bound goals ensure that actions are monitored and actioned appropriately to allow time to then feedback to the involved parties and maintain priority.

### Impact and outcomes of the work

Staff training and pupil voice have been key in ensuring that practice can be developed and adapted in response to feedback and preventing future incidents.

Close monitoring of behaviour has allowed for early intervention to de-escalate behaviours which may have led to bullying incidents.

Through increased awareness of peer-on-peer abuse and reporting measures and implementation of preventative measures, incidents have reduced through timely management of concerns.

We hope to maintain this level of vigilance and maintain high levels of pupil voice to ensure that our children feel safe and happy in school.

### **What we have learned**

Flexibility of policy in response to making changes required. Never underestimate the power of pupil voice in responding to needs and developing practice. This is necessary for a whole-school approach.