

United Against Bullying School Case Study: Providing feedback to everyone involved after an incident

How The Oaks Secondary School provided feedback to everyone involved after a bullying incident

Context of our anti-bullying work

After various small issues in school were raised from a student survey, bullying was one of them. The student council wanted to act on this and support in making and implementing any improvements to support students. The student council decided that even though the number of bullying cases were low in the school, that even only one case was one too many, when they learned about how the effects of bullying can impact a person through their whole life.

What we hoped to achieve

They wanted to help support students across the school to avoid a situation where bullying could occur and if it did how the victim of this could feel supported and cared about to make it stop. Even if they made one student's life better they said it would be worth it, so got to work...

The action we took

- The student council agreed upon a survey regarding bullying and other aspects of school and reviewed the results of said survey.
- They provided feedback to their groups and brought improvement suggestions back to the council for discussion.
- Out of a list of around 15, the student council narrowed the field to those that would be easiest to implement but would have the most impact to begin with and were left with 4 main action points.
- They then began work on planning and implementing these strategies with the member of staff that leads the student council. These were then agreed by the SLT of the school.

One of the main actions was:

1. The final idea the student council decided upon was, after a bullying incident, that some feedback be given to the victim and witnesses.
No details of any punishments etc but just a general, "it's been dealt with" type feedback.
They felt this would stop the scenario where a student reports an incident, hears nothing back all day but then may see the perpetrator back out on the yard again the

next day and get themselves all worried and have raised anxiety levels about it happening again. But knowing the matter has been dealt with accordingly, they may feel a little more relieved that action has been taken and they are being supported with it.

2. Once plans were in place the lead teacher with some student council members. Led an assembly for KS3, KS4 and Key stage 5. Explaining the rationale and reasoning behind these actions and to respect that these are what the students wanted and felt would make a difference. They were then shown what was in place and how it works as of then.
3. The feedback from the assemblies was very positive so we look forward to the embedding of these over the next term.

Impact and outcomes of the work

So far, the positive outcomes have been a real sense of ownership from the students, that they were involved in the reasoning, ideas, naming and designing the actions.

Students have commented how they now know what to do in case of any incidents and feel they would be supported and how to get it.

Staff and parents seem happy with these actions after they were informed and supportive of them.

Over the next year, we are realistically not expecting to have stamped out bullying incidents completely, however, we hope that, if and when it does happen, students are aware of the support available and confident that they can access it and know it will be and is dealt with accordingly and to hopefully have less anxiety and worry about it.

What we have learned

The power of student groups and giving them some responsibility is immense. They really displayed a real passion to help and support fellow students and this caused them to excel.

Although, this method was much, much, much more time consuming than staff just getting on and sorting it all out, the level of student support and motivation will hopefully mean longevity and support from them.