

United Against Bullying School Case Study: CPD for all staff

How Cranberry Academy developed the whole-school's understanding of how to effectively identify, prevent and respond to bullying

Context of our anti-bullying work

Cranberry Academy is a two form entry primary school in Alsager, bordering Stoke-on-Trent and Cheshire. The school community is predominantly White British with various minority groups, in addition to children who are identified as being at risk of bullying (as set out by the Anti-Bullying Alliance). 12.5% of children have SEND, 6% of children are EAL, 1.5% of children Young Carers, 1.2% of children are LAC.

What we hoped to achieve

As a school, we felt that we had a strong stance against bullying prior to starting to the course but aimed to ensure that our anti-bullying policies and procedures were up to date with recent research. In addition to this, we aimed to develop the whole-school's understanding of how to effectively identify, prevent and respond to bullying. Furthermore, we hoped that through a more thorough and consistent whole-school approach to the identification, prevention and response to bullying, there would be a reduction in disputes and confrontations being mislabelled as bullying.

The action we took

In order to achieve our aims for this project, we took multiple actions:

Staff Meeting and CPD: The behaviour lead and PSHE lead delivered a staff meeting disseminating knowledge from training undertaken by the behaviour lead during a United Against Bullying training course. Staff then completed CPD courses from the Anti-Bullying Alliance focussing on identification of bullying, principles to prevent bullying and responding to bullying. Staff then shared their knowledge from their individual CPD courses with other members of staff. *Please see attachment of power point alongside staff notes and certificates.* In addition to this, CPOMs categories have been updated to include 'investigating bullying' and 'verbal and aggressive incidents' as opposed to any disagreements being labelled as bullying.

Assemblies: The behaviour lead delivered an assembly to both FS/KS1 and KS2 children exploring the concept of bullying (with a focus on the four key features of bullying, mainly the imbalance of power) and identifying misconceptions and the impact that bullying has on children. *Please see attachment of power point of the assembly delivered.*

Impact and outcomes of the work

By furthering both children's and staff member's understanding of the accurate identification of bullying, there has been less incidences of allegations of 'bullying'. This has made dealing with disagreements amongst children much easier for staff members and has also positively impacted children's relationships with one another.

Following CPD, staff members now have a consistent approach in identifying, preventing and responding to bullying. Anti-bullying policies have been updated to ensure that they reflect the recent updates in definitions of bullying and strategies that are effective in preventing bullying.

In the near future, we are expecting the number of bullying allegations to decrease and on the rare incidences where bullying may occur, for staff to deal with these incidents in line with the anti-bullying policy; ensuring a consistent approach across the school.

What we have learned

Through this project, the importance of a consistent approach and understanding has become evident. There has been a great impact in stressing the importance of bullying including all four key features, including an imbalance of power. Going forward, we are going to ensure that this knowledge is shared with new staff members and is continually discussed with children.