All Together Case study: Addressing bullying through educating and raising awareness amongst both staff and parents

How St Nicholas CE Primary School, East Challow has taken a whole school approach to addressing an increase in bullying incidents

This case studies main focuses have been to:

- Reduce incidents of bullying at the school
- To demonstrate to parents that the school was taking bullying seriously
- To train staff on managing pupil behaviour

Background on the School

St Nicholas CE Primary School is a small Church of England primary school that serves the village of East Challow in South Oxfordshire. We have 90 pupils, including 9 pupils who live on a Traveller site in the village, 7 pupils with EHCPs, and approx. 20% of pupils eligible for the Pupil Premium.

Behaviour is generally very good at the school, but 12 months ago we noticed that the number of bullying behaviour incidents had increased and we had received a couple of parental complaints about bullying behaviour.

As a result, we decided to sign up to the Anti-Bullying Alliance All Together Programme.

Desired outcome

To reduce the number of bullying behaviour incidents and to improve the confidence and trust of parents regarding bullying behaviour at St Nicholas.

What is the action we took?

The Headteacher attended training for the All Together Programme, and as staff we completed the audit and action-planning tool. Our launch term was Term 2, which coincided very well with Anti-Bullying Week.

Key activities:

- Anti-Bullying Assemblies throughout Term 2
- PSHE lessons using Anti-Bullying Alliance Resources

- A poster campaign throughout the school
- Visit by 'The Power of One' anti-bullying stage show during anti-bullying week
- Anti-bullying was a regular feature of weekly newsletters home
- A parent forum on behaviour and bullying
- Whole staff training by Pivotal on positive behaviour management
- Whole staff training on Team Teach techniques (focusing on understanding pupils' emotions and using de-escalation strategies)
- Anti-bullying definitions around the school
- Anti-bullying 'tags' on staff lanyards
- Regular anti-bullying reminders in assemblies and PSHE throughout the year
- The All Together Programme well-being questionnaire has been completed
- School-based pupil and parent questionnaires have also been completed.

Outcome

Bullying-behaviour incidents have reduced significantly. There were zero recorded during Term 5, with only 6 'other' behaviour incidents recorded that term.

There have been zero fixed term exclusions since March.

Pupil surveys show that pupils have a positive attitude towards each other and the school:

81%	'I enjoy school.'
94%	'Teachers help me to do my best.'
86%	'My school encourages me to take on responsibilities and be independent.'
97%	'My school encourages me to respect people from other backgrounds.'
89%	'I would recommend this school to a friend moving to this area.'

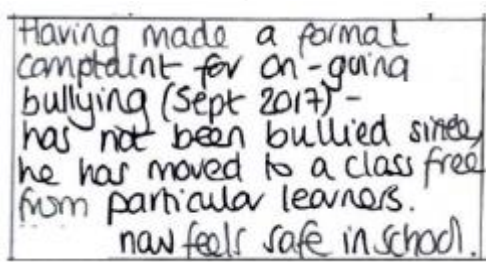Attitudes towards safety and bullying are positive in the school:

Pupils
85.7% 'I feel safe in school'
85.9% 'Teachers are really good at dealing with bullying'

Parents
100% 'My child feels safe in school'

We are particularly proud of this comment from a parent:

> Having made a formal complaint for on-going bullying (Sept 2017) – has not been bullied since he has moved to a class free from particular learners. now feels safe in school.

Learning

What has given me most pause for thought is the need to maintain on-going and high visibility anti-bullying work as frequently as possible. The message needs to be loud and clear. Without this work, bullying behaviour can creep in and pupils/parents can lose the trust that school can do something about it.

The good news is that raising the profile of being anti-bullying is relatively easy, it can be fun, and within a reasonably short time, behaviours and attitudes can be changed.

Key is high quality staff training and resources so that all staff have the ability and shared approach to address bullying behaviour appropriately and effectively.