

United Against Bullying School Case Study: Improving wellbeing of pupil who identifies as non-binary

How [school] improved wellbeing of pupil who identifies as non-binary

Context of our anti-bullying work

The child in this case identifies as non-binary and so will be referred to using neutral pronouns.

This child was struggling to find their place in school. They had reported some incidents of relational conflict and as they were quite isolated, this was beginning to escalate to a bullying situation. They didn't want to sit inside the classroom as they felt targeted at all times. They sat alone almost every play time.

What we hoped to achieve

To prevent the escalation to a bullying situation. For the child to grow in confidence. For the child to have a space where they felt safe. For the child to build relationships with peers. For the potential ring leader and reinforcers to reflect and reframe their actions. For the child to feel like they belong in school.

The action we took

The child was given responsibility of maintaining the 'quiet room.' A space in school to be used at break and lunch time for those children in Y5 and Y6 who choose to be away from the busy playground.

The child is a keen skateboarder and has always had to stack their skateboard near the lunch boxes. We encouraged them to design and create a new skateboard storage area in the cloakroom which is visible to all.

The relationship with Mum and school had not always been strong as Mum felt their child was not understood. Regular meetings and emails with Mum have helped to be able to share what is happening.

The history topic planned this term has been adapted as the children have been looking at the history of equality and how this has changed over time. The lessons have included lots of discussion about LGBTQ+ communities.

Impact and outcomes of the work

The child has demonstrated an amazing talent for art which more people (staff and peers) have noticed through the activities taking place in the quiet room. They have also been showing their costume making



skills and another child asked to go shopping with them for materials to have a go at making one themselves (which they did).

The skateboard area is used well by more children – the child has been able to grow in confidence as they know it is them that has encouraged others to skate to school and everybody is impressed by their amazing art work.



Mum has sent much more positive feedback into school – "

"The changes implemented thus far even with regards to the way they're being spoken to etc have had a positive impact and I think X is more relaxed when thinking about school, so thank you for trying to be understanding and helpful."

"X has seemed much happier about school more recently and is enjoying having someone to play and share things with.

The child now has a really close friend and is seen laughing in school every day which is something that was extremely rare before.

What we have learned

There has definitely been a lesson learnt about celebrating difference. Some members of staff have found this difficult. There has been a real culture shift in this in school.