

United Against Bullying School Case Study: Training older pupils to support others

How Arnold View Primary School trained older pupils to support others

Context of our anti-bullying work

We wanted to incorporate the anti-bullying work with other initiatives within school to raise the mental health and wellbeing of our students. We have previously had a low-key adult led activity club within school and wanted to become more student led.

Our school historically has low rates of reported bullying and through analysis of CPOMS reports, it was clear that the vast majority of the behaviours were being experienced during the children's free time during lunch and break times.

The desire was to continue to support the children with bullying behaviour but also to provide children an opportunity to help their own mental health.

What we hoped to achieve

We wanted to train our older students up so that they were equipped with the tools to support younger students. The outcome was aimed at reducing bullying incidents at break and lunch time and peer supporting those who were either at risk of being a victim of bullying or were actually already victims of bullying behaviour.

Ultimately, we hoped to support the mental health of children within the school and provide a structured network of support during play and lunchtimes so that children felt that they had someone to turn to and in turn, the rates of reported bullying would continue to drop.

The action we took

We invested in some mental health and wellbeing training from OneGoal for a group of children who volunteered for the role of 'wellbeing ambassador' These children were trained along with the mental health lead in all aspects of mental wellbeing, including supporting those who were experiencing bullying behaviour.

We also invested in young leader training from 'Next Level Sports' to train up a group of year 6 pupils to be sports ambassadors to support the play and activity of children during lunch and breaktimes.

Impact and outcomes of the work

- Wellbeing survey – Consistently high volume of children (80%) report never or almost never worrying a lot and feeling lonely (90%/85%)
- Staff – report a calm lunchtime where children are supporting each other
- Pupil voice of wellbeing champions – "Enjoy being a wellbeing champion" "Get to help support other people" "Liked learning about mental health" "Feel more confident to help others"
- CPOMs incidents show a continued low incidence of bullying – 1 reported incident in the autumn term, 7 in the spring term (start of Anti-bullying alliance project work) and 2 in the summer term.
- Over the next year or so, we want to expand the role of the wellbeing champion and incorporate some of the training in curriculum times. This may include meditation, mindfulness, making use of the outdoor areas. We expect the pupils to report a greater wellbeing in their student survey ie fewer friendship issues, greater sleep, happier

What we have learned

Learning for next academic year is to select from a wider range of pupils to run our wellbeing sessions. We would also like to widen the availability of our lunchtime wellbeing club so that the whole school can benefit. (KS1 and KS2) because this year it has only been available for KS2 pupils.