

# All Together Case study: Raising awareness around anti-bullying through pupil led initiatives

**How Fern Hill Primary School has encouraged its pupils to create a warm and inclusive environment at school through the 'Friendly Ferns'**

## This case studies main focuses have been to:

- Provide parents and pupils with a clearer definition of bullying
- Encourage children to actively promote friendship at school
- To ensure that children feel comfortable enough to report instances of bullying.

## Background on the School

As part of our commitment to raising the awareness of anti-bullying we wanted to include the views and ideas of our pupils. We wanted to give our pupils a voice and allow them the responsibility to promote a friendly, inclusive and welcoming school environment. Our aim is for all pupils to feel listened to, accepted and to feel safe at school.

## Desired outcome

- We hope that our pupils and parents will be clear on what constitutes bullying, to feel able to ask for help and to know where to seek help.
- We hope to empower our pupils so that bullying is not tolerated and they feel able to speak out without fear of consequences.
- We aim to form a strong pupil group who can promote friendship within the playground and instigate games / activities for children who may be struggling at break times.

## What is the action we took?

We formed a Pupil Anti -bullying group, made up of 10 volunteer pupils from KS2 and two members of staff.

We looked at the ABA definition of bullying and applied it to theoretical examples. We also looked at celebrities that have been affected by bullying and how it can affect anyone. We agreed that we needed to raise awareness of the definition of bullying and also ensure that pupils know what they should do if they feel they are being bullied.

The group have called themselves 'The Friendly Ferns' and they have designed a logo for their group. They wear lime green caps with 'Friendly Ferns' printed on the front to identify themselves in the playground.

The Friendly Ferns group go into the KS2 playground to promote friendships and to initiate games and activities. They have a box of materials decorated with friendly images and the Friendly Ferns logo. The group have a permanent 'Friendship Table' which will be painted lime green to match their caps. This provides a meeting point for any child needing a friend a playtime.

The group have a notice board within the school which they update with information on their group activities. They also have a designated space on our school website for regular updates.

The group will visit each classroom to educate their fellow pupils on what bullying is and what they should do if they think they are being bullied. They will also promote the Friendly Ferns and explain what they will be doing in the playground.

The group have designed friendship and anti-bullying posters and put them up around the school.

The group have Bullying Information Cards which they are handing out to pupils. They will also produce an information leaflet for parents/carers.

## Outcome

The Friendship Table has given children a place to go to if they do not have anyone to play with at break times.

The Friendly Ferns have been able to bring children together so that they can make new friends. Promoting and teaching playground games which will be passed on to other children.

The Friendly Ferns have also raised awareness of what bullying is and what to do if you think that you are being bullied.

## Learning

Through working on this project we have learnt that the word bullying is often used inappropriately. Many children and parents were unclear on the actual definition of bullying and how to report it.

Whilst looking at bullying it became clear that we needed to promote friendships and to provide inclusive activities in the playground for children who were struggling to find a friend.

In many situations the term 'bullying' had been used when it was more of a friendships/social skills issue. We also learnt that children don't have the knowledge of the more traditional inclusive games, e.g. hopscotch, and that we needed to teach them and provide the necessary materials.