

SEN & Disability Champions

Wiltshire case study

All Cannings C of E Primary School



School context

The school's bullying policy is available on the school website and the school council have written a pupil friendly version. PSHE lessons, assemblies and circle time are used to raise awareness of bullying, promote cooperative behaviour and teach strategies to improve resilience. Incidents can be reported by all children to any member of staff, who are given time to talk. Incidents are monitored using a log, checked regularly by the Headteacher and incidents are reported to the governing body. Outcomes of incidents are also recorded.

The school regularly surveys pupils about their experience of bullying and pupil's perception of how well their school deals with bullying. The majority of children say that the school deals well with bullying. Assemblies and workshops are delivered to follow up survey findings.

What did the school want to achieve?

Following training provided by the Anti-Bullying Alliance, the school decided to involve pupils in developing a new and exciting anti-bullying campaign. Although this work already has a high profile and the school promotes anti-bullying week, the school council thought that the key messages needed to be regularly reinforced and presented in a new and memorable way, so that children don't forget them. As the definition of bullying wasn't understood by all pupils, some clarification was also needed. The children said: "We want all the children in our school to feel happy and safe. We want to create a bully free school where we are kind to one another." As a result of promoting the phrase "make a noise about bullying" the school hoped to see an increase in children who felt confident to talk to staff about bullying.

What did the school do to achieve these aims?

The SEND and Inclusion manager worked with the school council to coordinate the project. Pupils with SEND provided feedback to ensure messages were accessible for all pupils. Children liked the idea of a symbol or character to focus discussions. The penguin character Mumble was chosen from the film Happy Feet, as he was bullied for being different. Mumble was the only penguin who couldn't sing, but became comfortable with himself and valued by others. He saved the colony by being resilient, resourceful and respectful; he built good relationships. The story was linked to the school's positive values which are called the 6 Rs: Relationships, Reflectiveness, Resilience, Resourcefulness, Respect and Responsibility.

Posters were designed with "a message from the school council" along the theme of "make a noise about bullying". As well as pictures of happy penguins, these posters included a short definition of bullying and reminders of what children should do if they see or experience bullying. The posters ended with an encouragement to "tell, tell, tell". These posters were launched and discussed after every class had watched the Happy Feet film. The poster also appeared on the school council's webpage.

SEN & Disability Champions

Wiltshire case study

All Cannings C of E Primary School



The school purchased a Mumble soft toy penguin that spends a week in each class on a rota system. The class teacher talks with the children about the penguin and what he represents, reinforcing the message that “If you are being, or see someone being bullied, tell, tell, tell”.

The programme will be running for a year with further events planned. The School Council will be leading an assembly to reinforce the messages and will be rewriting the school policy.

Measuring success

The work was successful in creating an engaging and memorable campaign. Staff have seen an increase in the children coming to talk about how they feel or what they have observed. While not all conversations have been about bullying incidents, which remain low, many have helped to prevent incidents developing into bullying. For example pupils, including those with SEND, have reported seeing children excluded from games or have talked about their own worries and feelings. This helped the school to feel more caring and promoted kind behaviour, with children looking out for the wellbeing of each other.

The campaign began in the months leading up to Christmas and since Christmas there have been fewer entries in the school “huge bag of worries” that children use to report worries and concerns. This suggests that children are feeling less worried and that talking about worries and behaviour at an earlier stage has prevented more serious problems occurring.

In the New Year pupils will again take part in a survey about their feelings of safety at school and experience of bullying to monitor progress and compare with previous survey data.

Lessons learned

The importance and benefit of involving children in anti-bullying work was highlighted as part of the initial Anti-Bullying Alliance training. Involving pupils in creating the school campaign has created an enthusiasm for the project, which has empowered the children. Using visual media worked really well in engaging children. Pupils were able to relate to the experiences of a character. For pupils who may struggle to read, the visual presentations and the class discussions enabled the same messages to be presented in accessible ways

This case study summarises the work of a Wiltshire school who, along with other schools and Wiltshire Council, became SEN & Disability champions. Other related documents can be found on www.wiltshirehealthyschools.org

Wiltshire schools collected data to demonstrate that, following the implementation of school based interventions, there had been a reduction in bullying of pupils with SEND.

