

# SEN & Disability Champions

## Wiltshire case study

### Frogwell Primary School



#### **School context**

Our school's commitment to prevent and respond to incidents of bullying is set out in the school's behaviour policy. Children are encouraged to 'Tell' a trusted adult or a peer mediator if they are being bullied. Teachers keep behaviour logs as a record of incidences, monitored by the Senior Leadership Team (SLT).

Assemblies and PSHE lessons are linked to the International Primary Curriculum values, which are integral to all that we do. These values include: thoughtfulness, enquiry, adaptability, morality, cooperation, communication, respect and resilience. The school promotes Anti-bullying week and has a yearly visit from the Wiltshire Life Education Centre.

#### **What did the school want to achieve?**

Following training provided by the Anti-Bullying Alliance, our main aim was to raise awareness of bullying and promote the anti-bullying message to all children including SEN children that attend main stream classes and our specialist resource base. As the definition of what bullying meant to the children wasn't clear, we decided to make this a focus of our school council, in collaboration with our head teacher. We decided to focus on the 'Make a noise about bullying' theme to remind children who they could talk to and to raise awareness of it being everybody's responsibility to speak out.

#### **What did the school do to achieve these aims?**

The Head Teacher and the PSHE/Healthy Schools Coordinator worked with the whole school, to ensure that everybody was aware of our aims and that their ideas were valued. The Head Teacher delivered a launch assembly. Classes undertook age appropriate work and focussed on the role of the bystander (witness); this was highlighted through the use of drama and the children working on using the statement 'stop that is not nice!' We also made sure that children were clear who they should tell if they needed help. The School Council produced a definition which was shared and displayed in the main corridor.

A whole school homework task was set where KS1 drew pictures and KS2 designed posters to highlight the message 'Make a noise about bullying.' Through this activity the children shared and discussed the topic with their parents. Work was displayed in the entrance hall.

Year 6 Peer Mediators introduced themselves to the school with a Power Point and are now active at playtimes and lunchtimes. This was linked to the staff training on the 'restorative practice' way of dealing with behaviour incidents, so that children are empowered and encouraged to sort out conflict and resolutions for themselves. The SLT restructured school lunchtimes into house groups. This was seen as key to making lunchtimes a more positive and supportive time for all children.

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The school works with individual parents to address incidents of bullying and unkind behaviour. This includes working to better understand perceptions of bullying and address these, following the restorative practice guidelines. More complex cases have included long term work between pupils with SEN who have social and communication difficulties. The school has worked with other professionals, using the Education Health and Care Plan (EHCP) and Common Assessment Framework (CAF), to support pupils and their families.

#### Measuring success

Our peer mediation and other anti-bullying work was noted in our recent Ofsted report:

- Pupils diligently undertake responsibilities they are given as members of the school council and as 'peer mediators' helping other pupils with any problems at lunchtimes.
- Pupils have a good understanding of the different types of bullying and say that 'There is little bullying at school, only a few squabbles' and 'Teachers always listen to us and deal with any problems.' (Ofsted 9-10 Dec 2015)

Children speak out about bullying that happens to them or that they witness e.g. a child with SEN had the confidence to approach a teacher on the playground and report an incident that happened to him at play time. This was recorded in our behaviour log and followed up with the child. Since we restructured lunchtimes, there has been a significant decrease in recorded incidents. Incidents of disagreement, involving families, have reduced over time.

#### Lessons learned

It has raised our awareness as a school that this needs to be an on-going topic that is reinforced regularly with children so that it is continually seen as important in our school.

The key messages that underpin our Anti-bullying work are structured into our assembly themes so that these are constantly reinforced for children. Education of children and also their parents is crucial because so often the use of the word 'bullying' is used in the wrong context. After 'bullying' behaviour has been recorded and dealt with, we now need to build in time to follow this up with children so that we check that everything is still okay.

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](http://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.