

# SEN & Disability Champions

## Wiltshire case study

### Holt Voluntary Controlled Primary School



#### **School context**

The school, of around 180 pupils, draws children from the village and surrounding areas. It has a strong commitment to inclusion and enabling the participation and involvement of all.

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

The school aimed to raise awareness of the definition of bullying among pupils, ensuring that children understood the different types of bullying and were able to explain the impact of bullying behaviour.

The school wanted to ensure that they were getting an accurate record of bullying incidents, as there had been no recently reported incidents. Alternative ways of asking children, and also parents of pupils with SEN, about the experience of bullying were implemented.

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

In school training was delivered to ensure that all staff were aware of the school anti-bullying policy and procedures. An assembly was delivered helping to clarify the definition of bullying for pupils. This was followed by discussions during PSHE and circle time, which have drawn on web based resources highlighted at the Anti-Bullying Alliance training that the SENCO attended. One of the key messages included was "we are a telling school".

During November the school SENCO Held a coffee morning for parents of children with SEN and discussed the issue of bullying, inviting verbal feedback from parents during the meeting and the completion of a questionnaire after the meeting.

The Emotional Literacy Support Assistant (ELSA), who sees every child with SEN, has included a discussion about bullying as part of ongoing one to one support sessions. A questionnaire was completed by pupils to obtain feedback about their experiences of bullying. Further work is planned, including the development of posters to help clarify what children can do if they are aware of bullying taking place.

#### **Measuring success**

Although there had been no recently reported incidents of bullying the questionnaire did help identify some behaviour issues that enabled the school to respond. For example, in one class a pupil with SEN, who had attachment difficulties, was highlighted by other pupils as being involved in incidents. Staff were able to resolve friendship issues in the class.

Following the PSHE lessons, children were able to identify different types of bullying and explain the impact of bullying behaviour. Classes have now begun to identify anti-bullying

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champions. One champion, a girl who with SEN, joined us from another school and said:

“In my old school whenever I asked to play, I was nice and polite to everyone, people would say 'no'. But when I went to play with others they would follow me and call me names. People used to tell lies about me so I got told off for things I didn't do. People used to throw things and say it was me. I got punched in my old school.

In Holt it's been lovely. If we sit somewhere and talk through problems people get a chance to apologise and give their side of the story. If people are mean to me I think about what I could have done and apologise. I don't mean to upset people. I can talk to staff, including Mrs Harden.” Mrs Harden is the Headteacher.

Around 10 parents attended the SEN coffee morning; although not many parents chose to complete questionnaire, they said they didn't think there was an issue with bullying at school.

An excerpt from a report written by our Wiltshire Council School Improvement Adviser (SIA):

"Through process of Assemblies, anti-bullying weeks, collective worship and specific themed days and curriculum opportunities, the children are made aware of how to keep themselves safe and eradicate any forms of bullying and victimisation.

All that the school does was endorsed by the group of four Year 4 children who talked with the SIA. All stated that the school was a happy place to be, no bullying took place and that the grownups took time to help them with their problems. “All the teachers are nice and would make time for you to have a quiet word if you were worried.” In discussion with the Year 4 children it was evident that teaching and learning is enjoyable, all could describe how the school's motto “Growing a Love of Learning” was implemented.

I have evidence of how caring children are at our school re: children with a disability. Child X in the dinner hall, was being looked after by a Year 3 child at lunchtime. She was overheard saying to children on the table 'You need to be quieter, because X doesn't like loud noises' and when leading an assembly the children from her class reminded me really kindly that ' you mustn't forget to put the microphone on for X, so she can hear you'.”

**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)**



**Healthy Schools**  
WILTSHIRE

**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.**

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