

SEN & Disability Champions

Wiltshire case study

Hullavington C of E Primary & Nursery School



School context

PSHE lessons, assemblies and circle time activities are used to raise awareness of bullying, promote cooperative behaviour and teach strategies to improve resilience. The school's core values feed into creating an atmosphere of respect among children and this is regularly embedded during the church assemblies.

Children are aware that they are able to report incidents of bullying to all members of staff. The Head Teacher has an open door policy, allowing parents the opportunity to discuss any issues they may have including those regarding bullying.

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.

We felt that we needed to gauge how children felt about bullying in the school and how we, as a school, could improve reporting and supporting incidents of bullying. We also felt that the definition of bullying wasn't understood by all pupils, and that some clarification was needed.

What did the school do to achieve these aims?

The Assistant Head presented an assembly informing children about the opportunity to become an Anti-Bullying Ambassador. Children were then required to apply for the role and were interviewed for the position by the Head Teacher and Assistant Head.

On becoming Anti-Bullying Ambassadors, the children discussed what they felt was needed and important to help children understand bullying. Firstly, they presented an assembly to introduce themselves and to give the children information regarding their roles. During the assembly the children introduced the idea of a listening box to be used by the school to put any bullying concerns that they had into it. This was linked to the idea that we needed to increase opportunities for children to voice their concerns about bullying.

Next, they produced a leaflet that was given to all the children in the school. The leaflet informed the children who the Anti-Bullying Ambassadors were and gave ideas on how they could support children to share their concerns regarding bullying. The Anti-Bullying Ambassadors check the box on a regular basis and share this with the Assistant Head.

Badges have been given to the Ambassadors so that they have a sense of ownership and can be easily identified by children during break and lunchtime.

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Measuring success

The responsible and enthusiastic way that the Ambassadors have embraced the role has been hugely positive. They are often keen to share new ideas and are preparing a follow-up assembly.

The listening box has provided a further opportunity for children to share their concerns and has provided an outlet for those children who may not have felt confident speaking directly to an adult.

It has also been very useful to have a continuing dialogue about what represents bullying and being able to share that with children and parents.

The next steps will be to produce an Anti-Bullying Policy written by the children.

Lessons learned

The importance of involving children in anti-bullying work, and the benefits that this can produce, was highlighted as part of the initial Anti-Bullying Alliance training.

Involving pupils in developing the school campaign has created an enthusiasm for the project, which has empowered the children.

We felt it was important to provide further opportunities for children to be listening to, which were provided by creating the Ambassadors and using the listening box.

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.