

SEN & Disability Champions

Wiltshire case study

Lea and Garsdon C of E Primary School



School context

Lea and Garsdon is a small rural school of around 110 pupils, drawn from nearby villages. The school's Christian ethos and values of Friendship, Respect, Honesty, Inclusion & Excellence inform daily practice. Although the school already had an Anti-Bullying policy, staff noticed that the definition of bullying was not always understood by children.

What did the school want to achieve?

As children weren't able to give a clear and consistent description of bullying, the school decided to work on clarifying the definition of bullying and ensuring that all children know what to do if they see or experience bullying behaviour. The school decided to review their policy, including the definition of bullying, ensure anti-bullying messages were integrated as part of PSHE education and increase the role of pupils in delivering and monitoring anti-bullying activities. They also wanted to ensure that enough focus was given to supporting the more vulnerable children in the school including those with SEND.

What did the school do to achieve these aims?

Following attendance at central Anti-Bullying Alliance training, learning was disseminated to school staff during a series of meetings. Staff discussed a new definition of bullying, how to help pupils with disabilities and actions the school would take to improve their anti-bullying work. They explored their views about disabilities and discussed ways they could move towards a 'Social Model' where everyone has a role in anticipating and identifying barriers for individuals and developing solutions to prevent people feeling disadvantaged.

The school adopted a new clearer definition of bullying which was communicated to the whole school. Class teachers discussed bullying behaviour as part of PSHE education. For children new to the school, these were linked to the initial introductions to school values.

Children designed posters, some of which used a variety of styles, humour and catchy phrases with simple pictures. One included the text: "Nobody likes sprouts and nobody likes a bully". Some pupils, including those in years 3 & 4 made posters as homework. The content of the posters was checked by a working party to ensure that it was age appropriate and was understood by all children, including those with SEND; larger versions were produced for one pupil with a visual impairment.

Recording of incidents was improved with a greater emphasis on recording how incidents were resolved and the outcome for those children involved. Incidents are now followed up after 6 and 12 weeks with the pupils involved, with notes added to the recording form.

The school's Anti-Bullying working party, involving children, helped survey pupils on various aspects of bullying in order to see whether the outcomes of the project had been met.

SEN & Disability Champions

Wiltshire case study

Lea and Garsdon C of E Primary School



Measuring success

The children's posters were well received, funny, memorable and successfully promoted lively discussion. For example although some children said that they liked sprouts, they still didn't like bullying. The class survey showed that, following the poster campaign and PSHE lessons, children were able to explain what bullying was in a clear and consistent way. Children were also confident to explain what to do about any bullying that might take place; they knew that they should tell a teacher, parents or other adult.

Clear processes are now in place for reporting and monitoring that can be shared with parents and governors. Young people are more actively involved in these reviews, as well as preventative anti-bullying work throughout the school. There are now termly reminders for children about reporting procedures; ensuring pupils remain familiar with the school policy.

Parents were also given a questionnaire, asking them how well they thought the school managed bullying. 82% of parents said that they thought the school dealt with incidents well and 18% replied that they didn't know. Although more can be done to ensure that all parents are familiar with the school policy, this provides a positive response to recent improvements.

The staff talked to pupils about supporting all individuals including those with SEN or a disability. A greater focus has been placed on valuing all of our differences. Staff now have a greater understanding of the impact of SEND and how this may make an individual more vulnerable, for example someone with an Autistic Spectrum diagnosis.

Lessons learned

Increasing the involvement of pupils in anti-bullying work created additional interest in the topic and helped raise awareness of key messages. Embedding anti-bullying approaches within PSHE and explicitly linking to school values helped implement a more joined up whole school approach. Further surveys are planned for the summer term to ensure learning is retained and positive views from pupils and parents are maintained over a longer period.

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, following the implementation of school based interventions, that there had been a reduction in bullying of pupils with SEND.

