



Context

For the past 3 academic years, we have taken part in the Anti-Bullying Alliance’s United Against Bullying (UAB) Programme. The UAB Programme is a whole-school programme which supports schools to reduce bullying and improve pupil wellbeing, focusing on those most at risk, including pupils with SEND, children and young people who experience racist and faith-targeted bullying, sexual bullying, homophobic, biphobic and transphobic bullying, looked-after children, young carers and those on free school meals. The overall aim of the programme is to establish United Against Bullying Schools. These are schools that have evidenced their work to reduce bullying and improve wellbeing of all pupils. The free programme supports schools with auditing and action planning, pupil questionnaires, tailored resources, CPD online training and parent information tools.

We have previously been awarded Bronze Status (2020) and Silver Status (2021), and this year we are aiming for the UAB Gold status. The criteria for this is indicated below:

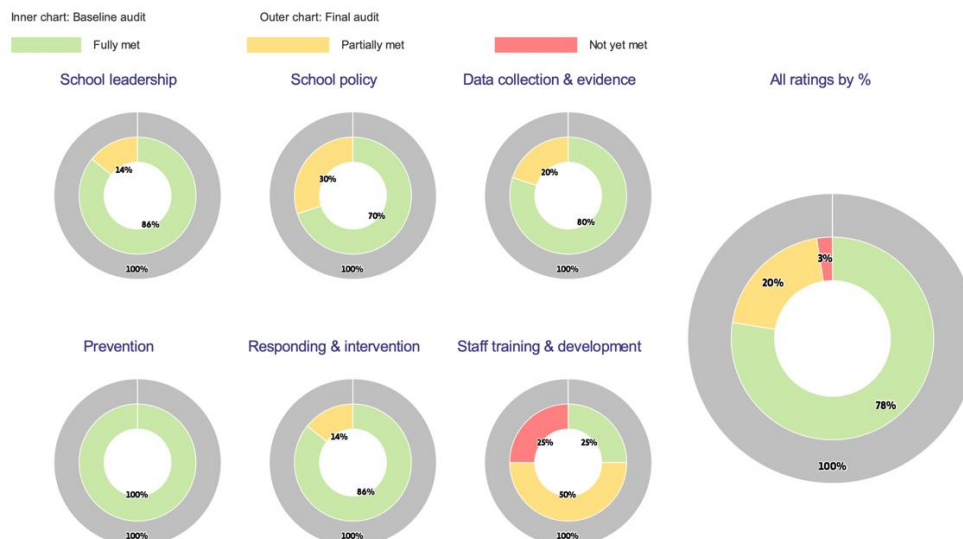
Bronze	<p>To receive United Against Bullying Bronze School status, schools must:</p> <ul style="list-style-type: none"> • Use Option 1 (ABA’s pupil questionnaire) or Option 2 of the pupil questionnaire but cannot show an improvement, or only did one collection of pupil questionnaire data so progression can’t be seen. • Show an improvement in their audit and give details on their good practice with examples, either within the Audit or by submitting a case study.
Silver	<p>To receive United Against Bullying Silver School status, schools must:</p> <ul style="list-style-type: none"> • Use Option 1 or Option 2 of the pupil questionnaire at the start and end of the programme and show how they will act on these findings • Show an improvement in wellbeing of pupils and reduction of bullying demonstrated in the final pupil questionnaire • Show an improvement in the 360o Audit and Action Plan and provide evidence of activity undertaken • Have a high level of fully or partially met indicators in the 360o Audit and Action Plan – not more than 10% red. • Submit at least one case study
Gold	<p>To receive United Against Bullying Gold School status, schools must:</p> <ul style="list-style-type: none"> • Use Option 1 or Option 2 of the pupil questionnaire and explain how they will act on the findings • Survey as many pupils as possible at the start and end of the programme and use the data to ascertain levels of bullying of at-risk groups • Show an improvement in wellbeing of pupils and reduction of bullying demonstrated in the final pupil questionnaire • Show an improvement in green and/or amber (fully or partially met) indicators in their final 360o Audit and Action Plan, including; <ul style="list-style-type: none"> ⇒ clear examples of how you have met the indicators ⇒ a detailed review of actions undertaken through the programme and their outcomes. • Have no red (not yet met) indicators in their final 360o Audit and Action Plan • Submit a minimum of two case studies to share with other schools

Our final audit and questionnaire was submitted on 20th June for assessment. We expect to hear the outcome of our result before the end of the summer term.

Programme Outcomes

The programme comprised of completing an initial audit, baseline pupil questionnaire and creating an action plan. In previous years, we had not completed the pupil questionnaire provided by the UAB, however this was decided that to aim towards the Gold status this year, that we would utilise their tools to measure the pupils’ voice. For in-depth

analysis of the questionnaire results, which were completed by KS2 in February 2022 can be found [here](#). Our initial audit showed the below results:



Where from previous completion of the programme, we felt that our anti-bullying policy and procedures were already well established and built upon best-practice advice and recommendations, we still had a number of areas to prioritise this academic year. This, coupled with the pupil results enabled us to create an action plan outlining the following key targets:

- Update Anti-Bullying Standard (appendix to Behaviour Policy), ensuring that this is communicated to parents, carers, staff and pupils.
 - ⇒ This was updated in the Spring Term and shared with staff ([here](#)).
 - ⇒ A child-friendly version of the standard was created and shared with all pupils. This is on display in all classrooms (view the document [here](#))
 - ⇒ Pupil responses from the questionnaire were used to inform amendments to the standard.
- Ensure all school staff, pupils and parents and carers know how to report bullying and are encouraged to report bullying behaviour.
 - ⇒ Posters added to communal spaces around school (includes: What to do if you're feeling worried posters; Child-friendly standard; MHST Feelings posters)
 - ⇒ Worry Box ([here](#)) added to school website and shared in November 2021 to allow pupils to share any worries digitally. Emails divert directly to Mrs Hodgson to share with relevant staff.
 - ⇒ Young Leaders took part in Diana Award (anti-bullying ambassador programme) training.
 - ⇒ Anti-bullying week celebrated in November 2021, hosted by our Pupil Parliament and led by our MPs for Anti-bullying.
 - ⇒ Pupil Parliament created and shared a video to show the children all of the ways they can seek help if they are worried or feel they are being bullied (watch it [here](#)).
 - ⇒ HeartSmart (RHE curriculum) ensures full coverage of objectives of the Relationships and Health Curriculum, which covers anti-bullying, including cyber-bullying, relationships and more. (See coverage linking to anti-bullying [here](#)). Pupils engage in weekly lessons throughout school.
 - ⇒ Spring Term Parent and Carer Forum shared worry box, bullying information and incident procedures.
- All staff have access to the ABA online training and regular anti-bullying CPD is provided to all staff including lunchtime supervisors.
 - ⇒ All staff received Peer-on-Peer abuse training in November 2021
 - ⇒ CPD from ABA was shared with all staff.
- All new staff undergo anti-bullying training as part of their induction.
 - ⇒ Induction Policy updated summer 2022 to reflect changes.
- Improve pupil responses from baseline questionnaire. See analysis [here](#).
 - ⇒ Results from baseline shared with staff February 2022 (see potential lines of enquiry below)
 - ⇒ Repeat questionnaire completed June 2022. See analysis [here](#). Analysis shared with staff June 2022, with responses to follow up and next steps for future actions.

Headlines from Baseline Questionnaire (February 2022)

- 100% of pupils enjoy coming to school.
- 100% of pupils get on with their teachers.
- 100% of Year 3 and 5 pupils say that they are never mean or rude online.
- 97% of pupils said that they never say bad things about other pupils when they aren't there.
- 97% of pupils believe that they are kind 'A Lot' or 'Always'.
- 100% of pupils with SEN are never hit, pushed or kicked by other pupils.
- 100% of pupils with SEN are never stopped from joining in with other pupils.
- 100% of pupils with SEN never feel lonely.
- 100% of pupils with SEN said they are always happy and feel liked at school.

Potential Lines of Enquiry from February 2022 Questionnaire Results	Actions	Staff Lead	Impact to Show Position Now (June 2022) – Post Final Questionnaire	Future Actions
<p>Small percentages of pupils responding negatively to questions:</p> <ul style="list-style-type: none"> - 4% Year 3 'Never' feel happy - 8% Year 5 'Never' feel liked at school - 8% Year 3 'Always' hit out when angry - 4% of Year 3 and Year 4 'Always' worry a lot - 4% of Year 3 'Always' feel lonely - 4% of Year 3 and Year 4 'Always' have pupils be mean to them online - 4% of Year 4 are pushed, kicked or hit by other pupils 'A Lot' - 14% of Year 5, 4% of Year 3 and Year 4 'Never' feel like they belong at school 	→ Class teachers to consider data analysis to implement targeted interventions such as SEAL resources, ELSA sessions and circle time to unpick these responses and investigate route causes	Class teachers	<p>Overall improvements on specific areas, as outlined below:</p> <ul style="list-style-type: none"> - 0% Year 3 'Never' feel happy (-4%) - 3% (1 pupil) Year 5 'Never' feel liked at school (-5%) - 14% Year 3 'Always' hit out when angry (+6%) - 15% Year 3 'Always' worry a lot (+11%), 0% Year 4 'Always' worry a lot (-4%) - 0% Year 3 'Always' feel lonely (-4%) - 0% Year 3 and 4 'Always' have pupils be mean to them online (-4%) - 0% Year 4 are pushed, kicked or hit by other pupils 'A Lot' (-4%) - 3% (1 pupil) Year 5 (-11%), 0% Year 3 and 4 (-4%) 'Never' feel like they belong at school 	→ Staff to consider data analysis from new final questionnaire data to implement targeted interventions such as SEAL resources, ELSA sessions and circle time to unpick these responses and investigate route causes. Staff to also consider MHST referrals or workshops to support pupil needs
80% of pupils in KS2 enjoy coming to school 'A lot' or 'Always'.	→ Ensure that all pupils are celebrated for their learning and our Culture	All staff	Pupil enjoyment overall has increased: 89% of pupils in KS2 enjoy coming to school 'A lot' or 'Always' (+9%).	→ Key area to prioritise as lower percentage scores from Feb to June in Y5 (50% 'Always' to 31%)

	of Opportunity is encouraged to support maximum enjoyment			'Always') – Y5 teachers to action with positive praise, culture of opportunity, etc.
Only 63% of KS2 pupils responded 'Always' to 'I feel safe in school' 50% of pupils with SEN and 78% of pupils in receipt of FSM responded 'Always' to 'I feel safe in school'	→ Pupils to be reminded of the Child-friendly Safeguarding Policy and Peer-on-Peer Abuse Policy to understand all of the procedures in place to help them keep safe	All staff MS EH LR	Percentage response for 'Always' has remained at 63%. Increase in pupils responding 'A Lot' (+4%). 0% now responding 'Never' (4% Feb 22). 100% of SEN 'Always' feel safe in school. 76% of pupils in receipt of FSM responded 'Always' to 'I feel safe in school'	→ Continue to reinforce and remind pupils of systems in place including child-friendly policies
6% of pupils said that they 'hit out when they are angry' 'A Lot' or 'Always'. 9% of pupils said that they 'worry a lot' 'A Lot' or 'Always'.	→ Class teachers to consider data to provide nurture/ pastoral/ ELSA interventions for these pupils	Class teachers LW	12% of pupils said that they 'hit out when they are angry' 'A Lot' or 'Always'. 13% of pupils said that they 'worry a lot' 'A Lot' or 'Always'	→ Staff to consider data analysis from new final questionnaire data to implement targeted interventions such as SEAL resources, ELSA sessions and circle time to unpick these responses and investigate route causes. Staff to also consider MHST referrals or workshops to support pupil needs
28% of pupils said that they 'Sleep well' 'Never' or 'A Little'. 29% of pupils said that they 'Wake up in the night' 'Always' or 'A Lot'. 100% of pupils with SEND 'Always' 'Wake up in the night'.	→ Parents/ carers pinpointed to sleep workshops provided by the MHST on the school website and MHW Newsletter. Staff to also pinpoint parents where sleep is noted during structured conversations/ meetings. → Book MHST Sleep Workshop for pupils to support with strategies to help with healthier sleep routines	EH	Sleep workshop shared within wellbeing newsletter and directly with specific parents. 30% of pupils said that they 'Sleep well' 'Never' or 'A Little'. 30% of pupils said that they 'Wake up in the night' 'Always' or 'A Lot'. 50% of pupils with SEND 'Wake up in the night' 'A Little', 50% 'Wake up in the night' 'A Lot'	→ EH to book specific sessions for sleep support for pupils and/or parents for late Summer term/ early Autumn 2022

<p>100% of pupils with SEN and 22% of pupils in receipt of FSM like going to school 'A Little'. 50% of pupils with SEN and 6% of pupils in receipt of FSM 'Never' feel like they belong at school.</p>	<p>→ During SEN review meetings increase capacity for pupil voice to consider pupil enjoyment in school → Class teachers to ensure sense of belonging is established within classes through RHE lessons</p>	<p>EH Class teachers</p>	<p>100% of pupils with SEN like going to school 'A Lot'. 53% of pupils in receipt of FSM like going to school 'Always', and 47% like going to school 'A lot'. 0% said 'Never' or 'A Little'. 100% of pupils with SEN feel like they belong at school 'A Lot'. 47% of pupils in receipt of FSM feel like they belong at school 'Always', and 53% feel like they belong 'A lot'. 0% said 'Never' or 'A Little'.</p>	<p>→ Continue to encourage pupil voice and sense of belonging, especially within rewards and recognition</p>
<p>56% of pupils in receipt of FSM report that they are 'Never' hit, pushed or kicked. 6% reported that they were 'A Lot' and 39% reported 'A little'.</p>	<p>→ Staff to complete behaviour audit with classes (shared by MS) → Staff on duty at play times and lunchtimes to be vigilant with behaviour management and ensure behaviour policy being followed</p>	<p>Class teachers All staff</p>	<p>82% of pupils in receipt of FSM report that they are 'Never' hit, pushed or kicked (+26%). 0% reported that they were 'A Lot' and 18% reported 'A little' (-21%).</p>	<p>→ Continue to reinforce positive behaviour and be vigilant with behaviour management to continue to improve outcomes</p>
<p>33% of pupils in receipt of FSM 'Always' feel liked in school.</p>	<p>→ Consider pupil voice of PP pupils to see where further targeted support could be implemented to support pupil wellbeing</p>	<p>LR</p>	<p>41% of pupils in receipt of FSM 'Always' feel liked in school.</p>	<p>→ Continue to consider pupil voice of PP pupils to see where further targeted support could be implemented to support pupil wellbeing → Reflect upon interventions indicated on PP trackers to measure impact or use of pastoral interventions when targeting PP funding</p>

Headlines from Final Questionnaire (June 2022)

- 100% of pupils feel safe at school (100% of pupils with SEN always feel safe).
- 100% of pupils get on with their teachers.
- 100% of Year 3 pupils say that they are never mean or rude online.
- 97% of pupils said that they never say bad things about other pupils when they aren't there (100% of Year 4 and Year 6 pupils)
- 99% of pupils said that they are never rude or mean to other pupils online (100% of Year 3, 4 and 5)
- 98% of pupils believe that they are kind 'A Lot' or 'Always'.
- 100% of pupils with SEN are never called mean names by other pupils or experience mean or rude behaviour from other pupils online.
- 100% of pupils with SEN are never stopped from joining in with other pupils.
- 100% of pupils with SEN always feel calm.
- 100% of pupils with SEN and in receipt of FSM said they never call other pupils mean names.

Comparisons to February 2022 results:

- Some improvement (43% Feb 22 to 57% June 22) in pupils saying that they like going to school 'a lot', or 'a little' (20% Feb 22 to 10% June 22), however a decrease in pupils responding 'always' (37% Feb 22 to 32% June 22) with 1 pupil saying 'never'.
- Some improvement on pupils feeling safe at school (96% report that they feel safe 'a lot' or 'always', compared to 93% in February 22). 0 pupils report 'never' feeling safe (4% in Feb 22).
- Improvements overall on pupils feeling that they get on well with teachers.
- Increased percentages of positive responses in pupils feeling like they belong in school (92% report 'a lot' or 'always', compared with 73% in Feb 22).
- Some improvement in the percentage of pupils who say they are never hit, kicked or pushed in school (74% Feb 22 to 77% June 22. However an increase in pupils reporting experiencing this 'a lot' in Year 3.
- Improvements in online behaviours:
 - Increased overall percentage of pupils saying that other pupils are never mean or rude to them online (96% Feb 22, 99% June 22)
 - 99% of pupils report 'never' being mean or rude to other pupils online (96% in Feb 22)

Potential Lines of Enquiry	Actions	Staff Lead
<p>Small percentages of pupils responding negatively to questions. See separate document (here) for further details.</p> <ul style="list-style-type: none"> • 1% 'Never' like coming to school • 1% 'Never' feel like they belong in school • 2% get pushed, kicked or hit by others 'A Lot' • 2% get called mean names by others 'A Lot' • 1% 'Always' experience other pupils stopping them from joining in with them, another 1% report this happening 'A Lot' • 1% experience other pupils saying bad things about them when they're not there 'A Lot' 	<p>→ Class teachers to consider data analysis to implement targeted interventions such as SEAL resources, ELSA sessions and circle time to unpick these responses and investigate root causes</p>	Class teachers
80% of pupils in KS2 enjoy coming to school 'A lot' or 'Always'.	→ Ensure that all pupils are celebrated for their learning and our Culture of Opportunity is encouraged to support maximum enjoyment	All staff
Reduction in pupils responding 'never' to statements regarding other pupils' behaviour towards them:	<p>→ Continue to reinforce Take Care Learning Behaviours across school</p> <p>→ Reinforce and reward positive behaviour</p>	All staff

<ul style="list-style-type: none"> • Only 74% (compared to 78% Feb 22) are never called mean names by others. • Only 73% (compared to 84% Feb 22) are never stopped from joining in, where 2% experience this 'a lot' or 'always'. 	→ Ensure that consequences, following the behaviour policy, are adhered to, to ensure that any incidents of these behaviours are not repeated and are seen as 0 tolerance	
<p>Limited impact shown in responses to the following statements:</p> <ul style="list-style-type: none"> • I sleep well • I feel lonely • I worry a lot • I wake up in the night • I hit out when I am angry 	→ See breakdown of responses in separate document, where class teachers will identify specific actions and interventions for individuals (inc. MHST referrals as req'd) → EH arranging MHST sleep workshop → EH to enquire with staff regarding need for other workshops from MHST to arrange to target → All staff to model positive praise, mindset and wellbeing to pupils, providing with tools to overcome anger, loneliness (e.g. playground pals)	Class teachers EH EH All staff
<p>Only 63% of KS2 pupils responded 'Always' to 'I feel safe in school' 76% of pupils in receipt of FSM responded 'Always' to 'I feel safe in school'</p>	→ Pupils to be reminded of the Child-friendly Safeguarding Policy and Peer-on-Peer Abuse Policy to understand all of the procedures in place to help them keep safe	All staff MS EH LR
<p>89% of KS2 pupils overall report feeling happy 'A Lot' or 'Always'. 1% responded 'Never'.</p>	→ Staff to consider use of resources within school (see Mental Health and Wellbeing on OneDrive) to support feelings of happiness and encourage positivity – remind pupils of their achievements and our culture of opportunity	All staff

Results from this questionnaire have been shared with staff alongside actions to target the potential lines of enquiry identified to continue to target our provision for anti-bullying. Class teachers will be discussing results with pupils to obtain further pupil voice as to how we can make changes or adaptations to practice.

Following completion of these steps, a final audit was completed (shown [here](#)) which includes providing details and evidence of the processes we have implemented as part of the programme against 41 indicators under 6 key themes: School leadership; School policy; Data collection and evidence; Prevention; Responding and intervention; and Staff training and Development. As part of this we created two case-studies to showcase evidence. These can be found in Appendix 1 and 2 of this document. From the final audit, the following results were self-evaluated, indicating that we feel all indicators have been met:



With the positive outcomes in pupil responses from the final questionnaire, coupled with the actions implemented throughout the programme, we are positive and hopeful for receiving the award this academic year. Considering the criteria, we believe that we have met the following Gold requirements:

- Use Option 1 or Option 2 of the pupil questionnaire and explain how they will act on the findings
 - ⇒ Option 1 (the UAB pupil questionnaire was used for both baseline and final stages and used to plan provision as shown within the analysis document and action plan)
- Survey as many pupils as possible at the start and end of the programme and use the data to ascertain levels of bullying of at-risk groups
 - ⇒ UAB pupil questionnaire used across KS2 in Feb 22 and June 22 and used to reflect on levels of at-risk groups (see analysis documents).
- Show an improvement in wellbeing of pupils and reduction of bullying demonstrated in the final pupil questionnaire
 - ⇒ Areas of improvement illustrated and analysed in final questionnaire analysis. Where there aren't improvements in all areas, target areas have been mostly improved (see above) and potential lines of enquiry used to already action provision from this point forward.
- Show an improvement in green and/or amber (fully or partially met) indicators in their final 360o Audit and Action Plan, including; clear examples of how you have met the indicators, a detailed review of actions undertaken through the programme and their outcomes.
 - ⇒ Shown above and within final audit online
- Have no red (not yet met) indicators in their final 360o Audit and Action Plan
 - ⇒ Shown above – all indicators show 100% fully met.
- Submit a minimum of two case studies to share with other schools
 - ⇒ 2 case studies uploaded (see Appendix 1 and 2).

As a result of taking part in the programme for a third year, this time aiming for the Gold status, has allowed us to continue to prioritise our anti-bullying provision, ensuring that this is reflective of best-practice advice and guidance. This is all part of our continued safeguarding processes and policies, and in ensuring that all members of our school community are educated and vigilant towards these behaviours continues to make our school a safe, positive and happy place to be. We recognise that areas such as these need continuous renewal and reflection to ensure that we can all stay vigilant and responsive and engaging in programmes such as this one equips us with the tools to maximise this, ensuring that we are following up-to-date advice and guidance, and are supported appropriately with resources to achieve outstanding provision.



<p>United Against Bullying Case Study</p>	<p>School name and area: Archbishop Cranmer C of E Primary Academy, Aslockton, Nottinghamshire Contact email for further information: Eleanor.Hodgson@archbishopcranmer.notts.sch.uk</p>
<p>Context of your anti-bullying work, e.g. background information</p>	<p>We successfully became a Bronze Award school in 2019-20, which we were then able to achieve Silver status in 2020-21. This academic year we would like to build upon our practice to achieve the Gold Award for 2021-22. We have made use of the ABA resources since 2019 to re-shape and redefine policy and procedures, introducing a named governor for responsibility of Anti-bullying, a specific member of SLT with responsibility for Anti-bullying, and trained pupils to become ambassadors for Anti-bullying including naming 2 members of our Pupil Parliament as Anti-bullying leads. We have a range of interventions and preventative measures in place, and small numbers of allegations and incidents which are reported.</p>
<p>Desired outcome of project, i.e. what did you hope to achieve?</p>	<p>Despite having a policy and procedures in place to respond to allegations and incidents of bullying, we would like to ensure that we have a robust system in place in regard to responding and intervention in the case of allegations, incidents or suspected bullying. We want to ensure that staff, pupils and parents feel confident in these processes to build upon our safe and happy school environment, where all parties know how we will respond in the case of an incident. We want to be pro-active, rather than re-active.</p>
<p>Action taken, i.e. what activities did you do with pupils, staff, parents or wider community?</p>	<p>We considered the indicators from the audit tool to identify the following actions:</p> <p><i>5.1) The school uses a range of interventions to respond to bullying – including work with the wider peer group</i></p> <ul style="list-style-type: none"> ⇒ Trained an additional member of staff to be an ELSA and timetabled protected time for our 2 ELSAs to deliver interventions for pupils across school. Staff can make in-house referrals at any point and ask for specific target-focused interventions to be carried out 1:1 or in small groups for a 1-off session or a series of weekly/ fortnightly sessions. ⇒ Trained peer mediators and playground pals to support with peer-based interventions at playtimes and lunchtimes. Young leaders feel empowered to resolve small issues and structure play to keep pupils happy and socialising effectively. ⇒ Train all of KS2 using the Diana Award materials, where all children become ‘Anti-Bullying Ambassadors’. Pupils recognise what bullying is and how to identify these behaviours, learn to be an upstander and intervene safely, as well as support one another. ⇒ SEAL and best-practice resources shared with all staff (including TAs) to be used for targeted interventions to support with friendships, social interaction and positive play. ⇒ RHE CPD resources shared with staff including middays to reinforce Respectful Relationships. ⇒ Posters created for around school highlighting key members of staff to talk to if pupils are feeling worried. Child-friendly policies created to support understanding of what constitutes as peer-on-peer abuse and bullying and what to do about it. <p><i>5.2) There is a system in place to ensure that all reported incidents of bullying are taken seriously and acted upon quickly</i></p> <ul style="list-style-type: none"> ⇒ Work with pupil parliament to communicate ways in which the children can report incidents – Pupil Parliament made a video which was shared in assembly and posted on the school website. ⇒ Pupil and parent voice indicated need for a system for pupils to share without face-to-face contact. For this we created and shared an online Wellbeing Hub with a Worry Box where concerns are sent directly to our Mental Health and Wellbeing and Anti-Bullying Lead to be followed up. ⇒ Worry boxes implemented in classrooms in KS2 to allow children to record concerns with the class teacher. These are checked daily and followed up immediately. ⇒ All staff have received safeguarding and peer-on-peer abuse training to ensure that they are aware of the signs of bullying and abuse and what to do if incidents are

reported or witnessed. These are regularly reviewed and refreshed within monthly safeguarding newsletters which are issued to all staff.

- ⇒ Incidents are logged on our online register system Scholar Pack and staff inform a member of the SLT to ensure that this is acted upon quickly. For staff who do not have access to Scholar Pack (middles, PE coaches), Behaviour Books have been provided to log concerns and incidents which are then passed the same day to the Head/ Deputy to be acted upon. A copy of the log is also shared with the class teacher for their records. Incidents are monitored by SLT for signs of repeated events or recurring behaviours to ensure early intervention can be actioned.
- ⇒ Our standard for Anti-Bullying includes a step-by-step approach to dealing with incidents which is followed by the member of SLT dealing with the allegation. This ensures that a consistent, timely approach is followed.

5.3) We do not focus our school responses to bullying on changing the behaviour of the pupil/s who are being bullied

- ⇒ Following ABA guidance, we have adopted the three step approach, which includes taking a 'restorative approach' to resolve the situation. This involves supporting the perpetrators and victims of the bullying to ensure that all pupils' needs can be met. This may be through pastoral support, ELSA sessions, or similar.
- ⇒ Ensure that the message is communicated that bullying is not okay and reinforce the message of respect and our Take Care learning behaviours and Christian Values throughout the academic year through assemblies, classroom practice and curriculum.
- ⇒ Incidents of bullying are logged using our specific Bullying Incident sheets, designed to ensure that the member of staff collects all of the relevant information required to investigate fully. This includes speaking with all parties involved.

5.4) Responses to bullying include SMART (specific, measurable, achievable, realistic and time bonded) outcomes

- ⇒ As part of our Bullying Incident Log, there is an 'Action Taken' section. Staff are encouraged to use SMART outcomes when completing this aspect of the form, identifying small step actions to ensure that the incident is dealt with appropriately and can be measured for impact.
- ⇒ Time-bound goals ensure that actions are monitored and actioned appropriately to allow time to then feedback to the involved parties and maintain priority.

5.5) The school seeks to learn from each incident and, where necessary, improve practice

- ⇒ All behaviour incidents are logged on Scholar Pack and monitored by SLT for trends and patterns. This allows for incidents to be investigated and practice to be adapted and improved. For example, it was identified that at lunchtime incidents were more prevalent. To address this, a member of SLT was put on a rota to be on duty to reinforce behaviours and model this to midday staff. Ensuring that staff were not leaving any areas unsupervised, or standing together was key in ensuring wider presence on the playground to reduce such incidents.
- ⇒ Incidents are shared with staff during staff meetings to ensure that all staff can be vigilant to behaviours.
- ⇒ Take Care Event Sheets used to monitor concerns and friendship issues to maintain a log and make appropriate changes where necessary.
- ⇒ In following the 3-step response to bullying as recommended by ABA, all incidents are reflected upon where staff consider: what can we learn? Do we need more staff training? Does our policy need updating/ refreshing? What actions need to be put in place?
- ⇒ Pupil voice plays a key role in improving practice. Pupil surveys are completed to obtain views and respond appropriately to concerns. For example, 1 pupil requested an online form for sharing concerns as they found face-to-face communication difficult. In response to this, we created an online worry box where worries can be shared electronically.

5.6) Response strategies are regularly reviewed and amended with pupils and parent/carer involvement

- ⇒ Our Anti-Bullying Pupil Parliament leads are known by all children in school and have received training alongside all KS2 children via the Diana Award. They feedback during regular Pupil Parliament meetings and as appropriate with the Anti-Bullying lead. For example, one concern they noticed was children not consistently knowing where they can get help, for which they created a video alongside the Wellbeing MPs to raise awareness of all of the things available to them.

	<p>⇒ Pupil surveys are used throughout the year (Wellbeing termly; Safeguarding Termly; Toilet Survey Feb; 2x Anti-Bullying surveys) to obtain pupil views. Questions refer directly to pupil safety and responses are gathered and actions are implemented as part of continued school improvement. For example, our toilet survey highlighted that girls were finding it difficult to access sanitary products and bins due to the placement of the bin in the toilets. This was replaced with a smaller bin to allow for it to be in the cubicle to maintain privacy for pupils and ensure that any teasing was minimised.</p> <p><i>5.7) The school seeks support from outside agencies where necessary/available (e.g. local support groups, Child and Adolescent Mental Health Services, police, children's services)</i></p> <p>⇒ Our school works closely with the Mental Health Support Team, where referrals are made as required. Links to these support services are regularly shared with parents to ensure they are aware of what is available.</p> <p>⇒ We have 2 trained ELSAs in school who accept pupils for additional support as necessary.</p> <p>⇒ Advice and referrals are made to Early Help, Mash and children's services as appropriate to specific needs.</p> <p>⇒ The NSPCC have delivered assemblies to raise awareness of the importance of speaking out to stay safe.</p> <p>⇒ Pupils in KS2 have engaged with training from the Diana Award to become Anti-Bullying Ambassadors.</p> <p>⇒ Pupils in Year 5 take part in DART sessions to raise awareness of keeping safe.</p>
<p>Impact, e.g. what were the positive outcomes for the school, learners, staff, parents or wider community? What other impact are you expecting over the next year or so?</p>	<p>Staff training and pupil voice have been key in ensuring that practice can be developed and adapted in response to feedback and preventing future incidents. Close monitoring of behaviour has allowed for early intervention to de-escalate behaviours which may have led to bullying incidents. Through increased awareness of peer-on-peer abuse and reporting measures and implementation of preventative measures, incidents have reduced through timely management of concerns. We hope to maintain this level of vigilance and maintain high levels of pupil voice to ensure that our children feel safe and happy in school.</p>
<p>Learning, i.e. has there been any learning that you wish to disseminate either good or bad?</p>	<p>Flexibility of policy in response to making changes required. Never underestimate the power of pupil voice in responding to needs and developing practice. This is necessary for a whole-school approach.</p>

Permissions	
Do you give permission for your case study to be shared on the Anti-Bullying Alliance's website to support other schools?	Yes
If yes to the above, can we use your school's name?	Yes

*Please note you can withdraw this case study at any time by emailing us at aba@ncb.org.uk. See our privacy statement for further information: www.anti-bullyingalliance.org.uk/privacy-statement



<p>United Against Bullying Case Study</p>	<p>School name and area: Archbishop Cranmer C of E Primary Academy, Aslockton, Nottinghamshire Contact email for further information: Eleanor.Hodgson@archbishopcranmer.notts.sch.uk</p>
<p>Context of your anti-bullying work, e.g. background information</p>	<p>Following the Covid-19 lockdowns and disruptions to learning experienced by all children, and the success of our recovery curriculum in the academic year 2020-21, we wanted to bring the effective aspects of this provision into our wellbeing and mental health and safeguarding provision for the new academic year 2021-22 where pupils would be reconnecting as a whole school community without bubbles and segregation. Aspects that worked well in 2020-21 were:</p> <ul style="list-style-type: none"> • Surveying all pupils 3x yearly, once on entry in September to target mental health and wellbeing interventions as appropriate; • Use of our RHE HeartSmart curriculum across classes, focusing on rebuilding resilience and social skills; • Awareness of vulnerable children through implementing class profiles, vulnerability indicators on Scholar Pack, PLE for Wellbeing, including vulnerable learners on SEND register to monitor progress; • Increased opportunities for outdoor learning experiences; • Specific timetabled ELSA sessions.
<p>Desired outcome of project, i.e. what did you hope to achieve?</p>	<p>As children come back together as a whole school community for the academic year 2021-22, and with new staff in school, we would like for children to feel confident in identifying key members of staff that they feel comfortable with to share their feelings and worries as appropriate. Pupils will have the emotional intelligence to recognise their feelings and emotions and prioritise their mental wealth, recognising the impact that this has on others. We would like staff to be confident in supporting pupils’ feelings and emotions and developing this area of their social and emotional learning, fostering positive relationships and providing them with resilience and the tools to improve their mental wealth where needed.</p>
<p>Action taken, i.e. what activities did you do with pupils, staff, parents or wider community?</p>	<ul style="list-style-type: none"> ⇒ Pupil wellbeing survey completed September 2021 and Potential Lines of Enquiry (PLE) document created to flag pupils at risk of poor mental health and wellbeing. ⇒ Implemented interventions to target wellbeing and mental health, such as ELSA sessions (with funding used from end of 2020-2021 academic year to train an additional member of staff) which remain timetabled and protected as part of the staff member’s week; referrals to be made readily to external services such as CAMHs and Mental Health support team; share resources to be used in class and shared with parents by teachers as appropriate. ⇒ Continued to issue mental health and wellbeing newsletters to both staff and parents and carers with key information, resources and advice lines at least termly. ⇒ Created a noticeboard to share information with parents including advice lines, referral pathways, school resources etc for the playground. ⇒ Offered parenting support service workshops to parents to support with empowering parents and mental health and wellbeing as required. ⇒ Identified new young leaders to take on roles of Wellbeing MPs and Anti-Bullying MPs. ⇒ Timetabled awareness days/ training to be led by Pupil Parliament and Young Leaders: Anti-Bullying Week; Safer Internet Day; NSPCC Speak Out Stay Safe; Diana Award Training for KS2 children (see Twitter). ⇒ Surveyed children at regular intervals to obtain pupil views and voice to support wellbeing: Wellbeing survey, Anti-bullying Survey, Toilet Survey and use results to inform action plan and share with staff. ⇒ Ensure range of avenues for pupils to be able to get support if they need it: set up posters with staff images on for easy identification; ensure pupils know about the Worry Monster in the Sunshine Room; Pupil Parliament to create a video to share and raise awareness in assembly; Worry Boxes in classes; Wellbeing Hub including Worry Box on school website.

	<ul style="list-style-type: none"> ⇒ Share policy and resources available with parents during Parent Forum ⇒ Ensure all staff receive training around identifying Peer-on-Peer Abuse. Create policy, including child-friendly version to share with children. Ensure also shared with parents via website and newsletter. ⇒ Ensure that regular safeguarding updates and training include bullying as an area to look out for, alongside vulnerability indicators. ⇒ Staff set up Class Profiles to be made available on the OneDrive and update vulnerability indicators on Scholar Pack. ⇒ Ensure that parents know how they can contact their child's teacher/s, and members of school. Set up contact forms on class pages and reinforce use of teachers@ email address. Share at Parent Forum and newsletters.
<p>Impact, e.g. what were the positive outcomes for the school, learners, staff, parents or wider community? What other impact are you expecting over the next year or so?</p>	<p>Parent feedback from Spring Term survey includes:</p> <ul style="list-style-type: none"> • <i>My children have always been encouraged by the teachers and supported which make my children feel secure, important and happy at school.</i> • <i>Emphasis on keeping children healthy both mentally and physically with topics covered in school.</i> • <i>Exceptionally personable and approachable. Always happy to listen and help in anyway. You have complete confidence that the children are at the top of their priorities.</i> • <i>Teachers are all contactable and are always available if needed. The schools core values are so important and really instilled in the children</i> • <i>The dedication of the Head, teachers & support staff at ABC is fantastic. I have complete trust that they genuinely care for my children & their well-being. This is in addition to supporting my children to reach their full potential.</i> <p>Staff feedback from Summer Term survey headlines:</p> <ul style="list-style-type: none"> • 100% of staff think that pupils are safe at our school. • 100% of staff agree that school deals with cases of bullying of pupils effectively. • 100% of staff feel well supported working in the school. • 100% of staff feel that leaders and managers are considerate of wellbeing. <p>Pupil survey headlines from Summer Term:</p> <ul style="list-style-type: none"> • 85% of pupils agree that there is an adult in school they can talk about if something is worrying them. • 71% of pupils responded 'It doesn't happen' to 'Is bullying a problem at your school?', where 18% said 'It happens and teachers are good at resolving it', and 11% said 'It happens and teachers are good at resolving it'. • 95% of pupils feel safe when they are at school. • 92% of pupils agree that school encourages them to look after their emotional and mental health. • 100% of pupils agree that their school encourages them to respect people from other backgrounds and to treat everyone equally. <p>Completion of these feedback surveys allowed for us to remind staff, children and parents of the systems that we have in place and continue to reinforce these. As we continue to do this, we expect that outcomes will improve.</p> <p>Once the anti-bullying survey has been completed in the second half of the summer term, we are hoping to see improvement in results from the baseline which was completed in the Spring Term.</p>
<p>Learning, i.e. has there been any learning that you wish to disseminate either good or bad?</p>	<p>The power of pupil voice and involvement has been key to the whole-school approach. Pupils are curious and invested in their mental health and wellbeing and want to learn ways of becoming more resilient. They engage actively in these lessons and assemblies and want to help one another – pupils relish in the responsibility of being a Young Leader and role model. Staff training has been key in ensuring that staff know and recognise signs of wellbeing and mental health and can identify pupils that are vulnerable to be able to provide early intervention. This will become a key aspect of each new academic year's Inset training to ensure that all staff have awareness and understand this as a safeguarding issue and <u>everyone's responsibility.</u></p>

Permissions	
<p>Do you give permission for your case study to be shared on the Anti-Bullying Alliance's website to support other schools?</p>	<p>Yes</p>

If yes to the above, can we use your school's name?	Yes
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