

CREATING A WHOLE SCHOOL APPROACH TO ANTI-BULLYING

A PROCESS GUIDE FOR STAFF TO IMPLEMENT IN SCHOOL



FROM THE DIANA AWARD



FROM THE DIANUS AWARDS

The Whole School Approach

School communities are made up of a wide variety of people which include: students, teachers, classroom assistants, caretakers, catering staff, SMT, governors and parents. Adopting a whole school approach is important as it can affect any member of this community.

What is a whole school approach?

A whole-school approach is where every person who is part of the school, irrespective of their position, is not only aware of the school's approach to tackling bullying, but participates in its delivery. All attempts to adopt a whole school approach should require participation and involvement from every member of the school community; everybody has a role to play.

Why does this matter and why should we do it?

In order to support all students and staff who experience or witness bullying in any form, it is important to reach all parts of your school community and beyond through awareness, active campaigning and full school involvement. We will all experience or know someone who has been affected by bullying directly or indirectly at some point in our lives. We should all be aware that we all have a role to play in addressing the issue and as a result, work together to tackle bullying in the best possible way that we can. A whole-school approach is the best way to bring about changes to policies, practice and awareness to ensure everyone is fully on board, from governors to classroom assistants.



How can you adopt this approach in your school with young people?

Ensuring that young people are at the core of the development of your whole school approach is essential to the success of your strategy. You will find a planning tool that you can use with your Anti-Bullying Ambassador Team at the end of this resource which maps out 5 key areas that should get your team thinking in an inclusive and equally ambitious manner to make this approach a success. The areas and examples of what to consider are:

1. Have a vision for GLOBAL LEARNING

What are you trying to ensure that everyone knows about in your school/college? E.G. How to stay safe online. Understanding of issues affecting marginalised young people. How to report bullying incidents in school.

What do you want to do next and change for the better? E.G. Rewrite the school's Anti-Bullying Policy to make it more child-centred. Conduct assemblies on the impact of bullying, mental health and other related topics. Develop staff training to be delivered by Anti-Bullying Ambassadors.

How do you ensure that every physical space is used to your advantage and the key messages are consistent? E.G. Anti-Bullying Team ensures every person in the school has a copy of and is aware of the Anti-Bullying Policy. Noticeboards with the same content are in almost every school corridor.

2. Use reflections to plan further work by the Anti-Bullying Ambassadors.

3. Connecting the work across different spaces within the school



How can you adopt this approach in your school with young people?

4. Involving people across your whole school community.

How do you go beyond the school premises so the community knows about your approach? E.G. Running parent workshops. Running a stall at a local shopping centre to speak directly with the public. Holding an Anti-Bullying theatre showcase in an evening.

5. Embedding Anti-Bullying into the school culture.

How do you engage the entire school to be aware of bullying and how to deal with it? E.G. Whole school creates their own pledge to stand up to bullying. Tutor Form quiz on what bullying is. Promotion of the reporting procedure in whole school assemblies. Creating your own Upstander mission statement for all to sign up to.

After completing this planning with the Anti-Bullying Ambassadors, make sure that you set SMART objectives in carrying anything that they want to execute.

Ensure that this is shared with the staff team as well, so they are up to date with the team's plans.



How can you adopt this approach in your school with your staff team?

Even though the Anti-Bullying Ambassador Team will have planned some innovative and exciting work to carry out in implementing the whole school approach, don't forget to also include a strategy planning session for staff as well.

We suggest that you look at the following sections in facilitating discussions in your staff team to engage them in the best ways possible in adopting the whole school approach. The questions attached should generate good discussions for development, but do add any particular areas into your session planning that you feel would be useful.

1. Adopting whole school thinking across the curriculum.

- What is the best way of developing a supportive school, classroom climate and ethos that builds a sense of the school being connected in this cause?
- In every part of the curriculum, how do you promote and address supportive relationships and the celebration of difference?
- How do you promote staff involvement and try and ensure sign-up from every staff member?
- What do you need to do to ensure high-quality implementation of specific programmes and interventions?
- What does the staff team need to do to support the Anti-Bullying Ambassador Team in implementing their planned activities?

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2. Engaging the whole community.

- What is the best way of engaging pupils that are involved in existing peer-led approaches? I.e. Anti-Bullying Ambassadors, School Council.
- How do you develop the most positive approach in engaging parents/carers in genuine participation, particularly those of pupils in difficulties whose families may feel stigmatised as a result of their child's behaviour?
- What action plan are you going to compile as a staff team so everyone has a role to play?

3. Staff development

- Conduct a skills audit of your staff team to identify any gaps in knowledge; it is a good idea to do this before running this development session. As a result, what do you need to focus on for staff training?
- Who will take responsibility for organising any further development needs of your staff team?



How can you adopt this approach in your school with your staff team?

4. Developing versions of the Anti-Bullying Policy.

- Should the staff review the current anti-bullying policy?
- Would the SLT re-design it and would the staff team create a staff policy?
- How will these be promoted in school for maximum awareness and access?

5. Promoting positive approaches to behaviour management.

- How will the school respond positively to 'difficult' behaviour?
- How do you respond actively with clear and fair consequences?
- What's the best way of taking opportunities to model and teach positive alternatives?
- How do you ensure that all staff follow these approaches to a unified approach?

Practical ideas: →

- **History:** Lessons in how people have been bystanders and how this has caused negative impact on the world.
- **Maths:** How different amounts of fundraising can help people in need.
- **English:** Writing your own anti-bullying pledge or speech.
- **D&T:** Creating an Anti-Bullying plaque or mascot.



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The Whole School Approach - Students Mapping Tool

Using the boxes provided, make your notes as an ABA Team on how you will address all 5 points of achieving the Whole School Approach.

2. Use reflections to plan further work by the ABA's: what have you already done? What do you want to do next and change for the better?

4. Involving people across the whole community: projects that can include parents, local community groups, the nearby TESCO's for fundraising events etc!

1. Having a vision for global learning: what are you trying to ensure everyone knows in your school? E.g. everyone know about online safety, promoting equality etc.

3. Connecting the work across different spaces within the school: e.g 1 school has reception to KS4, they have same policy and ABA practice across the whole school. How can you do this in your school? Include hallways, classroom and staff room!

5. Embedding Anti-Bullying into the school culture: how do you get all the school to be positive, accepting etc. E.g. every form group/class has to take part in one positive activity on designated days.