



Leadership

Bronze Level

The school has developed a coherent and coordinated approach to anti-bullying; all members of the school community share responsibility for it, including pupils and parents. It has a very high profile around the school, as shown by the charters and poems displayed on classroom doors and in communal areas, as well as the banner in the garden area.

Consequently pupils and parents have a very clear understanding about what to do in the event of a bullying incident. They know who they can talk to and what will happen as a result. They can also confidently describe the activities that are undertaken to prevent bullying, including the use of Bother Boxes, the work of Anti-Bullying Ambassadors and targeted PSHE lessons.

Silver Level

The Deputy Headteacher has ensured that responsibility for and leadership of anti-bullying is shared. The evidence that was provided demonstrates this, and meetings with the school leadership team, the steering group, pupils and parents confirm it.

Consequently, parents are able to describe the impact of the school's work stating that bullying is 'constantly talked about; it's not hidden'.

The school continues to develop its practice and is increasingly engaging pupils in this work. Year 6 ambassadors talked about how they had contributed to anti-bullying PSHE lessons and assemblies. It has sought to develop pupils' understanding of peers' different backgrounds and of the impact of homophobic language in Diversity Week.

Whole School Policy

The non-teaching staff whom we met had a very firm grasp of the school's anti-bullying policy and their roles in implementing it, including when and how to refer matters to teachers.

The definition of bullying informs each class' development of an anti-bullying charter, copies of which are displayed in the Reception area and in classrooms. The charters define what bullying means to them and what peers should do if they experience it. Pupils could talk with confidence about how each charter was created.

Recommendation: Could pupils take home a copy of their class' charter so that parents also understand their definition of bullying?

Additional evidence of the e-Safety Policy and Mobile Phone Policy were provided. The parents we met were very clear that they would not allow their children to take phones into school. Pupils and parents were confident in knowing what to do in the event of an incident of cyber-bullying. The ICT Coordinator will work with Anti-Bullying Ambassadors when planning activities for 'Cyber-Bullying Week'.

Recommendation: follow the guidance in the '360 degree' evaluation of ICT provision regarding how pupils who have been found to be cyber-bullying may have access to technology managed or even restricted in the future.

The school provides a number of targeted interventions to support vulnerable pupils, as outlined in the Pastoral Care Worker's job description and her training slides. She also spoke about how she supported children in managing their relationships. Photos of Diversity Week displays in the Additional Evidence file showed that pupils have an understanding of different backgrounds and families.

There was a discussion with the steering group about how play leaders and ambassadors may not necessarily recognise vulnerabilities, but aim to find different ways of engaging with pupils who are shy or who don't know how to include themselves in activities. The Play Leaders confirmed that this was the case. They were able to talk about how they invited younger pupils to join games and how they used 'game cards' to encourage them to learn rules, such as taking turns. They also recognised positive participation by awarding stickers.

Whole School Strategic Development

The Steering Group lies at the heart of the whole school commitment to anti-bullying. It was noticeable that the group shared responsibility for anti-bullying, judging by their responses to our questions. In particular, the parent members were very knowledgeable about the school's policy and practice. Consequently, they had the confidence to contribute to the responses to questions we posed regarding the issues of 'Hate Crime' and cyber-bullying (See Silver evaluation of *Leadership*). Some indicated that, as a result of their experience as a Steering Group member, they would consider becoming a governor.

The group had found that accessing the Anti-Bullying Policy of the first primary school to gain the ABQM-UK Bronze award had helped them with the revision of the Mersey Park policy.

The evidence provided demonstrated the impact that the steering group's work is having on anti-bullying in the school.

The discussion of support for pupils showed that the school was well aware of their needs and how the work of the Pastoral Support Worker helped to address them. In a meeting with non-teaching staff, she talked about how she encourages older pupils who have accessed the 'Seeing Red' course to support younger pupils who are in a similar position. Although Play Leaders and ABA's have not necessarily been informed about individual pupils' needs or trained how to respond to them, they are supported in responding to their behaviour and, in the case of the Play Leaders, trying to include them in play activities.

Recommendation: Draw on the peer support model established by the Pastoral Support Worker to further develop Play Leaders' and Anti-Bullying Ambassadors' ability to support vulnerable peers.

Governance

The evidence provided shows that Governors have been kept regularly informed about the school's anti-bullying work.

Mrs Johnson has just taken over the role of Anti-Bullying Governor from Mrs Cheung, who played a significant role in establishing a number of anti-bullying initiatives, including the Play Leaders.

Mrs Johnson showed that she has a firm grasp of the school's policy and practice and the impact it has on pupils in the school. Her role is identified in the list of Governors on the school website.

Staff Involvement

The staff members whom we met demonstrated their knowledge of the school policy and procedures and their confidence in implementing them, suggesting that their training had had a positive impact on their work. Some indicated that as a result of the procedures that had been introduced over the years, everyone knew exactly what to do. A newly-qualified teacher felt that she was well-supported by colleagues when dealing with bullying issues.

They felt that training in homophobia and racism would help them with their work with regard to out-of-school incidents.

Some members of staff whom we met, like the School Liaison Worker and Pastoral Support Worker, had roles that were directly linked to anti-bullying and were able to describe how their role fitted in with the school's procedures. This included contact and mediation with parents regarding out-of-school incidents. Others, who had a less direct link, were able to describe how they log the viewpoints of all parties involved in a bullying incident and, when appropriate, seek to mediate between them. They commented that the children are usually very tolerant of others and will engage in mediation when required. They knew whom to refer matters to in specific circumstances.

More experienced members of staff described how the school is now better than it was with regard to out of class behaviour. They felt that this is due to the fact that colleagues don't let things fester and that children are educated about bullying.

Curriculum

All of the evidence provided met the standards and the visit confirmed that anti-bullying is embedded in the learning that pupils experience, including assemblies as well as lessons.

The Anti-Bullying Ambassadors talked about the PSHE anti-bullying lessons that they had experienced since starting at the school; they felt that each lesson built on their prior learning without a sense of repetition.

During the tour of the school the Anti-Bullying Ambassadors talked about the assembly that they had led earlier in the term, in which they introduced themselves and talked about their role. Their peers said they enjoyed it. The Year 6 ambassadors also talked about contributing to PSHE lessons regarding bullying. The Year 4 ambassadors are still settling in to their role and, therefore, have not done this yet.

The Year 6 ICT Scheme of Learning includes lessons regarding safety in social media. There are plans to develop this further in consultation with ABA's. With regards to other media and other subject areas, Year 5 pupils were able to talk about how bullying was addressed in books, such as 'The Boy in a Dress' by David Walliams.

Active Pupil Involvement

During the tour the ABA's explained that their role was to promote anti-bullying and to give advice to children who experience bullying. The Year 5 & 6 ABA's have continued in their role from the previous year and are confident in their abilities to support peers. The Year 4 ABA's have not had any opportunities to draw on their training to support peers, but are confident in their abilities.

The sense of continuity and the high profile of the ABA's (established through presentations to pupils, staff and governors) means that the community knows who they are, what they do and how to access their support. Year 4 were proud of Bailey (their representative) and informed us that he was very helpful. They also liked the ABA assembly. The Year 1's also informed us that Play Leaders were helpful because they played a range of games each week. Both the ABA's and the Play Leaders are making a significant contribution to promoting positive relationships in the school.

Parental Involvement

The parents we met were able to talk at length about the different approaches that the school used to inform them about anti-bullying policy and practice, including: the website, newsletters and monthly meetings. They described how the 'Pathways to Help' informed them about the stages that the school took to respond to reports of bullying incidents. They knew about lessons that their children had received regarding cyber-bullying. They also knew about the peer support that the school has established and how children can approach them if they don't want to talk to an adult.

The 'Whole School Strategic Development' section in the Bronze Final Evaluation shows the degree of parent engagement in anti-bullying in the school. Some wanted to extend their involvement to other strategic areas in the school.

The parents whom we met felt that children are more open and confident about reporting bullying because it is talked about so much in the school. Therefore it isn't hidden. One parent brings her children to the school from Prenton because she'd heard such good things about it. Another expressed great satisfaction in how the school responded to a bullying incident. However, she recognised that other families may not share that opinion, either because they hadn't had any experience of bullying or because they'd had a different experience to her.

Recommendation: The school considers establishing parent Anti-Bullying Ambassadors to promote the work of the school among families in the community.

Regard for Vulnerable Groups

Following our discussions with the Anti-Bullying Ambassadors and Play Leaders, as well as the Steering Group, we accepted that although peer support for vulnerable children was more intuitive than learned, it sat within a structured framework of support. Play Leaders have been trained in ways of approaching peers who were shy or experiencing difficulties in engaging with others. However, they weren't necessarily informed about specific needs or behaviours and how to engage with them. Yet they showed that they were confident in their abilities to engage with other children in the playground and encourage them to join in their games.

The children that we met were aware of the steps the school took in response to bullying incidents, including how they involved families. They could recall how strategies such as the 'Bother Box' were introduced in assemblies. They were also able to talk about strategies to protect themselves.

Staff described how, in addition to the targeted support from the Pastoral Support Worker, Foundation Stage vulnerable children may be paired with more confident peers and how others may be supported by Staff Buddies. There are also lunchtime clubs for children who have difficulties in social settings or in controlling their behaviour.

It is clear that the school has a strong awareness of vulnerabilities and is developing innovative ways of engaging with them, such as appointing some play leaders to raise their own self-confidence.

We felt that Diversity Week could be regarded as a campaign for greater understanding and tolerance as well as a learning opportunity. The displays showed that pupils had learnt about different family backgrounds as they prepared for another year at school.

E-Safety

The e-Safety Policy was included in the additional evidence supplied by the Anti-Bullying Leader.

The policy as well as information from the Anti-Bullying Ambassadors, the Steering Group and parents showed that the school's response to cyber-bullying is well known, as was the pathways for reporting it. The parents we met were very clear that they would not allow their children to take phones into school. The ICT Coordinator will work with Anti-Bullying Ambassadors when planning activities for 'Cyber-Bullying Week'.

Pupils and parents have a very firm understanding of what to do in the event of a cyber-bullying incident.

Following the involvement of ABA's in anti-bullying and cyber-bullying assemblies, the ICT coordinator is planning to work with them on the development of cyber-bullying lessons.

Recommendation: follow the guidance in the '360 degree' evaluation of ICT provision regarding how pupils who have been found to be cyber-bullying may have access to technology managed or even restricted in the future.

School was awarded the Silver Level Anti-Bullying Quality Mark, making us the first school in the country to gain the award at this level.