

Location:	Southend-on-Sea
Number of pupils:	118
Pupil Premium:	48%
EAL:	8%

Kingsdown is a Community Special Educational Needs School for children aged 3 to 14 who have severe learning difficulties (SLD), profound and multiple learning difficulties (PMLD), physical disabilities and associated learning difficulties. The majority of pupils have communication difficulties. Our Mission Statement is *'Be happy, communicate, learn and achieve'*.

### **Reasons for taking part in the Equality and Diversity Champion Programme:**

- We have a diverse school and felt that taking part in the Equality and Diversity Project would help us to improve and develop our current practice.
- We wanted all staff members and people who work with children at Kingsdown School to feel they are confident in addressing and resolving all forms of bullying and safeguarding pupils.
- All the staff members are aware of procedures and we have a no bullying policy but we felt the need to highlight the types of bullying and affects it can have on those involved.
- We wanted to encourage the pupils to be more aware of bullying, promote positive relationships, and to continue to accept everyone as an individual.
- We sought to review our No Bullying Policy and create an Equality Policy with support from the knowledge gain from the project.

### **What areas of concern did your anti-bullying survey identify initially?**

The original survey was adapted to consist of 15 questions that our pupils were able to access. A group of 15 pupils first had input from a lesson in order for them to fully

understand the concept of bullying prior to completing the survey.

Our survey highlighted that 67% of our pupils had encountered bullying at school. It showed that 60% of our pupils went on to tell their families of the incident with only 40% of pupils choosing to inform an adult at school. We found that 13% of pupils felt that the school was not good at handling bullying incidents at school. While this appears to be a small percentage, as a school we would like for 100% of our pupils to feel we acknowledge bullying and act upon it to a good standard.

### **What activities/interventions were put in place?**

We wanted to reinforce positive behaviours around the school and empower our pupils to feel they can highlight any forms of bullying or negative behaviour towards themselves or others. We created an anti-bullying team of 10 pupils and they chose the name 'Including Everyone'. The team agreed on their job role and rules to follow and encourage around the school. The whole school was involved in a competition to design the team's badges for them to wear so they can be distinguished around the school.

We have half termly meetings in our meetings room and the team are offered a drink which makes the team feel important and relaxed. We discuss the positive events that have happened at school and what they have seen. We readdress our rules and remind ourselves of how we can continue to implement these around the school.

**Impact:** The 'Including Everyone' team see themselves as the ambassadors of positive relationships and interactions around the school. They have been actively demonstrating to their peers how to share, play, or communicate effectively when at playtimes or around the school. They have felt empowered by the meetings to address any incidents of bullying that they witness. They are confident in the procedures and their responsibilities. We have seen a positive response to the peer on peer learning.

The 'Including Everyone' team was created to support peer on peer learning and to help highlight any bullying incidents. We wanted their presence in school to be a positive one and wanted to avoid the pupils feeling they were being watched only for negative behaviours. The team had a meeting and decided to introduce an 'Including Everyone' award. They select a pupil each week that they have seen being a kind and helpful around the school and playing positively with others.

**Impact:** The whole school have responded positively to the praise and seek out the team to share their helpful and kind stories. They are eager to show their positive play and interactions to the team in hope to be selected for the award which is given during our awards section of our assemblies. The school accept that the team are there to support them and respond well when they are spoken to by the team.

Our MFL and RE coordinators arranged for the whole school to take part in a Diwali day. The pupils explored cooking and tasting various foods, creating Mendhi patterns using coloured rice, listening to music and exploring instruments. We also took part in a Bollywood dancing workshop with Sports4all.

**Impact:** Each of the pupils was able to explore a culture that may be different to their own. They were encouraged to ask questions and make comparisons. Many of our pupils enjoyed trying on the colourful items of clothing and taking part in role plays.

Our Chair of Governors and PSHE and RSE coordinator attended the Stonewall training. From this we wanted to update our policies in order for all staff and stakeholders to understand the schools expectations. From this we reviewed and made changes to our No-Bullying policy and also created an Equality policy that ensured our procedures were clear and appropriate. To ensure all were aware, a meeting was held with our Governors to share our schools objectives and

outline actions that will take place throughout the year.

**Impact:** Our Governors ratified both policies and agreed that they were clear and of a high standard. Following the Stonewall training we included genderless school uniforms. We wanted to further support our pupils, staff, and stakeholders' knowledge of procedures to ensure consistency throughout the school. We designed a 'Flowchart of Responsibility'. This is displayed in each classroom to visually highlight the procedures and responsibilities of everyone at Kingsdown School. We also introduced a book to record any incidents between pupils at school. The pupils have named this the 'sad' book. This highlights any reoccurring incidents or subjects which require further support or inventions.

We have added an Equality and Diversity school champion tab on our school website. This made any information about the project easily accessible. On this we add a short description of the activities the school takes part in and add photographs of the pupils and their work.

**Impact:** We have found that by adding the information on our school website offers the parents and carers simple access to the schools progress and achievements. They are kept updated on the relevant information. Some of our parents have also shared the information with other members of their families to show the positive work their child has been a part of.

A member of Victim support visited our school and conducted an assembly on keeping safe and people who keep us safe. This was an important topic for our pupils to focus on. Many of our pupils have no sense of danger and are especially vulnerable outside in the community. The assembly highlighted important information such as the police number.

**Impact:** Our KS2 and KS3 classes took part in a follow up discussion. They each shared who they thought were people who keep them

safe. From this they created a 'Hands of Safe-tree' display. They each chose five people who they could go to when they needed help and wrote them on a hand cut out. This was a great visual activity and showed the importance of communicating to someone safe when they need help.

A group of our pupils engaged in workshops with Ability Action. The focus of these workshops was to discuss fairness and to look at our own identity. To help our pupils build their social skills we linked with Heycroft School on this project. Our pupils had an opportunity to work in pairs with a pupil from Heycroft to create an art piece based on the phrase 'walk a mile in my shoes'.

**Impact:** Our pupils had an opportunity to cooperate with pupils from a different school of which they may never have had a chance to communicate with. This project highlighted the effects that bullying can have on a person. The pupils decided they wanted to gather the pupil's views on bullying at Kingsdown School in order to make more positive changes. They agreed on five key questions to ask. From the answers they found that the Buddy Bench in the playground needed to be highlighted again and they would demonstrate its use to their peers during playtimes.

Our year 5, 6, 7, 8, and 9 classes watched the performance based on cyber bullying. They found this interesting and were engaged throughout the performance. They enjoyed the link to an online game some of the pupils are familiar with.

**Impact:** Most of the pupils understood that there were characters in the performance that were not being kind. They understood that this was bullying. When asked they were able to give advice to talk to an adult for help. This is a positive impact on our pupils and their understanding of what to do in negative situations.

Show Racism the red card shared a workshop with our year 5, 6, 7, 8, and 9 classes. They focussed on looking at each of our pupils and

their similarities and differences. The pupils listened to a story called 'It's good to be different' and used mirrors to look at their own features.

**Impact:** The pupils engaged with these sessions as they were focussed on their own identities and the identities of their peers which made their learning meaningful. They discussed many similarities and also found that by having a difference to others can be a positive thing. Our pupils often do not acknowledge their own similarities or differences to others around them but by drawing their attention through the use of story and mirrors allowed them to consider this in detail.

#### **What did we achieve, and how did we know?**

- We identified the need to include parents within training to offer further support at home. Our parents attended a training session about online safety and we invited our local policing team in to share their knowledge.
- Our pupils and staff are more aware of negative incidents which can occur. The whole school has responded extremely positively to our 'Including Everyone' team and how they are used to model positive relationships and play around the school.
- We have adapted how we record and assess any incidents which inform our future planning or support and highlights if any interventions are required.
- The overall atmosphere of the school has been positive and friendly. The pupils especially have adopted a zero tolerance to bullying or negative behaviours and follow the agreed protocol to report them.

#### **What we will do next?**

- 'Including everyone' team will continue to support their peers and

demonstrate positive relationships. They will hold termly meetings to discuss any issues that may arise and give their suggestions of how to support the school to tackle bullying.

- We will continue to celebrate positive play and kindness by giving our Including Everyone award during assemblies. We encourage nominations from all people at Kingsdown if they see a person being kind.

#### **Quotes:**

*“The project has highlighted and is aiming to address many issues.*

*Before the project I believe that if asked the staff of Kingsdown would say that bullying did not occur at the school or if it did it was only with a couple of pupils who were working at a higher level of learning, but the project has shown that this is not true it is far more prevalent.*

*The project has revealed to staff that bullying is an issue and that it is one that must be addressed.*

*The project has given the staff and pupils a voice at their level of learning to express if and when they feel bullied. Hopefully they will now believe that staff is listening to them and that their concerns are being taken seriously.*

*I really think the ‘Including Everyone Team’ is excellent as it expects the pupils to take responsibility. Having specially designed badges certainly adds prestige to be chosen to be a member of the team. It is imperative that we frequently remind everyone (pupils and staff) about the team and their role therefore maintaining that addressing bullying is a high priority. I am delighted with the liaison with Heycroft School to address important issues. “*

**Head teacher**

*“Since the launch of the project within Kingsdown, our pupils seem more aware of what to do if someone is being ‘bullied’ or is not happy. The Including Everyone team with their video and special badges has reinforced this concept throughout the wider school community. The ‘Sad’ book has given our pupils a place to express how they are feeling too.”*

**Deputy Head**

*“At Kingsdown School Our work towards the Equality and Diversity School Champion project has seen a great deal of improvement in the attitudes of the staff and children. Within the school many of the children are using their learnt skills from our detailed Including Everyone sessions to practise positive play relationships, kind hands and making positive choices. One particular child in my class has learnt the meaning of being calm and promoting his own positive relationships with the strategies he has learnt during the Equality and Diversity sessions in class.*

*Our children have thrived from the organising and implementation of an ‘Including Everyone Team’. It has given the children clear rules and responsibility of their own actions. It has also given the children a greater voice to feel respected and appreciated by the adults.*

*Within the school many great organisations have taken the time to support our children in practical activities to encourage greater learning. The Bollywood Dance lessons were most beneficial to my class as it included a new culture in a motivating way and allowed them to be expressional and sociable whilst learning through fun!*

*Overall the management and implementation of the Equality and Diversity School Champion project has been exemplary; especially in regards to*

*the adaptations for our children's specific abilities."*

**Class Teacher**

*"The work within the school has been great success allowing the children to understand the concepts by learning in different ways in order to help their peers as well as highlighting potential issues. The performance showing the children different types of bullying and what happens allowed the children to see first-hand different types of bullying and were able to understand the concept easily through role play and observing others behaviour understanding whether this makes their friends happy or sad. This has also allowed staff to see if there is an ongoing issue between peers and whether or not it is re occurring to help identify potential bullying that is happening throughout the school."*

**Higher Learning Teaching Assistant**