

# Planning our change - anti-bullying

This is an example of priorities, meaningful outcomes and early success indicators (PMOI sheets) a school could develop in response to a needs analysis at stage 2.

**Priority** – high level impact linked to National Indicators

**Meaningful outcomes** – measurable health and well-being change

**Early success indicators (ESIs)** – one of the milestones on the way to meeting meaningful outcomes  
P = process indicator, I = impact indicator

**Priority** – children who have experienced bullying (NI 69)

**Meaningful outcome (quantitative)** – decrease the number of incidents of bullying reported at school from xx to less than xx

**Meaningful outcome (qualitative - perception)** – increase the percentage of children, from xx% to xx%, who report they think the school deals well with bullying (Tell Us)

**Meaningful outcome (targeted)** – increase the percentage of BME children who report feeling safe at school from xx% to xx% (annual school survey)

## Examples:

- > Increased options for children, young people, staff and parents/carers to report bullying incidents
- > Improved systems to track the resolution of bullying incidents are in place (P)
- > Number of bullying incidents reported increases after year 1 to no more than xx and decreases to at least xx by year 2 (I)
- > A system is in place for the annual dissemination of a child friendly summary of the anti-bullying policy and how to report bullying (P)
- > The number of occasions when the seriousness of bullying is communicated to the whole school has increased to xx (P)
- > PSHE education has been reviewed to include SEAL (social and emotional aspects of learning) opportunities in every year group (P)
- > Most year 6 children can describe the nature of bullying and express a range of ways of responding to it (I)
- > A partnership, anti-bullying sub-group now meets to monitor progress towards reducing the number of incidents of bullying (P)
- > All staff report they are clear and confident about their role in managing bullying (P)
- > An effective peer mediation programme is provided (P)
- > Increased numbers of children report that they have been helped by peer mediation (I)
- > Stepped increase (to xx% after year 1) in the percentage of children who report they think the school deals well with bullying (I)
- > The academic progress of all BME children is tracked and additional support is provided to any individuals whose progress is stalling (P)
- > The participation of BME children in extra curricular activities at school has increased to xx (I)
- > Regular meetings take place with the families of most BME children (P)
- > Learning activities about gypsies, roma and travellers take place in all year groups (P)
- > Stepped increase, to xx% after year 1, of BME children who report they feel safe at school. (I)



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## Pen portrait

This is an urban primary school with a diverse intake, including black and ethnic minority (BME) children, together with relatively high levels of free school meals (FSME) and special needs pupils (SEN). The needs analysis has identified some uncertainty in children's understanding of bullying and a significant lack of confidence in the systems to report and address bullying, especially among BME children. The school is at the early stages of implementing the SEAL (social and emotional aspects of learning) programme. The area surrounding the school is also a Safer Communities Hot Spot.

