



CASE STUDY

1. Title: Use of SIMS Behaviour Module to record bullying incidents
2. Area : South East
3. What was the issue? A High School in an area of high deprivation was experiencing a high number of exclusions, both fixed term and permanent. A decision was taken to track and monitor behaviour consistently across the whole school, with SMT reviewing provision in light of this tracking. The decision was made to use the SIMS behaviour module to carry out this task. Initial training was given to the school by National Strategies.
4. What action was taken? Training was input in September 2008, however systems were not put in place until September 2009. All Head of House (4) and Assistant Head of House (4) were trained in putting in data. E-mail was used to ensure immediate action. The SIMS behaviour module is inputted by all teaching staff and monitored by H of H. The Assistant Head (pastoral) monitors the SIMS reports weekly. Parents are contacted immediately if a pupil is logged onto the system. To support the data and tracking the school also rewrote the Behaviour policy and underwent training in Restorative approaches. When a pupil is logged for bullying or inappropriate behaviour they participate in a "catch up session" which uses Restorative approaches to discuss their behaviour. If further support is needed then parents and pupils participate in a Restorative conference. SMT track that all actions have been completed and have a "resolved" category to show that the issue is now closed.
5. What impact has this had (so far)? [100 words max] <ul style="list-style-type: none">• Marked improvement in number of exclusions.• Marked improvement in relationship with parents as all information is shared with them.• Change in response from teachers as all now responsible for dealing with behaviour and bullying and recording and following up.• Change in provision for support through "catch up sessions" restorative approaches.• Creation of "Reflection room" where pupils complete restorative forms and discuss their behaviour.• Clear evidence for provision mapping and need to provide additional support e.g. anger management.• Consistent format for reporting which are well understood by staff and pupils• Immediate response allows staff to be proactive and respond in an appropriate manner.• Has enabled a system of sanctions and rewards to be developed and monitored by

their impact.

- Interventions are all logged and can be assessed as to effectiveness.
- Culture of consistency created across all stakeholders with clear outcomes for all.

6. How did the above action help to embed anti-bullying work in your area?

The school has engaged with several other local schools to demonstrate the effectiveness of the tracking system. Three other local secondary schools are going to use the SIMS behaviour module to record and monitor incidents of bullying. This school has also been involved with another Local Authority in the region to help and advise them on the practical aspects of using the system and the implications for using the data to review the behaviour policy and train staff.

7. Additional information (OPTIONAL):

Please find attached an example of the data that is recorded using the SIMS behaviour module and the outcomes of the actions that the school has implemented.

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