

Anti-bullying: A whole school approach

An example of EPs working at the whole-school level

The situation

A large secondary school requested Educational Psychology Service (EPS) advice to support them with the process of developing a new anti-bullying policy. A Trainee Educational Psychologist (TEP) on placement with the EPS worked in conjunction with an Educational Psychologist (EP) and a member of the Specialist Inclusion Support Service (SISS) over a period of 3 months.

What happened...

The TEP and EP had meetings with the Deputy Head and SISS to negotiate how the EPS input could contribute to a comprehensive and coherent anti-bullying policy that involved input from a range of agencies.

This process was informed by a literature review of current knowledge around effective anti-bullying practices. Support was provided for the school in carrying out their own evaluation through the use of a pupil questionnaire.

What happened next...

A series of focus groups were conducted where teachers, support staff and pupils were asked to reflect on the factors that contribute to an anti-bullying ethos. This information was then fed back to key staff and agencies alongside the data that had been generated by the school through the pupil questionnaires. The EPs also formulated a framework for review to be used by the school to contribute further towards their policy development.

The result

The information gathered was able to provide an evidence base on which the school could formulate their anti-bullying policy. The schools and agencies involved provided positive feedback regarding the EP and TEP involvement.

Psychology used

Cognitive Psychology
Organisational Psychology