



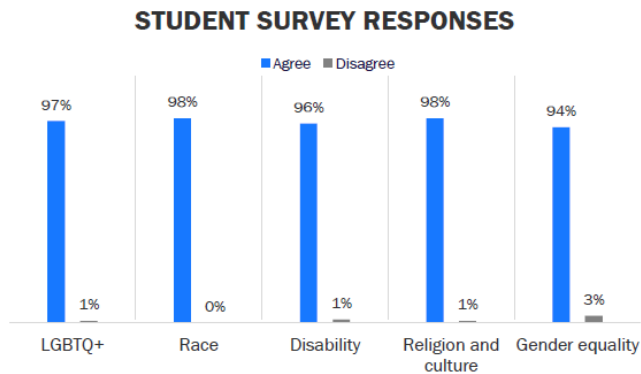
**Anti-Bullying Survey Feedback**  
**May 2023**

## Children's Responses

158 children across Year 5 & 6 responded to the survey.

### 1. Teaching of protected characteristics

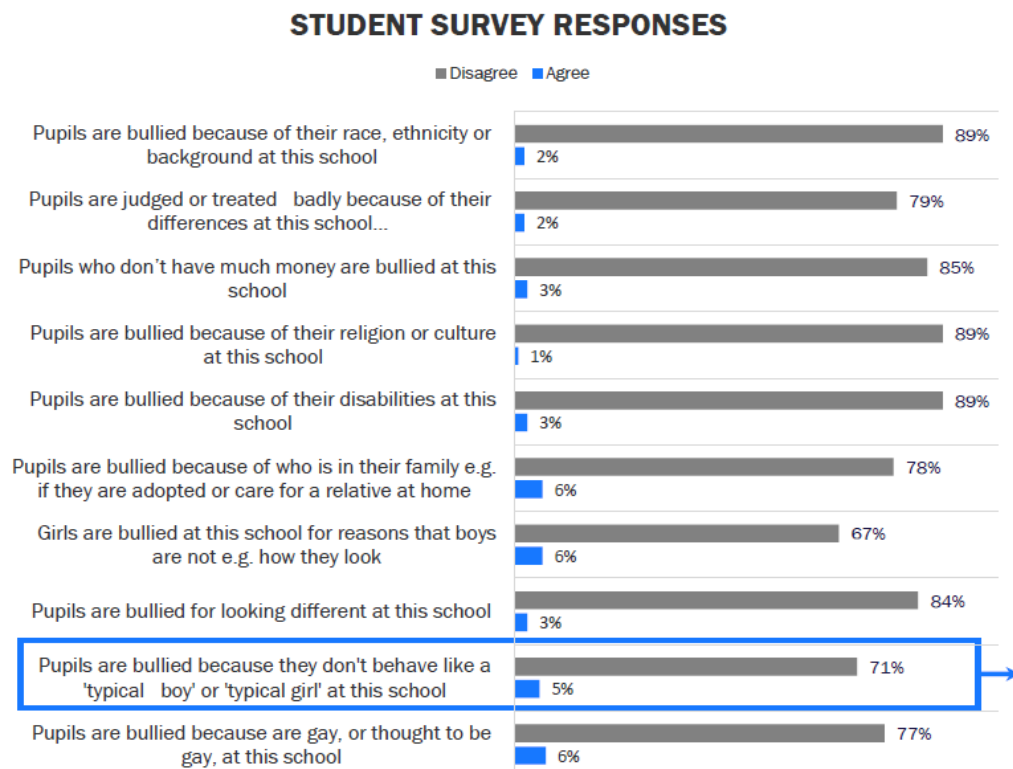
"I learn about these topics at school regularly:" – 158 Students



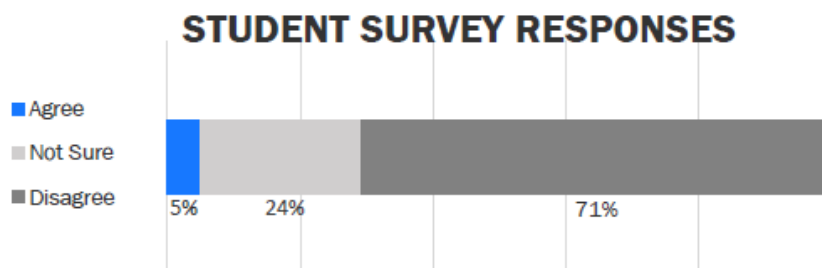
### 2. Reasons for bullying

There is no stand out protected characteristic that a large proportion of students agreed, would be a reason for bullying at Liscard . The agreement rates are very low; 6% equates to 9 or 10 students.

"Which, if any, are reasons pupils at this school are bullied"



“Pupils are bullied because they don't behave like a 'typical boy' or 'typical girl' at this school ”



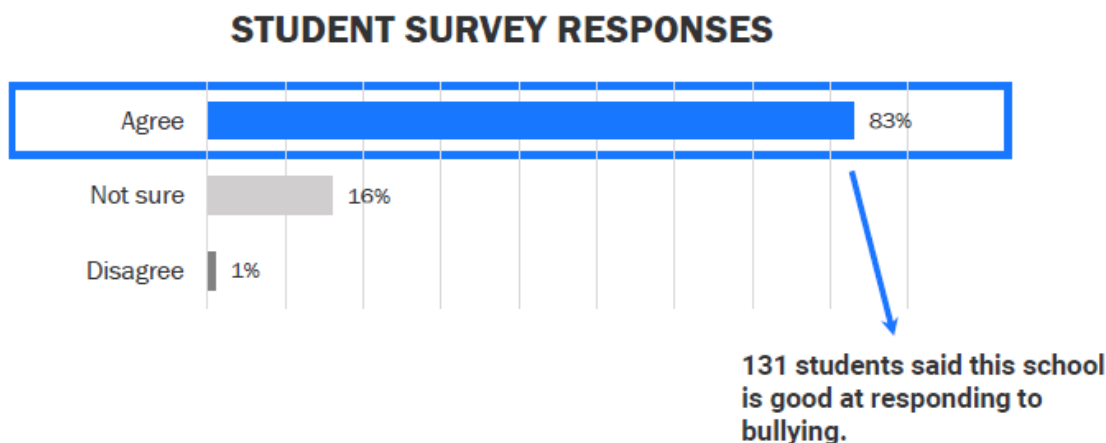
In comparison to other questions, a higher proportion of students responded “not sure” when asked whether pupils who don’t behave like a typical boy or girl, are bullied at this school. This is an interesting finding and could suggest that pupils are not aware of/ already reject rigid gender roles and actively challenge gender stereotypes, as more than half disagreed to this statement.

Highlighting role models who break gender stereotypes and celebrating gender diversity will help students understand the impacts that restrictive stereotypes can have, and be more prepared to stand up against gender based (transphobic) bullying if encountered in future.

96% of students agreed that they feel safe from bullying at school, compared with 4% who disagreed.

94% of students said that if they witnessed bullying they would report it to a teacher.

“My school is good at helping when people are bullied”



## **“What are some, if any, of the most likely reasons people are bullied or treated badly in this school”**

“their family members and people in their family after getting into fights.”

“I can’t think of any reason.”

“I know that some people have used the word gay as an insult, which is not okay

“if someone decided to change their gender e.g if they were a boy and transitioned to a girl or if they didn’t want to be identified as a gender.”

“their skin colour or sexuality.”

i think that some people get bullied because of how tall or short someone is.”

“I am not sure because there is not much bullying in this school and it is always dealt with

“People would most likely be bullied due to disagreements or having an argument online

### **Additional comments from student surveys**

We learn about all of these subjects in school

“I am a part of the LGBTQIA+ community and I am treated the same as everyone else

“I know people with foster families and disabilities don’t get bullied because I’m in a foster family and I have a disability

“We learn about different genders and sexualities We also learn about disabilities, religions and races in our weekly assemblies They help us learn about the diversity of the world and how we are all different

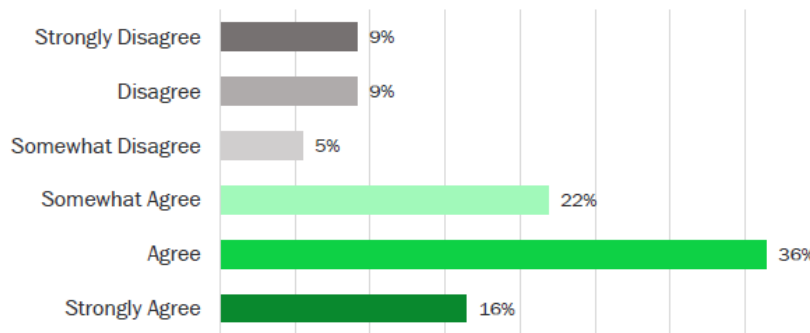
“We have wonderful assemblies I really want to learn more about sports people

### Parent/Carer Feedback

55 parents/carers responded to the survey.

“This school consults with parents/carers regularly about how to make the school more inclusive” – 55 Parent/Carers

#### PARENT/CARER SURVEY RESPONSES



75% agree that parents/carers are aware of the school’s anti-bullying and behaviour policies.

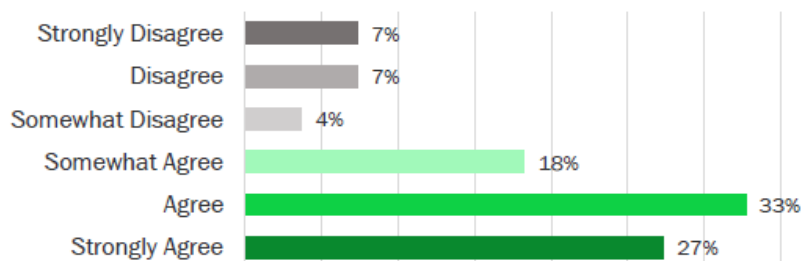
87% agree that parents/carers know who to contact if they are concerned about any form of bullying.

82% agree that the school will respond appropriately to any incidents of bullying.

75% agree that parents/carers are regularly consulted on inclusion.

“All students feel safe at this school, including students with protected characteristics (e.g. disability, race) or those with family members with protected characteristics”

#### PARENT/CARER SURVEY RESPONSES



**Only 4 respondents strongly disagreed with this statement.**

### Comments from parent/Carer Survey

“As much as I think the school aims to prevent bullying, I think that some forms of bullying are underestimated and undermined when reported. Despite name calling and physical bullying being rare in the school environment, isolating other students appears to be quite common. It is understandable that staff can't instruct children to play with another child against their wishes; however, isolation can have a significant long-term impact on self-esteem and well-being, thus being deemed psychologically detrimental in an abundance of research on this topic.”

“I have not heard of any specific cases of bullying or how they were dealt with so cannot provide an opinion. I do know the school provides updates and information regarding projects and initiatives it undertakes regarding diversity and inclusion. My children as part of a “diverse family” have occasionally mentioned other children name calling in the play ground.”

“I am very pleased with how the school handles bullying. My daughter has experienced racist bullying and matters are addressed immediately. So happy my kids attend Liscard Primary. My kids are happy to go to school daily.”

“Prejudiced language and bullying behaviour by a small group of pupils was reported by my child during their time at this school. The response by teachers was immediate and positive efforts were made to rapidly remedy the situation.”