



<p><b>1. Title: Part 1:</b> <b>Introducing the SIMS behaviour module to record and monitor incidents of bullying</b></p>
<p><b>2. Area (Local Authority and Region): Kent – South East</b></p>
<p><b>3. What was the issue?</b> Two academies with a Federated Head Teacher were invited by National Strategies to introduce the use of the SIMS behaviour module to track incidences of bullying. National Strategies trained two members of staff on the use of the SIMS module including categorizing by type, by absences and matching against interventions for improvement. The intention is to build up patterns of behaviour, to have a clear reporting tool for parents and to make all staff aware of vulnerable pupils The role of the ABA RA is to support the academies in developing this system taking into account the processes that need to be considered to make this an effective tool. The current position is the use of behaviour logs, but these do not have the facility to establish patterns or link to other multiple factor, they also remain within faculty so there is no current whole academy sharing.</p>
<p><b>4. What action was taken?</b> <b>Meeting with Head Teacher, ABA RA and two members of staff agreed the following protocol:</b></p> <ul style="list-style-type: none"><li>• Whole school staff meeting to agree the definitions of bullying</li><li>• Questions- who inputs data – who sees it- how often is it monitored.</li><li>• Criteria to be matched against post codes, SEN, absence, truancy, academic progress, EAL and LAC</li><li>• Pastoral team will meet every two weeks to respond to tracking and patterns</li><li>• Results will be a standing agenda item at staff meetings</li><li>• Results and patterns will be matched against interventions to measure impact</li><li>• Vulnerable pupils and perpetrators will be supported through anger management, social skills and parental involvement</li><li>• Agreed a member of staff who will ensure that data is input on a regular basis.</li><li>• Results will be a standing agenda item at SMT meetings then matched to resources and support.</li></ul>
<p><b>5. What impact has this had (so far)?</b> The introduction of the SIMS module, although new has already enabled the academy to review its current practice. A support and communication system has been set up that will work across the whole academy. It has created an awareness of which fields relate directly to anti-bullying work in terms of more vulnerable groups of pupils such as SEN and LAC. The introduction has already created a discussion around what the academy defines as bullying and how they will engage with the whole staff to ensure consistency in these definitions. A conversation has been generated about how positive behaviours can be tracked alongside the AB work, including how to reflect the impact of interventions. Research for this project has already facilitated contact between schools as the lead has contacted a school who is already using the system, thus spreading good practice between schools. A system of communication has already been set up to share the information through specialist interests including with the EBD, EAL and ASD co-ordinators. The system will be put into place for September allowing the Academy to track the most vulnerable year group, the incoming Year 7 and provide closely matched interventions for their needs.</p>

The data will provide a clear baseline to demonstrate the impact of any AB interventions that are introduced during the year.

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

The introduction of the SIMS behaviour module to track and monitor incidents of bullying will be an ideal way of meeting the possible statutory requirement to record all incidents of bullying. Kent is investigating the possibility of recommending this way of recording to all its schools. Monitoring this trial from its inception will help the RA ABA to engage with other schools to discuss some of the issues that may arise. Working with Academies enables AB work to be spread consistently through all types of school

**7. Additional information (OPTIONAL):**

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