

## National Thematic: Bullying

The purpose of this national thematic is to evaluate the approaches taken by schools to record and monitor incidents of bullying. HM Inspectors will provide a national overview of the approaches adopted in their national report

We will use the information below to draw out national messages and potential case studies of practice worth sharing.

### Record of visit (ROV)

- The ROV contains all information gathered in relation to the work. Any other materials should only be retained in line with our records management policy.
- The ROV should be completed in line with confidentiality, information security and Freedom of Information policies.
- The ROV must be completed timeously and sent to [REDACTED].

Establishment/Setting	Bellahouston Academy	
Date/time of visit	10 <sup>th</sup> October 2022/09:15	
HMI	[REDACTED]	
Date ROV submitted	[REDACTED]	

### Key contextual information (200 words)

This **should** include information about school roll and composition, demographics and leadership structure.

School roll	1073
Composition	S1 – S6
Demographics (SIMD, ethnicity, ASN)	SIMD- EAL- 602 FSM- 402
Leadership structure	1 x Head teacher 5.6 FTE Depute heads 74.5 FTE teachers

### 1. Approaches schools have taken to record incidents of bullying (400 words)

An anti-bullying policy is in place in Bellahouston having been developed in collaboration with young people and relevant stakeholders. Staff are developing a new anti-bullying policy to reflect Scottish Government guidance, UNCRC and GIRFEC more robustly. The new policy is still in draft and a consultation is underway with parents, key stakeholders and young people. Young people would benefit from their own accessible version of the overall finalised policy. Additionally, a shorter succinct parent version should also be available and accessible in a number of languages and in a variety of formats. This would reflect the very diverse community which the school serves around the Bellahouston area.

Pastoral care staff and senior leaders use the bullying module within SEEMiS to record incidents of bullying. This is often unable to happen within three days due to the nature of the

investigation process. Pastoral care staff and senior leaders use pastoral notes within SEEMiS to record the detail of any incidents logged.

All staff have a consistent approach to addressing bullying in the school, including all prejudice based bullying and bullying motivated by the protected characteristics. These approaches are reflected clearly in the current policy.

Almost all young people were aware of the anti-bullying policy in the school. Most young people report that anti bullying is a feature of their learning in assemblies and classrooms, and as a part of the Personal Social and Health Education ( PSHE ) Young people are aware of what steps to take in relation to reporting bullying incidents. They know who to speak to and what will happen as a result. A few young people expressed concern about their right to privacy when reporting incidents of bullying, for fear of possible recriminations.

All staff are aware of the last version of the anti-bullying policy and had been involved in its development. They are clear about their roles and responsibilities in relation to bullying and how incidents of bullying are recorded through SEEMiS by pastoral care and senior staff. Staff are clear about the processes to record and support young people, A few support staff feel that they need further training about the protected characteristics, nurture and adverse childhood experiences (ACES's) for example, in order to better support young people. They also expressed concern about how information is being shared following incidents, which they report. Senior leaders should consider how best to feed back to staff sensitively, considering the privacy of the young people concerned. Almost all staff reported that professional learning had been undertaken in relation to anti bullying, using national information and guidance.

In pre questionnaires, the majority young people felt safe in school. Most young people agree that bullying is not acceptable in their school.

## 2. The arrangements for monitoring incidents of bullying (400 words)

Senior leaders regularly monitor reported incidents of bullying in the school to support individual young people and to identify any patterns and trends which emerge. Senior leaders monitor bullying across the school and staff have a sharp focus and report timeously when they have concerns. Online bullying is an emerging concern in the school. As a direct result, there has been an recent increased focus within assemblies, through specific curricular areas and in class PSHE sessions. This includes inputs and support from the campus police officer. The school has a very diverse community and external partners are vigilant to any form of racist bullying.

Staff inform parents and about the actions taken in response to incidents of bullying. This is done sensitively with due consideration given to about the privacy of all concerned. Staff should consider more formal ways of recording regular check ins with young people and the use of the wellbeing indicators to monitor the safety and wellbeing of young people after a bullying incident.

Almost all teaching staff report that are made aware of any challenges faced by children in relation to bullying. This enables them to carefully monitor young people in class. They implement strategies and interventions to support children in line with the school policy. This

includes the use of safe spaces and separating any young people who report tensions between them.

Senior learners are Mentors in Violence Prevention (MVP) and they work with staff on initiatives to promote children's rights. This is having an impact on young people who are able to describe the learning they are experiencing as a result of these inputs. Young people in S1 are becoming more familiar with messages around respect for others, non-violence and emotional regulation. They are also getting to know the senior pupils who deliver these programmes and see them as a further support to them every day in school.

There has also been considerable input to staff around nurturing principles. Almost all staff reported that this had supported the development of curriculum work, and improved their ability to be more responsive to the needs of children.

### 3. The effectiveness of measures taken to respond to incidents of bullying and in supporting children and young people. (400 words)

Senior leaders and staff report that the school has developed a strong ethos of fairness and equality which promotes a positive anti-bullying message. The wellbeing indicators are not yet used regularly to assess the impact of bullying. The school should consider how best to develop a process to include this through the PSHE curriculum.

In response to a bullying incident, pastoral care staff and senior leaders sensitively investigate what has happened and use restorative conversations where appropriate. Thereafter, all young people involved are monitored carefully and appropriate supports implemented.

The majority of young people could understand what they would do if they or someone they knew was being bullied. Young people could describe the support offered by all staff in relation to bullying and that every teacher, support assistant and operational staff member approached bullying in the same way. The majority of young people feel confident in reporting an incident of bullying. The school should consider carefully how to support young people to report any worries or concerns they may have in this area.

Parents report that the school promotes respect and positive relationships but are concerned about the repercussions of reporting a bullying incident. This relates to their fear that making a report could then have consequences for their young person in the local community.

Staff spoke positively about their training and professional learning in relation to bullying and the wellbeing of young people in Bellahouston. Almost all felt that their training resulted in a consistent approach across the school. The further development of the anti-bullying policy, school vision and developing of aspects of work around inclusion should all play a crucial role in reducing incidents of bullying in the school. They are considering how best to ensure that the voice of every young person is heard through the ongoing consultation.

**Effective practice worth sharing if applicable**

**Quotes: Please add any quotes below with each one clearly separated by the use of "quotation marks". Please add in brackets who they are from (e.g headteacher).**