

## 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].

<b>Establishment/Setting</b>	<b>Dalziel High School (North Lanarkshire Council)</b>	
<b>Date/time of visit</b>	<b>22.09.22</b>	<b>8:50am – 3:30pm</b>
<b>HMI</b>	[REDACTED]	
<b>Date ROV submitted</b>	[REDACTED]	

### Key contextual information (200 words)

School roll	973
Composition	S1- 180 S2 – 179 S3 – 178 S4 – 171 S5 – 157 S6 - 108
Demographics (SIMD, ethnicity, ASN)	33% of young people in SIMD 1-3 24% ASN 10% Hearing Impaired specialist provision
Leadership structure	1 x HT 5 x DHTs 10 x PTs Curriculum, 3 x Pastoral PT, 1 x PT PSE, 1 x P Future Fridays, 1 x PT DYW

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

Staff follow the anti-bullying policy that senior leaders developed in 2014. A group of staff and young people are currently updating this policy to reflect the latest national guidance. Senior leaders are aware of the need for the new policy to clarify the school's approaches to stakeholders.

Almost all young people display a strong understanding of the nature of bullying. They detail examples of bullying behaviour and know that they can seek help from any member of staff. A few learners are able to recognise the reasons for bullying behaviour. [REDACTED]. A few young people are not confident in reporting bullying as there is a culture of dealing with

incidents themselves. A few learners have either experienced bullying or are aware of incidents. Senior leaders acknowledge the need to explore reasons for young people's lack of confidence in reporting bullying.

Staff record potential bullying incidents initially in the pastoral notes section of SEEMiS and on an in-house system. Once pastoral staff have concluded that bullying has taken place, senior leaders record the incident in the Bullying and Equalities module in SEEMiS. Senior leaders have only been using this module since the beginning of this session. This is as a result of re-visiting national guidance in preparation for this visit. Staff maintain that their own in-house recording system leads to more effective communication between staff to support young people.

The majority of young people feel safe in school. Young people, staff and parents agree that the school's zero-tolerance stance on bullying is clear. They feel that bullying is not a significant issue in school. Young people and staff believe that the strong sense of community promotes an ethos of equality and respect. Most young people report that anti-bullying is a feature of their learning in assemblies and personal and social education (PSE).

Pastoral staff provide a responsive health and wellbeing curriculum which addresses bullying and the root causes of prejudice. They adapt this to respond to arising situations and to suit the needs of learners. Young people value the PSE programme as they cover relevant topics in great detail. This helps them to understand the causes of bullying and to celebrate differences. Senior leaders plan to develop more links across the curriculum.

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

Senior leaders and pastoral staff monitor bullying very well. They review these incidents on a monthly basis to identify trends and patterns. Senior leaders report that analysis of the data highlights a need to continue their focus on prevention. They also note recent increases in cyber bullying.

Pastoral staff use the data to plan input to lessons from partners and other departments. For example, Police Scotland deliver inserts to promote a greater understanding of online safety. A few subject departments use bullying data to tackle the underlying causes of this issue. For example, staff in the computing department have adapted their courses to focus on prevention of online bullying. Young people describe how these activities enhances their knowledge and understanding of all aspects of bullying.

Young people have a strong understanding of the wellbeing indicators. They can describe what they would do if they or someone they know was being bullied. They feel that staff respond quickly to prevent incidents from developing into bullying.

Senior leaders and pastoral staff provide weekly updates to staff on learners who require additional monitoring or support. Staff value the regular sharing of information as this helps them to monitor and support all young people involved in bullying incidents. Pastoral staff identify young people who would benefit from targeted interventions and provide appropriate support. Young people agree that incidents of bullying are monitored well by staff.

Senior leaders guarantee the right to privacy for all young people involved in bullying incidents.

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

Almost all young people and staff agree that bullying is not a significant concern as a result of strong prevention measures in place. Staff have developed an inclusive ethos, underpinned by the principles of nurture. They also relate all developments to their specific focus on promoting greater awareness of young people's rights. This is resulting in a positive and relational approach throughout the school.

Staff are visible and monitor the corridors and social areas during breaks, supported by prefects. This helps most young people to feel safe in school. Staff and senior learners offer an extensive range of clubs and an inter-house programme. This provides activities at lunchtime and after school. Young people feel a greater sense of belonging and this contributes to the positive ethos.

Senior leaders have recently introduced a range of leadership opportunities for young people to provide peer support. This is beginning to offer support through a range of roles including Mentors in Violence Prevention, anti-bullying ambassadors, prefects and STAR ambassadors. This includes supporting vulnerable young people identified through the primary to secondary transition.

Senior leaders and pastoral staff have implemented approaches to respond successfully to bullying. They restructured the universal offer so that all teaching staff take responsibility for a small caseload. This is already having an impact on addressing bullying as staff know these learners well. Most young people feel that staff act promptly and effectively when bullying is reported. A few young people have experienced incidents of bullying. They felt that staff listened to them, took their views seriously and supported them well. Young people also value being able to access counselling services. A few young people feel that staff are not always consistent in their approach as a few do not always challenge bullying behaviour.

Most young people are aware of the availability and accessibility of their pastoral teacher and a school counsellor. A few young people feel that they do not always have a key adult to speak to in school. Staff plan to explore this concern as part of the re-development of the policy.

Almost all staff report that relevant professional learning takes place regularly. They speak positively about how this is enabling them to provide their universal offer of support to young people. Senior leaders have prioritised nurture as part of developing a relational approach to dealing with behaviour. This is developing a more consistent approach in responding to bullying across the school.

Most young people and staff are very positive about the school's overall response to bullying.