

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	Edinbarnet Primary school
Date/time of visit	September 8th 2022/09.15
HMI	[REDACTED]
Date ROV submitted	[REDACTED]

Key contextual information (200 words)

School roll	226
Composition	10 classes including 4 composite classes
Demographics (SIMD, ethnicity, ASN)	49% FSM 8% EAL SIMD 1 and 2 – 82% ASN – 41% stages 2/3 and 4
Leadership structure	1 FT Head teacher 1 Acting DHT 2 x PT (0.5 responsibility each)

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

An anti-bullying policy is in place in the school having been developed in consultation with staff and other stakeholders. The policy was developed and published in 2019 and clearly complements the existing “promoting positive relationships” policy. The policy promotes the development of a culture of inclusion, fairness and equality across the school. The school plan to review the anti-bullying policy in the coming months.

As part of this review, the school should now consider the inclusion of links to national guidance documents and more robust guidance for all staff and key stakeholders in the processes involved in recording, monitoring and addressing incidents of bullying. This review should include a wide consultation period with staff, parents, external stakeholders and, most importantly, children within Edinbarnet primary.

All staff are clear about their roles and responsibilities in relation to bullying and have a consistent approach to the identification of bullying behaviours, reporting incidences of bullying. Staff highlighted the importance of closely monitoring children involved in reported bullying situations. All staff see their roles as central to supporting children in understanding the impact of bullying and helping them develop strategies to address it.

Professional learning supports staff to implement strategies to support children in a range of ways. This includes annual CP and safeguarding training for all members of staff. Senior leaders are responsible for recording incidences of bullying using both Seemis and providing additional detail using pastoral notes, as well as identifying patterns and trends across the school. Senior leaders report that the provision for reporting incidences of bullying using Seemis is limited. They would like more space within the application to describe both reported incidents and staff actions and interactions more fully.

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

Senior leaders identify, record and monitor incidents of bullying very well.

The majority of children are not aware of the anti-bullying policy, nor how bullying is recorded when reported to staff or SLT. The policy review should involve parents, pupils, partners, and staff in its development as well as key external stakeholders.

Senior leaders and the wider staff monitor incidents of bullying daily, checking in with children as required. Additionally, they monitor the recorded incidents to see if any patterns or trends can be identified relating to groups, individuals, or families across the community. Most recently, and as a direct observation after periods of school closures due to the pandemic, staff have identified communication and engagement between pupils as a key issue impacting on friendships and play.

There are plans in place to re-introduce friendship benches and extend the schools buddying system to include P6 and P5 children as buddies for those children in the lower school to address emerging challenges.

Almost all children understand what bullying is and were able to describe incidents to exemplify their understanding. This includes, for example gender based, racist, homophobic, and cyber bullying.

Senior leaders inform parents immediately when an incidence of bullying happens. They are sensitive to the needs and to the right to privacy for all parties concerned when investigating a reported incident.

Almost all teaching staff report that the health and wellbeing (HWB) curriculum support children to learn about bullying. This includes work on relationship building, friendships, identifying bullying behaviour and resilience. Adaptations to the HWB curriculum can be made by teachers to support children when emerging situations and issues around bullying arise.

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

Almost all children are aware of the schools approaches to anti bullying and are aware of who they would go to speak to if they were being bullied or felt unsafe in school. In pre questionnaires, almost all children felt that bullying behaviour was unacceptable in their school and that they felt safe in the environment. Most children understand that anti bullying is part of their learning through the health and wellbeing curriculum. The HWB curriculum includes a focus on a specific wellbeing indicator across the whole school each month. Positive behaviour is supported by classroom and school-based charters. Children are involved annually in the development of the class charter and the school wide "Golden charter." Children would welcome opportunities to further have their voices heard through involvement in a reviewed policy and guidance document on anti-bullying.

Children in Edinbarnet benefit from a wide range of support, including support assistants and class teaching staff who use preventative and restorative approaches to de-escalate potential incidents of bullying. This includes interventions and conversations to diffuse potentially challenging situations within the school building the classroom environment and the playground.

A structured HWB programme also supports children well in learning about relationships, emotions, resilience, and anti-bullying. In house counselling, provided by a trained class teacher and the use of an external resource, as well as Time to think, reflection sessions and mindfulness provide crucial support in this area of work. Children were able to describe how much these sessions support them when they need it.

Children report that they value the support and care provided by classroom assistants, janitorial, clerical staff, and class teachers. They were able to describe specific incidents of bullying behaviour and how these were swiftly addressed by adults they trust; most young people feel that that everyone is treated fairly and equitably in Edinbarnet.

All staff were involved in the development of the anti-bullying policy and recognise that it supports their work, and a consistent approach to anti bullying as the responsibility of every member of the Edinbarnet community. Professional learning which supports children includes the use of PATHS, ACES training strategies, nurture, and LEGO therapy.

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).

[insert text]