

## 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	Glenlivet Primary School	
Date/time of visit	Tues 27 Sept 2022	9.00am – 4pm
HMI	[REDACTED]	
Date ROV submitted	[REDACTED]	

### Key contextual information (200 words)

School roll	14 children
Composition	Non-denominational primary school
Demographics (SIMD, ethnicity, ASN)	[REDACTED]. [REDACTED]. All children reside within SIMD 6 [REDACTED].
Leadership structure	The headteacher is executive head for Glenlivet Primary and Tomintoul Primary School. She spends 2.5 days in Glenlivet Primary. The headteacher is supported by a principal teacher (who also serves as class teacher) and a support for learning teacher for 0.3 FTE. The school also has two pupil support assistants working for the equivalent of 35 hours per week.

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

Moray Council's "Building Better Relationships: Anti-Bullying Guidance" was developed with a staff working group from across the council. It was published in June 2021. There is no review currently planned for the policy. The policy defines bullying well and offers a holistic framework to assist adults working with children to address bullying. It promotes children's rights, challenges inequalities, and has useful information relating to prejudice-based bullying, including protected characteristics. The policy reflects the council's expectation that all reported incidents of bullying should be recorded using the SEEMiS Bullying and Equalities modules (BEM). The policy does not offer further guidance relating to when an incident may not be considered bullying or offer staff the opportunity to exercise professional judgement on what should or should not be recorded. The headteacher at Glenlivet Primary acknowledges that she is not currently meeting the council's expectation of recording all reported bullying incidents. She is using her professional judgement to determine whether an incident is serious enough to merit being recorded as bullying.

The Glenlivet Primary 'Anti-Bullying Policy' was created in September 2022 and will be reviewed in September 2025. The headteacher produced the document and sought the views of staff and the parent council [REDACTED]. [REDACTED].

The policy offers staff's roles and responsibilities when dealing with bullying. It reflects national guidance and GIRFEC principles. It does not mention children's rights. It lacks clarity in terms of the processes used to address bullying, the impact of bullying, or how senior leaders intend to monitor and review bullying incidents. It makes no reference to inequalities or prejudice-based bullying relating to the protected characteristics. However, these are referenced in the council policy. The policy would benefit from review involving wider engagement with stakeholders.

The school do not use the SEEMiS Bullying and Equalities module (BEM) to record incidents of bullying. The headteacher explained that no relationship issues have felt serious enough to merit recording in this way. Instead, the headteacher and principal teacher record fall outs and relationship issues on SEEMiS pastoral notes.

The headteacher and staff recognise the need to involve children and parents in reaching an agreed definition of bullying and the approaches used to manage these issues as an important next step. In the pre-questionnaire, a majority of parents reported that they did not know how bullying incidents were investigated or recorded. Children and parents do not have a strong awareness of the existing policy and the processes which are followed to address issues. The revised policy would benefit from becoming widely available to all stakeholders.

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

Staff and senior leaders regularly meet to review the progress of children. As part of these reviews, staff discuss relationship issues between children. It ensures staff are aware of children experiencing ongoing relationship issues, can monitor them, and can put strategies in place to support the children. Staff feel communication and sharing information are particular strengths within the school. Senior leaders and teachers communicate well with pupil support assistants (PSA) and ensure PSA know of ongoing or new relationship issues between children. PSA monitor children while in the playground. PSA report they feel confident supporting children and intervening if they witness negative interactions. [REDACTED]. Teachers are responsive to relationship issues between children and take appropriate action, such as restorative meetings, to address them.

Staff know children and families very well and use this knowledge to support informal processes of monitoring relationship issues. As no information has yet been logged on BEM, staff are unable to use the system as a tool to support the monitoring of instances of bullying or to identify trends and patterns. Staff identified children disagreeing when playing games during interval as being the only common relationship issue experienced in the school. Where a relationship issue is deemed serious, staff will contact and inform parents. Staff acknowledge that they need to ensure they are consistently meeting children's right to privacy when discussing concerns with parents.

The headteacher explained that the school have been making improvements to their 'Promoting Positive Relationships' policy. Staff and children have created a 'flame system' reflecting potential negative behaviours and the resulting sanctions. This may be influencing children to view relationship issues as examples of poor behaviour. A few children defined restorative

conversations as being when a teacher instructs a peer to say sorry to a classmate. These children feel behaviour management sanctions are a better response to these situations. They do not yet recognise the benefits of self-reflection and understanding the impact of actions on others. The headteacher is considering how best to develop a relational approach where children are able to make mistakes and learn from them. She is considering further learning on restorative conversation for children to better support their understanding.

In the pre-questionnaire, most children report they feel safe in school and all children stated that their teachers will tackle bullying when they see it happening. All parents feel staff treat children fairly and with respect. All parents and children reported that bullying is not accepted in the school.

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

The headteacher and staff are proactive in seeking to establish a positive ethos across the school. All of the work of the school is underpinned by their vision and values. A range of approaches are used to encourage high expectations and positive relationships. These include 'SMART awards' for children demonstrating particular skills (including interpersonal skills), the 'positive people' wall promoting growth mindset strategies, and zones of regulation displays which allow children to identify their emotional state. Positive relationships are demonstrated across the school community. All parents feel the school promotes respect and positive relationships. Children show care, value each other, and are welcoming and friendly to visitors to the school. The headteacher is planning further professional learning for staff on emotion coaching. She feels children need further support to talk about their feelings as a consequence of periods of national lockdown.

The school use classroom charters, with a focus on children's rights, to support shared and agreed expectations. Children learn about bullying through assemblies and the health and wellbeing curriculum, where they are currently learning about the wellbeing indicators. Teachers use role play and scenarios to encourage children to consider how treating others unkindly impacts on their wellbeing. A few children struggle to connect their learning around respect and equality to issues relating to bullying. Staff are considering how to better support children to make sense of their learning. The headteacher acknowledges the need to develop opportunities for children to learn more about diversity and respecting and valuing the differences of others in society.

The school works effectively with partner agencies to offer targeted support to children experiencing relationship issues. This includes work with the educational psychologist and the Moray Council SEBN team who have used outdoor learning well with a small group of children to develop important resilience and life skills. The headteacher and support for learning teacher also deliver Seasons of Growth for children experiencing loss or bereavement.

Children report they feel able to contribute ideas to improve the school. They feel listened to and respected. Staff are encouraging children to take on individual areas of responsibility. This includes the 'Glenlivet Go Getters' who support senior leaders with self-evaluation and take responsibility over areas of school improvement. The headteacher is considering how children could be used as part of a peer mediation initiative which would allow children to be trained to intervene and support younger peers with relationship issues.

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).

[REDACTED].

[REDACTED].