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	Hazelwood School	
Date/time of visit	13th October 2022	
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	73
Composition	11 classes, four primary, five secondary and two senior phase.
Demographics (SIMD, ethnicity, ASN)	All learners have complex additional support needs including a few learners who are blind. All senior phase learners leave for positive destinations All learners receive free school meals 30 % SIMD 1-2 Pupil Equity Funding £50,000 68% of learners identify as male and 31% as female Learners are 46% white British. [REDACTED]. [REDACTED]. Attendance above national average No exclusions [REDACTED].
Leadership structure	Head teacher, two deputes two principal teachers, two senior practitioners. The headteacher is also responsible for a Glasgow City wide additional support service.

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

There is a strong sense of purpose at Hazelwood School. Staff know the complex additional support needs of all learners well. They understand that children and young people in the school do not have the intent to hurt others, including bullying. They recognise that all behaviours demonstrated by learners are forms of communication, usually of a need not yet met. Occasionally, these behaviours may hurt other children and staff.

Senior leaders updated the Promoting Positive Behaviour, Anti-bullying and Equality and Diversity policies in August 2022. Staff, parents and other stakeholders were involved fully in creating these policies. These policies link very closely to the school's values. They also promotes respect, equality and diversity. They refer to the United Nation's Convention on the Rights of the Child (UNCRC), Getting It Right for Every Child and national guidance such as *Respect for All*. Senior leaders also benefit from well-designed local advice from Glasgow City Council. The tone of these policies is about prevention. The anti-bullying policy outlines procedures for dealing with incidents of bullying behaviour, including keeping parents informed and supporting learners. It sets out clearly responsibilities of staff, learners and parents, and how they can support the school's approaches.

The anti-bullying policy includes reference to staff recording incidents of bullying and senior leaders using the Bullying and Equalities Module in SEEMiS. However, the school does not yet record incidents of bullying using SEEMiS. Senior leaders record these behaviours as incidents using the Glasgow City Council tracking system. They meet staff following a recorded incident of targeted behaviour to review the incident. They offer strategies to mitigate for the behaviours and debrief staff and learners.

Senior leaders continue to maintain a focus on the school's culture through building relationships trust and accountability. Staff build positive, trusting relations with learners. Children and young people are happy, relaxed and feel safe and secure.

Children and young people talk eloquently about their understanding of bullying. They give examples of bullying as nipping, hair pulling, being nasty and bossy. They can describe bullying taking place in the community and in school, although they are sure that there has not been bullying in the school for some time. Learners know that they can talk to a trusted adult at the school and that something will be done to address any bullying incidents. Children and young people are not aware of the process for recording bullying incidents at the school. Senior leaders should make stakeholders more aware of recording mechanisms for bullying at the school.

Staff inform parents of incidents by phone, email, or daily diaries depending on parents' preferences. In partnership with parents, staff develop strategies, introduce improved communication resources and adjust wellbeing and assessment plans to help learners modify their behaviours.

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

Children and young people share their feelings with staff using symbols, communication aids, and alternative and augmentative communication devices every morning and at key times of transition. Staff are attuned to changes in learners' attitude to others and use diversion strategies skilfully to reduce the number of targeted behaviour incidents. Since 2019, staff recognise that incidents of bullying have reduced as staff become more skilled in meeting the needs of learner's changing additional support needs.

All teaching and support staff report that they are aware of the challenges children face in relation to incidents of challenging behaviour. They understand clearly that some behaviours may arise from barriers children have in communicating with others. A major focus for staff is supporting children's language and communication needs using symbols, signing and augmentative and alternative communication systems. Children use these tools well to help them develop relationships with adults and peers. All staff view all behaviour as communication and support learners using restorative approaches to learn from any disagreements with their peers. Support staff intervene quickly in classrooms and the playground with any disagreements, treating this as learning opportunities for the children. Staff are discreet and sensitive about how they do this to ensure they protect children's dignity and privacy.

Using data from incidents, wellbeing and assessment plans and other risk assessments staff, monitor incidents regularly and make changes to the environment, their approaches and to the curriculum.

Senior leaders meet regularly to review formally any emerging issues related to child protection, wellbeing and bullying. The headteacher has a very strong awareness of the need to monitor trends and patterns to inform improvements. However, there are no significant trends and patterns noted by senior leaders. Officers from the local authority also conduct a monthly review of data and discuss any emerging concerns with senior leaders.

Staff have participated in nurture training. Following the training they completed a self-evaluation questionnaire to identify existing strengths and areas for improvement in their practice. As a result, staff are improving further their approaches to personalised learning pathways, particularly in communication.

Staff are normalising diversity within the curriculum. They do this so that learners regularly and purposefully see language, content and imagery which reflects the school's culture. They talk positively about how the policies guide them to challenge structural and institutional racism and other protected characteristics through the curriculum and thoughtful, purposeful resources such as social stories. Staff seek to decolonise the curriculum through meaningful and relevant learning experiences presentative of children's and young people's own identifies. For example, staff incorporate multi-cultural instruments in music and child-led interdisciplinary learning. Additionally, all faiths are represented in the school by children and young people as they celebrate together whole school events such as Eid.

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

Relationships are fundamental to all that happens at Hazelwood School. All staff aim to create a learning environment that articulates the school's shared values and vision. Over the last three years there has been a shift of ethos and culture at the school. Staff have taken time to work together and to get to know each other well. As a result staff feel happy, understood and

supported. Staff have a clear focus on knowing children and their families well, putting their needs first and being child-centred.

The learning environment is built on positive, nurturing and appropriately challenging relationships. Learners are comfortable to learn. Children's wellbeing is at the core of what staff do. All staff role model positive responses and support children and young people and each other to be calm and engaged in learning.

Staff use a range of strategies to support anti-bullying. These include monitoring patterns of behaviours, communication with parents and multi-professional partners and listening to the views of learners. Staff encourage learners to express their feelings using social stories, signing and symbol-based approaches.

Senior leaders maintain robust chronologies of events through the use of pastoral notes, emails, telephone conversations, case conferences and review meetings. Professional dialogue on a need to know basis is important to ensure staff know what is happening in a learner's life. Staff reflect on all allegations of bullying behaviour. They use positive behaviour strategies such as star charts, motivational assessment tools, functional behaviour analysis and positive behaviour plans well.

Staff talk positively about the depth and breadth of professional learning which is helping them meet the needs of learners more effectively. The local authority provides training in equalities, protected characteristics, and strategies for meeting the complex needs of learners at Hazelwood School. All staff, including support staff, welcome this, and the training that the school provides.