

## National Thematic Inspection: Inclusion: promoting positive behaviour: Phase 1 recording and monitoring incidents of 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	James Aiton Primary school
Date of visit	12 <sup>th</sup> 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	148
Composition	Seven classes – P1 – P7
Demographics (SIMD, ethnicity, ASN)	SIMD – 67% of families reside in SIMD 1 and 2 FSM- 38% ASN- 30 children [REDACTED]
Leadership structure	1 FTE Headteacher 1 FTE Principal Teacher

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

A robust anti-bullying policy is in place in the school, having been developed in collaboration with children and relevant stakeholders in 2019 and updated thereafter. Senior leaders review the anti-bullying policy regularly with a focus on the publication of the Scottish Government guidance, Respect for All. The policy also reflects UNCRC, GIRFEC principles and “Respect for all”. Senior leaders report that getting parents involved in the development of policies is problematic for them. The reluctance of parents to be more involved in developments is an ongoing historical challenge which the school are focussed on addressing. They continue to reach out to parents in creative ways, including online, through newsletters and on parents’ evenings.

Staff have a consistent approach to prevent bullying in the school, including bullying motivated by the protected characteristics. These are part of the guidance provided to staff through the policy document. Staff feel strongly that the policy underpins their work with classes, and highlights the values, which the entire school community understands.

Almost all children are aware of the school's approaches to anti-bullying and almost all report that they feel safe in school. Almost all children feel that anti bullying approaches are supportive. Additionally, almost all feel that the school promotes an ethos of fairness, equality and respect. Most children report that anti-bullying is a feature of their learning in assemblies and classrooms and as part of their work around health and wellbeing. Parents can access the anti-bullying policy online, which provides clear information on the processes and systems for reporting, recording and responding to incidents of bullying. Senior leaders should consider the development of child-friendly and parent-friendly versions of the policy, highlighting the key processes and supports available.

Almost all children understand what bullying is. They can give examples of bullying behaviour such as name calling, being hit, being left out and receiving abusive messages on their phones. Cyberbullying is something that children are most concerned about, and are appreciative of the information and support provided by staff in relation to this. Recent inputs by community police for example and support from Educational Psychologists and the chaplaincy team are helping staff to develop their work . The Police have led helpful sessions with senior pupils about the dangers and consequences of inappropriate use of digital platforms. Children report that they are aware of the steps to take in relation to reporting incidents of bullying. They know who to speak to, and about what would happen next.

Children are benefitting from a health and wellbeing curriculum, which helps them to have positive attitudes towards each other. They speak confidently about a range of opportunities to develop their knowledge and understanding of diversity including information about the protected characteristics. They can describe the ways in which staff encourage them to celebrate difference. The school should work to develop this area further. Children value regular opportunities to discuss issues relating to bullying. This is supporting them to build their resilience well.

All staff are aware of the anti-bullying policy and were involved in its development. Almost all use this guidance to address issues of bullying in classrooms, particularly using restorative approaches with children. Almost all staff are clear about their roles and responsibilities in relation to bullying and how incidents of bullying are recorded by senior leaders through SEEMiS. Senior leaders have recently been using the system more systematically in line with local authority policy. They report the system does not provide sufficient space to include all detail of incidents. Staff therefore include additional detail in children's pastoral notes.

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

Senior leaders monitor formally all incidents of alleged bullying very well. They review incidents to look for trends and patterns relating to groups and individuals. As a direct result of recent concerns about online bullying, there has been an increased focus within assemblies on this important issues. Staff have used support through the use of key national resources to support their work. Children talk positively about this and appreciate the support offered.

Children can describe how their challenges with bullying are regularly monitored by staff to ensure that their wellbeing and safety is improving. Staff ensure children's right to privacy throughout the investigation process. This applies to children who have been both displaying bullying behaviour and are victims of bullying. Parents and other relevant stakeholders are kept well informed about actions taken in relation to incidents of bullying and ongoing monitoring by staff.

All children are aware of the wellbeing indicators, which are used to assess their wellbeing on a termly basis. Staff use mood maps as well as daily check ins to monitor the wellbeing of children. This enables staff to see when children are not functioning well and to open up a conversation about any challenges they are facing. This includes potential incidents of bullying and fall outs with their peers.

Almost all teaching and support staff report that they are aware of any relevant challenges children face in relation to bullying. They implement strategies and interventions to support children in line with school policy. Most recently, this includes the use of friendship benches, restorative conversations in the playground and a worry box in each classroom. A cosy corner, a Zen zone and peer mediators also support children very well in addressing the need for someone to listen to children's concerns and to find safe spaces for them to reflect over interval and lunchtime. Senior leaders should review the "card" system to address any issues around possible identification of any child who is displaying inappropriate or disrespectful bullying behaviours in the playground.

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

Almost all children feel staff act fairly and equitably to address issues of bullying promptly. A few children have experienced incidents of bullying. They are confident that staff listened to them and took their views seriously. They report feeling supported well by staff following incidents of bullying.

Staff use a range of interventions creatively in response to incidents of bullying. For example, daily check-ins, the use of mood maps and opportunities to use the wellbeing indicators to describe thoughts and feelings. Restorative conversations, led by peer mediators, support children well, as do restorative conversations led by staff. This is giving children the confidence and resilience to deal appropriately with conflict, and is developing skills to restore respectful relationships.

Almost all staff report that relevant professional learning takes place regularly. Professional learning is based around both national and local guidance and resources, for example 'Respect for All'. Almost all staff received training on nurture and trauma and report that this supports the development of curriculum work. Importantly, it improves their ability to be more responsive to the needs of all children. Staff spoke positively about their professional learning in relation to bullying, including their involvement in the review of the school policy. Their learning supports a consistent approach across the school. A few staff report that they feel the need for further professional learning about the protected characteristics.

PEF funds support the post of "PT Health and Wellbeing" who oversees this area across the whole school. This invaluable addition to the staff supports children through interventions linked to wellbeing assessments, supporting children facing personal and socio-economic

challenges, and monitoring inappropriate or concerning behaviours This includes any issues around bullying or inappropriate behaviours. A minority of children say that they have experienced bullying at some point with the majority saying that the school deals well with bullying.

Parents would like more of a say in the development and review of school policy around bullying.

Children have a clear understanding of the wellbeing indicators. Almost all can describe assemblies and classroom learning where they discussed how bullying made them feel. Almost all can describe what they would do if they or someone they knew was being bullied. Children can describe the support offered by all staff in relation to bullying and that all teaching and support staff approach bullying in the same way. Children describe the playground friendship benches and peer mediation as a good way to support everyone feeling included during break times. Almost all children describe the school's approach to bullying very positively.

### 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]