

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	Perth High school
Date/time of visit	09:15/13 th September 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	1485
Composition	
Demographics (SIMD, ethnicity, ASN)	SIMD EAL FSM ASN
Leadership structure	1 HT 4 DHT Faculty and Departmental heads at middle management level Support staff Operational staff

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 2018. The policy promotes the development of a culture of inclusion, fairness and equality across the school. There is a clear definition of bullying within the policy including all forms of prejudice based bullying.

Senior leaders plan to review the anti-bullying policy in the coming months. As part of this review, senior leaders could now consider the inclusion of links to national guidance documents including links to UNCRC and Respect for All. A robust review could include a

wide consultation period with staff, parents, external stakeholders and young people within Perth High School.

Staff are clear about their roles and responsibilities in relation to bullying. They have a consistent approach to the identification of bullying behaviours, reporting incidences of bullying and monitoring young people involved in reported bullying situations. Staff see their roles as central to supporting young people in understanding the impact of bullying. They describe the policy as being supportive to them in their day to day dealings with young people, empowering staff to discuss inappropriate behaviour and language with them.

Professional learning supports staff to implement strategies to support children which includes annual child protection and safeguarding training for all members of staff. Guidance staff and the wider support team have engaged in more specific training around trauma, nurture and restorative approaches.

Senior leaders and guidance staff are responsible for recording incidences of bullying using the SEEMiS module and providing additional detail using pastoral notes. They are well aware of patterns and trends across the school.

Senior leaders and guidance staff report that the provision for reporting incidences of bullying using SEEMiS is limited. They report that the module is time consuming to navigate and that it does not do what they require it to do. For example

- (a) easily extracting information to easily identify trends and patterns and
- (b) not flagging up any incident that requires follow up or closing off.

They would also like to see more space provided within the application to describe incidents, staff actions and all interactions in more detail.

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

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

The majority of young people are not aware of an anti-bullying policy, nor how bullying is recorded when reported to staff or SLT. The involvement of parents, pupils, partners and staff would be central to its future development as well as key external stakeholders.

Staff understand their responsibility to monitor incidents of bullying and check in with young as required. The guidance team and support staff have a clear focus on their responsibility to monitor and follow up on incidents of bullying in order to support young people. A range of interventions are in place including the use of group work, a nurture base, counselling service and the use of Reflect, Restore, Re – Engage. Safe spaces and class passes also provide young people with opportunities to access further support.

Senior leaders and the wider support team (including school nurses and community officers as appropriate) monitor the recorded incidents. From this, they identify any patterns or trends relating to particular groups, individuals or families across the community. Most recently, staff have identified cyber bullying and bystanders as key issues impacting on young people in Perth High School. Community police officers contributed to an assembly for all year groups to address this issue, which is also covered in personal and social education as part of the

programme of work. The health and wellbeing (HWB) curriculum has structured inputs on relationships, resilience and anti – bullying.

Almost all young people understand what bullying is and know that this is not tolerated. They are able to describe incidents to exemplify their understanding. This includes, for example; gender based, racist, homophobic and cyber bullying.

, Senior leaders inform parents of any incidents of bullying. They are sensitive to the needs and the right to privacy for all parties concerned when investigating a reported incident.

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

Young people in Perth High School benefit from a wide range of support, including support assistants, guidance and class teaching staff, inclusion support and counselling. Staff use preventative and restorative approaches to de-escalate potential incidents of bullying and address the use of inappropriate language as it occurs. This includes interventions and conversations to diffuse potentially challenging situations within the school building, the classroom environment and the extensive school grounds. Senior leaders are aware of areas where potential incidences of bullying most commonly occur, including the corridors and on the buses home. They are working with young people, their parents and the bus companies to promote the ethos of respect for others and appropriate patterns of behaviour in these areas.

Guidance staff play a central role in supporting young people with any reported and suspected incidents of bullying. The house structure means that guidance staff and pupil support assistants linked to each house know their young people very well. Guidance staff have a specific focus on following up any reported incidents of bullying with those involved and monitor their wellbeing to ensure that any potential harm is addressed. The guidance staff could consider how better to support young people and address any potential issues through the use of surveys focussed around the wellbeing indicators. This would enable school leaders and support staff to understand which interventions are making a difference for young people in Perth High School.

A structured HWB programme supports children well in learning about relationships, emotions, resilience and anti-bullying. Staff adapt the HWB curriculum to support young people and address situations, which occur in the local area or within the context of the school. In house counselling by an external provider, reflection sessions and a nurture provision are also crucial supports for young people in this area of work.

Most young people feel that everyone is treated fairly and equitably in Perth High School. In pre – inspection questionnaires, the majority of young people shared that they feel safe in school, with almost all young people saying that they understand what bullying is. Young people were able to describe specific incidents of bullying behaviour and how adults addressed these. Most young people feel that staff tackle bullying when they see it. Staff and young people were involved in the development of the anti-bullying policy in 2018 and recognise that it supports their work, and a consistent approach to anti bullying. As this happened four years ago, a full review of the policy should not be considered by senior leaders. Staff value and promote the “Spot it! Say it! Stop it!” slogan and use a simplified guide for young people drawn from the

policy document within classroom spaces. Supporting young people to address and report bullying is seen by staff as the responsibility of every member of the Perth High School community.

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]