

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] and [REDACTED].

Establishment/Setting	Sanday Community School	
Date/time of visit	Tuesday 27th September 2022	
HMI	[REDACTED]	
Date ROV submitted	[REDACTED]	

Key contextual information (200 words)

School roll	60 learners
Composition	All Through School (3-16)
Demographics (SIMD, ethnicity, ASN)	SIMD 4 across Orkney Council All White
Leadership structure	1 HT and 1 PT

The school is situated on the island of Sanday, which is a 2 hour ferry ride from mainland Orkney. Children and young people who attend the school live in Sanday. Approximately half the school roll include learners where families have moved from England. The island is highly transient with families enrolling children into the school from England or leaving the island to settle back to England.

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

How well does your anti-bullying policy support learners and how do you know?

What are your views on how well SEEMiS supports the recording of bullying incidents?

The school's anti-bullying policy replicates the local authority policy with the exception that the school policy includes an additional appendix on the appropriate use of ICT. The policy was created in August 2018 with a review date of 2021. There has not been a review or evaluation of the policy. The policy defines bullying and makes the processes for recording bullying clear. The policy reflects the national guidance very well. For example, the policy explicitly mentions all protected characteristics and other forms of prejudiced based bullying. In pre-inspection questionnaires, 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. Children report that they are aware of the steps to take in relation to reporting incidents of bullying. This is also confirmed in the pre-inspection questionnaire where almost all know who to speak to if they are being bullied.

The policy provides guidance on how senior leaders should monitor incidents of bullying. The headteacher and staff have limited understanding of their expectations as outlined in the policy as they have simply taken the local authority policy and added their school name to it and an appendix. The policy was only recently reviewed by school staff following the announcement of an HMI visit. School staff, including the headteacher, learners and parents have not been involved in the creation of the policy. The anti-bullying policy in practice is highly reactive than preventative.

The headteacher has negative views of SEEMiS and finds that the system is overly bureaucratic and does not reflect the all through nature of the school. For example, incidents are recorded in two different filters as either 'primary' or 'secondary'.

The headteacher does not accurately record all incidents. Those that are recorded are often on SEEMiS pastoral care notes. Parents and children do not have an understanding of how incidents are recorded. In pre-inspection questionnaires, only a minority of children and just over the half the parents know how bullying incidents are recorded.

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

How well does the school's approaches to monitoring incidents of bullying inform any changes to practice or policy?

All incidents of bullying are escalated to the headteacher for resolution. Staff have limited understanding of their role and responsibilities to resolve what they perceive as bullying before any escalation to the headteacher. This dependency culture is also reflected with learners who do not have the resilience and skills to manage bullying if and when it occurs.

The headteacher does not record all bullying incidents as per national guidance as some are recorded in pastoral notes on SEEMiS. There has been no overview of incidents, strategic analysis or how this information could be used to help inform the curriculum or other school practice and provision. [REDACTED]

Children and young people are not sufficiently aware of the outcome of any investigations of bullying incidents. Parents are informed through the headteacher directly. The school have not yet considered any ongoing stakeholder engagement re bullying in school.

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

What measures are used to support children and young people and how well are these working?

Staff have created an inclusive ethos within the school and interactions are positive with learners. This positive culture encourages children and young people to report any behaviours that have an adverse impact on them. Staff then pass these concerns onto the headteacher for resolution. Staff do not assess the impact of bullying using the wellbeing indicators. Learners do not have a strong understanding of wellbeing indicators. Learners do have good knowledge of the difference between bullying behaviour and criminal activity such as non-consensual texting. Children are also highly respectful of one another. The transient nature of the school roll promotes local children to acknowledge and value the benefit of peers who join their class from England. The average size of the class roll can be three or four children and therefore new enrolments provide an exciting addition. As a result, bullying behaviour is rare and learners report very few fall outs with one another. This is because they live in a very small island community and see each other out with school. Through necessity they understand the importance of maintaining social connections.

Staff have not undertaken any professional learning in relation to bullying or positive relationships. They do however support their learners if incidents of a bullying nature arise by making time to talk to them about their concerns. In pre-inspection questionnaires, almost all children acknowledge that teachers will tackle bullying when they see it happening in school and recognise that bullying is not accepted in their school.

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]