

## 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	St Crispin's School, City of Edinburgh Council	
Date/time of visit	11 <sup>th</sup> October 2022	09.00 -16.30
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	54
Composition	3 primary classes, 4 secondary classes and two senior phase classes.
Demographics (SIMD, ethnicity, ASN)	<p>All learners have complex additional support needs, including autism.</p> <p>Class sizes are a maximum of six. Each class has a teacher and at least two support assistants. Classes are formed taking into account individual need and not formulated by age and stage.</p> <p>All learners leave school to positive destinations.</p> <p>[REDACTED]</p> <p>The school receives £16,819 in Pupil Equity Funding.</p> <p>All learners receive a free school meal as part of their entitlement.</p> <p>[REDACTED]</p> <p>Attendance is better than the national average.</p> <p>[REDACTED]</p>
Leadership structure	Acting headteacher (in post since May 2022), two deputies and two principal teachers.

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

There is a strong sense of purpose at St Crispin's School. Staff know the complex additional support needs, including autism, 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. The school records these incidents as targeted behaviours.

Staff, parents and partners created a positive behaviour and relationships policy in 2017 which supports the educational and emotional needs of children and young people. It ensures that all members of the school community support the school's values of integrity, consistency, fairness, cooperation and clarity. The policy also promotes respect, equality and diversity. It refers to the United Nation's Convention on the Rights of the Child (UNCRC), and Getting It Right for Every Child. It does not refer to National guidance, *Respect for All*. Staff plan to review the policy in 2022 taking account of local and national guidance.

The school does not yet record incidents of bullying using SEEMiS. However, staff use the school's tracking system to record all serious incidents of targeted behaviour. Senior leaders meets 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.

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 behaviour support plans to help learners modify their behaviours.

The acting headteacher recognises the wealth of data that SEEMiS can provide to support school self-evaluation. Staff are not using SEEMiS to record bullying incidents. Senior leaders value applications in SEEMiS which enable them to record pastoral notes and chronologies for each learner. Currently, only senior leaders and administrative staff input data to SEEMiS. Whilst these staff are well versed in the use of SEEMiS, they do access guidance notes when necessary. The acting headteacher is training other staff to be able to use SEEMiS. He recognises its potential as a tool to help them to understand a learner's life outwith the school more fully.

## 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 moving to a purpose-built school at the beginning of 2022, staff recognise that incidents of targeted behaviours have reduced as learners have become more settled.

Class teams meet weekly to review each child's and young person's targeted behaviour and wellbeing. They identify any patterns of behaviour and make changes to their teaching, communication and support approaches. Teachers complete a weekly colour-coded (red, amber, green) tracking sheet identifying incidents of targeted behaviour and wellbeing concerns for each learner. Fortnightly, senior leaders review these tracking sheets to identify any trends and patterns. There are no incidents of targeted behaviour relating to online safety,

sexual orientation or racial discrimination recorded. Senior leaders use data confidently to make environmental, support and curriculum changes necessary to better meet the needs of learners.

Teachers meet with parents and other professionals every year and review incidents of targeted behaviour as part of Getting It Right For Every Child meetings. They review Individual Education Plans and behaviour plans using information from colour-coded tracking targeted behaviour sheets and teachers' professional evaluations.

Incidents of targeted behaviour resulting in injury to staff or learners are recorded using the City of Edinburgh tracking system. Local authority officers meet with the acting headteacher to monitor the actions staff have taken following an incident of targeted behaviour to support learners more fully. Teachers have a wide range of professionals, including occupational health, Child and Adolescent Mental Health team and psychologists, to support them in adjusting individual behaviour plans, the school curriculum and environment to better meet the needs of learners.

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

The acting headteacher is using information from the targeted behaviour incident records to work with stakeholders to develop further the school's curriculum. He has identified the need for a developmental curriculum, which will better meet the needs of learners at St Crispin's School. The new curriculum will provide teachers with progressive frameworks for each curriculum area which better meets the needs of learners with complex additional needs, including autism.

Staff are beginning to review the school's positive behaviour and relationship policy in response to moving to the new school building and change of learning environment. Initially, the acting headteacher is working with the project manager and architect to review incidents of targeted behaviour and make adaptations to the school such as to furniture, door handles and locks. These changes are helping to support children and young people to feel safe and secure. A next step is for the acting headteacher to work with parents and staff to review the school's approaches to bullying, targeted behaviours, and restraint.

The school started its journey as a Rights Respecting School and understanding children's and young people's rights prior to the COVID-19 pandemic. The acting headteacher is relaunching this approach. He is looking at linking more closely the school's tracking of engagement, achievement and attainment, wellbeing and incidents of targeted behaviour. Staff are at the early stages of tracking wellbeing before and after an incident of targeted behaviour. In this way, staff will be able to demonstrate positive outcomes for wellbeing for learners who are unable to communicate the difference interventions are making for them.

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 St Crispin's. All staff, including support staff, welcome this, and the training that the school provides.

Staff are clear that children and young people at St Crispin's benefit from the use of consistent approaches to learning, teaching and behaviour. Staff use a variety of strategies to create a positive environment at the school to reduce the incidents of targeted behaviours.

These include, establishing consistent routines, developing skills of cooperation and promoting individual communication pathways for learners. Staff recognise positive behaviour through weekly assemblies, certificates and the use of praise. This approach is having an impact on reducing incidents of targeted behaviours. Staff plan transitions to mitigate the impact of these on children's and young people's mood and behaviour. They risk assess new experiences and introduce distractions and other approaches to reduce incidents of targeted behaviour. Staff are skilled at avoiding conflict and tense situations and at deescalating situations that could lead to incidents of targeted behaviour.

**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]