

## 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 John Ogilvie Primary School	
Date/time of visit	15 <sup>th</sup> September 2022	
HMI	[REDACTED]	
Date ROV submitted		

### Key contextual information (200 words)

This **should** include information about school roll and composition, demographics and leadership structure.

School roll	342
Composition	P1-7 two classes at each stage
Demographics (SIMD, ethnicity, ASN)	SIMD is spread evenly across all deciles 1-10. Approximately: 41% in deciles 1-4 19% in deciles 5-7 40% in deciles 8-10 ASN 40 children(11.4%) EAL 125 children (41.6%) FME 52 (15.2%)
Leadership structure	Headteacher and depute headteacher. There is currently and acting PT vacancy.

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

The school ethos is positive and nurturing. The staff community strongly promotes respect and celebrates diversity. Positive relationships are evident across the school between children and with staff. Children speak confidently and articulately about their rights and can link these to the four capacities.

The school has an anti-bullying statement which was created in 2017 in partnership with all stakeholders. This was reviewed in April 2021 with a further review planned for early 2023. The statement includes a definition of bullying and shares overarching information about some of the processes for reporting and investigating incidents. Currently, this statement does not support staff and children with enough clarity to fully agree the definition of bullying. As a result, children and staff cannot agree on whether behaviours are bullying or not. Senior leaders now believe that staff underreport incidents as a result of the lack of clarity.

As a result of this thematic visit, the school will now review their policy earlier than planned. Staff should ensure all stakeholders are involved fully in reviewing all aspects of policy and practice. Establishing a clear definition that everyone understands is the priority. Once clarified, a clearer definition will support a more consistent approach. Senior leaders could strengthen further the new policy to include reference to national guidance and legislation. Children can explain different types of bullying and behaviours associated with bullying. This is not reflected fully in the policy. Reference should be made to the protected characteristics and other prejudiced based bullying as part of the overall policy. Once policy and approaches are agreed, the school should share this with all stakeholders in appropriate formats.

The head teacher and depute headteacher record all bullying incidents. They use SEEMiS to record this and all incidents are recorded within three working days. Incidents are reviewed in a timely manner and closed off once the incident has been resolved. In addition, all staff have access to 'class chronologies' where they enter pastoral information relating to day to day concerns about children. In addition, senior leaders record some information in pastoral notes section within SEEMiS. Systems and processes to record all information about children should be reviewed to ensure that all key information is streamlined in one place.

The majority of children and parents report that they are not sure how incidents are reported or what happens after the reporting of an incident. Senior leaders need to do more to raise awareness of children and their parents about how bullying is reported and recorded at the school.

## 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?**

Almost all children report feeling safe in school and know who to speak to if they have concerns about bullying. At the start of session, staff survey children using the wellbeing indicators. At this point, children identify an adult in the school that is their 'trusted adult'. Almost all children report feeling confident to speak to their trusted adult and their teachers provide space and time for these discussions.

The health and wellbeing curriculum is flexible and responsive to the needs of children. Assemblies and class time are used effectively to talk in a wider forum as issues arise. Discussions at whole class level supports all children. Information about any incident of bullying is shared with parents as a matter of course. Senior leaders should consider the appropriateness of this approach to fully ensure children's right to privacy.

Senior leaders and staff know the children and young people very well. Staff believe it is everyone's responsibility to support children's wellbeing. Support staff are aware of their

responsibilities in monitoring children's behaviour to identify bullying and share any concerns swiftly with class teachers as soon as they are aware of concerns. Between them it is agreed who will record this information into Class Chronologies.

Senior leaders monitor class chronologies on a weekly basis where they proactively assess any updates and respond to meet the needs of children with appropriate actions. Senior leaders monitor wellbeing using the wellbeing indicators. Surveys are completed at the start of the school session. This data is analysed, trends and patterns identified and actions put into place. They have identified an increase in bullying incidents amongst children in primary six and seven due to the increased use of online activity using social media.

### 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?**

Almost all children and parents know that bullying is not acceptable in their school. Almost all parents report that the school effectively promotes respect and positive relationships and treats children fairly.

Children feel staff support them well. During discussions, children display a mature and empathetic view as to why children may bully others. Staff and children are aware of the school's approach to ensuring positive, respectful relationships and staff use common language consistently to promote the desired behaviours. The school's approach is based on local authority guidance and supported by their learning around positive approaches to supporting children's behaviour. Children's rights are clearly understood by the children and this is supporting their work around anti-bullying.

This session, a working party has been identified to lead a review of the school's processes, policy and systems. Senior leaders share that all staff have undergone training using nurture principles, positive approaches to behaviour, Circle of Friends and restorative approaches. The school have their silver award as a Rights Respecting School and this is supporting children to know acceptable behaviours.

The majority of children and parents feel that staff deal effectively with bullying. Staff shared their concern about children identifying and labelling any negative, unwanted behaviour as bullying. Clarity of definition would allow for more incidents to be effectively recorded, measures to be put in place and evaluation of their effectiveness to be known.