

## 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 Joseph's RC PS	
Date/time of visit	29/9/22	
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	346 190 boys 156 girls
Composition	13 classes- P1x2 P2x2 P3/2, P3, P4x2, P5x2 P6, P6/7 P7
Demographics (SIMD, ethnicity, ASN)	SIMD 1 - 3 - 40% 4- 7 - 31% 8-10 – 27% ASN 30% EAL 49%
Leadership structure	HT, DHT PTx2

### 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?**

St Joseph's RC primary is a warm, inclusive school where respectful, positive relationships lie at the heart of all experiences and interactions. This positive culture and ethos fully compliments the school's approaches to dealing with bullying. The current headteacher, shortly after taking up post in 2016, created an anti-bullying policy. This policy sits alongside a positive relationships policy. Stakeholders were not involved in the creation of these policies. Both policies are under review as part of this session's school improvement plan and senior leaders plan to involve all stakeholders in the process.

The policy reflects local guidance and references Respect Me resources. Senior leaders plan to use Respect for All to promote discussion as they formulate the revised policy. Staff should now consider how the revised policy links to children's rights and GIRFEC.

The current policy includes a helpful definition of bullying. It helpfully talks about stakeholders having different perceptions of bullying. Senior leaders are aware that all stakeholders need to have greater ownership and understanding of an agreed definition that includes these perceptions. The policy signposts parents and carers to a few websites for support but staff recognise this requires to be updated to refer to more recent, relevant links.

The policy does not make clear the procedures used to record and monitor incidents of bullying. Procedures for staff and senior leaders should now be added to the existing list of roles and responsibilities of different stakeholders. The revised policy should ensure all protected characteristics are included when considering prejudice-based bullying.

While the policy explores a few of the impacts of bullying on individuals, it should also reference the impact on attainment, sense of inclusion, and ability to participate fully in the life of the school. All children feel that bullying occurs only when behaviours are experienced on a regular basis. Staff and children should now reach an agreement as to whether a single incident should be deemed as bullying. Almost all children believe that it is the adults who decide whether an incident can be defined as bullying. Policy and practice need to ensure that children's views are taken into account, in particular how they will ensure children's right to privacy.

Senior leaders feel they may be underreporting bullying incidents due to a lack of clarity around an agreed definition. The SEEMiS bullying and equalities module is used to log any agreed incidents of bullying. Not all incidents are recorded within the suggested 3 day time limit.

Senior leaders are aware that, once finalised, they need to ensure their policy is readily accessible to all. They are considering whether to create a parent and child friendly versions of the policy, including visuals to support a shared understanding for all children and families.

## 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?

Senior leaders and local authority representatives discuss bullying annually. No trends or patterns have been identified.

Senior leaders do not formally monitor their bullying record on SEEMiS termly as per guidance. However, as and when incidents of bullying arise, they effectively discuss whether there is a need for any targeted or universal interventions. These reflections have led to the introduction of interventions such as the Peacemakers Project and the use of Decider Skills. Primary six children are specifically trained to support with low level conflict issues in the playground. Decider skills are strategies to support children to develop resilience and social skills.

Based on pre-visit questionnaire responses, a minority of parents know how incidents are investigated and recorded. In addition, a minority know how they can make a complaint if they are unhappy with the outcome of an investigation. The majority of children know what happens when they report an incident of bullying but are unaware of how these are recorded. Senior leaders now plan to monitor all incidents on a monthly basis and ensure that discussion around bullying becomes a regular item on senior leadership team agendas. Only information held within the bullying module on SEEMiS is gathered. Senior leaders plan to discuss the benefits of using the pastoral notes facility within SEEMiS to help capture further

information shared by children and staff. This will provide them with additional information that could support them as they monitor and look for trends and patterns more efficiently.

[REDACTED]

### 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?**

The majority of parents and most children feel that the school deals well with bullying. Senior leaders and staff swiftly respond to children's needs arising from behaviours seen. Children report they appreciate staff checking in with them regularly following any reported incidents. Questionnaires completed by children prior to the visit identified that a few children and parents feel that despite interventions, bullying still occurs.

St Joseph's ethos of respectful relationships and inclusive culture is having a positive impact on the wellbeing of the children. Diversity is celebrated and children appreciate that everyone is unique. Across the school, almost all children welcome and support each other and their individual learning needs. Staff work together extremely well and they role model highly effective relationships. Most parents and almost all children feel that bullying is not accepted at St Joseph's. Staff make good use of wellbeing indicators to support individual children and have completed their Bronze award as a Right Respecting School

Staff have developed a variety of spaces in the school both inside and outside to meet the needs of specific children such as the Common Room, Daisy's Den and the Happy Garden. Commendably, these spaces are made available to all children should they require it. The school adopts a 'visuals for all' approach where visuals are used for all children. To develop this further they have created 'Fix it Folders' which house visuals to help children explain feelings and emotions. The use of wellbeing indicators support discussions with targeted children and this language is used across the school. Senior leaders have established strong, positive links to partner agencies such as CAMHS and Social Work to support their children. Using a solution focussed approach, they plan interventions and strategies together to support children as and when required.

All children have access to Talking Tokens. These tokens allow children to request a conversation with any member of staff they wish. Often they request to meet with senior leaders and during these sessions they can discuss anything concerning them.

Cluster working to support the wellbeing of the whole community is strong. Their cluster improvement plan for health and wellbeing is helping develop shared approaches and vocabulary. (See case study below)

Staff take part in regular discussion and dialogue to support their interactions with children for example, the use of restorative approaches.

#### **Effective practice worth sharing if applicable**

##### **St John's Cluster partnership working**

Cluster working to support the health and wellbeing of all within the community. This involves using the same approaches and strategies and common language. All teaching and support staff attend training as a cluster to discuss approaches and evaluate the impact. This approach is supporting the school's approach to anti-bullying in a proactive way.

[REDACTED]

**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]