

## 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. Lukes Primary	
Date/time of visit	22.09.22	
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	204
Composition	8 classes with 3 composite classes
Demographics (SIMD, ethnicity, ASN)	SIMD 1 and 2 – 11 pupils EAL – 0 FSM -24
Leadership structure	One HT One DHT One PT

### 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 2017 and has been subject to an annual review. The policy promotes the development of a culture of inclusion, fairness and equality across the school. The school policy is underpinned by a very clear promoting positive behaviour strategy and local authority anti bullying documentation.

Senior leaders continue to review the anti-bullying policy in the coming months. A robust review should include a wide consultation period with staff, parents, external stakeholders and young people within St. Luke's primary school. Additionally, senior leaders are considering the creation of a "pupil friendly" version of the policy, to be displayed around the school, with pupil participation in its development at the heart of this work.

Staff are clear about their roles and responsibilities in relation to bullying, including the processes to ensure that incidents are recorded and reported timeously. Staff have a consistent approach to the identification of bullying behaviours, reporting incidences of bullying and closely monitoring children involved in reported bullying situations. All staff and primary seven pupils have participated in restorative training. This is supporting children to use effective communication skills to de-escalate potential bullying behaviours and restore relationships quickly. This work is underpinned by core school values and a shared vision across the school, which includes references to respect, friendship and compassion. These were developed in consultation with young people in Linwood High school. All staff see their roles as central to supporting children in understanding the impact of their actions. They describe the approaches to supporting young people in St. Luke's as empowering them to discuss inappropriate and disrespectful behaviour and language with them.

Senior leaders are responsible for recording incidences of bullying using both the SEEMiS module and providing some additional detail using pastoral notes. The school report that SEEMiS does not provide them with a system which is easy to navigate and that it can be very time consuming to complete. Senior leaders have concerns about the language used in the model to describe the type of bullying behaviour being reported and that they are reluctant to label children in this way. The school has an in house system of recording additional information on a range of children's behaviours using a tracker. This works well for them. They are well aware of any emerging patterns and trends as they arise, including those which happen outside the school (ie cyberbullying). Staff report incidents of bullying through their communication logs, but these are rare. Senior leaders should consider how best to streamline the systems and processes linked to recording in order to ensure GDPR compliance in relation to the storing of data and information about individuals.

The majority of parents are not aware of how incidents of bullying are recorded. Senior leaders discussed the possible impact of formal reporting on children and their parents.

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

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

The majority of children do not know how incidents of bullying are recorded in St. Luke's Primary.

While children in focus groups reported that bullying does not happen in St. Luke's, 41% of those who completed the pre questionnaires indicated that they had experienced bullying.

Staff understand their responsibility to monitor incidents of bullying and check in with young people very regularly. Senior leaders also have a clear focus on their responsibility to monitor and follow up on incidents of bullying both formally and informally in order to fully support children.

Staff support young people to use techniques to help them to regulate their emotions and behaviours. Safe spaces and extra-curricular clubs also provide young people with opportunities to access further support and avoid potential distress. Primary 7 wellbeing ambassadors provide support to their younger peers by leading playground games, laying out

equipment and encouraging group games and play. The wellbeing ambassadors provide some support to others by monitoring the playground and friendship benches, alerting staff when children require help.

When incidents of bullying are recorded in SEEMiS within three working days, they are monitored for a few weeks thereafter. With the consent of the young people concerned, senior leaders inform parents of any incidents of bullying. During the investigation process, senior leaders and staff are sensitive to the needs of all those concerned and to their right to privacy. The health and wellbeing (HWB) curriculum has structured inputs on relationships, resilience and anti – bullying. Senior leaders and teaching staff use of ICE PACK school assemblies to address anti bullying, but they are flexible and adaptable-changing the focus when situations within the school or community need to be addressed.

Young people are able to describe different forms of bullying including prejudice based bullying behaviour. They are able to describe incidents to exemplify their understanding. This includes, for example; gender based racist, homophobic and cyber bullying.

The importance of protected characteristics and the equalities act feature in the school anti bullying policy.

Almost all young people understand what bullying is and almost all know that this is not acceptable in their school.

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

St. Luke's has a strong ethos based on of fairness, justice, respect and kindness. Children talk confidently about the pride they have in their school, and the value that is placed on their opinions relating to policy, approaches, environment and rights.

Young people in St. Luke's primary benefit from a wide range of support, including pupil support assistants, class teaching staff, and a very visible senior leadership team. Most young people report that they know who to go to if they need to talk to someone about bullying behaviours. Staff use preventative and restorative approaches to de-escalate potential incidents of bullying and address the use of inappropriate language as it occurs. Additionally, children can use a simple help request form to indicate when they are having disagreements and fallouts and require an intervention. The wellbeing ambassadors provide a time and space for a restorative conversation following these requests. To support this initiative, the wellbeing ambassadors have received training from the head teacher and depute head teacher. More serious incidents are alerted to senior leaders to enable more challenging situations to be investigated.

Class teachers, other children and pupil support assistants play a central role in supporting young people with any reported and suspected incidents of bullying. Teaching staff have a focus on following up any reported incidents of bullying with those involved and monitor their wellbeing to ensure that any potential harm is addressed. Trauma informed practice and restorative work

Professional learning for all staff has included ACES training, restorative work and trauma informed practice.

Staff could now consider how better to support young people and address any potential issues through the use of existing surveys focussed around the wellbeing indicators. Currently, these

assessments are undertaken at the beginning and end of the year, with targeted supports such as lego therapy and counselling from an external charity used to support any challenging situations for children identified through the results. Increasing the use of these assessments would provide further rich data to monitor the wellbeing of children, particularly in relation to feeling safe in school. Following up on any, results would enable senior leaders and staff to better understand the ongoing and developing needs of children and continue to put appropriate interventions in place.

A structured HWB programme also supports children well in learning about relationships, emotions, resilience and anti-bullying. The HWB curriculum can also be adapted quickly to support young people and address situations, which occur in the local area or within the context of the school.

Children feel that everyone is treated fairly and equitably. In pre-inspection questionnaires, almost all young people shared that they feel safe in school. Young people were able to describe specific incidents of bullying behaviour and how these were addressed. Most young people feel that teachers tackle bullying when they see it. Young people we spoke to are mainly concerned with bullying behaviour outside the school, within the community, particularly cyber bullying.

Supporting young people to address and report bullying is seen by staff as the responsibility of every member of the St, Luke's "family"

### Effective practice worth sharing if applicable

**Case study to follow. Request made to HT on visit date**

**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]