

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 Mungo's Primary School, Alloa	
Date/time of visit	Monday 26 th September	9-4pm
HMI	[REDACTED]	
Date ROV submitted	[REDACTED]	

Key contextual information (200 words)

School roll	133
Composition	Mix of single stream and composite classes
Demographics (SIMD, ethnicity, ASN)	ASN learners 38%; SIMD 1&2 42.5%; [REDACTED] Free School meals 18% Most pupils have English as their first language (111). [REDACTED]
Leadership structure	Headteacher and principal teacher

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

The school does not have a separate anti-bullying policy although it reflects the council's policy which clearly lays out expectations of establishments. Clackmannanshire Education Service's policy makes reference to the policy context surrounding bullying including United Nations Convention of the Rights of the Child (UNCRC) and Getting it Right For Every Child. It also makes references to definitions of bullying which takes account of Respect for All (2017). The school is now planning to review their current Relationships Policy produced in June 2019 to ensure that anti-bullying has a higher profile. Although a small number of parents have been consulted about the current arrangements, there would be merit in ensuring that more parents are involved in reviewing and developing a new policy. Similarly, the views of children and partner agencies should be sought.

Staff are clear about their roles and responsibilities in relation to bullying, including ensuring that incidents are recorded appropriately. The school has a clear flow chart to record bullying incidents. The four step procedure (investigate, inform, record and review) is well understood

by all staff. There is a consistent approach to the identification of bullying behaviours. Staff report incidences of bullying timeously and closely monitor children involved in reported bullying situations. All staff are trained in promoting a positive ethos, restorative approaches and using consistent language when dealing with children. There is an agreed and understood approach to de-escalating situations before they develop into something more serious. This is underpinned by the school's catholic values and the importance of treating people with respect and love. The school actively promotes a nurturing culture amongst the children and staff. As a result, almost all children report that bullying is not a key feature of the school and that any incidents are dealt with quickly and appropriately. This is in part due to teachers' ability to de-escalate situations.

Senior leaders are responsible for recording incidences of bullying using the SEEMiS module. These are recorded within three days and closed off when appropriate. Teachers report any bullying to the head or the principal teacher and record in chronologies. All staff were clear about this approach and understand how bullying is 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?

Senior staff understand the need to review the current arrangements in line with recent policy drivers. Action on this was delayed due to the pandemic. The headteacher and principal teacher are well aware of emerging patterns and trends, for example name calling as they arise, although overall there are very few incidences of bullying. Teachers record incidents of bullying in chronologies and support children through the use of emotional check-in's. Parents are informed of bullying incidents, for example where the situation is deemed serious. However, most parents reported that they did not know how bullying was recorded by the school and there is an opportunity to ensure that this is clear when any new policy is produced.

Almost all children across the school understand what bullying is and how it should be dealt with. Most children are able to describe different forms of bullying including prejudice based bullying behaviour. They recognise that bullying takes many forms including hitting and not being respectful to others. Most children report that they felt safe at school and that they know who to speak to if they need help. Almost all said that bullying is not accepted in the school. Staff agree this is as a result of the culture created across the school and the quick response to bullying situations.

A small number of parents had not seen the school's anti-bullying policy. A few did not know what happens when bullying takes place or what to do if they were unhappy with the outcome. There is scope to ensure that all parents are reminded of the arrangements when the new policy is produced.

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 culture created within the school helps to support children who experience bullying. Children learn about bullying as part of ongoing discussions in classrooms where they can talk about their emotions and mental health. Regular inputs take place at assemblies. The school celebrates anti-bullying week each November. However, they view it as part of their ongoing approach to addressing bullying rather than a stand-alone activity. Restorative conversations support children to speak about their experiences and help find a mutual solution. Most children feel that everyone is treated fairly and equitably in the school. In pre – inspection questionnaires, almost all children shared that they feel safe in school and that they understand what bullying is. They also know who to speak to if they experience bullying. Children feel strongly that teachers and other staff tackle bullying when it is brought to their attention.

The school has created a ‘friendship’ bench in the playground. This allows children who are feeling down or are in need of support to signal that they need some support. Children talk positively about it and see it as a good thing to have in the school. Staff report that the bench is helping some children to resolve minor disputes between friends before these escalate. Staff make a point of having regular check-ins when there are bullying or behavioural problems. They feel that this helps address any ongoing issues. The caring culture within the school enables children to talk to teachers and learning assistants about a range of concerns including bullying.

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]