

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	Stracathro Primary School	
Date/time of visit	20 September 2022	09:15 – 12:30
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	27
Composition	18 children in 2 classes in primary, P 1-4 (10) and P 5-7 (8) Currently no children in P 5 9 children in nursery.
Demographics (SIMD, ethnicity, ASN)	All children in SIMD 3-8 [Redacted]
Leadership structure	Headteacher is a joint headteacher with Edzell Primary School.

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

The headteacher created the school's anti-bullying policy in 2016 following consultation with stakeholders. The local authority produced an anti-bullying policy in January 2020. These policies refer to relevant national guidance and legislation. This includes Getting it Right for Every Child and the United Nations Convention on the Rights of the Child (UNCRC). The headteacher planned to review the school's policy however, other priorities took over during the pandemic. She is aware of the need to involve all stakeholders in this forthcoming review.

In addition to the school's anti-bullying policy, the headteacher also developed the school's restorative practices and behaviour policy in March 2020. This involved considerable consultation with stakeholders, as well as awareness raising for parents and children, and professional learning for staff. Central to this approach is the school's golden rule to 'be kind', which teachers discuss frequently with children at assemblies and in class. Staff base their approaches clearly on promoting respect and positive relationships, and valuing everyone as

an individual. Teachers have a clear focus on developing children's lifeskills to help them manage relationships, emotions and conflict. Staff demonstrate unconditional positive regard and have difficulty with labelling children as bullies or victims.

All children feel safe in school and understand what bullying is. They are clear that bullying is not acceptable in their school. They are benefitting from discussions about equality and diversity. This is helping them to have positive attitudes towards others, including those with additional support needs or from different backgrounds. Children also speak confidently about learning how to recognise, understand and manage their emotions. This is supporting them to build their resilience well.

All staff are aware of the school's policies and are clear about their role and responsibilities for promoting positive relationships and preventing bullying. They understand the system for recording bullying on SEEMiS but have never had the need to use it. They say there has been no bullying at the school for many years [Redacted] .

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

Staff at the school monitor children continuously. They use emotional check ins every day and encourage children to talk about their feelings on an ongoing basis. They know learners and their families very well and have very regular conversations with parents. Staff use pastoral notes to record any concerns they may have and actions they take. The headteacher discusses children's progress and wellbeing formally three times a year. They review the needs of children who require additional support twice a year and more often if needed.

As a result of the strong preventative approaches at the school, there have been no incidents of bullying behaviour for ten years. The headteacher and staff have a strong understanding of how they would record bullying if it did occur at the school. The headteacher would inform parents of those involved as soon as an allegation was made. This would include speaking with parents of a child who is displaying bullying behaviour and those affected by this behaviour. The headteacher understands how monitoring bullying to identify trends and patterns could be helpful in a larger school or where bullying incidents did take place.

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

All staff and children are clear that they all have a role to play in making sure bullying does not happen at their school. Children respond very well to the simple, well-considered rule to be kind. They value having their name displayed on the school's kindness tree or through a certificate from the headteacher. Children talk confidently about how buddy trios work well in providing peer support in the playground. They all understand how to challenge their peers' behaviour respectfully, by reminding them of the school rule to be kind. They are knowledgeable about resolving issues between peers, without having to ask adults to intervene.

Teachers have a strong focus on developing children's skills and encouraging them to think about how their behaviour affects others. Talking about their feelings is a regular feature at the school, and children understand that they are developing resilience. Teachers are sensitive and provide discreet support to any child who is upset. Teachers helped children to understand new learners to the school who had significant additional support needs. They did this sensitively and with the children's permission. Almost all children feel that staff treat them fairly at the school.

One of the priorities in the 2019/20 school improvement plan was to develop restorative practices. The school's educational psychologist supported this work, including delivering professional learning for all staff. The headteacher also worked with parents to help the whole school community to understand this approach. As a result, staff's approaches are consistent, and understood well by parents and children.

Whilst children have some awareness of the wellbeing indicators, there is a need for teachers to embed them more in their day-to-day work with children.

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]

[Redacted]