![Education Scotland — Foghlam Alba]

D /VM,.CFV///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.

Reflective Questions for professional dialogue with senior leaders

1. Approaches schools have taken to record incidents of bullying

Discussion with headteacher: (Inspectors should discuss the responses shared within pre-questionnaires prior to addressing the questions)

How well does your anti-bullying policy support staff and learners and how do you know?
- How have you created an ethos that promotes equality and diversity?
- What strategies do you use to address all forms of prejudice-driven bullying?
- How did you create and implement your anti-bullying policy?
- How frequently is the anti-bullying policy evaluated and updated?
- How does your anti-bullying policy promote respect, equality and promote positive relationships?
- How does your anti-bullying policy promote prevention rather than simply be reactive?
- How do children and young people learn about bullying, and to develop the capacity, resilience and skills to manage bullying?
- Where one exists, what is the role of the bullying coordinator in the school?

What are your views on how well SEEMiS supports the recording of bullying incidents?
- What are the main strengths and challenges around recording incidents of bullying on SEEMiS?
- Why do you record incidents of bullying recorded in more than one place? (Optional depending on the response to Q6 on the questionnaire)
- Does SEEMiS allow you to record the right information about incidents of bullying?
- Did/ do you use the technical guidance to support you on recording incidents of bullying on SEEMiS?
- How challenging is it to record incidents of bullying within 3 days as recommended by the guidance?
- Do all the relevant stakeholders know the procedure undertaken when an incident of bullying is reported?

2. The arrangements for monitoring incidents of bullying

How well does the school's approaches to monitoring incidents of bullying inform any changes to practice or policy?
- How do senior leaders monitor bullying at school level? What is the involvement of the local authority in supporting this?
- What trends and patterns have emerged as a result of your monitoring processes?

- How have you used the information gathered to improve outcomes for learners? For example; has information gathered had an impact on changes to curriculum, school environment and policy?
- Taking into account children and young people's rights to privacy, how do you ensure all relevant stakeholders are made aware of the actions taken following an incident of bullying?
- How do you engage regularly with learners, parents and staff to gain a true picture of bullying in the school?
- Have senior leaders carried out a Child Rights and Wellbeing Impact Assessment and if so, what changes were necessary to the policy, environment and curriculum?

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

What measures are used to support children and young people and how well are these working?

- How do staff assess the impact on individuals'/ groups wellbeing following an incident of bullying? For example, do you use wellbeing indicators to assess the impact of incidents of bullying and if so, how?
- What support do children and young people receive following incidents of bullying? This includes support for victims and perpetrators.
- What anti-bullying intervention/strategies have you implemented in your school to address any emerging issues/ themes (this may include working with external partner agencies?
- What universal approaches are used to support children and young people who have been involved in bullying?
- Can you share some examples of how targeted supports have been used?
- What evidence do you have to show how your approaches are resulting in reducing incidents of bullying in your school?
- What professional learning do staff undertake to support consistent approaches to anti-bullying?