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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] and [REDACTED].

Establishment/Setting	EdScot Primary School
Date of visit	
HMI	
Date ROV submitted	

Key contextual information (200 words)	
This **should** include information about school roll and composition, demographics and leadership structure.	

School roll	236
Composition	Nine classes P1, P1/2, P2, P3, P4, P5, P5/6, P6, P7
Demographics (SIMD, ethnicity, ASN)	SIMD 1-3 20% SIMD 4-7 58% SIMD 8-10 22% FSM 18% ASN 32% EAL 14% (Polish, Ukrainian, Italian, Chinese)
Leadership structure	1 FTE Headteacher 1 FTE Depute teacher 1 FTE Principal Teacher 0.5 FTE teaching commitment

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?

This should include information from the reflective questions regarding the policy and use of SEEMiS and focus group discussions with senior leaders, staff, children and young people. It should include detailed information about the school's anti-bullying policy or equivalent. For example, inception, implementation, evaluation and review; stakeholder involvement; reflects current national and local guidance; promotes respect and positive relationships; promotes children's rights and celebrates equality and diversity. Information on how and when incidents of bullying are recorded and by whom; stakeholder awareness of processes and systems for

An anti-bullying policy is in place in the school, having been developed in collaboration with children and relevant stakeholders. Senior leaders developed a renewed anti-bulling policy in the last 4 years since the publication of the Scottish Government guidance, Respect for All. The policy is reviewed and updated annually.

Staff have a consistent approach to prevent bullying in the school, including bullying motivated by the protected characteristics.

Almost all children are aware of the school's approaches to anti-bullying and most report they feel safe in school. In pre-questionnaires, almost all children felt that anti bullying approaches were supportive. Additionally, almost all felt that the school promotes an ethos of fairness, equality and respect. Most children report that anti-bullying is a feature of their learning in assemblies and classrooms and as a part of the health and wellbeing curriculum. Parents can access the anti-bullying policy online, which provides clear information on the processes and systems for reporting, recording and responding to incidents of bullying.

Almost all children understand what bullying is. They can give examples of bullying behaviour such as name calling, being hit, being left out and receiving abusive messages on their phones. Children report that they are aware of the steps to take in relation to reporting incidents of bullying. They know who to speak to, and about what would happen next.

Children are benefitting from a planned and progressive health and wellbeing curriculum which helps them to have positive attitudes towards each other. They speak confidently about a range of opportunities to develop their knowledge and understanding of diversity including religion or belief, ethnicity and disability. Children value regular opportunities to discuss issues relating to bullying. This is supporting them to build their resilience well.

All staff are aware of the anti-bulling policy and were involved in its development. Almost all had used the guidance within the policy in the last twelve months. Almost all staff are clear about their roles and responsibilities in relation to bullying and how to record incidents of bullying through SEEMiS. Staff report the system does not provide sufficient space to include all detail of incidents. Staff therefore include additional detail in children's pastoral notes.

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

Senior leaders monitor formally all incidents of alleged bullying very well. At six points in the school session, they review these incidents to look for trends and patterns relating to groups and individuals. Senior leaders report a recent increase in incidents of gender-based bullying and divisions within friendship groups. As a direct result, there has been an increased focus within assemblies and in class health and wellbeing lessons on these important issues. Staff have used support from external partners and key national resources to support their work. Children talk positively about this and appreciate the support offered.

A minority of children can describe how their ongoing challenges with bullying are monitored regularly by staff to ensure that their wellbeing and safety is improving. Staff ensure children's right to privacy throughout the investigation process. This applies to children who have been both perpetrators and victims of bullying. A few children expressed concern about their right to privacy when reporting incidents of bullying. They are afraid of negative consequences if they speak out. Parents and other relevant stakeholders are kept well informed about actions taken in relation to incidents of bullying and ongoing monitoring by staff.

Appropriate and well-judged interventions are identified clearly using this information. For example, since there has been an increase in the use of digital technology to support learning, children and staff report an increase in incidents of online bullying. Staff have revisited the digital literacy curriculum to ensure there is a progressive and rigorous focus on online safety across all stages of the school. In addition, the Police have led helpful sessions with P5-7 children about the dangers and consequences of inappropriate use of digital platforms.

All relevant stakeholders are included in quality assurance activities. These ensure safeguarding processes, including bullying are evaluated effectively. The bullying co-ordinator informs the parent forum annually of their evaluation of incidents of bullying and their next steps.

Almost all teaching and support staff report that they are aware of any relevant challenges children face in relation to bullying. They implement strategies and interventions to support children in line with school policy. Most recently, this includes the use of friendship benches in the playground and a worry box in each classroom.

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

Almost all children feel staff act fairly and equitably to address issues of bullying promptly. A few children have experienced incidents of bullying. They are confident that staff listened to them and took their views seriously. They report feeling well supported by staff following incidents of bullying.

Staff use a range of interventions creatively in response to incidents of bullying. For example, daily check-ins, solution-focussed group work and counselling services. This is giving children the confidence to deal appropriately with conflict and learn tools to restore respectful relationships.

Almost all staff report that relevant professional learning takes place regularly. Professional learning is based around both national and local guidance and resources, for example 'Respect for All'. Almost all staff received training on recording incidents of bullying using SEEMiS, and how to use the data to inform their understanding of patterns and trends in this area. Almost all staff report that this supports the development of curriculum work. Importantly, it improves their ability to be more responsive to the needs of children. Staff spoke positively about their professional learning in relation to bullying with recent training focusing on cyber bullying and celebrating diversity. This learning supports a consistent approach across the school. A few staff report that they feel the need for further professional learning about the protected characteristics.

Children have a limited understanding of the wellbeing indicators. However, almost all can describe assemblies and classroom learning where they discussed how bullying made them feel. Almost all can describe what they would do if they or someone they knew was being bullied. Children can describe the support offered by all staff in relation to bullying and that all teaching and support staff approach bullying in the same way. Children describe the recent introduction of the playground friendship benches as a good idea to support everyone feeling included during break times. Almost all children describe the school's approach to bullying very positively.

Effective practice worth sharing if applicable

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]

[insert text]