	ROV complete?	Added to table?
Aberdeen Grammar School		
Aberdeen School for the Deaf	[REDACTED	[REDACTED
Balfron High School	[REDACTED	[REDACTED
Bearsden Primary School	[REDACTED	[REDACTED
Bellahouston Academy		
Burgh Primary School	[REDACTED	[REDACTED
Dalziel High School	[REDACTED	[REDACTED
Dunoon Grammar School	[REDACTED	[REDACTED
Eastwood High School	[REDACTED	[REDACTED
Edinbarnet Primary School	[REDACTED	[REDACTED
Gairloch High School	[REDACTED	[REDACTED
Glenlivet Primary School	[REDACTED	[REDACTED
Hazelwood School		
James Aiton Primary		
Kyle Academy	[REDACTED	[REDACTED
Leuchars Primary School	[REDACTED	[REDACTED
Linwood High School	[REDACTED	[REDACTED
Mount Carmel Primary School	[REDACTED	[REDACTED
Perth High	[REDACTED	[REDACTED
Sanday Community School	[REDACTED	[REDACTED
St Crispin's School	[REDACTED	[REDACTED
St John Ogilvie Primary School	[REDACTED	[REDACTED
St John Vianney RC Primary	[REDACTED	[REDACTED
St Joseph's Primary School	[REDACTED	[REDACTED
St Joseph's RC Primary School	[REDACTED	[REDACTED
St Lukes Primary School		
St Mary's Primary School	[REDACTED	[REDACTED
St Michael's School	[REDACTED	[REDACTED
St Mungo's RC High School	[REDACTED	[REDACTED
St Mungo's RC Primary School	[REDACTED	[REDACTED
Stornoway Primary School	[REDACTED	[REDACTED
Stracathro Primary School	[REDACTED	[REDACTED
West Barns Primary School		
Westhill Primary School	[REDACTED	[REDACTED
Whalsay School	[REDACTED	[REDACTED

1. Approaches schools have taken to record incidents of bullying

LA Name	School Name	Sector	The school has an anti-bullying policy or equivalent. (Yes/ No, Year)	Stakeholders invovled in creating the anti-bullying policy.	Policy reflects…	Reference to prejudice based bullying, protected characteristics?
[REDACTED]	**[REDACTED]**	[REDACTED]				
[REDACTED]	**[REDACTED]**	[REDACTED]	Yes, 2022; at same time created the complimentary positive relationships policy	Yes - Staff and learners	?	
[REDACTED]	**[REDACTED]**	[REDACTED]	Yes (2020) - Promoting Positive Relationships Policy. Approach based on school's shared values of kindness, respect, responsibility and togetherness.	Yes - staff and parents.	Respect for All, GIRFEC, Children's Rights	No
[REDACTED]	**[REDACTED]**	[REDACTED]	Yes school; [policy - (2016) LA anti-bullying policy developed in January 2020 HT developed schools restorative practices and behaviour policy - 2020.	Yes - School anti-bullying policy - With stakeholders. School restorative practice poliicy - considerable consultaiton with stakeholders - awareness raising for parents and children and PL for staff.	National policy, legislation, GIRFEC, UNCRC.	

LA Name	School Name	Sector	The school has an anti-bullying policy or equivalent. (Yes/ No, Year)	Stakeholders invovled in creating the anti-bullying policy.	Policy reflects…	Reference to prejudice based bullying, protected characteristics?
[REDACTED]	**[REDACTED]**	[REDACTED]	Anti-bullying policy - Yes (2020) Relationships Policy - developed before the anti-bullying policy.	Yes - Senior leaders in consultation with stakeholders.	National guidance and relevant legilsation, including children's rights and protected characteristics.	
[REDACTED]	**[REDACTED]**	[REDACTED]	LA policy only - no separate anti-bullying policy. School has a Relationship Policy (June 2019)	Yes - Small number of parents consulted about the current arrangements	UNCRC, GIRFEC, Respect for All	
[REDACTED]	**[REDACTED]**	[REDACTED]	Yes - within the Promoting Positive Behaviours Policy - updated 2020	Yes - but only Limited consultation with staff, no involvement from other stakeholders	Respect for All national guidance	
[REDACTED]	**[REDACTED]**	[REDACTED]	Yes - developed in 2016. Sits alongside a positive relationships policy. Both policies are under	No	Local guidance and references Respect	No - The revised policy should ensure all protected
[REDACTED]	**[REDACTED]**	[REDACTED]	Yes - LA policy written in 2021 School antibullying policy is included within the Respectul Relationships policy.	Yes - LA policy created in collaboration with children, parents and staff	National guidance	The policy promotes children's rights, issues of equality, and has useful information relating to prejudice-based bullying, including protected characteristics
[REDACTED]	**[REDACTED]**	[REDACTED]	Yes (2019) - Anti-Bullying guidelines updated June	Yes - working group of parents, children and staff (staff report good engagement from all including parents).	national guidance	Yes The policy challenges inequalities and has useful information relating to prejudice-based bullying, including protected characteristics. The policy positively highlights the approaches used by the school to actively prevent bullying
[REDACTED]	**[REDACTED]**	[REDACTED]				

LA Name	School Name	Sector	The school has an anti-bullying policy or equivalent. (Yes/ No, Year)	Stakeholders invovled in creating the anti-bullying policy.	Policy reflects…	Reference to prejudice based bullying, protected characteristics?
[REDACTED]	**[REDACTED]**	[REDACTED]	Yes (reviewed in 2022)	Yes - with school community	LA and national guidance	?
[REDACTED]	**[REDACTED]**	[REDACTED]	Yes (2017). School anti-bullying policy implemented in conjunction with the school's positive behaviour policy.	Yes - LA policy - reflecting views of children, staff and parents.	Respect for All, C of E anti-bullying guidance for schools	
[REDACTED]	**[REDACTED]**	[REDACTED]	Positive Behaviour and Relationships Policy (2017)	Yes - staff, parents and partners	UNCRC, GIRFEC	

LA Name	School Name	Sector	The school has an anti-bullying policy or equivalent. (Yes/ No, Year)	Stakeholders invovled in creating the anti-bullying policy.	Policy reflects…	Reference to prejudice based bullying, protected characteristics?
[REDACTED]	[REDACTED]	[REDACTED]	Anti-bullying policy reviewed in 2021. Young people created a pupil friendly version of the policy	Yes - young people and other relevant stakeholders	Latest LA and national guidance	
[REDACTED]	[REDACTED]	[REDACTED]	Yes - drafted in Aug 2022 in the absence of an existing one. Complements the school vision and values as well as the agreed 'Positive Behaviour' policy established last session. New HT/ DHT in place therefore policy is new and they are trying to embed the school's newly established vision, values and aims.	No - stakeholders do not yet have ownership of this nor a shared undersatnding due to lack of consultation.	National guidance, Respect for All, Wellbeing indicators	Yes
[REDACTED]	[REDACTED]	[REDACTED]				
[REDACTED]	[REDACTED]	[REDACTED]				
[REDACTED]	[REDACTED]	[REDACTED]	Yes (LA anti-bullying policy written in 2018)	No	National guidance	

LA Name	School Name	Sector	The school has an anti-bullying policy or equivalent. (Yes/ No, Year)	Stakeholders invovled in creating the anti-bullying policy.	Policy reflects…	Reference to prejudice based bullying, protected characteristics?
[REDACTED]	**[REDACTED]**	[REDACTED]	Yes (LA policy published Nov 2021). St Josephs Anti-Bullying Charter developed last year with children and parents, due for launch in Nov 2022	Yes - CYP, parents and staff	Childrens Rights, Issues of equality, info relating to prejudice based bullying	Yes
[REDACTED]	**[REDACTED]**	[REDACTED]	Yes (2018). Will be reviewed in Nov 2022 in consultation with stakeholders. Sits alongside behavioural policy, plan to develop nurture and inclusion policy	Yes	Respect for All	No
[REDACTED]	**[REDACTED]**	[REDACTED]	Yes (LA Policy 2021); school Anti-bullying Policy created Sept 2022	Yes - LA policy - staff only School - HT sought views of staff and 2 parents.	LA - Children's rights, protected characteristics School - national guidance and GIRFEC (doesn't mention childrens rights), Respect for All	No but is in the LA policy.
[REDACTED]	**[REDACTED]**	[REDACTED]	Yes (LA policy - 2016). School anti-bullying policy recently reviewed, with the school's positive relationships policy and nurture policy.	?	UNCRC, GIRFEC	

LA Name	School Name	Sector	The school has an anti-bullying policy or equivalent. (Yes/ No, Year)	Stakeholders invovled in creating the anti-bullying policy.	Policy reflects…	Reference to prejudice based bullying, protected characteristics?
[REDACTED]	**[REDACTED]**	[REDACTED]				
[REDACTED]	**[REDACTED]**	[REDACTED]	Yes (2014)	Currently under review by group of staff and young people	National guidance	?
[REDACTED]	**[REDACTED]**	[REDACTED]	Yes - LA policy written in Aug 2018; review date 2021	No	National Guidance	Yes - the policy explicitly mentions all protected characteristics and other forms of prejudiced based bullying

LA Name	School Name	Sector	The school has an anti-bullying policy or equivalent. (Yes/ No, Year)	Stakeholders invovled in creating the anti-bullying policy.	Policy reflects…	Reference to prejudice based bullying, protected characteristics?
[REDACTED]	**[REDACTED]**	[REDACTED]	Yes - written in 2018; due for review	Yes - staff and other		There is a clear definition of bullying within the policy including all forms of prejudice based bullying
[REDACTED]	**[REDACTED]**	[REDACTED]	Yes (LA policy written in 2012)	Yes - LA policy consulted with children, young people other stakeholders	UNCRC, GIRFEC. Not SG Guidance respect for All (2017).	
[REDACTED]	**[REDACTED]**	[REDACTED]	Yes - LA anti-bullying policy and procedures introduced in 2018 School staff developed policy on positive relationships and behaviour at the beginning of the 2019/20 session.	Yes	National guidance and legislation, Children's Rights, GIRFEC. Developed own Positive Relationships and Behaviour policy in 19/20 session.	

LA Name	School Name	Sector	The school has an anti-bullying policy or equivalent. (Yes/ No, Year)	Stakeholders invovled in creating the anti-bullying policy.	Policy reflects…	Reference to prejudice based bullying, protected characteristics?
[REDACTED]	**[REDACTED]**	[REDACTED]	Yes (2020)	Yes - parent and pupil councils	GIRFEC, Respect for All national guidance. the policy inaccurately defines bullying as behaviours which are experienced on an ongoing, repeated basis	strong focus on protected characteristics and other prejudice based bullying and the impacts of bullying
[REDACTED]	**[REDACTED]**	[REDACTED]				
[REDACTED]	**[REDACTED]**	[REDACTED]	Yes (2019) & is based on the LA policy created in 2018 to reflect the latest national guidance	Yes - staff, young people, parents. Young people updatd this session to include their LGBT charter	LA policy, national guidance	
[REDACTED]	**[REDACTED]**	[REDACTED]	Yes (2019); complements the existing promoting positive relationships policy	Yes - staff and other stakeholders		
[REDACTED]	**[REDACTED]**	[REDACTED]	Yes (written 2017, reviewed April 2021)	Yes - 'all' stakeholders		No

LA Name	School Name	Sector	The school has an anti-bullying policy or equivalent. (Yes/ No, Year)	Stakeholders invovled in creating the anti-bullying policy.	Policy reflects…	Reference to prejudice based bullying, protected characteristics?
[REDACTED]	**[REDACTED]**	[REDACTED]	Yes (2018), supported by a positive behaviour strategy and LA anti-bullying documentation	Yes - staff and other	Protected characteristics, equality act	

Summary			[REDACTED]	[REDACTED]		[REDACTED]
			[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]

amend to reflects Protected Characteristics/ Prejudiced based bullying?

Schools anti-bullying approaches						
How to improve?	Consistent approach/definition to prevent bullying.	[REDACTED]	The school promote a culture of fairness, equality and	Children and young people are aware of the schools approaches to anti-bullying.	Anti-bullying is a feature of learning.	Children and young people undertsand what bullying is. (survey)
The policy document would benefit from taking greater account of Scottish national guidance and children's rights. This includes making reference to protected characteristics or other forms of prejudice-based bullying.	Yes	[REDACTED]	Yes Inclusion, equality and diversity	?	Yes. Tone is about prevention	Yes
Given the diverse context of the school, the policy should reference protected characteristics more strongly. Senior leaders are aware of the need to involve children and parents more meaningfully in their planned review of the policy. Approaches to recording incidences of bullying at the school need to improve	No		Yes	No	No	Yes
Involve stakeholders in review of anti-bullying policy.	Yes	[REDACTED]	Yes	Yes	Yes	Yes

How to improve?	Consistent approach/definition to prevent bullying.	[REDACTED]	The school promote a culture of fairness, equality and	Children and young people are aware of the schools approaches to anti-bullying.	Anti-bullying is a feature of learning.	Children and young people undertsand what bullying is. (survey)
Senior leaders need to ensure that all stakeholders are involved fully in the next review they intend to carry out Relationships Policy - Senior leaders now need to revisit this policy to focus more on how staff promote respect and positive relationships. They should ensure that the school's values and children's rights underpin this approach	Yes	[REDACTED]				Yes
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. Senior staff understand the need to review the current arrangements in line with recent policy drivers. There is scope to ensure that all parents are reminded of the arrangements when the new policy	Yes	[REDACTED]	Yes	?	Yes	Yes
The policy would benefit from review involving wider engagement with stakeholders. Some of the language used is outdated and does not reflect 'Respect for All'. It also lacks clarity in terms of the processes used to address bullying, the impact of bullying, or how senior leaders intend to monitor and review bullying incidents. It would also benefit from a greater focus on 'Respect for All', GIRFEC principles, and children's rights. The headteacher	Yes	[REDACTED]	Yes	?	No	Yes
Staff should now consider how the revised policy links to children's rights and GIRFEC. The policy does not make clear the procedures used to record and	Yes- policy includes a helpful definition of		Yes	Yes	Yes	Yes
The school's anti-bullying policy is included within the Respectful Relationships policy. This document focuses primarily on behaviour management strategies and does not include a considered definition of bullying, nor information relating to recording bullying incidents, or how the school celebrates equality and diversity. Senior leaders recognise the need to improve the policy, through meaningful consultation with stakeholders, and ensure it reflects national and local guidance	No agreed definition of bullying which is a barrier to current systems having the desired impact	[REDACTED]	Yes	No	Yes - assemblies	?
The policy does not outline the process used to monitor incidents of bullying, or how senior leaders identify and respond to patterns and trends of behaviour. The policy would benefit from outlining the roles and responsibilities of all in dealing with bullying. The policy does not make it clear when an incident may not be considered bullying, such as children falling out	Yes - The policy positively highlights the approaches used by the school to actively prevent bullying. Also have ~Bearsden Primary's Behaviour Blueprint' - summarising school's aims, values, expectations etc.	[REDACTED]	Yes	Yes (through the' Behaviour Blueprint')	Yes	Yes

How to improve?	Consistent approach/definition to prevent bullying.	[REDACTED]	The school promote a culture of fairness, equality and	Children and young people are aware of the schools approaches to anti-bullying.	Anti-bullying is a feature of learning.	Children and young people undertsand what bullying is. (survey)
Senior leaders aim to review and promote the policy on an annual basis. They plan to use this opportunity to help the school community to understand how the many initiatives in place promote positive behaviour.	Yes - Staff and young people updated the policy to include their new LGBT+ charter and to detail young people's rights. Staff also used the opportunity to clarify the definition of bullying and provide more detailed examples in the policy.	[REDACTED]	Yes	Yes	Yes - responsive PSE curriculum which addresses the causes of bullying	Yes
Senior leaders could strengthen the policy by including reference to national guidance and legislation. They were encouraged to refer to the section, 'Your policy development' from 'Respect for All' guidance to support them. Senior leaders should ensure processes for recording and monitoring incidents of bullying are detailed within the anti-bullying policy.	Yes	[REDACTED]	Yes	Yes	Yes	Yes
Policy does not refer to National guidance, Respect for All. Staff plan to review the policy in 2022 taking into account of local and national guidance.	Yes - Staff are clear that children and young people at St Crispin's benefit from the use of consistent approaches to learning, teaching and behaviour					

How to improve?	Consistent approach/definition to prevent bullying.	[REDACTED]	The school promote a culture of fairness, equality and	Children and young people are aware of the schools approaches to anti-bullying.	Anti-bullying is a feature of learning.	Children and young people undertsand what bullying is. (survey)
Senior leaders are aware of the need to explore a range reporting mechanisms to ensure that all young people are reporting incidents or concerns	Yes - developed with young people. Almost all young people agree that bullying is not a significant concern as a result of the strong approach to prevention in school	[REDACTED]	Yes	Yes - pupil friendly version of the policy, animation, anti-bullying week	Yes - assemblies, classrooms, HWB curriculum. . Staff have implemented a range of strategies to promote positive relationships and an anti-bullying culture. Senior learners are also developing skills to provide peer support such as those who are training as Mentors in Violence Prevention.	Yes
Senior leaders have identified the need for the school community to have an agreed definition of bullying and clarity over the thresholds for when behaviour should be defined as bullying. As part of the planned review, the school should now consider the inclusion of links with the Getting it Right for every Child (GIRFEC) principles and United Nations Convention on the Rights of a Child (UNCRC) to ensure there is clarity as to how these influence their anti-bullying approaches. The policy should include guidance for all staff and key stakeholders in the processes involved in recording, monitoring and addressing incidents of bullying. Children's right to privacy, respect and equality needs to be agreed and included in the revised policy	Yes - Definition based on national guidance. But there is a lack of clarity around the definition which impacts reporting.	[REDACTED]	Yes	?	No - children don't feel they learn about bullying at school, in classes	Yes
Senior leaders recognise the need to develop a bespoke policy with stakeholders. They are aiming to define bullying better, clarify the roles of all staff and outline a relational approach, recognising the rights of all young people.	?	[REDACTED]	Yes	No - not aware of polic	Yes	Yes

How to improve?	Consistent approach/definition to prevent bullying.	[REDACTED]	The school promote a culture of fairness, equality and	Children and young people are aware of the schools approaches to anti-bullying.	Anti-bullying is a feature of learning.	Children and young people undertsand what bullying is. (survey)
The LA policy could offer increased guidance as to how the wellbeing indicators could support staff in the process of assessing children's wellbeing needs.	No - lack of agreed/ consistent definition (in Anti-bullying charter)	[REDACTED]	Yes - uise of classroom and playground charters with a focus om Children's Rights	?	Yes	Yes
The updated policy should make reference to the UNCRC Rights of the Child, Getting it Right for Every Child (GIRFEC) and Respect for All. The current policy does not reflect the protected characteristics identified in 'Respect for All' guidance and children are limited in their ability to describe prejudiced based bullying	Will be reviewed to ensure all stakeholders have a shared understanding.	[REDACTED]	Yes	Yes - to reporting, not recording.	No	Yes
The headteacher and staff identify improving parental engagement as a school improvement priority. It does not mention children's rights. It lacks clarity in terms of the processes used to address bullying, the impact of bullying, or how senior leaders intend to monitor and review bullying incidents. It makes no reference to inequalities or prejudice-based bullying relating to the protected characteristics. However, these are referenced in the council policy. The policy would benefit from review involving wider engagement with stakeholders.	Defined well in LA policy; Not in school policy - lacks clarity	[REDACTED]	Yes	No - not strong awareness	Yes	?
The headteacher could strengthen this policy by including reference to national guidance and legislation. The children have produced a summary of the key points of the policy in English and Gaelic. This should now be further developed to provide a child friendly overview of the policy to be displayed in classrooms and around the school. The school's anti-bullying policy includes the local authority's procedure flowchart for when an allegation of bullying is made. The headteacher should update this flowchart to detail the schools specific procedures to responding to incidents of bullying and make reference to recording incidents on SEEMiS	Yes via anti-bullying policy	[REDACTED]	Yes	Yes	Yes	Yes

How to improve?	Consistent approach/definition to prevent bullying.	[REDACTED]	The school promote a culture of fairness, equality and	Children and young people are aware of the schools approaches to anti-bullying.	Anti-bullying is a feature of learning.	Children and young people undertsand what bullying is. (survey)
Senior leaders are aware of the need for the new policy to clarify the school's approaches to stakeholders.	Needs to be clarified in the review.	[REDACTED]	Yes	Yes	Yes	Yes
The policy was only recently reviewed by school staff following the announcement of an HMI visit. School staff, including the headteacher, learners and parents have not been involved in the creation of the policy. The anti-bullying policy in practice is highly reactive than preventative.	Policy is highly reactive rather than preventative		Yes - positive ethos	No	?	Yes

How to improve?	Consistent approach/definition to prevent bullying.	[REDACTED]	The school promote a culture of fairness, equality and	Children and young people are aware of the schools approaches to anti-bullying.	Anti-bullying is a feature of learning.	Children and young people undertsand what bullying is. (survey)
Senior leaders plan to review the anti-bullying policy in the coming months. As part of this review, senior leaders could now consider the inclusion of links to national guidance documents including links to UNCRC and Respect for All. A robust review could include a wide consultation period with staff, parents, external stakeholders and young people within Perth High School.	Yes	[REDACTED]	Yes	No - majority not aware	Yes	Yes
Following the publication of the updated local authority policy, senior leaders would benefit writing additional guidance for staff, learners and parents. The additional guidance should detail the schools specific approaches for reporting, recording and monitoring incidents of bullying. Along with detailing how Burgh PS supports children who have been involved in an incident of bullying	Yes	[REDACTED]	Yes		Yes	Yes
School policy - Senior leaders could strengthen this policy by including reference to national guidance and legislation They need to make all stakeholders, especially parents, more aware of how they record and deal with bullying at the school.	Yes	[REDACTED]	Yes	Yes	Yes	Yes (almost all)

How to improve?	Consistent approach/definition to prevent bullying.	[REDACTED]	The school promote a culture of fairness, equality and	Children and young people are aware of the schools approaches to anti-bullying.	Anti-bullying is a feature of learning.	Children and young people undertsand what bullying is. (survey)
The policy does not currently offer information on how all stakeholders should report bullying. It would also benefit from further reference to children's rights. The headteacher is considering how to promote further the policies and procedures used by the school to offer greater clarity to the school community	Yes	[REDACTED]	Yes - Staff maintain a relentless focus on the school's vision and values, with a particular focus on respect and valuing diversity, and ensure the values are reflected in all contexts of learning	**YES**	**YES**	**Yes**
young people do not demonstrate knowledge of the policy. They are not aware of how staff respond to bullying. This is a barrier to many young people reporting instances of bullying. Senior leaders are aware that they need to revisit and clarify the school's approaches with young people	?	[REDACTED]	?	No - not aware of the policy	yes - but . Young people confirm that they need greater opportunities in lessons to explore the root causes of prejudice. They feel that staff should focus particularly on sexism, racism and homophobia.	Yes
The school plan to review the anti-bullying policy in the coming months. As part of this review, the school should now consider the inclusion of links to national guidance documents and more robust guidance for all staff and key stakeholders in the processes involved in recording, monitoring and addressing incidents of bullying. This review should include a wide consultation period with staff, parents, external stakeholders and, most	Yes	[REDACTED]	Yes	Yes	Yes	Yes
this statement does not support staff and children with enough clarity to fully agree the definition of bullying. As a result, children and staff cannot agree on whether behaviours are bullying or not. Senior leaders now believe that staff underreport incidents as a result of the lack of clarity. As a result of this thematic visit, the school will now review their policy earlier than planned. Staff should ensure all stakeholders are involved fully in	Definition not agreed which impacts reporting	[REDACTED]	Yes	Yes	Yes	Yes

How to improve?	Consistent approach/definition to prevent bullying.	[REDACTED]	The school promote a culture of fairness, equality and	Children and young people are aware of the schools approaches to anti-bullying.	Anti-bullying is a feature of learning.	Children and young people undertsand what bullying is. (survey)
Senior leaders plan to review the anti-bullying policy during this session. As part of this review, the school should consider the inclusion of links to national guidance documents including links to UNCRC, GIRFEC and Respect for All. The majority of young people are not aware of an anti-bullying policy, nor how bullying is recorded when reported to staff or senior leaders. Therefore, a policy review should involve parents, young people, partners and staff in its development. Key external stakeholders should also be included to ensure that there is a clear understanding of anti-bullying across the community. Additionally, in pre questionnaires, parents reported that they were not aware of how incidents of bullying were recorded or monitored in Linwood High school.	Yes - also a positive behaviour strategy and LA anti-bullying documentation.	[REDACTED]	Yes	No	Yes	Yes
[REDACTED]	[REDACTED] [REDACTED]	[REDACTED] [REDACTED]	[REDACTED] [REDACTED]	[REDACTED] [REDACTED]	[REDACTED] [REDACTED]	[REDACTED] [REDACTED]

Children and young people know how to report an icident of bullying.	Staff are aware of the school's anti-bullying policy.	Staff know their roles and repsosibilities in relation to recording incidents of bullying.	Parents know the schools approaches to reporting and recording	Recording incidents of bullying		
				Incidents of bullying are recorded on SEEMiS.	Success of recoring incidents of bullying on SEEMiS.	Challeneges of recording incidents of bullying on SEEMiS.
No	Yes	Yes	No	Yes	Not yet used.	permanent labelling of children as bullies or victims by using the SEEMiS module. This is a clear tension for them with their focus on promoting inclusion and reducing stigma for their deaf children. The headteacher describes the module as clunky. He feels that bullying could be recorded and monitored robustly using existing applications on SEEMiS, or their own existing trackers
Yes - but don't know what happens after they report it.	?	?	No	Recorded in pastoral notes. Very few incidents recorded in SEEMiS. Senior leaders believe that by recording them in SEEMiS, they would be labelling children as bullies or victims and are reluctant to do this.		Senior leaders describe SEEMiS are cumbersome, clunky and time-consuming. They say there is insufficient space to record the details of the incident and it is difficult to extract data.
Yes	Yes	Yes		Understand it is to be used but haven't had to use it. Pastoral notes to record concerns and actions.		

Children and young people know how to report an icident of bullying.	Staff are aware of the school's anti-bullying policy.	Staff know their roles and repsosibilities in relation to recording incidents of bullying.	Parents know the schools approaches to reporting and recording	Incidents of bullying are recorded on SEEMiS.	Success of recoring incidents of bullying on SEEMiS.	Challeneges of recording incidents of bullying on SEEMiS.
Yes but a significant number	Yes	Yes	Yes	Yes - used BEM since 2017. Staff report incidents of bullying to Head of House. Heads of House investigate all perceived incidents of bullying and record them on the Bullying and Equalities module in SEEMiS. The depute headteachers record all actions in the module. Staff record		Senior leaders acknowledge that SEEMiS has the potential to highlight trends and patterns in bullying at the school. However, they are frustrated that the module does not allow them currently to extract this information
Yes	Yes	Yes	No	Yes	Senior leaders are responsible for recording incidences of bullying using the SEEMiS module. These are	
Yes	?	?	No	No		The headteacher explained that she is uncomfortable to formally record bullying as parents would not support relationship issues being defined in this way.
Yes - but unaware of how incidents are recorded.	Yes	Yes	No	Yes - Senior leaders feel they may be underreporting bullying incidents due		
Yes	?	Yes	No	Yes - if passed from staff to senior leaders - but this doesn't regulalry happen therefore incidents not being appropriately recorded. No bullying incidents have been recorded on BEM		
Yes	Yes	Yes - All staff value how highly visible and responsive the senior leadership team are. Staff are confident to share concerns, even if it is simply a feeling about a situation, and know senior leaders will respond in a pro-active and positive manner	No - most do not know	Yes - BEM and pastoral notes		the character limits on the BEM text boxes do not allow staff to record all of the information needed. Staff find BEM cumbersome to use and would prefer for all incidents to be recorded in SEEMiS pastoral notes. They feel the system does not recognise the need to monitor and review bullying alongside all of the information collected and stored for a child. Therefore, they find BEM to offer limited opportunities for monitoring

Children and young people know how to report an icident of bullying.	Staff are aware of the school's anti-bullying policy.	Staff know their roles and repsosibilities in relation to recording incidents of bullying.	Parents know the schools approaches to reporting and recording	Incidents of bullying are recorded on SEEMiS.	Success of recoring incidents of bullying on SEEMiS.	Challeneges of recording incidents of bullying on SEEMiS.
Yes - but a minority report a lack of confidence to report incidents.	?	?	No	Yes - senior leaders record in BEM.		Senior Leaders find this system bureaucratic and lacking in the detail that their own system allows them to capture. Senior leaders also note frustration with SEEMiS in terms of the overview sheet failing to provide details of actions taken.
Yes - 51% aware of processes in place to record and monitor incidents of bullying.	Yes	Yes	Yes - most aware	Senior leaders investigate all perceived incidents of bullying. Senior leaders record all proven cases of bullying on the Bullying and Equalities module on SEEMiS		The headteacher was unaware that all incidents of bullying including unproven incidents should be recorded on SEEMiS. Going forwards, senior leaders will start doing this. The headteacher however is concerned about the workload of recording unproven incidents of bullying on SEEMiS when they are already recorded on an incident form.
	Yes	**Yes**	No ... **?**	No		

Children and young people know how to report an icident of bullying.	Staff are aware of the school's anti-bullying policy.	Staff know their roles and repsosibilities in relation to recording incidents of bullying.	Parents know the schools approaches to reporting and recording	Incidents of bullying are recorded on SEEMiS.	Success of recoring incidents of bullying on SEEMiS.	Challeneges of recording incidents of bullying on SEEMiS.
Yes	Yes	Yes - An increasing number of staff use bullying as a context for interdisciplinary learning	Parents aware of the policy but not how the school records/ responds to incidents of bullying	Yes - if incident falls under the Equality Act		Staff use SEEMiS to register attendance and record incidents of bullying following on from a concluded investigation. They prefer the local authority information system to SEEMiS as they can tailor it to the bespoke needs of their school. They also maintain that their system leads to more effective communication between members of staff
Yes - but don't know how the school records incidents of bullying	?	Yes	No	Yes - since Aug 2022		The headteacher or depute headteacher record these within three working days. Senior leaders appreciate some elements of the application such as drop down menus to select from however other aspects of the application are limited. Not being able to swiftly move between the BEM in SEEMiS, Click and Go and the Wellbeing App makes SEEMiS more challenging to
Yes	No	?	No	Following on from an investigation, senior leaders record a bullying incident in the Bullying and Equalities module in SEEMiS.		Following on from an investigation, senior leaders record a bullying incident in the Bullying and Equalities module in SEEMiS.

Children and young people know how to report an icident of bullying.	Staff are aware of the school's anti-bullying policy.	Staff know their roles and repsosibilities in relation to recording incidents of bullying.	Parents know the schools approaches to reporting and recording	Incidents of bullying are recorded on SEEMiS.	Success of recoring incidents of bullying on SEEMiS.	Challeneges of recording incidents of bullying on SEEMiS.
Yes - only minority disagreed	Yes	Yes	No	Yes - and within policy that SEEMiS should be used to record incidents. The policy encourages staff to exercise their professional judgement when deciding what incidents should be recorded on SEEMiS. In St. Joseph's Primary, this is leading to a lack of consistent practice in recording bullying across the school	Senior leaders report the system is easy to use and they liked the headings on the system of "Person(s) experiencing" and "Person(s) displaying". They feel this recognises the behaviour without requiring children to be labelled as bullies.	Senior leaders and staff recognise the need to improve systems for recording incidents of bullying. Staff currently use their own written pastoral notes on children to record relationship issues between children. Staff then use their professional judgement to determine whether concerns need to be passed on to senior leaders. When this happens senior
Yes - but in focus groups majority of children shared that they would not report an incident for fear of repercussions; called 'grass' 'snitch'. Risk of underreporting of issues.	Yes - within induction	?	Yes - aware of reporting, not recording	Since September 2022, SEEMiS is now being used to log all incidents of bullying. The headteacher aims to complete this process between 1-3 days as per guidance.		Due to the system being new to senior leaders, they have not closed off any incidents yet. While they feel it is helpful to have all bullying information in one place, they find SEEMiS 'clunky' to use and time consuming
Yes	Yes	Yes	No - majority do not	HT uses Seemis pastoral notes if felt the incident is serious enough.		The school do not use the SEEMiS Bullying and Equalities module (BEM) to record incidents of bullying. The headteacher explained that no relationship issues have felt serious enough to merit recording in this way. Instead, the headteacher and principal teacher record fall outs and relationship issues on SEEMiS pastoral notes.
Yes	Yes	Yes	Yes	Yes - Senior leaders investigate all incidents of bullying and record them on Pastoral Notes, SEEMiS. The headteacher records all proven cases of bullying on the Bullying and Equalities module (BEM), SEEMiS		. The headteacher is reluctant to record perceived incidents of bullying on BEM, SEEMiS. She does not like that children's records on SEEMiS are labelled with a bullying incident flag, particularly if the case is unproven. She feels this is a contradiction to the 'Respect for All' policy which encourages us not to label a child as the bully.

Children and young people know how to report an icident of bullying.	Staff are aware of the school's anti-bullying policy.	Staff know their roles and repsosibilities in relation to recording incidents of bullying.	Parents know the schools approaches to reporting and recording	Incidents of bullying are recorded on SEEMiS.	Success of recoring incidents of bullying on SEEMiS.	Challeneges of recording incidents of bullying on SEEMiS.
Some lack of confidence from young people in reporting bullying.	Yes	Yes	Yes	Yes - pastoral notes section		Once pastoral staff have concluded that bullying has taken place, senior leaders record the incident in the Bullying and Equalities module in SEEMiS. Senior leaders have only been using this module since the beginning of this session. This is as a result of re-visiting national guidance in preparation for this visit. Staff maintain that their own in-house recording system leads to more effective communication between staff to support young people.
Yes	Yes - but limited understanding of their expectations as outlined in the policy as they have simply taken the LA policy and added their school name to it and an appendix	No - headteacher and staff have limited understanding of their expectations as outlined in the policy as they have simply taken the local authority policy and added their school name to it and an appendix. All incidents of bullying are escalated to the headteacher for resolution. Staff have limited understanding of their role and responsibilities to resolve what they perceive as bullying before any escalation to the headteacher	No - just over half of parents now	The headteacher does not accurately record all incidents. Those that are recorded are often on SEEMiS pastoral care notes.		The headteacher has negative views of SEEMiS and finds that the system is overly bureaucratic and does not reflect the all through nature of the school. For example, incidents are recorded in two different filters as either 'primary' or 'secondary'.

Children and young people know how to report an icident of bullying.	Staff are aware of the school's anti-bullying policy.	Staff know their roles and repsosibilities in relation to recording incidents of bullying.	Parents know the schools approaches to reporting and recording	Incidents of bullying are recorded on SEEMiS.	Success of recoring incidents of bullying on SEEMiS.	Challeneges of recording incidents of bullying on SEEMiS.
Don't know how it is recorded	Yes	Yes	?	Yes by senior leaders and guidance staff		Senior leaders and guidance staff report that the provision for reporting incidences of bullying using SEEMiS is limited. They report that the module is time consuming to navigate and that it does not do what they require it to do. . For example (a) easily extracting information to easily identify trends and patterns and (b) not flagging up any incident that requires follow up or closing off. They would also like to see more space provided within the application to describe incidents, staff actions and all interactions in more detail.
Yes	?	Yes	Less than half	Yes	N/A	Not enough space to record additional detail so they use chllds pastoral notes for this. Would like to be able to upload documents. Issues with 'labelling' within SEEMIS - childs record labelled with a bullying incident flag.
Yes	Yes	Yes	Yes - most. Need	Yes	Yes - can see how it supports the identification of trends/ patterns over time.	Challenge between supporting learners to resolve conflict in a restorative way and recording bullying. Challenges also with thresholds of bullying and what they should actually record. Labelling bullying behaviour means the situation can become more emotive.

Children and young people know how to report an icident of bullying.	Staff are aware of the school's anti-bullying policy.	Staff know their roles and repsosibilities in relation to recording incidents of bullying.	Parents know the schools approaches to reporting and recording	Incidents of bullying are recorded on SEEMiS.	Success of recoring incidents of bullying on SEEMiS.	Challeneges of recording incidents of bullying on SEEMiS.
Children unaware of how the school records bullying.	Yes	Yes	No - majority do n	**Yes (6)**	Staff more confident using the system. The DHT reports BEM is easy to use and staff like the headings on the system of "Person(s) experiencing" and "Person(s) displaying". Staff like that BEM avoids unnecessary labelling of young people as 'bullies' or 'victims'.	Issues with use of BEM. Staff feel they duplicate records by using both systems and that SEEMiS pastoral notes offers more opportunity to gather all relevant information.
Yes - but lack of awareness of the policy is a barrier to many young people reporting instances of bullying. A minority of young people do not feel confirdent to report incidents	?	?	No	**Yes - BEM**		They report challenges with this system as young people are still recorded on the module after an investigation has found a reported case of bullying to be unfounded. Senior leaders also find this method of recording bullying to be bureaucratic.
Yes - but don't know how it is	Yes	Yes	?	Yes	Limited.	More provision needed for reporting incidences of bullying - more space to record staff actions and interactions more fully.
Children know who to speak	Yes	Yes	No (majority don'	Yes by HT/ DHT within 3 working days	Incidents are reviewed in a timely manner and closed off once the incident has been resolved.	

Children and young people know how to report an icident of bullying.	Staff are aware of the school's anti-bullying policy.	Staff know their roles and repsosibilities in relation to recording incidents of bullying.	Parents know the schools approaches to reporting and recording	Incidents of bullying are recorded on SEEMiS.	Success of recoring incidents of bullying on SEEMiS.	Challeneges of recording incidents of bullying on SEEMiS.
No - *CYP not aware pf the anti-bullying policy - nor how bullying is recorded when reported. So seems they will report but don't know how it is recorded.	Yes	Yes	No	Yes - within 3 days. And in pastoral no	N/A	staff report that the provision for reporting incidences of bullying using SEEMiS is very limited. They report that the module is time consuming to navigate. Senior leaders would also like to see more space provided within the application to describe incidents, staff actions and all interactions in more detail Senior leaders should

[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
				[REDACTED]		

The school uses other approahces to record incidents of bullying.
New bullying recording form
Yes - written note passed from DHT to HT, HT then records in pastoral notes.
Disconnect between what parents/ CYP consider bullying and what is recorded in SEEMiS - Senior leaders take an approach based strongly on restorative approaches and work with children and parents to resolve difficulties. It is clear from the notes that many pupils and parents consider incidents to be bullying. However, none of these incidents appears as bullying in the school's records

The school uses other approahces to record incidents of bullying.
DHT has spreadsheet
record in chronologies
The headteacher has a paper-based system for recording behaviour and relationship issues. the headteacher uses an activity time passport to log children's positive
Senior leaders plan to discuss the benefits of using the
Staff use their own writtten pastoral notes on children to record issues; then use professional judgement if it needs to be passed to senior leaders. If passed on it will be logged in SEEMiS. But Staff report they address almost all

The school uses other approaches to record incidents of bullying.

In-house system for staff to record bullying, senior leaders then record in BEM.

Incident form

The school does not yet record incidents of bullying using SEEMiS. However, staff use the school's tracking system to record all serious incidents of targeted behaviour. Senior leaders meets staff following a recorded incident of targeted behaviour to review the incident, offer strategies to mitigate for the behaviours and debrief staff and learners. Senior leaders value applications in SEEMiS which enable them to record pastoral

The school uses other approahces to record incidents of bullying.

LA information management system - 'On the Button'

They are in discussion with local authority representatives to plan their next steps in the use of latest pastoral notes to ensure they are in line with local authority guidance.

This includes seeking out senior staff and using a dedicated pupil portal which allows them to report bullying discretely

The school uses other approaches to record incidents of bullying.
Own pastoral notes used to record relationship issues between children.
Until Sept 2022 the HT logged all incidents of bullying in an electronic file held on the school server. Staff complete 'Form 1' if they have any concerns with bullying and this is shared with the HT - this should better reflect Respect for All guidance, stop using 'perpetrator' and 'victim'

The school uses other approahces to record incidents of bullying.
On in-house system
Seemis Pastoral Notes

The school uses other approahces to record incidents of bullying.

Additional detail in pastoral notes.

Pastoral notes.

Concerns often passed on verbally, emails, other documents.

The school uses other approahces to record incidents of bullying.
Seemis Pastoral Notes
Pastoral notes.
Class chronologies where they enter pastoral information relating to day to day concerns about children.

The school uses other approahces to record incidents of bullying.

Pastoral notes. Make requests for support for young people

[REDACTED]

[REDACTED]

2. The arrangements for monitoring incidents of bullying.

[REDACTED]	[REDACTED]	[REDACTED]	How often monitoring of bullying incidents takes place.	Staff identify patterns and trends.	Appropriate interventions are put in place to address pattersn/ trends
[REDACTED]	**[REDACTED]**	[REDACTED]			
[REDACTED]	**[REDACTED]**	[REDACTED]	Termly	Yes (HT)	Patterns/ trends to inform imp
[REDACTED]	**[REDACTED]**	[REDACTED]	Formally - 3 times a year to (	No - basic table approach	No - appear to be tracking
[REDACTED]	**[REDACTED]**	[REDACTED]	Continuously' but HT	No - Understands the	NA
[REDACTED]	**[REDACTED]**	[REDACTED]	Fortnightly	Yes - . For example,	Yes - Guidance staff have
[REDACTED]	**[REDACTED]**	[REDACTED]	?	Yes - The headteacher	Yes - All staff are trained in
[REDACTED]	**[REDACTED]**	[REDACTED]		No - staff unable to	
[REDACTED]	**[REDACTED]**	[REDACTED]	Senior leaders do not	No - no trends/ patterns	Yes - e.g. Peacemakers Proj
[REDACTED]	**[REDACTED]**	[REDACTED]	No monitoring as no systems	No - no systems to	Yes - Do identify and discuss
[REDACTED]	**[REDACTED]**	[REDACTED]	During weekly SLT meeting	Yes - e.g. senior leaders identified bullying behaviours in children with ASN as an issue	Yes - visual emotions folder, restorative conversations, relational approach. Work with partners e.g. counselling service, campus police.
[REDACTED]	**[REDACTED]**	[REDACTED]			
[REDACTED]	**[REDACTED]**	[REDACTED]	Reviewed formally on a	Yes - very well. The	Yes - They use the
[REDACTED]	**[REDACTED]**	[REDACTED]	Termly	Yes - well, decrease in	Yes - 48% of children report
[REDACTED]	**[REDACTED]**	[REDACTED]	Fortnightly	Yes - although they don't	Yes - In partnership with
[REDACTED]	**[REDACTED]**	[REDACTED]	Fortnightly review of incident	Yes	Yes - through assemblies and
[REDACTED]	**[REDACTED]**	[REDACTED]	? Not happening yet	No - due to the small	NA - no trends yet identified
[REDACTED]	**[REDACTED]**	[REDACTED]			
[REDACTED]	**[REDACTED]**	[REDACTED]			
[REDACTED]	**[REDACTED]**	[REDACTED]	Weekly with pastoral teache	Yes senior leaders and	Yes - wellbeing classes and a
[REDACTED]	**[REDACTED]**	[REDACTED]	Regularly	Yes - via regular meetings	Yes - to ensure staff are
[REDACTED]	**[REDACTED]**	[REDACTED]	Plans to formally review	Yes - currently monitor	Yes - some but limited

[REDACTED]	[REDACTED]	[REDACTED]	How often monitoring of bullying incidents takes place.	Staff identify patterns and trends.	Appropriate interventions are put in place to address pattersn/ trends
[REDACTED]	[REDACTED]	[REDACTED]	No	No - don't use BEM as a	? The headteacher
[REDACTED]	[REDACTED]	[REDACTED]	Termly	Yes - well. Termly review of incidents to identify trends and patterns	Yes. Staff are responsive to relationship issues which arise in class or the
[REDACTED]	[REDACTED]	[REDACTED]			
[REDACTED]	[REDACTED]	[REDACTED]	Monthly	Yes - data shows need to	Yes - Pastoral staff provide
[REDACTED]	[REDACTED]	[REDACTED]	No - There has been no	No	?
[REDACTED]	[REDACTED]	[REDACTED]	?	Yes - senior leaders and	Yes - specific to the issues (e
[REDACTED]	[REDACTED]	[REDACTED]			
[REDACTED]	[REDACTED]	[REDACTED]	Termly	Yes (senior leaders)	Yes (e.g. incorrect use of the
[REDACTED]	[REDACTED]	[REDACTED]	Fortnightly meetings which	Yes - SEEMIs, meetings	Yes - e.g. changes to person
[REDACTED]	[REDACTED]	[REDACTED]	Weekly/ monthly meeting - PTG discuss issues during weekly guidance departmental meetings and monthly year group conferences with senior leaders, team around the	Yes (use different sources of data to identify trends and patterns of behaviour).	Yes - Senior leaders have appropriately sought to respond to these patterns through a range of approaches. These include: assemblies focusing on relevant themes, reviewing the mobile phone policy
[REDACTED]	[REDACTED]	[REDACTED]			
[REDACTED]	[REDACTED]	[REDACTED]	Weekly	Yes - very well. Staff	Yes - measures to gather
[REDACTED]	[REDACTED]	[REDACTED]	Daily	Yes	Yes - consistent approach
[REDACTED]	[REDACTED]	[REDACTED]	Weekly - monitoring of class	Yes - and using wellbeing	Yes - actions put in place - H
[REDACTED]	[REDACTED]	[REDACTED]	? Few weeks after recorded	Yes	Yes - range of interventions -

[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
	[REDACTED]	[REDACTED]	[REDACTED]

Children and young people's views on how incidents of bullying are dealt with.	Staff ensure children and young people's privacy during an investigation.	Parents and relevant stakeholders are kept informed during the investigation.	Approaches for ongoing monitoring of bullying, involving stakeholders.
No - children need more of a s	Yes	Yes	Yes
No - unclear	Yes	No - unclear; some paren	Needs too improve. No
NA	NA	Yes	Strong preventative
? A majority of young people fe	Yes	Yes	Guidance staff update all
?	?	Yes - where the situation	Teachers record
No	?	?	?
?	Yes	No Would like more infor	?
Yes - children feel listened to, involved in the process and generally feel staff work hard to support them.			All relevant information is recorded on SEEMiS pastoral notes and senior leaders review incidents during their weekly SLT meetings
	Yes	Yes	
No - could include more.	Yes - but needs a more	?	Almost all young people
	Yes	Yes	Senior leaders learn
?	?	Yes - via phone, email or	Teachers meet with
?	Yes	Yes - can cause tension	Senior leaders and
No	?	Yes	Senior leaders highlight
?	Yes - Senior leaders identi	Yes	Weekly updates from the
Yes - Children reported they	? staff need to ensure that	?	Staff have informal
No - majority of children	?	?	Recently, children have

Children and young people's views on how incidents of bullying are dealt with.	Staff ensure children and young people's privacy during an investigation.	Parents and relevant stakeholders are kept informed during the investigation.	Approaches for ongoing monitoring of bullying, involving stakeholders.
Yes - children need further lea	Yes	Yes	The school works
?	Yes	Yes	The Anti-bullying Ambassadors (P6 children) recently
?	Yes	?	Senior leaders and
No - children not aware of	?	**Yes**	? Very little incidents of
?	Yes	Yes	The guidance team and
?	Yes	Yes	Yes - gather views of all
?	Yes (but can be difficult in	Yes	Yes - but need to
?	No - Senior leaders and staff accepted they needed to consider further a young person's right to confidentiality when discussing issues of bullying.	Yes	Yes - Senior leaders are considering how to develop all young people and parents' understanding of relational approaches
?	Yes	Senior leaders ensure	Review data weekly,
? CYP unaware of anti-bullying	Yes	Yes	Inform parents,
?	No	Yes	Weekly monitoring of
?	Yes	Yes - With consent of CY	?

[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]

3. The effectiveness of measures taken to respond to incidents of bullying and in suppo

[REDACTED]	[REDACTED]	[REDACTED]	Children and young people feel staff act fairly and equitably to address issues of bullying.	Children and young people feel staff listened to them and took their views seriously.	A range of interventions are used creatively in response to incidents of bullying.
[REDACTED]	[REDACTED]	[REDACTED]			
[REDACTED]	[REDACTED]	[REDACTED]	Yes	N/A	Effective use of restorative approaches
[REDACTED]	[REDACTED]	[REDACTED]	No	No	Restorative approaches. There are a few good examples of eight week focused interventions have had a positive impact, with less fall outs with friends taking place for the children involved. Children in one class understand neurodiversity after a focused piece of learning to help them to understand their peers better. Depute headteachers make use of a 'cozy corner' in their office for children who need time out from their peers for a short time.
[REDACTED]	[REDACTED]	[REDACTED]	Yes	Yes	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.
[REDACTED]	[REDACTED]	[REDACTED]	Yes	Yes	Yes - Staff take a proactive universal approach to
[REDACTED]	[REDACTED]	[REDACTED]	Yes	?	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
[REDACTED]	[REDACTED]	[REDACTED]	?	No - A few children have experienced bullying stated that they do not always feel	? Restorative meetings to move forward postively. Staff use the school's code of conduct to identify children who are not meeting expectations. Staff have
[REDACTED]	[REDACTED]	[REDACTED]	?	?	Senior leaders have adopted an approach in
[REDACTED]	[REDACTED]	[REDACTED]	Yes	Yes	multi-disciplinary approach - e.g. using campus cop, hom

[REDACTED]	[REDACTED]	[REDACTED]	Children and young people feel staff act fairly and equitably to address issues of bullying.	Children and young people feel staff listened to them and took their views seriously.	A range of interventions are used creatively in response to incidents of bullying.
[REDACTED]	[REDACTED]	[REDACTED]	Yes	Yes - Children feel listened to, involved in the process, and generally feel staff work hard to support them	A range of approaches are used to encourage high expectations and positive relationships. These include weekly awards for children demonstrating skills and care for others, assemblies which reinforce the values and explore the wellbeing indicators and children's rights, relationship lessons in the HWB curriculum, as well as involvement in the annual anti-bullying week.
[REDACTED]	[REDACTED]	[REDACTED]			
[REDACTED]	[REDACTED]	[REDACTED]	Yes	Yes	Yes. Staff are flexible and responsive to emerging issues. They offer an extensive range of clubs. This helps provide activities at lunchtime as well as contributing to the positive and inclusive ethos. Staff use weekly assemblies and wall displays effectively to promote inclusion and diversity. They promote a respectful and calm ethos, where young people and staff build trusting relationships. They are visible and supervise social areas, supported by the campus police officer. Senior leaders also maintain a presence at the train station at the start and end of the school day. These preventative measures are leading to young people feeling safe around the school campus. Senior leaders and pastoral staff have implemented strategies to respond successfully to reported cases of bullying. The pupil support team determine the appropriate response which is bespoke to the needs and wishes of the young people involved
[REDACTED]	[REDACTED]	[REDACTED]	?	?	Staff implement a range of approaches to promote and foster respectful relationships. Staff have introduced a visual resource tool to support children to recognise and communication their emotions. The resource provides a structure for children to talk about and respond to their needs and the needs of others. Mental health and anti-bullying weeks annually, whole school HWB programme to develop resilience. All of these approaches together are supporting children to deal appropriately with conflict and learn tools to restore

[REDACTED]	[REDACTED]	[REDACTED]	Children and young people feel staff act fairly and equitably to address issues of bullying.	Children and young people feel staff listened to them and took their views seriously.	A range of interventions are used creatively in response to incidents of bullying.
[REDACTED]	[REDACTED]	[REDACTED]	?	?	In response to targeted behaviour, Staff use a variety of strategies to create a positive environment at the school to reduce the incidents of targeted behaviours The acting headteacher is using information from the targeted behaviour incident records to work with stakeholders to develop further the school's curriculum. He has identified the need for a developmental curriculum which will better meet the needs of learners at St Crispin's School. The new curriculum will provide teachers with progressive frameworks for each curriculum area which better meets the needs of learners with complex additional needs, including autism. Reviewing the learning environment to make adaptations. Consistent routines, developing skills of cooperation, promoting individual communication pathways for learners.
[REDACTED]	[REDACTED]	[REDACTED]	Yes	Yes	Initial approach is around restorative practice, counselling available

[REDACTED]	[REDACTED]	[REDACTED]	Children and young people feel staff act fairly and equitably to address issues of bullying.	Children and young people feel staff listened to them and took their views seriously.	A range of interventions are used creatively in response to incidents of bullying.
[REDACTED]	[REDACTED]	[REDACTED]	?	?	Yes - range of universal and targeted approaches. The school have funded additional resources for nurture for targeted children who struggle to regulate their emotions. Last session, staff used the Glasgow Wellbeing Module to assess children's wellbeing. Using the results, they identified interventions to support individual children and groups. Weekly assemblies sharing key information with children around newly established vision, values and aims. Staff use Kitbag, Cool in School and restorative conversations with children to try and find resolution following incidents of bullying.
[REDACTED]	[REDACTED]	[REDACTED]			
[REDACTED]	[REDACTED]	[REDACTED]			
[REDACTED]	[REDACTED]	[REDACTED]	Yes	Yes	Yes - Pastoral staff determine the appropriate response, usually through a restorative approach. This is resulting in young people repairing friendships and developing the skills to resolve issues independently. Staff are flexible and reactive to emerging issues.They offer a weekly "time-out" period where young people can focus on issues of concern, PHSE programme.
[REDACTED]	[REDACTED]	[REDACTED]	Yes	Yes	restorative approach, peer mediation, buddies

[REDACTED]	[REDACTED]	[REDACTED]	Children and young people feel staff act fairly and equitably to address issues of bullying.	Children and young people feel staff listened to them and took their views seriously.	A range of interventions are used creatively in response to incidents of bullying.
[REDACTED]	[REDACTED]	[REDACTED]	Yes	Yes - but children would ike to be included more as part of the process	Some interventions - letter of advice, assemblies.
[REDACTED]	[REDACTED]	[REDACTED]	Yes	Yes	. A range of approaches are used to encourage high expectations and positive relationships. These include 'SMART awards' for children demonstrating particular skills (including interpersonal skills), the 'positive people' wall promoting growth mindset strategies, and zones of regulation displays which allow children to identify their emotional state. Positive relationships are demonstrated across the school community
[REDACTED]	[REDACTED]	[REDACTED]	Yes	?	Yes - The school implements a range of approaches to promote and foster respectful relationships, recent introduction of a nurture classroom is providing enhanced support for individual learners.In the nurture classroom children engage in experiences to develop preventative and responsive strategies to support self-regulation in a safe, nurturing environment. Anti-bullying Ambassadors programme (see case study).
[REDACTED]	[REDACTED]	[REDACTED]			

[REDACTED]	[REDACTED]	[REDACTED]	Children and young people feel staff act fairly and equitably to address issues of bullying.	Children and young people feel staff listened to them and took their views seriously.	A range of interventions are used creatively in response to incidents of bullying.
[REDACTED]	**[REDACTED]**	[REDACTED]	Yes	Yes	Yes - Staff are visible and monitor the corridors and social areas during breaks, supported by prefects. This helps most young people to feel safe in school. Staff and senior learners offer an extensive range of clubs and an inter-house programme. This provides activities at lunchtime and after school. leadership opportunities to young people to provide peer support.Senior leaders have recently introduced a range of leadership opportunities for young people to provide peer support. This is beginning to offer support through a range of roles including Mentors in Violence Prevention, anti-bullying ambassadors, prefects and STAR ambassadors. This includes supporting vulnerable young people identified through the primary to secondary transition.
[REDACTED]	**[REDACTED]**	[REDACTED]	Yes	?	support their learners if incidents of a bullying nature arise by making time to talk to them about their concerns
[REDACTED]	**[REDACTED]**	[REDACTED]	Yes	?	Structured HWB programme adapted to specific situation/ context
[REDACTED]	**[REDACTED]**	[REDACTED]			
[REDACTED]	**[REDACTED]**	[REDACTED]	Yes - most	Yes	Yes- range and well-judged. E.g. friendship group, daily
[REDACTED]	**[REDACTED]**	[REDACTED]	?	?	Positive behaviour approach - be safe, be respectful, be your best - staff refer to and reinforce these rules on an ongoing basis. Children encouraged to take responsibility for behaviour, playground buddies, circle of friends approach

[REDACTED]	[REDACTED]	[REDACTED]	Children and young people feel staff act fairly and equitably to address issues of bullying.	Children and young people feel staff listened to them and took their views seriously.	A range of interventions are used creatively in response to incidents of bullying.
[REDACTED]	[REDACTED]	[REDACTED]	Yes	Yes	Senior leaders and staff adopt highly-effective and proactive approaches to ensuring a school culture which has a zero tolerance towards bullying. Staff use daily personal support time (PST) and the PSE curriculum to explore relevant themes such as equality, the protected characteristics, and challenging discrimination. Young people in S6 are timetabled to S1 and S2 PST and act as buddies to their peers. Staff recognise the important role these young people play in role modelling positive relationships for their younger peers
[REDACTED]	[REDACTED]	[REDACTED]			
[REDACTED]	[REDACTED]	[REDACTED]	Minority - Most young people are unaware of the school response and this is a barrier to reporting. A minority of young people feel that staff are inconsistent in their approach as a few do not always challenge bullying behaviour. A few learners feel that not all staff are respectful towards them.	Young people are not aware how staff respond to bullying. They do not always feel confident in reporting bullying or feel that it would be taken seriously	Staff respond to bullying issues in a few areas of the curriculum. Senior leaders and pastoral staff have implemented strategies to respond successfully to reported cases of bullying. The pupil support team determine the appropriate response, which is bespoke to the needs and wishes of the young people involved. Most young people are aware of the availability and accessibility of their pupil support teacher. Senior leaders are aware of the need to continue to explore ways for all young people to access support. wide range of clubs and an inter-house programme, supported by senior learners
[REDACTED]	[REDACTED]	[REDACTED]	Yes	Yes	Yes - HWB curriculum, friendship benches, buddying sys
[REDACTED]	[REDACTED]	[REDACTED]	Yes	Yes	Yes a range of appropriate actions
[REDACTED]	[REDACTED]	[REDACTED]	Yes	Yes	PSE programme; HWB curriculum. Preventative/ restora
			[REDACTED]	[REDACTED]	[REDACTED]

[REDACTED]	[REDACTED]	[REDACTED]	Children and young people feel staff act fairly and equitably to address issues of bullying.	Children and young people feel staff listened to them and took their views seriously.	A range of interventions are used creatively in response to incidents of bullying.
[REDACTED]			[REDACTED]	[REDACTED]	[REDACTED]

rting children and young people

How well staff support children and young people following incidents of bullying.	Staff engage in professional learning.	Types of professional learning staff enage in.	How effectively staff assess the impact of bullying (including the use of wellbeing indicators.
Part of on-going monitoring and review by staff.	N/A	N/A	N/A
	Yes	Restorative approaches leading to greater consistency. Nurturing approaches, zones of regulation	Senior leaders need to support teachers and support staff to embed the universal use of the wellbeing indicators. Children have little understand of them at present. Senior leaders use wellbeing webs to help them plan targeted support for children they are concerned about
	Yes	restorative practices.	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.
A majority of young people feel	Yes	Variety - Respect Me, children's rights, restorative	Yes - They also need to ensure that all young people
The culture created within the school helps to support children who experience bullying.	Yes	. All staff are trained in promoting a positive ethos, restorative approaches and using consistent language when dealing with children	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
?	Yes	learning focusing on de-escalation techniques and managing challenging conversations. Staff would benefit from further professional learning focusing on	Staff use wellbeing webs with children regularly to consider their wellbeing needs. The school could target the use of the wellbeing indicators better to support children who experience
Children report they appreciate	?	?	St Joseph's ethos of respectful relationships and inclusive
Staff could extend the use of well	Yes - but could benefit from	PATH staff PL	Wellbeing webs every term to support children to support their

How well staff support children and young people following incidents of bullying.	Staff engage in professional learning.	Types of professional learning staff enage in.	How effectively staff assess the impact of bullying (including the use of wellbeing indicators.
Well -Children report that staff regularly check in with them following a relationship issue and ensure they are kept updated and well-informed of actions taken.	Yes	Staff are currently involved in a professional enquiry project seeking to explore how play-based learning can support children to develop important meta- and social- skills. All staff have received professional learning in relevant areas such as 'behaviour as communication', ACES and embedding whole school nurturing principles.	Staff use annual wellbeing surveys and East Dunbartonshire Council wellbeing trackers to compile data about children's wellbeing. Senior leaders then release teachers from class to analyse this data and offer targeted support to, or check ins with, children seeking support with their wellbeing.
Yes, well. Staff also provide safe spaces at breaks for young people who have experienced bullying. This has led to learners feeling supported by staff and partners following incidents of bullying. Staff also work with partners to support young people who display bullying behaviour. This includes, for example, services such as Educational Psychology, Community Learning and Development and programmes such as 'Healthier Minds'. Most young people are aware of the availability and accessibility of their pupil support teacher. Senior leaders recognise the need to continue to explore ways for all young people to access support.	Yes	Targeted towards developing a relational and nurturing approach, leading to a more consistent response to bullying across the school. Also to support YP wellbeing. Build on practitioner enquiry on racism and homophobia. Looking for leadership opportunities for CYP - MVP, mental health champions, anti-bullying ambassadors - alternative as use peers.	Young people demonstrate a good understanding of the wellbeing indicators
The school has a very strong anti-bullying ethos. Strong relationships with Place2Be for staff, parents and children.	Yes	support them in creating an inclusive school community where diversity is celebrated, Place2Be. Place2be' provides bespoke staff training reflecting on the themes emerging from how the children use their service. Almost all staff report that this improves their ability to be responsive to the needs of children. Staff participate in a refresher of the schools anti-bullying policy at the beginning of each new school session. For new staff joining during the school year, the anti-bullying policy is part of their induction.	Children complete wellbeing assessments annually. Staff use the data from the assessments to inform the health and wellbeing curriculum and identify children who would benefit from a targeted intervention. Staff implement a range of appropriate and well-judged interventions. These interventions support children who have been involved in bullying incidents or require support to have positive relationships with others

How well staff support children and young people following incidents of bullying.	Staff engage in professional learning.	Types of professional learning staff enage in.	How effectively staff assess the impact of bullying (including the use of wellbeing indicators.
Staff are at the early stages of tracking wellbeing before and after an incident of targeted behaviour. In this way, staff will be able to demonstrate positive outcomes for wellbeing for learners who are unable to communicate the difference interventions are making for them.	Yes	The local authority provides training in equalities, protected characteristics, strategies for meeting the complex needs of learners at St Crispin's. All staff, including support staff, welcome this training and that provided by the school	The school started its journey as a Rights Respecting School and understanding children's and young people's rights prior to the COVID-19 pandemic. The acting headteacher is relaunching this approach He is looking at linking more closely the school's tracking of engagement, achievement and attainment, wellbeing and incidents of targeted behaviour. Staff are at the early stages of tracking wellbeing before and after an incident of targeted behaviour. In this way, staff will be able to demonstrate positive outcomes for wellbeing for learners who are unable to communicate the difference interventions are making for them.
Well - Senior leaders and pastoral staff provide weekly updates to staff on learners who require additional monitoring or support. This includes those who have been involved in bullying incidents. Staff use data from the termly wellbeing assessments to adapt the personal and social education curriculum. They identify young people who would benefit from targeted interventions and provide appropriate support. Counselling also available to young people - leading to almost all learners feeling supported by staff following incidents of bullying. Staff also work with partners to support young people who display bullying behaviour. This includes, for example, programmes such as anger management and mindfulness.	**Yes**	based around both national and local guidance and resources. This includes training to use "On the Button", to refer bullying concerns to pastoral teams. Professional learning is enabling staff to provide their universal offer of support to young people, often referring to pastoral staff for information rather than action. Staff speak positively about recent training focusing on cyber bullying and celebrating diversity.	Staff use data from the termly wellbeing assessments to adapt the personal and social education curriculum. They identify young people who would benefit from targeted interventions and provide appropriate support. Young people agree that incidents of bullying are well monitored by staff. Young people have a sound understanding of the wellbeing indicators. They can describe what they would do if they or someone they knew was being bullied.

How well staff support children and young people following incidents of bullying.	Staff engage in professional learning.	Types of professional learning staff enage in.	How effectively staff assess the impact of bullying (including the use of wellbeing indicators.
regular check-ins welcomed by children	Yes - and have identified areas for further development	Senior leaders have proactively identified the need for professional learning for all staff around developing resilience to support this. Staff shared they would welcome more professional learning focusing specifically on bullying. A few support staff are trained in Seasons for Growth and use this to support a few individuals. Staff use Kitbag, Cool in School and restorative conversations with children to try and find resolution following incidents of bullying.	Last session, staff used the Glasgow Wellbeing Module to assess children's wellbeing. Using the results, they identified interventions to support individual children and groups. Senior leaders work well in partnership with Forces Children Scotland and Army Welfare to support children who may be struggling to cope with transitioning in and out of school as deployments change. They also support the static pupil population to manage their responses to regular changes that impact on creating and sustaining friendships.
A few of these learners convey that they would benefit from greater levels of support following incidents of bullying. Staff identify appropriate support for children who may need to develop their relationship skills. Staff offer social groups where children can develop friendships or come together to explore, with the support of an adult, issues that arise between friends. There are examples of effective work with partners, such as the Barnardos Support Workers or the area Outreach Base offering individual or small group work to support children with social or emotional support needs	Yes	Improving approaches to wellbeing. Senior leaders are aware of the need to develop the role of all staff in providing universal support, including bullying, as part of the health and wellbeing responsibilities for all.	?
Staff responsive to relationship issues and take action, encourage use of wllbeing webs and diaries to perform check-ins with individuals. Teachers communicate with PSA who monitor in the playground	?	PSA would benefit from additional professional learning focusing on restorative practice	The policy could offer increased guidance as to how the wellbeing indicators could support staff in the process of assessing children's wellbeing needs.

How well staff support children and young people following incidents of bullying.	Staff engage in professional learning.	Types of professional learning staff enage in.	How effectively staff assess the impact of bullying (including the use of wellbeing indicators.
?	Yes	nurture principles, Emotion Works, and restorative approaches. More recently, staff are engaging with Playback Inclusion Citizenship and Equality (ICE) Pack. This uses an approach called 'Knowing me Knowing you' (KMKY). KMKY is a progressive skills development programme that promotes social and emotional literacy. This programme also offers support for families although this work has not started yet. The school plan to link their work around the UNCRC to this skills progression. It is too early to identify impact yet.	Recently, children have completed a 'This is Me' wellbeing survey based on the wellbeing indicators. Staff use the data from the assessments to plan the health and wellbeing curriculum and identify children who would benefit from a targeted intervention.
The school works effectively with partner agencies to offer targeted support to children experiencing relationship issues. This includes work with the educational psychologist and the Moray Council SEBN team who have used outdoor learning well with a small group of children to develop important resilience and life skills. The headteacher and support for learning teacher also deliver Seasons of Growth for children experiencing loss or bereavement.	Yes	identified further PL for staff on emotion coaching	Children learn about bullying through assemblies and the health and wellbeing curriculum, where they are currently learning about the wellbeing indicators. Teachers use role play and scenarios to encourage children to consider how treating others unkindly impacts on their wellbeing. A few children struggle to connect their learning around respect and equality to issues relating to bullying. Staff are considering how to better support children to make sense of their learning. The headteacher acknowledges the need to develop opportunities for children to learn more about diversity and respecting and valuing the differences of others in society.
Staff talked about an increase in relationship issues between children since periods of lockdown. Staff talked about children losing their temper with others quicker, lacking resilience when there is conflict with others, and struggling with free-flowing play opportunities.	Yes	For universal and targeted approaches including nurture training, trauma informed practice and Rights Respecting Schools. Almost all staff report that this improves their ability to recognise all behaviour as communication, consider the underlying reasons for a child's behaviour and provide appropriate support. Staff participate in a refresher of the schools anti-bullying policy at the beginning of each new school session. For new staff joining during the school year, the anti-bullying policy is part of their induction.	Children complete wellbeing assessments twice a year, through the medium of English and Gaelic Staff use the data from the assessments to plan the health and wellbeing curriculum and identify children who would benefit from a targeted intervention. Staff implement a range of appropriate and well-judged interventions. These interventions support children who have been involved in bullying incidents or require support to have positive relationships with others. For example, daily check-ins and participating in a friendship group

How well staff support children and young people following incidents of bullying.	Staff engage in professional learning.	Types of professional learning staff enage in.	How effectively staff assess the impact of bullying (including the use of wellbeing indicators.
Senior leaders and pastoral staff have implemented approaches to respond successfully to bullying. They restructured the universal offer so that all teaching staff take responsibility for a small caseload. This is already having an impact on addressing bullying as staff know these learners well. Yes		to support universal offer of support to young people	?
bullying behaviour is rare and learners report very few fall outs with one another No		Staff have not undertaken any professional learning in relation to bullying or positive relationships	Staff do not assess the impact of bullying using the wellbeing indicators
Guidance staff play a central role in supporting young people with any reported and suspected incidents of bullying	Yes	annual child protection and safeguarding training for all members of staff. Guidance staff and the wider support team have engaged in more specific training around trauma, nurture and restorative approaches.	Guidance staff have a specific focus on following up any reported incidents of bullying with those involved and monitor their wellbeing to ensure that any potential harm is addressed. The guidance staff could consider how better to support young people and address any potential issues through the use of surveys focussed around the wellbeing indicators. This would enable school leaders and support staff to understand which interventions are making a difference for young people in Perth High School.
Yes - HWB assessments and pro	Yes	Annual refresh of anti-bullying policy. Zones of regulation, Seasons for Growth	Use of wellbeing assessments twice per year
Staff aware of the potential impact of labelling CYP - particularly in close knit island community. 	Yes Yes	PL for all staff to ensure consistent approaches. Includes input based on Paul Dix work when the adults change, and developing restorative practices across the school.	Teachers talk to CYP about the wellbeing indicators in a range of ways. Track wellbeing formally twice a year using a wellbeing wheel. Could embed indicators more in their day to day work.

How well staff support children and young people following incidents of bullying.	Staff engage in professional learning.	Types of professional learning staff enage in.	How effectively staff assess the impact of bullying (including the use of wellbeing indicators.
Yes - Staff offer safe spaces during intervals and lunchtimes for young people who are struggling to establish or maintain positive relationships. These include well-attended LGBTQ+ groups, wellbeing groups in the school library, and various clubs/activities offered. A minority of staff have been trained in mental health first aid. These staff offer targeted work with young people experiencing relationship issues	Yes	Support staff have access to a good range of professional learning including anxiety management, restorative practice, suicide prevention and self-harm	?
Young people feel that the quality of personal and social education needs to be improved, particularly in the senior phase. They would like to explore issues of relevance to them in greater depth. Safe spacesat breaks for young people who have experienced bullying.	Yes	targeted to improving approaches to wellbeing, strategy to promote a relational approach - e.g. MVP	Young people have a reasonable understanding of the wellbeing indicators.
HWB curriculum adaptations	Yes	training, nurture, Lego Therapy	Structured HWB programme, in-house counselling,
Yes - children feel staff support th	Yes	Senior leaders share that all staff have undergone	Surveys are completed at the start of the school session. This
Wide range of support, Specific f	?	?	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. Young people report that they do not see any actions arising from the results of the survey. School leaders should ensure these results are followed up.

	[REDACTED]		

How well staff support children and young people following incidents of bullying.	Staff engage in professional learning.	Types of professional learning staff enage in.	How effectively staff assess the impact of bullying (including the use of wellbeing indicators.
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]

Additional

Additional

Children's rights are well-established in the school. Children talk confidently about their rights and can connect them appropriately to different aspects of their lives.

Additional

Additional

Additional

Impact of transient nature of the school roll plus island community means the children and young people see each other out with school and through necessity they understand the importance of maintaining social connections

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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

Additional

School Name	SEEMIS/ BEM	PASTORAL NOTES	OTHER SYSTEMS
[REDACTED]	[REDACTED]		
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