

Scrutiny: National Thematic: Inclusion and Positive Behaviour: Senior Leaders Survey

1. Introduction

Prior to visiting a setting Inspectors sent an online survey to the senior leader of the school in order to gather information to support the visit. [REDACTED] responses from Senior Leaders were gathered, a summary of the results are provided in this report.

2. Approaches to Anti-Bullying

All respondents [REDACTED] noted that the school has an anti-bullying policy, however only [REDACTED] reported that stakeholders were involved in the creation of the policy. The majority of respondents stated that the anti-bullying policy includes a definition of bullying. Importantly, the majority of respondents said that they monitor levels of bullying at school level and all agreed that they use the information gathered to improve outcomes for learners.

[REDACTED]

3. Recording incidents

Across most settings, senior leaders noted that they are responsible for recording incidents of bullying. Indeed:

- 13 senior leaders reported in the survey that it is the Headteacher specifically who records incidents of bullying;
- 18 senior leaders reported that senior leaders more generally record incidents of bullying, this could be the Headteacher, Depute Headteacher, Principal Teacher or Head of Guidance etc.;
- [REDACTED]
- [REDACTED].

Most settings record incidents of bullying within 3 days of the incident being reported. Indeed, only 3 settings said that incidents are recorded more than 3 days after the incident being reported.

When are incidents of bullying recorded?	Number of settings
On the same day the incident is reported	[REDACTED]
Between 1-3 days	[REDACTED]
3-5 days	[REDACTED]

In terms of who is informed about the incident, senior leader responses typically noted: parents and carers (of all parties), the HT/PT, class teacher and other relevant staff, and QIO/ Head of Service if serious enough. A number of responses

added that who is informed will be dependent on the context and relevant parties will be informed as necessary.

[REDACTED]

[REDACTED]

4. Patterns and trends in incidents

While [REDACTED] respondents stated that they monitor incidents of bullying at school level, not all have identified trends or patterns in the incidents being recorded. [REDACTED]

[REDACTED]

5. Professional Learning

Senior leaders noted a range of professional learning conducted across settings to support consistent approaches to anti-bullying. INSET days were noted as being important in sharing information, training of staff and to remind staff of policies and their roles and responsibilities. Senior leaders also noted the importance of self-evaluation and collegiate discussion and review in embedding anti-bullying policy. In addition to annual training on safeguarding and child protection, respondents noted the following professional learning had been conducted to support consistent approaches to anti-bullying.

Respect Me	UNCRC input
Rights Respecting School Training	Implementing Restorative Practices/ Conversations
MVP Training	Listening training
Nurture Training	Advanced Listen Well Scotland
ACEs	COSCA certificate of counselling course
CIRCLES	Online CLPL in anti-bullying
Pivotal	Training from LGBT Youth Scotland
Paul Dix	It's Never Acceptable training
Promoting Positive Relationships	Window of Tolerance
Anti-bullying policy training	Bloom
LIAM	Zones of Regulation
Building Resilience in Scotland's Boys	Mental health First Aid
Rookie Rockstars to promote kindness, respect, anti-bullying	Anti-Bullying Ambassador Training
Practical Guide to Mental Health	Drawing and Talking Therapy Training
Emotion Works	