



**What does this mean for bullying
intervention work?**

New Common Inspection Framework

This may bring coherence and consistency

Bullying comes under

‘Personal Development and welfare’

Fewer documents and fewer inspections.

3 main docs, handbook for each phase.

Safeguarding remains a limiting judgement.

SMSC, the promotion of British values and combating radicalisation, of raised importance.

4

Key judgements

the four key judgements are:

- the quality of teaching, learning & assessment
- personal development, behaviour and welfare
- outcomes for pupils
- effectiveness of leadership and management

3

3 Documents

1. The common inspection framework education, skills & early years
2. Inspecting safeguarding in early years education and skills settings
3. School inspection handbook section 8

Overall effectiveness

‘The judgement on overall effectiveness is likely to be inadequate where any one of the key judgements is inadequate and/or safeguarding is ineffective and/or there are any serious weaknesses in the overall promotion of pupils’ spiritual, moral, social and cultural development’.



Inspectors will **always**

make a written judgement in the section on leadership and management about the effectiveness of the arrangements for safeguarding pupils.
(Includes online safety)



Leadership Includes:



Inspectors will consider how well leaders -

- actively promote equality and diversity, tackle bullying and discrimination and narrow any gaps in achievement between different groups of pupils
- actively promote British values
- make sure that safeguarding arrangements to protect children and young people meet all statutory and other government requirements, promote their welfare and prevent radicalisation and extremism.

Inspecting safeguarding includes online safety

Safeguarding is not just about protecting children, learners and vulnerable adults from deliberate harm, neglect and failure to act. It relates to broader aspects of care and education, including: Online safety and associated issues

Safeguarding and promoting the welfare of children and young people is defined in 'Working together to safeguard children'

March 2015 as:

- Protecting children from maltreatment
- Preventing impairment of children's health or development
- Ensuring that children are growing up in circumstances consistent with the provision of safe and effective care
- Taking action to enable all children to have the best outcomes.

Definition of safeguarding (extract paras 10 and 11)

Safeguarding action may be needed to protect children and learners from:

Bullying, including online bullying and prejudice-based bullying
The impact of new technologies on sexual behaviour , for example sexting

Safeguarding is not just about protecting children, learners and vulnerable adults from deliberate harm, neglect and failure to act. It relates to broader aspects of care and education, including:
Online safety and associated issues

The term 'online safety' reflects a widening range of issues associated with technology and a user's access to content, contact with others and behavioural issues.

Grade descriptors

Arriving at judgements about safeguarding arrangements (extract para 34)

In order to make this judgement, inspectors will consider, among other things, children's and learners' understanding of how to keep themselves safe from relevant risks such as exploitation and extremism, including when using the internet and social media.

Inspectors should include online safety in their discussions with pupils and learners (covering topics such as online bullying and safe use of the internet and social media).

Inspectors should investigate what the school or FE provider does to educate pupils in online safety and how the provider or school deals with issues when they arise.

Personal development and welfare

Separate judgements for behaviour and PDW. Where judgements differ, the lower of the two determines the overall judgement.

Inspectors will evaluate the extent to which the provision is successfully promoting and supporting pupils' -

- prompt and regular attendance (bullied children stay away)
- management of their own feelings and behaviour, and how they relate to others
- understanding of how to keep themselves safe from relevant risks
- knowledge of how to keep themselves healthy, both emotionally and physically
- personal development, so that they are well prepared to contribute to wider society and life in Britain

Grade descriptors, outstanding

- Pupils work hard with the school to prevent all forms of bullying, including online bullying and prejudice-based bullying.
- Staff and pupils deal effectively with the very rare instances of bullying behaviour and/or use of derogatory or aggressive language.
- The school's open culture actively promotes all aspects of pupils' welfare. Pupils are safe and feel safe at all times. They understand how to keep themselves and others safe in different situations and settings. They trust leaders to take rapid and appropriate action to resolve any concerns they have.



Grade descriptors ctd.

- Pupils can explain accurately and confidently how to keep themselves healthy. They make informed choices about healthy eating, fitness and their emotional and mental well-being. They have an age-appropriate understanding of healthy relationships and are confident in staying safe from abuse and exploitation.
- Pupils have an excellent understanding of how to stay safe online, the dangers of inappropriate use of mobile technology and social networking sites.
- Pupils' spiritual, moral, social and cultural development equips them to be thoughtful, caring and active citizens in school and in wider society.



Inspectors will ask about bullying

‘Seek pupils’ views about bullying, for example whether they experience bullying, what they do to seek help, how they feel about break times, whether there are any ‘no go areas’ for different year groups – include any pupils who are by themselves ‘

Talk to lunchtime supervisors

‘Ask different pupils about their journey to school – for example how safe they feel; whether they encounter any bullying during that time; what they would do to seek help from the school if they did.’

‘In special schools and pupil referral units, observe pupils as they get off taxis and minibuses and ask them about the trip – consider aspects of safety, such as supervision and bullying.’

Pupil's Views

- pupils' views about behaviour and all types of bullying (these views must be gathered from a range of pupils at informal times, not just from a formal discussion)
- their understanding of the school's stance on bullying, including what happens if someone bullies or is bullied

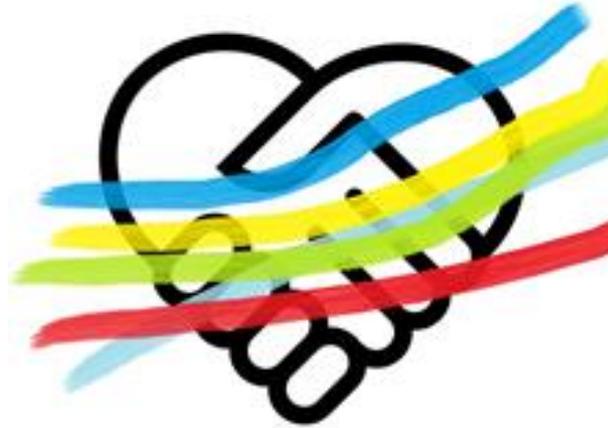


Documentary evidence

- This should include records of bullying incidents, pupils being removed from lessons and the use of rewards and sanctions, and information about exclusion and 'internal exclusion'.
- records and analysis of bullying, discriminatory and prejudicial behaviour, either directly or indirectly, including racist, disability and homophobic bullying, use of derogatory language and racist incidents
- any patterns shown by such records, for example pupils being removed more from certain lessons or at a particular time of day, disabled pupils or those with special educational needs, or from a particular year group or ethnic group receiving more sanctions than others.

Discussion with staff and leaders

Equality, Safety, Respect



Adrienne Katz