



An Incredibly Restorative Relationships, Language and Learning Behaviour Policy: Anti- Bullying Appendix



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Person Responsible:	Natasha Beckles, Inclusion Manager



At the Willow Primary school we want to create a learning environment and community that accurately articulates our vision and core purpose.

The Willow on Broadwaters' Vision

Our children are passionate learners who excel academically and are resilient, reflective, creative and confident. They leave us with the competencies needed to thrive in the current and future world.

To make this vision a reality, all staff, parents, carers and visitors must be able to subscribe to the following core values:

Values

- We ensure our children love coming to school because it is safe, fun, challenging and exciting.
- We have high expectations and are committed to supporting each individual to achieve their dreams.
- Everyone is valued as a unique member of our diverse community.
- We uphold the highest standards in all that we do and look continually to improve ourselves, so that what we do today, we do even better tomorrow.

At The Willow school, we recognise that in order to honour our vision and values, the learning relationships within our community need to be strong and consistently skilled enough to support the high quality social, moral and academic learning that we seek to offer.

With this in mind, our Anti- Bullying Policy is based on thinking drawn from Restorative Approaches training that was delivered in 2014/15.

Please also refer to the following documents.

- A. The Willow Primary Relationships, Language and Learning Policy
- B. Restorative suggestions for addressing unacceptable behaviour
- C. Think about your behaviour sheet (Key Stage 1 and 2 examples).
- D. Who is affected?
- E. Anti- Bullying Reflection Sheet

Anti-Bullying Policy

At The Willow Primary, as an inclusive learning community and restorative school, we actively support children and staff to **build, maintain** and **repair** relationships so that both social and academic learning is maximised.

We believe that everybody in our school community needs to be treated with dignity and respect; and that pupils who are bullying others need to be given the opportunity to learn different ways of behaving. However, we recognise that bullying as a particularly damaging form of 'unacceptable behaviour' that can cause significant and ongoing harm to those it affects.

As a consequence:

- We do not tolerate bullying of any kind.
- We take all incidents of bullying seriously.
- We are committed to acting quickly and decisively to stop bullying.
- We will seek to prevent bullying by teaching children and staff about it.

We acknowledge that bullying does happen from time to time – indeed, it would be unrealistic to claim that it does not. When bullying does occur, everyone should feel confident that incidents will be dealt with promptly and effectively in accordance with our anti-bullying policy.

What Is Bullying?

There is no legal definition of bullying, however it's usually defined as behaviour that is:

- repeated
- intended to hurt someone either physically or emotionally
- often aimed at certain groups, eg because of race, religion, gender or sexual orientation

It takes many forms and can include:

- physical assault
- teasing
- making threats
- name calling
- cyberbullying - bullying via mobile phone or online (eg email, social networks and instant messenger)
- Physical violence such as hitting, pushing or spitting at another pupil.
- Interfering with another pupil's property, by stealing, hiding or damaging it.
- Using derogatory or offensive names when addressing another pupil.
- Teasing or spreading rumours about another pupil or his/her family.
- Belittling another pupil's abilities and achievements.
- Writing offensive notes or graffiti about another pupil.
- Excluding another pupil from a group activity.
- Ridiculing another pupil's appearance, way of speaking or personal mannerisms.
- Misusing technology (internet or mobiles) to hurt or humiliate another person.

The school has adopted the following definition of bullying as our shared understanding of what bullying is:

a) *Bullying is any deliberate, hurtful or threatening behaviour or language by an individual or a group towards other members of the school community. It is usually repeated over a period of time (if in doubt, remember the STOP acronym– it happens Several Times On Purpose). However one off incidents of sexist, racist, and homophobic harassment are treated as bullying incidents, whilst the incident is investigated, due to the potential harm that they can cause.*

What other school policies does this policy link with?

- Child Protection;
- Restorative Relationship, Language and Learning Behaviour Policy;

How are our stakeholders informed about our Behaviour, Relationships & Anti- Bullying Policies?

- Awareness raising programmes (INSET, Curriculum, parent information evenings)
- Survey/questionnaires distributed to pupils, parents and whole school staff.
- Obtaining the views of elected student representatives e.g. school's council or RA peers mentors
- Seeking the views of parents at information evenings.
- Monitoring, evaluation and review.

What are the responsibilities of the stakeholders?.

Example:

The Responsibilities of Staff

Our staff will

- Foster in our pupils self-esteem, self-respect and respect for others
- Support children to articulate their needs
- Intentionally teach about empathy
- Demonstrate by example the high standards of personal and social behaviour we expect of our pupils.
- Discuss bullying with all classes, so that every pupil learns about the damage it causes to both the child who is bullied and to the bully and the importance of telling a teacher about bullying when it happens.
- Be alert to signs of distress and other possible indications of bullying.
- Listen to children who have been bullied, take what they say seriously and act to support and protect them.
- Report suspected cases of bullying to (Natasha Beckles - Inclusion Manager).
- Follow up any complaint by a parent about bullying, and report back promptly and fully on the action which has been taken.
- Deal with observed instances of bullying promptly and effectively, in accordance with:
 - Communi-Tree Roots,
 - Restorative Enquiry Process
 - Restorative Suggestions for Unacceptable Behaviours
 - Behaviour Policy Appendices

The Responsibilities of Pupils

We expect our pupils to:

- Avoid involvement in any kind of bullying, even if that means being unpopular.

- Help the pupil who is being bullied, by naming the behaviour as bullying.
- Tell a member of staff any instances of bullying, to dispel any climate of secrecy and help to prevent further instances.

Anyone who becomes the target of bullying should:

- Remember our INCREDIBLE learning powers and try their best to use our Brave and Expressive powers to help them tell an adult and put an end to the bullying.

The Responsibilities of Parents/ Carers

We ask our parents/ carers to support their children and the school by:

- Watching for signs of distress or unusual behaviour in their children, which might be evidence of bullying.
- Encouraging their children to report any bullying to (member of Senior Leadership /their class teacher) and explain the implications of allowing the bullying to continue unchecked, for themselves and for other pupils.
- Advising their children **not** to retaliate violently to any forms of bullying.
- Being sympathetic and supportive towards their children, and reassuring them that appropriate action will be taken;
- Keep a written record of any reported instances of bullying
- Informing the school of any suspected bullying, even if their children are not involved;
- Working with the school, if their children are accused of bullying, try to establish the truth and point out the implications of bullying, both for the children who are bullied and for the bullies themselves.

The Responsibilities of All

Everyone should:

- Work together to combat and eradicate bullying.

The school uses the following measures to help prevent, reduce, monitor and address bullying

- Circle Time sessions
- Communi-Tree Roots
- SIMS records and sanctions
- Anti- Bullying Record Sheet

What is our procedure for dealing with incidents of Bullying Behaviour?

(Includes steps taken to support and respond to the needs of both bullied and bullying pupils.)

There are a number of steps taken to support and respond to the needs of both bullied and bullying pupils. SLT and Learning Mentors have received specific training articulating their role and the key steps of dealing with incidents of unacceptable behaviour (including Bullying) using a Restorative Approach. This should result in the following:

- **‘Think About your Behaviour’; Anti- Bullying** and **‘Who is affected?’** records must be completed and retained.
- A Restorative Enquiry Investigation carried out
- Reference made to **‘ Restorative Suggestions for Unacceptable behaviour’**
- Contacting parents/carers of all affected pupils, involved in the bullying incident.
- Resolution feedback to all those concerned.
- Restoration actions and sanctions, agreed and satisfactorily executed. .

- If deemed necessary – Referral to relevant LA and Health professionals eg. Behaviour Management Team, Education Psychology, CAMHS, School Nurse.
- Establishment a simple method of monitoring to ensure that all bullying has ceased.

How do we ensure the Continuous Professional Development of Staff, in this respect?

All teaching and support staff engage with at least termly training on behaviour which may look at Anti-bullying directly or the underlying causes of behaviour including bullying behaviour.

Non-teaching staff may have up to two training regarding Behaviour Management or Ethos, per academic year.

How will we monitor, review and share this policy?

This policy will be reviewed in a two year basis, in the term following the review of the main Relationships, Language and Learning policy.

A copy of all Willow School policies, including this policy, can be found on the school website:

www.thewillow.haringey.sch.uk

The Restorative Questioning Sequence

I am wondering if someone was feeling/ thinking...

1) **What happened?**
What's happening?
What's up?
What is the problem?

2) **What were you thinking when that happened?**
And so what were you feeling at that point?

5) **What needs to happen now to repair the harm/ put things right?**
(What could you do?)

4) **What do you need so things can be put right?**
So you can move on from this?

3) **Who has been affected by what's happened – and how?**

