

# **United Against Bullying School Case Study: Restorative practice**

## **How Delves Junior School used restorative practice**

### **Context of our anti-bullying work**

Delves signed up to the ABA in September 2021. Following the completion of the baseline audit, during the action planning process, it became evident that we have a strong policy for behaviour that is focussed on building relationships, but we needed to focus further on the following strands:

- 1.7) Pupils are supported to be actively involved in anti-bullying initiatives (e.g. including awareness raising, peer support)
- 2.2) The policy is easy to understand for pupils, parents and staff
- 4.7) The school has implemented strategies to encourage peer-to-peer support/defenders

### **What we hoped to achieve**

Our Building Relationships Policy is accessible for all stakeholders and our restorative approach is embedded to enable pupils to support each other:

- A restorative approach underpins our approach for staff, parents and pupils.
- Increased understanding of our approach and policy for pupils and parents.
- Increased and appropriate support is available for all pupils.
- Pupil-led approaches are embedded.

### **The action we took**

Meeting took place with Assistant Head for Inclusion and Head of School to make amendments to Building Relationships Policy. This included adding the Anti-bullying Alliance definition of bullying.

A new parent information leaflet was designed and shared. We also hosted an online meeting for parents about restorative practice; this included time for parents to ask questions and share their thoughts about how we could develop our communication further.

Meetings in school start with a 'Check-in' question to embed the restorative approach and to effectively build relationships between staff.

School Leadership Team met to plot out opportunities for pupil-led approaches. These included:

- Safety Patrol (Play leaders) on the playground-the Pastoral Mentor leads on this. She has liaised with staff to select appropriate children and they have then had training about how to support other children.

- Anti-bullying Ambassadors and Wellbeing Champions-these children have been carefully selected and some of them have previously had incidents where they have been bullied. They have had training from the AHT for Inclusion and are now taking part in achieving the Diana Award.

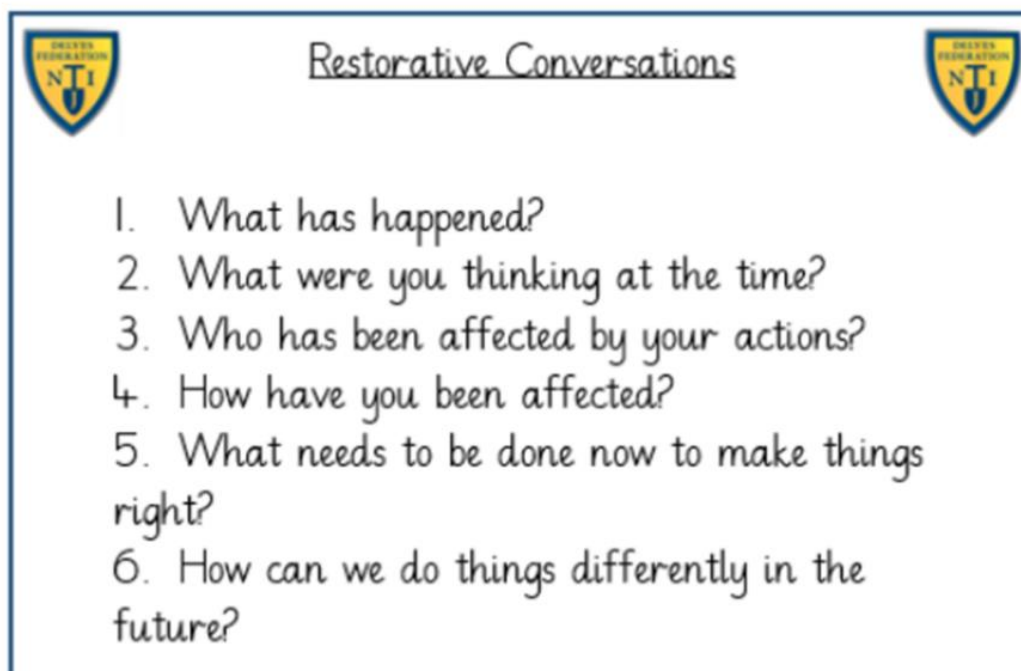
Weekly Staff Bulletin now includes scenarios or revisits key parts of restorative practice so that staff are constantly refining their knowledge and understanding.

A presentation was delivered to Governors including information about how we implement our Building Relationships Policy and how this approach works alongside our wider approach to personal development and behaviour. Whole Federation staff training was delivered by Mark Finnis and governors also attended this.

Assistant Head for Inclusion has delivered training on restorative practice and emotion coaching to Lunchtime Supervisors.

Staff have had opportunities to practise and role-play restorative conversations during staff meetings.

Lessons have been delivered to all of our children about restorative practice. These have included explaining the key vocabulary, going through the systems in school that reflect this approach and providing them with sentence prompts for using restorative practice in their own interactions with each other. A 'child-friendly' version of the Building Relationships Policy was shared.

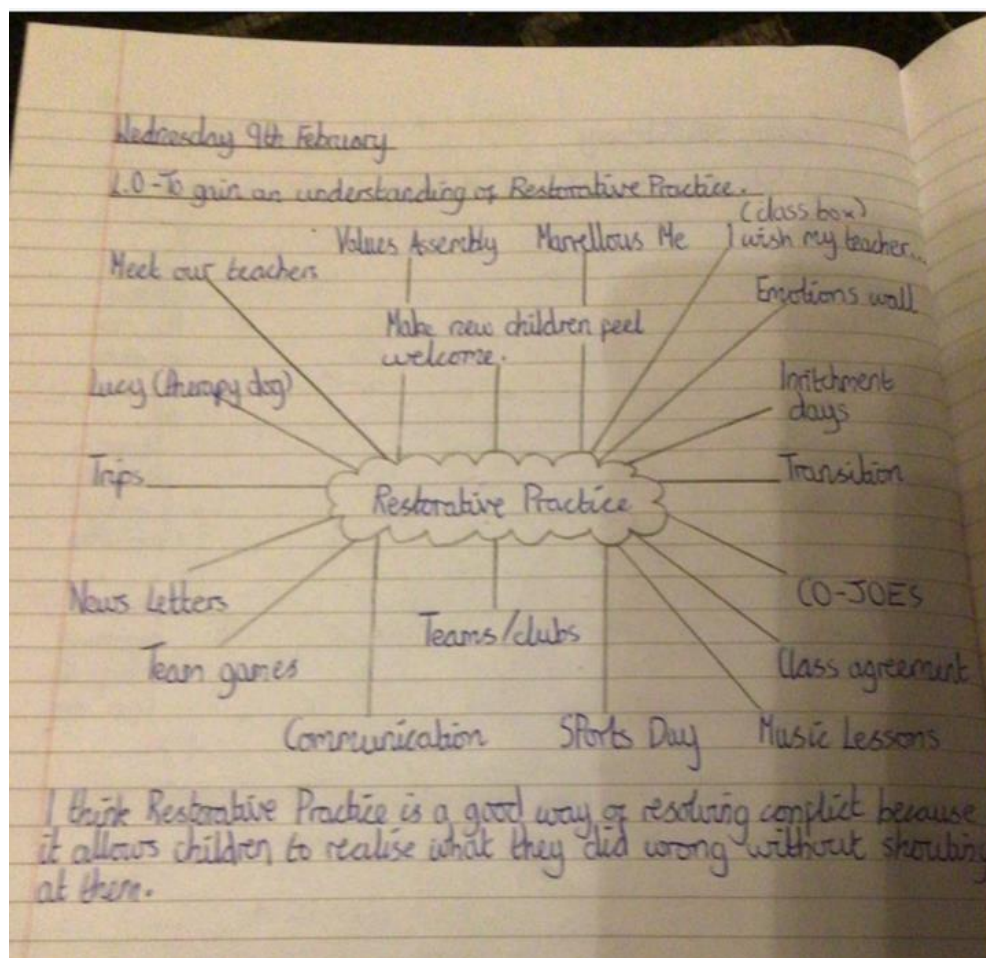


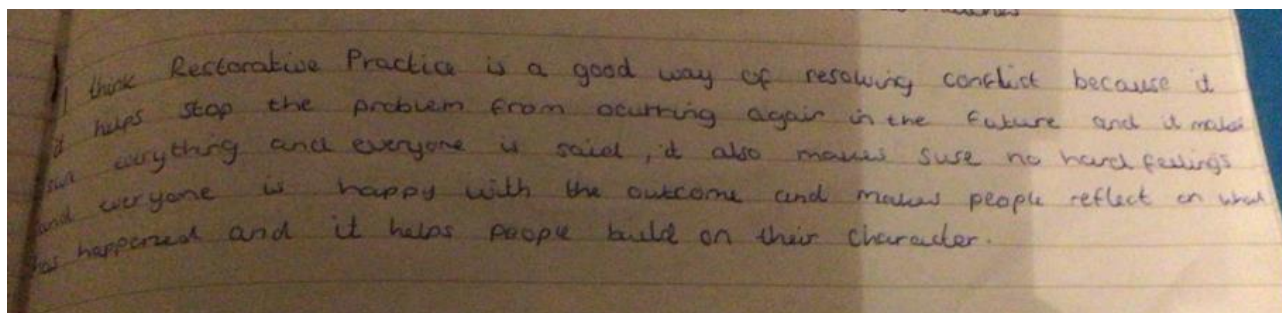
## Impact and outcomes of the work

Evidence from recent (January 2022) OFSTED inspection:

- 'Pupils are happy and safe. They are well cared for and want to come to school. Bullying is not tolerated at the school. Leaders act swiftly and effectively to resolve any concerns.'
- 'Children 'feel safe, well cared for and most of all included', which was typical of many parents' and carers' comments.'
- 'Play leaders and wellbeing champions help pupils to play well together during social times.'
- 'Leaders have created a highly positive culture where pupils take ownership of their behaviour. Everyone is encouraged to care for and help each other.'
- 'Pupils learn about safety in the home and the local community. They also learn about how to maintain healthy relationships and keep safe when online.'

Children understand restorative practice; they use the vocabulary such as a restorative conversation. They are aware of the support that they can access if they have any worries or concerns both from staff and from other children.





Through information shared with Parents, they have a good understanding of support that can be offered in school. See school website for further details:

<https://primarysite-prod-sorted.s3.amazonaws.com/delves-junior-school/UploadedDocument/4f02342e-8284-4917-af69-58e8c21f6ac1/restorative-practice-parent-leaflet.pdf>

Our school was nominated and shortlisted for the Alex Timpson Award; our restorative approach underpinned this nomination. See video link on school website - <https://delves-junior-school.primarysite.media/media/personal-development-at-delves-junior-school>

#### **Next steps:**

- Continue to develop the children's roles and expertise in school.
- Development of the school house to support building effective relationships with the community (this is in partnership with Walsall Virtual Schools).
- Support other schools to establish a restorative approach to behaviour.

#### **What we have learned**

- Ensure systems and processes continue to embed restorative practice.
- Invite parents/carers into school for a face-to-face workshop about restorative practice.
- Ensure induction for new staff includes a detailed section on our Building Relationships Policy and how this supports our anti-bullying work and our whole approach to personal development and behaviour.
- Continue to elevate and celebrate those children involved in supporting their peers.