FamilyCare

Healing pasts • Building futures

Education

Anti Bullying Policy

www.family-care.co.uk

Anti-Bullying Policy

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1. Introduction
At Family Care Education, our approach to bullying is rooted in our attachment-aware, trauma-informed, and relationship-based framework. We recognise that all behaviour is a form of communication and strive to understand and respond to all behaviours—especially those that may be perceived as bullying—through the lens of curiosity, connection, and compassion.

2. Definition of Bullying
Bullying is defined as:
Repeated behaviour intended to hurt someone physically, emotionally, or socially, where there is an imbalance of power.
However, in our setting, we differentiate bullying from behaviours that may appear as bullying, but which stem from neurodivergent communication styles, social misunderstandings, or emotional dysregulation. Each incident is assessed with care, considering the intent, impact, and context.

3. Key Principles
- **Safety and Belonging**: Every child has the right to feel safe and valued.
- **Secure Relationships**: We respond to all concerning behaviours with an attachment-aware approach.
- **Restorative Culture**: Repairing relationships is central. We prioritise restorative conversations over punitive actions.
- **No Labels**: We avoid labelling children as 'bullies' or 'victims'. Instead, we refer to them as the alleged instigator and alleged recipient.
- **Understanding Over Assumption**: Retaliatory behaviours or defensive aggression can be misinterpreted as bullying. Every situation is fully investigated with all voices heard.

4. Responding to Alleged Bullying
Every concern is treated seriously and investigated promptly, ensuring:
- A calm, PACEful conversation is held with each child involved.
- Emotional regulation support is offered before exploring the incident.
- We explore what happened, how it felt, the impact, and what needs to happen next.
- Both the alleged instigator and recipient are supported, not punished.
- The Secure Base Model is applied to ensure emotional safety, trust, and exploration.
- If behaviour patterns emerge, an individualised plan is developed and shared with parents/carers.

5. Recording and Monitoring
- All incidents are recorded using the school's agreed format (Behaviourwatch).
- Repeat patterns or escalations trigger a review meeting with key adults and family members.
- Responses are monitored for fairness and effectiveness.

6. Supporting All Parties
Support is provided for both the alleged instigator and recipient:
- **Alleged recipient**: Supported through validation, emotional coaching, and opportunities to feel safe and empowered.
- **Alleged instigator**: Offered restorative support, reflection, emotional coaching, and strategies for communicating needs safely.
- Focus on restoring relationships and building resilience, not assigning blame.

7. Working in Partnership
- Parents/carers are engaged with sensitivity.
- External professionals may be involved where additional needs are identified.
- Staff receive ongoing training in restorative practice, the Secure Base Model, and understanding neurodiversity and trauma.

8. Prevention Through Culture
- Differences are celebrated.
- Pupils are taught empathy, kindness, and boundaries through PSHE and circle times.
- Adults model respectful communication and emotional regulation.
- Any form of exclusion is noticed and addressed.

9. When Bullying is Confirmed
If behaviour is determined to meet the threshold for bullying:
- A tailored response plan is agreed with the young person and family.
- Logical, natural consequences are implemented in a respectful, reparative way.
- Regular follow-up takes place to ensure the wellbeing of all involved.

10. Student-Led Anti-Bullying Charters
Each school will meet with their Student Council to co-create a Student Anti-Bullying Charter based on their school's shared principles. These charters empower pupils to define kindness, respect, and the support they expect.

11. Our Shared Theme: "Kindness is the Key"
Kindness is our most powerful tool in preventing bullying. Every member of our community is responsible for upholding a culture of care, inclusion, and respect. We all own the responsibility to notice, listen, and act when someone feels unsafe or excluded.

- **Example School Charter: Rodenhurst Anti-Bullying Pupil Promise**

Rodenhurst Anti Bullying Charter

Rodenhurst School

Everyone belongs at Rodenhurst.

BE KIND

Use kind hands and feet

Think kind thoughts

Be kind to brains that work differently

Include with kindness

If something feels unkind – tell a grown-up.
We all listen.

Kindness is our superpower.

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Appendix:
P.A.C.E. andThe Secure Base Model

P.A.C.E. Approach
Playfulness, Acceptance, Curiosity, and Empathy are central to our relational approach. P.A.C.E. helps adults respond to children in a way that promotes emotional safety, connection, and co-regulation.

The Secure Base Model

Our practice is grounded in the Secure Base Model, focusing on:

- **Availability**: Being present physically and emotionally.
- **Sensitivity**: Attuning to emotional states.
- **Acceptance**: Valuing the child unconditionally.
- **Co-operation**: Working with the child.
- **Belonging**: Fostering inclusion and school membership.

This framework ensures our responses to bullying are relational, restorative, and supportive.