

ANTI-BULLYING CURRICULUM (ABC) SUMMARY FOR FAMILIES

1. What is bullying: *Bullying is the repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. It can happen face to face or online. (Anti-Bullying Alliance)*



We recognise that just like in wider society, bullying does happen at ABB. We also know that not all relationship or behaviour issues fall within the category of bullying. We use our **Fellowship Spectrum** (see above) to help us scale where we feel incidences of expected and unexpected behaviour fit along this spectrum & then we can respond appropriately. Some unexpected behaviour will fall within the category of poor fellowship. Other unexpected behaviour will fit within the harassment category where someone feels uncomfortable or upset because someone else is worrying or annoying them repeatedly. This can often be silly or selfish or thoughtless. We focus on low-level behaviour to prevent it from progressing on to bullying.

We Are ONE!



At ABB we call ourselves a “rainbow” school and our inclusion motto is “We are ONE.”. We do not tolerate prejudice or discrimination, including bullying, of any kind. We explicitly recognise and promote equality and equity. We take a proactive, preventative education approach to ensure all pupils receive the appropriate level of support to help them to be successful at school.

We use our **Anti-Bullying curriculum** to teach our children about recognising, reporting and responding to bullying. We also use **the wider curriculum**, e.g. PSHE, to reinforce the inclusive ethos and values of the school, and to help pupils to develop personal strategies to combat any unexpected behaviour. We work with the children on understanding how to avoid bullying as much as to stop it when it happens

What is bullying?

Several Times One-sided, Mean, Purposeful

Before you speak:

THINK

- T** = Is it True?
- H** = Is it Helpful?
- I** = Is it Inspiring?
- N** = Is it Necessary?
- K** = Is it Kind?

We remind staff and children on a daily basis that we are not **S.T.O.M.P.ers**. We strive to be **T.H.I.N.K.ers** (see above) in all that we do think, say and do.

School response: We adopt a supportive, proactive and problem-solving approach to all reported bullying. All reported bullying will be investigated. We will then use our tiered approach within **Our Fellowship Code** to build up character traits like resilience and perseverance using a combination of self-help, peer support & adult support. If someone is finding it hard to improve their behaviour, then we will develop a bespoke **Fellowship Plan** with them



I am my own hero

SELF-HELP



Peer Support



Reporting & Recording: As outlined in our PBfL Policy summary for parents, we have a variety of ways in which children can report bullying and ask/receive support and guidance. We use CPOMs to record all incidents of bullying. This will include type & frequency of bullying, action taken, consequences applied, support given and engagement with parents. We can then monitor incident numbers and identify any patterns in bullying e.g. same pupils, same class, same year group.

Support: As well as our PBfL support strategies, we recognise that some of our children and families may benefit from pastoral support from our Inclusion Team. For some children, the main barrier to overcoming bullying behaviour is having the expressive language to be able to discuss what they are feeling and thinking. We support the development of expressive language in class as well as additional support like emotion coaching, emotions scaling, Draw & Talk therapy.

Repair & Restore: We use the process of reconciliation to support the children to try and support the children to move from hurt and anger to forgiveness and fellowship.



1. Be ready to **connect to correct**
2. **Say sorry, show sorry** (apologise)
3. Give & receive **forgiveness**
4. Be open to **reconciliation**