



Anti-bullying Policy

SOUTH NORMANTON NURSERY SCHOOL

Adopted at the meeting of the Full Governing Body on **9th May 2023**

Minute Number **80/23**

Chair of Governors

Record of Policy Amendment / History

Version/ Issue	Date	Author	Reason for Change
1	01.07.15	SA	New policy
2	03.10.16	SA	New content added
3	28.9.17	SA	New content added to overall policy shown in yellow. Examples of practice shown in pink.
4	08.10.18	SA	New content added in blue relating to RRS award
5	27.06.22	PH	Updated
6	28.03.23	PH & Parents	Updated

This policy has been considered and written in conjunction with our Rights Respecting School's charter adapted from the United Nations Convention on the Rights of a Child.

'In our school, we believe that every child has the right to play, learn and grow in an inspiring, empowering and safe environment protected from harm and treated fairly. We believe that each one of us has a responsibility for the world and its inhabitants, both of which deserve respect and nurture.'

South Normanton Nursery School Charter

ANTI-BULLYING POLICY

1) Objectives of this Policy

This policy outlines what South Normanton Nursery School will do to prevent and tackle bullying. The policy has been drawn up through the involvement of the whole school community and we are committed to developing an anti-bullying culture whereby no bullying will be tolerated.

2) Our school community:

At South Normanton Nursery School, we are committed to a Bullying Free Environment by embedding our 'Rights Respecting Promise' and by having a shared vision and belief that around every child has a right to be safe and to play and learn in line with the United Nation Convention on the Rights of a Child.

Bullying affects everyone, not just the bullies and the victims. No one person or group, whether staff or child, should have to accept this type of behaviour. Only when all issues of bullying are addressed, will a child best be able to benefit from the opportunities available at the Nursery.

Although bullying in the strongest context of the word could occur at South Normanton Nursery School, it is recognised by practitioners that early childhood children are developing their personalities and friendships, as well as exploring boundaries and appropriate behaviour which can result in conflict and clashes of personality. We recognise that some play behaviour may include some aspects of what could be seen as bullying, but when one or more parties becomes targeted on a frequent and recurrent basis the experience of those affected can be extremely negative. In the rare cases where hurtful behaviour is defined as bullying and despite all efforts to prevent it, we will respond to all incidents thoroughly and sensitively.

Our school community:

- Discusses, monitors and reviews our anti-bullying policy and practice on a regular basis.
- Supports all staff to promote positive relationships to prevent bullying and will intervene by identifying and tackling bullying behaviour appropriately and promptly.
- Ensures that pupils are aware that all bullying concerns will be dealt with sensitively and effectively; that pupils feel safe to learn; and that pupils abide by the anti-bullying policy.
- Reports back to parents/carers regarding their concerns on bullying and deals promptly with complaints. Parents/ carers in turn work with the school to uphold the anti-bullying policy.
- Seeks to learn from good anti-bullying practice elsewhere and utilises support from the Local Authority and other relevant organisations when appropriate

Practitioners minimise occurrences by being observant and recognising that some children prefer the company of others and some don't. We use the accident and behaviour files to look at patterns of behaviour and triggers. Fully understanding each child and observing them, helps with the restorative approach we use. If any level of bullying is suspected, observed or reported, the matter will be taken seriously, dealt with promptly and all parties will be supported appropriately and fairly. This will involve working towards a shared understanding of the causes of the behaviour. Practitioners understand that all behaviour is a form of communication and should be recognised as such. Matters will be documented as necessary and reported to a key person, the Headteacher and parents if deemed necessary.

3) Definition of bullying

Children as young as 3 and 4 are learning to play and socialise with their peers. It is important to recognise the difference between 'relational conflict' where there is a falling out, and bullying. Bullying is "Behaviour by an individual or a group, usually repeated over time that intentionally hurts another individual either physically or emotionally and involves an imbalance of power". (DfE "Preventing and Tackling Bullying", July 2017)

Bullying can include: name calling, taunting, mocking, making offensive comments; kicking; hitting; taking belongings; producing offensive graffiti; gossiping; excluding people from groups and spreading hurtful and untruthful rumours. This includes the same inappropriate and harmful behaviours expressed via digital devices (cyberbullying) such as the sending of inappropriate messages by phone, text, Instant Messenger, through websites and social media sites and apps, and sending offensive or degrading images by mobile phone or via the internet.

Bullying also involves an imbalance of power between the perpetrator and the victim. This could involve perpetrators of bullying having control over the relationship which makes it difficult for those they bully to defend themselves.

4) Forms of bullying covered by this Policy

Bullying can happen to anyone. This policy covers all types of bullying including:

- Bullying related to race, religion or culture.
- Bullying related to SEND (Special Educational Needs or Disability).
- Bullying related to appearance or physical/mental health conditions.
- Bullying related to sexual orientation (homophobic and bi-phobic bullying).
- Bullying of young carers, children in care or otherwise related to home circumstances.
- Sexist, sexual and transphobic bullying.
- Bullying via technology –"cyberbullying"

5) Preventing, identifying and responding to bullying

The best way to deal with bullying is to try and prevent it from occurring. Staff work closely with the children to foster and develop positive social interactions between themselves and their peers.

The school community will deal with any bullying in an appropriate way relating to the age of the child:

- Create and support an inclusive environment which promotes a culture of mutual respect, consideration and care for others which will be upheld by all.
- Work with staff and outside agencies to identify all forms of prejudice-driven bullying.
- Actively provide systematic opportunities to develop pupils' social and emotional skills, including their resilience.
- Provide a range of approaches for pupils, staff and parents/carers to access support and report concerns.
- Challenge practice which does not uphold the values of tolerance, non-discrimination and respect towards others.
- Consider all opportunities for addressing bullying in all forms throughout the curriculum and supported with a range of approaches such as through displays, assemblies, peer support and the school/student council.
- Regularly update and evaluate our approaches to take into account the developments of technology and provide up-to-date advice and education to all members of the community regarding positive online behaviour.
- Train all staff to identify all forms of bullying, follow the school policy and procedures (including recording and reporting incidents).
- Proactively gather and record concerns and intelligence about bullying incidents and issues so as to effectively develop strategies to prevent bullying from occurring.
- Actively create "safe spaces" for vulnerable children and young people.
- Use a variety of techniques to resolve the issues between those who bully and those who have been bullied.
- Celebrate success and achievements to promote and build a positive school ethos.
- Be encouraged to use social media responsibly

Young children's bullying often looks different from bullying among older children. Understanding the variety of ways that young children may become involved in bullying in early childhood settings can help staff prevent and stop bullying.

AS A NURSERY:

Follow the Behaviour Policy as a preventative measure:

- a) To provide an enabling and proactive environment in order to minimise opportunities for bullying.
- b) Follow the Rights Respecting Schools Charter and guidance as set out in the rights of the child.
- c) Promote the language of 'I have a right to ...' in everyday play and learning sessions with children, staff, Governors and visitors.
- d) Use any opportunity to discuss the appropriate way to behave towards each other.
- e) Deal quickly, firmly and fairly with any incidents, involving parents where necessary in a POSITIVE AND CALM MANNER.
- f) The staff will continue to have a firm but fair approach to behaviour management using our behaviour rules.
- g) Challenge stereotypes and openly discuss what is right and what is wrong.
- h) Encourage children to discuss how they get on with other people and to form positive attitudes towards other people exploring what friendship is.

- i) Encourage children to treat everyone with respect.
- j) We will treat bullying as a serious offence and take every possible action to eradicate it from our Nursery.
- k) Have discussions and suitable training to continue personal development within Behaviour management both on an individual and group basis, with safeguarding and child protection policies at the forefront of our practice.
- l) Understanding the bigger picture of bullying as children grow older and the difficulties that could be faced and what to do if you suspect bullying within families or the local community.

At our school our staff are aware that the emergence of bullying is based on the formation of specific relationships among children who bully, children who are bullied, and children who observe the bullying—the bully, the victim, and the bystander.

The Bully

Children who bully need to learn to stop bullying, engage in more co-operative behaviours, and develop empathy and social problem-solving skills.

The Victim

Children who are targets of bullying need to learn how to respond to bullying with assertiveness, rather than by submitting or counter-attacking.

The Bystander

Bystanders need to learn that they have the power to stop bullying and how to use problem-solving strategies to help prevent and stop bullying.

Staff know to use the strategy of “Stop, Coach and Engage”. Stop the behaviour, coach the victim to respond and engage the children watching to support and be kind.

Our staff know that early childhood settings are where many children first observe or experience early forms of bullying behaviour. If educators don't intervene to stop bullying, children learn that bullying is an acceptable way to behave and this is a non-negotiable here at South Normanton Nursery School - all staff model, observe, analyse and intervene where needed.

6) Involvement of pupils

We will act in an appropriate way relating to the age of the child:

- Regularly talk to children about what bullying is.
- Ensure that all pupils know how to express worries and anxieties about bullying.
- Ensure that all pupils are aware of the range of sanctions which may be applied against those engaging in bullying.
- Involve pupils in anti-bullying campaigns in schools and embedded messages in the wider school curriculum.

- Publicise the details of help lines and websites.
- Offer support to pupils who have been bullied and to those who are bullying in order to address the problems they have.

Our key to success lies in advance preparation to deal effectively with bullying before, during, and after it occurs.

- understand what bullying is, it's different forms, what it looks like in early childhood, what it can turn into and that it is preventable.
- recognise, identify and understand the types of roles in bullying in young children
- talk openly with the children about bullying tied in with stories, role play and other experiences children share. Let them know it is not right and we all need to work together to ensure it does not happen.
- teach and model for children the social skills needed to stop and prevent bullying - including empathy
- work together to embed our five finger rights respecting rules that help to prevent bullying - use our children's voices to amend and review our rules.
- use every opportunity that may arise around bullying as a teachable moment
- work with parents to educate and support in the prevention of bullying

Staff discuss, implement and explore the following to prevent bullying:

- teasing or taunting
- use of signs and symbols to ensure that everyone has a voice regardless of their levels of communication
- are we all friends together?
- on purpose
- how are we different or similar
- helping friends to feel better
- openly model kindness and helpfulness
- staying safe in Nursery
- how do children keep their 'cool'
- ignore
- stand up to bullies
- age appropriate problem solving activities
- and most importantly - how do we label feelings

Being able to label feelings is crucial to a child knowing what they feel like - happy or sad just does not cut it, as children cannot tailor every feeling to this - what about the angry feeling in your tummy (it could be hunger) or the wobbly feeling deep down (it could be worry). We use the story 'The Colour Monster' as a foundation for talking about feelings - we use feeling labels every day and we embed a culture of it is ok to feel..... We never stop a child from feeling, as we support them to recognise it, label it and talk about what we need to do next. There are always resources from this story available in different parts of the Nursery to use to support children with their feelings and for children to use them independently to support each other or to just experience them.

7) Liaison with parents and carers

We will :

- Make sure that key information (including policies and named points of contact) about bullying is available to parents/carers in a variety of formats.
- Ensure that all parents/carers know who to contact if they are worried about bullying.
- Ensure all parents/carers know about our complaints procedure and how to use it effectively.
- Ensure all parents/carers know where to access independent advice about bullying.
- Work with all parents/carers and the local community to address issues beyond the school gates that give rise to bullying.
- Ensure that parents work with the school to role model positive behaviour for pupils, both on and offline.

We have the following advice for parents:

Talk to your child about bullying - help them to develop the social skills needed to prevent being a bully, a victim or a bystander. Ask for help if you need it - a member of staff is always available to talk.

AS A PARENT:

- a) Look for unusual behaviour in your children. For example, they may suddenly not wish to attend nursery or they may regularly say that they feel ill. Try not to ask leading questions, encourage your child to tell you or show you what is the matter.
- b) Always take an active role in your child's education, talk regularly to your child's key worker and engage with your child's learning journey 'Tapestry' with your child to prompt conversations.
- c) If your child encounters any problems at the Nursery, inform your child's key person straight away. Your complaint will be taken seriously and appropriate action will follow as soon as possible.
- d) It is important that you advise your child not to fight back. It can make matters worse! Tell them to ask for help and to tell any adult as soon as possible so the incident can be dealt with effectively.
- e) Try to ensure that your child maintains a positive image of themselves.

8) Links with other school policies and practices

This Policy links with a number of other school policies, practices and action plans including:

- Behaviour and discipline policy
- Complaints Policy
- Safeguarding and child protection policies
- Confidentiality Policy
- Online Safety Policy and IT Security and Acceptable Use Policy (AUPs)
- Use of mobile phone and social media policies

9) Links to legislation

There are a number of pieces of legislation which set out measures and actions for schools in response to bullying as well as criminal law. These may include:

- The Education and Inspection Act 2006, 2011
- The Equality Act 2010
- The Children Act 1989
- Protection from Harassment Act 1997
- The Malicious Communications Act 1988
- Public Order Act 1986
- The Computer Misuse Act 1990

10) Responsibilities

It is the responsibility of:

- School Governors to take a lead role in monitoring and reviewing this policy.
- Governors, the Headteacher, Senior Managers, Teaching and Non-Teaching staff to be aware of this policy and implement it accordingly.
- The Headteacher to communicate the policy to the school community and to ensure that disciplinary measures are applied fairly, consistently and reasonably.
- Staff to support and uphold the policy
- Parents/carers to support their children and work in partnership with the school
- Pupils to abide by the policy.

The named Governor with lead responsibility for this policy is: **Siobhan Johnston**

The named member of staff with lead responsibility for this policy is: **Peter Hallsworth**

11) Monitoring & review, policy into practice

This policy was approved by the Governing Body on:

This policy will be monitored and reviewed in:

The named Governor for bullying will report on a regular basis to the Governing Body on incidents of bullying and outcomes. The school will ensure that they regularly monitor and evaluate mechanisms to ensure that the policy is being consistently applied. Any issues identified will be incorporated into the school's action planning.