

Howard Street Nursery School Anti-Bullying Policy for Children

Definition of Bullying:

- Perceived or intended hurt, pain, suffering or humiliation – by one child (or group) to another, usually repeated over time.
- This may include physical violence and threats as well as verbal assaults and taunts.
- Or deliberately intending to destroy, remove or damage the personal property of another.

Rationale (Why we are making this policy)

We at Howard Street Nursery School believe that all children have the right to learn in a safe, secure and stimulating environment.

Childhood should be a time of happiness, growth and development and should be free of fear.

Bullying is a bad thing for bully and victim alike and should always be taken seriously and dealt with.

Bullying is not an inevitable part of growing up and does not have to be tolerated.

Objectives:

1. To raise awareness of the nature and impact of bullying.
2. To ensure that all feel safe and free from bullying and intimidation.
3. To build an ethos where learners feel safe, free from threat and intimidation, therefore promoting a consistent approach towards identifying, challenging and responding to bullying.
4. To promote good relationships where all are treated well and where learners care for each other.
5. To act promptly and effectively at the first sign of bullying.
6. To encourage learners and parents to report any attempted bullying
7. To protect and reassure any victims of bullying.
8. To have effective sanctions to deter bullying and to have successful strategies to reform bullies.
9. To make this a happy school that is free from bullying.
10. To ensure the management of bullying is the responsibility of us all.
11. To promote the emotional; resilience of children.

What is the effect of bullying?

Bullying can seriously damage children and young people's confidence and sense of self-worth, and they will often feel that they are at fault in some way. It can lead to serious and prolonged emotional damage for an individual. Those who bully or witness bullying can also experience emotional harm, and the impact on parents and staff can be significant.

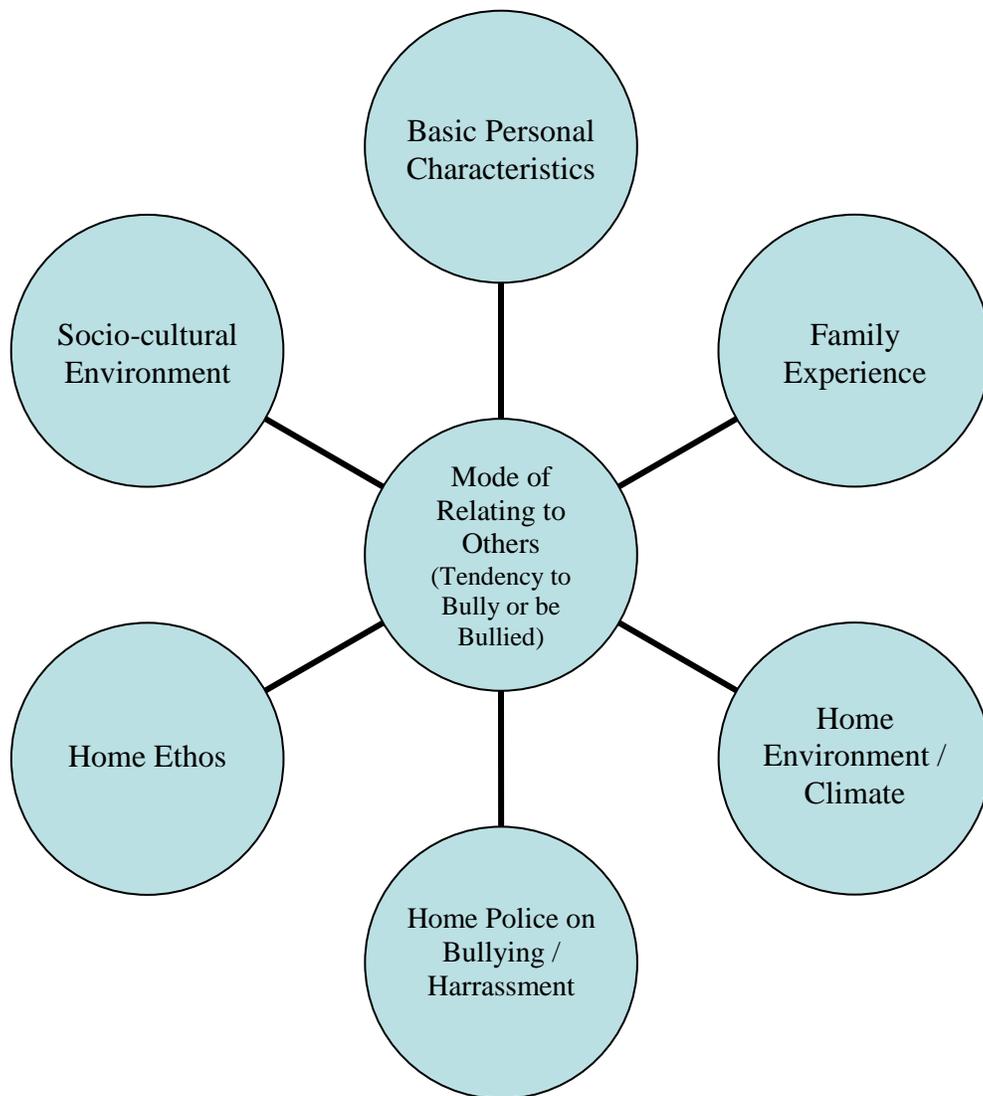
The most common effects of bullying are:

- Anxiety and depression that can lead to intermittent and long-term absence from school, physical illness, psychosomatic complaints or even suicide.
- Poor self-esteem, which inhibits pupils from forming positive relationships, leads to feelings of worthlessness and betrayal, and causes some to lower their expectations, standards of work and therefore their academic attainments.
- Withdrawal, which may lead to low participation in school and other activities.
- The effects of bullying can last well into adulthood.

Possible indicators of bullying are:

Disturbed sleep, bed-wetting, head and stomach aches, problems with concentration, changes in behaviour and attitude, truanting, bullying other children, damaged or missing clothes/money/property, asking for more money than usual or stealing money, eating disorders, nervous when receiving cyber messages and self-harm or risk of suicide. All adults need to be aware of these potential indicators and investigate any they notice.

Model Factors likely to influence the pre-disposition to bully and be bullied



Dealing with the situation of bullying

Anti Bullying Guidance

Take immediate action to protect the victim by removing him/her from the incident/bully. (Use physical restraint as a last resort enlist help from colleagues)

This will:

- Keep the victim safe
- Prevent an escalation of incident
- Prevent violence being refocused on the adult

Inform the bully calmly that you will speak to them later without being specific or threatening.

Make arrangement to comfort and support the victim (check for injuries and seek help if necessary).

Engage with the bully (take the child to a quiet area)

Tell the bully that it is not kind to behave like that and at Nursery we all try to work together and are kind to each other.

Be sensitive to the bully's needs (i.e. look at possible reasons for such behaviour).

Arrange to speak to both sets of parents explaining what has happened and that we will be following the school's anti-bullying policy.

Share information (on a need-to-know basis) with all staff to prevent a recurrence.

Monitor situation and review with parents.

Record all incidents on the anti-bullying form (inform parent of this record).

Broad Guidelines (*How will we achieve our purpose*)

In order to achieve our objectives we will offer an environment that is safe, secure and stimulating and enhances by a wide range of high quality resources.

We will offer a broad and balanced curriculum through six area of learning, incorporating a variety of leaning styles.

We will provide age an appropriate environment where children have the opportunity to work co-operatively supported by timely adult intervention.

The day will be organised so that there is a mixture of child initiated learning and adult led activities, there will be an opportunity for independent learning, group work and co-operation.

There will be time to be quiet, reflect, listen and be heard.

We will encourage children to develop a sense of belonging by providing an environment in which they can predict the shape of the day/session.

The Nursery will be split into distinct learning bays where children are encouraged to select their own resources independently.

Some of these activities will need adapting for the youngest children or extending for the more able children.

Children need to develop good self-esteem and learn to respect themselves and others. They need to be able to form positive relationships in an environment that supports mutual respect and understanding and that celebrates and acknowledges differences.

Adults will actively encourage children to share, be kind and to work together in all areas of the nursery, acting as good role models (Refer to continuous provision planning for personal, social and emotional).

We will spend time repeatedly explaining right from wrong and how important it is to be kind and helpful. (Further guidance see appendix 4-7).

Nursery Rules (Anti-Bullying)

At Howard Street Nursery School we want children and adults to:

- Treat each other kindly
- Use quiet voices
- Use kind words
- Listen to others
- Treat each others' belongings with care
- Let others choose what they want to do and where they want to play.

Staff will work positively with all children at all times encouraging good behaviour, kindness and good work.

We will promote co-operation and sharing and act as good role models.

What will we do if children misbehave?

1. Talk it through with the child and explain why the behaviour is not acceptable.
2. Remind the child of the explanation.
3. Tell the child what will happen if the unacceptable behaviour does not stop i.e. 4 and 5.
4. Restrict choice of activity for a short time.
5. Sit child on chair for a short time.
6. 'Time out' with a member of staff (usually Mrs. Back or Ms. Burton) and give an explanation.
7. Inform parents of the problem if it is recurring and invite them in for a discussion.
8. Involve outside agencies for example the educational psychologist if it is considered appropriate.

Guidance for preventing bullying.

- Encourage the children to respect peers and adults.
- Encourage the children to use kind words and good manners.
- Encourage the children to respect the property of others.
- Treat both victim and bully with kindness, empathy and understanding.
- Involve parents throughout the process.
- Discuss with Senior Management Team who will involve all staff on a need-to-know basis.

Adults who Bully

If an adult bullies a child;

- i.e. behaved in a way that harms or may have harmed a child,
- or possibly committed a criminal offence against or related to a child
- or behaved towards a child in a way that indicates she is unsuitable to work with children,

the incident should be reported to the Local Authority Designated Officer after discussion with the designated Child Protection/Safeguarding Lead.

This policy will be reviewed in 12 months.

Date; _____

Date of review; Autumn 2016