



POLICY COVER SHEET

Policy	Anti-Bullying Policy		
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Reviewed by	Teaching and Learning		
Signed – Chair of Governors			
Signed – Headteacher			
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Bullying can take different forms, the NSPCC state that it could include:

- physical bullying, such as hitting, slapping or pushing someone
- verbal bullying, such as name calling, gossiping or threatening someone
- non-verbal abuse, such as hand signs or text messages
- emotional abuse, such as threatening, intimidating or humiliating someone
- exclusion, such as ignoring or isolating someone
- undermining, by constant criticism or spreading rumours
- controlling or manipulating someone
- making silent, hoax or abusive calls
- racial, sexual or homophobic bullying
- bullying someone because they have a disability.

We believe that all children have the right to play and learn in a supportive, caring and safe environment. We recognise that if behavioural expectations are consistent and reasonable boundaries are put in place by caring and supportive practitioners, positive behaviours are encouraged and occurrences of bullying are minimised. Our Behaviour for Learning / EDR policy describes the approaches that we use in school.

Although bullying in the strongest context of the word does not generally occur within our setting due to the age and developmental levels of our pupils, it is recognised that preschool children are developing their personalities and friendships, as well as exploring boundaries and appropriate behaviour which can result in conflict and clashes of personality.

Bullying behaviour has four key aspects:

- It's hurtful
- It's intentional
- It's repetitive
- It involves a power imbalance

This document outlines our commitment to addressing bullying, it identifies the skills we want to empower our pupils with and the approaches we will use to prevent and respond to any incidence that are observed or reported.

The definition of bullying is very important to understand when assessing the difference between 'relational conflict' – where there is a 'falling out' between individuals – and when it tips the balance to bullying.

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.

Parents are encouraged to share any concerns with the Senior Teacher or Class Lead so that appropriate actions can be taken.

We aim to prevent incidences of bullying by creating an environment where:

- Bullying behaviours are not accepted or ignored. It is well researched that bullying causes long term damage to both the victim, and those who bully. Staff will provide reassurance and support for the victim and support the individual who has acted in a bullying manner to change their behaviour. This could be approached through activities such as social stories, modelling positive behaviours, teaching sessions focusing on emotions, turn taking or sharing.
- Recognising that it is not a child's fault if they are bullied. Children will never be told to just ignore it, or to change who they are. Children will be supported by a familiar adult who knows them and is able to give reassurance and affirmation that they should seek help.
- Children are supported and encouraged to communicate if they think someone isn't being nice to them. Key safeguarding words and symbols, as well as diversity key words and symbols are in use across the nursery to support our children to communicate, staff will be vigilant and teach individuals to request help in a way that is matched to their preferred method of communication.
- Children are not labelled as being a 'bully' as this implies that bullying is something you are rather than a behaviour choice you can change. Staff will take steps to support children to change unwanted behaviours. This could be achieved through modelling, role play, social stories, books and texts or helping the child to have a positive image of themselves through praising the behaviours that we would like to see.
- We praise positive behaviour and interactions amongst children. This could be achieved through commentary while playing, communicating with individual children when they have displayed a desired behaviour through sign, symbols, body sign, pictures, Objects of Reference or verbally.
- We model positive behaviour amongst staff and parents. All staff in line with the Code of Conduct will contribute to a culture of respect, compassion and inclusivity when engaging with pupils, staff, parents and outside agencies.
- Use stories and toys to support pupils to learn how to interact with others in a positive manner such as acting out scenarios, show empathy and approach sensitive topics, for example about children not being good friends or not playing together nicely.
- We challenge stereotypes such as 'these are boys toys' in a positive and friendly way encouraging all pupils to access the provision that is on offer, tailoring opportunities to allow for all children to gain access to provision regardless of gender, diagnosis, race or religion.
- If we do see instances of bullying or conflict, we think carefully about any ways that might prevent this happening again. For example, are there areas that are less supervised than others?; are there ways to empower children to alert us to issues as they arise? Do we challenge negative language? Is there a sensory issue that is driving the behaviour?
- All behaviours are recorded and monitored; plans are put into place when children's behavioural needs require specific support, in line with the behaviour for learning policy.

- Children are supported to develop an understanding of emotions and feelings. This might be achieved through imaginative play, stories, commentary when children appear to be expressing different emotions, specific teaching sessions, social stories.
- Help young children make sense of differences: present positive attitudes and messages about differences amongst us all and the benefits such attitudes bring to all people. Examples of how this might be approached might include looking at items in the diversity baskets, role model while playing in the home corner, while out and about in the local community, music and songs from around the world.

We need to teach children to:

- Seek help (including the spoken vocabulary, symbols and signs to do this)
- Share resources and experiences with others (peers and adults) and to take turns
- Be kind and respectful. To have good manners (reflective of ages and stages of development)
- Be aware of and value others
- Be able and effective communicators
- Recognise emotions and understand the language of emotion (in themselves and in others)
- Develop the skills to self-regulate.
- Be good listeners
- Accept diversity, be inclusive and to feel included themselves
- Have empathy towards others/others' feelings
- Be able to make and express choices
- Learn about caring for others in role play e.g. dolls, animals

Staff should remember to:

- Give children time to process requests
- Get down to child's level
- Monitor own body language, tone of voice
- Reduce unnecessary talking, background noise and interruptions on class to ensure children can listen to key adults
- Use EDR strategies