



Goodway Nursery School

Anti-Bullying Policy

Date policy adopted:

Signed:
Chair of Governing Body

Goodway Nursery School provides a welcoming, stimulating and secure environment where children and families from all backgrounds and cultures are valued.

We respect children's rights, listening to children and putting their needs at the heart of our work.

Our inclusive school community works together to promote equality, encouraging and supporting each child to develop their potential and sense of identity. We develop our children's curiosity and challenge them to achieve their best and become self-confident and independent learners.

We are committed to safeguarding and promoting the wellbeing of all children, and expect our staff and volunteers to share this commitment.

Our School Values

Respect - respecting children's rights, treating each other with dignity and valuing each person's individual identity

Security - creating an environment where children feel safe, both emotionally and physically, building their resilience through secure attachments

Relationships - encouraging kindness and developing relationships where children and families are listened to and feel valued

Inclusion - creating an enabling environment where children and families feel a sense of belonging and ensuring equality of opportunity for everyone

Learning - reflecting on our practice together, co-constructing learning with children and extending their learning by providing experiences that provoke curiosity and exploration

Empowerment - encouraging children to become confident and independent, equipping them to participate in decision making, resolve conflict and make positive choices

The UN Convention on the Rights of the child

This policy is in accordance with the 1989 United Nations Convention on the Rights of the Child (UNCRC)

Article 2 (non-discrimination) The Convention applies to every child without discrimination, whatever their ethnicity, gender, religion, language, abilities or any other status, whatever they think or say, whatever their family background.

Article 8 (protection and preservation of identity) Every child has the right to an identity. Governments must respect and protect that right, and prevent the child's name, nationality or family relationships from being changed unlawfully.

Article 12 (respect for the views of the child)

Every child has the right to express their views, feelings and wishes in all matters affecting them, and to have their views considered and taken seriously. This right applies at all times, for example during immigration proceedings, housing decisions or the child's day-to-day home life.

Article 13 (freedom of expression)

Every child must be free to express their thoughts and opinions and to access all kinds of information, as long as it is within the law.

Article 15 (freedom of association)

Every child has the right to meet with other children and to join groups and organisations, as long as this does not stop other people from enjoying their rights.

Article 19 (protection from violence, abuse and neglect)

Governments must do all they can to ensure that children are protected from all forms of violence, abuse, neglect and bad treatment by their parents or anyone else who looks after them.

Article 23 (children with a disability)

A child with a disability has the right to live a full and decent life with dignity and, as far as possible, independence and to play an active part in the community. Governments must do all they can to support disabled children and their families..

Article 28 (right to education)

Every child has the right to an education. Primary education must be free and different forms of secondary education must be available to every child. Discipline in schools must respect children's dignity and their rights. Richer countries must help poorer countries achieve this.

Article 31 (leisure, play and culture)

Every child has the right to relax, play and take part in a wide range of cultural and artistic activities.

Anti-Bullying Policy

(See Behaviour Policy)

Introduction

Bullying is any behaviour that is deliberately intended to hurt, threaten or frighten another person or group of people. It is usually unprovoked, persistent and can continue for a long period of time. It always reflects an abuse of power and is usually premeditated.

Bullying behaviour can include:

- Physical aggression, such as hitting, kicking, taking or damaging possessions;
- Verbal aggression, such as name calling, threatening comments, insults, racist remarks, teasing, sending nasty notes or making nuisance calls;
- Indirect social exclusion, such as deliberately leaving someone out, ignoring someone, spreading rumours about someone or about their family.

Racial, sexual or homophobic harassment involves the same kinds of behaviour directed against someone because of their cultural or ethnic identity, their gender or sexuality. Harassment is defined as any kind of unreasonable behaviour which alarms, distresses or torments someone else.

Aims

- To create an ethos in which bullying/harassment are considered to be unacceptable by all members of the community.
- To identify and deal effectively with incidents of bullying/harassment.

Bullying

Bullying is not tolerated, including homophobic and cyber bullying. Any incidents, including children or staff, should be dealt with immediately and recorded, including the parents in working with the children involved.

Bullying behaviour can be prevented through a combination of:

- Awareness raising about what bullying is and how it effects people
- Emphasising the important role that bystanders play in talking about bullying and how to safely challenge bullying behaviour.
- Encouraging users to manage their relationships constructively and assertively.
- Help to build an anti-bullying ethos in the school
- Staff will encourage openness and disclosure of incidents.

Strategies to Prevent Bullying:

1. Engage in problem solving every day and avoid labelling children
2. Recognize all the important skills children are mastering through problem solving, and be patiently persistent
3. Help children learn how to be friends
4. Balance limit-setting interactions by following up with several positive interactions
 - Set limits clearly and positively
 - After limit-setting, engage with the child in three or four positive interactions
5. Be a positive role model
 - Keep your voice calm
 - Use "I" statements when you are upset
6. Be proactive!
 - Read and discuss books about problem solving and feelings
 - Use the message board to talk about problems and solutions
 - Use the word "problem" often
 - Perform puppet shows about problems and feeling

Responding to bullying situations

There are five key things to remember when responding to a bullying situation:

- Never ignore suspected bullying
- Don't make assumptions
- Listen carefully to all accounts
- Adopt a problem solving approach
- Follow up shortly after intervention and some time after to check that the bullying has not returned.

Procedures to follow:

- When a bullying incident is identified it is important to make a record of who is involved, what happened and how it was followed up
- School staff are responsible for dealing with incidents of bullying, and these should be dealt with as soon as possible after the incident.
- All matters of bullying to be brought to the attention of the Head Teacher.
- Parents/carers to be informed
- Appropriate action will be taken.
- The victim to be informed that action has been taken.
- Support for the victim to be provided if necessary.

Equal Opportunities

This policy will be applied equitably to all users irrespective of ethnicity/gender/religion or special educational need.

Monitoring and Evaluation

A systematic collection of objective data will aid analysis and support appropriate action. The collated data will be scrutinised, as part of the school's self evaluation process in order to support planning to address issues raised.