



Goodway Nursery School

## Anti-Bullying Policy

Date policy adopted:

Signed:  
Chair of Governing Body

### 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

### We are a Unicef Rights Respecting School

**This policy links to the UN Convention on the Rights of the child:**

**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 3: The best interests of the child** *The best interests of the child must be a top priority in all things that affect children.*

**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 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 30: Culture** *Every child has the right to learn and use the language, customs and religion of their family, regardless of whether these are shared by the majority of the people in the country where they live.*

**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.*

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

# 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:

- Teach children to name feelings by role modelling words describing emotions
- Read and discuss books about problem solving
- Use the word "problem" often
- Use puppets to talk about problems and feelings
- Engage in a conflict resolution approach
- Teach children to say 'Stop! You're not respecting me' when they do not like what another child is doing to them
- Avoid labelling children
- 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
- Be a positive role model
  - Use a calm voice
  - Use "I" statements when you are upset

## 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 sometime after to check that the bullying has not returned.

**Procedures to follow:**

- When a bullying incident is identified, make a record of who is involved, what happened and how it was followed up
- Incidents of bullying 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 should be informed
- Appropriate action should be taken.
- The victim to be informed that action has been taken.
- Support for the victim to be provided if necessary.