



## **Anti-bullying Policy**

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September 2021

## 1 Policy Statement

This policy was written with regard to the DCSF publication 'Bullying, Don't Suffer in Silence'.

## 2 Definition

2.1 Bullying can be defined as "a deliberate act done to cause distress...it can be an unresolved single frightening incident or a series of such incidents." It is difficult for victims to defend themselves against bullying.

2.2 Bullying can be:

- **Physical**:- hitting, kicking, taking belongings
- **Verbal**:- name calling, insulting, offensive remarks, threats
- **Indirect**:- spreading rumours, exclusion, ostracising

2.3 It may be directed at an individual or it may arise out of the victim's ethnicity, nationality, colour, sexual orientation or some form of disability and thus affect a wider group.

## 3 Aims

At the Kindergartens our aim is that staff, children and parents work together to create a happy, caring learning environment. We will not tolerate bullying and have a whole kindergarten approach to ensuring safety, security, openness and confidence.

## 4 Objectives

- To communicate effectively to all members of the kindergarten community The Kindergarten's stance on bullying
- To communicate effectively to all members of the kindergarten community The Kindergarten's policy and procedures
- To promote an open atmosphere in which victims and witnesses know that it is right "to tell"
- To work with staff so that they can identify different sorts of bullying and know how to deal with cases sensitively and effectively
- To work with children in a range of ways to equip them with skills and knowledge to counter and deal with bullying.

## 5 Strategies

### Staff

- Discuss The Kindergarten's definition of bullying at least annually to ensure common understanding
- Train all staff, including non-teaching staff, to recognise types of bullying and signs of possible victims
- All staff are to follow these 5 key points taken from the DCSF pack 'Bullying, Don't Suffer in Silence'
- Never ignore suspected bullying.
- Do not make premature assumptions.

- Listen carefully to all accounts – several pupils saying the same thing does not necessarily mean they are telling the truth.
- Adopt a problem-solving approach which moves pupils on from self-justification.
- Follow up repeatedly, checking that bullying has not resumed.

#### **Pupils**

- The Anti-bullying Policy is re-introduced to all pupils at the beginning of each academic year.
- Teachers should be aware of the opportunities within the curriculum to create an anti-bullying ethos and to develop self-esteem and peer power.
- Children will learn through a combination of direct discussion about bullying and indirect strategies in teaching and other aspects of the Kindergartens.

#### **Parents**

- Any concerns raised by parents will be sympathetically heard and investigated.
- Parents of both victims and bullies will be supported.

### **6 Monitoring and Evaluation**

- The Kindergartens will undertake an audit of ‘hot spots’ in the Kindergarten, the grounds and in off-site facilities to identify areas and times where children feel vulnerable or at risk.
- All reported cases of bullying will be recorded and the Headteacher will:
  - (a) keep records confidential and secure
  - (b) allow access to the records only to the Principal.

### **7 Procedures**

- share understanding of different types of bullying
- consider children’s reactions to bullying
- heighten awareness of signs of bullying
- explore issues around racist, sexual, gender and disability bullying,
- confirm a common purpose in promoting kindness and tolerance

### **8 Staff responsibilities**

- Group teachers are to present and discuss the policy with their group at least annually.
- Emphasise the message ‘It is right to tell.’
- Teachers will promote ‘Be Kind’.
- If you witness or suspect a case of bullying:
  - Keep dated notes
  - Talk discreetly to the suspected victim and encourage a dialogue
  - If bullying is involved, follow procedure No 6
  - If none is admitted but you are still suspicious, monitor, suggest that the form tutor uses Circle Time to explore/support.

- If a case of bullying is brought to your attention:
  - Listen sympathetically and take it seriously but do not make assumptions
  - Do not promise unconditional confidentiality; you may have to tell others in order to ensure the well-being of the victim
  - Make notes and talk to the Anti-bullying Co-ordinator. Agree who will take the next steps/further action. (see No 9, Strategies)

In the case of bullying, the Headteacher will:

- Ensure that the parents of all children involved are informed Record details of the incident(s) and action taken
- Identify the nature of the incident(s) and implement appropriate strategies.
- These could include:
  - Keep dated notes
  - mediation by an adult (See p.29 Bullying, Don't Suffer in Silence)
  - assertiveness training for the victim
  - group meetings to analyse problems and develop solutions cooperatively
  - meetings with parents to ensure complementary and effective measures to support children and solve problem
  - following the cycle set out below

## **9 Strategies for dealing with bullying:**

The emphasis is always on a caring, listening approach as bullies are often victims too – that is why they bully.

- Discussions at length with the victim. This will require patience and understanding. Remember – Listen, believe, act.
- Identify the bully/bullies. Obtain witnesses if possible. Advise the group Teacher, the anti-bullying co-ordinator and the Head in each case.
- Discussions with the bully. Discuss with them the details and ask them to tell the truth about the situation/incident. Make it clear that bullying is not acceptable at The Kindergartens.
- If they own up then follow the procedure outlined below and in the Code of Conduct.
- If they do not own up, investigate further. If it is clear that they are lying, continue with the procedure. Children usually own up if presented with all the facts.
- Hold separate discussions with the parents of victim and bully.
- Tell the victim that he/she must report any further instances of bullying. Tell the bully that the victim has been given this instruction. This helps to prevent recurrence.
- Through on-going discussions, help the bully to face and understand the consequences of his/her actions, take responsibility and move on Continue monitoring the situation.
- Records of bullying incidents will be maintained and scrutinised by the Principal and Headteacher to check on the effectiveness of this policy and to identify and rectify or eliminate common “hot-spots” of time, place or opportunity.

<b>Authorised by</b>	The Principal
<b>Date</b>	September 2021

  

<b>Effective date of the policy</b>	September 2008
<b>Circulation</b>	all staff / parents
<b>Status</b>	Drafted to comply with the statutory framework for the Early Years Foundation Stage

This policy will be reviewed annually.

Reviewed: September 2013 by: Carol Evelegh - Principal

Reviewed: September 2014 by: Carol Evelegh – Principal

Reviewed: September 2015 by: Carol Evelegh – Principal

Reviewed: September 2016 by: Carol Evelegh – Principal

Reviewed: September 2017 by: Joanne Allen – Vice Principal

Reviewed: September 2018 by: Joanne Allen – Vice Principal

Reviewed: September 2019 by: Joanne Allen – Vice Principal

Reviewed: September 2020 by: Joanne Allen – Vice Principal

Reviewed: September 2021 by: Joanne Allen – Principal

Next review: September 2022 by: Joanne Allen – Principal