



## Anti-bullying Policy

### Review

Review Cycle	Date of Current Policy	Author(s) of Current Policy	Review Date
Every two years	September 2023	Charlotte Carter/ Simon Holmes	September 2025

### Ratification

Role	Name	Signature	Date
Chair of Governors	Enza Phillips	<i>E. Phillips</i>	19/10/23
Head Teacher	Simon Holmes	<i>S. Holmes</i>	

At St Philip's Marsh Nursery School/Cashmore Early Years Centre we understand bullying to be a deliberate, persistent attempt to hurt or humiliate someone. The aggressor acts in the knowledge that what s/he is saying or doing will hurt or frighten someone else, resulting in an imbalance of power, making it hard for the victim to defend himself or herself. Conflict resolution and emotion coaching can be found in the school's Learning Behaviour Policy.

One off incidents, while always taken seriously and dealt with as they occur, do not fall within the definition of bullying.

### Identifiable types of bullying

#### Physical

- Hitting, punching, kicking
- Pushing, jostling, prodding, spitting
- Interference with personal property

#### Psychological

- Name calling e.g., 'smelly'
- Reference to body image e.g 'fatty'
- Threatening e.g., 'I'm going to get you'
- Teasing
- Excluding
- Using body language e.g., threatening looks

#### Racial

- Racial taunts
- Negative stereotyping

- Gestures

#### Sexual

- Inappropriate physical contact
- Use of sexist language
- Negative stereotyping

#### Special Educational Needs/Disability (SEND)

- Name calling based on SEND

### Main Aims

We strongly believe that our school should be a happy place for children and adults, and that no one should have their time with us spoiled by the words and/or actions of another. Through our policy and practice we intend to ensure that all members of our school community understand that:

- No form of bullying is acceptable
- Everyone should report incidents of bullying, including witnesses
- We will support victims of bullying
- We will confront bullies with the consequences of their actions, and help them to modify their behaviour
- We respond to incidents calmly and without aggression, thus avoiding reinforcing the message that it is all right to bully if you have power
- We seek staff, parental and peer group support to counter bullying at all times
- We will always listen

### Preventing Bullying

All supervising staff are made aware of our policy, of the procedures to follow, and of the need for vigilance. In addition to this, all members of our school community are encouraged to speak out against bullying, including reporting incidents they may have overheard or witnessed.

### Supporting Victims

We understand that victims can fall into this role through personal experience, and these children particularly need to be supported in developing skills to cope with future situations through our Personal, Social and Emotional Development (PSED) curriculum. They may display any of the following characteristics: sensitivity, low self-esteem, passivity, timidity and/or clumsiness. They may look different, have poorer social skills or may be affected by parental attitude. However, a 'different' child who is independent and confident may not experience any difficulties.

In offering support we:

- Always listen
- Give support through helping them to develop coping strategies e.g., by saying "Stop it, I don't like it!"
- Encourage them to speak out, and to tell an adult what has happened
- Encourage co-operative activities with other children
- Aim to develop self-esteem and confidence

- Following an incident, reassure them that they have our support and that it is not their fault
- Inform/involve other staff and/or parents/carers

### **Managing and Investigating Incidents**

All nursery staff take reports/incidents of bullying seriously, responding calmly and taking action as quickly as possible to establish exactly what has happened by listening to, and talking with, those involved, including witnesses. Depending on the severity of the incident, we may use some/all of the following strategies:

- Comfort, support and reassure the victim
- Encourage empathy with the victim from the bully
- Make it clear to the bully what was wrong with the behaviour, and why
- Encourage the bully to try to make amends
- Inform both children's class adults of the incident
- Involve parents/carers
- Record specific, dated incidents in individual children's records
- Share concerns at a whole staff meeting
- Liaise with lunchtime supervisors
- Complete a written report using the bullying incident report pro forma and refer this to the Head Teacher
- Involve the SENDCo in initiating procedures for Special Educational Needs in social behaviour

### **Curriculum Links**

Our PSED curriculum is used to support our anti bullying stance. Related issues may be tackled during group times, e.g., through a focus on exploring feelings. Drama and imaginative role play activities are also used to explore relationships and to encourage co-operative interaction.

