



Bentilee Nursery School ANTI BULLYING POLICY

Policy first written Summer 2nd half term 2014

Review date- Summer 2nd half term 2023

Next review- Summer 2nd half term 2024

The DFE DOCUMENT bullying - don't suffer in silence (dfes 0064/2000) states "Challenging bullying effectively will improve the safety and happiness of pupils, show that the school cares and make clear to bullies that the behaviour is unacceptable."

Research shows that bullying behaviour has a significant impact on the long-term well being of children and adults. Bullying behaviour has also been linked to criminal and aggressive behaviour which impacts on the wider community.

DEFINITION OF BULLYING

Bullying can be defined as repeated and systematic harassment and attacks on others.

Bullying is deliberately hurtful behaviour often repeated over a period of time.

Bullying takes many forms but the main types are physical and verbal, this includes strong teasing.

DEFINITION OF CYBERBULLYING

"Cyberbullying" is when a child, preteen or teen is tormented, threatened, harassed, humiliated, embarrassed or otherwise targeted by another child, preteen or teen using the internet, interactive and digital technologies or mobile phones.

It has to have a minor on both sides, or at least have been instigated by a minor. Once adults become involved, it is plain and simple cyber-harassment or cyber-stalking.

Adult cyber-harassment or cyber stalking is NEVER called cyberbullying.

OUR MISSION STATEMENT

Where learning is fun.

Our mission is to provide high quality care and education, in partnership with our families and the wider community

To achieve this Mission Statement all children need to learn how to behave appropriately at school. The anti-bullying policy therefore must be in keeping with these intentions and enable us to fulfil them.

AIMS

In order to prevent and combat bullying everyone in our school community must:-

- Be aware of the various forms of bullying including cyberbullying
- Be alert to the signs that bullying may be taking place
- Supervise key areas around school where bullying is likely to take place

- Present a caring attitude which encourages pupils in general, witnesses to incidents and
- And the victims themselves to speak out
- Keep detailed records of incidents
 - **When recording an incident of bullying a record should be made of:**
 - who was involved
 - the time, location and circumstances of the incident.
 - what happened
 - action taken
 - how it was followed up.
- Support and counsel both the victims and the bully with the help of outside agencies if necessary
- Emphasise prevention by using the P.S.H.E. curriculum positively to get the message across about bullying

PROCEDURES

- Be watchful, observe the social relationships between pupils (both inside and outside the classroom)
- Be aware of tell tale signs such as absenteeism, under achievement, depressive behaviour, emotional outburst, withdrawal from play with other children
- Treat incidents seriously
- Record incidents of bullying on the RECORD SHEET kept in the anti-bullying file in the Head teacher's office
- Take action as quickly as possible by investigating pupils points of view
- Try not to react aggressively yourself - your response should relate to the severity of the incident
- Try to rationalise the situation with the bully if you can
- Cyberbullying- which can effect staff and children

FOLLOW UP PROCEDURES FOR MORE SERIOUS INCIDENTS

- All sets of parents are to be contacted and meetings set up if necessary to discuss the issue

- When serious incidents have occurred the circumstances must be clearly communicated to staff, parents and pupils if appropriate
- Although bullying is not a specific criminal offence in UK law, criminal and civil laws can apply in terms of, for example, harassment or threatening behaviour, and particularly relevant for cyberbullying - threatening and menacing communications:
 - Protection from Harassment Act 1997, which has both criminal and civil provision
 - Malicious Communications Act 1988
 - Section 43 of the Telecommunications Act 1984
 - Communications Act 2003
 - Public Order Act 1986
- If staff are been targeted police should be contacted along with parents/carers as this would be classed as harassment or threatening behaviour.

Further information - strategies for action, curriculum materials, support agencies can be found in the Head teachers Office

Strategies

A variety of strategies can be drawn on and adapted to fit particular incidents (see link with behaviour policy).

Children can be taught to be assertive, play co-operatively, develop mediation skills.

The curriculum can be used to:-

Raise awareness about bullying and the anti-bullying policy.

Increase understanding for victims and help build anti bullying ethos.

Teach pupils how to be assertive.
Provide appropriate material e.g. Tommy Walks Tall anti - bullying project.

We are a message in schools setting which is a fun whole school strategy for promoting respect and reducing bullying.

Co-operative group work enables pupils to:-

Explore issues and controversies by considering different points of view

Be tolerant of others and more willing to listen

Trust those of the opposite gender and those from other ethnic groups

Become better integrated into the peer group

Circle Time

Creates a safe space to explore issues of concern

Explores relationships with adults and peers

Enhances effective communication

Affirms the strengths and enhances the self esteem of each member

The groups are encouraged to:-

Focus on their own feelings and those of others

Listen to one another and tolerate others views

Listen to take turns

Discuss difficult issues using a problem solving approach

Tougher measures are needed when pupils do not respond to preventative strategies to combat bullying. Sanctions may include:-

Removal from the group- Thinking Chair

Withdrawal of privileges

