



ANTI-BULLYING POLICY

Policy Statement

Churchwood Kindergarten is committed to providing a safe and secure learning environment in which children and staff are able to grow naturally, feel secure and approach each other confidently and without fear. Kindergarten staff act as positive role models, demonstrating kind, considerate and respectful behaviour towards children and adults.

Churchwood Kindergarten staff are committed to preventing all forms of bullying wherever it is possible to do so, and to acting quickly to deal with bullying when it does occur. We maintain a zero tolerance policy to bullying and aim to promote a culture in which our children freely choose not to engage in bullying behaviour.

Definitions of bullying

While there is no legal definition of bullying, it is usually defined as behaviour that is:

- repeated
- intended to hurt someone, either physically or emotionally
- often aimed at certain groups, for example because of race, religion, gender or sexual orientation

Types of bullying

Bullying can take many forms and can include:

Emotional bullying

- being unfriendly
- excluding or persistently ignoring someone
- tormenting
- threatening through gesture
- ridiculing or humiliating
- inciting others to bully

Verbal bullying

- persistent name calling
- systematic and unwanted teasing or taunting
- intimidation or threatening behaviour

Physical bullying

- pushing, kicking, pinching, hitting, scratching, punching, biting, pulling
- interfering with someone else's property or possessions

Racist bullying

- verbal abuse through name calling, taunts, racist jokes and offensive mimicry and gestures
- physical threats or attacks
- wearing of provocative badges or insignia
- racist graffiti or other written insults
- circulating or sharing racist literature
- refusing to cooperate in work or play with others from different cultures

Sexual bullying

- sexual innuendoes and propositions
- abusive name calling
- looks and comments about appearance, attractiveness or emerging puberty
- pornographic material and graffiti with sexual content
- unwanted physical contact
- stalking
- sexual assault or rape

Homophobia – sexual bullying based around sexual orientation

- verbal abuse (spreading rumours, using derogatory language)
- physical abuse
- cyber bullying

Cyber bullying – any form of bullying which takes place online or through smartphones or tablets to harass, threaten, embarrass or target another person. Common forms include:

- harassment (posting rumours, threats or embarrassing information online, sending abusive or threatening messages)
- impersonation (posting rude or hurtful remarks under someone else's name, stealing passwords and logging in as another person in order to cause offence or anger others, changing online profiles, setting up false accounts to include inappropriate posts)
- using photographs (taking, sharing or threatening to share embarrassing or degrading photos)
- video shaming (videoing and sharing bullying incidents, sharing videos via mass email/text to embarrass or humiliate people)
- exclusion (deliberately leaving a person out from an online group, leaving malicious comments once a person has left a group)

Special educational needs and disability

Churchwood Kindergarten staff are alert to the fact that learners with special educational needs or disabilities are often at greater risk of being bullied than other learners on the basis of their educational difficulties or disability.

Banter

Staff will not allow abusive comments and interactions to be passed off as “banter”. Such comments referring to a person’s race, religion, ethnicity, sexuality, culture, special educational needs or any other defining characteristic are not acceptable, and will be treated as bullying.

Bullying is not:

- teasing between friends without intention to cause hurt
- falling out between friends after a quarrel or disagreement
- behaviour that all parties have consented to and enjoy

Signs and symptoms of bullying

Signs of bullying can often be spotted through behaviour changes in a child. All staff involved in the kindergarten are aware of these possible indicators and, where there is a well-founded concern, will investigate further, following the procedures outlined in this policy.

Changes in behaviour that may indicate that someone is being bullied include:

- changes in their usual routine;
- unwillingness or reluctance to attend kindergarten;
- feeling ill in the morning before kindergarten;
- becoming withdrawn, experiencing anxiety or a diminishing level of confidence;
- beginning to stammer or stutter, or show other physical signs of anxiety (stomach aches, headaches, trembling);
- sleep disturbances;
- beginning to perform poorly or ‘out of character’ in tasks or projects, either at kindergarten or in the home;
- having unexplained or unexpected cuts or bruises, scratches or other injuries;
- having personal possessions go missing without convincing explanation;
- going home dishevelled or with torn clothing without convincing explanation;
- becoming aggressive, disruptive or unreasonable;
- is observed bullying, or treating badly, siblings or other children;
- is preoccupied with imaginative revenge or retribution;
- has disturbed eating behaviour (stops eating, or indulges in comfort eating);
- seems to be afraid to say what is wrong;
- wets/soils the bed or their underwear; and/or
- offers improbable excuses for any of the above.

Although there may be other causes for some of the above symptoms, a repetition of, or a combination of, these possible signs of bullying should be investigated by parents and staff.

Sharing concerns about bullying

Children should be encouraged to tell an adult when bullying occurs. Friends of victims should also be encouraged to tell an adult about any concerns they may have. While this is difficult, and children often balk at 'telling', the more it occurs then the more acceptable it becomes. Churchwood Kindergarten staff will guarantee that whistle-blowers who act in good faith will not be penalised.

Parents should be made aware of the importance of keeping lines of communication with staff open so that any unhappiness of which they hear can be investigated and, where necessary, dealt with quickly.

Procedures for dealing with bullying

At Churchwood Kindergarten, all staff will respond calmly and consistently to all allegations and incidents of bullying. They will be taken seriously and dealt with impartially and promptly. All those involved will have the opportunity to be heard. Staff will protect and support all those involved whilst allegations and incidents are investigated and resolved.

If an incident of bullying is reported to staff, or witnessed by staff, the following procedures are adopted:

- Staff will ensure the victim feels safe.
- Staff will listen to and speak with all children involved about the incident separately.
- The problem will be identified and possible solutions suggested.
- Staff will attempt to adopt a problem solving approach which will move children on from having to justify their behaviour.
- Appropriate advice will be given to help the victim.
- Appropriate action will be taken quickly to end the bullying behaviour.
- Staff will reinforce to the bully / bullies that their behaviour is unacceptable and they will be given a warning.
- The bully / bullies will be asked to genuinely apologise for what they have done.
- Support will be given to the bully / bullies (for example, on a one-to-one basis with a member of staff, or through circle time with the rest of the group) to help them understand and change their behaviour.
- Staff will investigate the underlying reasons for why a child is bullying someone else.
- Parents of both the bully / bullies and the victim(s) will be informed and invited into the kindergarten to discuss the issue and what is being done to tackle it.
- After the incident has been investigated and dealt with, each case will be monitored to ensure repeated bullying does not take place.
- Should the bullying continue, the Kindergarten Manager and Director may escalate the process to involve help from external agencies, or look to exclude the bully / bullies.
- Appropriate records will be kept of all incidents in the Incident Log (see Appendix 1).

Action to be taken to support the victim

Staff at Churchwood Kindergarten will support the victim to help them feel more secure. This support may take the form of:

- Making environmental changes if necessary to ensure the child feels more secure.
- Staff communicating with other staff, and recording where relevant, any incidents or concerns.
- Staff monitoring the situation to ensure no repetition. Any follow up findings will be recorded in the monitoring section of the Incident Log.
- Identifying key friends who can offer extra support to the victim.
- Staff working one-to-one with the victim to offer support and advice.
- Making the victim aware of the importance of immediate reporting of any incidents.
- Inviting parents in to kindergarten so that action taken can be shared.
- Staff assessing whether the victim needs further support in the development of social skills such as assertiveness or language skills.

Action to be taken to support the bully

The type and method of support offered will depend on the individual needs, age and maturity of the child.

- It will be made clear to the child that their behaviour is not acceptable because of the effect that it is having on the other child involved.
- The child will be reminded that they are responsible for their behaviour and that there are consequences for poor behaviour.
- Staff will ensure the child is kept in close proximity where deemed to be necessary and appropriate.
- Staff may work with the child and parents to formulate a behaviour management plan.

The role of parents

Parents have an important role to play in the kindergarten's anti-bullying policy. We ask parents:

- to look out for unusual behaviour in their children that may indicate a problem;
- to always taken an active role in their child's education;
- to inform the kindergarten if they feel their child is a victim of bullying behaviour, or is carrying out the bullying behaviour;
- if they feel their child is being bullied by another child, not to approach that child or their parents, but to inform the kindergarten immediately;
- not to advise their child to fight back as this will make the problem much harder to solve;
- to tell their child that it is not their fault that they are being bullied; and
- to reinforce the kindergarten's policy concerning bullying and make sure their child knows to ask for help.

Strategies for the prevention and reduction of bullying

Whole school initiatives and positive teaching strategies are used to create a positive learning environment at Churchwood Kindergarten with the aim of reducing the opportunities for bullying to occur. These include:

- all staff being aware of the anti-bullying and promoting positive behaviour policies;
- personal, health and social education schemes of work to support the anti-bullying policy;
- circle time on friendships and bullying issues;
- using drama activities and role play situations to help children build their self-confidence and assertiveness to help them deal with any bullying situations;
- encouraging the whole kindergarten community to model appropriate behaviour towards one another; and
- reinforcement of a general message that children do not have to be friends with everyone else, but that they must be respectful of everyone else's feelings and be kind to one another.

Policy Monitoring and Review

This policy is monitored by the staff and management of Churchwood Kindergarten and will be reviewed annually, or before if necessary.

Date created: 12th September 2019

Created by: Caroline Bennetts

Reviewed by:

Signed:

Date:

Name:

Role:

Review date: 12th September 2020

Reviewed by:

Amended / Updated? *Yes / No*

Brief explanation of changes:

Signature of reviewee:

New review date set:

Appendix 1 – Bullying Incident Log

Location of incident:

Date of incident:

Time of incident:

Type of behaviour displayed/experienced: <i>(please tick all that apply)</i>			
Emotional – being ignored/left out/ridiculed	<input type="checkbox"/>	Racist – name calling/gestures/literature/physical	<input type="checkbox"/>
Physical – being hurt (hit/bitten/pushed/kicked etc)	<input type="checkbox"/>	Sexual – inappropriate advances/words/gestures	<input type="checkbox"/>
Verbal – name calling/taunting/mockng/threatening	<input type="checkbox"/>	Homophobic – linked to sexual orientation	<input type="checkbox"/>
Cyber – abuse via online/social media/email/text	<input type="checkbox"/>	SEN/Disability – linked to SEN/disability	<input type="checkbox"/>
Other – please specify	<input type="checkbox"/>		<input type="checkbox"/>

Details of individuals involved:

	Name	Gender	Age	Role*
1				
2				
3				
4				
5				

* Role: V = Victim P = Perpetrator (alleged) A = Associate B = Bystander

Brief summary of the behaviour reported / witnessed:

Actions taken by staff:

Checked for earlier incidents involving same children		Group discussion with children involved	
Individual discussions with children involved		Restorative intervention	
Discussion of incident with peers/class		Details of actions agreed with children	
On-going support and monitoring from staff		Parent letter / meeting	
Applied sanctions			
Other / Further details: include any sanctions, exclusions, parental involvement or involvement with external agencies:			

Any other details / further information that need to be considered:

Form completed by:

Role:

Date: