



Anti-Bullying Policy

Board of Governors

Reviewed and Ratified

Chair:

Date:

ANTI-BULLYING POLICY

Our beliefs and aims

Banbridge Nursery School is completely opposed to bullying. It is totally against the values and principles we work and live by. All members of our school community have the right to learn and work in a secure and caring environment. They also all have a responsibility to contribute, in whatever way they can, to the protection and maintenance of such an environment.

Banbridge Nursery School aims to provide the highest quality nursery education in a stimulating, secure and caring environment in which each child may strive to achieve his/her potential through a variety of play based quality experiences, supported by a dedicated, highly qualified and professional staff in partnership with parents/carers and our community.

Banbridge Nursery School will create an environment within which positive relationships will be fostered and aggressive or violent behaviour of any sort will be unacceptable. We believe in the dignity and worth of each child and adult. We believe that all pupils have the right to learn in an environment which is free from intimidation and fear. We aim to maintain an environment within which positive relationships will be fostered where children, staff and parents respect and care for each other and unsafe behaviour of any sort will be unacceptable.

Should any behaviour of this nature occur, the needs of the targeted child will be paramount, and we will take all reasonable steps to try to ensure that it does not happen again. We will also try to help the child who is displaying bullying-type behaviour to learn that this is an unacceptable way to behave. The parents of both the targeted child and the child who is presenting with bullying-type behaviour will be informed about the situation.

We understand that some of our young children may not yet have learned appropriate social skills, and/or may not be able to express themselves

verbally. As a result, they may show bullying-type behaviour as a way of communicating. We will work alongside parents and children to help them develop their personal, social, emotional and language skills.

What is bullying?

After discussions with governors, school staff, parents and children we have agreed on the following definition of bullying:

Bullying is repeated hurtful and harmful behaviour done on purpose to someone who might find it hard to stand up for themselves.

Possible signs of being bullied

Bullying may take various forms including physical, emotional, verbal and non-verbal.

Physical - kicking, pushing, biting, scratching etc.

Emotional - excluding from play, threatening, pulling faces etc.

Verbal - name calling, teasing etc.

Non-verbal - spitting, sticking tongue out etc.

Some things to look out for in children's behaviour:

- Unwillingness to come to Nursery School.
- Visible signs of anxiety and distress in certain situations.
- Lack of enthusiasm / concentration during activities.
- Reluctance to speak or take part in activity.
- Becoming withdrawn.
- Getting upset for no obvious reason.
- Feeling unwell.

These signs may indicate other problems, but bullying should be considered.

Procedures for dealing with bullying or bullying-type behaviour:

- **Reporting:** when a bullying concern is reported, the information will be passed to the teacher and the principal, who is also the designated teacher for child protection.

- **Investigation:** A record will be made clarifying the facts and impact of the concern using an incident report form. (See Appendix 1) Parents of those involved will be informed of the incident and of the school's actions.
- **Resolution:** A plan, with targets set for acceptable behaviour, will be made and shared with those parents concerned.
- **Review:** The situation will be monitored and reviewed on a daily/weekly basis as necessary
- **Outside Involvement:** The school will draw on support from a range of outside agencies including the Behaviour Support Service, the Pupil and Personal Development Services and the Educational Psychology Service (all through the Southern Education and Library Board) if it is considered necessary after trying to deal with incidents from within the school's own resources.

School's responsibilities

We will seek to be a listening school in which all children will be listened to and they will be encouraged to express feelings, fears and concerns. This will be promoted through methods such as circle time, talking/discussion time on a one-to-one, small group or whole class basis, using stories and puppets to highlight certain feelings and emotions.

Staff will create an environment in which children feel safe by:

- Providing suitable role models for the children with regard to social behaviour
- Planning an adequate range of age appropriate activities
- Providing strategies for sharing and turn taking, eg timers
- Using the language of caring and sharing
- Taking time to explain the right and wrong ways of relating to their friends
- Continually monitoring and evaluating the social behaviour of the children
- Promoting positive behaviour
- Encouraging respect for each other, for staff members, parents and

visitors to school

- Encouraging respect for resources
- Fostering appropriate social skills
- Fostering the development of high levels of self-esteem and self-confidence
- Listening to children's concerns and taking them seriously
- Being aware of different types of bullying
- Being aware of different signs of bullying
- Following up any complaint by a parent about bullying and reporting back promptly on any action that has been taken.

All staff are vigilant at all times to the possibility of bullying occurring, and will take immediate steps to stop it happening, to protect and reassure the victim and to appropriately discipline the bully. This may involve implementing an individual positive behaviour programme. His/her behaviour will be closely monitored until staff are satisfied that the problem has been resolved.

Training will be provided for teachers and nursery assistants in the promotion of positive relationships at all levels and strategies for dealing with incidents of bullying. This may take place on staff development days, at staff meetings and may involve support from outside agencies where appropriate.

Support and Sanctions:

We realise that for both the target of the bullying-type behaviour and the child displaying bullying-type behaviour – and their parents – that it can be an anxious and difficult time. We will try to support all of those involved and to take time to listen to concerns and to reassure children and parents about what we are doing. It may be necessary to use sanctions to help bring about the necessary improvements in behaviour. These are detailed in our 'Behaviour Management Policy' and can include referral to the Behaviour Support Service, Pupil and Personal Development Services and the Educational Psychologist. Persistent bullying concerns may also become a Child Protection matter and such situations will be dealt with through the school's 'Child Protection Policy'. Should parents feel that their concerns, or those of their children, have not been taken seriously and dealt with in an appropriate way, then they should

use our 'Complaints Procedures' to try to have the matter resolved.

Children's responsibilities:

We expect our children to behave kindly and respectfully towards each other and towards staff and any other people who may be in school or whom we may be visiting. We expect them to learn to share/take turns, to play in a group and to understand that other children may have different ideas and needs that are as acceptable as their own.

Parents' responsibilities:

We ask our parents to support us and their children by:

- Being aware of signs of distress or unusual behaviour in their children which might be an indication of bullying
- Supporting our ethos of being caring, kind and helpful towards others
- Encouraging their child to tell staff if they have been hurt physically or emotionally by another child
- Informing the school of any bullying they think is taking place
- Co-operating with the school if their own child is suspected of bullying by helping to ascertain what is going on and by supporting their child in understanding the implications of his/her actions

Everyone's responsibilities:

Staff, parents and children should work together to ensure that our school is a secure, happy and friendly place for everyone to work in, to learn in and to visit. We aim to foster a culture of openness and respect in order to support this aim.

Monitoring and reviewing:

The principal/designated teacher for child protection will monitor the implementation of this policy. An annual report will be given to the Board of Governors as part of the overall Pastoral Care provision. Any changes/reviews from DENI/EA will be adopted and implemented accordingly.

Links with other school policies:

This Anti-bullying Policy forms part of the school's 'Pastoral Care Policy'. It links with the 'Child Protection Policy' in which the school outlines the steps it

will take to protect children from harm. It also links to the 'Behaviour Management Policy' in which the school outlines the types of behaviours which are considered appropriate and inappropriate, together with the sanctions which will be used as part of the disciplinary process. It also links with the 'Special Educational Needs' and Equal Opportunities Policy' in ensuring that every child, at all stages of development, will be able to participate fully in the experiences on offer without fear or intimidation.

APPENDIX 1

BANBRIDGE NURSERY SCHOOL

Bullying Incident Report

Child's Name: _____ DOB: _____ Class: _____

Details of Incident*

Report completed by: _____

Designation: _____

Signature: _____ Date: _____

*Record actual words used by the child