

WINSTON HOUSE PREPARATORY KINDERGARTEN

ANTI-BULLYING POLICY

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Winston House Preparatory Kindergarten (“the setting”) Anti-Bullying Policy

This policy is made available to parents, carers and others.

We are committed to providing a safe, caring and friendly environment for all of our pupils so that they can learn in a calm and secure atmosphere. Bullying of any kind is unacceptable at our setting. If bullying does occur, all pupils should be able to talk in confidence, knowing that incidents will be dealt with promptly and effectively. Anyone who knows that bullying is happening is encouraged to tell a member of staff.

What do we mean by bullying?

Bullying is behaviour that is intended to hurt another person and results in pain or distress to the victim.

It can be:

- Racial bullying – including name calling and physical abuse.
- Emotional bullying – including tormenting, hiding belongings, being unfriendly, giving someone the “silent treatment”, threatening, ignoring someone as they come into the room.
- Verbal bullying – name calling, teasing, using nicknames, taunting or threatening, spreading rumours, picking on someone who is different (perhaps overweight, small, tall, having a disability, not wearing trendy clothes, not allowed to do things after kindergarten or may be of a different racial, religious or cultural background).
- Physical bullying - pushing, kicking, hitting, pinching, any use of violence.
- Other bullying - this includes deliberate damage of someone’s property, or the taking of property without permission, for example sweets, pens, pencils or money. It may include sexual or racial taunts.
- **This policy will be reviewed annually by the Senior Leadership Team. Any deficiencies will be dealt with swiftly.**

What do we do to prevent bullying?

- Use the setting environment to display positive statements.
- We make sure that every pupil and member of the setting knows that we do not tolerate bullying.
- We use every opportunity possible to talk to the pupils about the proper ways of behaving towards each other.
- Promote emotional literacy and the value of self esteem.
- We use Circle time, Citizenship, PHSCE lessons to revisit and reinforce responsible values and positive attitudes.

- We deal immediately with any complaints and deal firmly with anyone using bullying behaviour.

How do we deal with bullying?

- We ask that ALL bullying incidences are reported to staff.
- We keep a record of serious cases of bullying in the book in the Setting Office. Minor incidences are recorded in the book in the Staff room to enable a check to be kept.
- We ask parents to come into the setting to discuss the incident.
- We expect the bullying behaviour and threats of bullying to stop immediately.
- We will encourage the bully to apologise for their negative actions.
- We will try where possible to reconcile the pupils.
- We will where appropriate, enforce sanctions against the bully.
- We will attempt to help the bully to change his or her behaviour.
- We will in the most serious cases, consider exclusion fixed term or permanent.
- We will provide counselling for inappropriate emotionally or physically abusive behaviour.

What can parents do to help?

- Inform the setting immediately if you consider your child is being bullied.
- Don't encourage your child to hit back. It could make matters worse.
- Encourage your child to be assertive and confident. Tell them to let the teacher know what is happening.

Anti Bullying

Challenging bullying effectively will improve the safety and happiness of our children. By showing that we take bullying seriously and that we care for our children provides a clear statement that bullying is unacceptable at the Setting. This policy will be reviewed on a regular basis through consultation with staff, children and parents.

We have defined bullying to include racist bullying, as:

- Deliberately hurtful behaviour.
- Repeated hurtful behaviour over a period of time.
- The dominance of one pupil by another or a group.
- Premeditated.
- Physical Abuse – hitting, kicking, taking belongings.
- Verbal – name calling, insulting, making offensive remarks especially racist remarks.
- Indirect – spreading nasty stories about someone, exclusion from social groups, being made the subject of malicious rumours, sending malicious e-mails or text messages on mobile phones particularly racist remarks and using a code.

It is explained to children that:

- I am being bullied when a person or persons use words, strength or actions to hurt me or make me unhappy and they know that I cannot stop them.
- I am a bully when I deliberately use words, strength or actions to hurt someone or when I know they cannot or will not stop me.
- Bullying is not tolerated at the Setting. All staff are aware of the signs of bullying and pupils are encouraged to tell their class teacher or another adult working in the setting. This is shared in confidence with other staff. Teachers always take bullying seriously and deal firmly with such behaviour. If a child persists in bullying the formal sanctions outlined earlier in our policy will be brought into play.
- Victims of bullying will be re-assured, offered further support and their parents involved if necessary.

Awareness raising and consultation

Personal and Social Education is one method to raise awareness and promote mutual respect, self-discipline and social responsibility which underlie good behaviour. Opportunities are given in circle time, role play situations and within PSHCE (Personal, Social, Health and Citizenship Education) lessons to discuss and understand the problem of bullying appropriate to the age of the child. Procedures to follow, who to tell and sanctions given are an important part of these discussions.

Implementation

- There are many opportunities to promote our approaches to anti-bullying inside setting. Assemblies, write and draw activities mapping safe and unsafe areas around the setting, role-play methods to work through ways of dealing with bullying from both the perpetrator's and victim's point of view, can all reinforce the setting's anti-bullying approach.
- It is essential for teachers to follow-up after a bullying incident to check that the bullying has not started again. Bullying can be persistent and may recur. If children expect follow-up they are more unlikely to start bullying again.
- A Racist Incident report will be completed and a designated person will investigate the situation and provide support for the victim and counselling and therapy for the culprit.
- There may be a few children who, due to personal circumstances, and probably low self-esteem, are locked into a self-defeating pattern of behaviour. These children may be beyond normal incentives and sanctions. These children may need an individual behaviour programme.

Monitoring

Monitoring by all staff is an essential element in the effectiveness of good behaviour and low incidences of bullying within setting. All children have an important role to play too. Setting Council representatives in each class report back any behavioural or bullying issues to the full meeting and any issues and actions arising are agreed. Regular class and Key Stage behaviour reminders and reviews form an integral part of monitoring our policy.

Evaluation

Information will be used from staff, Setting Council meetings, and parents to review and update our policy on an annual basis. Any key issues to consider will be highlighted. If a further consultation is required then the Head Teacher/Principal and PSHCE Operations Manager will put this into action.

Homophobia

Homophobic bullying is defined as bully behaviours that are motivated by prejudice against a person's actual or perceived sexual orientation to gender identity. Anyone can be the victim of homophobic bullying, and it can happen anywhere, and at anytime.

Everyone deserves the right to be him or herself without fear of verbal or physical abuse or violence. Homophobic bullying, just like other forms of bullying, is **NOT** a normal part of growing up and should never be considered acceptable behaviour.

Any incidents related to bullying will be recorded and acted upon swiftly. The management of the setting will monitor these types of incidents regularly to identify any potential trends and / or patterns.

Cyber-bullying – Preventative Measures

In addition to the preventative measures described above, the setting:

- Expects all pupils to adhere to its policy for the safe use of the internet during and outside formal lessons. Certain sites are blocked by our filtering system and pupils' use is monitored.
- May impose sanctions for the misuse, or attempted misuse of the internet.
- Adheres to the BECTA guidelines regarding E-teaching and the internet.
- Offers guidance on the safe use of social networking sites and cyber-bullying in PSEHCE.
- Offers guidance on keeping names, addresses, passwords, mobile phone numbers and other personal details safe.
- Does not allow mobile phones in at our setting
- Computer classroom displays an e-Safety poster with guidelines for safe internet use.

Success Criteria of our Anti-Bullying Policy

- All staff promote a positive and encouraging approach.
- Confident and competent learners.
- Learners able to identify someone they would talk to within the setting.
- Calm atmosphere.
- Children walk rather than run around the setting.
- Children talk positively about playtime and lunch time.
- Children behave in a self controlled way.
- Children work on task in the classroom.
- Parents actively involved in supporting our Setting's behaviour policy.

OUR SETTING BEHAVIOUR CODE

We will:

- Work hard and always try our best
- Speak kindly and treat others with respect
- Play in a friendly, safe way
- Always tell the truth
- Remember that swearing is unacceptable
- Walk quietly around setting
- Respect all adults working in our Setting
- Leave toys and jewelry at home
- Respect each others' property
- Be in charge of ourselves and be willing to say sorry