



East Prescott Road Nursery School Anti-Bullying Policy

Everyone at East Prescott Road Nursery School has the right to feel welcome, secure, happy and safe. We believe that there should be clear boundaries and expectations of acceptable behaviour in order to support children's personal, social and emotional development.

Our school is committed to actively working to prevent all forms of bullying and ensuring all members of the school community flourish and thrive.

Aims of this Policy:

- To ensure that all people (children and adults) in the school community are able to work in a safe, secure environment where everyone is treated with kindness and respect.
- To clarify for all members of the school community that bullying is not acceptable and will not be tolerated. Everyone must act in a positive way to ensure that bullying is challenged and reported.
- To ensure that all children, parents/carers, staff, governors and others are aware of this policy and know that appropriate action will be taken

Bullying in any form prevents all involved from meeting their full potential and prevents equality of opportunity. It is everyone's responsibility to prevent this from happening and this policy contains guidelines to support this ethos.

What is bullying?

Bullying is repeated behaviour, which makes others feel uncomfortable or threatened. It may be helpful to think in terms of the acronym *STOP* – '*Several Times On Purpose*'. Bullying is about power. Victims feel powerless to stop it. Others, such as parents for instance, may feel powerless to know how to help. Bullying can take many forms, but may be:

- Physical e.g. hitting, kicking, taking or hiding belongings. Verbal e.g. name calling, teasing, insulting, unkind or offensive remarks (including comments about someone's appearance)
- Emotional e.g. spreading rumours, excluding from groups, tormenting, staring.
- Cyber: bullying via the internet or text messages.

Any of these may also have contexts which discriminate in relation to a person's 'protected characteristics' (age, gender, disability, ethnicity, religion or beliefs, sexual orientation, transgender, marriage or civil partnership status, pregnancy and maternity or socioeconomic background).

Signs of bullying:

Children may be reluctant to tell anyone they are being bullied, but often there are signs that we can look for:

- Obvious distress, such as tearfulness or persistently looking unhappy
- Unwillingness to come to school
- Frequent headaches, stomach aches or complaints of feeling unwell
- Isolation from other children/not "joining in"
- Uncharacteristic behaviour
- General unhappiness
- Behaving negatively towards themselves

Amongst other things, this definition valuably stresses that a conflict between two individuals or two groups of roughly equal strength, whether one-off or ongoing, is not usually thought of as bullying.

Children need to know that someone saying they are not playing with you means that you've simply had a 'falling out' not that you're being bullied. Children must be allowed to choose their play partners for themselves.

We are vigilant for signs of bullying and always take reports of incidents seriously. All reported incidents of bullying will be:

- Investigated by staff members
- If needed, recorded on an incident form.
- Effectively monitored on a regular basis – all incidents and actions are logged.

We believe that when challenging unacceptable behaviour, it is important to take into account the child's age and stage of development. The following range of actions will be undertaken if a child in our care is being bullied. The exact plan will be devised taking into consideration our knowledge of the child, but may include:

- Making clear that the bully's behaviour is unacceptable and the bullying must stop.
- If a child feels they are being bullied, they can talk to their class teacher or another adult they feel comfortable with.
- Stop the incident and explain why their behaviour is unacceptable.
- Support both children in their development of social skills as part of the wider group
- Report the matter to both parents and aim to work with parents to encourage more appropriate behaviour.
- Monitor the child's behaviour and if it persists, talk to the parents to see if there is a possible reason behind the behaviour.
- If the bullying persists, keep the parents fully informed and seek advice.

School Ethos

Our school aims to support children to develop the personal social and emotional skills of self-awareness, managing their feelings, empathy and social skills. We believe that this approach will better equip the children to express and understand emotions thereby supporting them to resist attempts at bullying and reduce conflict between children overall.

Tackling discrimination

Harassment on account of a person's 'protected characteristics' is unacceptable and is not tolerated within the school environment. All staff are expected to deal with any discriminatory incidents that may occur. They will be supported to know how to identify and challenge prejudice and stereotyping; and to support the full range of diverse needs according to an individual's circumstances.

Staff will follow the procedure below:

- Record the incident, the date, the time and type of bullying.
- Member of staff to report to Senior Leadership Team to investigate further (if incident reported) or challenge behaviour immediately.
- Record actions and findings on an incident form
- Respond to victim and family, respond to perpetrator and family
- Complete an incident form and hand this to the Designated Safeguarding Lead
- Take action to address issue in an age appropriate way with class if necessary.
- A record of the incidents will be kept by the Headteacher and a report will be completed highlighting the actions taken by staff.

- All incidents of bullying or discrimination are reported to Governors termly.

Child on child abuse

Children can abuse other children. This is generally referred to as child on child abuse and can take many forms. This can include (but is not limited to) bullying (including cyberbullying); sexual violence and sexual harassment; physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm. Sexual violence and sexual harassment can occur between two children of any age and sex. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children.

Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment. Sexual violence and sexual harassment exist on a continuum and may overlap, they can occur online and offline (both physical and verbal) and are never acceptable. It is important that all victims are taken seriously and offered appropriate support.

Staff are aware of the following:

- making clear (age appropriately) that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up;
- not tolerating or dismissing sexual violence or sexual harassment as “banter”, “part of growing up”, “just having a laugh” or “boys being boys”; and
- challenging behaviours (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia and lifting up skirts.
- dismissing or tolerating such behaviours risks normalising them. If anyone has concerns about child on child abuse taking place, they should report their concerns to the Designated Safeguarding Lead.

Roles and responsibilities

The role of the members of staff:

- All members of staff take any form of bullying seriously and take prompt and effective action.
- All incidents of bullying will be handled in a confidential manner
- Teachers support all children in their class and create a climate of trust and respect for all

The role of the children

Children are taught at an age appropriate level how to deal with inappropriate behaviour for example:

- By supporting the victim and telling an adult. Children are taught that by being a bystander they may be contributing to the bullying.
- Children are taught about the importance of telling and sharing concerns either directly to an adult they feel comfortable with or through circle time as part of carpet time.

The role of parents/carers

Parents/carers who are concerned that their child might be being bullied should:

- Speak to your child’s class teacher in the first instance who will work with parents/carers to tackle the issue and reach an agreement on the approach to be taken
- Escalate the concern to the Headteacher if no improvement is sustained in the agreed timeframe

The role of the Headteacher

- To ensure all school staff and parents are made aware of the Anti-Bullying Policy.
- To foster an ethos that ensures children feel safe and confident.

Monitoring and Evaluation

The policy and procedures will be monitored and the effectiveness will be evaluated in the light of:

- Numbers of children being bullied.
- Staff vigilance and response to bullying behaviour.
- Numbers of parents feeling secure about the school's response to bullying (parental questionnaire)

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