



ANTI-BULLYING POLICY (INCLUDING ONLINE BULLYING)

DEFINITION

Bullying can be defined as “*Behaviour by an individual or group, usually repeated over time that intentionally hurts another individual or group, either physically or emotionally*”.

Bullying can be:

- Physical:- hitting, kicking, taking belongings
- Verbal:- name calling, insulting, offensive remarks, threats
- Indirect:- spreading rumours, exclusion, ostracising
- Online bullying: using technology - mobile phone, social networks, email, etc. – deliberately to hurt or humiliate another.

It may be directed at an individual or it may arise out of the victim’s ethnicity, nationality, colour, sexual orientation or some form of disability and thus affect a wider group.

AIMS

At the Kindergarten our aim is that staff, children and parents work together to create a happy, caring and learning environment. We will not tolerate bullying and have a whole Kindergarten approach to ensuring safety, security, openness and confidence.

OBJECTIVES

- To raise awareness of the Kindergarten’s expectations in terms of behaviour and to adhere to our Code of Conduct and School Values
- To communicate effectively to all members of the Kindergarten community, the Kindergartens’ no tolerance of bullying of any kind
- To engage members of the Kindergarten community in reaching a shared understanding of what bullying and online bullying is
- To communicate effectively to all members of the Kindergarten community the policy and procedures in place
- To promote an open atmosphere in which victims and witnesses know that it is right “to tell” and feel safe to do so
- To work with staff so that they can identify different sorts of bullying and know how to deal with cases sensitively, supportively and effectively
- To have a recognised procedure for bullying, that is clear and consistent
- To take appropriate action in cases of bullying and keep a detailed record

- To work with children in a range of ways to equip them with social and emotional skills in order to reduce bullying and to be able to counter and deal with bullying

STRATEGIES

At the Kindergarten we employ a range of strategies for involving children, staff and parents in anti-bullying measures. This will include prevention, communication, and celebration of good behavioural choices, and will involve the following approaches:

- Involving parents to ensure that they are clear that the Kindergarten does not tolerate bullying and are aware of the procedures to follow if they believe that their child is being bullied
- Involving children so they understand the Kindergarten's approach and are clear about the part they can play to prevent bullying, including when they find themselves as bystanders
- Regularly evaluating and updating approaches to take account of developments in technology, for instance updating 'Acceptable use' policies for computers
- Publicising rules and implementing disciplinary sanctions, the consequences of bullying to reflect the seriousness of the incident so that others can see that bullying is unacceptable
- Openly discussing differences between people that could motivate bullying, such as religion, ethnicity, gender or sexuality. Also children with different family situations
- Using specific organisations or resources for help with particular problems
- Providing effective staff training for all staff, including non-teaching staff, to enable them to recognise types of bullying, including homo-phobic and online bullying, signs of possible victims and how to respond appropriately
- Making it easy for children to report bullying so that they are assured that they will be listened to and incidents acted on.
- Making positive use of technology across the curriculum

Staff

- Key Teachers are to emphasise the message 'It is right to tell.'
- Teachers will promote 'Be Kind'.

In dealing with reported or suspected cases of bullying we undertake to:

- never ignore suspected bullying
- not make premature assumptions
- listen carefully to all accounts
- protect and support a child who has been bullied
- help the child who has bullied to recognise the effect of their behaviour and to take responsibility for it. Apply appropriate sanctions and support the child in changing their behaviour
- recognise that the one who bullies is likely to have been the victim of bullying and/or has issues that need to be explored and resolved
- inform and involve parents
- involve outside agencies where necessary
- keep detailed records of occurrences *with information from all involved*
- *follow up repeatedly, checking that bullying has not resumed*

Pupils

At the Kindergarten we use a problem solving and resolving conflicts strategy by using 6 steps:

1. Approach calmly.
2. Acknowledge feelings
3. Gather information.
4. Restate the problem.
5. Ask for solutions and choose one together.
6. Be prepared to give follow-up support.

Parents

- Information about the Kindergarten’s policy and procedures will be published on the website
- Parents are expected to follow the Code of Conduct and support the Kindergarten’s stance on bullying
- We encourage parents to tell the Kindergarten of concerns, including those relating to incidents out of Kindergarten
- Any concerns raised by parents will be sympathetically heard and investigated
- Parents of both victims and bullies will be supported

MONITORING AND EVALUATION

- The Kindergarten undertakes an audit of ‘hot spots’ in the grounds and in off-site facilities to identify areas and times where children feel vulnerable or at risk.
- All reported cases of bullying will be recorded and the Headmistress will:
 - keep records confidential and secure
 - allow access to the records only to the Principal
- Records of bullying incidents will be maintained and scrutinised by the Principal and Headmistress to check on the effectiveness of this policy and to identify and rectify or eliminate common “hot-spots” of time, place or opportunity.

REFERENCES

This policy has been informed by:

DfE guidance ‘Preventing and tackling bullying’ (October 2014)

‘The Education Act’ (2011)

‘The Equality Act’ (2010)

‘Safe to Learn – Embedding anti-bullying work in schools’ (2007)

‘The Education and Inspections Act’ (2006)

See also: [Behaviour Management Policy](#), [Disability Policy](#) and [Safeguarding Policy](#).

This policy will be reviewed annually			
Latest Review: March 2020	By:	Kathy Ballantine, Headmistress	Changes made
Next Review: March 2021	By:	Chantal Baard, Headmistress	Changes made