

7.2 Anti-bullying

Policy statement

We believe that children flourish best when their personal, social and emotional needs are understood, supported and met and where there are clear, fair and developmentally appropriate expectations for their behaviour. As children develop, they learn about boundaries, the difference between right and wrong, and to consider the views and feelings, and needs and rights, of others and the impact that their behaviour has on people, places and objects. The development of these skills requires adult guidance to help encourage and model appropriate behaviours and to offer intervention and support when children struggle with conflict and emotional situations. In these types of situations key staff can help identify and address triggers for the behaviour and help children reflect, regulate and manage their actions.

The Early years setting believes that its children have the right to play and learn in a supportive, caring and safe environment. If behavioural expectations are consistent and reasonable boundaries are in put place by caring and supportive practitioners, it can minimise the occurrence of bullying. It is important therefore that the kindergarten has a clear written policy to promote this belief. Bullying affects everyone, not just the bullies and the victims. No one person or group, whether staff or child, should have to accept this type of behaviour. Only when all issues of bullying are addressed, will a child best be able to benefit from the opportunities available at the kindergarten. Although bullying in the strongest context of the word does not generally occur at kindergarten it is recognised by practitioners that preschool children are developing their personalities and friendships, as well as exploring boundaries and appropriate behaviour that can result in conflict and clashes of personality. Practitioners minimise occurrences by being observant and recognising that some children prefer the company of others and some don't.

Fully understanding each child and observing each child helps with the restorative approach our kindergarten uses. If any level of bullying is suspected observed or reported, the matter will be taken seriously, dealt with promptly and all parties will be supported appropriately and fairly. This will involve working towards a shared understanding of the causes of the behaviour. Our kindergarten understands that all behaviour is a form of communication and should be recognised as such. Matters will be documented as necessary and reported to the manager and/or parents if deemed necessary.

WHAT IS BULLYING?

Bullying can occur through several types of anti-social behaviour. It can be:-

- PHYSICAL - child can be physically punched, kicked, hit, spat at, etc.
- VERBAL - Verbal abuse can take the form of name-calling.
- EMOTIONAL - A child can be bullied simply by being excluded from discussions/activities or play, with those they believe to be their friends.

AS A PARENT:

- a) Look for unusual behaviour in your children. For example, they may suddenly not wish to attend kindergarten or they may regularly say that they feel ill
- b) Always take an active role in your child's education. Enquire how their day has gone and who they have spent their time with
- c) If your child encounters any problems at the kindergarten inform the Kindergarten Manager IMMEDIATELY. Your communication or complaint (if appropriate) will be taken seriously and appropriate action will follow as soon as possible.
- d) It is important that you advise your child not to fight back. It can make matters worse! Tell them to ask for help and to tell any adult as soon as possible so the incident can be dealt with effectively.
- e) Try to ensure that your child maintains a positive image of themselves.

AS A KINDERGARTEN:

- a) Provide an enabling and proactive environment in order to minimise opportunities for bullying
- b) Use any opportunity to discuss the appropriate way to behave towards each other: thinking / circle time, topics, persona dolls, when going outside, snack time etc.
- c) Deal quickly, firmly and fairly with any communications from parents or complaints from parents, involving parents where necessary in a POSITIVE AND CALM MANNER.
- d) The manager to review the kindergarten policy and its degree of success.
- e) The staff will continue to have a firm but fair approach to behaviour management. The rules should be few, simple and easy to understand.
- f) Do not use teaching materials or equipment that could result in negative views of any group because of their ethnic origin, gender, etc.
- g) Encourage children to discuss how they get on with other people and to form positive attitudes towards other people, exploring what friendship is
- h) Encourage children to treat everyone with respect.
- i) We will treat bullying as a serious offence and take every possible action to eradicate it from our kindergarten. Follow the ethos of BE KIND, CARE and SHARE.
- j) Have suitable training to continue personal development within behaviour management both on an individual and group basis.

ACTION TO BE TAKEN WHEN BULLYING IS SUSPECTED.

We will support children by following the six steps of conflict resolution as follows:

- Approach calmly, stopping any harmful actions
- Acknowledge all children's feelings
- Gather information from all parties
- Restate the problem
- Ask for ideas and solutions and choose one together • Be prepared to give follow up support.

We will speak openly with parents in order to formulate a mutual agreement regarding action to move the situation forwards in a way that meets individual needs. If necessary, outside agencies will be contacted in order to support the setting, child and parents/carers.

Further guidance

- Special Educational Needs and Disability Code of Practice (DfE 2014).

This policy was adopted by	Hidden Valley Bushcraft	<i>(name of provider)</i>
On	23/08/2017	<i>(date)</i>
Date reviewed	20/10/2018	<i>(date)</i>
Date to be reviewed	20/10/2019	
Signed on behalf of the provider	<i>L Goldsmith</i>	
Name of signatory	Louise Goldsmith	
Role of signatory (e.g. chair, director or owner)	Owner	