



Regent House Preschool

Anti-Bullying Policy

Introduction

This document outlines the Regent House Preschool Anti-Bullying Policy which is used by all staff. It will be monitored and reviewed on a regular basis.

At Regent House Preschool we believe that all forms of bullying are unacceptable. We aim to create a safe, happy and welcoming environment for all staff and pupils in which they feel valued, secure, respected and supported.

The United Nations Convention on the Rights of the Child (UNCRC) sets out every child's right to:

- Be protected from all forms of physical or mental violence, injury or abuse, maltreatment, or exploitation
- Be protected from discrimination
- Express their views, in a supported and accessible way, on issues that affect them, and to have their opinions taken seriously
- Education

Ethos and Principles

The following statements outline the principles underpinning our approach to anti-bullying at Regent House Preschool:

- * We are committed to a society where children can live free and safe from bullying
- * We believe in a society where bullying is unacceptable and where every child is safe and feels safe from bullying
- * We believe that every child should be celebrated in their diversity

* We are committed to a preventative, responsive and restorative anti-bullying ethos across the whole school

* We value the views and contributions of children and Parents/Carers; we will actively seek these views and we will respect and take them into account

* We understand that everyone in our school community has a role to play in taking a stand against bullying and creating a safe and welcoming environment for all

What is Bullying?

Bullying is usually repeated behaviour that intentionally hurts, harms or adversely affects the rights and needs of another or others.

The Addressing Bullying in Schools Act (2016) Definition of “bullying”:

“In this Act bullying includes (but is not limited to) the repeated use of

(a) any verbal, written or electronic communication, (b) another act, or

(c) any combination of those, by a pupil or a group of pupils against another pupil or group of pupils, with the intention of causing physical or emotional harm to that pupil or group of pupils.”

This is a non-exhaustive definition of ‘bullying’ which applies only to child-to-child bullying, i.e. bullying behaviour by a child or a group of children against another child or group of children. For the avoidance of doubt, bullying behaviours, involving, or concerning an individual member of staff or various members of staff should be covered within a Staff Code of Conduct.

The definition of bullying includes 3 key elements:

- Non-limitation to Repeated Behaviours
- Methods of Bullying
- Intention to Cause Harm

It is very rare for bullying to take place in the Preschool context as this consists of repeated behaviours by a child intending to cause physical or emotional harm to another child. Children in their Preschool year are learning how to behave appropriately in a larger social group; while at times there may be incidents of one pupil harming another, for example hitting or pushing, these rarely are intended to cause harm. Instead, these behaviours may be an immature expression of frustration or an inappropriate method of getting a toy or resource. As children learn to share, turn take and meet social expectations incidents like these behaviours should become less frequent as the children’s sense of empathy and ability to problem-solve / manage conflict grows.

The following (non-exhaustive) list of examples of unacceptable behaviours, when repeated, targeted and intentionally hurtful, may be considered bullying behaviours;

- Physical Acts such as hitting, kicking, pushing, material harm such as taking/stealing money or possessions.
- Verbal Acts such as saying mean and hurtful things, making fun of others, name-calling.
- Omission - leaving someone out of a game, refusing to work with someone in a group.
- Electronic Acts - using online platforms to carry out the acts noted above, impersonating someone online to cause hurt, sharing images online to embarrass someone.

Some of these acts are more relevant to the Preschool setting than others.

When assessing a one-off incident or such behaviour, to make a decision on whether to classify it as bullying, Regent House Preschool will consider the following criteria:

- severity and significance of the incident
- evidence of pre-meditation
- impact of the incident on individuals (physical/emotional)
- impact of the incidents on the wider school community
- previous relationships between those involved
- any previous incidents involving the individuals

These factors will be reviewed in line with the child's individual capacity to understand the impact of their behaviours e.g. due to development, age, disability or delay.

Any incidents which are not considered bullying behaviour will be addressed under the Positive Behaviour Management Policy.

Possible Signs of Being Bullied

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

- Unwillingness to come to Preschool
- 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.

Recognising Bullying Behaviour

Bullying is an emotive issue, therefore it is essential that we ensure we use supportive, understanding language when discussing these matters.

For that reason we will not refer to a child as 'a bully', nor will we refer to a child as 'a victim'. Instead, we will refer to the child by describing the situation surrounding that child, for example:

- * A child displaying bullying behaviours
- * A child experiencing bullying behaviours

We encourage all members of the school community to use this language when discussing bullying incidents

In determining 'harm' we define:

- * Emotional or psychological harm as intentionally causing distress or anxiety by scaring, humiliating or affecting adversely a pupil's self-esteem
- * Physical harm as intentionally hurting a pupil by causing injuries such as bruises, broken bones, burns or cuts

Preventative Measures

The first approach taken as part of our Anti-Bullying Policy are the preventative measures put in place to limit the occurrence of bullying behaviours.

At Regent House Preschool, we will endeavour to:

1. Pre-empt the issue by discouraging such behaviours before they develop
2. Create an environment in which such behaviour and attitudes do not flourish
3. Watch out for behaviour that is, or could become, bullying in nature
4. Actively and effectively intervene, if identified
5. Deal with such behaviour appropriately and in line with the setting's Anti-Bullying Policy

Bullying behaviour and attitudes can be addressed through curricular intervention aimed at the prevention of bullying, both by explicit teaching activities and through the positive behaviour policy approaches used within the setting.

- Co-operative work and non-aggressive behaviour should be praised
- Empathy should be encouraged through role play activities and conflict resolution strategies
- Language and communication work should cover the theme of how other people feel
- Circle time should be used to explore children's feelings and attitudes

Responsibility

Everyone in the school community, including pupils, their Parents/Carers, and the staff in the setting are expected to respect the rights of others to be safe.

Everyone has the responsibility to work together to:

- * foster positive self esteem
- * behave towards others in a mutually respectful way
- * model high standards of personal pro-social behaviour
- * be alert to signs of distress and other possible indications of bullying behaviour
- * inform the setting of any concerns relating to bullying behaviour
- * refrain from becoming involved in any kind of bullying behaviour, even at the risk of incurring temporary unpopularity
- * refrain from retaliating to any form of bullying behaviour
- * intervene to support the person who is being bullied, unless it is unsafe to do so
- * report any concerns or instances of bullying behaviour witnessed or suspected, to a member of staff
- * emphasise the importance of seeking help from a trusted adult about bullying behaviour when it happens or is observed
- * explain the implications of allowing the bullying behaviour to continue unchecked, for themselves and/or others
- * listen sensitively to anyone who has been bullied, take what is said seriously, and provide reassurance that appropriate action will be taken
- * know how to seek support - internal and external

* resolve difficulties in restorative ways to prevent recurring bullying behaviour and meet the needs of all parties

Reporting a Bullying Concern

In most cases concerns around behaviour or incidents occurring in the setting will be dealt with by the class teacher/members of Preschool staff.

Parents/Carers can speak to their child's teacher when they bring their child to/from Preschool or contact them through the school office.

However, if a Parent/Carer, child, or member of staff needs to report a concern of bullying they should contact the Preschool Manager, Miss C. Auld, directly through the school office. This can be done by telephone, email or an arranged face-to-face meeting.

All concerns reported will be taken seriously and recorded accordingly in line with the Preschool's policy and guidance.

Procedures

- Staff are aware of signs of bullying
- A consistent approach is used throughout the Preschool (Behaviour Management Policy)
- Staff work in partnership with Parents/Carers (face to face, phone, email)
- Staff monitor and evaluate each situation
- Appropriate procedures for recording incidents and contacting Parents/Carers are in place
- Ensuring that all staff in school are familiar with and understand the policy and procedures
- Consistently review training needs of all staff

Responding to a Bullying Concern

Regent House Preschool acknowledges that despite all efforts to prevent it, bullying behaviour can occur on occasion. Should such incidents occur, the staff will respond in accordance with the following principles:

- We address incidents quickly, thoroughly, and sensitively
- We intervene to stop the child who is using bullying behaviours from harming others
- We give comfort and reassurance to the child, or children, who have experienced bullying behaviour

- We show the child who has experienced bullying behaviour that we are able to listen to their concerns and act upon them
- We explain to the child using bullying behaviour why her/his behaviour is not acceptable
- We help the child using bullying behaviours to recognise the impact of their actions
- We support the individual who has experienced bullying behaviours, keeping them under close supervision and checking their welfare regularly
- We make sure that children using bullying behaviour are encouraged to behave more appropriately by receiving positive feedback for considerate behaviour
- We recognise that all behaviour is communication. Children using bullying behaviours may be experiencing bullying themselves or be subject to other circumstances causing them to express their anger in negative ways.
- We recognise that children using bullying behaviours are often unable to empathise with others and for this reason we do not insist that they say sorry. Instead, we encourage them to help “put it right” and fix the situation or offer comfort to the child they have hurt/upset (the other child is not obligated to accept this comfort if it is offered)
- We discuss what has happened with the Parents/Carers of the child using bullying behaviour and work out, with them, a plan for handling the child’s behaviour.

AND

- We share what has happened with the Parents/Carers of the child who has experienced bullying behaviour, explaining that the child displaying the behaviour is being helped to adopt more acceptable ways of behaving.
- If bullying behaviour persists, more serious actions may have to be taken, such as increased adult supervision, implementation of individual behaviour plan, reduction in opportunities to display bullying behaviour (implementation of individual timetable).

Monitoring and evaluation

This policy will be reviewed and monitored in line with the Preschool’s policy review schedule.

Reviewed:

12/09/22

14/05/23

Approved by BOG:

29/09/22

30/05/23

21/09/23