

Reading Early Years Schools Federation (REYS)



Anti-Bullying Policy

Signed by Chair of Governors: Caroline Wharton

Signed by Executive Head teacher: Joanne Budge

Date: February 2021

Date to be reviewed: January 2024

February 2021 – Next review January 2024

Anti-Bullying Policy

The anti-bullying policy complies with the Human Rights Act 1998 and the Race Relations amendment Act 2000. It should be used in conjunction with the schools' policies on behaviour and information on equality.

Definition of Bullying: Bullying is unwanted, aggressive behaviour among children that involves a real or perceived power imbalance. The behaviour is repeated, or has the potential to be repeated, over time (see <https://www.stopbullying.gov/what-is-bullying/index.html>).

We believe that bullying can take various forms, including between adults, between adults and children and between children. It is extremely rare to use the term 'bullying' when referring to young children as behaviour such as the examples below are often part of young children learning to manage their feeling and emotions and build relationships. Behaviour's that we would discourage include:

- Verbal bullying: calling someone names and making unkind remarks such as, "You are not my friend."
- Physical bullying: hitting, pushing and punching someone.
- Exclusion: deliberately preventing participation, e.g. by saying "You can't play here."
- Disapproval: facial grimace, gestures such as thumbs down, e.g. when a child is asked to pair with another.
- Intimidation: staring at someone, invading the other's space in order to get one's own way.

It is the aim of the REYS Federation to prevent all forms of bullying amongst children and make clear that bullying is an unacceptable form of behaviour. We believe that challenging bullying effectively will improve the safety and happiness of children, make them feel safe and raise their self-esteem.

Our aim in the Federation is to help children understand what constitutes appropriate behaviour to help them to self-manage their behaviour. This is done through our daily routines and within our curriculum delivery (personal social and emotional development). We need to make our expectations clear and ensure these are appropriate to the children's age and developmental stage. In order to ensure effective implementation, children, staff, parents and governors are informed of this policy.

Each nursery within the Federation has an important role in enabling children to learn how to manage their emotions and develop successful relationships. Helping young children to build good relationships and develop empathy is developmentally a challenge. An emphasis on co-operation in the Nursery will lead to a feeling of interdependence between children.

Procedures for Tackling Bullying

The following procedures are laid out to ensure that any form of bullying is dealt with swiftly and effectively:

- Recognise whether the incident can be termed as harassment.
- If it is, then support any child who has been affected.
- Ensure that the act is identified as wrong.
- Support the child who has perpetrated the incident ensuring that the issue itself is dealt with.
- Talk about the incident together.
- Liaise with parents as appropriate
- Talk about the issue with all children (not identifying individuals), e.g. in group times using a child friendly medium, e.g. a story book, role play with puppets, etc.
- Follow the incident up with key-person who will monitor the situation.
- Use discretion in recording the incident, depending on its severity.

Monitoring any concerns regarding children's behaviour will be shared informally on a daily basis with the team to ensure strategies used are consistent. If behaviour persists staff would meet parents to agree a behaviour plan and would follow the nursery Behaviour policy.