



# HOWE GREEN HOUSE SCHOOL

## ANTI-BULLYING POLICY

ISI Reference	10a
Issue Number	
This policy is endorsed by	Governing Board and the Head
This policy is owned by	
Review Body	Education Committee

Most Recent Revision Date	January 2022
Last Reviewed by Governors	
Period of Review	Two yearly
Next Review Date	January 2024
Previous Reviews	2

To be made available	YES
To be on website	YES
Internal staff only	NO
Internal students only	NO
Internal staff and students	YES

## **Anti-Bullying Policy**

### **Howe Green House School**

**This policy also includes the Early Years Foundation Stage and Before and After School Provision**

#### **STATEMENT OF INTENT**

The governors and staff of Howe Green House School believe that we should provide a caring, positive, safe and stimulating environment, which promotes the intellectual, social, physical, and moral development of the individual child.

Our stated school policy is to provide a happy and caring environment in which each pupil has the opportunity to achieve their full potential, and our policy on bullying is an integral part of achieving this aim. Bullying will affect self esteem, happiness, creativity, community, security, motivation, academic and personal achievement. It erodes trust and respect and places little or no value on love for one another.

#### **HARASSMENT, BULLYING AND VICTIMISATION**

Members of the school community are entitled to an environment free from hostility. Intimidating behaviour also prevents members of staff and pupils from working effectively and denies them job satisfaction. Harassment, including sexual and racial harassment, bullying and victimisation are all therefore unacceptable and are disciplinary offences. Repeated bullying or racist incidents or a single serious incident may lead to consideration under child protection procedures.

#### **DEFINITION OF BULLYING**

Bullying is harmful behaviour that may be repeated over time and intentionally hurts another pupil or group physically or emotionally and is often motivated by prejudice against particular groups, for example the protected characteristics - on grounds of age, race, religion or belief, sex, gender, sexual orientation, special educational needs and disability; or because a child is adopted or is a carer.

It may occur directly or through cyber-technology (social websites, mobile phones, text messages, photographs and email);

Bullying can take place between pupils, between pupils and staff, or between staff; by individuals or groups; face-to-face, indirectly or using a range of cyberbullying methods.

Bullying includes: name-calling; taunting; mocking; making offensive comments; kicking; hitting; pushing; taking belongings; inappropriate text messaging and emailing; cyber-bullying such as sending offensive or degrading images by phone or via the internet; producing offensive graffiti; gossiping; excluding people from groups; and spreading hurtful and untruthful rumours. Although sometimes occurring between two individuals in isolation, it quite often takes place in the presence of others.

Bullying can seriously damage a young person's confidence and sense of self-worth, and they will often feel that they are at fault in some way. It can lead to serious and prolonged emotional and psychological damage for an individual. Those who conduct the bullying or witness the bullying can also experience emotional harm, and the impact on parents and school staff can be significant.

## **AIMS**

To create environments which encourage the individual to be happy, confident, interested, involved, cooperative and responsible.

To create an environment where pupils feel confident to report incidents either involving themselves or others to staff, knowing it will be dealt with appropriately.

Providing a safe and happy learning environment is integral to achieving the wider objectives of school improvement: raising attainment, improving school attendance; promoting equality and diversity; and ensuring the well-being of all members of the school community.

## **OBJECTIVES**

To protect the child from situations which may lead to bullying and to support him/her should such situations arise.

To educate the children about bullying in its various guises and to promote positive, kind and healthy relationships and communication.

## **STRATEGIES/ACTION PLAN**

The aims of school anti-bullying strategies and intervention systems are:

- To prevent, de-escalate and/or stop any continuation of harmful behaviour.
- To react to bullying incidents in a reasonable, proportionate and consistent way.
- To safeguard the pupil who has experienced bullying and to trigger sources of support for the pupil.
- To apply disciplinary sanctions to the pupil causing the bullying and ensure they learn from the experience, possibly through multiagency support. To provide support for both victim and bully

Response to bullying issues

- Staff will make pupils aware through assemblies and circle time that any form of bullying will not be tolerated in school. Pupils will be reassured that their concerns will be taken seriously and be informed of procedures for reporting incidents.
- All children to understand that one of their responsibilities is to report to staff any incident they see which they think is unacceptable.

- Staff on playground supervision must report any incidents they have witnessed or had reported to them to the child's class teacher at the earliest opportunity.
- The incident must also be recorded for monitoring by the Head of Department.
- The class teacher will be expected to investigate the matter fully and report to the Head of Department if there is any evidence of bullying.
- If appropriate, the incident will be referred to the Headteacher who will interview the children concerned, determine a plan of action and consult parents as necessary.
- All incidents of bullying will be recorded on a centrally held system.
- If appropriate, an action plan to deal with the bullying will be devised in collaboration with the class teacher in order to monitor what is happening.
- Repeated incidents may lead to the matter being referred to the Board of Governors where further action may be taken.
- In cases where the Headteacher deems it appropriate; external agencies, counsellors or social workers will be called upon for advice and guidance.
- **This policy needs to be read in conjunction with the school's 'Building better behaviour' and 'Exclusions' policies as these outline in more detail the possible sanctions that may result from bullying behaviour.**

## **CURRICULUM IMPLICATIONS**

All children should, via the Personal, Social, Health, Citizenship and Economic education (PSHCE) programme, learn about bullying, and to learn what is acceptable and unacceptable behaviour and to report bullying in the knowledge that they will be listened to sympathetically.

## **TRAINING**

All staff need to have the opportunity of access to relevant training programmes.

**The procedures outlined below, for Little Oaks Nursery, should be read in conjunction with this policy.**

### **Little Oaks Nursery - Achieving positive behaviour**

#### **Procedural Statement**

Our setting believes that children flourish best when their personal, social and emotional needs are met and where there are clear and developmentally appropriate expectations for their behaviour.

*Children need to learn to consider the views and feelings, needs and rights, of others and the impact that their behaviour has on people, places and objects. This is a developmental task that requires support, encouragement, teaching and setting the correct example. The principles that underpin how we achieve positive and considerate behaviour exist within the programme for promoting personal, social and emotional development.*

## **Procedures**

*We have named persons Beverley McNally and Julie Sellears who have overall responsibility for our programme for supporting personal, social and emotional development, including issues concerning behaviour.*

- We require the named persons to:
  - keep themselves up-to-date with legislation, research and thinking on promoting positive behaviour and on handling children's behaviour where it may require additional support;
  - access relevant sources of expertise on promoting positive behaviour within the programme for supporting personal, social and emotional development ; and
  - Staff receive relevant training on promoting positive behaviour.
  - We recognise that codes for interacting with other people vary between cultures and require staff to be aware of - and respect - those used by members of the setting.
- We require all staff, volunteers and students to provide a positive model of behaviour by treating children, parents and one another with friendliness, care and courtesy.
- We familiarise new staff and volunteers with the setting's achieving positive behaviour policy and its guidelines for behaviour.
- We expect all members of our setting - children, parents, staff, volunteers and students - to keep to the guidelines, requiring these to be applied consistently.
- We work in partnership with children's parents. Parents are regularly informed about their children's behaviour by their key person. We work with parents to address recurring inconsiderate behaviour, using our observation records to help us to understand the cause and to decide jointly how to respond appropriately.

## ***Strategies with children who engage in inconsiderate behaviour***

- We require all staff, volunteers and students to use positive strategies for handling any inconsiderate behaviour. For children causing a recurring concern we would use one of

our strategies, the “ABC” (Antecedents, behaviours and consequences) model to observe, to find out what is happening rather than what we thought was happening. By helping children find solutions in ways which are appropriate for the children's ages and stages of development. Such solutions might include, for example, acknowledgement of feelings, explanation as to what was not acceptable and supporting children to gain control of their feelings so that they can learn a more appropriate response.

- We ensure that there are enough popular toys and resources and sufficient activities available so that children are meaningfully occupied without the need for unnecessary conflict over sharing and waiting for turns.
- We acknowledge considerate behaviour such as kindness and willingness to share.
- We support each child in developing self-esteem, confidence and feelings of competence.
- We support each child in developing a sense of belonging in our group, so that they feel valued and welcome.
- We avoid creating situations in which children receive adult attention only in return for inconsiderate behaviour.
- When children behave in inconsiderate ways, we help them to understand the outcomes of their action and support them in learning how to cope more appropriately.
- We never use physical punishment, such as smacking or shaking. Children are never threatened with these.
- We do not use techniques intended to single out and humiliate individual children.
- We use physical restraint, such as holding, only to prevent physical injury to children or adults and/or serious damage to property.
- Details of such an event (what happened, what action was taken and by whom, and the names of witnesses) are brought to the attention of our setting leader and are recorded in the child's personal file. The child's parent is informed on the same day.
- In cases of serious misbehaviour, such as racial or other abuse, we make clear immediately the unacceptability of the behaviour and attitudes, by means of explanations rather than personal blame.
- We do not shout or raise our voices in a threatening way to respond to children's inconsiderate behaviour.

## ***Children under three years***

- When children under three behave in inconsiderate ways we recognise that strategies for supporting them will need to be developmentally appropriate and differ from those for older children.
- We recognise that babies and very young children are unable to regulate their own emotions, such as fear, anger or distress, and require sensitive adults to help them do this.
- Common inconsiderate or hurtful behaviours of young children include tantrums, biting or fighting. Staff are calm and patient, offering comfort to intense emotions, helping children to manage their feelings and talk about them to help resolve issues and promote understanding.
- If tantrums, biting or fighting are frequent, we try to find out the underlying cause - such as a change or upheaval at home, or frequent change of carers. Sometimes a child has not settled in well and the behaviour may be the result of 'separation anxiety'.
- We focus on ensuring a child's attachment figure in the setting, their key person, is building a strong relationship to provide security to the child.

### ***Rough and tumble play and fantasy aggression***

Young children often engage in play that has aggressive themes – such as superhero and weapon play; some children appear pre-occupied with these themes, but their behaviour is not necessarily a precursor to hurtful behaviour or bullying, although it may be inconsiderate at times and may need addressing using strategies as above.

- We recognise that teasing and rough and tumble play are normal for young children and acceptable within limits. We regard these kinds of play as pro-social and not as problematic or aggressive.
- We will develop strategies to contain play that are agreed with the children, and understood by them, with acceptable behavioural boundaries to ensure children are not hurt.
- We recognise that fantasy play also contains many violently dramatic strategies, blowing up, shooting etc., and that themes often refer to 'goodies and baddies' and as such offer opportunities for us to explore concepts of right and wrong.
- We are able to tune in to the content of the play, perhaps to suggest alternative strategies for heroes and heroines, making the most of 'teachable moments' to encourage empathy and lateral thinking to explore alternative scenarios and strategies for conflict resolution.

### ***Hurtful behaviour***

We take hurtful behaviour very seriously. Most children under the age of five will at some stage hurt or say something hurtful to another child, especially if their emotions are high at the time, but it is not helpful to label this behaviour as 'bullying'. For children under five, hurtful behaviour is momentary, spontaneous and often without cognisance of the feelings of the person whom they have hurt.

- We recognise that young children behave in hurtful ways towards others because they have not yet developed the means to manage intense feelings that sometimes overwhelm them.
- We will help them manage these feelings as they have neither the biological means nor the cognitive means to do this for themselves.
- We understand that self-management of intense emotions, especially of anger, happens when the brain has developed neurological systems to manage the physiological processes that take place when triggers activate responses of anger or fear.
- Therefore we help this process by offering support, calming the child who is angry as well as the one who has been hurt by the behaviour. By helping the child to return to a normal state, we are helping the brain to develop the physiological response system that will help the child be able to manage his or her own feelings.
- We do not engage in punitive responses to a young child's rage as that will have the opposite effect.
- Our way of responding to pre-verbal children is to calm them through holding and cuddling. Verbal children will also respond to cuddling to calm them down, but we offer them an explanation and discuss the incident with them to their level of understanding.
- We recognise that young children require help in understanding the range of feelings they experience. We help children recognise their feelings by naming them and helping children to express them, making a connection verbally between the event and the feeling. "Adam took your car, didn't he, and you were enjoying playing with it. You didn't like it when he took it, did you? Did it make you feel angry? Is that why you hit him?" Older children will be able to verbalise their feelings better, talking through themselves the feelings that motivated the behaviour.
- We help young children learn to empathise with others, understanding that they have feelings too and that their actions impact on others' feelings. "When you hit Adam, it hurt him and he didn't like that and it made him cry."
- We help young children develop pro-social behaviour, such as resolving conflict over who has the toy. "I can see you are feeling better now and Adam isn't crying any more. Let's see if we can be friends and find another car, so you can both play with one."

- We are aware that the same problem may happen over and over before skills such as sharing and turn-taking develop. In order for both the biological maturation and cognitive development to take place, children will need repeated experiences with problem solving, supported by patient adults and clear boundaries.
- We support social skills through modelling behaviour, through activities, drama and stories. We build self-esteem and confidence in children, recognising their emotional needs through close and committed relationships with them.
- We help a child to understand the effect that their hurtful behaviour has had on another child; we do not force children to say sorry, but encourage this where it is clear that they are genuinely sorry and wish to show this to the person they have hurt.
- When hurtful behaviour becomes problematic, we work with parents to identify the cause and find a solution together. The main reasons for very young children to engage in excessive hurtful behaviour are that:
  - they do not feel securely attached to someone who can interpret and meet their needs – this may be in the home and it may also be in the setting;
  - their parent, or carer in the setting, does not have skills in responding appropriately, and consequently negative patterns are developing where hurtful behaviour is the only response the child has to express feelings of anger;
  - the child may have insufficient language, or mastery of English, to express him or herself and may feel frustrated;
  - the child is exposed to levels of aggressive behaviour at home and may be at risk emotionally, or may be experiencing child abuse;
  - the child has a developmental condition that affects how they behave.
- Where this does not work, we use the Code of Practice to support the child and family, making the appropriate referrals to a Behaviour Support Team where necessary.

### ***Bullying***

We take bullying very seriously. Bullying involves the persistent physical or verbal abuse of another child or children. It is characterised by intent to hurt, often planned, and accompanied by an awareness of the impact of the bullying behaviour.

A child who is bullying has reached a stage of cognitive development where he or she is able to plan to carry out a premeditated intent to cause distress in another.

Bullying can occur in children five years old and over and may well be an issue in after school clubs and holiday schemes catering for slightly older children.

If a child bullies another child or children:

- we show the children who have been bullied that we are able to listen to their concerns and act upon them;
- we intervene to stop the child who is bullying from harming the other child or children;
- we explain to the child doing the bullying why her/his behaviour is not acceptable;
- we give reassurance to the child or children who have been bullied;
- we help the child who has done the bullying to recognise the impact of their actions;
- we make sure that children who bully receive positive feedback for considerate behaviour and are given opportunities to practise and reflect on considerate behaviour;
- we do not label children who bully as 'bullies';
- we recognise that children who bully may be experiencing bullying themselves, or be subject to abuse or other circumstance causing them to express their anger in negative ways towards others;
- we recognise that children who bully are often unable to empathise with others and for this reason we do not insist that they say sorry unless it is clear that they feel genuine remorse for what they have done. Empty apologies are just as hurtful to the bullied child as the original behaviour.
- we discuss what has happened with the parents of the child who did the bullying and work out with them a plan for handling the child's behaviour; and
- We share what has happened with the parents of the child who has been bullied, explaining that the child who did the bullying is being helped to adopt more acceptable ways of behaving.

**This policy is in conjunction with the main school "Building better behaviour policy"**

### ***Monitoring and Reviewing***

To ensure our procedures remain effective they will be reviewed on a regular basis.

Date: January 2022

**Headteacher: D J Mills**

**Chair of Education Committee: Liz Lester**

Next Review: January 2024

