

**Baby Unit for 0 – 2 year old children**

**Day Nursery for 2 – 5 year old children**

**Before and after School Holiday Care for 5 – 16 year old children**

**Primary School Holiday Care for 5 – 16 year old children**

**Friendship and Anti-Bullying Policy**

This policy is based on DfE guidance “*Preventing and Tackling Bullying. Advice for headteachers, staff and governing bodies*”, March 2014- https://www.gov.uk/government/publications/preventingand-tackling-bullying

**Rationale**

At Twixus we believe that every child and adult in the nursery should be able to work and learn in a bully-free environment. Everyone should feel confident when coming to nursery that they can spend the day in a friendly place where we’re all working together to help one another. When bullying does occur (please see definition below) staff and pupils should feel confident to report the behaviour enabling the system to be put into place to prevent it from happening again.

Twixus is a happy environment and we endeavour to keep it as such.

1. **Objectives of this Policy**

This policy outlines what we will do to prevent and tackle bullying. We are committed to developing an anti-bullying culture whereby no bullying, including between adults or adults and children and young people will be tolerated.

1. **Application Methods -**

* We discuss, monitor and review our anti-bullying policy and practice on a regular basis.
* We Support all staff to promote positive relationships to prevent bullying and will intervene by identifying and tackling bullying behaviour appropriately and promptly.
* We ensure that pupils are aware that all bullying concerns will be dealt with sensitively and effectively; that pupils feel safe to learn; and that pupils abide by the anti-bullying policy.
* We will report back to parents/carers regarding their concerns on bullying and deals promptly with complaints. Parents/ carers in turn work with the school to uphold the anti-bullying policy.
* We seek to learn from good anti-bullying practice elsewhere and utilises support from the Local Authority and other relevant organisations when appropriate.

1. **Definition of bullying**

Bullying is “Behaviour by an individual or a group, usually repeated over time that intentionally hurts another individual either physically or emotionally and involves an imbalance of power”. (DfE “Preventing and Tackling Bullying”, October 2014) Bullying can include: name calling, taunting, mocking, making offensive comments; kicking; hitting; taking belongings; producing offensive graffiti; gossiping; excluding people from groups and spreading hurtful and untruthful rumours. This includes the same inappropriate and harmful behaviours expressed via digital devices (cyberbullying) such as the sending of inappropriate messages by phone, text, Instant Messenger, through websites and social media sites and apps, and sending offensive or degrading images by mobile phone or via the internet.

1. **Forms of bullying covered by this Policy**

* Bullying can happen to anyone. This policy covers all types of bullying including:
* Bullying related to race, religion or culture.
* Bullying related to SEND (Special Educational Needs or Disability).
* Bullying related to appearance or physical/mental health conditions.
* Bullying related to sexual orientation (homophobic and biphobic bullying).
* Bullying of young carers, children in care or otherwise related to home circumstances.
* Sexist, sexual and transphobic bullying.
* Bullying via technology –“cyberbullying”
* Bullying can been seen in the following forms
* **Emotional –** being unfriendly, excluding, tormenting
* **Physical –** pushing, kicking, hitting, punching or any use of violence
* **Racist –** taunts, graffiti, gestures
* **Sexual –** unwanted physical contact or sexually abusive comments
* **Homophobic**- focussing on the issue of sexuality and perceived sexuality
* **Verbal name-calling** – sarcasm, spreading rumours, teasing

1. **Preventing, identifying and responding to bullying**

Twixus will:

· Create and support an inclusive environment which promotes a culture of mutual respect, consideration and care for others which will be upheld by all.

· Work with staff and outside agencies to identify all forms of prejudice-driven bullying.

· Actively provide systematic opportunities to develop pupils’ social and emotional skills, including their resilience.

· Provide a range of approaches for pupils, staff and parents/carers to access support and report concerns.

· Challenge practice which does not uphold the values of tolerance, non-discrimination and respect towards others.

· Consider all opportunities for addressing bullying in all forms throughout the curriculum and supported with a range of approaches such as through displays and peer support.

· Regularly update and evaluate our approaches to take into account the developments of technology and provide up-to-date advice and education to all members of the community regarding positive online behaviour.

· Train all staff including teaching staff and support staff (including administration staff and site support staff) to identify all forms of bullying, follow the policy and procedures (including recording and reporting incidents).

· Proactively gather and record concerns and intelligence about bullying incidents and issues so as to effectively develop strategies to prevent bullying from occurring.

· Actively create “safe spaces” for vulnerable children.

· Use a variety of techniques to resolve the issues between those who bully and those who have been bullied.

· Work with other agencies to prevent and tackle concerns.

· Celebrate success and achievements to promote and build a positive school ethos.

1. **Procedures for dealing with incidents**

The ‘Promoting Positive Behaviour’ policy should be followed in cases of reported incidents.

This includes: The EYFS practitioner dealing with and reporting to departmental managers and/or a designated safeguarding officer.

**1. Incident written on the incident sheet and parents of both children informed.**

**2. If a second incident occurs then the parents are invited into school to meet Key Person to discuss strategies for modifying behaviour.**

**3. Review of effectiveness of strategies with parents and school.**

***Hitting and hurting is not acceptable and can result in the parent(s) being contacted immediately if the child persists in the behaviour or if the behaviour is regular and a risk to others.***

***Parents may be asked to take the child home for that session to understand that the behaviour is unacceptable.***

Depending upon the nature of the incident, children can be referred to the management at any stage. Opportunity should be given for both victim and bully to express their versions and time taken to find out what instigates the behaviour. Parents of both victim and bully can be informed at any stage in addition to the formal stage recorded above. At all times it should be stressed that bullying is not acceptable and that action will always be taken.

In addition we request our staff to:

* Reward children who help prevent bullying
* Emphasise that it is the bullying behaviour we dislike and not the child
* Involve children in helping to solve problems and address topical issues
* Develop children’s social skills generally within the class
* Teach and encourage confidence-building and assertiveness
* Find constructive ways to help children who are bullying to change their behaviour

1. **Signs of bullying**

We encourage children to report incidents of bullying either of themselves or of others.

However, there are times when children will ‘suffer in silence’ out of fear of what might happen if the bullying is reported. Therefore, it is important that staff watch out for the following indicators in the behaviour of victims of bullying.

The victim might be:

* Frightened or unwilling to come to nursery
* Absent from nursery more than usual
* Withdrawn and anxious starting to stammer
* Crying at night or having nightmares
* Performing less well
* Suffering from unexplained cuts and bruises
* Becoming more aggressive and bullying others
* Losing appetite or complaining of being hungry

Of course, there may be other reasons for this type of behaviour but bullying is always a possible cause.

**8) Special Needs**

Children with specific special needs may be particularly vulnerable to bullying activities. Staff should be vigilant for any changes in their behaviour and should provided regular opportunities for them to discuss any worries they might have. Once more, circle time discussions can provide opportunity for children to share the responsibility of looking after one another. In some cases the case history of children may result in them exhibiting tendencies towards bullying behaviour. Where this is the case support should be provided for both the bully and the victim and opportunities sought to break the cycle that can result. Where children have experienced significant bullying at home, this can appear to be an accepted way to behave. This does not excuse bullying behaviour but can help explain its origins.

**9) Equal opportunities**

It should be noted that there is no one ‘stereotypical bully’. Bullies can come in all shapes and

sizes and most people at some stage will have been involved in a bullying incident. It is

important that staff keep an open mind when dealing with allegations and should be clear of

their evidence. However, there may also be times where children have to be given the benefit of

the doubt, both for and against the bully where insufficient proof is available.

**10) Links to legislation**

There are a number of pieces of legislation which set out measures and actions for

schools in response to bullying as well as criminal law. These may include:

· The Education and Inspection Act 2006, 2011

· The Equality Act 2010

· The Children Act 1989

· Protection from Harassment Act 1997

· The Malicious Communications Act 1988

· Public Order Act 1986

· The Computer Misuse Act 1990

***Acceptance and Application of Terms:*** *The Management and Staff at the Twixus Childcare Centre has agreed (by signature) to uphold the legislative terms and working practices of this policy. This policy will be reviewed annually and/or when legislative terms or practical application requires amendments.*

**Supporting Organisations and Guidance/ USEFUL LINKS**

[**https://anti-bullyingalliance.org.uk/tools-information/advice-and-support/if-youre-being-bullied/find-help-and-support**](https://anti-bullyingalliance.org.uk/tools-information/advice-and-support/if-youre-being-bullied/find-help-and-support)

[**https://www.gov.uk/government/publications/preventing-and-tackling-bullying**](https://www.gov.uk/government/publications/preventing-and-tackling-bullying)

· Anti-Bullying Alliance: www.anti-bullyingalliance.org.uk

· Childline: www.childline.org.uk

· DfE: “Preventing and Tackling Bullying. Advice for headteachers, staff and governing

bodies”, and “Supporting children and young people who are bullied: advice for

schools” October 2014: https://www.gov.uk/government/publications/preventingand-

tackling-bullying

· DfE: “No health without mental health”:

https://www.gov.uk/government/publications/no-health-without-mental-health-across-

government-outcomes-strategy

· Family Lives: www.familylives.org.uk

· Kidscape: www.kidscape.org.uk

· MindEd: www.minded.org.uk

· NSPCC: www.nspcc.org.uk

· PSHE Association: www.pshe-association.org.uk

· Restorative Justice Council: www.restorativejustice.org.uk

· The Diana Award: www.diana-award.org.uk

· Victim Support: www.victimsupport.org.uk

· Young Minds: www.youngminds.org.uk

· Young Carers: www.youngcarers.net

**Cyberbullying**

· Childnet International: www.childnet.com

· Digizen: www.digizen.org

· Internet Watch Foundation: www.iwf.org.uk

· Think U Know: www.thinkuknow.co.uk

· UK Safer Internet Centre: www.saferinternet.org.uk

**LGBT**

· EACH: www.eachaction.org.uk

· Pace: www.pacehealth.org.uk

· Schools Out: www.schools-out.org.uk

· Stonewall: www.stonewall.org.uk

**SEND**

· Changing Faces: www.changingfaces.org.uk

· Mencap: www.mencap.org.uk

· DfE: SEND code of practice: https://www.gov.uk/government/publications/sendcode-

of-practice-0-to-25

**Racism and Hate**

· Kick it Out: www.kickitout.org

· Report it: www.report-it.org.uk

· Stop Hate: www.stophateuk.org

· Show Racism the Red Card: www.srtrc.org/educational