



# **BALHAM NURSERY SCHOOL AND CHILDREN'S CENTRE SERVICES**

## **ANTI BULLYING AND ANTI-DISCRIMINATION POLICY 2018-2019**

**Signed:** ..... (Chair of Governors)

**Dated:** .....

**Signed:** ..... (Headteacher)

**Dated:** .....

**Review Date:** June 2019

This is linked explicitly and intrinsically to Balham Nursery School and Children's Centre Services' (BNSCCSS) Positive Behaviour Policy and Health and Safety Policy. It forms part of our duty to safeguard the welfare of all children.

## **1) Understanding Bullying.** **Definitions of Bullying**

Bullying is: "the persistent, wilful and conscious desire to hurt, threaten and frighten another." The first part of this definition focuses on the bully and part two on the bullied.

Definitions, generally, are an adult way of encompassing behaviour but with young children the word itself may not be understood and therefore a more appropriate word may have to be sought. For example, bullying may be described as unkind behaviour that makes someone feel unhappy.

**Persistent-** In the main, it is the drip-drip-drip effect of bullying that wears the victim down rather than the "big bang" incident.

**Wilful and Conscious-** These words become more meaningful as children grow in social maturity and understand the difference between right and wrong and acceptable and unacceptable behaviour. They will learn when their behaviour upsets, causes distress and invokes fear in another child.

### **The Bully-**

Bullying is about POWER. This might seem a harsh word to use about young children but it means the ability to dominate another and make them do what you want them to do. A young bully may get satisfaction from making another child cry, show fear, run away or give up their toy. Bullies quickly learn that if you are prepared to be more abusive or aggressive you get your own way. It is socially learnt in the home, or at school or about the community. But that which has been learned can be unlearned - it is not fixed and permanent.

### **The Bullied**

The bully does not have to be present for the victim to feel fear and threat - he or she may be tucked up in bed, eating their breakfast or playing at an activity worrying about the bully appearing. It is the ever-present fear of what might happen next which causes stress. This is a debilitating condition, which diminishes a child's capacity to think clearly, to concentrate or take risks in play or meeting new people. Stress can put a child off his or her food; to have irregular sleep patterns or display swings in their behaviour or mood.

### **Is there a typical bully?**

Research does not provide us with an accurate model of a typical bully or victim. Usually bullies are bigger and stronger than their victims and are characterised by impulsiveness and a desire to impose themselves on others. In many respects they are more socially aware. They are associated with anti-social behaviour and are often aggressive towards parents, teachers,

peers and other persons. They generally have a more positive attitude to the use of abuse and aggression and will freely resort to them to achieve their own ends. Moreover they have little sympathy or empathy for their victims.

### **Is there a typical victim?**

Contrary to popular belief, bullied children don't always differ much from other children. Victims can be more anxious than other children, they can suffer from negative views of themselves, low self-esteem and an over-cautious attitude towards risk and entering new situations. They can be in many cases, lonely and isolated. The majority of victims are seen as passive. That is, they don't actively set out to provoke attention but signal to others that they are nervous and retiring and will not retaliate if attacked or abused. A smaller group are provocative victims, who deliberately draw attention to themselves, interrupting activities or spoiling others' games.

## **2) Types of Bullying**

Bullying can take many forms, although it is unlikely that any one stands on its own. It is the inter-relationship between the forms that makes the behaviour so complex. Discriminatory bullying that includes making fun of/commenting on physical features, disabilities, racial or gender characterisations can be included in many of the descriptions listed below.

| <b>Categories</b>       | <b>Forms</b>  |
|-------------------------|---|
| Verbal Bullying         | This is one of the most common types of bullying and it includes teasing, name calling, taunts, threats. Note that non-verbal forms of communication include gesture and body language.                               |
| Physical Bullying       | This can cover quite a range, from relatively minor to quite severe. Includes pushing, pinching, punching etc right through to use of some form of a weapon or use of something very ordinary being used as a weapon. |
| Discriminatory Bullying | This includes making fun of/comments about physical features, disabilities, racial or gender characteristics.   |
| Exclusion Bullying      | This can be heard as, "You're not playing with us" or "You're not coming to my party" etc. To be left out of the social group can be upsetting and hurtful for young children.  |
| Extortion Bullying      | This may appear a strong word to use when referring to young children, but can include forcing someone to hand over something which is important or precious to them.   |

|                 |  |
|-----------------|--|
| Hiding Things   | Young children are sensitive about their possessions and can become upset if their coat or items regularly go missing from their pegs. |
| Spoiling Things | Drawing/painting on or over, or tearing a piece of another child's work can be very distressing for them.                              |

By its very nature bullying is destructive. It is harmful to victims and it is damaging to bullies, because if it goes on unchecked its continuation reinforces their attitudes that abuse and aggression bring rewards. Bullying also affects the onlookers who may be upset by what they see or even copy inappropriate behaviour. The authority of adults can also be undermined if individual children aim to adopt a domineering or aggressively bossy role within the BNSCCS community

### **Bullying or bossiness?**

Especially with young children, adults need to distinguish between bullying or bossiness. The bully usually picks on the younger, smaller or timid children whereas the bossy child will boss whoever is around. Most young children grow out of bossiness as they learn the social skills of negotiation and compromise. By contrast the bully increasingly relies on threat and violence.

### **Bullying or boisterous play?**

Play is a natural part of childhood and becomes bullying when it spoils other children's activities and enjoyment. It occurs when behaviour is rough and intimidatory. This may happen in horseplay or, with younger children in pretend play. The kicks or punches become more directed and the name calling more personal and hurtful.

## **3) Anti-Discrimination and Equality**

### Definition

Discrimination refers to any behaviour or practice which makes distinctions between children and adult individuals or groups that advantage some and disadvantage others on the basis of their membership or perceived membership of that group, or characteristics generally attributed to that group.

### Introduction

As a fully inclusive School and Children's Centres, BNSCCS focuses on the well-being and progress of every child and where all members of our community are of equal worth.

We believe that the Equality Act 2010 provides a framework to support our commitment to valuing diversity, tackling discrimination, promoting equality and fostering good relationships between all people. It also ensures that we continue to tackle issues of disadvantage and underachievement of different groups.

We recognise that these duties reflect international human rights standards as expressed in the UN Convention on the Rights of the Child, the UN Convention on the Rights of People with Disabilities, and the Human Rights Act 1998.

Our approach to equality is based on the following 6 key principles

1. All our learners and all adults are of equal value. Whether or not they are disabled, whatever their ethnicity, culture, national origin or national status, whatever their gender and gender identity, whatever their religious or non-religious affiliation or faith background and whatever their sexual orientation.

2. We recognise, respect and value difference and understand that diversity is a strength. We take account of differences and strive to remove barriers and disadvantages which people may face, in relation to disability, ethnicity, gender, religion, belief or faith and sexual orientation. We believe that diversity is one of our strongest assets, which should be respected and celebrated by all those who learn, teach, work and visit us.

3. We foster positive attitudes and relationships. We actively promote positive attitudes and mutual respect between groups and communities different from each other.

4. We foster a shared sense of cohesion and belonging. We want all members of the BNSCCS community to feel a sense of belonging within the School and Centres as well as the wider community and to feel that they are respected and able to participate fully in all we have to offer.

5. We observe good equalities practice for our staff. We ensure that policies and procedures benefit all employees and potential employees in all aspects of their work, including in recruitment and promotion and in continuing professional development.

6. We have the highest aspirations for all our children. We expect that all children can make good progress and achieve to their highest potential

#### **4) Anti-bullying and Anti Discrimination**

All children, staff and parents at Balham Nursery School and Children's Centre (BNSCCS) have the right to feel welcome, secure and happy. This is an essential starting point for all members of our school community to be able to achieve to their maximum potential. Bullying or discrimination of any sort prevents this being able to happen and prevents equality of opportunity and inclusion. It is everyone's responsibility to prevent this and therefore this policy contains guidelines to support this ethos.

Where bullying or discrimination exists/occurs, the victims (children, staff and parents or other stakeholders) must feel confident to activate the anti-bullying/anti-discrimination systems within BNSCCS to end the behaviour. It

is our aim to challenge attitudes about bullying/discriminatory behaviour, increase understanding for the child or adult affected and help build on the anti-bullying/anti-discriminatory ethos in BNSCCS.

This document outlines how we make this possible at BNSCCS.

## **5) Creating a safe and secure School and Children's Centres.**

The work of all staff is most effectively achieved if it is carried out in a professional and effective manner and includes a curriculum that embeds a firm stand against bullying and understanding regarding anti-discrimination. To this end all staff, children, governors and parents must be clear about what is understood by bullying/discriminatory behaviour.

Staff agreement: to avoid confusion, all staff will be aware of BNSCCS's policies, particularly those with reference to behaviour, health and safety and safeguarding and the need to follow these when working with children. This policy states the clear rules for the safety of the children and respect for themselves, peers and staff.

Consistency and coherence: All staff must be aware of the rules and strategies and must consistently apply them in all areas and activities. There is a value system underlying the rules. They demonstrate to the children and others what BNSCCS stands for and believes in.

Positive Messages: We agree that rules are emphasised in a positive rather than in a negative framework. Better to say "Good walking" rather than "Don't run".

### **Through our curriculum we aim to encourage cooperation rather than confrontation.**

- 1) by encouraging cooperative play, we can reduce the chance of bullying/discrimination amongst young children.
- 2) the use of role play is another effective way to encourage cooperation rather confrontation.
- 3) the use puppets/persona dolls to talk/act out feelings
- 4) the use of circle time and small group time
- 5) the use of stories
- 6) positive modelling by staff at all times
- 7) praising good behaviour rather emphasise the negative.

Prevention is better than cure and so all staff will be vigilant at all times for possible signs of bullying/discrimination. If any incident occurs, these are to be dealt with appropriately. Our children are encouraged to say "Please stop it, I don't like it", to any behaviour towards themselves and peers that they find threatening or they dislike. Our children are encouraged to tell a grown up/staff member of any incidents they dislike or find distressing. All reported incidents of bullying or discrimination would be investigated and taken seriously by staff members. In order to ensure effective monitoring of such

occurrences and to facilitate co-ordinated action, all proven incidences of bullying and discrimination should be reported to the Headteacher/Deputy Headteacher or another member of the Senior Leadership Team.

The Headteacher will keep a record of incidents. This will enable BNSCCS to ensure effective monitoring of both bullying and discrimination of any type. If bullying or discrimination includes racist remarks/abuse then it will be recorded as a racist incident. Upon discovery of an incidence of bullying or discrimination, we will talk/work with children about the issues in a way that is appropriate to their understanding. Children who are bullying are given support to find other ways of behaving.

Parental Involvement. Depending on the incident and in keeping with our belief in partnership with parents, the incident will be shared with parents of both the victim and the perpetrator. Other ways in which a parent can help:

- a) Look for unusual behaviour in your child - for example, not wanting to attend school or regularly pleading illness, unexplained bed wetting or significant changes in behaviour.
- b) Take an active role in your child's education.
- c) Talk to a member of staff immediately if you are concerned about your child.
- d) Advise your child not to fight back. Fighting back can make matters worse. Tell your child to ask for help.

This Policy will be reviewed annually and its effectiveness evaluated by staff and governors in relation to any incidents, should they occur.