Crossroads Nursery Anti-Bullying Policy

At Crossroads Nursery we are committed to being an excellent nursery community in which everyone is respected and valued, motivated and supported, in a nurturing and safe environment.

Our vision helps us to realise the **RAINBOW** values of our nursery.

Resilience, **A**dventurous, **I**nquisitive, **N**urturing, **B**rave, **O**utdoor learning and **W**ellness.

The community at Crossroads Nursery aim to:

- Provide a safe environment that promotes curiosity, wonder and excitement for all our learners.
- Promote an ethos of kindness, love, compassion and respect that celebrates success.
- Provide rich learning experiences that are fun, motivating that recognise individual interests.
- Explore opportunities within the natural environment that utilises the idyllic rural setting.

Aberdeenshire Council is committed to providing a safe, supportive environment for all in its establishments. At Crossroads, we are all committed to providing a nurturing, friendly and safe environment for all our children so they can learn in a secure environment. Bullying of any kind is unacceptable in our nursery. If bullying does occur, all incidents will be dealt with promptly and effectively. We are a TELLING nursery – this means that anyone who knows that bullying is happening is expected to tell the staff.

The United Nations Convention on the Rights of the Child (UNCRC) 1989:

Article 19: (protection from all forms of violence): Children have the right to be protected from being hurt and mistreated, physically or mentally.

Article 31: (Leisure, play and culture): Children have the right to relax and play, and to join in a wide range of cultural, artistic and other recreational activities.

What is bullying behaviour?

Bullying is both behaviour and impact; the impact is on a person's capacity to feel in control of themselves. This is what we term as their sense of 'agency'. Bullying takes place in the context of relationships; it is behaviour that can make people feel hurt, threatened, frightened and left out. This behaviour happens face-to-face and online. (Respect Me, 2015)

There is a difference between bullying and other hurtful behaviour and many disagreements do not constitute bullying. There are many definitions of bullying behaviour, but there are several important things to remember –

- Bullying **is not** always deliberate and people are sometimes not aware of the hurt they are causing.
- Bullying **is not** the same as falling out, although people may still need support when they do fall out with someone, it is also important to remember that individual incidents of hurtful behaviour still need to be dealt with.
- Bullying **is** hurtful and can be repeated over a period of time.
- Bullying **is** difficult for those being bullied to prevent.
- Bullying **can** take many forms such as verbal, social, physical, emotional, cyber or prejudice based.

Bullying behaviours may include:

- Name calling.
- Hitting, kicking, punching or pinching.
- Damaging or stealing property, extortion.
- 'Ganging up' on people or isolating someone.

- Teasing about family/domestic/cultural situations/personal or physical differences.
- Threatening/shouting/swearing/malicious gossip/verbal abuse.
- Forcing someone to do something they do not wish to do.
- Cyber: all areas of the internet and/or mobiles and associated technology to perpetrate any of the above behaviours.

The responsibilities of all stakeholders

Responsibilities of Staff:

- Annually review the Nursery Vision, Values and Aims and use these to foster self-esteem, self-respect and respect for others, in our pupils
- Model high standards of personal and social behaviour we expect of our pupils.
- Discuss bullying at a developmentally appropriate level.
- Use the Wellbeing indicators as part of planning to support individuals.
- Reinforce the anti-bullying message through the Health and Wellbeing curriculum.
- Ensure that incidents are recorded in personal plans and chronologies.
- Be alert to signs of distress and other possible indicators of bullying.
- Follow up any concerns raised by pupils, parents or staff.
- Listen to children, take them seriously and act to support and protect them.
- Report suspected cases of bullying to the Head Teacher and Early Years Senior Practitioner.
- Follow up any complaint by a parent about bullying, report back, detailing action taken.
- Deal with observed instances of bullying promptly and effectively, in line with agreed procedures. Record the issues in the appropriate place – behaviour folder, chronology or behaviour plan.

The Responsibilities of Pupils:

- Be kind to each other.
- Treat each other fairly and as equals.
- TELL – report anything that you feel uncomfortable with.

The Responsibilities of Parents:

- Ensure that any incidents are reported promptly to nursery staff.
- Be aware that nursery will not be able to share details of other children and the ways in which the behaviour has been addressed.
- Work with nursery – we all want our pupils to feel safe and happy in nursery.
- Advise their children to report any bullying to nursery staff.
- Advise their children not to retaliate violently to any forms of bullying.
- Informing the nursery of any suspected bullying, even if their children are not involved.
- Co-operating with the nursery, if their children are accused of bullying, try to ascertain the truth. Point out the implications of bullying, both for the children who are bullied and for the bullies themselves.
- Bear in mind that there are often many sides to the same story.

Responding to incidents of bullying

While sanctions may be appropriate in some circumstances, we believe it is vital that the nursery supports both bullies and those who have been bullied to resolve the situation to prevent any recurrence. To this end at Crossroads Nursery we:

- Recognise that everyone has a right not to be bullied and that bullying is always unacceptable.
- Aim to ensure that incidents of bullying are always reported and are taken seriously.
- Encourage pupils to talk to an adult if they feel they have been the subject of bullying and have a variety of mechanisms to make this as easy as possible.
- Take every report of possible bullying seriously, no matter how small it may appear.

Procedures for dealing with incidents of bullying behaviour

- Incidents should be investigated initially by EYLP or EYP.
- Where EYLP/EYP feel concerned that the incident/series of incidents are deliberate, HT/EYSP should be informed.
- EYSP will further investigate any concerns raised, considering the views of all involves parties.
- Judgement should be made about any action to be taken, this may involve restorative sessions between those concerned, and feedback.
- Contact should be made with parents/carers of all pupils concerned in the bullying incident/s.
- Records of incidents should be kept in a child's diary section of their personal plan and chronology.
- Contact may be made with relevant professionals e.g. Education Psychology, Pupil Support Services, school doctor.

Policies and Guidance

National Policy/Guidance:

UN Convention on the Rights of the Child (UNCRC). Children's rights are now embedded in Scottish legislation with the Children and Young People (Scotland) Act 2014 https://www.cypcs.org.uk/rights/uncrc/articles/

Scottish Government, 2017, "Respect for All: The National Approach to Anti-Bullying for Scotland's Children and Young People."
http://www.gov.scot/Resource/0052/00527674.pdf

Aberdeenshire Policy/ Guidance:

Aberdeenshire Council, 2015, "Anti – Bullying policy For Learning Establishments"
https://aberdeenshire.sharepoint.com/sites/Arcadia/services/Documents/Education%20and%20Children's%20Services/Draft/Anti-Bullying-Policy-2015-version-1.pdf
Aberdeenshire Council, 2015, "Bullying and Harassment Guidance"
https://aberdeenshire.sharepoint.com/sites/Arcadia/services/Documents/Business%20Services/HR+OD/HR%20Policies%20+%20Procedures/Bullying%20and%20Harassment/BullyingandHarassmentGuidance.pdf
Aberdeenshire Council – GIRFEC guidance for practitioners
http://www.girfec-aberdeenshire.org/practitioners/guidance/bullying/

Health and Social Care Standards:

1.29 I am supported to be emotionally resilient, have a strong sense of my own identity and wellbeing, and address any experiences of trauma or neglect.
2.19 I am encouraged and supported to make and keep friendships, including with people my own age
http://www.gov.scot/Resource/0052/00520693.pdf

Realising the Ambition

Section Three – What I need from the adults who look after me. realisingtheambition.pdf (playscotland.org)

Training

https://aldo.aberdeenshire.gov.uk