



Anti-Bullying Statement 2023 -24

We believe that children aged 0-5 are in the process of learning about social relationships and interactions with other children. Children are individuals and they are all at different stages in their social development, and they can also be impulsive in their reactions to others.

Because of this, there are often disagreements and disputes between children which staff will manage by talking to children to try to help them to understand the situation and how they can resolve things fairly and amicably.


Staff will also talk to children about their feelings and the feelings of others, to help them develop the language of emotions and an understanding of how their behaviour can affect others.

Bullying is defined in "Safe to Learn – Embedding Anti-bullying work in schools" produced by DFE 2007 as

"Behaviour by an individual or group, usually repeated over time, that intentionally hurts another individual or group either physically or emotionally".

Although children aged 0-5 can behave in ways which can hurt others either physically or emotionally, to determine to what extent children of this age are intentional or whether hurt is intentionally repeated over time is very difficult. However we must recognise that very young children's behaviour can hurt others and that children have the right to work and play in an environment where they do not feel threatened.

Practitioners must also recognise that parents are legitimately concerned about their children's safety and happiness at nursery. We must also be open to the possibility that some behaviours by some children of nursery age may be considered bullying or perhaps 'pre-bullying', in the sense that they may indicate that a child may progress to becoming a bully as they grow older. At the same time we are also aware that a significant number of children have emotional issues, resulting from a range of causes including attachment problems, experiencing or witnessing domestic violence, neglect, parents' substance misuse etc. These children may display challenging behaviour including aggression towards other children and adults. While this behaviour remains unacceptable, it is important to recognise that in very young children this behaviour can be an expression of need and this must affect our response to it as adults, indicating that we attempt to meet or address the need, as well as challenging the negative behaviour.

Signed:  **Headteacher**

 **Chair of Governors**

Date: Sept 23

Review Date: Sept 24

We use a range of positive strategies to manage behaviour and prevent children harming others, including:

- Supervising children at play both indoors and out
- Teaching children to tell a staff member if they have been hurt or got upset about something at Nursery
- Talking with children about feelings and emotions, asking them to think and talk to each other about their feelings
- Talking about their own feelings about the behaviour “When you hurt xxx, that made me feel very sad/cross/disappointed etc”
- Explaining to children why things are dangerous or why another child is upset
- Showing children how to behave kindly and considerately
- Teaching children to reflect and say sorry to others
- Explaining the reasons for rules, routines, sharing, helping each other etc.
- Offering children ‘choices and consequences’ – e.g. “if you choose to do that, then you will / won’t be able to do
- Telling children to STOP (including using visual signs for STOP) if they are behaving in a dangerous way
- Empowering children to say “STOP! I don’t like that” with visual hand sign
- Removing children from activities or play if they refuse to behave appropriately
- Recording incidents in order to try to understand the reasons for problematic behaviour and to see any patterns, triggers etc
- Reporting incidents and injuries to parents and discussing shared strategies with them
- Applying agreed strategies consistently and monitoring their impact
- Giving positive feedback to children if their behaviour improves
- Feeding back to parents on effectiveness of strategies

Parental involvement is vital to help children understand how to behave positively at Nursery, and how to seek help if they need it.

Staff will work with parents in seeking to understand issues, find and apply strategies consistently at home and at school.

Staff will always try to ensure that parents understand and agree with the strategies being tried.

Staff may also offer advice and support to parents who have concerns about behaviour at home, and may also suggest referral for Children Centre or Early Support.

Adult Bullying

Bullying is not an issue restricted to children and young people. Unfortunately some adults also resort to bullying in some circumstances, and this could be between staff, between parents or between staff and parents. Staff and Parents all have the right to work at or visit the school without fear of bullying.

Any incidents or concerns should be reported to the Head Teacher who will investigate and attempt to understand and resolve the issue.

Any concerns about the Head teacher should be addressed to the Chair of Governors in the first instance.

As an NYCC Maintained School we will follow LA guidance and procedures on addressing any such issues.

Complaints

The first step would always be to talk to staff or the Head, so that we can understand the issue and try to find a solution.

The school has an agreed Complaints Policy which provides information and advice about how to make a complaint if anyone is unhappy or unsatisfied with the way issues have been dealt with in the school. (Please refer to Complaints Policy).