



Northern Lights Pre-School & Out of School Club

"Committed to safeguarding and promoting the welfare of children and young people".

Anti-Bullying

At The Northern Lights Pre-School we understand bullying to be a deliberate, persistent attempt to hurt or humiliate someone. The aggressor acts in the knowledge that what s/he is saying or doing will hurt or frighten someone else, resulting in an imbalance of power, making it hard for the victim to defend himself or herself. One off incidents while always taken seriously and are dealt with as they occur, do not fall within the definition of bullying.

Identifiable types of bullying:

Physical

- Hitting, punching, and kicking;
- Pushing, jostling, prodding, spitting;
- Interference with personal property.

Psychological

- Name calling e.g. 'smelly';
- Reference to body image e.g. 'fatty';
- Threatening e.g. 'I'm going to get you';
- Teasing;
- Excluding;
- Using body language e.g. threatening looks.

Racial

- Racial taunts;
- Negative stereotyping;
- Gestures.

Sexual

- Inappropriate physical contact;
- Use of sexist language;
- Negative stereotyping.

SEN/Disability

- Name calling based on disability or Special Educational Needs.

We strongly believe that our Pre-school should be a happy place for children and adults, and that no one should have their time with us spoilt by the words and/or actions of another. Through our policy and practice we intend to ensure that all members of our Pre-School understand that:

- No form of bullying is acceptable;
- Everyone should report incidents of bullying, including witnesses;
- We will support victims of bullying;
- We will confront bullies with the consequences of their actions, and help them to modify their behaviour;
- We respond to incidents calmly and without aggression, thus avoiding reinforcing the message that it is all right to bully if you have power;
- We seek staff, parental and peer group support to counter bullying at all times; and **we will always listen.**

Preventing Bullying:

We recognise that there are times of the day when instances of bullying are more likely to occur, such as during free play, outdoor play, or in the toilet areas. All staff members are made aware of our policy, of the procedures to follow, and of the need for vigilance.

Supporting Victims:

We understand that victims can fall into this role through personal experience, and these children particularly need to be supported in developing skills, which will help them to cope with future situations. Children who are experiencing bullying may display any of the following characteristics: sensitivity, low self-esteem, passivity, timidity and/or clumsiness. They may look different, have poorer social skills or may be affected by parental attitude. However, a 'different' child who is independent and confident may not experience any difficulties.

In offering support we:

- Always listen
- Give support through helping them to develop coping strategies e.g. by saying "Stop it, I don't like it!"
- Encourage them to speak out, and to tell an adult what has happened
- Encourage co-operative activities with other children
- Aim to develop self-esteem and confidence
- Following an incident, reassure them that they have our support and that it is not their fault
- Inform/involve other staff and/or parents/carers

Managing and Investigating Incidents:

All staff take reports/incidents of bullying seriously, responding calmly and taking action as quickly as possible to establish exactly what has happened by listening to, and talking with, those involved, including witnesses.

Depending on the severity of the incident, we may use some/all of the following strategies:

- Comfort, support and reassure the victim
- Encourage empathy with the victim from the bully
- Make it clear to the bully what was wrong with the behaviour, and why
 - Encourage the bully to try to make amends
- Involve parents/carers
- Record specific, dated incidents in individual children's records and in incident book
- Share concerns at a whole staff meeting
- Involve the SENCO in initiating procedures for Special Educational Needs in social behaviour

Learning & development Links

Related issues may be tackled during whole class circle times, e.g. through a focus on exploring feelings. Drama and imaginative role play activities are also used to explore relationships and to encourage co-operative interaction. In addition to this, children are sometimes invited to draw pictures of or talk with us about places they like/dislike in the pre-school.

Reviewed September 2022

Next review: September 2023