**Friendship and Anti-bullying policy**

This policy is based on DfE guidance “Preventing and Tackling Bullying. <https://www.gov.uk/government/publications/preventingand-tackling-bullying>

**Rationale**

At Chingford Mount Baptist Church Preschool we believe that every child and adult in the school should be able to work and learn in a bully-free environment. Everyone should feel confident when coming to school 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.

1. **Objectives of this Policy**

This policy outlines what we will do to prevent and tackle bullying. The policy has been drawn up through the involvement of the whole school community and 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.

**2) Our school community:**

· Discusses, monitors and reviews our anti-bullying policy and practice on a regular basis.

· Supports all staff to promote positive relationships to prevent bullying and will intervene by identifying and tackling bullying behaviour appropriately and promptly.

· Ensures 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.

· Reports 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.

· Seeks to learn from good anti-bullying practice elsewhere and utilises support from the Local Authority and other relevant organisations when appropriate.

**3) 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.

**4) 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

**5) Preventing, identifying and responding to bullying**

The school community 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, assemblies, peer support and the school council.

· 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, lunchtime support staff and site support staff) to identify all forms of bullying, follow the school 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 and the wider school community to prevent and tackle concerns.

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

**6) Procedures for dealing with reported incidents**

The school behaviour policy should be followed in cases of reported incidents. This includes:

* Keyworkers dealing with reports in the first instance
* Manager dealing with reports where the behaviour continues

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 the preschool to meet with the manager to discuss strategies for modifying behaviour.

3. Review of effectiveness of strategies with parents and preschool.

Depending upon the nature of the incident, children can be referred to the manager 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. Positive play staff may be involved at any stage in spending time with the bully and the victim to work at the issues that have developed between them. At all times it should be stressed that bullying is not acceptable and that action will always be taken.

In addition we request staff members:

* 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

**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 school
* absent from school more than usual
* withdrawn and anxious
* starting to stammer
* running away from school
* crying at night or having nightmares
* performing less well at school
* coming home with damaged belongings or has possessions going missing
* asking for money or stealing money
* losing money on a regular basis
* 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.

**Supporting Pupils**

Pupils who have been bullied will be supported by:

· Offering an immediate opportunity to discuss the experience with their teacher or a member of staff of their choice

· Keeping a record of the bullying as evidence and discuss how to respond to concerns and build resilience as appropriate.

· Reassuring the pupil and providing continuous support

· Restoring self-esteem and confidence

· Working with the wider community and local/national organisations to provide further or specialist advice and guidance

Pupils who have bullied will be helped by:

· Discussing what happened and establishing the concern and the need to change

· Informing parents/carers to help change the attitude and behaviour of the child

· Providing appropriate education and support

· If online, requesting content be removed and reporting account/content to service provider

· Sanctioning in line with school behaviour/discipline policy. This may include official warnings, detentions, removal of privileges, fixed-term and permanent exclusions.

· Speaking with police or local services

**Supporting Adults**

Adults (staff and parents) who have been bullied or affected will be supported by:

· Offering an immediate opportunity to discuss the concern with the designed lead and/or a senior member of staff

· Being advised to keep a record of the bullying as evidence and discuss how to respond to concerns and build resilience as appropriate.

· Where the bullying takes place outside of the school site then the school will ensure that the concern is investigated and that appropriate action is taken in accordance with the schools behaviour and discipline policy

· Reassuring and offering appropriate support

· Working with the wider community and local/national organisations to provide further or specialist advice and guidance

Adults (staff and parents) who have bullied will be helped by:

· Discussing what happened with a senior member of staff and establishing the concern

· Clarifying the schools official procedures for complaints or concerns

· If online, requesting content be removed and reporting account/content to service provider

· Instigating disciplinary, civil or legal action

**7) Involvement of pupils**

We will:

· Regularly canvas children’s views on the extent and nature of bullying.

· Ensure that all pupils know how to express worries and anxieties about bullying.

· Ensure that all pupils are aware of the range of sanctions which may be applied against those engaging in bullying.

· Involve pupils in anti-bullying campaigns in schools and embedded messages in the wider school curriculum.

· Publicise the details of help lines and websites.

· Offer support to pupils who have been bullied and to those who are bullying in order to address the problems they have.

**8) Liaison with parents and carers**

We will:

· Make sure that key information (including policies and named points of contact) about bullying is available to parents/carers in a variety of formats.

· Ensure that all parents/carers know who to contact if they are worried about bullying.

· Ensure all parents/carers know about our complaints procedure and how to use it effectively.

· Ensure all parents/carers know where to access independent advice about bullying.

· Work with all parents/carers and the local community to address issues beyond the school gates that give rise to bullying.

· Ensure that parents work with the school to role model positive behaviour for pupils, both on and offline.

**9) Links with other school policies and practices**

This Policy links with a number of other school policies, practices and action plans including:

· Behaviour and discipline policy

· Complaints Policy

· Safeguarding and child protection policies

· Confidentiality Policy

· e-Safety (Online Safety) and Acceptable Use Policies (AUPs)

· Curriculum Policies such as PSHE and citizenship and computing

· Mobile phone and social media policies

**10) 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.

**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.

**12) 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

**13) Responsibilities**

It is the responsibility of:

· Trustees to take a lead role in monitoring and reviewing this policy.

· Trustees, Managers, Teaching and Non Teaching staff to be aware of this policy and implement it accordingly.

· The manager to communicate the policy to the school community and to ensure that disciplinary measures are applied fairly, consistently and reasonably.

· Staff to support and uphold the policy

· Parents/carers to support their children and work in partnership with the school

· Pupils to abide by the policy.