

Anti-Bullying

Category: Early Years

Risk Management and Legal Implications

Failure to manage risk may impact on the delivery of Service objectives and the outcomes achieved by Service users. Education and Children’s Services aim to mitigate the implications by ongoing management and review of risk in all elements of work activity.

The production of this document is one way in which we aim to reduce our exposure to risk. By providing staff with information on good practice, making reference to other guidance that is available across the Council and providing clarity on how we should do things, we can ensure that the management of risk is intrinsic to what we do.

Version Control:

Document Owner	Version	Date of Publication	Date of Next Review
Clark Graham	1.0	26/06/2020	26/06/2022
Clark Graham	2.0	10/10/2022	10/10/2024



Anti-Bullying Policy

Fife Council Education and Children's Services Directorate aims to:

- Reduce, prevent and respond effectively to bullying;
- Improve social behaviour through an effective strategy which actively involves children, parents/carers and staff in positive approaches;
- Ensure, through training and participation, that the underlying values of the Directorate of Compassion, Ambition, Respect and Equity (CARE) are understood and implemented by all those involved;
- Ensure that there are effective methods for monitoring, evaluating and reporting on the Effectiveness of this policy, including any effects on minority or protected characteristic groups

(Education and Children's Services Directorate, Anti-bullying policy, April 2018)

Definition of Bullying

For the purposes of this policy we define bullying as behaviour, which may or may not be deliberate, by one person or a group, which upsets, hurts, harms or injures another, impacting directly on their quality of life. Bullying may take many forms, including verbal, physical and social behaviour, and increasingly it may involve the use of technology, such as mobile phones or computers. It is likely to be associated with a power difference between those who bully and those who are bullied, to lead to hurt, fear and anxiety, and is often the result of a difference, perceived or real.

(Education and Children's Services Directorate, Anti-bullying policy, April 2018)

We believe that children and adults flourish best in an ordered environment in which everyone knows what is expected of them and children are free to develop their play and learning without fear of being hurt or hindered by anyone else. We aim to work towards a situation in which children can develop self-discipline and self-esteem in an atmosphere of mutual respect and encouragement.

Values and Aims

Please refer to our Vision, Values and Aims document.

Identifiable Types of Bullying:

- Physical
 - Hitting, punching, kicking
 - Pushing, jostling, prodding, spitting
 - Interference with personal property
- Psychological
 - Name calling
 - Reference to body image
 - Threatening
 - Teasing
 - Excluding



- Using negative body language
- Racial, Religious, Cultural
 - Taunts
 - Negative stereotyping
 - Gestures
- Sexual
 - Inappropriate sexual content
 - Use of sexist language
 - Negative stereotyping
- Homophobic
 - Verbal abuse
 - Physical abuse
 - Cyber bullying
- Disability
 - Name calling based on disability
 - Negative comments on appearance
 - Comments regarding perceived ability and achievements levels
- Cyber Bullying (the use of ICT to deliberately upset)
 - Threats and intimidation
 - Harassment
 - Defamation
 - Impersonation
 - Unauthorised publication of private information or images

Main Aims

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

- No form of bullying is acceptable
- Everyone should report incidences of bullying
- We will support victims of bullying
- We will support those who bully to modify their behaviour and be aware of the consequences of their actions
- We seek staff, parental and peer group support to counter bullying at all times
- We will always listen
- Staff training, updates to support life-long and continuous professional development

Supporting Individuals

We understand that those who are bullied may need support to develop skills to deal with future situations and we do this through our Health & Well-being curriculum. In offering support, we:

- Always listen
- Help individuals develop appropriate strategies
- Encourage children to speak out
- Encourage co-operative activities with other children



- Aim to develop self-esteem and confidence
- Re-assure victims that bullying is not their fault
- Inform/involve staff and parents/carers

Managing & Investigating Incidents

All staff take reports of bullying seriously, taking appropriate action as quickly as possible to establish what has happened.

We may use some or all of the following strategies:

- Comfort, support and reassure the victim
- Encourage empathy with the victim from the protagonist
- Make it clear that bullying behaviour is wrong & why
- Encourage the protagonist to reflect on their actions
- Inform & involve the parents/carers
- Plan for strategies to be used in the Playroom to address underlying social issues
- Log all incidences to bullying behaviour on incident sheets and on SEEMiS

The Curriculum

The health and Well-being Curriculum experiences and outcomes support our anti-bullying approach. Staff may use "together time" or "circle time" to facilitate discussion and reflection. Drama & imaginative role play scenarios may be used to explore relationships & encourage co-operative interaction. Focus activities may be used to develop turn taking, sharing & positive interaction skills.

Staff will use their training to embed a culture whereby children can name and talk about their feelings, emotions and that of others. Promote good healthy relationships in which we care and respect our self and others.