



## ANTI-BULLYING POLICY

### **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.

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### **Anti-Bullying Policy**

Fife Council Education Directorate, through all staff who work within it, is unequivocally opposed to bullying.

Further details can be found at

[Anti-bullying Policy.docx](#)

### **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. 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 school 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 always
- 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 in a way that is accessible
- Encourage the protagonist to reflect on their actions where possible
- Inform & involve the parents/carers
- Plan for strategies to be used in the school to address underlying social issues
- Log all incidences to bullying behaviour 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. Each child is supported with social communication as part of their personal learning plan and targets would be created to address any issues in conjunction with parents and carers. Staff use skills of attunement and understanding to identify issues and support where pupils are less able to communicate verbally any issues. Staff will use their training to embed a culture whereby children can name/ connect with/ display or talk about their feelings, emotions and that of others. The staff team promote good healthy relationships in which we care and respect our self and others through modelling and scaffolding where appropriate. We also support pupils to recognise issues and to keep themselves safe to reduce the potential for bullying.