



Anti-Bullying Policy

What is bullying?

- Deliberately hurtful behaviour
- Repeated behaviour over a period of time
- Often difficult for those being bullied to defend themselves

Bullying can take many forms:

- Physical - hitting, kicking, taking belongings
- Verbal – name calling insulting racist remarks
- Indirect – spreading nasty rumours/stories about someone, excluding someone from social groups/situations.
- Intimidation – through text/e-mail

Aims:

- To encourage self-discipline and appropriate behaviour and develop respect for ourselves, each other, the wider community and the environment.
- To encourage respect, tolerance and sensitivity towards others showing regard to faith, race, gender and disability.
- To create caring and positive surroundings and a feeling of 'it's ok to tell'.

CCOOSC responds to bullying by:

1. Stop it
2. Listen
3. Follow it up
4. Check up

At CCOOSC we feel every child should be heard and endeavour to encourage fairness. The adult must allow time to talk and listen to the child allowing enough time to establish the truth. This should be done in a private place, the adult keeping a calm manner, raising voices will only

encourage a child to do the same. The adult must listen to all sides of the story – the one who has been bullied, the one who has done the bullying and any witnesses.

The adult explores with the children the consequences of what has happened.

Do not bully the bully!

This will only give credibility to the behaviour.

Solving the problem

- Bullies may feel justified in their actions and reluctant to admit them
- False allegations of bullying may be made to get other children in to trouble
- Adults in the situation may find it difficult to find out the true facts of the situation
- Other children in the setting may feel threatened by a bullying incident. If their experience is that bullying goes unchecked their perceived powerlessness may turn them in to apathetic bystanders
- Those that bully may have serious issues of their own which cause them to behave as they do. This does not excuse their behaviour which can cause misery to another child.
- Once those that bully and those that have been bullied have accepted that there is a problem, discussion should take place to consider what can be put in place and what can be done about it.
- Strategies should be put into place and all actions recorded.
- The adult must follow up with all parties and check that the problem has been resolved.
- Parents should be informed.
- Bullying concerns should be shared with staff.

Prevention

1. Be Vigilant – bullying will often take place out of general view, for example; toilets, quiet area
2. 'Only playing' - seriously question this statement, preferably separating those involved.
3. Encourage children to tell – it is important that staff are seen to be dealing with the bully
4. Maintain good management – children feel safe when standards of discipline are consistently applied and adults model firm non aggressive behaviour
5. Use opportunities – use posters and themed weeks, topics, display boards and let the children talk openly about what they perceive as bullying.

Procedures

1. Incidents of bullying are recorded and monitored
2. A log is kept of all bullying incidents
3. Those that bully and those who are bullied must know the incidents have been logged
4. All staff need to be aware of any bullying incident
5. Each incident is to be followed up after a given time and the incident sheet reviewed, this must be stored appropriately

Parental Involvement

Parents/carers are involved when:

1. When persistent offending occurs
2. When incidents involve physical harm
3. When there is persistent verbal abuse
4. When threats have repeatedly been made
5. When there is repeated name calling/pushing/intimidation