



## Maeda Gakuen

### ANTI-BULLYING POLICY

#### What is bullying?

Bullying is not always easy to define, but according to Dan Olweus, an expert in the field of prevention of bullying, he says it should include:

- Physical – pushing, kicking, hitting, pinching and other forms of violence or threats.
- Verbal – name calling, sarcasm, spreading rumors, persistent teasing
- Emotional – excluding, tormenting, ridicule or humiliation
- Racist – Racial taunts, graffiti or gestures
- Social – unwanted physical contact or abusive comments
- Homophobic – any hostile or offensive action against lesbian, gay males or bisexuals or those perceived to be these above.

All of the above forms of bullying cannot just be delivered on a personal, face to face basis, but also by using existing and new technology, known as cyber bullying. We can sum up bullying as actions taken by one or more people with the deliberate intention of hurting another person (in any of the above ways). This policy is designed to support the nursery behaviour policy, equal opportunities and anti discrimination policies.

Bullying is about a pre-meditated act, which relies on a stage of cognitive development in order to think the process through.

#### Aims and Objectives

- Bullying is wrong and is damaging to individual people. Maeda Gakuen Yochien proactively implements policies and procedures to prevent this, by developing a nursery in which bullying is regarded as unacceptable.
- We aim to deliver a safe and secure environment where all children can play and learn without fear or anxiety.
- This policy aims to produce a consistent response to any bullying incidents that may occur.
- We aim to make all those connected with the nursery aware of our opposition to bullying and staff have a responsibility to eradicate bullying in our nursery.
- We do not tolerate any kind of bullying as stated above on any grounds whatsoever, and support all parties involved to gain a full understanding of our ethos.

#### Rough and tumble play and fantasy aggression

- Young children often engage in play that has aggressive themes – such as superhero and weapon play; some children appear pre-occupied with these themes, but their behaviour is not necessarily a precursor to hurtful behaviour or bullying, although it may be inconsiderate at times and may need addressing using strategies as above.
- We recognise that teasing and rough and tumble play are normal for young children and acceptable within limits. We regard these kinds of play as pro-social and not as problematic or aggressive.

#### Hurtful behaviour

- We take hurtful behaviour very seriously. Most children under the age of five will at some stage hurt or say something hurtful to another child, especially if their emotions are high at the time, but it is not helpful to

label this behaviour as 'bullying'. For children under five, hurtful behaviour is momentary, spontaneous and often without cognisance of the feelings of the person whom they have hurt.

- We recognise that young children behave in hurtful ways towards others because they have not yet developed the means to manage intense feelings that sometimes overwhelm them.
- We help them manage these feelings as they have neither the biological means nor the cognitive means to do this for themselves.
- We offer support, calming the child who is angry as well as the one who has been hurt by the behaviour. We do not engage in punitive responses to a young child's rage as that will have the opposite effect.
- Our way of responding to pre-verbal children is to calm them through holding, cuddling and talking to them gently. Verbal children will also respond to cuddling to calm them down, but we offer them an explanation and discuss the incident with them to their level of understanding.
- We help young children learn to empathise with others, understanding that they have feelings too and that their actions impact on others' feelings. Eg - "When you hit Adam, it hurt him and he didn't like that ; it made him cry".
- We help young children develop pro-social behaviour, such as resolving conflict over who has the toy. Eg –"I can see you are feeling better now and Adam isn't crying any more. Let's see if we can be friends and find another car, so you can both play with one".
- We are aware that the same problem may happen over and over before skills such as sharing and turn-taking develop. In order for both the biological maturation and cognitive development to take place, children will need repeated experiences with problem solving, supported by patient adults and clear boundaries.
- We support social skills through modelling behaviour, through activities, drama and stories. We build self-esteem and confidence in children, recognising their emotional needs through close and committed relationships with them.

## Anti – Bullying Procedure

### The role of the manager

- It is the responsibility of the manager to implement the Nursery anti-bullying strategy and to ensure that all staff (paid/unpaid) are aware of the policy and know how to deal with incidents of bullying.
- The manager ensures that all children begin to learn that bullying is wrong and that it is unacceptable behaviour in the nursery. The manager draws the attention of everyone to this fact through staff meetings and monitoring that this is being implemented on a regular basis.
- The manager ensures that all staff are in receipt of sufficient training to be equipped to deal with any incidents of bullying.
- The manager set the nursery climate of mutual support and praise for successes, so making bullying less likely. When people feel they are important and belong to a friendly and welcoming setting, bullying is far less likely to occur.

### The role of staff

- Staff in the nursery take all forms of bullying seriously and intervene to prevent incidents from taking place. A record is kept of all incidents of bullying that happen in the nursery and these are shared with the manager.
- If staff witnesses an act of bullying they will do all they can to support the person or persons who are being bullied. If a child is being bullied over a period of time, then, after consultation with the manager, the key worker informs the child's parent.
- For all incidents of bullying behaviour management form should be completed. We record all incidents of bullying that occur within the nursery.
- If practitioners become aware of any bullying taking place between members of a group, we deal with the situation immediately. This will involve supporting all parties to understand that this is not acceptable to be bullied, to be the recipient of bullying, and that the nursery will deal with the situation very seriously. If the patterns repeat of bullying the child's parents should be asked to meet with the manager.

## The role of parents

- Parents, who are concerned that their child might be being bullied, or who suspect that their child may be the perpetrator of bullying, should contact the nursery manager immediately.
- Parents have a responsibility to support the nursery's anti bullying policy and actively encourage their child to be a positive member of the nursery.
- Parents are expected to help develop their child's social skills at all times, in support of the nursery ethos.

## Protecting Members of Staff

At Meada Gakuen we are concerned about welfare of staff just as much as we care about welfare of children. If any member of staff feels as though they are targeted/discriminated against on any grounds or are being bullied they should refer the complaints and speak to a member of Management Team. Members of staff can also ring the Local Authority Designated Officer to report their concerns.

This policy was revised in August 2017 by Nikita Phadnavis (Manager) of Maeda Gakuen Yochien.