



**Anti-bullying Policy**

**Documents:**

Preventing and Tackling Bullying July 2017

**Aims:**

At Zelda School we aim to provide children with the knowledge, skills and confidence to become democratic, self-respecting, loving people and this includes developing an understanding of how to behave appropriately and respect other people.

 We aim to provide a home from home and so we will develop a partnership with parents and other carers and take into account their wishes and aspirations for their children. Staff will aim to involve parents/carers in decisions made about their children and to develop positive strategies to encourage children’s development and appropriate behaviour. In developing such partnerships, staff will promote awareness and respect of the child’s and family’s culture, religion, gender and disability.

 We aim to keep children safe and happy and always work to promote the child’s self-esteem and understanding in order to avoid incidents of bullying.

**Methods:**

 **At Zelda School we promote positive behaviour. All staff continually work on social behaviour, endeavouring to be role models worthy of imitation by treating children, parents and one another with friendliness, care and courtesy.**

 **Our daily activities build a rhythm to the day, which provides a comforting knowledge of what to expect, thus supporting positive behaviour.**

 **All children will be treated as individuals in their own right.**

 **We talk to the children, other staff, volunteers and parents, using respectful language and in a manner which we would wish to be spoken to ourselves.**

**We familiarise new staff and volunteers with Zelda School’s behaviour policy. We expect all members of the school - children, parents, staff, volunteers and students - to keep to these guidelines, requiring these to be applied consistently.**

**We work in partnership with children's parents. Parents are regularly informed about their children's behaviour by their key person/teacher. We work with parents to address recurring inconsiderate behaviour, using our observation records to help us to understand the cause and to decide jointly how to respond appropriately.**

 **Smacking, shaking, physical chastisement or humiliation of a child, by a member of staff, will not be allowed. No corporal punishment will ever be used.**

 **Particular issues concerning food, sleep arrangements and problems arising between individual children will be treated positively, taking into account the child’s perceived needs and wishes and will involve discussion with parents and other relevant carers.**

 **Discriminatory comments and/or behaviour from children, parent/carers or staff are not acceptable and will be challenged. Any such behaviour exhibited by a child will be discussed with the parents/carers.**

 **Recording and assessment of children’s development and behaviour is an important element in creating plans for children who may require additional support with managing their own behaviour. Staff will ensure Behaviour Support Plans are in place where necessary.**

 **It may be appropriate for advice to be sought from other agencies to develop plans in addressing the difficulties staff might be experiencing with children’s behaviour. We aim to work in partnership with parents and referrals to such agencies will be made with the informed consent of parents and/or other relevant carers.**

 **Zelda School reserve the right to ask for the removal of a pupil at their discretion, if necessary with immediate effect, however children under 5 will not be excluded.**

We take bullying very seriously. Bullying involves the persistent physical or verbal abuse of another child or children. It can include cyber-bullying, prejudice based bullying and homophobic or gender-based bullying. It is characterised by intent to hurt, often planned, and accompanied by an awareness of the impact of the bullying behaviour.

A child who is bullying has reached a stage of cognitive development where he or she is able to plan to carry out a premeditated intent to cause distress to another. Most children in the kindergarten will not have reached this stage of development. If a child does bully another child or children:

* We show the children who have been bullied that we will listen to their concerns and act upon them
* We give reassurance to the child or children who have been bullied
* We intervene to stop the child who is bullying from harming the other child or children
* We explain to the child doing the bullying why her/his behaviour is not acceptable
* We make sure that children who bully receive positive feedback for considerate behaviour and are given opportunities to practise and reflect on considerate behaviour
* We do not label children who bully as “bullies”
* We recognise that children who bully may be experiencing bullying themselves, or be subject to abuse or other circumstance causing them to express their anger in negative ways towards others
* We recognise that children who bully are often unable to empathise with others and for this reason we do not insist that they say sorry unless it is clear that they feel genuine remorse for what they have done. Empty apologies are just as hurtful to the bullied child as the original behaviour
* We discuss what has happened with the parents of the child who did the bullying and work out with them a Behaviour Support Plan for supporting the child's behaviour
* We share what has happened with the parents of the child who has been bullied, explaining that the child who did the bullying is being helped to adopt more acceptable ways of behaving.

Agreed by Trustees on \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date for review \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Signed \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_