

# Walton Lane Nursery School & Rocking Horse Club

<b>Policy:</b>	<b>ANTI-BULLYING POLICY</b>
<b>Reviewed:</b>	January 2026
<b>Next Review:</b>	3 years or as legislation may require
<b>Responsibility:</b>	Designated Safeguarding Lead
<b>Category:</b>	Safeguarding (Childcare Policies)

## ■ Rationale

Walton Lane Nursery School & Rocking Horse Club is a caring, safe environment where children are able to develop, learn and live in confidence. Bullying behaviour in any form is not tolerated. All reports of bullying will be taken seriously and appropriate action taken immediately. All children and families need to know that their concerns will be taken seriously and that they will be listened to. All children need to know whom to tell and that it is 'Okay to tell'. Parents are always welcome to share their concerns with all members of staff in the knowledge that they will be listened to and kept informed of how their complaints are being dealt with.

## ■ Definition of Bullying

Bullying is defined as:

The repetitive, intentional hurting of one person or group by another person or group where the relationship involves an imbalance of power. Bullying can be physical, verbal or psychological. It can happen face-to-face or online.

Anti-Bullying Alliance

The four key elements to the definition are:

- Hurtful
- Repetition
- Power imbalance
- Intentional

There are several types of bullying including:

- Physical – pushing, poking, kicking, hitting, biting, pinching, etc.
- Verbal - name calling, insulting, making offensive remarks, threats, teasing, belittling
- Emotional – isolating others, tormenting, taking belongings, threatening gestures, intimidation, excluding, manipulating and coercion
- Online/Cyber – posting on the internet, sharing photos, sending nasty messages
- Indirect – can include the exploitation of individuals

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Signs of bullying (NSPCC):

- Changes in behaviour e.g. becoming nervous, losing confidence, becoming distressed or withdrawn
- Being afraid to go to nursery, feigning illness
- Physical injuries e.g. unexplained bruises
- Belongings getting 'lost' or damaged
- A change in how they are doing at nursery
- Changes in eating or sleeping habits
- Bullying others

Possible risk factors (NSPCC):

- Race or ethnic background
- Gender
- Being shy or introverted
- Appear anxious or have low self-esteem
- Lack assertiveness
- Having special educational needs or a disability
- Any child is at risk of being bullied

### ■ Children's Understanding of Bullying

Bullying behavior can be displayed by children as young as 3 years old (Anti-Bullying Alliance) however it is important for adults caring for the children to be able to recognise the difference between a 'relational conflict', which is commonplace as children develop age appropriate social skills, and when it becomes bullying.

Children are supported to recognise and regulate their emotions, and seek adult support when they feel uncomfortable by the actions of others, and encouraged to 'tell' whenever they see unfairness or bullying or feel that they are being treated unfairly or being bullied.

We have a Behaviour Management policy, which is very clear and is adopted consistently throughout the Centre. It is based on a system of rewards for positive behaviour and consequences for undesirable behaviours, designed to encourage children to think through their actions and the consequences of them. The system allows practitioners to reward all children for positive behaviour. There is a consistent approach in dealing with inappropriate behaviour and this is fully supported by the management of the Centre.

### ■ The Curriculum

The curriculum is used to:

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- Raise awareness of bullying
- Support children in managing relationships with others
- Model the behavior we want children to adopt
- Use positive language
- Teach emotional literacy
- Introduce conflict resolution skills
- Celebrate acts of kindness
- Provide co-operative learning opportunities

Practitioners are aware of the need to discuss the issues of bullying and to address these issues within the curriculum where appropriate, including planned circle time activities. Children learn to:

- Identify anti-social and aggressive behaviour;
- Realise the nature and consequences of teasing, bullying and aggressive behaviour, and how to respond;
- Recognise and challenge stereotypes;
- Recognise and respect differences and similarities between people arising from a number of factors, including cultural, ethnic, racial and religious diversity, gender and disability.

### ■ Dealing with Incidents

In dealing with an incident there are 5 key points:

- ⇒ Never ignore suspected bullying
- ⇒ Don't make premature assumptions
- ⇒ Listen carefully to all accounts – several children saying the same does not necessarily mean they are telling the truth
- ⇒ Adopt a problem-solving approach which moves children on from justifying themselves
- ⇒ Follow up repeatedly, checking bullying has not resumed.

Incidents of bullying observed or reported MUST NOT go unchallenged. The incident should be discussed with all children involved and their comments listened to. We are very aware that young children are able to understand the consequences of their actions. We must listen carefully to the children and provide opportunities for them to express views and opinions.

### ■ Reporting and recording

Practitioners should record any concerns or incidents on CPOMS and inform parents where necessary. Any serious incidents will be actioned by the Designated

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Safeguarding Leads and the Deputy Head of Centre will manage any allegations of bullying involving racial harassment or discrimination.

All practitioners are made aware of this policy and the Centre system for dealing with reporting and recording incidents of bullying, racial harassment, discrimination, prejudice and stereotyping, whether the incident is intentional or not.

### ■ Safeguarding children and young people

When there is 'reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm' a bullying incident should be addressed as a child protection concern under the Children's Act 1989. Where this is the case a referral to Children's Social Care should be made.

### ■ Sanctions

The following sanctions are discussed with children and used within the Centre:

- ⇒ Removal of objects, toys etc.
- ⇒ Withdrawal from an area
- ⇒ Removal from group
- ⇒ Informing the child's parents

In addition, the following sanctions may be used with older children:

- ⇒ Fixed period of exclusion
- ⇒ Permanent exclusion

It must be made clear to the child/ren that the bullying must stop immediately.

### ■ Monitoring, evaluation and review

The Designated Safeguarding Lead will review this policy every three years and assess its implementation and effectiveness. The Team Leaders are responsible for implementing the policy in all services.

### ■ Dissemination

This policy is available for all parents, governors, staff and prospective parents.