



## The Windmill Sure Start Children's Centre Anti-Bullying, Behaviour and Safety Policy

Review Period	Annual
Date Approved	Summer 2013
Next Review Date	Summer 2014

### Statement of Intent

At The Windmill Children's Centre we aim to provide a safe, caring and friendly environment for all our children and families to allow them to learn and develop effectively, improve their life chances and help them maximise their potential, whilst promoting respect and dignity.

We would expect children, families and staff to feel safe at the Centre, on Centre related journeys and outside of the Centre, including that they understand the issues relating to safety, such as bullying and that they feel confident to seek support from the Centre should they feel unsafe.

Our expectations of acceptable behaviour and our zero tolerance of any form of bullying is as a result of a successful and minuted Parent Forum.

The Windmill Children's Centre believes that:

- Bullying is unacceptable and undesirable.
- Bullying is a problem to which solutions can be found.
- Seeking help and openness are regarded as signs of strength not weakness.
- All members of our community will be listened to and taken seriously.
- Everyone has the right to enjoy and achieve in an atmosphere that is free from fear.
- All of us have a responsibility to ensure that we do not abuse or bully others both inside and outside of the Centre.
- Children and families should talk to a member of staff if they are worried about bullying and have a right to expect that their concerns will be listened to and treated seriously. Staff have a duty to raise a concern with their line manager or the Centre Coordinator.

- Children and families should be involved in decision making about matters that concern them.
- We all have a duty to work together to protect vulnerable individuals from bullying and unacceptable behaviour and other forms of abuse.
- We have a duty to report any form of bullying and unacceptable behaviour that results in a criminal act to the Police.

We believe in tackling bullying by encouraging an environment where individuality is celebrated and individuals can develop without fear.

This Anti-bullying, Behaviour and Safety policy links to other policies which can be found at the end of this policy.

## **Aims**

This policy is the result of a collaboration with Burstow Primary School and the Children's Centre Parent Forum.

As a result of our consultation, our parents and staff prioritised the following aims:

Supervision of children

Use of mobile phones

Language

Topics of conversation

Consideration of other parents

Safety awareness

Welcoming new families

Gossip

## **Policy development and review**

This policy will be reviewed annually. Parents/carers and staff will be encouraged to contribute annually by taking part in written consultations, staff meetings and the parent forum group.

Parents and staff contribute to the development of the policy through staff meetings and parent forums and the use of relevant posters and information displayed at the Centre. This can be seen in parent forum minutes and staff meeting minutes.

Data of incidents is kept internally in the office in a locked cupboard.

## Definition of bullying

'Behaviour by an individual or group usually repeated over time, that intentionally hurts another individual or group either physically or emotionally'.

Safe to Learn: embedding anti bullying work in schools (2007)

How does bullying differ from teasing/falling out between friends or other types of aggressive behaviour?

- There is a deliberate intention to hurt or humiliate.
- There is a power imbalance that makes it hard for the victim to defend themselves.
- It is usually persistent.

Occasionally an incident may be deemed to be bullying even if the behaviour has not been repeated or persistent - if it fulfils all other descriptions of bullying. This possibility should be considered, particularly in cases of sexual, sexist, racist or homophobic bullying and when children or parents/carers with disabilities are involved. If the victim might be in danger then intervention is urgently required.

What does bullying look like?

Bullying can include:

- name calling
- taunting
- mocking
- making offensive comments
- physical assault
- taking or damaging belongings
- cyber bullying - inappropriate text messaging and e mailing; sending offensive or degrading images by phone or via the internet through social networking and gaming consoles
- producing offensive graffiti
- gossiping and spreading hurtful and untruthful rumours
- excluding people from groups, games and activities.

Although bullying can occur between individuals it can often take place in the presence (virtually or physically) of others who become the 'bystanders' or 'accessories'. At the Centre, 'bystanders' would be included in the resolution of the bullying incident.

Why are children, young people and adults bullied?

Specific types of bullying include:

- physical bullying
- direct verbal bullying
- relational bullying
- cyber-bullying
- bullying related to special educational needs or disabilities
- sexist / transgender / gender reassignment/ homophobic bullying
- bullying related to race, religion or culture
- bullying of young carers or looked after children or otherwise related to home circumstances

There is no hierarchy of bullying - all forms should be taken equally seriously and dealt with appropriately.

Bullying can take place between:

- children and young people
- children, young people and staff
- staff
- individuals or groups
- parents
- parents and staff

### Reporting and responding to bullying

The following table summarises the procedure a parent should follow when wishing to raise a concern with the Centre. This is available on the website, together with the procedure for reporting a concern.

Stage one	Parents are asked to make an appointment with the Centre Coordinator to discuss any concerns they might have.
Stage two (a)	If the problem is not resolved to the parents' satisfaction, an appointment should be made with the head teacher at Burstow Primary School to discuss the matter.
Stage two (b)	If still dissatisfied, parents should request a meeting with a member of the governing body and the head teacher, with the expectation that the matter can still be resolved through mediation.

Stage three	If the problem is not resolved satisfactorily at stage two, parents should contact the chair of governors to ask for a further investigation to be carried out.
Stage four	Parents write to the chair of governors stating that they are still dissatisfied. A panel of three governors meet to discuss the case and make recommendations.
Stage five	If parents are dissatisfied with the outcome after the Centre's complaints procedure has been exhausted, they may write directly to the Secretary of State for Education. Parents may write to the Local Government Ombudsman if they are dissatisfied with the way the procedure has been managed by the Centre.

All reported incidents are taken seriously and investigated involving all parties.

### **Expectations of Behaviour**

We expect all adults who visit the Windmill Children's centre to make appropriate behaviour choices towards children, staff and each other and that this is reciprocal. Such positive behaviours are:

- Politeness
- Respect
- Good manners
- Participation
- Helpfulness
- Inclusive
- Punctual
- Friendliness
- Safe

### **Roles and responsibilities**

**The Centre Coordinator** - Has overall responsibility for the policy and its implementation and liaising with the governing body, parents and carers, LA and outside agencies. The

Centre Coordinator is the Anti-bullying coordinator who will have general responsibility for handling the implementation of this policy.

The Centre Coordinator's responsibilities are:

- Policy development and review involving children, parents/carers, staff, governors, and relevant local agencies
- Implementing the policy and monitoring and assessing its effectiveness in practice
- Ensuring evaluation takes place and that this informs policy review
- Managing bullying incidents
- Managing the reporting and recording of bullying incidents
- Assessing and coordinating training and support for staff and parents/carers where appropriate
- Coordinating strategies for preventing bullying behaviour

The nominated Governor with the responsibility for Anti-bullying (Behaviour) is: Phil Peterson

'Governing bodies have a duty under section 175 of the Education Act 2002 requiring them to make arrangements to ensure that their functions are carried out with a view to safeguarding and promoting the welfare of children.'

Governors support the Centre Coordinator in the reporting procedure.

All staff at the Centre have a responsibility to model respectful behaviours both towards children and towards all other adults.

### **Recording bullying and evaluating the policy**

Bullying incidents will be recorded by the Centre Coordinator who deals with the incident. This will be securely stored by the Anti-bullying coordinator.

We record incidents of bullying both as a hard copy and electronically as a secure Word document.

The information stored will be used to ensure individual incidents are followed up. It will also be used to identify trends and inform preventative work in the Centre and development of the policy.

This information will be presented to the governors as part of the termly report.

The policy will be reviewed and updated annually in order to secure an inclusive ethos.

## **Proactive Strategies for preventing bullying**

As part of our ongoing commitment to the safety and welfare of our children, families and staff at the Centre have developed the following strategies to promote positive behaviour and safety and discourage bullying behaviour.

- Anti-Bullying week annually in November (within the International Anti-bullying month from the Anti-bullying Alliance)
- Curriculum opportunities; drama, role-play, stories, rhymes
- Outreach
- Input on areas of concern such as Cyberbullying and internet safety
- Parent groups/Parent and Carers Forum
- Parent information events/information
- Staff training and development for all staff

Everyone involved in the life of the Centre must take responsibility for promoting a common anti-bullying approach and follow the policy. We expect all stakeholders to:

- be supportive of each other
- provide positive role models
- convey a clear understanding that we disapprove of unacceptable behaviour
- be fully involved in the development of the anti-bullying policy and support anti-bullying practice
- Support each other in the implementation of this policy

All staff have a vital role to play as they are at the forefront of behaviour management and supporting children's and families' sense of well-being. They have the closest knowledge of the children and families in their care, and endeavour to build up a relationship involving mutual support, trust and respect.

Through the development and implementation of this policy, the Centre trusts that all children, young people, parents and carers, visitors, outside agencies and staff will:

- Feel confident that everything is being done to make the Centre a safe and secure environment
- Know who can be contacted if they have any concerns about bullying
- Feel supported in reporting incidents of bullying
- Be reassured that action regarding bullying will take place

## **The Equality Act 2010**

'The new Equality Act 2010 replaces previous anti-discrimination laws with a single Act. A key provision is a new public sector Equality Duty, which came into force on 5 April, 2011.

It replaces the three previous public sector equality duties for race, disability and gender, and also covers age, disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex and sexual orientation. The Duty has three aims. It requires public bodies to have due regard to the need to:

- Eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Act;
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it; and
- Foster good relations between people who share a protected characteristic and people who do not share it.'

### **Links with other policies**

Safeguarding Policy

Statement on Cyberbullying and internet safety

Equalities Policy - Race, Sexist, Sexual, Transphobic, Homophobia, SEN and Disability

Equalities Scheme

Responding to Parents Concerns Policy

Whistleblowing

### **Reference Documents and Related Policy/Guidance**

#### **National Documents**

- Safe to Learn- DCSF Guidelines
- Homophobic bullying - DCSF - 00668-2007
- Sexist, sexual and transphobic bullying DCSF-01136-2009
- Cyberbullying - DCSF - 00658-2007
- Bullying Involving Children with Special Educational Needs and Disabilities - DCSF 00372-2008
- Safe from Bullying - DCSF suite of materials
- Surrey Guidance on Anti-Bullying
- Equality Act 2010

Signed.....

Date:.....