Policy Statement

We want to give each child a consistently high standard of care. Each child is undoubtedly unique and our aim is to honor and respect the whole child and to help him or her to develop self-worth, emotional intelligence, natural curiosity and self actualisation.

We believe that children and adults flourish best in an environment where one is listened to and respected so one can develop in confidence, self-esteem, self-awareness and self-realisation. As facilitators we will provide an excellent role model and strive to avoid perceived or intended hurt, pain, suffering or humiliation – by one child/adult (or group) to another.

Bullying may include; physical violence and threats as well as verbal assaults and taunts, or deliberately intending to destroy, remove or damage the personal property or creation of another.

We believe that all children have the right to learn in a safe, secure and stimulating environment. Childhood should be a time of happiness, growth and development and should always be free of fear.

Bullying has a detrimental effect on bully and victim alike and is always taken seriously and dealt with appropriately. It is not an inevitable part of growing up and does not have to be tolerated.

**Purpose/objectives**

We want to achieve a bully free environment that all children/adults can enjoy without feelings of fear or intimidation. We will provide a range of opportunities that will enable children to:

* Play/work co-operatively and harmoniously
* Listen to each other with empathy
* Learn how to use their voice in empowering their feelings
* Behave appropriately
* Develop their social skills
* Begin to understand right and wrong through developing emotional intelligence
* Be treated with respect, dignity and kindness
* To treat their peers, adults and the environment with care and respect.

**Broad Guidelines**

In order to achieve our objectives we will offer an environment that is safe, secure and stimulating, and we will encourage children to develop a sense of belonging by providing reflection and circle sharing time and including them in decision making where appropriate.

We will continuously offer modelling in emotionally intelligent ways to deal with conflict

We will give children the opportunity to express their feelings safely and to be aware of other children’s needs, culturally, physically and emotionally.

We will give clear messages in a direct, clear and simple way, using a calm, firm voice and good eye contact and at the child’s eye level.

Children need to develop good self-esteem and learn to respect themselves and others. They need to be able to form positive relationships in an environment that supports mutual respect and understanding and that celebrates and acknowledges differences. Adults will actively encourage children to share, be kind and work together in all areas, acting as good role models.

**Monitoring and Evaluation**

All staff will constantly monitor the children’s behavior and discuss any problems. Incident reports will be noted and kept on the childs file to build up a picture of the situation and to help the child work on resolutions. The staff team will review the anti-bullying policy and practice as required.

Be aware that each childs situation is different and behaviour may be learnt through their own family experience.

There is a strong correlation between poor family functioning and the tendency to bully because:

If parents don’t care about their children’s needs and feelings, how do the children learn to consider others?

If the family does not work well together, how does the child learn to compromise and cooperate?

If the child is ignored and dismissed, they feel inferior and resentful at being dominated by others – would they not try to dominate others in turn?

If children don’t learn positive values then a cynical attitude to relationships is likely to develop.

Children and adults at Forest school will be asked to:

* Treat each other kindly
* Use quiet voices in group discussion
* Use kind words
* Listen to each other and respond appropriately and with empathy
* Not laugh at each other
* Treat each other’s belongings with care
* Let others choose what they want to do and where they want to play

Staff will work positively with all children at all times encouraging good behavior, kindness, and empathy.

Staff will work together at all times and help each other out as much as possible, modelling a supportive and positive relationship.

Staff will show all children equal care and attention and build on self-esteem skills.

We will promote co-operation and sharing and act as good role models.

It is important to treat both victim and bully with kindness, empathy and understanding

**PROCEDURE AND INTERVENTION**

Dealing with the situation of bullying

* Take immediate action to protect the victim by removing him/her from the incident/bully.
* This will:
* Keep the victim safe
* Prevent an escalation of incident
* Prevent violence being refocused on the adult
* Inform the bully calmly that you will speak to them later without being specific or threatening.
* Make arrangements to comfort and support the victim (check for injuries and seek help if necessary).
* Engage with the bully (take the child to a quiet area).
* Tell the bully that it is not kind behaviour and it is not acceptable as we all try to work together and be kind to each other so everyone enjoys their time with us.
* Be sensitive to the bullies needs (i.e. look at possible reasons for such behaviour). Remember behaviour is information
* Write up an Incident report.
* Arrange to speak to both sets of parents explaining what has happened and mention the anti-bullying policy.
* Share information (on a need to know basis) with all staff to prevent a re-occurrence.
* Monitor situation and review with parents.

ANTI BULLYING TOOLS

Verbal:

Reminder of the rules

Explanation of the rules

Distraction

Modelling of appropriate behavior

**UNACCEPTIBLE BEHAVIOUR AND EXCLUSION FROM ACTIVITIES**

If the above does not work and or the bullying persists:

The child’s situation will be monitored – focusing on the child emotional and physical state

The child will be adult-directed and work 1-2-1 until it has been decided that the child has understood that the behaviour is unacceptable, or an unacceptable behavior warning is necessary.

In this case the possibility of immediate and future exclusion for a certain amount of time will be discussed with staff and parents.

**Reasonable force or physical contact**

This empowers staff to physically remove children from a situation in which they are a danger to themselves or others and/or restrain children appropriately. Children who display continuous disruptive or dangerous behavior may be restrained when all other verbal avenues have been explored and the danger to themselves or others necessitates immediate physical intervention.

Parents and outside agencies to be involved as appropriate.

**Safeguarding**

When involving parents and informing them of incidents of bullying – either as the perpetrator or the recipient, staff should always consider whether the misbehavior may be linked to the child suffering, or being likely to suffer significant harm. In this case, staff should follow its Child protection Policy.

Young victims of bullying and crime, Camden

Victim support provides free and confidential emotional support and practical guidance to young victims of bullying or crime, in person and via a dedicated young person’s free phone number – 0800 731 5801

Websites and telephone numbers:

Advisory Centre for Children, Schools and families

Helpline – 020 7974 1525 (Monday to Friday 2-5pm)

Advice for parents and children

Anti-bullying campaign 020 7378 1446

Bullying online – [www.bullying.co.uk](file:///C%3A%5CUsers%5Cabbys%5CDocuments%5Chandbook%20Policies%20and%20Procedures%5Cwww.bullying.co.uk)

Bullying Prevention Project 020 7424 1638. Kidscape 0207 730 3300. Bullying counselor available Monday to Friday 10am-4pm with information for young people, parents and teachers. Parentline Plus 0808 800 222.

National helpline for parents (Monday to Friday 9am-9pm, Saturday 9.30am-5pm, Sunday 10am-3pm)