



ANTI-BULLYING POLICY & PROCEDURES

1. Principles:

This policy should be read in conjunction with the **Safeguarding Children Policy PP12**.

- a. At the Let's Play Project we firmly believe that every young person and vulnerable adult in our care has the right to feel safe, secure and happy in all sessions and activities.
- b. We recognise the seriousness of all forms of bullying and the deeply damaging impact it can have on those involved.
- c. We recognise the value of talking about bullying and of equipping young people and vulnerable adults with strategies for dealing with bullying should they encounter it.

2. Aims:

2.1 Through increasing awareness of bullying we will aim to:

- a. Provide a safe environment for our young people and vulnerable adults, where they feel secure, confident and happy.
- b. Reduce the incidence of bullying in the play setting.
- c. Improve young peoples'/vulnerable adults' ability to recognise forms of bullying.
- d. Equip young people and vulnerable adults with strategies to deal with bullying (whichever role they may play in bullying situations)

2.2 As a project we will aim to:

- a. Discuss, monitor and review the anti-bullying policy on an annual basis.
- b. Support staff to promote positive relationships and identify and tackle bullying appropriately.

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- c. Ensure that young people/vulnerable adults are aware that all bullying concerns will be dealt with sensitively and effectively; that young people/vulnerable adults feel safe to play; and that young people/vulnerable adults abide by the anti-bullying policy.
- d. Report back to parents/carers regarding their concerns on bullying and deal promptly with complaints.

3. Definitions of bullying:

3.1 Bullying is:

- a. Behaviour by an individual or a group, usually repeated over time that intentionally hurts another individual either physically or emotionally.
- b. Ongoing (it is not the same as random unprovoked aggressive acts).
- c. Unequal and difficult to counteract by the person being bullied (it involves a power imbalance – this can result from size, number, status or as a result of having access to limited resources).
- d. Can be indirect or direct - physical (e.g. hitting or kicking) - verbal (e.g. abuse or name-calling) - non-verbal (e.g. gestures and looks) - psychological (e.g. excluding or threats).

3.2 Bullying includes:

Name calling, taunting, mocking, making offensive comments,; kicking; hitting; taking belongings; inappropriate text messaging and emailing; sending offensive or degrading images by phone or via the internet; producing offensive graffiti; gossiping; excluding people from groups and spreading hurtful and untruthful rumours.

- a. We recognise the specific guises and problems associated with cyber-bullying and teach our young people/vulnerable adults how to stay safe.
- b. We provide information for parents on the nature and risks of cyber-bullying and on how to help protect and inform their young person/vulnerable adult.

3.3 **Forms of bullying covered by this Policy:**

People are bullied for a variety of reasons. Bullying can happen to anyone. This policy covers all types of bullying including:

- a. Bullying related to race, religion or culture.
- b. Bullying related to special educational needs.
- c. Bullying related to appearance or health conditions.
- d. Bullying related to sexual orientation.
- e. Bullying of young carers or looked after young people/ vulnerable adults or otherwise related to home circumstances.
- f. Sexist or sexual bullying.
- g. Cyber-bullying.

3.4 **This policy also covers the bullying of the Let's Play staff, by young people/ vulnerable adults, parents or other staff:**

There is no hierarchy of bullying and no form of bullying is tolerated at the Let's Play Project. We encourage and support all members of our setting to report bullying and are committed to finding solutions that work.

3.5 **Roles within bullying:**

As a play setting we understand that there are different roles within bullying. We discuss these roles with our young people/ vulnerable adults. (We also understand that the same young person/ vulnerable adult can adopt different roles at different times or indeed at the same time).

- a. The ring-leader, the person who through their social power can direct bullying activity.
- b. Assistants/associates who actively join in the bullying (sometimes because they are afraid of the ring-leader).

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- c. Reinforcers who give positive feedback to the bully, perhaps by smiling or laughing.
- d. Outsiders/bystanders who stay back or stay silent and thereby appear to condone or collude with the bullying behaviour.
- e. Defenders who try and intervene to stop the bullying or comfort young people/ vulnerable adults who experience bullying.

4. Procedures:

4.1 Identifying and responding to bullying we:

- a. Work with staff and outside agencies to identify all forms of prejudice-driven bullying.
- b. Are pro-active in early identification of young people/ vulnerable adults who may be at risk.
- c. Use data e.g. deteriorating attendance, poor punctuality, and lack of progress and diminishing achievement as potential indicators of vulnerability to, or suffering from bullying.
- d. Consider emotional, behavioural and physical problems as potential signs of bullying.
- e. Actively provide systematic opportunities to develop young people's/ vulnerable adult's social and emotional skills, including their resilience.
- f. Consider opportunities for addressing bullying including through the play setting, through displays and through peer support.
- g. Train all staff to identify bullying and follow anti-bullying policy and procedures.

4.2 Dealing with bullying incidents for young people/ vulnerable adults who experience bullying behaviour:

- a. Designated people to report to.
- b. Talk to the session leader or another member of staff of their choice about their experiences.
- c. Immediate steps to ensure they feel safe again.

- d. A meeting between the coordinators and the young person's/ vulnerable adult's parents to discuss what has happened and agree a programme of support (follow-up discussions planned).
- e. Individual/small group play with staff to practise positive strategies that might reduce the occurrence of bullying.

4.3 **For young people who engage in bullying behaviour:**

- a. A meeting between the coordinators and the young person's/ vulnerable adult's parents to discuss what has happened and agree a programme of support (follow-up discussions planned).
- b. Talk with session leaders and play workers about what has happened.
- c. Individual/small group play with staff to reflect on their behaviour and help them to face up to the harm they have caused.
- d. Individual/small group play with staff to support the development of social and emotional skills and behaviour.
- e. Individual/small group play with staff to learn the steps they need to take to repair the harm they have caused and ensure they can make a choice to avoid bullying behaviour in the future.

4.4 **For parents / carers:**

- a. Assurance that The Let's Play Project does not tolerate bullying and that the setting systems will deal with the bullying in a way that protects their young person/ vulnerable adult.
- b. Clear communication from the setting about the activities and programmes undertaken with their young person/ vulnerable adult.
- c. Awareness of the procedures to use if they are concerned their young person/ vulnerable adult is being bullied or engaged in bullying behaviour.

4.5 **For the coordinators and other staff we:**

- a. Promote a play setting climate where bullying and violence are not tolerated and cannot flourish.

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- b. Continually develop best practice based on knowledge of what works.
- c. Are clear about roles and responsibilities in preventing and responding to bullying.
- d. Are aware of the importance of modelling positive relationships.

4.6 **Involvement of young people/ vulnerable adults we work with them in a way which is appropriate to them to:**

- a. Regularly canvass young people's/ vulnerable adult's views on the extent and nature of bullying.
- b. Ensure young people/ vulnerable adults know how to express worries and anxieties about bullying.
- c. Ensure all young people/ vulnerable adults are aware of the range of sanctions which may be applied against those engaging in bullying.
- d. Involve all young people/ vulnerable adults in ongoing anti-bullying awareness and campaigns in play settings.
- e. Involve all young people/ vulnerable adults in reviewing and developing anti-bullying work and policy.
- f. Offer support to young people/ vulnerable adults who have been bullied.
- g. Work with young people/ vulnerable adults who have been bullying in order to address the problems they have.
- h. Publicise the details of helplines and websites:

<http://www.bullying.co.uk/> Telephone 0808 800 2222

<https://www.childline.org.uk/Explore/Bullying/Pages/Bullying.aspx> Telephone 0800 11 11

<http://www.nspcc.org.uk/> Telephone 0800 1111, 0808 800 5000

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4.7 **Liaison with parents and carers, we will ensure that parents/carers:**

- a. Know whom to contact if they are worried about bullying
i.e. The Project Manager or the Coordinators.
- b. Know about our complaints procedure (PP14) and how to use it effectively.
- c. Know where to access independent advice about bullying.