



Anti-Bullying Policy

Definition of Bullying

There is no legal definition of bullying. But it is usually defined as unwanted, aggressive behaviour that involves a real or perceived power imbalance which is intended to hurt someone either emotionally or physically. The behaviour is repeated, or has the potential to be repeated, over time. It is often aimed at certain people because of their race, religion, gender or sexual orientation or any other aspect such as appearance or disability. Bullying can take many forms including:

- physical assault;
- social bullying;
- threatening behaviour;
- name calling;
- cyberbullying.

It is the policy of our Federation to prevent all forms of bullying amongst children and make clear that bullying is an unacceptable form of behaviour. We believe that challenging bullying effectively will improve the safety and happiness of children, make them feel safe and raise their self-esteem. Moreover, each school in the Federation has an important role in enabling children to learn how to manage their emotions and develop successful relationships. We apply positive behaviour strategies through using a PACE (playful, accepting, curious and empathetic) and emotion coaching approach. Our aim in the Federation is to help children understand what constitutes appropriate behaviour and work towards self-regulation.

Helping young children to build good relationships and develop empathy through co-operation and collaboration modelled by adults in the Nursery will lead to an atmosphere of interdependence between children.

We need to make our expectations clear using our Ready, Respectful and Safe rules and ensure these are appropriate to the children's age and developmental stage. In order to ensure effective implementation, children, staff, parents and governors are informed of this policy. (See Behaviour Policy and Behaviour Principles)

The anti-bullying policy complies with the Human Rights Act 1998 and the Equality Act 2010. It should be used in conjunction with the Federation's policies on behaviour, Safeguarding and Child Protection and information on equality.



We believe that bullying can take various forms:

Verbal bullying: calling someone names and making unkind remarks.

Physical bullying: hitting, pushing and punching someone.

Exclusion: deliberately preventing participation, e.g., by saying “You can’t play here.”

Disapproval: facial grimace, gestures such as thumbs down, e.g., when a child is asked to pair with another.

Intimidation: staring at someone, invading the other’s space in order to get one’s own way.

Procedures for Tackling Bullying

The following procedures are laid out to ensure that any form of bullying is dealt with swiftly and effectively:

- Use of emotion coaching approach – Connect, acknowledge, set limits and make a plan for next time.
- Determine whether the incident can be termed as bullying.
- If it is, then support any child who has been affected.
- Ensure that the act is identified as wrong.
- Support the child who has perpetrated the incident ensuring that the issue itself is dealt with.
- Talk about the incident together.
- Liaise with parents as appropriate
- Talk about the issue with all children (not identifying individuals), e.g. in group times using a child friendly medium, e.g. a story book, role play with puppets, etc.
- Follow the incident up with key person who will monitor the situation.
- Use discretion in recording the incident, depending on its severity.

Monitoring

Any concerns regarding children’s behaviour will be aired formally in a staff meeting and informally on a daily basis.



Cookham, Maidenhead and The Lawns
Nursery School Federation



Approved by: Teaching and Learning Committee

Signed by Chair of Governors:

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