

Anti-Bullying Policy

Introduction

At Newhall Infant and Nursery School, we are committed to providing a safe, nurturing, and supportive environment for all children. We understand that the early years of a child's life are crucial for their emotional, social, and cognitive development. Our approach to anti-bullying reflects a belief in attachment theory, which recognises the importance of secure emotional connections to promote healthy relationships. This policy aims to prevent bullying in all forms by fostering a positive school culture, based on understanding, empathy, and respect for every individual. It also details the procedure to follow if bullying is identified.

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. 2024)

Bullying behaviour can be:

- **Physical** – pushing, poking, kicking, hitting, biting, pinching etc.
- **Verbal** – name calling, spreading rumours, threats, teasing, belittling.
- **Emotional** – isolating others, tormenting, hiding property, threatening gestures, ridicule, excluding.
- **Online /cyber** – posting on social media, sharing photos, sending unkind text messages (although less common in infant schools).

(Anti-Bullying Alliance, 2025)

Attachment Aware Approach

We recognise that bullying behaviour can sometimes arise from unmet emotional needs or insecure attachments. Children who have experienced trauma, neglect, or disruption in their early relationships may find social interactions and understanding appropriate behaviour more difficult. Our attachment-aware approach ensures that:

- We recognise and respond to children's emotional needs with compassion and understanding.
- We support children in developing secure, trusting relationships with both peers and adults.
- We use an attachment aware and trauma informed approach to behaviour management that focuses on re-establishing a sense of safety and trust.
- We support and develop children's emotional regulation, empathy, and social skills.

Our Core Principles

1. **Respectful and Nurturing Relationships:** All children and adults are treated with dignity, kindness, and respect. We believe that healthy relationships are built on mutual understanding, trust, and empathy.
2. **Early Intervention:** We believe in addressing behaviours of concern early, ensuring that children receive the support they need before situations escalate. Through observation and open communication, we identify signs of distress or emotional insecurity.
3. **Emotional Literacy:** We provide opportunities through PSHE/PSED sessions, emotion coaching and the use of the zones of regulation, for children to express their feelings and emotions. Teaching children how to recognise and manage their own emotions is an essential part of preventing bullying.
4. **Inclusive Environment:** We promote an inclusive and welcoming environment, where differences are celebrated. All children are encouraged to appreciate diversity, make positive choices, and build strong, supportive friendships.
5. **Collaboration with Families:** We work closely with families to understand the needs of each child and to ensure their needs are met both at home and at school. Families are encouraged to share any concerns related to their child's social and emotional well-being with school.

Preventative Measures

- **Positive Behaviour Reinforcement:** We celebrate positive behaviours and achievements through dojo points, certificates, stickers and positive praise. Positive reinforcement strategies encourage kindness, empathy, and respect for others.

- **PSHE/PSED Sessions:** These sessions allow children to explore their own and other's feelings and experiences in a safe and supportive space. Through these sessions, we teach children how to identify and express their emotions constructively.
- **Zones of regulation:** In 2025-26. We will be launching the zones of regulation in school. This will support children to recognise their emotions give them strategies to use to return to a calm state.
- **Role-Modelling:** Staff and adults model appropriate behaviour by demonstrating empathy, understanding, and kindness in their daily interactions with children and each other.
- **Peer Support:** We encourage children to look out for each other, both in the classroom and outside, fostering a caring community where children support one another.
- **Conflict Resolution:** We provide children with the tools and strategies to resolve conflicts peacefully and appropriately. Children are encouraged to talk about issues, express their feelings, and find solutions with adult support when necessary.

Responding to Bullying

If bullying is suspected or identified, the following steps are implemented in school:

1. **Initial Investigation:** A staff member will listen to all children involved and gather relevant information. Children who display bullying behaviour will be offered emotion coaching to help them understand why their actions were hurtful and how to improve their behaviour.
2. **Support for the Victim:** Children who have been bullied will be given the opportunity to express their feelings and will receive reassurance, validation, and support. We will ensure they understand that the bullying was not their fault and that they are safe.
3. **Parental Involvement:** Parents of both the children who have displayed bullying behaviour, and the children who have been bullied will be informed when bullying behaviour is identified. Teachers will work collaboratively with children and parents to support both children.
4. **Restorative justice:** Children who are found to be bullying others will take part in restorative activities. These may include reflective activities, or restorative conversations. The aim of this practice is to teach empathy and reinforce positive behaviours.
5. **Ongoing Support:** Children who have engaged in bullying behaviour will be supported to develop healthier emotional regulation,

attachment relationships, and social skills, as appropriate to their individual needs. Children who have been bullied will be supported to express and process their emotions, with friendship building, developing self esteem.

6. **Monitoring:** When bullying behaviour has occurred, all children involved in the situation will be monitored. If any signs are spotted that the bullying behaviour may have begun again, the situation will be dealt with quickly, before it escalates.

Conclusion

Newhall Infant and Nursery School is committed to creating a nurturing environment where all children feel secure, valued, and understood. We believe that by fostering secure attachments, building emotional literacy, and focusing on positive relationships, we can prevent bullying and support children in developing respectful and empathetic social skills. Where bullying does occur, we follow steps to ensure both the child who has been bullied, and the child who has displayed bullying behaviour are supported to understand and process their emotions so the bullying behaviour does not continue.

This policy is part of our ongoing commitment to providing a safe and supportive learning environment for every child.