

Anti-bullying Policy

Overall aims

We at Just for Fun Holiday Club recognise that bullying happens in many contexts and in many ways. We do our best to prevent bullying, however our aim is to ensure that it is dealt with sensitively and effectively if and when it arises. This policy also reflects our values.

Values

We aim to live, on a daily basis, by our Values and they run as threads through all we do. We recognise that these values are also those which people of other faiths and people of no faith live by and we ensure that that is reflected in the way the children learn about the values - using, not only stories from the Bible, but also stories from other faiths and stories about people of no particular faith who have shown this value. We encourage all the members of our community to think about how these values can be shown in their own lives to benefit all members of our community.



We aim to ensure that every child who attends Just for Fun Holiday club leaves feeling happy, safe secure and fully knowledgeable of procedures that are in place to help make this happen. There needs to be a whole staff understanding of procedures, to ensure that all stakeholders are able to report concerns whilst being confident the matter will be successfully resolved and addressed. We want our children to develop life skills based upon our 12 core values to enable them to live harmoniously within our diverse and multi-cultural world.

Definitions of bullying

Although there is no legal definition of bullying, it is usually defined as behavior that is:

- repeated
- intended to hurt someone either physically or emotionally
- often aimed at certain groups, e.g. because of ethnicity, religion, gender, disability or sexual orientation

Types of Bullying

Bullying takes on many forms and there are several different types of bully. However, they all have the same result; they cause misery to their victims, which can lead to stress-related conditions.

The following are examples of types of bullying:

- **Physical bullying**
- **Direct Verbal Bullying:** This includes taunts, name-calling and verbal threats to the victim's face.
- **Indirect Verbal Bullying:** This includes cruel comments behind the victim's back intended for the victim to overhear, unkind notes, letters or graffiti.
- **Exclusion & Isolation Bullying:** This is deliberate exclusion from playground activities and friendship groups, or total ignorance of the victim. The victim is often alone at playtimes and is avoided with in the setting.
- **Racial Bullying:** The victim is targeted because of his or her race and this can encompass all the other types of bullying. Verbal attacks usually make reference and fun of the child's ethnic origin
- **Digital Bullying** ext messaging, mobile phone calls and messages, e-mail.

Not all aggression is bullying, nor all name-calling, it may be a one off act of unkindness. It becomes bullying when there are a number of unkind acts directed towards the victim over time. Bullying is exercised through the use of power rather than an exchange between equals. This power might be due to:

- Greater physical strength
- Greater number
- Use of psychological power

Who might bully?

Both boys and girls can bully others. Studies show that 75% of bullying takes place in the playground. Our holiday club is similar to that environment when children would get to get together to play during a school day. Reasons for being a bully may include:

- Previous experience of being bullied
- Feeling of inadequacy
- Life situation feeling out of control / unhappy
- Copying behaviour from home/TV

Preventative work and establishing an anti-bullying culture

The most important aspect of our strategy to combat bullying is the creation of a positive and inclusive ethos. This begins with how adults at the holiday club treat each other, parents, and children who attend: with respect and understanding, even in difficult situations. Concerns expressed by children and parents are always listened to carefully and taken seriously.

We have a very clear Behaviour Policy which states the behaviours we want to promote, and the rewards which go along with those behaviours. Within the holiday club there are many opportunities to promote the understanding of feelings and emotions. We have an annual 'Say No to Bullying' week which raises the profile of anti-bullying, providing opportunities to explore issues and ensuring all of the children and parents know our policy and procedures.

Our Approach to tackling bullying: the 'problem-solving' approach

Where a case of bullying has been identified, our principal aim is to restore relationships between the victim and the bully. Our approach is based on the widely accepted understanding that the most effective strategies to combat bullying include the following:

- Involvement of the wider community in finding a solution to the problem/s
- Consistency in prevention and response
- Taking all issues seriously
- Not seeking in the first instance to apportion blame
- Involving parents/carers at an early stage

The most successful intervention strategies all involve a problem-solving, restorative justice approach.

What we aim to do:

- Encouraging reporting: We encourage children, parents/carers and staff to report **any** suspected instances of bullying to one of the lead coaches. Children in particular need to be assured not to keep worries to themselves, but to tell their parent/carer and/or a coach.
- Response: It is essential that the first adult involved in the situation reassures the 'victim' and informs either Mike or Sean who will deal with bullying as soon as possible. The Lead Adult then takes the following steps:

Step one - interview with the victim

When the Lead Adult finds out that bullying has happened they start by talking to the 'victim' about what the victim sees as the problem, and how they feel about it. The Lead Adult makes notes about the bullied child's feelings/'symptoms' - not wanting to come to holiday club etc., as well as the version of events as described by the child. They will then obtain permission from the child to arrange a meeting with the bully/bullies/spectators. A list of those involved is drawn up by the Lead Adult. The Lead Adult then tells the 'victim' that they will arrange a meeting with these children.

Step two - convene a meeting with the people involved

The meeting takes place led by the Lead Adult. Those present will be the victim (if happy to attend) and the child(ren) identified in Step 1. The first point made, even as the meeting is being set up, is that it is a meeting - not a telling off. The tone set should be a friendly one: "we have a problem here at Just for Fun, let's see if we can solve it." It is important to say that the people invited to the meeting are there because they may be able to help and that nobody is in trouble.

Step three - explain the problem

The Lead Adult tells them about the way the 'victim' is feeling, mentioning what has been told to him/her at the previous meeting. If appropriate, an example of the behaviour that led to these feelings may be mentioned, and the group invited to comment on their perceptions. At this stage, no blame is to be ascribed. With very young children it can be told almost as a story.

Step four - share responsibility

The Lead Adult does not attribute blame but states that s/he knows that the group could help resolve the situation.

Step five - ask the group for their ideas

Each member of the group is encouraged to suggest a way in which the victim could be helped to feel happier. The Lead Adult gives positive responses, and guides the discussion as appropriate. A commitment to change from the group may be one outcome.

Step six - leave it up to them

The Lead Adult ends the meeting by passing over the responsibility to the group to solve the problem. The Lead Adult arranges to meet with them again to see how things are going.

Step seven - meet them again

About a week later the Lead Adult discusses with each child including the victim, how things have been going. This allows the Lead Adult to monitor the bullying and keeps the children involved in the process. Further reviews may be decided on as necessary.

Additional guidelines

- **Communication** : It is important that there is on-going communication during this process.
- **Involving Parents/carers:** Parents/carers of all children involved should be informed at the earliest opportunity, so that their support can be encouraged. Parents/carers are encouraged to:
 - Listen carefully to their child, and reassure them that their concerns will be taken seriously.
 - Stay calm whatever the concerns
 - Discuss issues with the holiday club at the earliest opportunity, and review actions regularly
 - Give the holiday club time to address the issues. The Holiday club will ensure that they share actions taken to resolve the issues.
- **Monitoring:** Informal monitoring should continue for some time after the initial identification of the problem. Appropriate further support should be offered to both victim and bully - eg. help in developing friendship or assertiveness skills or self-esteem training. Circle Time can also be used as a vehicle to prevent further problems arising.
- **Formal Monitoring:** A written record of those involved and the action taken.
- **Training:** All staff are to have regular training in the development of anti-bullying strategies.
- **Looked After Children:** Where children involved, either as victim or bully, are looked after by the Local Authority, it is essential that their Social Worker is involved at the earliest opportunity.
- **Bullying by adults:** Where an instance of adult or child bullying by a member of staff is reported to the school, appropriate measures should be taken to resolve the issue.

Racial Incidents/homophobic Incidents

Type of Incidents: The actions the holiday club takes in response to any incident are in line with the guidance contained in the LA guidelines on dealing with Racist/homophobic incidents. These guidelines cover a range of possible incidents, some of which are unlikely to occur within a holiday club. The type of incident more likely to occur might be one of the following:

- Racist/homophobic comment or verbal abuse.
- Ridicule of an individual for cultural difference (e.g. food, music, dress)
- Refusal to cooperate with an individual because of their race, sexuality, family set up, ethnicity, language etc.

Procedures: The procedure for any incident should be as follows:

- Incident to be reported to the designated person immediately.
The designated person investigates incident as quickly as is practicable: written report made.
- The designated person reports incident to victim's and perpetrator's parents/carers.
- Support offered to the victim and action taken to address the perpetrator's behaviour.. Outside agencies may be involved as necessary (e.g. Education Welfare/ Pupil Referral Service).
- Incident reported to Local Board for monitoring purposes.
- Situation is monitored closely over ensuing weeks.

Continuation of Bullying

In the event that any child involved continues to bully others, then it will be necessary to initiate further action. The child/ren may need to have daily contact with Mike or Sean for a period of time. It would always remain the intention of the holiday club to endeavour to restore the relationships and support both parties to find an agreeable solution.

The development of positive behaviour

Given that the majority of bullying incidents are found to occur during play time, it is essential that staff and children are both involved closely in:

- The development of an attractive free play environment
- Supervision of any 'hidden corners'
- The development of playground games
- Developing alternative lunchtime activities, e.g.: involving older children with younger children.

This policy was adopted by: Just for Fun Holiday Club	Date: 25/07/20
To be reviewed: 01/09/21	Signed:

Appendix to Bullying Policy

Key References

This policy draws heavily on the **Local Authority (LA) Anti-Bullying Guidance**. Copies of this are available from <http://children.mycaremysupport.co.uk/i-need-help-with/parents/anti-bullying-advice-and-support.aspx> .

Specific note should be made of:

- <https://www.gov.uk/government/publications/preventing-and-tackling-bullying>
- https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/444864/Supporting_bullied_children.pdf
- https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/374850/Cyberbullying_Advice_for_Headteachers_and_School_Staff_121114.pdf
- https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/444865/Advice_for_parents_on_cyberbullying.pdf
- www.antibullying.net