

Plan for the psychosocial environment – to stop and prevent bullying.

Children follow the adults – in kindergarten, the employees are important role models. It is therefore essential we work on the staff environment in the kindergarten.

The staff shall:

- Speak politely and respectfully to and about each other.
- Exclusion is unacceptable.
- Everyone must be aware of their body language.
- Do not talk behind another's back or speak derogatorily about other staff members.

We will work with the values: Warmth – inclusion – tolerance – respect.

- **Warmth:** *I wish you well, you are safe with me.*
- **Inclusion:** *you are important to the community; I want you involved.*
- **Tolerance:** *I believe you do your best with the best intentions.*
- **Respect:** *you can think and believe differently from me and that is fine.*

To achieve this:

- We prioritize getting to know each other. We go on a trip together twice a year.
- Raise any disagreements with the person concerned. Use your nearest leader if you cannot get through.
- Base communication with each other on the belief that others wish us well.
- Find out how we can get the best from each other.

These values are regarded as part of the staff's work, and people who do not work accordingly shall be called in for dialogue by their immediate manager and given guidance. The values shall be included in the annual well-being survey and employee appraisal so that staff can say something about their experience of how we are doing. These values shall also be used in work with the children and parents.

It is always the adults who are responsible for children behaving respectfully towards each other.

A child perceived as challenging for staff or other children must be specially looked after. A child misunderstood by other children should be helped by adults to express themselves in an appropriate manner. Example: A child who often spoils others play does not do this to be mean but can be perceived this way by other children. Adults must find out the child's motive and which skills they lack to achieve this. The motive in the example may be that the child wants to play, but they lack the skills to make contact. The adults must help the child understand and to practice the skill.

If you yourself have challenges in terms of liking a child, it is your responsibility to solve this – part of the job is to like all children. Staff reluctance towards an individual child can help promote bullying. Focus on what the child can do, what is positive about them, and try to spend time with the child alone or in a small group where you do something that can strengthen your interaction with them. If you do not manage this, contact your nearest leader who will help you.

Staff should always respond to actions or words that are offensive.

Say that it is not okay, explain why it is not okay, recognize the emotions of the child carrying out the action. Remember to use personal language and be specific! The feedback should be clear but without "scolding"

It is not okay with me that you tell Berit she's stupid. Berit will be sad. I understand you get angry at Berit when you are not allowed to play, but I don't want you to call her stupid. (As opposed to: It's not allowed to say that others are stupid, then they can get upset. You are not allowed to say that)

The staff should be familiar with and receive guidance on how they communicate with children in these situations.

What is bullying?

Bullying is defined in different ways. The guide *Barns trivsel – voksnes ansvar. Forebyggende arbeid mot mobbing starter i barnehagen (Children's well-being – the responsibility of adults. Preventive work against bullying starts in kindergartens - Utdanningsdirektoratet)* highlights the following features from different definitions:

- negative, physical or psychological acts committed by one or more against another
- the person who is subjected to teasing, plaguing or exclusion is readily available as part of a community he or she has not chosen him- or herself
- there is an imbalance of power in the relationship, so that it is difficult to defend oneself
- the action must have some frequency and take place over time

Bullying can involve several different forms of actions. We can distinguish between

- verbal bullying (saying ugly things ...)
- physical bullying (punching, kicking ...)
- exclusion (a child is kept out of the group...)

or between direct and indirect bullying.

In kindergarten, bullying can occur when a child has an experience of being excluded from play, not being accepted, receiving negative comments, being dominated, oppressed, threatened, harassed, mocked, violated, ridiculed, or manipulated, or that adults see and experience this type of behavior in the environment.

The staff should have knowledge of what bullying is and how it comes to expression. If anyone in the staff has any suspicion that bullying is taking place, the case shall be investigated. The pedagogic leader is responsible for this and shall inform the manager. All employees have an obligation to report any suspicion.

If the suspicion is strengthened by observation, an action plan shall be made by the pedagogic leader in cooperation with the manager. Parents shall be contacted and included in the process.

Cooperation with parents is also of importance

- Be polite and respectful towards all parents.

- Do not talk about parents in derogatory ways.
- Handle differences of opinions with parents respectfully.
- Have enough conversations to form a common understanding in disagreements.
- Take parents' input and concerns seriously.
- Speak about bullying at parent meetings
- Be open and honest in the information about children who bully or are bullied.

Parents need to know from the kindergarten that they can contribute to preventive work in the following ways:

- Greet and talk to all children, invite children home, and facilitate new friendships.
- Talk positively about other children, parents, staff, and kindergarten.
- Notify the kindergarten if teasing/bullying is detected among the children.
- Provide feedback on your child's well-being and experiences.
- Follow up information and have close cooperation with the kindergarten.