



Elmsleigh Infant and Nursery School
Draft Anti-Bullying Policy
February 2023
Review February 2024

Version	Reviewed in School	Approved by HT & Parent Govs	Ratified at LGB	Minute Number
3	09.2.23	09.2.23	02.03.23	41/22-23
Review Requirement:		1 Year		
Approval Level:		SMT / parent consultation		

Introduction

At Elmsleigh Infant and Nursery School we believe that every member of the school community should feel safe and respected. This policy is designed to support children, staff and parents to recognise, report and address any bullying issues. We aim to promote a caring environment where every child matters and support is given to both victims and perpetrators of bullying.

This policy's primary objective is to ensure that members of the school community are clear about their roles and responsibilities, and how to manage a bullying incident if it occurs. If this is achieved, the school will be able to develop teaching and learning, whilst fostering an attitude of responsible behaviour at all times to promote safety, both on the premises and out of school hours.

Our aims are to:

- Create an ethos in which attending our school is a positive experience for all members of our community.
- produce a safe and secure environment where all can learn
- produce a consistent school response to any bullying incidents that may occur
- make all those connected with the school aware of school opposition to bullying
- make clear each person's responsibilities with regard to the school's position towards bullying
- make sure that bullies know how to stop bullying

Definition of Bullying

It is important that children, school and parents have a shared understanding of the definition of bullying. The 'Anti-bullying alliance' defines bullying as:

'The repetitive, intentional hurting of one person or group by another person or group where the relationship involves an imbalance of power. It can happen face to face or online.' (2020)

How does bullying differ from teasing/falling out between friends or other types of aggressive behaviour?

- There is a deliberate intention to hurt or humiliate.
- There is a power imbalance that makes it hard for the victim to defend themselves.
- It is usually persistent.

Occasionally a one-off incident may occur. This one-off incident would be taken as seriously as repetitive incidents particularly in cases of sexual, sexist, racist or homophobic bullying and when children with disabilities are involved. If the victim might be in danger then intervention is urgently required. Elmsleigh would take very seriously, following our behaviour policy as appropriate.

What does bullying look like?

Bullying can include:

- Physical – pushing, poking, kicking, hitting, biting, pinching etc.
- Verbal - name calling, sarcasm, spreading rumours, threats, teasing, belittling.
- Emotional – isolating others, tormenting, hiding books, threatening gestures, ridicule, humiliation, intimidating, excluding, manipulation and coercion.
- Sexual – unwanted physical contact, inappropriate touching, abusive comments, homophobic abuse, exposure to inappropriate films etc.
- Online /cyber – posting on social media, sharing photos, sending nasty text messages, social exclusion
- Indirect - Can include the exploitation of individuals.

Although bullying can occur between individuals it can often take place in the presence (virtually or physically) of others who become the ‘bystanders’ or ‘accessories’.

Why are children and young people bullied?

Specific types of bullying include:

- bullying related to race, religion, gender, or culture
- bullying related to special educational needs or disabilities
- bullying related to appearance or health
- bullying relating to sexual orientation
- bullying of young carers or looked after children or otherwise related to home circumstances
- sexist or sexual bullying
- Sometimes, there isn't even a reason.
- There is no hierarchy of bullying - all forms should be taken equally seriously and dealt with appropriately.

Bullying can take place between:

- young people
- young people and staff
- between staff
- individuals or groups
- Certain groups of pupils are known to be particularly vulnerable to bullying by others: these may include pupils with special educational needs such as learning or physical disabilities; young carers, Looked After children, those from ethnic and racial minority groups and those young people who may be perceived as lesbian, gay, bisexual, transgender or questioning their gender role.

Cyber-bullying

Definition

Cyber-bullying takes place online, such as through social networking sites, messaging apps or gaming sites. Like other forms of bullying, it is the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power. (See also the school behaviour policy.)

Preventing and addressing cyber-bullying

To help prevent cyber-bullying, we will ensure that children understand what it is and what to do if they become aware of it happening to them or others. We will ensure that children know how they can report any incidents and are encouraged to do so, including where they are a witness rather than the victim.

The school will actively discuss cyber-bullying with pupils, explaining the reasons why it occurs, the forms it may take and what the consequences can be.

Teaching staff are also encouraged to find opportunities to use aspects of the curriculum to cover cyber-bullying. This includes personal, social, health and economic (PSHE) education, and other subjects where appropriate.

All staff, governors and volunteers (where appropriate) receive training on cyber-bullying, its impact and ways to support pupils, as part of safeguarding training.

Elmsleigh also sends information/leaflets on cyber-bullying to parents so that they are aware of the signs, how to report it and how they can support children who may be affected.

In relation to a specific incident of cyber-bullying, the school will follow the processes set out in the school behaviour policy. Where illegal, inappropriate or harmful material has been spread among pupils, the school will use all reasonable endeavours to ensure the incident is contained.

The DSL will consider whether the incident should be reported to the police if it involves illegal material, and will work with external services if it is deemed necessary to do so.

Protected characteristics

Elmsleigh Infant and Nursery School is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010 (see below), including understanding disability issues.

Discrimination means treating you **unfairly** because of who you are. The **Equality Act 2010** protects you from discrimination by:

- employers
- businesses and organisations which provide goods or services like banks, shops and utility companies
- health and care providers like hospitals and care homes
- someone you rent or buy a property from like housing associations and estate agents

- schools, colleges and other education providers
- transport services like buses, trains and taxis
- public bodies like government departments and local authorities.

There are nine **protected characteristics** in the Equality Act. Discrimination which happens because of one or more of these characteristics is unlawful under the Act. We all have some of these characteristics - for example, sex or age - so the Act protects everyone from discrimination. If you're treated unfairly because someone thinks you belong to a group of people with protected characteristics, this is also unlawful discrimination.

What are the protected characteristics?

The **characteristics** that are protected by the Equality Act 2010 are:

- age
- disability
- gender reassignment
- marriage or civil partnership (in employment only)
- pregnancy and maternity
- race
- religion or belief
- sex
- sexual orientation

The 9 Protected Characteristics are actively promoted at Elmsleigh through:

- Our school vision and ethos statements
- Our school core values
- Our school behaviour policy
- Conscious role modelling by all adults in the school community
- Active engagement and communication with parents and carer
- Assemblies
- The promotion of British values in school life
- Developing a love of reading through a range of authors and genres
- Discussion within curriculum subjects, taking a cross-curricular approach
Promoting articulation by building appropriate language and a coherent vocabulary
- Religious Education (RE) lessons - *During their time at Elmsleigh, children cover three major world religions. These are taught with the understanding that we celebrate and respect all religions and their principles:*
EYFS – Different world religions through stories and discussion
Year 1 – Christianity and Judaism
Year 2 – Christianity and Islam
- Sporting competitions
- Art projects and visits
- School Council/Kindness Captains/Playground Leaders
- Educational experiences and visits
- Real-life learning outside the classroom
- Visitors from the local community/Real Life Author visit
- Developing links with the local community

- Extra-curricular activities, after-school clubs, charity work and work within the local community
- Safer recruitment, retention and staff development

Our Elmsleigh values, specifically the values of Respect and Community promote our diversity and the appreciation and celebration of our differences and similarities.

Roles and Responsibilities

The role of governors

The governing body supports the head teacher in all attempts to eliminate bullying from the school. The governing body takes very seriously any incidents of bullying that do occur and ensures that they are taken very seriously and dealt with appropriately.

The governing body monitors the incidents of bullying that occur and reviews the effectiveness of the school policy regularly. The governors require the head teacher to keep accurate records of all incidents of bullying and to report to the governors on request about the effectiveness of school anti-bullying strategies.

The governing body responds to any request from a parent or staff to investigate incidents of bullying. In all cases, the governing body notifies the head teacher and asks her to investigate the case and to report back to a representative of the governing body.

The Governing Body, Headteacher and Staff will ensure that the policy is implemented equally in all cases, without regard to ethnic origin, cultural differences, gender, disability, or sexual issues. They will ensure that pupils are listened to and that their concerns are appropriately addressed.

The nominated Governor with the responsibility for Anti-Bullying (Behaviour) is Lizzie Sanderson.

The role of the head teacher

It is the responsibility of the head teacher to:

- Implement the school anti-bullying strategy
- Ensure that all staff (both teaching and non-teaching) are aware of the school policy
- know how to deal with incidents of bullying
- report to the governing body about the effectiveness of the anti-bullying policy on request
- ensure that children know that bullying is wrong, and that it is unacceptable behaviour in the school
- ensure that all staff understand what procedures to follow when an accusation of bullying arises
- where these initial strategies have proved ineffective, contact external support agencies such as the behaviour support or educational psychology services

The role of the teacher and support staff

Teachers and support staff take all forms of bullying seriously and intervene to prevent incidents from taking place.

All incidents of bullying that occur and are reported are recorded in the pupil incident book, as are the actions taken.

Teachers, who become aware of any bullying taking place, deal with the issue immediately by:

- talking to the child who has bullied: with explanation of why the actions of the child were wrong
- endeavour to help the child change their behaviour in future
- inform the head teacher and child's parents if the behaviour is repeated

All Staff share responsibility for ensuring that the policy and procedures are followed, and consistently and fairly applied. Mutual support amongst all staff is essential for creating a high quality and safe learning environment promoting good behaviour and implementing the agreed policy and procedures consistently.

The role of parents

Parents who are concerned that their child might be being bullied, or who suspect that their child may be the perpetrator of bullying:

- should contact their child's class teacher immediately in order that difficulties in relationships in school can be sorted out in school rather than parents intervening themselves
- actions should be agreed at this meeting and parents will be given feedback as to the outcome
- should also make further contact if the difficulty does not appear to have been addressed or the behaviour is being repeated

Parents have a responsibility to support the school's anti-bullying policy actively encouraging their child to be a positive member of the school.

Parents and Carers will be encouraged to work in partnership with the school in order that high standards of behaviour are maintained both in and out of school, and that pupils respect both similarities and differences themselves and other members of the school and the wider community.

Pupils will be made fully aware of the school's anti-bullying policy, the procedures arising from cases of bullying and the rationale behind them. All pupils have a collective responsibility to ensure that they are considerate towards one another and respectful of each other's differences.

To role of the children

- Sharing worries with trusted adults
- Sharing acts of kindness with kindness captains
- Refer to the 'what to do if you are worried in school' posters
- Use the zones of regulation
- Show our Elmsleigh values of respect, responsibility, resilience, ambition, community and compassion
- Encourage friendship and a sense of belonging
- Be happy and encourage others to feel happy
- Develop resilience to engage in learning by using the Zones of Regulation

Reporting and Responding to Bullying

Our school has clear and well publicised systems to report bullying for the whole school community (including staff, parents/carers, children, and young people) this includes those who are the victims of bullying or have witnessed bullying behaviour (bystanders).

Procedures

All reported incidents will be taken seriously and investigated involving all parties.

- Instances of bullying will be reported to the Head who will speak to parent, member of staff or child who made report.
- The Head will discuss with the above who, when, where, how often, specific circumstances?
- Incidents will be recorded in the incident log book.
- The situation will be monitored.
- Staff will be informed [at staff meetings] of the situation in order to monitor indoor and outdoor sessions.
- Issues will be discussed at SMT meetings and at the Safeguarding meeting.

The Head will:

- Speak to the victim.
- Speak to the perpetrator.
- Strongly remind the perpetrator/s of school rules and that bullying is not acceptable.
- As a first line approach attempts will be made to seek agreement with a group of children including the "bully" ways of making the victim's time at school happy.
- All parents will be consulted.
- Efforts will be made to ascertain underlying causes.
- Work will be undertaken to support both victim and perpetrator.
- This may involve the pastoral lead Mrs T Arckless and the SENDCO Mrs N Stokes if wider family support or Early Help is considered appropriate.
- The class teachers concerned will ensure appropriate circle time work is undertaken ([See Appendix 1])

- Additional supports may be appropriate such as circle of friends /playground pals and consulting the school council.

Recording Bullying and Evaluating the Policy

Bullying incidents will be recorded by the member of staff who deals with the incident and this will be notified to and held by the Head Teacher in the incident log file (See Appendix 2)

The information we hold will be used to ensure individual incidents are followed up. It will also be used to identify trends and inform preventative work in school and development of the policy.

This information will be presented to the governors in an anonymous format as part of the annual report.

The policy will be reviewed and updated annually.

Strategies for Preventing Bullying

As part of our on-going commitment to the safety and welfare of our pupils we at Elmsleigh Infant and Nursery school have developed the following strategies to promote positive behaviour and discourage bullying behaviour.

- Involvement in the Derbyshire PSHE curriculum including circle times.
- Regular assemblies
- Playground pals
- Involvement in Healthy Schools
- Anti-Bullying week annually in November.
- Promotion of kindness embedded in the school
- Odd Socks Day
- Weekly Assemblies on British Values and Elmsleigh values
- Specific curriculum input on areas of concern such as Cyberbullying and internet safety
- Parent information events/information
- Family support
- Staff training and development for all staff
- Positive play
- Pastoral support
- Mental health weeks and days
- Zones of regulation strategy (see below)
- The development of a school motto

Children should be given specific strategies to support them in keeping themselves safe and in order to self-regulate:

- “STOP! I DON’T LIKE IT’ (children to use hand gesture when saying stop) Tell them to walk away- if it does not stop then they tell an adult.

Teach them that if they feel like hurting someone they need to:

- STOP, THINK AND HOLD THEIR HANDS TO THEIR CHEST TO STOP THEMSELVES - then walk away - find an adult to explain why they are upset

Teach them the ‘What to do if you are worried’ poster (See Appendix 3) and display poster in every room so that the teachers can refer to it.

Practise these phrases in specific scenarios and changing roles to ensure the children are fully aware of keeping themselves safe.

Elmsleigh Infant School is in the process of building on a school ‘motto’ to teach the children. This is to help children to be able to talk and articulate their feelings more frequently and further develop their relationships with trusted adults so that issues can be resolved immediately.

- T** - Tell a trusted adult
- A** - Ask for help
- L** - Let go of your worries
- K** - Keep bullying out!

Zones of Regulation

Zones of regulation are a new strategy designed to help children to regulate their emotions which was introduced to the whole school in February 2022. This a curriculum to help children gain skills in self-regulation. It teaches the children that there are different stages of emotions that are appropriate and useful to different situations; for example, during a competitive game, a higher state of alertness helps. However, that same state would be less appropriate when visiting the library. The lessons and activities are designed to help children recognise when they are in different Zones to help them to recognise and talk about their emotions as well as learn how to use the strategies to change or stay in the Zone they are in.



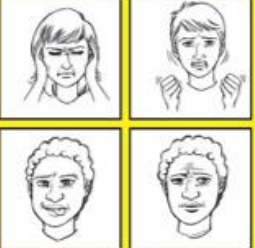

As well as learning about the Zones, children will increase their vocabulary related to emotions and feelings, develop skills in reading facial recognition, learn about events that trigger behaviours, calming, alerting and problem-solving strategies.

An important part of the curriculum is that everyone knows and understand the Zones language. All staff members have Zones of Regulation symbols attached to their lanyards. This creates a safe and supportive environment for the children to practise their self-regulation skills.

We all experience all of the Zones through the day or week. The red and yellow zones are not “bad” or “naughty” – all of the Zones are expected at one time or another. The Zones is neutral and does not communicate judgement.





The ZONES of Regulation® Reproducible E The Zones of Regulation Visual

The ZONES of Regulation®

			
<p>BLUE ZONE</p> <p>Sad Sick Tired Bored Moving Slowly</p>	<p>GREEN ZONE</p> <p>Happy Calm Feeling Okay Focused Ready to Learn</p>	<p>YELLOW ZONE</p> <p>Frustrated Worried Silly/Wiggly Excited Loss of Some Control</p>	<p>RED ZONE</p> <p>Mad/Angry Terrified Yelling/Hitting Elated Out of Control</p>

Child-Friendly version – classes will develop personalised posters.

ZONES OF REGULATION!

Blue	Green	Yellow	Red
			
<p>Sick Sad Tired Bored Moving Slowly</p>	<p>Happy Calm Good to Go Focused Ready to Learn</p>	<p>Frustrated Worried Silly/Wiggly Anxious Excited</p>	<p>Mad/Angry Mean Yelling/Hitting Out of Control I Need Time and Space</p>

Linked policies

Safeguarding Policy

Peer on Peer

Behaviour policy

Positive handling policy

PSHE policy

Attendance Policy

Safer working practices

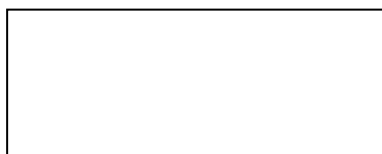
SEN Policy

Online safety Policy

Leanne Pettingale / Karen Burton (SMT)

Shared, amended, and agreed by Parents

Signed:



(Chair of Governors)

REVIEW: February 2023

Appendix 1

QUALITY CIRCLE TIME

1. Help school implement a whole school positive behaviour approach.
2. Demonstrate how Circle Time can contribute to the enhancement of self-esteem in children and adults and create a positive school ethos.
3. Provide clear, accessible lesson plans for teachers who want to develop the approach in their classroom.

The Jenny Mosley Quality Circle Time Model has been rigorously tested over many years.

OSTED note the effect of the whole school policy on the ethos of the school and pupils' moral, spiritual, social, and emotional development and often refer to particular aspects of the model such as 'Circle Time', the 'Golden Rules' or the 'Lunchtime Policy'.

Rationale

Quality Circle Time affords the opportunity for the teacher and class to communicate with each other about issues which promote self-esteem and positive behaviour.

Quality Circle Time aims to develop:

1. The value and self-confidence of each child
2. Specific behaviours which show caring and respect towards each other (e.g. 'do be kind when others make mistakes').
3. The establishment, in an enjoyable and constructive way, of classroom routines that are necessary for quality teaching and learning.
4. A climate of good relationships between teacher and children and child to child.
5. A way of meeting children's needs with regard to improving their behaviour, rather than saying 'What they deserve is ...'
6. Talking and listening skills in a way that helps such skills transfer across the curriculum.
7. A sense of responsibility for one's own behaviour and actions.
8. An environment that is non-threatening where teachers and pupils can express themselves and listen to each other.

Setting up Quality Circle Time – essential prerequisites

- Sitting in a circle - eye contact
- Establishing ground rules, e.g. hands up

- Taking turns
- Allowing children to 'pass'
- Valuing all contributions – no put-downs
- Always praising – very positive
- Low teacher profile
- Always ending session on a positive note
- Making it fun - light-hearted

Preparation

1. Have class sitting in a circle (preferably on chairs and in their own classroom environment).
2. Teacher is a participating member of the circle and, although directing activities, abides by the 'rules' of the circle.
3. Ensure Circle Time is not interrupted as it should be 'quality' time with the group. A good idea is to use the 'Do Not Disturb' sign outside the classroom door.
4. Have your lesson plan carefully thought out in advance and have ready for use a 'conch' or talking object for rounds (held by the person speaking), musical instruments, music cards, story ideas etc.
5. Try to have Quality Circle Time as a regular part of your classroom activity, i.e. at a regular and set time so that children see it as an important part of their school week.

Circle time activity

Topic - Getting on falling out/ Bullying

Themes Covered: Self-awareness/ Managing Feelings/ Empathy / Social Skills flip chart / white board pens/ large dice/set of pictures - in a box / bag - from SEAL file, depicting situations where children are upset / falling out etc with accompanying phrases devised by you relevant to our school situation e.g.

'I get into trouble because I sometimes push my friends.'

'Some other children push me around.'

'I get into trouble because I pull faces at my friends'

'Sometimes people laugh at me call me horrible names'

'I get into trouble because I play fighting games and hurt my friends'

'Sometimes my friends hurt me - they say they are only playing but it hurts'.

Objective

Explain that this circle time is to help us all find good ways of helping ourselves to keep safe and to learn how others feel when we are unkind to them.

Starter

Remind children of the 5 skills:

Thinking, looking, listening, speaking, concentrating

Children seated either on the floor or on chairs in a circle

Explain that everyone is going to make the same hand movements.

Mime a hand movement and ask everyone to copy you.

Once everyone is doing this stand up and walk behind the children.

Tap someone on the back and carry on walking.

The person you've touched must count to five [in their head] and then change the movement.

Once everyone is doing the new movement, you tap someone else on the back.

2. Warm up

Using your circle time toy ask each child, in turn, to complete the following sentence while whilst miming the action:

'I can with my hands (play the piano, scratch my head, etc]

Topic - Getting on falling out/ Bullying

Main Focus

Point out that both of the previous games were about hands.

Say that hands are so important that we use the word in many different ways

Help the children make a list of words and phrases that use the word 'hand'.

Explain examples with which they are unfamiliar.

Examples:

- Hand in glove
- Hand to mouth
- Hand over fist
- Turn your hand to
- Keep your hand in
- Hands off!
- Hands down
- Be a dab hand at
- Get your hands dirty
- Handbag
- Handstand
- Handwriting

Main Game

Talk about the phrase, 'lend a hand'.

What does it mean?

Can anyone explain its meaning?

Ensure they understand meaning of phrase

Pass the dice around the group. If a child rolls an even number, they must come to you and take one card from the bag.

Ask the child to read the card or read it for them

['I get into trouble because I sometimes push my friends.'

'Some other children push me around.'

'I get into trouble because I pull faces at my friends'

'Sometimes people laugh at me call me horrible names' etc]

With each statement, ask for volunteers to offer advice. Ask them to use the following format:

'I can lend you a hand. Would it help if you/I/we.....'?

Offer children useful phrases to use in different situations such as: 'Please stop

I don't like it'

'You can have a go in 5 minutes' etc

Explain to children were to get help if these strategies don't help.

Thank children

Cheering Up

Give yourselves a round of applause

Celebrate with a Mexican Wave

Calming Down

Ask everyone in the circle to join hands and close their eyes. Gently squeeze the hand of the child on your left, who then gently squeezes the hand of the child on his/her left, and so on until the squeeze has passed around the circle and back to you.

Appendix 2



Bullying Incident Log

Child(ren)'s Full Name(s): _____

Date(s) of Birth: _____

Name of Contact Parent/Carer: _____

Contact Address:

Brief Description of Incident

Action Taken

Signatures





Staff Member/ Teacher

Headteacher

Date of Incident: _____

Appendix 3

**What to do if you are worried
in school**

1. Say "Stop it, I don't like it." 
2. Ask for help, speak out and tell a grown-up that you trust. 
3. The grown-up will try to fix the worry. 
4. They might need to share with your family. 
5. If the worry is still there and the grown-up couldn't help, keep telling another grown-up.
6. Your worry should have gone. 