

Langley Mill Church of England (Controlled) Infant School and Nursery



Anti-Bullying Policy

‘Always our best for God, each other and ourselves’.

This policy has been impact assessed in the light of all other school policies and the Equality Act 2010.

<i>Written / Reviewed by</i>	<i>Date</i>	<i>Changes Made</i>		<i>New Policy/Version</i>		<i>Next Review Date</i>
<i>C Jones</i>	<i>June 2025</i>	Yes	<i>No</i>	<i>Yes</i>	No	<i>June 2026</i>
<i>C Jones</i>	<i>July 2026</i>	Yes	<i>No</i>	<i>Yes</i>	No	<i>July 2027</i>

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Statement of Intent

This policy is based on DfE guidance 'Preventing and Tackling Bullying: Advice for Headteachers, staff and governing bodies' (July 2017).

At Langley Mill Church of England (Controlled) Infant School and Nursery we are committed to providing a caring, friendly and safe environment for all of our pupils, so they can learn in a relaxed and secure atmosphere.

The strong Christian vision and values which underpin everything we do at our school mean we are fully committed to creating a caring and inclusive environment which does not tolerate bullying in any form. Bullying of any kind is unacceptable at our school and this view is a key principle of this policy. If bullying does occur, all stakeholders should be able to tell and know that incidents will be dealt with promptly and effectively. We are a TELLING school; this means that anyone who knows that bullying is happening is expected to tell a member staff or in case of an adult a senior colleague. The school had been fully committed to Derbyshire's Anti-Bullying Accreditation Programme (STOP) until this was discontinued. We continue to work proactively to remain up-to-date with all legislation, guidance and best practice.

This policy was formulated and is reviewed and updated in consultation with all stakeholders, including staff, governors and parents/carers, considering any changes in the school environment and legislation. Pupils contribute through class discussions and to the Child Friendly Policy which should be read alongside this policy. This will be carried out every year, in preparation for our annual Anti Bullying Week or at times necessary to reflect any changes locally and/or nationally.

Links to other policies

This policy should be read in conjunction with other school policies including: Child-Friendly Anti-Bullying, Attachment Aware Behaviour Regulation, SEND, Inclusion, Complaints, Confidentiality, PSHE, RSE, Online Safety and Child Protection and Safeguarding. It also links to many curriculum action plans and the overall School Improvement Plan.

Links to legislation

There are several pieces of legislation which set out measures and actions for schools in response to bullying, as well as criminal and civil law. These may include (but are not limited to):

- The Education and Inspection Act 2006, 2011
- The Equality Act 2010
- The Children Act 1989
- Protection from Harassment Act 1997
- The Malicious Communications Act 1988
- Public Order Act 1986

Roles and Responsibilities

It is the responsibility of:

- The Headteacher to communicate this policy to the school community, to ensure that disciplinary measures are applied fairly, consistently and reasonably, and that a member of the senior leadership team has been identified to take overall responsibility.
- Governors to take a lead role in monitoring and reviewing this policy and monitor incidents of bullying.
- All staff, including governors, senior leaders, teaching and non-teaching staff, visitors and specialist services to support, uphold and implement this policy.
- Parents/carers to support their children and work in partnership with the school.
- Pupils to abide by the policy.

Roles within school:

The school's Anti-Bullying leads are Miss C. Jones (Assistant Headteacher) and Mrs S. Gardner (Headteacher). The governor with responsibility for Anti-Bullying is Emily Wood (Parent Governor). They are responsible for the ongoing application and continual improvement of the Anti-Bullying commitment within school, through monitoring and analysis of patterns, reports and other related documentation.

All stakeholders are aware that they can speak to any member of staff about bullying concerns or issues and these will be passed on to the SLT / FSW who are actively involved in ongoing Anti-Bullying training and attend training updates when it becomes available. This training is then cascaded to other members of staff where appropriate and necessary.

Objectives of this Policy:

A policy is in place to ensure that all stakeholders understand:

- What bullying is;
- What they should do if bullying is identified;
- What process is undertaken when incidents of bullying are reported;
- They have a responsibility to challenge bullying behaviour in an appropriate way;
- As a school we take bullying seriously and all stakeholders will be supported when bullying is reported;
- Bullying will not be allowed or tolerated in any form.

What is Bullying?

As a school we use the government definition of bullying to ensure all stakeholders are clear about what bullying means:

"Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms (for instance, cyber-bullying via text messages, social media or gaming, which can include the use of images and video) and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, special educational needs or disabilities, or because a child is adopted, in care or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences."

(DfE Preventing and Tackling Bullying, July 2017 – updated July 2026)

- Bullying can include name calling, taunting, mocking, making offensive comments; kicking; hitting; taking belongings; producing offensive graffiti; gossiping; excluding people from groups and spreading hurtful and untruthful rumours.
- This includes the same unacceptable behaviours expressed online, sometimes called online or cyberbullying. This can include: sending offensive, upsetting and inappropriate messages by phone, text, instant messenger, through gaming, websites, social media sites and apps, and sending offensive or degrading photos or videos.
- Bullying is recognised by the school as being a form of **child on child** abuse. It can be emotionally abusive and can cause severe and adverse effects on children's emotional development.

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 repetitive and persistent.

Occasionally an incident may be deemed to be bullying even if the behaviour has not been repeated or persistent – if it fulfills the other descriptions of bullying. This possibility should be considered, 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.

Bullying can be:

- **Relational** – being unfriendly, excluding, tormenting, rumours, cyber methods (e.g. hiding books, threatening gestures, text messages, pictures or video clips, phone calls, chat room bullying, IM, via websites and E-mails);
- **Physical** – pushing, kicking, hitting, punching or any use of violence, damage to belongings;
- **Direct Verbal** – name-calling, sarcasm, spreading rumours and teasing, singling out a person because of any perceived differences.

Forms of bullying:

- **Racial** – related to a person's ethnic origin and background
- **Religious** – related to a person's religious beliefs and/or practices
- **Cultural** – related to a person's heritage and background
- **SEN and/or disabilities** – related to a person's physical and/or mental capabilities and capacity
- **Appearance and/or Health conditions** – related to a person's physical appearance and any medical condition
- **Home circumstances** – related to person's family and home life
- **Sexual orientation/gender** – related to person's sexuality, sexual identity or gender
- **Pregnancy and Maternity** – related to a person's pregnancy and maternity
- **Cyber** – using any form of cyber related technology
- **Home based** – related to young carers, looked after children or home related circumstances

There is no hierarchy of bullying - all forms should be taken equally seriously and dealt with appropriately. The school is aware bullying can take place between:

- children
- children and staff
- 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 young people whose gender expression does not conform to cultural expectations of gender binary. School provides a safe place for vulnerable children to access.

Signs and Symptoms for pupils:

A child may indicate by signs or changes in behaviour that he or she is being bullied such as:

- Being frightened of walking to and from school
- Begging to be driven to school
- Changing their usual routine
- Being unwilling to go to school
- Becoming withdrawn, anxious or lacking in confidence
- Starting to speak with a stammer
- Attempting to run away
- Threatening to self-harm / self-harming
- Crying themselves to sleep at night or having nightmares
- Wetting the bed
- Feeling ill in the mornings
- Beginning to not achieve well with school work
- Coming home with personal items damaged
- Having possessions go missing
- Asking for money or starting to steal money
- Having unexplained cuts and bruises
- Coming home starving (lunch has been taken/stolen)
- Becoming aggressive, disruptive or unreasonable
- Bullying other children or siblings
- Stopping eating
- Is frightened to say what's wrong
- Gives improbable answers to any of the above

These signs and behaviors could indicate other problems, but bullying should be considered a possibility.

Why is it important to respond to bullying?

Bullying hurts. No one deserves to be a victim of bullying. Everybody has the right to be treated with respect. Pupils who are bullying need to learn different ways of behaving. We aim to respond promptly and effectively to issues of bullying.

Procedures for incidents involving pupils:

- Pupils can report an incident of bullying to any member of staff in school, if they are unable to do this they can report to a parent/carers who will report it to school staff.
- Once reported or noticed, staff follow the Flowchart (Appendix 1).
- Incidents will be investigated, recorded and acted upon using Form 1 (Appendix 2).
- If following investigation, evidence of bullying is found, Form 2 will be completed for school records (Appendix 3).
- All details and forms will be added to My Concern.
- Support will then be provided for all concerned, this will be determined using the information gained during the investigation
- Parents/carers may be asked to come into school to discuss the problem and to agree appropriate actions.
- If necessary, the police will be contacted.
- The bullying behaviour or threats of the bullying will be investigated and the behaviour stopped quickly.
- All attempts will be made to help the bully change their behaviour through the restorative approaches used within school
- All bullying incidents investigated will be recorded on the whole school log and reported to governors termly

Procedures for incidents involving all other stakeholders:

- Incidents will be recorded using the appropriate method.
- Incidents will be recorded using the LA's formal reporting system if this is necessary.
- If necessary the police will be contacted.
- The bullying behaviour or threats of bullying will be investigated and the behaviour stopped quickly.
- An attempt will be made to help the bully change their behaviour.
- Any disciplinary action necessary will be taken.

Outcomes

1. Using the school's restorative practices (Appendix 4), the bully(ies) will be asked to reflect on their behaviour and change it as well as repairing the harm caused.
2. A range of sanctions may be used in line with the school's Attachment Aware Behaviour Regulation Policy.
3. In serious cases, exclusion will be considered.
4. If possible, the pupils/stakeholders will be reconciled.
5. All outcomes will be specifically catered to the stakeholders involved and the type of bullying.
6. After the incident each case will be monitored to ensure repeated bullying does not take place.
7. Anti-Bullying leads will monitor and analyse reports and pass relevant information onto class teachers to include in their prevention activities and teaching.

Prevention**All efforts will be made to prevent bullying wherever possible using various strategies including:**

- Promoting a strong Christian vision and values across the school.
- Actively encouraging inclusion for all and celebrating difference.

- Modelling desired behaviours.
- Having a whole school attachment aware behaviour regulation policy in place that outlines how we promote positive behaviours in our school.
- Having displays around school that are used to promote and reward our Bucket Filling Fillosophy and the Four Langley Mill Foundations (Aspire, Learn, Serve and Respect).
- Providing regular rewards for positive behaviours and sanctions for unacceptable behaviours which are stepped and progressive.
- Providing mentor training for Year 2 pupils to develop their ability to support peers.
- Regularly monitoring bullying 'Hot Spots' such as playground spaces, toilets, etc.
- Working with other agencies and the wider community when and where this is appropriate e.g. NSPCC representatives.
- Having an 'Open door' policy for parents/carers and regular teacher-parent consultations to discuss concerns.
- Participating in annual Anti-Bullying Weeks and Cyberbullying/Internet Safety Days so all stakeholders understand what bullying is and how to deal with it.
- Creating displays that remind/prompt all pupils about what they have learned in appropriate areas.
- Having Acceptable Use and Online Safety Policies which include clear statements about all online communications.
- Providing relevant staff training.
- Monitoring and evaluating incidents of bullying to establish any patterns of behaviour.
- Taking part in accredited AB schemes such as DCC's STOP campaign.
- Regularly auditing Anti-Bullying work to identify strengths and areas for development
- Having weekly PSHE/RSE and RE lessons in all classes to tackle issues related to bullying.
- Actively working towards gaining Anti-Bullying Awards, assessed by impartial, external assessors such as DCC's STOP campaign.
- Using specially created 'safe spaces' where children are given support individually/in small groups when needed.
- Providing daily Collective Worship sessions, many which focus on being kind, helping each other, forming friendships, looking after each other, having respect and manners, etc. All of the Christian values that are focused on throughout Collective Worship have a positive message and are all akin to anti-bullying messages.
- Using our Family Support Worker to work closely with children and parents/carers, assisting with a wide range of issues including ensuring that all children feel happy and secure in school.
- Using Restorative Practices to help and support the pupils to create a harmonious learning environment where they are able to self-regulate their own behaviour and learning.

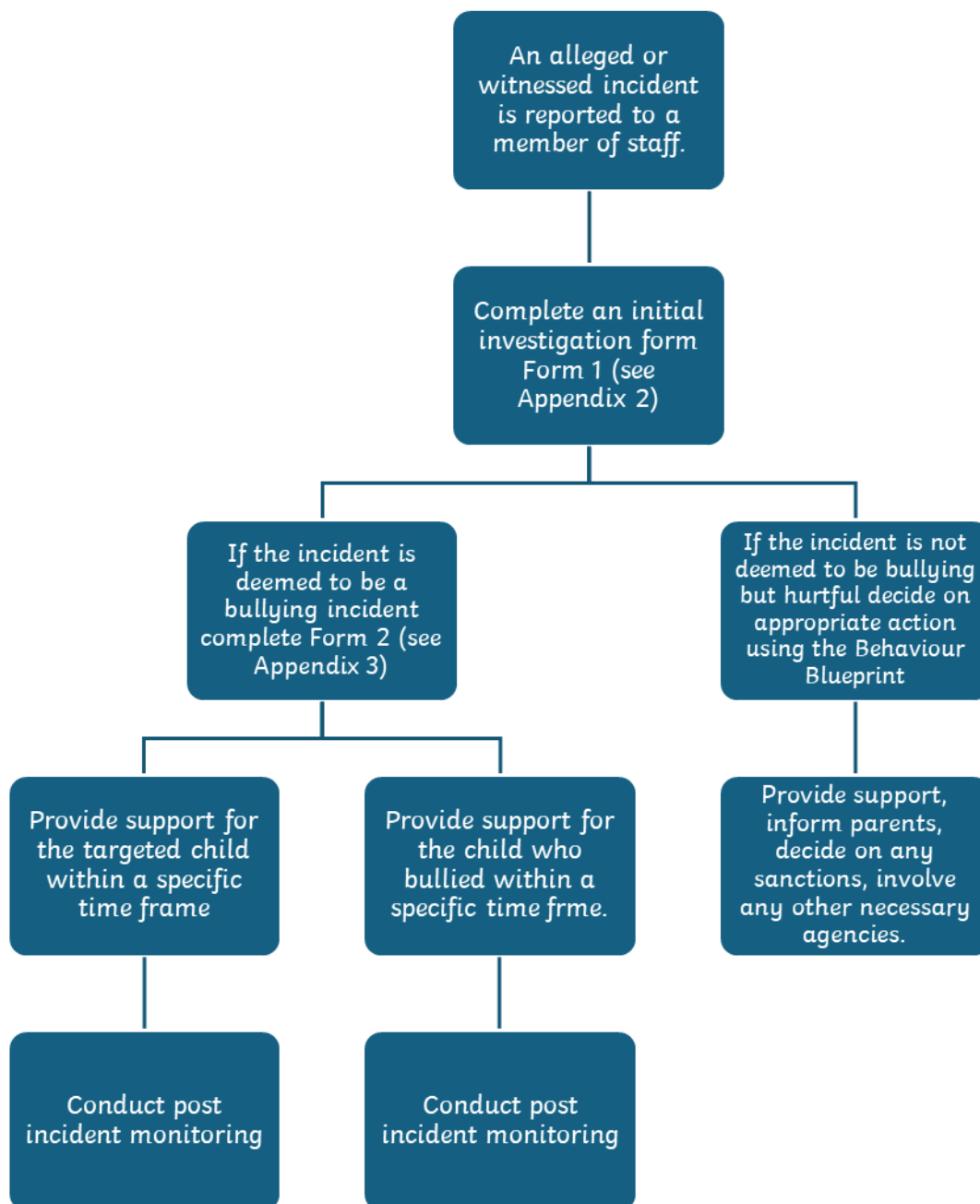
Prevention for pupils

We will use a variety of methods and approaches to help prevent bullying and to help the children to respond to any incidents of bullying they see as either the victim or a bystander such as:

- Being involved in specific lessons and interventions e.g. PSHE/RSE, CW, RE, pastoral support.
- Writing stories/poems, drawing pictures, designing posters about bullying/bucket filling.
- Reading/hearing stories about bullying.
- Taking part in/watching role play scenarios.
- Frequently having discussions about bullying and why it matters.
- Taking part in an annual Anti-bullying week, including Cyberbullying Day, each November and Safer Internet Day each February.

- Following the school's rewards and sanctions system for behaviour regulation.
- Taking part in specific pastoral interventions to tackle issues of bullying and change behaviours.
- Taking part in play/lunchtime activities that involve cooperation.
- Helping staff review the Child Friendly Anti Bullying Policy.
- Answering questions as part of restorative practices to deal with conflicts.

Appendix 1 - Anti-Bullying Flowchart – Procedure to follow for Bullying Incidents



NB: At all stages parents / carers must be kept informed and updated.

Appendix 2 – Investigation form

Report number:

FORM 1

Initial investigation into allegation of bullying

Completed by:

Position:

Date:

Form of referral:

Verbal

Phone Call

Child(s) name(s) alleged to be **experiencing** bullying behaviour

Child(s) name(s) alleged to be **engaging** bullying behaviour

Report account:

Details gathered to date:

Actions taken to date: (please tick relevant boxes)

- ☐ Checked for earlier incidents involving same
- ☐ Individual discussions with pupils involved
- ☐ Discussion of incident with peers / class
- ☐ On-going support / monitoring from staff
- ☐ Applied sanctions

Any additional action taken:

Appendix 3 – Confirmation form

Report number:

FORM 2

Confirmed bullying report form

For each incident please complete one form and return to the designated teacher for collation and monitoring

1. Focus of bullying behaviour

Please tick all elements which apply in your understanding of the incident(s)

	Definitely applies	Possibly applies
Age / Maturity		
Appearance		
Size / Weight		
Class / Socio-economic		
Family circumstances (e.g. caring role)		
Ethnicity / Race		
Religion / Belief		
Gender		
Transphobia / Gender identity		
Homophobia / Sexuality		
Sexualised		
SEN and Disability		
Ability / Application		

2. Manifestations of bullying (indicate those that apply)

Perception of individual: feelings of being bullied / harassed	
Isolation / ignoring	
Teasing	
General expressions of prejudice / stereotype	
Racist literature, graffiti or insignia	
Verbal abuse or name calling (specify below)	
Targeted graffiti or hurtful note writing	
Threats including threatened physical assault	
Mobile phone / text message bullying / harassment	
Internet related bullying / harassment	
Camera phone bullying / harassment	
Actual physical assault	
Other:	

3. Those involved – please also record where appropriate:

- Adults as targets or perpetrator's (At) or (Ap)
- Perpetrator's from outside the school community (O)
- Children who are in care (CIC) or who have Special Educational Needs (SEN)

Child(s) name(s) who are experiencing bullying behaviour	Age

Child(s) name(s) alleged to be experiencing bullying behaviour	Age
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4. Description of incident(s): Please give a precise account including dates, times, places and any witnesses.
Attach any further information (e.g. pupils accounts, witness documents, notes of meetings)

5. Action taken: Please record all steps (including meetings, letters, investigation, sanctions)

6. Summary of those notified and/or involved

	✓	Any Details (e.g. dates)
Head Teacher		
Chair of Governors		
Class Teacher		
Head of Year		
'Target' parents/carers notified		
'Target' parents/carers invited to school		
'Offenders' parents/carers notified		
'Offenders' parents/carers invited to school		
CAF initiated		
Local Authority informed		
Police		
Others (specify)		

7. Date for monitoring progress of those involved. Follow up on the incidents and check that all parties are progressing well academically and socially.

Date 1 _____ Date 2 _____ Date 3 _____

Member of staff completing this form:

Name:	Date:
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We use restorative approaches to create a harmonious learning environment where pupils are supported to self-regulate their own behaviour and learning. Our whole school approach includes:

1. Developing emotional literacy, truth telling, accountability and responsibility.
2. Improving behaviour, attendance, learning environments and teaching.
3. Increasing empathy, happiness, social and communication skills.
4. Reducing bullying, exclusions, conflict and need for sanctions.

These restorative practices help us to change behaviour by challenging core beliefs, rather than just simply managing the behaviour.

Our restorative approach is based on these four key features:

- 1. Respect** – for everyone by listening to other opinions and learning to value them.
- 2. Responsibility** – taking responsibility for your own actions.
- 3. Repair** – developing the skills so that individuals have the necessary skills to identify solutions that repair harm and ensure behaviours are not repeated.
- 4. Re-Integration** – working through a structured, supportive process that solves the problem and allows children to remain in mainstream education whilst also achieving all of the above.

By using these restorative practices, we build community and positive relationships so that when conflict does happen pupils and staff have the necessary ability to repair harm above the need for punishment, thus creating an environment where those involved in conflict change their behaviour so do not repeat the harmful behaviours.

We have developed and use shared restorative language and the promotion of social and communication skills within our restorative practice.

Restorative Chat

We use 'Restorative Chat' as an integral part of our school culture and it involves:

1. Asking open questions using restorative language.
2. Using active listening skills.
3. Carefully considering body language.
4. Following up solutions agreed on.

Restorative language

We use the following approaches and language to cater for all conflicts within school and make the 'Restorative Chat' appropriate for all ages of pupils:

1. We ask open questions that require an answer.
2. We are fair. We ask all parties the same questions and give everyone equal opportunities to speak e.g. What happened? What happened next? What could you have done differently?
3. All language used is respectful to all parties.
4. We ask non-judgmental questions. We remember not to prejudge the outcome before the conversation is complete.
5. We enquire and never assume we know what has happened.
6. We facilitate emotional literacy and emotional vocabulary.
7. We use restorative scripts that use simple questions to discuss conflicts.
8. Our body language is always non-aggressive and non-confrontational.
9. Our tone of voice is calm, respectful and non-judgemental.

Example Restorative Questions

Name _____ Date _____ Teacher/TLA _____

1. What happened?
2. What were you thinking when it happened?
3. What have you thought about since then?
4. Who has been affected by what you have done?
5. How do you think they have been affected?
6. What do you think you need to do to make things right?
7. What are you going to do to make things right?
8. Follow up notes:

Appendix 5 - Bullying Incident Log

NB: Full details of each incident reported can be found on the individual reporting forms

Number of report (From report form)	Date	Brief description of incident	Name(s) of targeted pupil(s)	Name(s) of perpetrator(s)	Action taken	Incident deemed to bullying (Yes / No)