

Langley Moor Primary School



Anti-Bullying Policy

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Review date	November 2027
Version	2
Key updates:	• Links to legal frameworks and statutory guidance added • Characteristics of bullying added • Formatting and order of sections updated

About us

Our school is happy and inclusive. We have fun and enjoy learning.

We provide a safe and supportive environment where everyone can flourish and we challenge ourselves to be the best that we can be.

We value and nurture the strong relationships we have within our school family and our wider community.

We have high expectations of ourselves and:

We **celebrate** achievements in all aspects of school life.

We **support** everyone in our federation family.

We **foster** a love of learning and curiosity.

We **develop** resilience, self esteem and confidence.

We **build** a community based on respect, kindness and honesty.

Through these values we create lifelong memories of being part of the Langley Moor family.

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At Langley Moor Primary School, our priority is to create a safe environment where everyone feels valued. Each person has the right to be treated with respect and has the responsibility to treat others in the same way. Through our inclusive ethos and curriculum, children are taught the strategies and confidence to speak up and tell of any bullying experiences, knowing that they will be listened to and that prompt, positive action will be taken.

1. Legal framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Education and Inspections Act 2006
- Equality Act 2010
- Protection from Harassment Act 1997
- Malicious Communications Act 1988
- Public Order Act 1986
- Communications Act 2003
- Human Rights Act 1998
- Crime and Disorder Act 1998
- Education Act 2011
- DfE (2017) 'Preventing and tackling bullying'
- DfE (2018) 'Mental health and wellbeing provision in schools'
- DfE (2025) 'Keeping children safe in education 2025'
- DCMS, DSIT, and UK Council for Internet Safety (2020) 'Sharing nudes and semi-nudes: advice for education settings working with children and young people'

2. Aims

- ✓ To promote a safe and happy environment that is free from threat, harassment or any type of bullying behaviour
- ✓ To create an ethos in which bullying is regarded as unacceptable and is challenged
- ✓ To inform children and parents / carers of the school's expectations and to foster a productive partnership which helps maintain a bullying-free environment

Everyone at Langley Moor Primary School has the right:

- To learn and play in a safe and secure environment, free from aggression and abuse
- To express their attitudes and feelings constructively and have these respected by others
- To have an uninterrupted education
- To have personal property respected

Everyone at Langley Moor Primary School has the responsibility:

- To behave acceptably in all situations
- To accept the consequences of their actions
- To be polite and co-operative with everyone, respecting their rights and feelings
- To respect public property, staff members' and other children's personal property

3. What is bullying?

For the purpose of this policy, "bullying" is defined as persistent behaviour by an individual or group with the intention of verbally, physically, or emotionally harming another person or group. Bullying is generally characterised by:

- Repetition: Incidents are not one-offs; they are frequent and happen over an extended period of time.
- Intent: The perpetrator means to cause verbal, physical or emotional harm; it is not accidental.
- Targeting: Bullying is generally targeted at a specific individual or group.
- Power imbalance: Whether real or perceived, bullying is generally based on unequal power relations.

Bullying can take many forms:

- Physical
- Verbal
- Emotional
- Cyber-bullying
- Indirect

This list is not exhaustive.

Many kinds of behaviour can be considered bullying.

Teasing another pupil because of their appearance, religion, ethnicity, gender, sexual orientation, home life, culture, or SEND are some of the types of bullying that can occur.

This list is not exhaustive.

4. Signs of bullying

Changes in the behaviour of a child may have many causes. Being bullied can be one reason why a child's behaviour may change. There is a need to be alert to the possibility that bullying is occurring. Here are some signs (this list is not exhaustive):

Physical: unexplained bruises, scratches / cuts, missing belongings, damaged clothes or schoolwork, loss of appetite, stomach aches, headaches.

Emotional: losing interest in school, withdrawn, secretive, unusual shows of temper, mood swings, tearfulness, high levels of anxiety, lack of confidence.

Behavioural: asking to be taken to school, taking longer to get home, 'losing' more items than usual, sudden changes in behaviour and mood, concentration difficulties, truancy.

Some victims of bullying do not display any outward signs.

5. Our Approach

We believe that if children are encouraged to be good citizens it will minimise the occurrence of bullying. We feel it is important to create an atmosphere where our children know that they will be listened to and where their problems and worries are taken seriously and responded to with sensitivity.

Bullying is always unacceptable and always serious. We are committed to creating a safe environment where children can learn and play, can talk about their worries, be confident that an adult will listen and will offer help.

There are a variety of planned activities across school such as PSHE (Personal, Social, Health and Economic) curriculum, circle time, class showcases and

Anti-Bullying Week. Our PSHE curriculum will ensure that each class has the opportunity to address issues related to bullying. This may take the form of an explicit approach or may be implicit. For example, it may look at friendship, valuing each other, appreciating differences and developing self-confidence. All types of bullying are discussed as part of our RHE (Relationships and Health Education) curriculum.

Incidences of bullying brought to the attention of staff are investigated as soon as possible, using a restorative approach. Information is gathered from any children involved and any staff concerned. Any incidents are recorded using our online recording system (CPOMs) and parents will be informed via a telephone call from the class teacher (or member of the senior leadership team depending on the seriousness of the incident).

Our aims when responding to incidents of bullying:

- To make the child who is being bullied feel safe and listened to.
- To support the child who has displayed bullying behaviours in understanding how their behaviour has impacted others (to prevent future similar behaviours).

Roles and Responsibilities

The Role of Parents and Carers

- Work in partnership with school staff to ensure good, kind behaviour
- Inform school of any concerns
- Respond supportively to concerns raised by school staff

The Role of the Executive Headteacher

The Executive Headteacher reviews and amends the policy, in line with legislation and statutory guidance. The Executive Headteacher ensures staff are well trained and accurate records are kept.

The Role of the Governing Board

The Governing Board monitors any incidents of bullying that occur and reviews the effectiveness of the policy. The Governing Board requires the Executive Headteacher (and staff) to keep accurate records of all incidents of bullying and report to Governors at least termly.