



Galley Hill Primary School & Nursery

Anti-Bullying Policy

Key personnel:

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Ratified at a meeting of the Teaching and Learning Committee

Signed: *Bob Mackenzie*

Name: Bob Mackenzie

Date: January 2026

Due for review: January 2027

This policy is based on DfE guidance "[Preventing and Tackling Bullying](#)" July 2017 and supporting documents. It also considers the DfE statutory guidance "[Keeping Children Safe in Education](#)"

School Vision and Mission Statement

Vision Statement

Our vision is to develop **resilient** learners who:

- Are **curious** about the world around them
- Have **high aspirations** for themselves and the wider world
- And **persevere** to achieve their goals.

Mission Statement

At Galley Hill Primary School and Nursery...

- ❖ We are a learning community that respects and celebrates each other's differences and individuality.
- ❖ We create a safe environment that is welcoming, collaborative and sets high expectations.
- ❖ We provide opportunities to develop independent, enthusiastic and reflective learners.
- ❖ We ensure teaching challenges, inspires and engages all.
- ❖ We work together to deliver a broad and balanced curriculum that is thought-provoking, encourages questioning and nurtures the imagination.

Aim of the Anti-Bullying Policy

This policy supports our vision by ensuring all children have a safe place to learn and that the whole school community shares a clear understanding of bullying and how it is addressed. All allegations of bullying are taken seriously, bullying is not tolerated, and all children are treated equally.

Responsibilities

The school community is committed to:

- Challenging inappropriate behaviour and promoting positive relationships.
- Regularly monitoring and reviewing anti-bullying practice.
- Recognising that some pupils, including those with SEND, may be more vulnerable and ensuring appropriate prevention and support.
- Identifying and addressing bullying promptly and effectively.
- Ensuring pupils feel safe to report concerns, which will be handled sensitively.
- Working in partnership with parents/carers and keeping them informed throughout the process.
- Addressing concerns about the school's response in line with the complaints policy.
- Learning from effective practice and using external support where appropriate.

Specific responsibilities include:

- Headteacher: Communicating the policy, ensuring fair and consistent application, and assigning senior leadership responsibility.
- Governors: Monitoring and reviewing the policy.
- All staff and governors: Implementing and upholding the policy.
- Parents/carers: Supporting their children and working in partnership with the school.

What is Bullying?

Bullying can be defined as '*behaviour by an individual or a group, repeated over time that intentionally hurts another individual either physically or emotionally*'. DfE
'Preventing and Tackling Bullying'

People may commonly use the word "bully" to describe someone who behaves aggressively, but in this policy we will be using this specific definition of bullying below so that we can distinguish between behaviour that is dealt with under the Positive Behaviour Policy, and behaviour that is dealt with following the Anti-Bullying Policy.

Bullying is causing harm to another:

**Several
Times
On
Purpose**

For the purpose of this policy, we are going to state that 'several' is three times or more within a half term period.

Types of Bullying

Bullying can take many forms, it can be:

Physical

Any form of violence which could include hitting, punching, kicking and pushing.

Verbal

For example, the use of sarcasm, name calling, teasing or the spreading of rumours

Emotional/mental

For example, unfriendly behaviour, excluding and tormenting a child. Excluding a new child to the school or group or exclusion of a child because of the action or behaviour of a parent

Cyber

For example, the sending of text messages, emails or phone calls of a malicious nature. The uploading of photos onto social media or via email. (Further details regarding our response to cyber bullying can be found within our Online Safety Policy).

There are also a range of reasons why somebody might be bullied. Examples may include:

| | |
|----------------------|---|
| Racist | Racial taunts, the writing of graffiti and the use of gesturing |
| Financial | Not wearing "designer Clothes" or does not have a smart phone. It may include those living on a low income will be bullied due to financial constraints. |
| Sexual/sexist | Unwanted physical contact of a sexual nature or sexually suggestive or abusive comments. Repeated exhibitionism or voyeurism may be included in this type of abuse. |
| Homophobic | Teasing due to sexual orientation by name calling, spreading rumours about them or physical violence. |
| Transphobic | those whose gender identity is different to typical gender norms. |
| Faith | Due to someone's religious faith or belief system. |
| Disablist | Due to their disability. This may happen in school or within the wider community as they are seen as different and will be deemed easy targets for bullying. This could also relate to a child with mental health needs and not |

just a physical disability.

Geographic Because of where they live or have lived.

Appearance Hair colour, size, weight, the wearing of glasses or unusual physical features.

What is Not Bullying?

It is important to remember that single problems and falling out with friends are not bullying.

Examples of what is not bullying could include:

- disagreeing or arguing
- play fighting or single episodes of fighting
- single episodes of social rejection
- single episode acts of nastiness or spite
- single acts of aggression or intimidation

Indicators that bullying may be occurring

Some children may experience bullying without showing obvious signs or feeling able to report it, while others may display indicators. The behaviours listed below may suggest bullying, though they are not exhaustive and may also have other causes.

Possible indicators include:

- Sleep difficulties, including nightmares or bedwetting
- Frequent headaches or stomach aches
- Feigning illness, loss of appetite, or refusal to attend school
- Fear of travelling to and from school or being alone
- Truancy or reluctance to engage in school life
- Poor concentration, stammering, or deterioration in schoolwork
- Changes in behaviour, such as withdrawal, distress, aggression, or loss of confidence
- Difficulty expressing feelings or fear of explaining what is wrong
- Damaged or missing belongings, or unexplained requests for money or stealing
- Unexplained injuries such as cuts or bruises
- Signs of self-harm or suicidal thoughts
- Changes in online behaviour, including fear of using a mobile phone or the internet

Preventing Bullying

Our approach to preventing bullying involves direct teaching about bullying and its consequences, celebrating difference and diversity and promoting positive behaviour and British Values.

We do this through:

1. Whole school ethos and environment
2. Whole school activities
3. Curriculum
4. Training and support for staff
5. Involving pupils
6. Involving parents and carers

Whole School Ethos and Environment

We aim to create a positive, safe and inclusive environment that reduces the opportunities for bullying to take place, promotes positive relationships and where pupils can discuss bullying openly. We promote a positive, respectful school culture by:

- Expecting pupils to respect one another and take responsibility for their behaviour.
- Ensuring staff model positive behaviour and effective communication.
- Teaching and rewarding expected behaviour through the Galley Hill Expectations.

- Challenging prejudice-based language and explaining its impact.
- Encouraging pupils to speak to an adult if they feel worried or upset.
- Celebrating diversity and promoting fundamental British Values.
- Providing a range of supervised, cooperative activities at break and lunchtime, with trained staff through the OPAL initiative.
- Giving particular support to pupils with SEND, ensuring they feel safe and included, and helping them develop emotional, social, and relationship skills.
- We have an Acceptable User Policy and posters displayed around the school that includes information about cyberbullying and follow the guidance set out in Hertfordshire's model Online Safety Policy for schools. Please also see the school's Online Safety Policy.
- Our positive behaviour policy is underpinned by the Therapeutic Thinking Ltd model which promotes positive behaviour strategies.

Whole School Activities

- We also use assembly time to promote and discuss our School Vision and Mission Statement and Galley Hill Expectations.
- We will carry out surveys on how safe children feel in school, whether they have experienced or seen bullying and how well they feel the school deals with bullying.
- We involve visitors from organisations that specialise in anti-bullying activities including NSPCC as appropriate and available.
- We participate in Safer Internet Day annually and use all opportunities to reinforce online safety and the children's responsibility within this.

Curriculum

Teaching about bullying and its consequences is taught through PSHE and is covered through RE and English as well.

Pupils learn:

- What bullying is, how it feels, why people bully, what to do about it and how to prevent it.
- About the differences between people and about the importance of being inclusive and celebrating difference and diversity.
- About the impact of prejudice and discrimination.
- Skills to manage feelings, develop empathy, resolve conflict fairly, to cope with friendship problems and make and maintain positive relationships.
- How to keep safe and behave responsibly when using the internet and mobile phones.
- We use stories that enable a greater understanding of difference and diversity through their use of language, cultural attitudes and images, avoiding stereotypes, racism and sexism and celebrate difference such as including children with disabilities and those with same sex parents when teaching about families.
- Our behaviour curriculum explicitly teaches the positive behaviours we expect to see, as well as emotional literacy and regulation strategies.

Training and Support for Staff

We understand the importance for staff to be well trained and clear on expectations relating to bullying incidents.

- We have annual safeguarding training which includes an update of this policy and to ensure that staff know how to identify bullying and what to do if it occurs.
- All staff receive annual training on Therapeutic Thinking, which promotes positive relationships and provides strategies for how to support pupils with their social,

emotional and mental health needs.

Involving pupils

Within their classes, teachers lead discussions with pupils, primarily through our behaviour curriculum, focusing on the school's vision and mission statement and Galley Hill Expectations. The pupils will discuss what different aspects mean to them and how they can show this through their behaviours.

Involving parents and carers

Our children need your confidence and understanding.

This can be gained by:

- Listening to your child and encouraging them to let us know of any worries.
- Trusting your child but bear in mind that s/he may not give you the full story and may use emotive language ("S/he just beat me up").
- Working with the school to ensure your child achieves high standards of behaviour and letting your child know what is expected of them.
- Not telling your child to "hit back" at school. We are committed to showing them other ways of sorting out difficulties and arguments. If you are not happy with the way things have been resolved or discussed, please let us know.
- Communicating calmly and directly with school staff if issues arise so that they can be dealt with following the procedures outlined. It is best not to approach any other child involved or their parent.

We will:

- Ensure all parents/carers know who to contact if they are worried about bullying.
- Ensure that parents/carers work with the school to role model positive behaviour for pupils, both on and offline.
- Ensure all parents/carers know about our complaints procedure and how to use it effectively, to raise concerns in an appropriate manner.

School Procedures for Dealing with Reports of Bullying

Our policy follows a model of reporting, responding, recording and reviewing any alleged incidents of bullying.

Reporting

Incidents of possible bullying could be reported by:

- The victim – we always encourage children to speak with adults in school if something is troubling them or they feel unsafe.
- Friends / Bystanders – we expect children to be kind and helpful. If they witness a friend or peer within the school being bullied, we would encourage them to inform an adult immediately.
- Parents – children often tell their parents (or other family members) about things that they have not reported in school. We would ask that any incidents of bullying are then reported by the parent to the school.
- Midday Supervisors or other School Staff – staff in school are expected to remain vigilant and look for patterns of behaviour. They should share any concerns they have about behaviours which could be considered bullying as soon as possible.

In addition to somebody directly reporting a case of bullying, teachers and members of the SLT will also remain vigilant to any patterns arising.

Whoever it is that is reporting the bullying, their first point of contact should be the victim's class teacher. If they do not feel that the situation has been dealt with adequately or the

bullying does not seem to have ceased, the next point of contact is the Phase Leader. If this does still not bring a resolution, the headteacher, deputy head or assistant head should be contacted.

Staff members can be contacted in a number of ways. Pupils and staff can just ask to see the teacher at an appropriate time. Parents should request to make an appointment to see the class teacher, either by asking face to face or contacting them by telephone (01442 406000) or email (admin@galleyhill.herts.sch.uk with FAO and the class teachers name as the subject). The office staff will send a brief reply confirming that the email has been received and passed on. Staff in school may immediately begin dealing with the situation but it may take up to three working days for the teacher to respond to the emailer due to the nature of their role.

Responding

See Appendix A for a flow chart to show how we respond to allegations of bullying.

At Galley Hill Primary School and Nursery, we take any reports of bullying extremely seriously.

- The class teacher listens carefully to the initial report, clarifies details, and uses it as the starting point for investigation.
- A class teacher or member of SLT leads the investigation; tasks may be delegated to staff with no personal connection to those involved.
- The victim is spoken to individually in a quiet, confidential space to establish a clear account.
- Older pupils may record events in their own words; for younger pupils or those who find writing difficult, an adult will scribe.
- The child accused of bullying is then spoken to under the same conditions, with their account recorded.
- If accounts align, the investigation moves to the response stage.
- If accounts differ, witnesses (pupils and/or staff) are interviewed individually in a quiet space, with written accounts taken where possible.

These initial investigations should be reported back to the class teacher / SLT member (if they have not been the ones to carry them out), who should consider the information they have.

There is most likely to be four outcomes from these initial enquiries:

1. Bullying has occurred and the procedures below need to be followed.
2. The incident reported does not fit with the school's definition for bullying; however, an unkind or hurtful act has taken place in which case the staff member should revert to following the school's positive behaviour policy and record the investigation using the 'recording' procedures.
3. No definite outcome can be reached. There is no evidence to either confirm or disprove the allegations that have been made. The staff member should record the investigation using the 'recording' procedures and initiate further systems to support the alleged victim, for example someone checking in on them once a day / week for a few weeks following the initial report to see if any further incidents occur. Any further incidents will mean investigations are started once again. If no further incidents are reported, the checks will cease. The parents of both the alleged victim and the child alleged to have been bullying will be informed, however no names should be mentioned of the other child involved.
4. It can be proved that the child has lied about being a victim of bullying, in which case they should face consequences in line with the school's positive behaviour policy, including their parents being contacted, and this should be clearly recorded for that child only (not the child who was accused).

Where bullying has occurred, both sets of parents will be contacted by a member of the school's staff (usually the person who has been investigating). It will be made clear to the parents of the child who has been bullying another member of our school community how serious this behaviour is considered to be.

The instigator will face consequences for their behaviours in line with the school's Positive Behaviour Policy, which will depend upon the incident that has occurred and whether there is evidence of persistent bullying.

These consequences may include:

- Keeping the instigator in at playtimes / lunchtimes for a definite period.
- Holding a restorative conversation.
- Time spent with members of the school's Senior Leadership Team reflecting on their behaviour.
- Withdrawal of privileges.

In some cases, it may be necessary to refer to our Exclusions Guidelines. If inappropriate behaviour persists at lunchtime, then lunchtime exclusion will be considered.

In all cases of bullying, support will be provided for the victim. This may be support from staff in school (from class staff, the Mental Health Lead or Emotional Literacy Support Assistant) or it might include a referral for the involvement of external agencies such as Mental Health Support Teams. Similarly, it may be identified that restorative support (such as a referral to an external agency or time to discuss any root cause of the behaviour) is needed for the instigator if investigations suggest that their unacceptable behaviour is linked to social, emotional or mental health difficulties.

Recording

The school subscribes to the electronic recording system 'CPOMs'. This has been in place since January 2017. All teachers and some teaching assistants at the school are able to log incidents onto the system for any child in the school.

- All bullying reports are logged on CPOMs within 24 hours of the initial report.
- Records of further investigations and actions are added within 24 hours of completion.
- Incidents are clearly marked as 'Bullying Incidents', with 'Verbal' and/or 'Physical' categories selected as appropriate.
- The victim, the child accused of bullying, and any other involved pupils are linked to the log.
- Relevant staff are alerted, including class teachers, the Phase Leader, and the Head/Deputy where appropriate.
- Alerted staff can view the report before it is saved to the child's secure online record.
- Records are protected by two-factor authentication and MeriLock security.
- CPOMs records are transferred securely to a new school (where applicable) and retained until the child leaves full-time education.

Reviewing

Staff remain vigilant for patterns of behaviour as an informal way of identifying ongoing bullying concerns. In addition, CPOMs reports of recorded Bullying Incidents, alongside Verbal and Aggressive Incidents, are reviewed termly by the Senior Leadership Team to identify trends and ensure appropriate action is taken.

Bullying data is reported annually to governors through the Teaching and Learning Committee, with anonymous cases discussed to ensure concerns are addressed

appropriately and in a timely manner. Records may also be requested by the link governor during school visits to confirm procedures are current and consistently followed.

Bullying Outside of School

Bullying is unacceptable whether it takes place inside or outside of school. Pupils are representatives of the school wherever they might be. Bullying can take place on the way to and from school, before or after school hours, at the weekends or during the holidays, or in the wider community. The nature of cyber bullying in particular means that it can impact on pupils' well-being beyond the school day. Staff, parents and carers, and pupils must be vigilant to bullying outside of school and report and respond according to their responsibilities as outlined in this policy.

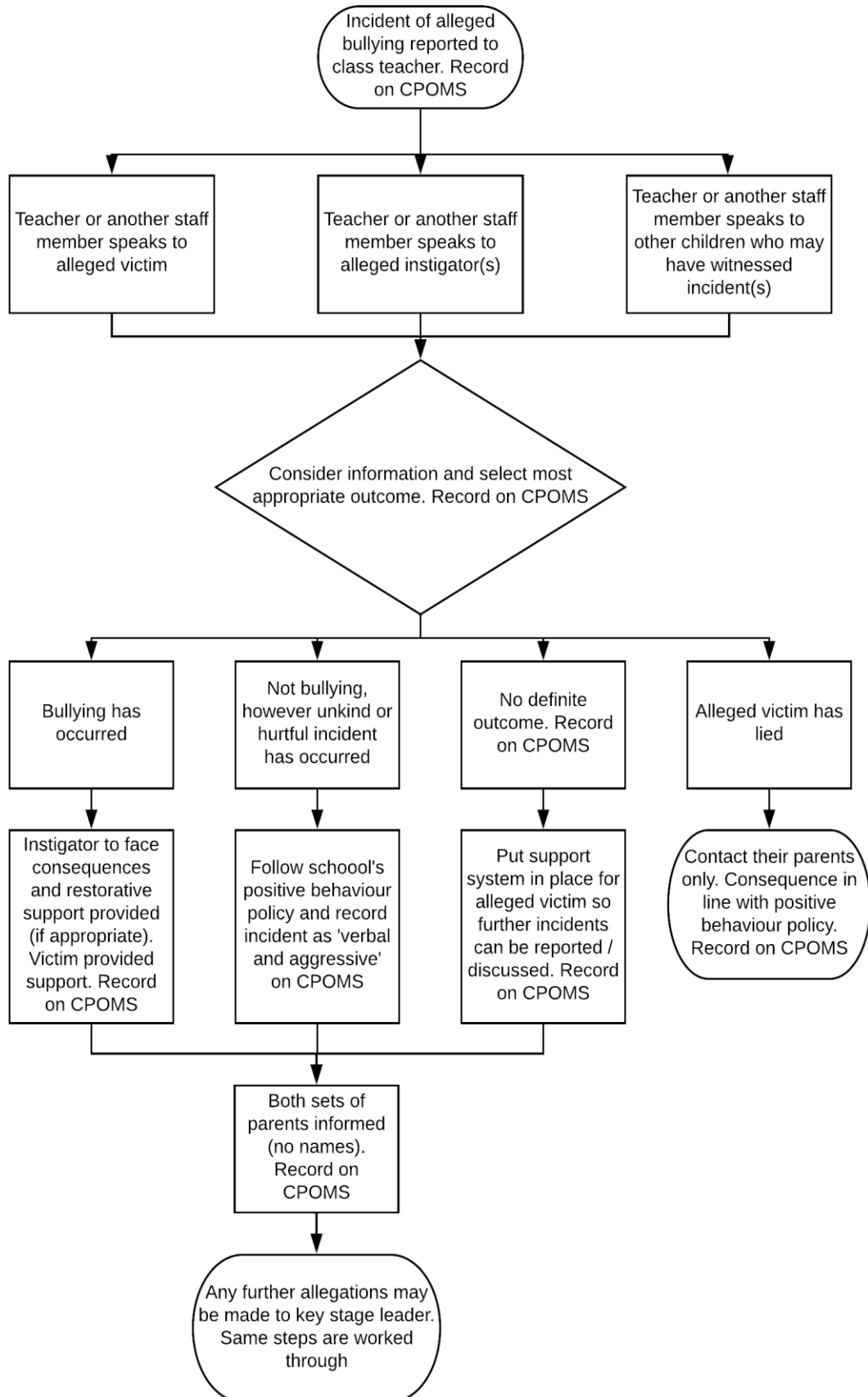
Links to Other School Policies

This anti-bullying policy links to a range of other school policies / strategies, including:

- Child Protection Policy and Keeping Children Safe in Education
- Positive Behaviour Policy
- Response to Racism
- Equality Policy
- Acceptable User / Online Safety Policy
- PSHE Policy
- Exclusions Guidelines
- Home School Agreement

This policy will be reviewed at least annually and following any concerns or updates to national/local guidance or procedures.

APPENDIX A – REPORTING, RESPONDING TO AND RECORDING BULLYING FLOWCHART



APPENDIX B – USEFUL LINKS AND SUPPORTING ORGANISATIONS

The following links may provide additional support to children, staff or families.

- Anti-Bullying Alliance: www.anti-bullyingalliance.org.uk
- Childline: www.childline.org.uk
- Family Lives: www.familylives.org.uk
- Kidscape: www.kidscape.org.uk
- MindEd: www.minded.org.uk
- NSPCC: www.nspcc.org.uk
- PSHE Association: www.pshe-association.org.uk
- Young Minds: www.youngminds.org.uk
- Young Carers: www.youngcarers.net

Cyberbullying

- Childnet: www.childnet.com
- Internet Watch Foundation: www.iwf.org.uk
- Report Harmful Content: <https://reportharmfulcontent.com/>
- UK Safer Internet Centre: www.saferinternet.org.uk
- The UK Council for Internet Safety (UKCIS):
www.gov.uk/government/organisations/uk-council-for-internet-safety
- DfE 'Cyberbullying: advice for headteachers and school staff':
www.gov.uk/government/publications/preventing-and-tackling-bullying
- DfE 'Advice for parents and carers on cyberbullying':
www.gov.uk/government/publications/preventing-and-tackling-bullying

SEND

- Changing Faces: www.changingfaces.org.uk
- Mencap: www.mencap.org.uk
- Anti-Bullying Alliance Cyberbullying and children and young people with SEN and disabilities: www.anti-bullyingalliance.org.uk/tools-information/all-about-bullying/at-risk-groups/sen-disability
- DfE: SEND code of practice: www.gov.uk/government/publications/send-code-of-practice-0-to-25

Race, Religion and Nationality

- Kick it Out: www.kickitout.org
- Report it: www.report-it.org.uk
- Stop Hate: www.stophateuk.org
- Tell Mama: www.tellmamauk.org
- Educate against Hate: www.educateagainsthate.com
- Show Racism the Red Card: www.srtrc.org/educational

LGBTQ+

- Barnardo's LGBTQ Hub: www.barnardos.org.uk/what_we_do/our_work/lgbtq.htm
- Metro Charity: www.metrocentreonline.org
- EACH: www.eachaction.org.uk
- Proud Trust: www.theproudtrust.org
- Schools Out: www.schools-out.org.uk
- Stonewall: www.stonewall.org.uk

Sexual Harassment and Sexual Bullying

- NSPCC 'Report Abuse in Education' Helpline: [0800 136 663](tel:0800136663) or help@nspcc.org.uk
- Ending Violence Against Women and Girls (EVAW): www.endviolenceagainstwomen.org.uk
- Disrespect No Body: www.gov.uk/government/publications/disrespect-nobody-campaign-posters
- Anti-bullying Alliance: Preventing and responding to Sexual Bullying: www.anti-bullyingalliance.org.uk/tools-information/all-about-bullying/sexual-and-sexist-bullying
- Anti-bullying Alliance: advice for school staff and professionals about developing effective anti-bullying practice in relation to sexual bullying: <https://anti-bullyingalliance.org.uk/tools-information/all-about-bullying/sexual-and-sexist-bullying/investigating-and-responding-sexual>
- Childnet Project DeShame (Online Sexual Harassment and Bullying): www.childnet.com/our-projects/project-deshame