



Gaddesden Row JMI Anti-Bullying Policy

Policy Review

The policy was last reviewed and agreed by the Governing Body in September 2025

It is due for review in September 2026. (up to 12 months from the above date).

Signature:
Head Teacher

Date: September 2025

Signature Date: September 2025
Chair of Governors

Vision, mission, context, approach, legal background

The aim of the anti-bullying policy is to ensure that pupils learn in a supportive, caring and safe environment without fear of being bullied.

Bullying is defined as: *behaviour that impacts negatively on others in the following ways:*

- *The behaviour is either intended to cause distress or results in significant distress*
- *The behaviour is repeated or results in multiple impacts on the target*
- *There is an imbalance of power between the perpetrator/s of bullying and the target/s whether as a result of the prior context or the content or the experience of the hurtful behaviour*

The Equality and Human Rights Commission's report on the effectiveness of responses to 'Identity-based' (or 'Prejudice-based') bullying (Research report 64 2010) states that it *"is widespread and continues to blight the lives of many young people, affecting educational attainment and having a long term impact on their life chances."*

Bullying behaviour can include the following hurtful behaviours:

- **Physical** (hitting, kicking, theft);
- **Verbal** (name calling, taunting, offensive comments, racist remarks);
- **Indirect** (gossiping, spreading rumours, excluding someone socially);
- **Cyberbullying** (sending inappropriate, offensive or degrading text messages/emails/instant messages, setting up websites or contributing content to social networking sites that is designed to embarrass or upset individuals).

It should be noted that not all hurtful behavior is bullying, but all reported hurtful behavior will be taken seriously and resolved at the earliest opportunity.

Gaddesden Row JMI School is committed to working with staff, pupils and parents and carers to create and maintain a school community where bullying is not tolerated. The school anti-bullying policy has been developed with due regard for our duties and obligations under existing legislation and public sector duties for the safeguarding and wellbeing of all our pupils and we will take all steps to ensure their safety.

This policy links to the school's Child Protection Policy September 2021 and Keeping Children Safe In Education September 2021.

Roles and responsibilities across the school

Governors' role and responsibilities	
Role	▪ Promote the wellbeing and ensure the safeguarding of all pupils in school. ▪ Ensure the school carries out both the letter and the spirit of the legislation and statutory duties, and observes national and local guidance. ▪ Provide leadership to ensure the development, implementation and regular review of the anti-bullying policy. ▪ Ensure that policy and good practice is reflected in the school's anti-bullying practice.
Policy development and implementation	▪ Through consultation with all stakeholders, develop a written statement of principles regarding the anti-bullying work of the school. ▪ Guide the Headteacher in determining and implementing measures, based on the statement of principles, which promote good behaviour throughout the whole school community. ▪ Nominate a named governor with a particular brief to oversee the anti-bullying work of the school. ▪ Make anti-bullying a regular item at governor meetings. ▪ Publish and keep under annual review the anti-bullying policy. ▪ Ensure the policy includes references to: age, disability, ethnicity, gender, religion and belief, sexual orientation, class, poverty and any other local issues appropriate to the school context. ▪ Review the policy in consultation with pupils, parents/carers and staff and ensure that it is informed by, and responsive to, their experiences.

	▪ Ensure the timely completion of data reports for the local authority. ▪ Ensure that the school makes use of monitoring data and understands its implications for the development of policies, procedures and practices. ▪ Provide leadership to ensure a consistent response to all incidents of bullying and harassment. ▪ Ensure the development and publication of a complaints procedure. ▪ Record, investigate and respond to any complaints from parents/carers or the wider community related to the school's response to bullying.
Behaviour	▪ Provide an appropriate and consistent role model for all staff, pupils and the wider school community. ▪ Celebrate and share examples of good practice from the school and among the individual staff and pupils.

Headteacher's and senior staff's role and responsibilities	
Role	▪ Build and maintain a school ethos which is welcoming, supporting and inclusive of all pupils, parents/carers and staff. ▪ Promote the wellbeing and ensure the safeguarding of all pupils in school. ▪ Provide support for the governors through the development and implementation of an effective anti-bullying policy. ▪ Ensure the voice of pupils, staff, parents and carers is heard and communicated to governors.
Policy development and implementation	▪ With the advice and guidance of governors and through consultation with staff, pupils, parents/carers and other stakeholders, develop, implement and review anti-bullying policy and measures which promote good behavior, respect for others, and self-discipline amongst pupils. ▪ Ensure the effective communication of the policy to all pupils, staff stakeholders. ▪ Ensure that pupils, staff, parents/carers and other stakeholders are involved in the creation of a positive school ethos. ▪ Take action to prevent all forms of bullying. ▪ Ensure that the school's anti-bullying policy and related practice is compiled consistently and effectively. ▪ Make sure that the effective monitoring procedures are developed, operated and maintained. ▪ Ensure all staff (including support staff) regularly receive appropriate training to enable them to recognise and prevent all forms of bullying and ensure they are clear about their roles and responsibilities in preventing and responding to bullying. ▪ Develop and implement a system for recording incidents of bullying and hurtful behavior which staff know and use consistently. ▪ Ensure that appropriate support systems are in place to prevent and respond to bullying, including peer support programmes. ▪ Use partnerships and multi-agency approaches to prevent, and/or respond to, bullying which happens off-site. ▪ Provide structures and systems that respond effectively to pupils' views and ensure that all staff, pupils and other stakeholders are supported to participate in the review and impact assessment of behavior and anti-bullying policies. ▪ Monitor the continued progress and self-esteem of the targets and perpetrators of bullying. ▪ Ensure evidence of the impact of anti-bullying policy and practice reflected in the SEF.
Behaviour	▪ Celebrate and share the anti-bullying work of the school and its pupils and highlight good practice. ▪ Act as appropriate role models for all managers, staff, parents and pupils. ▪ Respond appropriately to stakeholder consultation and make sure suggestions, opinions and concerns are included in policy review and impact assessment. ▪ Involve external agencies (including local authority advisers, police,

	independent mediation or advocacy services etc.) as appropriate to respond to incidents.
--	--

All teaching and support staff	
Role	- Contribute to building and maintaining a school ethos which is welcoming, supportive and inclusive of all pupils and staff. - Promote the wellbeing and ensure the safeguarding of all pupils in school. - Behave with respect and fairness to all pupils, carrying out the letter and spirit of the anti-bullying and equalities policies. - Use Cjoms to log any bullying incidents.
Policy development and implementation	- Observe and implement the school's anti-bullying, racist incidents, behaviour and equalities policies and practices including the keeping of relevant records of incidents. - Contribute to consultations, reviews and impact assessments. - Develop and support curriculum opportunities to promote equalities and address bullying.
Behaviour	- Provide a consistent response to incidents of bullying and hurtful behaviour whatever its nature of motivation. - Provide support to both the targets and perpetrators of bullying. - Take part in relevant professional development and maintain awareness about their role and responsibilities in preventing and responding to bullying and promoting equalities. - Model positive attitudes and relationships. - Promote the wellbeing of all pupils and take steps to ensure freedom from bullying and harassment. - Promote a positive view of difference and challenge prejudice and stereotypical views both through classroom practice and by modelling the behaviour and values they are trying to instil. - Raise issues with line managers which could contribute to policy review and development.

Pupils	
Behaviour	- Report any incidents of bullying to a member of staff, whether directed at themselves or at somebody else. - Take responsibility for personal behaviour and actions and treat one another with respect and kindness. - With the help of staff and parents/carer, create a positive working atmosphere within school where bullying is regarded as unacceptable, difference is celebrated and discrimination is actively challenged. - Respond to requests for information, opinions and suggestions to help improve the anti-bullying work of the school. - Actively support the school's peer support system(s).

Parents/carers	
Behaviour	- Demonstrate positive support for the school's anti-bullying and behaviour policies. - Model appropriate behaviour at all times within the school grounds. - Report to the school any concerns regarding pupils involved in bullying. - Support work undertaken by the school to promote equalities, celebrate difference and challenge discrimination. - Respond to requests from the school to provide feedback on the anti-bullying policy and procedures.

Preventing and responding to bullying incidents

Preventing bullying

All Gaddesden Row JMI School's policies and procedures are designed to prevent bullying and discrimination and to promote equality. Actions to ensure this are:

- Displaying anti-bullying material around the school (posters, books etc.)
- Providing anti-bullying information and policy on website for parents, staff and visitors.
- Teaching pupils how to raise their concerns and how to help each other respond to bullying in PSHE lessons and assemblies.
- Using curriculum opportunities to address topical issues.
- Ensuring all staff model appropriate behaviour and challenge bullying according to school guidance.
- Encouraging all pupils to become actively and increasingly involved in anti-bullying work.

Gaddesden Row ensures that a range of opportunities are offered in PSHE/RSE, English, Religious Education, circle time, assemblies and elsewhere. This helps pupils to develop knowledge and skills in relation to:

- understanding the nature of bullying and its links to discrimination and prejudice
- strategies for responding to bullying directed at themselves and others
- choosing not to be involved in bullying behaviours
- the promotion of emotional health and wellbeing, resilience and self-esteem
- the development of empathy and relationship skills.

Responding to bullying

In resolving bullying incidents and evaluating the effectiveness of policy and practice, Gaddesden Row takes action to deliver positive outcomes for:

- the individuals directly involved
- others indirectly involved (e.g. witnesses, bystanders, peer supporters)
- the whole school community.

All reports of bullying are taken seriously and investigated. Pupils who have experienced bullying, and their parents/carers, are made aware that incidents have been addressed according to school guidance and procedures, with the school making efforts to ensure continued confidence in the system. They are told what the school has established through investigation and what action was taken in resolution.

While Gaddesden Row cannot provide guarantees that bullying will not recur, priority is given to ensuring the safety of pupils who have experienced bullying. Where it becomes necessary to adjust normal school arrangements to ensure the safety of individuals in the short term, this should not be to the detriment of the individual or group who have experienced bullying.

Many Hertfordshire Police Officers, Youth Crime Reduction Officers (YCROs), and Police Community Support Officers (PCSOs), have been trained in restorative justice techniques, which may be appropriate in resolving some cases. Where hate crime is involved, the Hate Crime Officer for the locality may be contacted to get advice and support.

At Gaddesden Row, all staff are aware that technology is a significant component in many safeguarding and wellbeing issues. Children are at risk of abuse online as well as face to face. In many cases abuse will take place concurrently via online channels and in daily life. Children can also abuse their peers online, this can take the form of abusive, harassing, and misogynistic messages, the non-consensual sharing of indecent images, especially around chat groups, and the sharing of abusive images and pornography, to those who do not want to receive such content.

At Gaddesden Row understand, that even if there are no reports in their schools or colleges it does not mean it is not happening, it may be the case that it is just not being reported. As such it is important if staff have any concerns regarding child on child abuse they should speak to their designated safeguarding lead (or deputy).

At Gaddesden Row, we have the culture that bullying can happen anywhere and all staff are robust when reporting incidents to DSL/DDSL and how to use CPOMs to record.

Support for pupils

Pupils who have been bullied will be supported by:

- offering an immediate opportunity to discuss the experience with their class teacher or member of

- staff of their choice
- reassuring the pupil that they have done the right thing by making a report and that the school will be responding
- offering continuous support
- ensuring safety
- working to restore self-esteem and confidence.

Pupils who have bullied will be helped by:

- discussing what happened
- discovering why they became involved
- exploring different perspectives as appropriate
- establishing all hurtful behaviour and the need to change
- informing parents or guardians to support change in the pupil.

Recording and reporting bullying

Pupils have to feel confident that they will be listened to and taken seriously. Once they have reported an incident, they should be reassured that they have done the right thing, that the school will investigate further, take action to prevent bullying, and that they will be kept informed of what is being done as far as is appropriate.

Fear of bullying as well as bullying itself can have a significant impact on individuals, so Gaddesden Row will make every effort to determine how safe all groups of pupils feel at school.

The school monitors pupils' levels of confidence in the school system and reporting using CPOMs to respond effectively to bullying and racist incidents through parent surveys each year.

While Gaddesden Row takes many positive steps in their anti-bullying work, some pupils may still be unwilling or feel unable to speak directly to a member of staff. The school also has a worry box in each class as an additional reporting strategy.

Recording and reporting

All identified incidents are recorded using the form and then recorded/uploaded to CPOMs for DSL and DDSL (attached to this policy).

Keeping records of all hurtful incidents helps the school to:

- manage individual cases effectively and monitor their resolution
- identify and act upon common patterns and trends
- compare how they are doing against other schools both locally and across the local authority
- celebrate the anti-bullying work of the school
- demonstrate defensible decision making in the event of complaints being made
- engage and inform multi-agency teams as necessary.

Reporting serious incidents

Where there are serious bullying and racist incidents, Gaddesden Row JMI School may contact the relevant Local Authority adviser, who will offer additional support as appropriate to each situation.

Such incidents should be recorded as usual as above.

Under normal circumstances the school deals with bullying and racist incidents internally. However, some incidents are of such a nature that staff should notify the local authority and seek support without delay. It is the responsibility of the school to make decisions about which incidents are serious and record and report them appropriately. Aspects of the bullying/racist incidents that would suggest serious concern may include:

- serious physical violence, e.g. needing medical attention, use of weapons
- orchestrated bullying and harassment
- repeated victim (a number of significant repeat experiences as a victim)
- extremist group activity in school, e.g. distribution of literature and incitement to hate
- extended absence related to bullying/racist incidents

- media reports of bullying/racist incidents in the school
- risk of/attempted suicide/self-harm or other behaviour likely to suggest severe vulnerability
- heightened parental concerns that bullying/racist incident(s) remain unresolved despite school action
- formal complaints related to bullying or racist incidents.

Stakeholder involvement

Involving all members of the school community in the ongoing development and review of anti bullying policy and procedures helps the school gain essential understanding of and engagement in the implementation process.

Parents and carers are key stakeholders in the process of challenging bullying, preventing repeated hurtful behaviour and supporting pupils who have been involved in bullying. Therefore, making sure they are aware of the policy and are regularly offered opportunities to contribute any opinions, information and feedback that might help improve the school's anti-bullying work is imperative. All parents/carers are encouraged to contact the school if they are concerned that their child is involved in bullying.

This includes:

- parent consultation evenings (October and March)
- school council work
- staff meetings
- interviews
- surveys
- focus groups
- use of curriculum opportunities

Initial investigation into hurtful incident or allegation of bullying

Completed by name and role:

Date:

Name and role of individual/s making the allegation e.g. pupil, parent/carers, midday supervisory assistant:

Form of referral e.g. verbal report, letter, e-mail, phone call:

Details gathered to date:

Action taken to date:

Date:

Signed:

- ☐ Involves an imbalance of power:
 - target feels s/he cannot defend her/himself, or
 - perpetrator/s exploiting their power (size, age, popularity, coolness, abusive language, labelling/namecalling, etc.)
- ☐ Incident was not bullying on this occasion because it was
 - ☐ the first hurtful incident between these children
 - ☐ teasing/banter between friends without intention to cause hurt (should not happen again)
 - ☐ falling out between friends after a quarrel, disagreement or misunderstanding
 - ☐ conflict that got out of hand (should not happen again)
 - ☐ activities that all parties have consented to and enjoyed (check for subtle coercion)
 - got out of hand
 - parental concern
 - ☐ Other _____

Resolution process agreed:

Support and/or sanction for those causing hurt or offence:

Support needed for the hurt party:

Focus of Bullying/Hurtful Behaviour

Please tick all elements which apply in your understanding of the incident(s) and record specific language:

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

Bullying Report and Monitoring Form

Form 2

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

2. Focus of Bullying

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 circumstance (e.g. caring role)		
Ethnicity/Race		
Religion/Belief		
Gender		
Transphobia/Gender identity		
Homophobia/sexuality		
Sexualised		
SEN and Disability		
Ability/application		

3. 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:	

4. Those involved – please also record where appropriate:

- adults as targets or perpetrators (A)
- perpetrators from outside the school community (O)
- children/young people who are Children Looked After (CLA) or who have Learning Difficulties or Disabilities (LDD)

Targeted/wronged/distressed person/s (including ethnicity and other relevant diversity issues)	Person/s giving offence (including ethnicity and other relevant diversity issues)

--	--

5. Description of incident(s)
Please give a precise account including places, date, times and any witnesses.
Attach any further information (e.g. pupils' accounts, witness accounts, notes of meetings)
N.B. Indicate if it is a repeat incident.
N.B. indicate if a serious incident referral should be made to the LA.

6. Action taken:
Please record all steps (including meetings, letters, investigations, sanctions)

7. Summary of those notified and/or involved

(Delete italic options where applicable)	✓	Any details (e.g. dates)
Head Teacher		
Chair of Governors		
<i>Form tutor/class teacher</i>		
'Target' parents/carers notified by <i>letter/telephone/in person</i>		
'Target' parents/carers invited to the school		
'Offending person/s' parents/carers notified by <i>letter/telephone/in person</i>		
'Offending person/s' parents/carers invited to the school		
CAF initiated for <i>target/offending person</i>		
Local Authority: SEA/SIP, Anti-Bullying adviser or MECS		
Police		
Others (specify):		

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

Date.....

8. Member of staff:

Name Date

9. Outcomes/actions from follow up.

Form 3a: Support provided for bullied child

(Priority should be given to taking steps to ensure bullied children continue to attend)

Separate on-site respite provision

Regular contact with chosen member of staff

Restorative justice process

Empowerment education

Pastoral team support

Formal counselling

Parental meetings

CAF

CAMHS

Other

Support provided

Post-incident impact monitoring and further action

Relationship repaired:

Achievement/Ability to learn*:

Attendance:

Social issues:

Mental or emotional difficulties:

Partnership with parents:

Pupil feeling safe at school:

Pupil feeling safe on journeys to and from school:

Pupil feeling safe online:

***N.B. If the bullying leads to persistent, long-lasting difficulties that cause the child or young person to have significantly greater difficulty in learning than the majority of those of the same age, then schools should consider whether the child will benefit from being assessed for SEN. new draft SEN code of practice**

Form 3b: Action and support provided for child who has bullied

Schools should apply disciplinary measures to pupils who bully in order to show clearly that their behaviour is wrong. Disciplinary measures must be applied fairly, consistently, and reasonably taking account of any special educational needs or disabilities that the pupils may have and taking into account the needs of vulnerable pupils. It is also important to consider the motivations behind bullying behaviour and whether it reveals any concerns for the safety of the perpetrator. Where this is the case the child engaging in bullying may need support themselves.

Separate on-site provision

Regular contact with chosen member of staff

Restorative justice process

Sanction

Corrective education

Removal to different form/teaching group

Pastoral team support

Formal counselling

Parental meetings

CAF

CAMHS

Other

Action taken & Support provided

Post-incident impact monitoring and further action

Relationship repaired:

Achievement/Ability to learn*:

Attendance:

Social issues:

Mental or emotional difficulties:

Partnership with parents:

Pupil feeling safe at school:

Pupil feeling safe online: