

Gilthill Primary School -Anti-Bullying Policy

July 2026



“Inspiring today’s children to embrace tomorrow’s challenges”

Review Date: July 2027

Statement of Intent

At Gilthill Primary School, we are committed to providing a safe, inclusive and respectful environment where all children feel valued and supported. Bullying of any kind is unacceptable and will not be tolerated.

We promote a culture where children feel confident to speak out, knowing that any concerns will be taken seriously and responded to promptly, fairly and effectively.

Our approach is rooted in our school values of being Ready, Respectful and Safe, and in our strong belief that positive relationships are at the heart of all behaviour and wellbeing.

Objectives of this policy

- All governors, teaching and non-teaching staff, students and parents should have an understanding of what bullying is.
- All governors, teaching and non-teaching staff should know what the school’s policy on bullying is and follow it when bullying is reported.
- All students and parents should know what the school’s policy is on bullying and what they should do if bullying arises.
- As a school we take bullying seriously. Bullying will not be tolerated.

Our Approach

Relational Approach to Behaviour

Our Anti-Bullying Policy works closely alongside our **Relational Behaviour Policy**.

At Gilthill, we recognise that:

- Behaviour is a form of communication
- Strong relationships help children feel safe and ready to learn
- Children need support to regulate emotions and make positive choices

Our relational approach focuses on:

- **Building positive relationships**
- **Supporting emotional regulation**
- **Restoring relationships when things go wrong**

This means that when bullying occurs, we do not simply apply sanctions—we:

- Explore what has happened
- Support all children involved
- Repair harm through restorative conversations

Zones of Regulation

We use the Zones of Regulation across the school to help children:

- Recognise and understand their emotions

- Develop strategies to regulate feelings
- Make positive behaviour choices

Through this approach, children are taught:

- That all emotions are valid
- How to identify which “zone” they are in
- How to use strategies to return to a calm, ready-to-learn state

This proactive approach supports our anti-bullying work by helping children:

- Manage frustration, anger and conflict
- Build empathy and self-awareness
- Reduce behaviours that may lead to conflict or bullying

What is bullying?

Definition of Bullying

At Gilthill, we use the child-friendly definition:

👉 STOP – Several Times On Purpose

Bullying is:

Deliberate
Repeated over time
Intended to hurt or harm

Bullying can take many forms, including:

Physical (hitting, pushing)
Verbal (name-calling, insults)
Emotional (excluding others, spreading rumours)
Racist or discriminatory
Online/cyberbullying
Related to SEND, appearance or home circumstances

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’.

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

Signs and Symptoms

Children who are being bullied may show changes in behaviour, such as becoming shy and nervous, feigning illness, taking unusual absences or clinging to adults. There may be evidence of changes in work patterns, lacking concentration or truanting from school.

Children must be encouraged to report bullying in schools and staff be alert to the signs of bullying and act promptly and firmly against it in accordance with school policy.

It is important that everyone understands what is bullying and what is not bullying. To help, we give the children the following guidance:

When is it bullying?

When it happens **Several Times On Purpose**

What should you do?

Start Telling Other People

To remind children who they could tell, we use the **Helping Hand**, illustrated below:

Our friends, our teacher, adults at school, adults we know, our parent or carer.



Where can bullying take place?

Bullying is not confined to the school premises. It also persists outside school, on the journey to and from school, in the local community, online and may continue into Further Education. The school acknowledges its responsibilities to support families if bullying occurs off the premises.

Cyberbullying

The increasing use of digital technology and the internet has also provided new and particularly intrusive ways for bullies to reach their victims. We will ensure that our children are taught safe ways to use the internet and encourage good online behaviour. Whilst most incidents of Cyberbullying occur outside school, we will offer support and guidance to parents and their children who experience online bullying and will treat Cyberbullying the same way as any other forms of bullying.

Cyberbullying can include:

- Hacking into someone's accounts/sites
- Posting prejudice/hate messages
- Impersonating someone online
- Public posting of images
- Exclusion
- Threats and manipulation
- Stalking

Preventing Bullying

We take a proactive approach to prevent bullying through:

- Teaching behaviour explicitly through our behaviour curriculum
- Embedding our values: Ready, Respectful, Safe
- Weekly PSHE lessons (SCARF curriculum)
- Zones of Regulation approaches

- Restorative practices and relationships
- Whole-school assemblies and Anti-Bullying Week
- Staff training and consistent expectations
- Monitoring behaviour and safeguarding systems

Our aim is to create a culture where bullying is less likely to happen because of strong relationships and emotional understanding.

Reporting Concerns

We encourage all pupils to:

- Speak to a trusted adult
- Tell a teacher, teaching assistant, lunchtime supervisor or parent

We remind children:

☞ Start Telling Other People (STOP)

Parents are encouraged to contact school via:

- Class teacher/Dojo
- Email or phone
- School office

All reports are taken seriously and investigated promptly.

Responding to Bullying

When bullying is reported or suspected, we will:

1. Investigate

- Listen carefully to all parties
- Record the incident (MyConcern/Arbor)

2. Support and Protect

- Ensure the victim feels safe and supported
- Provide reassurance and ongoing support

3. Restore and Repair

Using a restorative approach, we:

- Explore what has happened
- Discuss feelings and impact
- Agree how to put things right
- Support improved future behaviour

4. Work with Families

- Parents of all involved are informed where appropriate
- Ongoing communication is maintained

5. Monitor

- Follow-up checks to ensure bullying has stopped
- Continued support where needed

Supporting Pupils

Support for Children Who Have Been Bullied

- Opportunity to talk and be heard
- Ongoing emotional support
- Support to rebuild confidence and self-esteem

Support for Children Displaying Bullying Behaviour

- Understanding the reasons behind behaviour
- Support to regulate emotions (Zones of Regulation)
- Restorative conversations to reflect and repair
- Clear expectations and consistent follow-up

Roles and Responsibilities

Staff

- Model respectful behaviour
- Build strong relationships
- Respond promptly and consistently
- Record and monitor concerns

Pupils

- Follow school values
- Show kindness and respect
- Speak out if something feels wrong

Parents/Carers

- Support school values
- Communicate concerns early
- Work in partnership with school

Monitoring and Review

- Bullying incidents are recorded and monitored regularly
- Patterns and trends are analysed
- Actions are taken to address emerging issues
- Policy reviewed annually

Key Principles

- Relationships first
- Regulate before you educate
- Support, not shame
- Repair harm and rebuild relationships

These principles underpin both our Relational Behaviour Policy and our anti-bullying approach, ensuring consistency across the school.

Summary

At Gilthill Primary School:

- Bullying is taken seriously and acted upon quickly
- Strong relationships are central to prevention
- Children are supported to understand and regulate emotions

- A restorative, relational approach ensures long-term positive outcomes

Strategies for preventing bullying

- Restorative approach
- Through our learning values, Ready, Respectful and Safe
- Through our whole school behaviour policy (Pivotal approach based on positive behaviour management techniques)
- Through anti bullying events throughout the year
- Through our weekly PSHE work (Scarf)
- Student voice
- Specific curriculum input on areas of concern e.g. cyberbullying and internet safety as part of our Computing curriculum
- Staff training
- Peer mentoring
- Parent information via newsletters



Our whole school work during anti-bullying week. We supported the 'odd socks' campaign by celebrating our uniqueness.

- Monitoring of My Concern to ensure proactive measures are taken when needed and to ensure repeat bullying does not take place.
- Working closely with parents
- Counselling service

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Review date: July 2027