

REDHILL

PREP SCHOOL & MONTESSORI NURSERY

ANTI BULLYING & POSITIVE BEHAVIOUR POLICY

Introduction

This policy has regard to Welsh Government circular 23/03 "Respecting Others: Anti-bullying Guidance" and later, the November 2019 guidance entitled "Rights, respect, equality: guidance for schools" which contains excellent guidance.

- This policy was influenced through consultation with the School Council and pupil body (March 2023).
- This policy is in line with the Equality Act 2010.
- We believe all our safeguarding procedures are in line with the Children Act 2004 and Section 157 of the Education Act 2002 and that we promote the welfare of all children in our care.
- This policy has regard to Welsh Government guidance on preventing and responding to bullying, including the revised Challenging bullying and harassment guidance (2026), formerly *Rights, Respect, Equality*. While this guidance is non-statutory for independent schools, it provides an important framework for developing effective anti-bullying practice and supports schools in meeting the Independent School Standards (Wales) Regulations 2024.

Aim of Policy

At Redhill Preparatory School we acknowledge that behaviour is best promoted through creating a positive environment. Therefore, we have a range of systems within the curriculum and rewards to achieve this aim. We also believe that it is the right of all children to learn in a safe, supportive environment so sanctions are sometimes necessary. Effective observation and communication are the most important ways to recognise and reward positive behaviour or recognise and challenge bullying or anti-social behaviour.

Our school ethos and values prioritise kindness, tolerance, inclusivity and respect. We are committed to providing a safe and happy learning environment for all children. Therefore, we do not tolerate bullying, harassment, victimisation or discrimination of any kind and work hard to prevent these or to tackle them if they occur.

We take a whole school approach to prevent it happening and in the event of bullying we adopt a holistic and robust response. Any member of the community may bully or be a target of bullying: we regard all incidences of bullying equally seriously and in turn expect all members of our community (staff, pupils and parents) to play their part in preventing and tackling bullying.

At Redhill Prep we strive to:

- prevent bullying, as far as possible
- help staff, pupils and parents deal with bullying when it occurs
- promote/teach positive behaviour as a model for all behaviour

- develop a responsible and co-operative attitude towards rights/roles in society
- provide children the right to teach/learn in a happy, relaxed, supportive environment
- engender mutual respect between pupils and all staff
- raise children's self-esteem through positive input and recognition
- develop children's emotional intelligence, tolerance, respect and kindness
- teach skills relevant to social, emotional and behaviour

Considerations:

- Never assume that bullying does not happen in your school.
- Never ignore suspected bullying.
- Don't make premature assumptions.
- Listen carefully to all accounts – several pupils saying the same does not necessarily mean they are telling the truth.
- Adopt a problem-solving approach which moves pupils onward.
- Follow-up repeatedly, checking that bullying has not resumed.
- Bullying can occur outside of school, sometimes exclusively so and sometimes with the aid of technology. The school policy is to deal with these instances regardless of whether they happen outside school hours.

What do we mean by bullying?

The Department for Education defines bullying as 'behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally'.

The Welsh Government defines it as follows:

Bullying is expressed through a range of hurtful behaviours: it can happen face-to-face or in the digital environment. It can be carried out by an individual or group but is generally executed in front of an audience to assert power or popularity. It may involve an element of secrecy so that adults are not aware of it.

Bullying differs from an argument, a fight or friendship fallout in that it:

- is deliberate or intentional
- is generally repeated over time
- involves a perceived imbalance of power between perpetrator and target
- causes feelings of distress, fear, loneliness, humiliation and powerlessness.

Both definitions emphasises that bullying can occur from an individual or a group towards another individual or group. It is commonly understood that bullying is intentionally harmful, causing distress, fear, and loneliness. The person being bullied may find it challenging to defend themselves due to a power imbalance, and the behaviour is often repeated over time. It's crucial to note that a one-time incident, depending on its nature, can be considered bullying and have the same impact as ongoing negative behaviour, even if not acknowledged in the DfE definition. The power imbalance can take various forms, such as physical strength, psychological manipulation, intellectual differences, group support, or social isolation capabilities. This can lead to intimidation through threats of violence or physical and online isolation.

Forms of bullying can include:

- Physically hurting or attempting to hurt, harm or humiliate another person or damaging their property

- Verbal abuse such as name-calling, taunting, mocking or writing unkind notes
- Emotional manipulation such as excluding someone or spreading malicious rumours about them, building negative alliances based on gossip, or deliberately betraying former confidences to humiliate or isolate another pupil
- Cyberbullying, including bullying through social media, messaging services, gaming platforms, email, photographs, video, artificial intelligence (AI) or other digital technologies. This may include harassment, exclusion, impersonation, spreading rumours, non-consensual sharing of images or the creation or circulation of manipulated or AI-generated content intended to embarrass, humiliate, intimidate or harm another person.
- Unpleasant remarks or actions motivated by prejudice against groups, for example on grounds of:
 - Race, religion or culture
 - Sex
 - Gender, gender identity or perceived gender identity
 - Sexual orientation
 - Disability or Additional Learning Needs
 - Intellectual or other abilities
 - Appearance or health conditions
 - Being adopted or a carer
- Sexualised bullying, sexual violence and harassment or similar behaviour aimed at other protected characteristics will be considered child on child abuse and addressed as set out in the Safeguarding Policy. The school takes a zero-tolerance approach towards such behaviour, which will not be passed off as 'just having a laugh,' 'banter' or 'part of growing up.'
- Artificial Intelligence (AI) and Bullying:
 - The school recognises that artificial intelligence can be misused to facilitate or intensify bullying. AI tools can be used to create or manipulate images, video, audio, messages or online profiles so that they appear genuine. This can include so-called deepfakes, impersonation or the creation of false, embarrassing, discriminatory or sexualised material about another person.
 - Creating, requesting, sharing or distributing AI-generated or digitally manipulated content with the intention of humiliating, threatening, excluding, deceiving or harming another pupil will be treated as seriously as equivalent behaviour carried out without AI. We will also act where such behaviour takes place outside school but has an impact upon a pupil's wellbeing, relationships or school life.
 - Pupils will be taught that they must not use AI or other technology to create or share harmful content about another person and should report concerning material to a trusted adult rather than forwarding or sharing it further.
 - Where AI-generated material is sexualised, potentially illegal, involves exploitation or otherwise raises a child protection concern, the matter will be referred immediately to the DSL and managed in accordance with the School's Safeguarding and Child Protection Policy rather than solely as a behaviour or bullying matter.

Any action that a reasonable bystander would consider as intended to harm or disturb is unacceptable and may be classified as bullying, including indirect participation in the bullying. It is not a valid excuse if the person causing harm insists that the target is not affected by their actions or words. Often, bullying occurs in subtle ways that are hard to recognise; the bully might use a simple expression, word, or gesture to convey a threat or insult. Some students may attempt to turn a bullying situation into something harmless when an

adult is nearby. This underscores the importance of pupils feeling comfortable reporting bullying they witness or experience and for teachers and parents to be vigilant for signs of bullying. Bullying is always harmful to the targeted individual(s) and detrimental to the entire school community. Everyone involved in or observing bullying is impacted by it. It can lead to significant distress, sadness, psychological harm, and in extreme cases, self-harm or suicide. In some instances, bullying can constitute a criminal offence, e.g. harassment or threatening behaviour.

How to distinguish bullying from teasing or friendship difficulties?

Sometimes, students may feel upset or hurt due to teasing or conflicts with friends, which differs from bullying. Here's how to differentiate:

- Bullying is intentional, i.e. aiming to harm or embarrass.
- It involves a power imbalance, making it hard for the victim to defend themselves.
- Bullying tends to be persistent and lacks remorse or consideration for the victim's feelings.

All staff are here to support pupils if friendship difficulties or conflicts arise and, in some situations, this can be to help the children distinguish that this situation can be resolved and is not considered a form of bullying at this stage. Nonetheless, the strategies used may be similar as the long-term impact on the pupil could lead to bullying if the situation worsens.

Vigilance

Distress, anxiety, insecurity, loss of appetite, bed wetting, low self-esteem, poor sleep, sadness, upset stomachs, headaches, unexplained bruises or cuts, poor school attendance or depression. Failure to produce work, failure to have eye contact, belongings going missing or are damaged, change of routines/habits, preferring the company of adults, repressed body language, poor eye contact, plus self-harm or negative talk including references of wishing to die – suicide. Some of the above may be related to other conditions but they should still be taken seriously as a possible sign of bullying. **Observation and communication with key members of the team is paramount.**

Preventing Bullying:

- Nurture a positive school culture through promotion of Redhill's values.
- Promote a zero-tolerance culture regarding all forms of bullying.
- The PSHE Programme provides a range of opportunities for pupils to discuss issues to do with friendship, relationships, caring for each other in the community as well as discussing bullying as a specific topic. This helps pupils to distinguish between right and wrong.
- Weekly team meetings – 'pupils of concern' is a standing item on every team meeting.
- All Parents/pupils are aware of the Designated Safeguarding Lead (DSL). This is displayed in the foyer, written in newsletters and on the school website.
- Posters in school give advice on what to do if a child is being bullied. See Appendix 1 and 2.
- Encourage all members of the school community to have high expectations and model how to behave towards each other.
- Raise awareness about all forms of bullying through regular opportunities in the curriculum, the PSHE programme, assemblies, and national events such as Anti Bullying Week, amongst others.
- Promote tolerance and celebrate diversity.
- Engender pupils' respect of the rights, views and property of others.

- Develop a school environment that is both safe and secure for all pupils.
- Have in place established systems that will deal with incidents of negative behaviour/bullying.
- Develop confident children who will notify staff of any incident of negative behaviours/bullying.
- Encourage children to discuss aspects of their behaviour and that of others and to make suggestions to improve their own behaviour and that of others.
- Help pupils understand the system of rewards/sanctions.
- Develop pupils' social skills, confidence, resilience and self-esteem.
- Educate pupils and other members of the school community about how to keep themselves safe when online or using social media or other electronic means of communication.
- Ensuring that all pupils sign up to the school's Acceptable Use Agreements, which make it clear that cyberbullying is unacceptable.
- Making it clear to all that there are effective procedures for reporting investigating and tackling bullying and encouraging pupils to report instances of anything they perceive to be bullying.
- Making it clear to all that incidents of cyberbullying or bullying of any kind that occur off the school premises but have an impact on the school environment or relationships between pupils in school will be pursued with the same seriousness as bullying occurring within school premises.
- Making it as easy as possible for pupils who are being bullied to talk to someone they trust and get help confidentially.
- Having a well-trained team dedicated to pupil welfare and experienced in dealing with bullying issues.
- Taking pupils' views into account through the school council and developing the roles that pupils can play in anti-bullying work, for example as Prefects.
- Ensuring that the IT filtering and monitoring systems are effective in protecting members of the school community.
- Working in line with national guidance, and the requirements of our regulatory bodies.

Dealing with Bullying

If you are being bullied:

- Stay calm and try to appear confident.
- Tell the perpetrator to stop and get away from the situation as quickly as you can.
- Do not suffer in silence: talk to a member of staff. This could be your class teacher or any other member of staff you trust. If you are unhappy about talking to a member of staff directly, you could talk to someone in your family, a friend or a school Prefect.
- Telling does not make you a 'grass' or 'snitch'. Not telling means that the bullying is likely to continue. Remember you may not be the only one affected.
- Be assured that we take every report of bullying seriously and will act upon it, even if it occurred outside the school. We will keep records of what has happened and support you in whatever action we take.
- Remember being bullied is not your fault – nobody ever deserves to be bullied.
- If you feel you are being bullied by a member of staff you should take the same action as if it were another pupil, that is, report the matter to someone you trust. All forms of bullying are unacceptable and all reports of bullying are investigated and dealt with irrespective of who the person responsible for the bullying incident might be.

If you know that someone else is being bullied:

- Talk to a member of staff or help the person being bullied to talk to a member of staff, so that the school can take steps to help.
- Defend the individual and question the bullying behaviour – studies show that one of the most effective ways of stopping bullying is for fellow pupils to show their support for the person being bullied.
- Try to defuse the situation: intervene as a group; walk away taking person being bullied with you; take away the audience; distract the perpetrator or use humour to lighten up a serious situation.
- Leave the chat if online.
- Be sceptical about rumours concerning other pupils. Don't add to them. Put yourself in their position.
- Spend time with the person being bullied and be kind to them.
- Don't be a bystander. Many perpetrators will not persist in bullying unless they have an audience to play to, and by not acting it could be argued you are condoning what is happening.

What parents should do if you feel your child is being bullied:

- Talk calmly to your child.
- Note what your child says: who is involved, how often the bullying has happened, what happened and where and when it happened.
- Reassure your child that telling you about the bullying was the right thing to do.
- Explain to your child that they should report further incidents to a teacher straight away.
- Make an appointment to see your child's class teacher or form tutor.
- Explain to the teacher the problems your child is experiencing and how they feel.
- Keep accurate records of the bullying and the action the school agrees to take when you report the bullying.

Reporting bullying as a parent:

- Try and stay calm – bear in mind that the teacher may not know that your child is being bullied or may have heard different versions of an incident.
- Be as specific as possible about what your child says has happened – give dates, places and names of other pupils involved.
- Ask the school for feedback.
- Ask if there is anything you can do to help your child at school.

What parents can do if you believe the school are not dealing with my concerns:

- Check the school's behaviour policy to see if the school are following agreed procedures on dealing with bullying (you have a right to see it).
- Make an appointment with the Headteacher. Keep a record of the meeting and follow it up in writing.
- The Headteacher will make initial inquiry into reported incidents; share sanctions/help put in place, give feedback, follow up and again follow up.
- If this does not help, write to the Principal/Mrs Lovegrove explaining your concerns and what you would like to see happen. Follow the complaints procedure – available on website or from the office.
- If you do not feel that the school have dealt with your concerns, you can write directly to Estyn.

What the school will do:

The exact course of action will vary with each situation. The immediate objective should be that bullying incidents are brought to light and strategies agreed to resolve the problem, encouraging all involved to return to responsible, caring behaviour.

- All reports of bullying will be taken seriously and investigated immediately.
- Bullying based on protected characteristics is taken particularly seriously.
- It is not possible for any person who receives a report of a bullying incident to promise that it will be kept confidential. However, the action to be taken will be discussed with the person being bullied at every stage. Everything that happens will be carefully recorded.
- The most important thing is to stop the bullying and ensure the person being bullied is safe.
- We aim for a peaceful resolution: being judgemental is not helpful or appropriate.
- The person being bullied will be supported throughout the process.
- Sanctions may be imposed (see below) but guidance and help will also be available for the perpetrator(s) to help change their behaviour.
- Staff will monitor the situation to ensure that the bullying does not continue. If bullying recurs, further action will be taken.
- The school will record all bullying incidents, so that we can monitor the effectiveness of our anti-bullying measures and identify any patterns to inform preventative work and the future development of policies and procedures.

Procedure for Responding to Bullying

General Principles

All reports of bullying are taken seriously and addressed without delay. While it is often challenging to establish the full sequence of events, this must not detract from a careful, thorough, and compassionate approach. The Headteacher and SMT assess each case on the balance of probabilities, listening attentively to pupils and avoiding premature assumptions. The immediate priority is always to stop the bullying and support all pupils involved to prevent further incidents. Reports of bullying outside school, or linked to out-of-school behaviour, are treated with the same seriousness, as such behaviour can impact learning and relationships within school.

1. Awareness and Initial Response

Any member of staff may become aware of, or receive a report of, bullying. A brief written note should be made to ensure accuracy, and the form tutors of both the victim and the alleged bully should be informed promptly.

2. Investigation and Record Keeping

- **Class Teacher Role:** The class teacher(s) of those involved will meet to carry out an initial investigation, led by the alleged bully's teacher. Notes and outcomes are recorded to track incidents and patterns.
- **Lower-Level Incidents:** The Headteacher and class teachers agree a strategy, meet separately with pupils and apply appropriate sanctions in line with school policy relating to this matter.

- **More Serious Allegations:** These are immediately escalated to the Headteacher, who may involve the Deputy Head and parents as appropriate.
- At the earliest stage, the pupil concerned will be flagged and staff alerted to monitor and report further incidents.
- **Serious Cases:** Where bullying is persistent or severe, more serious sanctions may apply, including possible exclusion at the Headteacher's discretion.

3. Monitoring and Follow-Up

- Class teachers will monitor pupils across form groups, meeting twice weekly with those involved for a minimum of two weeks to check progress and consistency of accounts.
- Persistent cases are escalated to the SMT and an action plan is drawn up with clear objectives, monitoring arrangements, and a review date. Copies are shared with the parents.
- In repeated or entrenched cases, a *Behaviour Contract* may be issued, setting out required standards and consequences.
- If pupils or parents are dissatisfied with the school's handling of the case, the complaints procedure (for pupils or parents) provides escalation, including to the Proprietor if necessary.

4. Long-Term Review

Class teachers continue to observe situations where bullying has previously occurred, recognising the risk of recurrence. Any new incidents are treated with equal seriousness, following the procedure outlined above.

This policy is reviewed annually, or sooner in response to new guidance or lessons learned from cases. The whole school community, including pupils through the School Council, has an active role in shaping anti-bullying measures and ensuring a culture of respect.

Sanctions

It is crucial to hold those accountable for bullying responsible and ensure they acknowledge the harm caused. Responding to bullying aims to clearly show disapproval of the perpetrator's actions, often involving sanctions. These measures help reassure the victim, make the bully understand the impact of their actions, and deter them from repeating such behaviour. They also send a message to the school community that bullying is unacceptable and that effective steps are in place to address it, hopefully discouraging similar behaviour.

Any warranted sanctions will align with the school's behaviour policy, ensuring fairness, proportionality, and consideration for individual needs. Restorative approaches are used to encourage everyone to take responsibility. Pupils are encouraged and supported to negotiate and solve their own conflicts/misdemeanours. In all cases of bullying, the Headteacher will be notified, and the school will collaborate with both parties' parents until a resolution is reached. In extreme situations, the consequence may involve temporary or permanent exclusion.

When bullying raises child protection concerns under the Children Act 1989, when there is 'reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm', necessary actions may include the Designated Safeguarding Lead engaging Social Service. In some instances, the police may have to be notified.

Foundation Phase

Children are encouraged to have time out – to calm down and have time to think and reflect on their behaviour. Pupils are also encouraged to talk about their behaviour and apologise to any hurt parties. They may miss part of their playtime if the teacher feels it is appropriate. If behaviour persists staff and Head teacher think of strategies to help the pupil who is struggling with their own behaviour. These include individual targets and star charts.

KS2

Children must follow the school and class rules, agreed at the beginning of the year by the class, or they will receive a verbal warning. If the behaviour is repeated in the same week, the pupil receives a red card, e.g. time out from break time, talk with the Headteacher. Certain extreme misdemeanours will automatically bypass any warning – bullying, biting, stealing, spitting, swearing and kicking.

Red Cards

These are issued when there are repeated lower-level actions that culminate into a bigger issue or one off more serious incidents, e.g. swearing. The pupil fills in the red card, with teacher's help if needed, explaining why they received the card and negotiate how to rectify the situation mindfully. Due to the class teachers knowing the children well, they will decide an appropriate sanction that is appropriate to the child's age, ability and behaviour shown. Pupil/Headteacher must sign the card following a discussion. Pupils will only miss curriculum work if they are deemed a danger to themselves or others. e.g. Forest School. Red cards are only reported to parents if a second red card is given in the same week or if three red cards are given within one half term. We believe it is important for the child to have a fresh start after the initial red card and given the chance to correct their behaviour before consulting parents.

Positive Behaviour at Redhill

Encouraging and Promoting Positive Behaviour:

We choose to promote positive behaviour through a range of methods and adults in school model these positive traits across the school. High expectations and 'sweating the small stuff' are key elements of our approach. Making time to engage in honest and open dialogue if something has happened is fundamental to the personal development and growth of our pupils.

Each class teacher will follow a specified school-wide behaviour programme and are aware of key strategies specified for their age range. These may include verbal praise, written remarks in books and non-verbal acts of encouragement such as thumbs up. Teachers will work closely with parents in promoting positive behaviour and have high expectations of collective and self-discipline.

Class code / charter

Each class agrees and exhibits a class code promoting positive behaviour. Positive words are encouraged such as 'do' rather than 'don't'. 'Walk sensibly' rather than 'Don't run'. Certain elements are negotiated and displayed, e.g. football charter.

Rewards & Recognition

- Merits are rewarded to individuals and are displayed on class notice boards.

- Pupils from each year group who receive the most merits receive a Merit Cup on during Star Assembly on Friday. The relevant parent / guardian is emailed a photograph of their child with the cup for celebration at home.
- Merits can be taken away from pupils for low level poor behaviour.

Certificate of Excellence

During Awards Friday any pupil may be given a special mention certificate of excellence by any member the school community – includes teachers, teaching assistants, cook etc. The mention can be work related or more commonly are behaviour related. Pupils receive a written statement which they can take home to their parents. Prefects can also give special mentions.

Star pupil

Where a child has done something exceptional either work or behaviour related, they are awarded a special cup and badge that they keep for a week. School Council felt this award shouldn't be handed out weekly and kept for exceptional circumstances.

Positions of responsibility

Pupils in year 6 are invited to apply to hold a position of responsibility, e.g. House Captain, Librarian, Prefect, Head Boy/Girl etc. Pupils displaying the range of qualities that align with the school ethos become prefects and two pupils are recognised as Head Girl/Head Boy. There are also opportunities for children across all ages to become a member of the School Council via an election process.

Class rewards

Each class has a glass gem jar. Teachers can give out gems for whole class behaviour or to highlight good examples of positive/polite behaviour. Gems can be taken out of the jar if behaviour levels fall below expectations. When the jar is full the class receive a reward, which is negotiated beforehand by the pupils themselves. Gem reward target is displayed in each classroom. These have included trips the beach, tea party and den building etc.

Star Assembly – Collective Recognition

Star assembly takes place on a Friday. Pupils are rewarded for all the above - most merits; house points are totalled; Gem jars are looked at to see which class is in front, special mentions are made. The school values and celebrates everyone's differences, skills and talents. Class teachers monitor awards and the aim is that every pupil will receive recognition within one academic year.

School Rewards

The school has three houses: Buckingham (red); Balmoral (blue); and Windsor (Yellow). All pupils belong to a house. Merits contribute towards house points, which are added together on Awards Friday. At the end of the year the winning house has its name engraved on the cup. Sports points are also given. Each team has a team Captain and a Vice Captain.

Annual Rewards

The merit cup is given to the winning house. Leavers' Assembly is coupled with prize giving where many prizes are won throughout the school for good work and behaviour.

Partnership with Parents

We believe that working with parents/guardians is essential to establishing the school's anti bullying ethos and resolving any issues that arise. Parents are encouraged to reinforce the principles of the Anti-Bullying Policy at home. Parents are asked to let relevant staff know directly if they have cause for concern, either on behalf of their own children or because of rumours about others. In any serious case of bullying parents will be informed by the school and may be invited in to discuss the matter. We will keep in regular contact with parents until the issue is resolved.

Sanctions

Initially, discussion agreed sanction by pupil/pupils; encourages ownership of the behaviour by the pupil. Sanctions reflect the behaviour. Possible - withdrawal of privileges, free time, detention, lunchtime exclusion, jobs in and around the school. Restorative reconciliation is used where agreed and appropriate. Red cards can be issued for repeated misdemeanours or one off more serious incidents (explained above).

Suspension/Exclusion

Utilised for extreme behaviour. A child's personal circumstances may influence any decisions. Depending on the severity of the behaviour, they will be excluded for a minor fixed period (between 1-5 days). Parents and child will discuss terms of re-admittance with the Headteacher. A child/home/school agreement will need to be signed by all parties.

Behaviour that may lead to Suspension or Exclusion

While suspension or exclusion is always a last resort, the school may take such action in response to serious or persistent breaches of the Behaviour Policy. Behaviours that may warrant suspension or exclusion include, but are not limited to:

- Physical violence or threatening behaviour towards pupils, staff, or others.
- Verbal abuse, intimidation, bullying (including cyberbullying), harassment, or discriminatory language or conduct.
- Possession, use, or distribution of prohibited items, including weapons, harmful substances, or illegal items.
- Deliberate damage to school property or the property of others.
- Serious disruption to learning or behaviour that significantly impacts the safety or wellbeing of others.
- Sexual misconduct, including inappropriate behaviour, harassment, or sharing of explicit material.
- Persistent defiance or repeated serious misconduct after other interventions and support strategies have been exhausted.

Each incident will be considered on its individual facts, taking into account the safety, welfare, and needs of all pupils and staff, as well as any contributing circumstances.

ALNCo

The ALNCo will show an awareness of problem behaviour areas, signs of distress and upset, patterns, trigger points or behaviours out of character. Talking and listening in the first stages should be paramount. Disability will be taken into account. The ALNco will support certain children to change their behaviour from negative to positive.

Key Contacts and Resources

- WAG Anti Bullying Toolkit

- Respecting Others - Anti Bullying Guidance published circular 23/2003 circular 050/2011
www.wales.gov.uk/respectingothers
- All Wales Police Liaison Core Programme and All Wales Police 'School Beat' guidelines for schools.
- Family counselling Services
- Sandy Bear – Bereavement Service
- Child Psychologists
- CAMHS
- www.parentline.co.uk
- www.childline.org.uk 08001111
- NSPCC Welsh help line – 08088005000 or www.nspcc.org.uk
- www.kidscape.org.uk the stars talk about bullying
- www.actionwork.com
- Childline: 08001111 or www.childline.org.uk
- Kidscape: www.kidscape.org.uk
- Anti-bullying Alliance: www.anti-bullyingalliance.org.uk

Responsibility for the Policy and Procedure

Under Section 157 of the Education and Inspections Act 2006 the Headteacher has a duty to encourage good behaviour, the respect for others and to prevent all forms of bullying among pupils.

Monitoring the Effectiveness of This Policy

Annually (or when the need arises) the effectiveness of this policy will be reviewed by the Head teacher and the necessary recommendations for improvement will be made.

Date reviewed: September 2026

Date for next review: September 2027

Person responsible for this policy: Headteacher

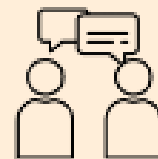
Proprietor Signature: Meryl Lovegrove

WHAT TO DO IF YOU ARE BEING BULLIED



Get away from the situation as quickly as you can. Ask a friend to go with you to tell a trusted adult.

Tell someone you can trust in the school who can help you, e.g. a friend, a teacher or another adult in the school.



Tell someone in your family so that your family knows what is happening and can help you.

Keep telling people until someone listens. Go and tell the Headteacher.



Do not blame yourself for what has happened.

APPENDIX 2

Redhill Preparatory School Bullying Incident/Report Form

Name of child:	Class:
Name of child being bullied:	Date:
List of other people involved:	
Reported by:	Statement given: Verbal/Written
Where incident took place:	When:
What happened:	
Action taken:	Any follow up needed: Date:
Reported to Head? YES/NO	Verbal/Written:
Verbal report to parent? YES/NO	Follow up. 1
Written report to parent? YES/NO	Follow up. 2
	Follow up. 3.
Any other comments/info	
	Last Date:

APPENDIX 3

BEHAVIOUR RECORD

NAME	YEAR	DATE	INCIDENT	ACTION

APPENDIX 4

[Challenging Bullying PP autumn 2025.pptx](#)