

# Redbourn Primary School

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## Anti-bullying Policy

**Reviewed:** March 2025  
**Latest Review:** December 2025  
**Next Review:** December 2026

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## **Statement**

At Redbourn Primary School we are committed to providing a warm, caring and safe environment for all our children so that they can learn and play in a relaxed and secure environment. Bullying of any kind is unacceptable and will not be tolerated in our school. We take all incidents of bullying seriously. If bullying does occur, all pupils should be able to speak to a trusted adult at school and know that incidents will be dealt with promptly and effectively. We encourage all children to speak up, which means anyone who thinks bullying may be happening, whether to them or one of their peers, is expected to tell a member of staff.

Bullying hurts. No-one deserves to be a victim of bullying.

## **Definition**

Bullying is defined as: deliberately hurtful behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. It is difficult for those being bullied to defend themselves and is often an imbalance of power between the person doing the bullying and the target.

### **Bullying behaviour can include the following hurtful behaviours:**

- Emotional – excluding, tormenting (e.g. hiding books, threatening gestures), ridicule, humiliation, taunting, teasing, mocking, making offensive comments, gossiping and spreading hurtful or untruthful rumours
- Physical – taking belongings, pushing, kicking, hitting, punching or any use of violence
- Non-verbal communication – unkind looks and expressions, hand gestures, offensive, threatening or personalised graffiti or other written material
- Racist – racial taunts, graffiti, gestures
- Sexual – unwanted physical contact or sexually abusive comments (child-on-child abuse)
- Homophobic – because of, or focusing on the issue of sexuality
- Verbal name-calling – sarcasm, spreading rumours, teasing, threats, making rude remarks or fun of someone
- Prejudice based - bullying related to special educational need, sexual orientation, sex, race, religion and belief, social deprivation, gender reassignment or disability or any protected characteristic not yet listed.
- Cyberbullying – including sending inappropriate, offensive or degrading messages, emails or instant messages, setting up websites or contributing content to social networking sites that is designed to embarrass or upset individuals or collective exclusion of individuals from social networking sites.

### **Bullying is not:**

It is important to understand that bullying is not the odd occasion of falling out/argument with friends, name calling or when the occasional trick or joke is played on someone. It is bullying if it is done Several Times On Purpose (STOP). Children sometimes fall out or say things because<sup>2</sup> they are upset. When occasional problems

of this kind arise, it is not classed as bullying. It is an important part of children's development to learn how to deal with friendship breakdowns, and disagreements between peers. We all must learn how to deal with these situations and develop social skills to repair relationships. Whilst not bullying, these instances will still be dealt with in line with our behaviour policy.

## **Aims and Objectives of this policy**

This policy is designed to ensure that, as a school, we are alert to signs of bullying and act promptly and firmly against it. This policy covers all types of bullying including:

- Bullying related to race, religion or culture
- Bullying related to SEND (Special Educational Needs or Disability)
- Bullying related to appearance or physical/mental health conditions
- Bullying related to sexual orientation (homophobic bullying)
- Bullying of young carers, children in care or otherwise related to home circumstances.
- Sexist, sexual and transphobic bullying (including child-on-child abuse)
- Bullying via technology, known as online or cyberbullying.

We aim:

- To promote a secure and happy environment free from threat, harassment and any type of bullying behaviour.
- To take positive action to prevent bullying from occurring through giving our pupils the strategies and skills to cope through effective teaching.
- To show commitment to overcoming bullying by taking a zero indifference approach. This means any allegation of bullying will be listened to, looked in to and the appropriate action taken.
- To take a zero indifference approach to prejudice. This means any allegation of any prejudice displayed towards race, skin colour, culture, nationality, religion, gender, sexual orientation, age, disability or appearance will be listened to, looked in to and the appropriate action taken.
- To ensure that all pupils, staff, governors and parents are aware of the school's opposition to bullying and that each person is clear of their responsibilities regarding the elimination of bullying.
- To inform pupils and parents of the school's expectations and to foster a productive partnership, which helps maintain a bully-free environment.
- To make staff aware of their role in fostering the knowledge and attitudes which will be required to achieve the above aims. This includes taking an 'anti-bullying' and 'anti-racist' stance, not simply a stance to tackle bullying or racism if it occurs.
- To have a consistent approach for dealing with any allegations and incidents of bullying that may occur.
- To ensure that all bullying incidents are resolved satisfactorily within the shortest time frame possible.

## **Roles and Responsibilities**

### **Whole School and Individual Staff Responsibilities**

Suspected bullying should never be ignored and all forms of bullying should be taken seriously with intervention to prevent incidents from taking place.

#### **Staff will:**

- Create and support an inclusive environment which promotes a culture of mutual respect, consideration and care for others which will be upheld by all.
- Never make premature assumptions.
- Listen carefully to all accounts and investigate as fully as possible.
- Adopt a problem-solving approach which moves pupils on from justifying themselves.
- Talk to the child about any incident and reassure them that speaking to an adult was the right thing to do.
- Log the information on CPOMS, selecting the 'bullying allegation' tab and inform the Headteacher and Behaviour Lead with an email with 'bullying' in the title.
- Follow-up repeatedly, checking bullying has not resumed.
- Use of a range of teaching and learning styles and strategies which challenge bullying and develop an anti-bullying stance.
- Act as a role model for children in their relationships with adults and children.
- Do all they can to support the child who is being bullied, ensuring that they find time to allow children to talk about any concerns.
- Ensure that children are well supervised at all times.
- Celebrate children's successes and achievements to promote and build a positive, respectful and trusting school ethos.
- Ensure that opportunities to develop skills and strategies to cope with unacceptable bullying type behaviour are given to our pupils through PSHE, THRIVE values, anti-bullying assemblies, workshops and anti-bullying weeks.
- Take an anti-racist approach when planning learning, creating displays and discussing equality during PSHE, history and other relevant lessons.

#### **The Headteacher will:**

- Implement the anti-bullying policy and ensure that all staff (teaching and support) are aware of this policy and know how to deal with allegations and incidents of bullying.
- Maintain a record of bullying allegations and incidents (on CPOMS) and report to the governing body in a termly report.
- Ensure that every child knows bullying is wrong and that it is unacceptable behaviour. This may be done as a planned exercise or when opportunity arises, through assemblies, in PSHE lessons, THRIVE values or during anti-bullying week.
- Set a school climate of mutual support and praise for success, thereby making bullying less likely.
- Inform parents if their child has been involved in bullying, whether as a victim or perpetrator and work with parents to support the child.
- Ensure all staff receive regular training on how to identify bullying and appropriate intervention techniques.
- Ensure the curriculum offers regular opportunities for children to understand the implications of bullying and the appropriate action to take.

## **Governors will:**

- Support the Headteacher in all attempts to develop and maintain an anti-bullying stance and to eliminate bullying from the school.
- Monitor allegations and incidents of bullying that occur and review the effectiveness of this policy.
- Require the Headteacher to keep accurate records of all incidents of bullying.

## **Parents**

Parental support and engagement is a key factor in the success or failure of anti-bullying measures. We expect parents to work with us to help create a culture where kindness is paramount, bullying is not acceptable and an anti-bullying stance is taken by all. When parents raise a concern that their child is being bullied, it is essential that this concern is taken seriously and not dismissed without further enquiries being made. A clear record must be made of the concern on CPOMS and actions added as they occur.

### Parents of a bullied child will:

- Talk to the child about any incident and reassure them that telling was the right thing to do.
- Make a note of what the child says.
- Make clear to the child that, if any further incidents occur, they should tell a teacher or another member of staff straight away.
- Make an appointment to speak to the Headteacher, Behaviour Lead or Designated Safeguarding Lead (DSL) as soon as possible.

Parents who suspect bullying or whose child has been bullied will not take matters into their own hands by contacting parents of children they believe to be involved, or approaching those children themselves.

If, after investigation, bullying is confirmed, parents of a child who has been bullying another will:

- Discuss the issue with the Headteacher and agree a course of appropriate actions and/or consequences in line with the school's behaviour policy.
- Talk to the child and explain that bullying is wrong and hurts others.
- Regularly discuss with the child how things are going at school.
- Praise and encourage the child when they are being kind and considerate to others.

## **Pupils**

Victims and witnesses of bullying are encouraged to understand that it is 'ok to speak up'.

### Pupils will do their best to:

- Tell an adult (e.g. parents, other relation, Headteacher, Assistant Headteacher, teacher, teaching assistant, learning support mentor) or go with a friend to tell an adult if they are a victim of bullying.
- Have a responsibility to tell an adult (e.g. parents, other relation, Headteacher, Assistant Headteacher, teacher, teaching assistant, learning support mentor)

if they witness bullying. We encourage children to stand up for others rather than be a bystander.

- Try to resist being bullied by standing up for their own rights in an assertive but non-violent way.
- Never bully another child in the school.

## **Signs and Symptoms of Bullying**

A child may indicate, by different signs or behaviour, that he or she is being bullied.

Adults should be aware of these possible signs and investigate further if a child:

- is frightened of walking to or from school or going in school taxi
- doesn't want to go to school at all
- begs to be driven to school
- changes their usual routine/route to school
- becomes withdrawn, anxious or lacking in confidence
- starts stammering
- attempts to run away
- cries themselves to sleep at night or has nightmares
- feels ill in the morning
- comes home with clothes torn or books damaged
- has possessions go 'missing'
- asks for money or starts stealing money
- has unexplained cuts or bruises
- comes home hungry (snack/packed lunch have been taken)
- becomes aggressive, disruptive or unreasonable
- starts swearing or using aggressive language for no apparent reason
- is bullying other children or siblings
- stops eating
- is frightened to say what's wrong
- gives improbable excuses for any of the above

These signs and behaviours could indicate other problems, but bullying should be considered a possibility and will be taken seriously and investigated as soon as possible.

## **Procedures and Recording**

Recording incidents is vital, as it allows school staff to identify patterns of behaviour, as often what is perceived initially to be a trivial incident, may be part of several incidents which are serious for the individual child.

The following steps will be taken when dealing with any incident:

- All reported incidents will be looked into immediately by the member of staff who has been approached or witnessed the incident. If necessary and appropriate, a referral will be made to the Headteacher or Behaviour Lead or the Designated Safeguarding Lead in the case of a safeguarding link.
- The child reporting the incident will be listened to and will be assured that their concerns are being taken seriously.

- When looking in to the incident, the story will be listened to from both/all sides and recorded.
- Anyone else who may have witnessed the alleged bullying will be listened to.
- Immediate support will be provided for the victim, with the aim of restoring self-esteem and self-confidence.
- The perpetrator will be talked to about his/her behaviour. The focus should be on why this kind of behaviour is unacceptable and the impact it has on the victim. The perpetrator will be supported to develop valued (pro-social) behaviours and to understand how and why their behaviour must change in the future.
- A check will be made to establish if there are any previous incidents involving the same victim.

If necessary, a thorough investigation of the incident involving all parties will be undertaken and recorded in writing on CPOMS.

After the investigation has taken place, a decision should be made as to whether a case of persistent bullying is taking place. If this is the case, the parents of the perpetrator will be invited to discuss the situation with the Headteacher where appropriate logical consequences and support will be agreed, in line with the behaviour policy. These may include consequences such as researching the impact of bullying on people's lives, reading or watching interviews with people who have previously been bullied, or reading specific books with bullying as a theme. Support may include time for the perpetrator to consider the root of their bullying behaviour and agreed actions or steps to take as an alternative to repeating the behaviour.

Parents of the bullied child will be kept informed of the whole process and it is vital that they feel satisfied with the way the incident has been dealt with.

### **Actions which may be taken**

- Establish and carry out an appropriate and logical consequence for the perpetrator(s),
- Keep all relevant staff fully informed about the incident and about all subsequent action.
- Inform parents of victim and bully.
- Instruct all relevant staff to monitor the bully and victim, being especially vigilant in less structured times such as break and lunch times.
- Monitor the situation regularly, including talking to the victim, to ensure the bullying has stopped.
- Ask parents into school to discuss the situation if their child is repeatedly involved in unacceptable incidents.
- Contact external agencies for advice and support in more extreme cases where the above has proven ineffective.
- In extreme cases, a period of suspension may be deemed necessary to allow the school to plan steps to ensure the safety (physically or mental) of all involved. See the Behaviour Policy for information regarding suspension and exclusion.

## **Support**

Pupils who have been bullied will be supported by:

- Being offered an immediate opportunity to discuss their experience and feelings with a member of staff.
- Reassure the pupil that bullying is not acceptable and that they did the right thing by speaking up and telling an adult.
- Encourage the pupil to report immediately any further incidents to a member of staff. This may involve devising a way for the pupil to comfortably speak up or alert an adult without feeling they are putting themselves at further risk by doing so.
- Staff will work with the child to restore and build self-esteem and confidence.
- Staff will remain vigilant to try to ensure it does not happen again.

Pupils who have bullied will be supported by staff to change their behaviour by:

- Discussing what happened.
- Discovering why the bullied pupil became involved.
- Understanding what was wrong with their behaviour and why.
- Understanding how it caused their victim, and anyone else involved, to feel.
- Understanding what may have caused the behaviour.
- Support with changing their behaviour.
- Support with any issues surrounding the cause of their behaviour.
- Working with parents or carers to address the causes of the attitude and/or behaviour of the pupil.

The school's THRIVE values and the Therapeutic Thinking approach (Hertfordshire STEPS) which we follow, seek to promote valued (pro-social) behaviours and eliminate detrimental (anti-social) behaviours. In addition to the annual anti-bullying week, which is marked in assemblies and through teaching in the classroom, additional weeks focusing on equality, kindness and inclusion feature in the school's annual calendar to ensure this topic is prominent every term, not just once a year. Within the curriculum, the school will raise awareness and a zero indifference approach to bullying, through inclusion in PSHE, assemblies and other subject areas, as appropriate.

## **Incidents of bullying outside the school's premises**

Our school will take seriously any incident of bullying taking place outside school and involving our pupils.

We will:

- Encourage victims to speak up however they feel comfortable: Tell a trusted adult. Write a note if it is easier than saying something.

We may:

- Talk to the local police about the problems within the community.

Bullying can also take place via text messages, through online gaming and other means of 'cyber communication'. This happens out of school hours but has implications for the pupils involved when they are in school. We will always talk to

pupils and parents about the issues and take their concerns seriously. All children and parents sign an agreement to use IT responsibly and safely while attending our school.

Children are not allowed to use their own mobile phones at school. Only Year 5 and 6 children may bring a phone to school. Phones must remain in bags once entering the school site in the morning, then be handed to the class teacher. They will be handed back at the end of the day and must be kept in bags until off the school site. (Exceptions for medical reasons only, to be agreed with Headteacher.) As per our behavior policy, if a teacher believes a pupil is concealing a mobile phone at school, the Headteacher has the right to search a pupil's belongings and ask the pupil to empty their pockets. The Headteacher may confiscate a phone if it is believed to contain content which may harm the child or other pupils. See behavior policy for further detail.

In the case of an incidence of bullying via cyber communication, the school will work with parents and pupils in the same way as if the bullying were happening at school itself. Additional consequences may include removing the right to bring a phone to school if a child is found to be using their phone for bullying behaviour.

### **Adult Bullying**

From time to time, adults behave inappropriately towards each other. If any parent feels that they are being treated inappropriately within our school community, they must report this to the Headteacher, Miss Emma Fenn, immediately.

If children are experiencing problems with other children, parents must not try to take matters into their own hands as this can result in:

- Parents approaching other parents in groups.
- Inappropriate verbal exchanges in front of pupils.
- A breakdown in communication.

Parents confronting other parents or children in the playground is not acceptable and could be viewed as adult bullying. The school should be informed immediately of any concerns so that we may intervene to resolve the problem in order to ensure our school community remains a happy, safe and enjoyable place where everyone wants to be.

### **Malicious allegations against staff**

Malicious allegations against staff will be treated with zero-indifference. As set out in our behavior policy, in the case of malicious allegations against staff, suspension or permanent exclusion may be considered, having first taken into consideration the child's capacity to understand the implications of their allegation.

### **Malicious allegations against other pupils**

Malicious allegations against pupils will be treated with zero-indifference. In the case of malicious allegations against another pupil, suspension or permanent exclusion may be considered, having first taken into consideration the child's capacity to understand the implications of their allegation.

## **Monitoring and Review**

Monitoring, Evaluation and Review of this policy will take place annually as part of the Safeguarding programme. This will include the Headteacher reviewing incidents on a regular basis and identifying concerns. The Headteacher will report termly to governors of incidents of bullying.

This policy is based on DfE guidance “[Preventing Bullying](#),” July 2017 and “[Cyberbullying: advice for headteachers and school staff](#)”, “[Advice for parents and carers on cyberbullying](#)” and “[Mobile phones in schools](#),” February 2024. It also takes into account the DfE statutory guidance, “[Keeping Children Safe in Education](#)” 2025.