



Caversham Preparatory School

Policies and Procedures

Anti-Bullying Policy

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Including those in the EYFS (Early Years Foundation Stage)

Introduction

The Proprietors are clear that bullying is wrong and damages children and that Caversham Preparatory School must have measures in place to prevent all forms of bullying. The Proprietors have imposed a zero-tolerance policy to bullying at Caversham Preparatory School. We do all we can to prevent it, by developing a school ethos in which bullying is regarded as unacceptable. This policy aims to produce a consistent school response to any bullying incidents that may occur.

This policy takes regard of [Section 89 of the Education and Inspections Act 2006](#); [KCSIE 2025; Preventing and Tackling Bullying \(2017\)](#), [non-statutory guidance on bullying and cyber-bullying \(2014\)](#); and the [Equality Act 2010](#).

- Bullying is Child-on-Child Abuse.
- Bullying can happen to all children and young people, and it can affect their social, mental, and emotional health and has the potential to cause long-term psychological damage. Our aim is to create a school environment that is safe and secure to prevent bullying from being a serious problem in the first place.
- We aim to make all those connected with the school aware of our opposition to bullying, and we make clear each person's responsibilities with regard to the eradication of bullying in our school.

Our Anti-Bullying Strategy

That the Proprietors of Caversham Preparatory School ensures that bullying at the school is prevented in so far as reasonably practicable, by the drawing up, implementation and consistently delivered effective anti-bullying policy.

- To define bullying so that there is no ambiguity for pupils, staff, and parents.
- To write, implement and monitor our Anti-Bullying Policy to comply with relevant legislation, has regard to guidance, and is understood by staff and pupils.
- To write, implement and monitor our [Behaviour Policy](#) to make sure that it is consistently implemented to promote good behaviour amongst pupils, and that measures to combat bullying, including cyberbullying, and to promote positive behaviour are implemented consistently.
- To make sure that our school ethos, code of conduct and rules promote positive behaviour; are known by all and are implemented consistently and having regard for the DfE Guidance Behaviour and Attendance.
- To have a clear Policy of Disciplinary Sanctions that deals with bullying: physical, psychological, and cyber-bullying.
- To have clear guidelines for staff on restraint, including using reasonable force, recording, and managing reporting to parents; local authorities, if necessary; and how this will be monitored.
- To have unambiguous arrangements in place and understood by all, for searching pupils and their possessions, if required.



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- This policy must be read in conjunction with other related school policies including [Behaviour](#), [Equal Opportunities](#), [Inclusion](#), [Exclusion](#), [Special Educational Needs](#) and/or [Disabilities](#) and [Safeguarding](#).

Bullying – Our Definition

- Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally.
- Bullying can be delivered in many ways, including physical, emotional, and cyber-bullying.
- Bullying is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, special educational needs and/or disabilities, or because a child is adopted, in care or has caring responsibilities.
- Bullying might be motivated by actual dislike between children, or perceived dislike.
- Bullying can result in the intimidation of a person or persons through the threat of violence or by isolating them either physically or online.
- Bullying can include low-level disruption and the use of offensive language which has a significant impact on its target.

Bullying Our Definition for Children

The repetitive, intentional hurting of one person or group, by another person or group. Bullying can be physical, verbal or psychological. It can happen face-to-face or online.

Cyber-Bullying

- We have clear policies about the use and storage of media in and out of school and an [Acceptable Use Policy for Pupils](#) and parents, and an [Acceptable Use Policy for Staff](#) to acknowledge and sign.
- We have information on how mobile phones, cameras and assessment tools are to be used by staff. We have a separate one for the EYFS, taking their continuous provision into account.
- We have guidance about the taking of official and parental photographs of pupils in school.
- We have guidance on the use of computers and other devices in school, include filtering and monitoring of internet usage.
- We have age-appropriate information about grooming, internet sites containing violent or adult content, and sharing personal information/photographs which is covered in PSHE (Personal, Social and Health Education) lessons.
- Cyber-bullying and bullying outside of school must be recorded by the Head Teacher and are kept to evaluate the effectiveness of the approach adopted or to enable patterns to be identified.

Safeguarding

- When there is 'reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm' a bullying incident should be addressed as a child protection concern. Where this is the case, the school staff should discuss with the school DDSL (Deputy Designated Safeguarding Lead). However, external support can be given to pupils whether or not it is deemed a child protection concern. Even where safeguarding is not considered to be an issue, schools may need to draw on a range of external services to support the



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pupil who is experiencing bullying, or to tackle any underlying issue which has contributed to a child engaging in bullying.

- It is important to bear in mind that some types of harassing or threatening behaviour – or communications – could be a criminal offence, for example under the Protection from [Harassment Act 1997](#), the [Malicious Communications Act 1988](#), the [Communications Act 2003](#), and the [Public Order Act 1986](#).
- Bullying outside the home can be an indication that a child could be employing learned behaviour and may be experiencing abuse at home. If suspected as such, this again may be an indicator of a safeguarding issue and we must follow our Child Protection Procedures as outlined in our [Safeguarding Policy and Procedures](#).

Dealing with Bullying

- This policy is in place to advise all stakeholders how to deal with bullying so that when incidents do occur, they are dealt with quickly.
- Early intervention can help to set clear expectations of the behaviour that is and is not acceptable and help stop negative behaviours escalating.

Prevention of Bullying

- We talk to our pupils about issues of difference, perhaps in lessons, through dedicated events or projects, or through assemblies.
- We have created an ethos of good behaviour where pupils treat one another and the school staff with respect because they know that this is the right way to behave. This culture extends beyond the classroom to the dining hall, the playground, the playing fields, and beyond the school gates.
- Values of respect for staff and other pupils, an understanding of the value of education, and a clear understanding of how our actions affect others permeate the whole school environment and are reinforced by staff and older pupils who set a good example to the rest.
- We involve parents to ensure that they are clear that the school does not tolerate bullying and are aware of the procedures to follow if they believe that their child is being bullied.
- Parents feel confident that the school will take any complaint about bullying seriously and resolve the issue in a way that protects the child, and they reinforce the value of good behaviour at home.
- All pupils understand the school's approach and are clear about the part they can play to prevent bullying, including when they find themselves as bystanders.
- We openly discuss differences between people that could motivate bullying, such as religion, ethnicity, disability, gender, sexuality, or appearance related difference. Also, children with different family situations, such as adopted children or those with 'a less conventional' family set-up.
- We teach our children that using any prejudice-based language is unacceptable.
- We make it easy for pupils to report bullying so that they are assured that they will be listened to, and incidents acted on. Pupils should feel that they can report bullying which may have occurred outside school including cyber-bullying.
- We create a safe, inclusive environment where our pupils can openly discuss the cause of their bullying, without fear of further bullying or discrimination.
- We regularly evaluate and update their approach to take account of developments in technology, for instance updating 'acceptable use' policies for computers.



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- We implement disciplinary sanctions, consistently.
- The consequences of bullying reflect the seriousness of the incident so that others see that bullying is unacceptable. Refer to our [Behaviour Policy](#).
- We use specific organisations or resources for help with particular problems.
- We provide effective staff training so that the school staff understand the principles and purpose of the school's policy, its legal responsibilities regarding bullying, how to resolve problems, and where to seek support.

Intervention - Support for pupils who are bullied

At Caversham Prep we have a responsibility to support a child who has been bullied and make appropriate provision for the child's needs. The nature and level of support will depend on the individual circumstances and the level of need. This may be a 'one-off' or an escalating programme

These can include:

- a word from a teacher that knows the pupil well
- circle time activities to reiterate support for a victim of bullying
- asking the pastoral team to provide support
- providing formal counselling
- engaging with parents
- referring to local authority children's services
- completing a Common Assessment Framework or referring to Child and Adolescent Mental Health Services (CAMHS).

The impact of bullying

- Can be severe because of the nature and extent of the bullying or because it is combined with other factors that also affect the social, mental, and emotional health of the pupil. In some circumstances the consequences of bullying may lead to a child or young person experiencing pronounced social, emotional, or mental health difficulties.
- We make appropriate provision for a child's short-term needs, including setting out what actions they are taking when bullying has had a serious impact on a child's ability to learn.
- We will respond sensitively where an absence arises as a result of bullying and do all we can to ensure that a child who has been bullied to continues to attend school.

Vulnerable Pupils

Some pupils are more likely to be the target of bullying because of the attitudes and behaviours some young people have towards those who are different from themselves. For example, those with special educational needs or disabilities, those who are adopted, those who are suffering from a health problem or those with caring responsibilities, those with protected characteristics may be more likely to experience bullying because of difference.

The Role of the Head Teacher

- It is the responsibility of the Head Teacher to implement the school anti-bullying strategy and to ensure that all staff are aware of the school policy and know how to deal with incidents of bullying.



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- The Head Teacher ensures that all children know that bullying is wrong, and that it is unacceptable behaviour in this school. The Head Teacher draws the attention of children to this fact at suitable moments, including school assemblies.
- The Head Teacher will ensure that through thorough and regular training that staff understand the principles of the school policy, legal responsibilities are known, action is defined to resolve and prevent problems, and sources of support are available. Caversham Prep will invest in specialised skills to understand the needs of their pupils, including those with special educational needs or disabilities.
- The Head Teacher will investigate all bullying incidents at Caversham Prep.
- The Head Teacher will inform the Board if there is a bullying investigation taking place.
- The School will implement disciplinary sanctions which reflect the seriousness of an incident and convey a deterrent effect (strong sanctions such as exclusion may be necessary in cases of severe and persistent bullying). Refer to our [Exclusion Policy](#).
- The Head Teacher sets the school climate of mutual support and praise for success, so making bullying less likely. When children feel they are important and belong to a friendly and welcoming school, bullying is far less likely to be part of their behaviour.
- The Head Teacher will involve parents where bullying is detected and make sure that pupils are clear about the part they can play to prevent bullying, including when they find themselves as bystanders.
- If a child has been found to be a bully the Headteacher will ensure that care is taken to understand why the bully is bullying and what can be done to challenge, support and educate the child. The parents will be informed. The pastoral care of all of our children is important to us.
- If a child has been bullied the child will be supported and helped to build their confidence again. The parents will be informed. The pastoral care of all of our children is important to us.

The Role of the Teacher

- It is the teacher's role to create a calm, safe and respectful classroom learning environment.
- Teachers must support all children in their class and establish a climate of trust and respect for all through collaborated class rules and sanction.
- All Teachers and Support Staff must take all forms of bullying seriously and intervene to prevent incidents from taking place. They must keep their own records of all incidents that happen in school which are passed to the Head Teacher and kept both in individual confidential pupil files and the Incident Record Folder.
- Teachers and playground supervisors attend training to equip them to deal with incidents of bullying.
- Teachers are also actively involved in developing playground policies and agreements. By praising, rewarding, and celebrating the success of all children, we aim to prevent incidents of bullying.
- The PSHE curriculum is used to raise awareness about bullying, and the Anti-Bullying Policy, to increase understanding for victims and help build an anti-bullying ethos.
- Pupils are taught how constructively to manage their relationship with others.
- Children are encouraged to report all incidents of bullying to their teachers or playground supervisors.
- If teachers witness an act of bullying, they will do all they can to support the child who is being bullied.



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- If the teacher becomes aware of any bullying taking place between members of a class, he/she will deal with the issue immediately by reporting it to the Head Teacher.

The Role of Parents

- Parents who are concerned that their child might be being bullied, or who suspect that their child may be the perpetrator of bullying, should contact their child's class teacher immediately.
- Parents have a responsibility to support the school's anti-bullying policy and to actively encourage their child to be a positive member of the school.

Bullying which occurs outside school premises

Where bullying outside school is reported to school staff, it should be investigated and acted on.

Policy Administration

Linked Policies

This policy also needs to be in line with other school policies and therefore should be read in conjunction with the following school policies:

- Behaviour Policy
- Equal Opportunities Policy
- Inclusion Policy
- Exclusion Policy
- Special Educational Needs Policy
- Safeguarding Policy
- Acceptable Use Policy

Quoted Legislation and Guidance

- [Keeping Children Safe in Education 2025](#)
- [The Education \(Independent School Standards\) Regulations 2014 \(Para 10\)](#)
- [DfE: Preventing and Tackling Bullying \(2017\)](#)
- [DfE: Cyberbullying: Advice for headteachers and school staff \(2014\)](#)
- [Equality Act 2010](#)
- [Education and Inspections Act 2006](#)
- [Protection from Harassment Act 1997](#)
- [Malicious Communications Act 1988](#)
- [Communications Act 2003](#)
- [Public Order Act 1986](#)

Review Schedule

- This anti-bullying policy is the responsibility of the Head Teacher who will review its effectiveness annually.
- Information with regard to gender, age and ethnic background of all children involved in bullying incidents is considered when reviewing this policy.
- Any patterns identified are reported to the Board.



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Update and Review Log

Updated/ Reviewed By	Date	Notes
J Lawson	Historical Updates	June 2013 (V2), June 2014 (V3), June 2014 (V4), Aug 2015 (V5), Aug 2016 (V5)
N Williams	Dec 2020	Update relating to Code of Conduct
Board of Governors	April 2020	Review and Approval
A Lawson	April 2021	Formatting and updating links
J Lawson	Sept 2022	Removed section on the law, replacing it with an opening para. Reviewed and tidied up the content
I Lawson	Sept 2022	Governor Review and approved
A Lawson	August 2023	Reviewed
J Lawson	August 2023	Reviewed for Induction CPD
A Lawson	September 2024	Reviewed for Induction CPD
J Lawson	August 2025	Reviewed against KCSIE 2025 and for Induction CPD
Board of Governors	September 2025	Reviewed and Approved