

Document Control	
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Care and Consideration: Anti-bullying Policy

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Policy Statement

In line with our school beliefs that every member of our community will be treated with kindness and respect, Banstead Prep School endeavours to provide an environment in which everyone feels happy, safe and secure. The aim of our policy is to encourage Care and Consideration for all - positive behaviour is reinforced and rewarded by staff and



pupils are praised for consideration and kindness to others. We aim to teach pupils to have integrity, tolerance and an understanding of what is meant by “right” and “wrong” and their “rights” and “responsibilities,” whilst showing sensitivity to the feelings, needs and rights of others. Emphasis is placed on the importance of honesty and truthfulness, being kind to others, respecting diversity and helping those who are less fortunate. Thus, Banstead Prep is committed to values of tolerance and respect for others, opposing all forms of unkind behaviour including bullying.

What is Bullying?

Bullying is behaviour by an individual or group that intentionally inflicts suffering on another individual or group. It is a form of child-on-child abuse. Bullying is wrong and damages children. The intentional hurt to others can be physical or emotional and is often motivated by prejudice against particular groups. Banstead Prep recognises the seriousness of bullying in causing psychological damage and even suicide. For this reason, we seek to promote good behaviour in all that the pupils do, rather than merely deter anti-social behaviour. It is recognised that no school is likely to be completely free from incidents of bullying from time to time but this school regards bullying as particularly serious and firm action will always be taken against it. In cases of severe and persistent bullying the sanctions of exclusion or expulsion may be imposed by the school.

This policy applies to all members of our school community, including those in our EYFS setting. This document is available in line with our Provision of Information Policy and should be read in conjunction with: Safeguarding Children and Child Protection policies and procedures, Behaviour policy document; Policies for Acceptable use of Technology for Pupils and Staff, Exclusions policy document; Personal, Social, Health, Citizenship and Economic Education (PSHCEE) and Spiritual, Moral, Social and Cultural (SMSC) development of pupils. The policy has regard to relevant legislation and governmental guidance.

Banstead Prep is fully committed to ensuring that the application of this policy is non-discriminatory in line with the UK Equality Act (2010). Further details are available in the school's Equal Opportunity Policy document. Banstead Prep seeks to implement this policy through adherence to the procedures set out in the rest of this document.

Aims and Objectives of the Care and Consideration - Anti-Bullying Policy:

This policy applies to all pupils, including those in the EYFS setting and aims to

- help members of the school community to deal with bullying when it occurs and, even more importantly, to prevent it
- provide pupils with a safe and secure working environment
- produce a consistent response by the school to any bullying incidents that may take place

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- ensure that every member of the school community feels valued and respected
- ensure every member of the school community behaves in a considerate way towards others
- ensure that all pupils are treated fairly and apply this Anti-Bullying Policy in a consistent way
- comply with and demonstrate our commitment to upholding the Children and Social Work Act 2017 which established new local arrangements for safeguarding and promoting the welfare of children.

Banstead Prep's Anti Bullying Policy pays due regard to the DCSF Guidance. [Preventing and Tackling Bullying](#)

Procedures

1. Recognising the Signs of Bullying

Staff will watch out for the signs and symptoms of the following forms of bullying:

- Racial
- Sexual
- Disability
- Special Educational Needs
- Cyber (social websites, mobile telephones, text messages, photographs and e-mail in consideration of the Technology Policy)
- Religious
- Cultural
- Sexist
- Homophobic
- Transphobic
- Child is adopted
- Child is a carer

Banstead Prep School recognises that any pupil can be bullied but certain factors that can make bullying more likely are:

- race, religion, sexual orientation or social class
- a lack of close friends in the school
- shyness
- a disability or some other obvious difference, e.g. stammering or acne.

Bullying may occur directly or through cyber technology (social websites, mobile phones, text messages, photographs and email) and prejudice-based bullying because of a protected characteristic. Bullying on the basis of protected characteristics is taken particularly seriously.

Staff will suspect bullying is occurring if a pupil:

- becomes withdrawn and anxious
- becomes aggressive, disruptive or unreasonable
- shows a deterioration in his or her work
- starts to attend school erratically
- has spurious illnesses
- persistently arrives late at school
- prefers to stay with adults

2. What we do to prevent bullying

Banstead Prep will take every opportunity to demonstrate to pupils, through the curriculum (usually in Form Time, PSHCEE, Lifeskills and assemblies) and by example, through our Step System for Behaviour, that it is totally opposed to bullying. Teaching is appropriate to the age and maturity of the pupils. Throughout the school, we draw on a range of educational experiences to teach pupils about kindness and the difference this makes to our mental health, and how unkind behaviour can really have a negative impact upon us all. We do this through various channels e.g. assemblies, PSHCEE lessons, drama, Literature, the study of certain historical events and current affairs programmes and so on to raise awareness, with discussion of differences between people and the importance of avoiding prejudice (and prejudiced-based language).

Banstead Prep School takes appropriate action to prevent and reduce the risk of bullying, especially at times and in places when it is most likely (e.g. at morning and lunch break, staff on playground duty are a crucial part of the school's strategy to prevent bullying). We are committed to raising awareness of bullying through relevant training for staff and by ensuring a staff presence during non-contact time. It is important that staff understand the principles of our Anti-bullying policy, their legal responsibilities, and what action they should take to resolve and prevent bullying problems, and what sources of support are available to pupils. Staff should be aware of pupils who may be more at risk of being either victims of bullying or bullies themselves, perhaps by belonging to a group that can be targeted by bullies or because of difficult personal circumstances.

Form Time and PSHCEE lessons are used to discuss the care of the pupils and strategies for ensuring bullying and other types of poor behaviour do not occur. Child protection training for staff alerts staff to the risks involved for pupils when bullying occurs. The supervision of pupils' policy is discussed in staff meeting and monitored by school management. Safe supervision of pupils and an ethos of care are regarded by teaching staff as the most important aspects in preventing bullying. In addition, the following measures are also taken:

- The school's policies relating to pupil safety and care are published to all parents.
- Our Behaviour Policy and our Equal Opportunities Policy are positively promoted amongst staff, pupils and parents.
- The school creates an environment of good behaviour and mutual respect. Staff and older pupils are expected to set an example. All form tutors and the staff at large find every opportunity to celebrate the individual success of pupils.
- The school creates an environment in which pupils have the opportunity to make friends with large numbers of other pupils and widen their friendship groups. This is done through the timetable and form groupings, through the House system and through the extra-curricular provision.
- Pupils are told that if they believe they are being bullied, or if they see someone else being bullied, they must report it to an adult in the community.
- Pupils who observe bullying are told to support victims by:
 - Refusing to join in
 - Standing up for the victim
 - Pointing out to the bully that they are bullying
 - Showing the victim kindness
 - Telling an adult

3. Possible Signs of bullying:

Changes in behaviour that may indicate that a pupil is being bullied include:

- Unwillingness to return to school
- Displays of excessive anxiety, becoming withdrawn or unusually quiet
- Failure to produce work, a deterioration in the quality of work, or work that appears to have been copied, interfered with or spoilt by others
- Books, bags and other belongings suddenly go missing, or are damaged
- Change to established habits (e.g. giving up music lessons, change to accent or vocabulary)
- Psychological damage and diminished levels of self confidence
- Frequent visits to the school office with symptoms such as stomach pains, headaches
- Unexplained cuts and bruises
- Frequent absence, erratic attendance, late arrival to class
- Choosing the company of adults
- Displaying repressed body language and poor eye contact
- Difficulty in sleeping, experiencing nightmares

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- Talking of suicide or running away
- Aggressive or attention seeking behaviour

Although there may be other causes for some of the above symptoms, a repetition of, or a combination of these possible signs of bullying should be investigated by parents and teachers.

4. What to do if bullying happens

Once a situation has been highlighted the school takes the following steps:
Banstead Prep School takes appropriate action to deal with incidents of bullying. Procedures are appropriate to the age and maturity of the pupils.

Who to tell:

All staff must respond immediately to any incidents of bullying. Staff and pupils must take every incident seriously and report all actual or suspected incidences of bullying. Staff need to remember that allegations must be substantiated, and that the bully may have had some provocation and needs to be heard. At BPS, any bullying on the basis of protected characteristics is taken particularly seriously.

All suspected and actual incidents must be reported via CPOMS to the relevant Form Teacher, subject teachers/Phase Leaders and to the Assistant Head Pastoral or Headteacher.

At all levels of the school, bullying will be treated as a child protection concern if the pupil is at risk of 'significant harm' and the school will report its concerns to social services, and the police if a criminal offence is believed to have been committed.

What to do:

The Form Teacher, Phase Leader/Assistant Head Pastoral, or Headteacher should deal with any report of bullying. The following considerations should apply:

- Always talk sensitively and privately to both victim and bully
- Try not to allow the victim to feel inadequate; they are likely to need advice on how to avoid similar incidents in future
- The bully must know of the school's disapproval and must understand that their actions must stop
- Try to get the bully to see the victim's point of view
- When the situation involves a group, interview the pupils separately

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- Both victim and bully will require subsequent support
- It may be necessary to speak to a form group or year group
- Depending on the incident, parents will be contacted by the relevant member of SLT and informed of any incident or invited into school to discuss strategies, to address any behaviour or to support.
- If the above process has not successfully resolved the problem, the Phase Leader or Assistant Head Pastoral will work with those involved on a daily or weekly basis. The Headteacher is kept informed.

5. Behaviour management/Sanctions

All school staff must take care to treat cases of suspected incidences of bullying that are reported to them seriously, and to take prompt and appropriate action following our stepped boundaries. The type of action will depend on the circumstances as stated in the Behaviour Policy, sanctions may include counselling but ultimately includes exclusion, that may be necessary in cases of severe and persistent bullying.



REWARDS AND SUCCESS

- Commendations
- House Points
- Hot-Choc Friday
- Postcard home
- Feel good
- Make friends

BPS Step System

- 1 Step 1 - Chance**
You have a chance to improve your behaviour and 'be respectful'.
- 2 Step 2 - Choice**
You have chosen not to improve and may be removed from the lesson. You will spend some time reflecting on what could have gone better.
- 3 Step 3 - Change**
Your behaviour must change. Parents and phase leaders will be informed. You will need to spend some of your free time reflecting on how to improve.

Be kind
Be Yourself
Be Respectful
Be Ready
Be Safe

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6. Advice to Pupils

The school will advise pupils who are caught up in bullying incidents to:

- stay calm and look as confident as possible
- be firm and clear, and tell the person bullying to stop
- get away from the situation as quickly as possible
- immediately tell an adult what has happened.
- talk to adults when finding themselves as bystanders to bullying incidents.

Banstead Prep recognises the importance of educating pupils regarding the ways technology can be used to facilitate cyberbullying and create risk to personal safety. The school's Digital Policies, Digital Curriculum and PSHCEE curriculum cover in more depth E Safety and Acceptable use of Technology and Mobile Devices including cameras by both pupils and staff.

7. Support

Staff will refer pupils involved in bullying incidents to the Phase Leader (or Assistant Head Pastoral) whose role is to manage the welfare of pupils and who will initiate support through:

- using a circle of friends and kindness
- support groups
- mediation by adults
- mediation by peers
- ELSA/Counselling

8. Helping the Bullies to Change

Staff will spend time to help pupils who have bullied others to change their behaviour. If a pupil is bullying others, staff will:

- talk to the pupil and explain our belief on kindness, go through our stepped boundaries and explain that bullying is wrong and makes others unhappy
- discuss with the pupil how to join in with others without being unkind
- talk to the pupil about how things are going at school, their progress and friends
- give the pupil lots of praise and encouragement when they are being kind and considerate to others.
- use educational elements such as PSHCEE, assemblies, projects, drama, stories, literature, historical events, current affairs to raise awareness of effects of bullying.
- Create a behaviour management support plan
- offer ELSA sessions or counselling if appropriate

9. Dealing with Serious Bullying

If the preventative measures and peer support strategies do not succeed, serious bullying will be dealt with under the school's discipline policy. The bully will:

- be removed from the group
- lose any break or lunchtime privileges
- be suspended for a fixed period
- be excluded for a fixed period. In the most serious cases, permanent expulsion will be the most likely sanction if the bullying:
 - involves serious actual, threatened violence against another pupil or causing psychological damage
 - amounts to persistent and defiant misbehaviour.

10. Recording Incidents

Even apparently trivial incidents should be reported, because they help to create an overview of a situation. In order to identify patterns, staff must record any incidences of alleged bullying/bullying on CPOMS. This record is kept electronically in a secure area accessible to members of Senior Leadership and alerts appropriate staff if required. The record is reviewed weekly by the Senior Leadership Team to ensure that they have an oversight of the pattern of any bullying in the school. The LGB member with responsibility for Safeguarding is also kept informed and allowed to scrutinise the log by the Assistant Head Pastoral.

If sanctions are imposed these should be recorded by the Phase Leaders or Assistant Head Pastoral on CPOMS. Sanctions are issued at the discretion of the SLT and are dependent on the incident. They can include removal of privileges, reflection time or in serious cases suspension and expulsion (See Behaviour Policy).

Incidents may also be discussed by SLT in weekly meetings and in other weekly meetings. If required, all staff will be informed.

11. Involvement of Parents/Carers

Parents will usually be contacted by the Form Teacher, Phase Leader, Assistant Head Pastoral or Headteacher. This will apply whether their child is the victim of bullying or engaging in bullying. Parents will be informed of any sanctions imposed for bullying. Parents may well be invited in to discuss the situation with the relevant pastoral staff. Parents of children engaged in incidences of serious bullying will need to understand the severity of their child's actions, which could potentially lead to expulsion. However, the school regards this as a last resort and will support pupils and their parents in managing their behaviour and understanding its consequences. Parents of victims will be kept informed of steps taken to redress the situation and to support their child. The school will



need to be sensitive and mindful of confidentiality when discussing with parents, pupils other than their own children.

12. Communication with other agencies

Where there is reasonable cause to believe that a child is suffering, or likely to suffer, significant harm from a bullying incident it will be treated as a Child Protection concern and dealt with following the school's Safeguarding policy. This will include liaison with external agencies such as the police and children's services as appropriate.

13. Education and Training

Banstead Prep has a commitment to raising staff awareness of bullying behaviour amongst children and how it can be dealt with and prevented, along with understanding of the school's policy and procedure. Such training and discussion is provided during regular staff meetings as well as through specialist training sessions which take place from time to time. Through the use of educational elements such as PSHCEE lessons, assemblies, Phase assemblies and current events we raise awareness of differences between people and the importance of avoiding prejudice. Our policies are communicated to parents, pupils and staff and create an environment of kindness and respect.

This policy has regard to relevant legislation and government guidance, and it applies to all in the school community, including those within the EYFS setting. Banstead Prep School seeks to implement this policy through adherence to the procedures set out in the rest of this document, and is fully committed to ensuring that the implementation of the policy is non-discriminatory, in line with the UK Equality Act (2010). Further details are available in the school's own Equal Opportunities Policy.

*This document is available to all interested parties, including parents and parents of prospective pupils, on the school's website and on request from the School Office, in accordance with the school's Provision of Information Policy. **It is reviewed annually by the Head and Assistant Head - Pastoral, or as events or legislation changes require. The next date for review is February 2027.***

The policy should be read in conjunction with the following documents:

- Educational Visits Policy
- Safeguarding/Child Protection Policy
- PSHCEE Policy
- Behaviour Policy
- Wellbeing Policy
- Exclusion Policy
- Equal Opportunities Policy

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