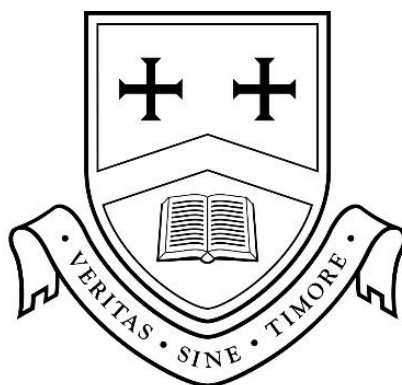




CATERHAM
PREP

Anti-Bullying Policy

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<i>This policy is reviewed annually</i>	

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1. Policy Statement

Independent School Standards – Parts 2, 3 and 8; Keeping Children Safe in Education 2026

The aim of the policy is to prevent bullying of any sort; to promote a culture of kindness and one in which bystanders are courageous and thus ensure that everyone can operate in a supportive, caring and safe environment without fear of being bullied. All members of the community, including Trustees, teaching and professional services staff, pupils and parents should have an understanding of what bullying is and be familiar with the School policy on bullying. The aim of the policy is to help members of the school community to deal with bullying when it occurs and, even more importantly, to prevent it. Bullying (which necessarily includes cyberbullying, prejudice-based and discriminatory bullying) is an anti-social behaviour which affects everyone; it is unacceptable and it will not be tolerated. Everyone in our community has a responsibility to report any incident of bullying that comes to their attention and these reports will always be taken seriously. Staff are trained to recognise bullying and know which pastoral colleagues to inform verbally, via email or via CHIP in order to ensure that any instances of bullying are dealt with effectively.

This policy is published on the School website and is available in hard copy or an accessible format on request. It should be read in conjunction with the following policies:

- Safeguarding and Child Protection Policy
- Online Safety Policy
- Equality, Diversity and Inclusion Policy
- Behaviour Policy (Prep)
- SEND Policy
- Suspension, Required Withdrawal, Expulsion and Review (Prep) Policy
- Relationships and Sex Education Policy
- Wellbeing Policy and Scheme of Work

This policy should be read in conjunction with a range of public documents and statutory guidance, including:

- Keeping Children Safe in Education, 2026
- Preventing and Tackling Bullying: Advice for School Leaders, Staff and Governing Bodies, July 2017
- Equality Act, 2010
- SEND Code of Practice 2015: 0 to 25 years

2. Definition of Bullying

Independent School Standards – Part 3, paragraph 10; Keeping Children Safe in Education 2026

Bullying is behaviour by an individual or group, usually repeated over time, that intentionally hurts another pupil or group physically or emotionally. A single incident may also be serious and will always be addressed appropriately, even where it does not meet the definition of bullying. It is often difficult for those being bullied to defend themselves, and it is often motivated by prejudice.

The School's Safeguarding and Child Protection Policy makes clear Caterham's zero tolerance stance regarding child-on-child abuse, with particular reference to sexual harassment, and that it will not be passed off as 'just banter' or 'just having a laugh' or 'part of growing up' as this can lead to a culture of unacceptable behaviours and an unsafe environment for children.

Examples of unacceptable bullying behaviour include:

- Physical bullying, including hitting, kicking, pushing or other unwanted physical behaviour.
- Verbal abuse, by name calling, teasing or making offensive remarks
- Online abuse, which is the use of digital technology by an individual or group to intentionally cause harm, distress or humiliation to another person. Examples include abuse through social media, messaging services, email, photographs, videos, online gaming and other online platforms. It also includes the making or sharing of nude or semi-nude images or videos, including images that are AI-generated or digitally manipulated, where relevant.
- Indirect emotional tormenting by excluding from social groups or spreading malicious rumours

Bullying may involve complicity that falls short of direct participation by, for instance, manipulating a third party to tease or torment someone. It may be overt and intimidating but is often hidden and subtle.

3. Protected Characteristics and Vulnerability

Independent School Standards – Part 3, paragraph 10; Equality Act 2010; SEND Code of Practice: 0 to 25 years

Having a protected characteristic means you have a right not to be treated less favourably, or subjected to an unfair disadvantage, by reason of that characteristic.

Bullying includes prejudice-based or discriminatory actions or comments relating to protected characteristics or perceived differences, including race, religion or belief, sex, sexual orientation, disability, gender reassignment, or other physical or personal characteristics. It may also relate to SEND, appearance, family circumstances, adoption, caring responsibilities or a child questioning their gender. The School takes such actions or comments extremely seriously and will respond promptly to any such allegations.

Staff recognise that pupils with SEND or certain medical conditions may be particularly vulnerable to bullying, may be disproportionately affected by it and may experience additional barriers to recognising or reporting concerns.

4. The impact of bullying

Independent School Standards – Part 3, paragraph 10

The seriousness of bullying cannot be emphasised enough and is among the highest concerns that parents have about their children's safety and wellbeing. Bullying is also a primary concern of children and young people themselves. Bullying makes the lives of its

victims a misery: it undermines their confidence and self-esteem and destroys their sense of security. Bullying impacts on its victims' attendance and attainment at school, marginalises those groups who may be particular targets for bullies and can have a life-long negative impact on some young people's lives. It can be psychologically damaging.

It is acknowledged that pupils whose behaviour causes harm may have complex reasons for their behaviour and may themselves need support. All pupils deserve the opportunity to understand the impact of their behaviour and develop positive and appropriate ways of relating to others.

5. Preventing Bullying

Independent School Standards – Part 3, paragraph 10; EYFS Statutory Framework 2026

The School seeks to prevent bullying by promoting a culture of kindness, respect and inclusion and by helping pupils understand healthy relationships, difference and the impact of their behaviour on others.

Pupils are educated through our Wellbeing programme, assemblies, and the wider curriculum and culture to raise awareness, the celebration of differences between people (with particular reference to Protected Characteristics in, for instance, the Wellbeing curriculum, to help prevent prejudice-based and discriminatory bullying) the importance of avoiding prejudice, and understanding the criminal laws that apply to harassment, discrimination, assault and threatening behaviour. If staff feel that a criminal offence may have been committed they should seek assistance from the police.

We acknowledge that sometimes group dynamics can lead to negative behaviour and that assigning victim and aggressor labels can be counterproductive. In such situations we aim to educate the group around appropriate, healthy and positive behaviour through role play and other means.

The School raises staff awareness of pupils who may be particularly vulnerable to bullying, including pupils with SEND or certain medical conditions, and takes action to reduce the risk of bullying at times and in places where it may be more likely to occur.

Pupil voice, including School Council and age-appropriate surveys and discussions, is used to help the School understand pupils' experiences and evaluate the effectiveness of its anti-bullying work. Opportunities are also provided for parents to contribute to the School's work to prevent bullying.

6. Anti-Bullying Procedure

Independent School Standards – Part 3, paragraph 10; Keeping Children Safe in Education 2026

What to look for

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

Younger pupils may communicate distress through changes in behaviour rather than verbally reporting bullying. Staff should be alert to changes in play, friendships, emotional regulation, confidence or willingness to participate in activities.

Members of staff and all members of the community must be alert to the signs of bullying; legal responsibilities are known and community members should act promptly and firmly against it, in accordance with the policy. Surveys have shown that in the vast majority of bullying incidents, most people knew that what was going on was wrong. Sometimes people, either through lethargy, peer group pressure, or tacit support for what is going on fail to take action.

What to do

The way to stamp out bullying is for people to be aware of the issues involved, and to be clear in their own minds what action to take should cases arise.

These approaches are adapted according to pupils' age and stage of development. Younger pupils, including those in EYFS, are encouraged to tell a trusted adult if someone is repeatedly hurting, upsetting, frightening or excluding them.

If you are worried about bullying:

Tell an adult you trust. This might be your Class Teacher/Form Tutor, Teaching Assistant, Head of Year, Head of Pre-Prep, Head of School (Prep), a member of the Safeguarding Team, School Counsellor or another trusted adult.

If you find it difficult to explain what is happening, you can ask a friend to come with you or help you tell an adult.

You can also speak to Childline on 0800 1111.

Children's Commissioner for England (Help at Hand): freephone 0800 528 0731

Email: help.team@childrenscommissioner.gov.uk

The School Counsellors may be contacted by e-mail: counsellor@caterhamschool.co.uk

Procedure if a pupil witnesses bullying behaviour:

Depending on their age and the reporting routes available to them, pupils should:

1. Be kind and support the pupil who is being hurt or upset, where it is safe to do so.
2. Tell a trusted adult. Do not keep bullying a secret.
3. Do not join in, share hurtful messages/images or encourage the behaviour.

Procedure for members of staff who witness an incident of bullying or to whom an incident is reported:

1. Reassure and support the pupils involved. For younger pupils, including those in EYFS, staff respond in a developmentally appropriate way, helping children to identify what

has happened, understand its impact, express their feelings and develop positive ways of relating to others.

2. Advise them that you are required to pass details on to the relevant member of the pastoral team. (Form Tutor, Member of Senior Management Team, a member of the Safeguarding Team).
3. Inform an appropriate member of the pastoral team as soon as possible.
4. All reported incidents of bullying will be recorded centrally. The Head of School (Prep), supported by the Head of Pre-Prep and relevant pastoral leaders, will ensure that records are maintained and reviewed and that significant incidents and patterns are shared with the Headmaster.

7. Investigation and Support

Independent School Standards – Parts 3 and 8; Keeping Children Safe in Education 2026; Equality Act 2010

Pupils involved will normally be spoken to individually. Their accounts may be obtained verbally, in writing or by other appropriate means according to their age, understanding, communication needs and any SEND or disability. Particular care will be taken when speaking with younger pupils, including children in Reception, and children will not be repeatedly questioned unnecessarily.

The School will seek to establish what has happened, the context and impact of the behaviour, whether the behaviour constitutes bullying and whether there are any safeguarding concerns. Relevant staff may be consulted and parents will be informed and involved as appropriate.

The pupil who has experienced the behaviour will be reassured and supported. Staff will consider what support is needed to help them feel safe and confident that the matter is being addressed. This may include pastoral support, regular check-ins, support with friendships or other appropriate measures.

The pupil whose behaviour has caused concern will be helped to understand the impact of their behaviour and what needs to change. Appropriate support will be provided where necessary, recognising that behaviour may be associated with an identified or emerging need or other individual circumstances.

Any response or sanction will take account of the pupil's age and stage of development, the seriousness and context of the behaviour, any SEND, disability or additional needs, relevant safeguarding factors and any reasonable adjustments.

Where bullying is established, responses and sanctions will be applied in accordance with the Prep Behaviour Policy. Serious or repeated bullying may result in sanctions up to and including Suspension, Required Withdrawal or Expulsion in accordance with the Suspension, Required Withdrawal, Expulsion and Review (Prep) Policy.

Where bullying raises a safeguarding concern, including where there is reasonable cause to suspect that a child is suffering or likely to suffer significant harm, the matter will be managed in accordance with the Safeguarding and Child Protection Policy and referred to

the Designated Safeguarding Lead (DSL). Children's Social Care and/or the Police will be involved where appropriate.

8. Recording and Monitoring

Independent School Standards – Parts 3 and 8

All reported incidents of bullying will be recorded centrally, together with the action taken and outcome. Where relevant, records will identify whether the behaviour was prejudice-based or discriminatory, related to a protected characteristic, or raised a safeguarding concern.

Incidents will be followed up by appropriate members of staff to ensure that the behaviour has stopped and that pupils continue to feel safe and supported.

The Head of School (Prep), supported by the Head of Pre-Prep and relevant pastoral leaders, will ensure that bullying records are regularly reviewed. This will enable the School to identify repeated concerns, patterns involving individual pupils or groups, particular locations or times, prejudice-based or discriminatory bullying, online behaviour and any other emerging trends.

Significant incidents of bullying and associated sanctions will be recorded and monitored in accordance with the Prep Behaviour Policy. Relevant information will be shared with the Headmaster as appropriate.

9. Monitoring and Review

Independent School Standards – Parts 3 and 8

This policy is reviewed annually and whenever there is a significant change to relevant legislation, statutory guidance or School practice.

The policy is published on the School website and is available in hard copy or an accessible format on request.