



PROSPECT HOUSE
SCHOOL

ANTI-BULLYING POLICY

SEPTEMBER 2025

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Introduction

Prospect House School is committed to providing a caring and safe environment for all pupils and staff so that they can learn and work in a relaxed and secure atmosphere. Bullying of any kind is unacceptable. If bullying does occur, all pupils or staff should be able to tell and know that incidents will be dealt with promptly and effectively. The message is that the school is a 'telling school'. This means anyone in the school community who knows that bullying is happening is expected to report this to the Head or the designated safeguarding staff or to one of the governors. This policy applies to all pupils in the schools, including pupils in the EYFS.

1. This policy has been drawn up to conform with the requirements of the Education (Independent School Standards) Regulations 2014, also known as the independent school standards or ISSR, and in particular paragraph 10 of the Schedule to the ISSR.

2. The policy has regard to:

- (a) The DfE non-statutory guidance - Preventing and Tackling Bullying (2017)

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/623895/Preventing_and_tackling_bullying_advice.pdf

- (b) Cyberbullying advice for headteachers and school staff (2014)

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/374850/Cyberbullying_Advice_for_Headteachers_and_School_Staff_121114.pdf

- (c) DfE Advice for parents and carers on cyberbullying (2017)

<https://www.gov.uk/government/publications/preventing-and-tackling-bullying>

- (d) Preventing and Tackling Bullying (Advice for Head Teachers, Staff and Governing Bodies) (2011)

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/222417/preventing_20and_20tackling_20bullying.pdf

- (e) The DfE non-statutory guidance Behaviour in Schools (2024)

<https://www.gov.uk/government/publications/behaviour-and-discipline-in-schools>

DfE Advice for Schools

Sexual violence and sexual harassment between children in schools and colleges (within KCSIE 2024)

https://assets.publishing.service.gov.uk/media/66d7301b9084b18b95709f75/Keeping_children_safe_in_education_2024.pdf

DfE Statutory Guidance (from September 2021)

Relationships Education, Relationships and Sex Education (RSE) and Health Education

<https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education>



(f) The specific legal requirements in the "Behaviour management" section of Safeguarding and promoting children's welfare, part of the Statutory Framework for the Early Years Foundation Stage (2024)

https://assets.publishing.service.gov.uk/media/670fa42a30536cb92748328f/EYFS_statutory_framework_for_group_and_school_based_providers.pdf

(g) Keeping Children Safe in Education (DfE, September 2025)

<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

3. This policy should be read in conjunction with the school's Ethos & Aims Policy, the Behaviour and Discipline Policy, the Safeguarding Policy, the Digital Policy, the Equal Opportunities Policy, the Whistleblowing Policy, PSHCE Schemes of Work and the Pastoral Policies for the school.

Aims

4. The aims of the school's anti-bullying policy are to ensure that
- (a) all members of the school community will feel secure, respected and valued
 - (b) no form of harassment or bullying is tolerated - this includes bullying through any form of technology
 - (c) all reported incidents are listened to seriously (See Appendix A: Advice to all adults in school)
 - (d) pupils are not labelled as bullies or victims until there is clear evidence that these terms can be supported
 - (e) all bullying or harassment incidents are dealt with sensitively and firmly. It is accepted that there may be times when an accusation is false or erroneous, but that due to the potential long term effects, all accusations will be taken seriously
 - (f) to help all members of the school's community to understand both the benefits and the risks of technology, and to equip children with the knowledge and skills to be able to use technology safely and responsibly.

Objectives

5. The objectives of the school's anti-bullying policy are to ensure that the school will
- (a) have clear expectations for the behaviour of all pupils and staff
 - (b) have clear procedures so that it is easy to report bullying, including cyber-bullying and bullying outside school
 - (c) provide a secure environment in which incidents can be reported and issues can be resolved
 - (d) imbue all members of the school community with a shared understanding of what constitutes bullying and cyberbullying
 - (e) communicate effectively to all members of the school community the school's policy and procedures
 - (f) ensure the school curriculum includes 'Relationships Education' and teaches about the characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults
 - (g) work with children in a range of ways to equip them with appropriate social and emotional skills

- (h) work with children in a range of ways to equip them with the social and emotional skills in order to reduce bullying and to be able to counter and deal with bullying and cyberbullying
- (i) train all staff, including non-teaching staff, to recognise types of bullying and respond appropriately
- (j) require all staff to respond calmly and consistently to any bullying incidents
- (k) protect and support any child who has been bullied or accused of bullying
- (l) help children who have bullied to recognise the effect of their behaviour and to take responsibility for it
- (m) apply appropriate sanctions and support children to change their behaviour
- (n) show respect for all cultural groups within the school community
- (o) inform and involve parents
- (p) involve outside agencies where necessary
- (q) keep detailed records of all incidents, including action taken, on CPOMS. This will assist in the early identification of any patterns of behaviour and will allow the school to evaluate its practices. It will also provide clear documentation if any incidents recur.
- (r) monitor incidents to ensure that bullying has not resumed.

What is bullying?

6. Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms (for instance, cyber-bullying via text messages, social media or gaming, which can include the use of images and video) and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, special educational needs or disabilities, or because a child is adopted, in care or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences.
7. Bullying can involve manipulating a third party to tease or torment someone. It can involve complicity that falls short of direct participation. Bullying is often hidden and subtle. It can also be overt and intimidatory. Bullying usually involves an imbalance of power between the perpetrator and the victim. This could involve perpetrators of bullying having control over the relationship which makes it difficult for those they bully to defend themselves. The imbalance of power can manifest itself in several ways: it may be physical, psychological (knowing what upsets someone), derive from an intellectual imbalance, or by having access to the support of a group, or the capacity to socially isolate. It can result in the intimidation of a person or persons through the threat of violence or by isolating them either physically or online.
8. It is important to note that bullying can also take place wholly online.
9. Bullying can be

(a) Emotional	excluding, tormenting
(b) Physical force	punching, kicking, hitting or any use of violence
(c) Verbal	name-calling, sarcasm, spreading rumours, teasing

(d) Physical	focusing on disability or other physical attributes
(e) Special Needs	focusing on specific learning difficulties or other perceived learning difficulties and/or disabilities
(f) Adopted children or carers	focusing on pupils who are adopted or are carers
(g) Racial/Religious/Cultural	focusing on race, religion or cultural background
(h) Homophobic	focusing on the issue of gender or sexual orientation
(i) Sexual	unwanted physical contact or sexually abusive comments
(j) Cyber	texts, emails, or other communication using technology, including social networking sites
(k) Peer on peer	Peer-on-peer sexual abuse is sexual abuse that happens between children of a similar age or stage of development.

10. Signs and symptoms of bullying may include

- (a) Being frightened of going to and from school
- (b) Change of usual routine
- (c) Being unwilling to go to school (school-phobic)
- (d) Becoming anxious and withdrawn
- (e) Crying themselves to sleep at night/nightmares
- (f) Feeling ill in the mornings
- (g) Beginning to do poorly at school
- (h) Coming home with clothes/books torn
- (i) Having possessions 'go missing'
- (j) Unexplained cuts or bruises
- (k) Asking for money or stealing money
- (l) Becoming withdrawn, lacking in confidence
- (m) Anxiety related to online activity
- (n) Self-harm
- (o) Talking of suicide or running away



- (p) Becoming aggressive and unreasonable
 - (q) Bullying other children or siblings
 - (r) Giving improbable excuses to any of the above.
11. The school recognises the seriousness of bullying in causing physical and/or emotional harm. They recognise it may result in long term psychological damage and even suicide. (Although bullying is not a specific criminal offence, there are laws which apply to harassment, threatening behaviour and online behaviour.)

Cyber bullying

Also see Digital Policy

12. It is important to recognise that cyberbullying can differ from other forms of bullying. Differences may include:
- (a) the scale and scope of cyber bullying can be greater than other forms of bullying
 - (b) targets and perpetrators: the people involved may have a different profile to traditional bullies and their targets
 - (c) location: the anytime and anywhere nature of cyber bullying
 - (d) anonymity: the person being bullied will not always know who is bullying them
 - (e) motivation: some pupils may not be aware that what they are doing is bullying
 - (f) evidence: unlike other forms of bullying, the target of the bullying may have evidence of its occurrence

Dealing with bullying incidents

13. The school strives to make it as easy as possible for children to report they are being bullied. If a child reports that he/she is being bullied:

12.1 *Firstly:*

- (a) Remain calm and listen carefully to what is being said
- (b) Take the report seriously and act as quickly as possible
- (c) Do not jump to conclusions – a number of children saying the same thing may not always be the truth
- (d) Reassure the child that he or she is doing the right thing
- (e) Offer the child practical help, advice and support

12.2 *Secondly:*

- (a) Report the incident to a senior member of the school (the Head, Deputy Head, or Head of Lower School) without delay and no later than the end of the same school day

- (b) Staff use the online recording platform CPOMS. To record behaviour safeguarding incidents, as well as any other relevant information to ensure the well-being of each and every child. Inform the Head (if initial report was to the Deputy Head or Head of Lower School)
- (c) The Head, Deputy Head or Head of Lower School will speak to the alleged perpetrator and any other children as he or she deems appropriate
- (d) The Head, Deputy Head or Head of Lower School will ensure other members of staff are informed as necessary
- (e) The Head, Deputy Head or Head of Lower School will inform the parents of the alleged perpetrator and also the parents of victim(s)
- (f) The Head, Deputy Head or Head of Lower School will determine any disciplinary sanctions deemed necessary. Sanctions will be in line with the Behaviour Policy and in cases of serious or persistent bullying could result in a fixed or permanent exclusion (decided upon by the Head only)

12.3 Next steps:

- Encourage the alleged victim to adopt self-help, i.e., to be assertive in a non-violent way
- Remember to look at the bullying objectively, i.e., the behaviour not the person
- Keep the incident 'open': it is not a secret. The support of other children in the class may be vital to ending the bullying behaviour
- Use circle time, or PSHCE sessions, to discuss bullying and friendship issues.
- Discuss bystanding with the class so all children understand that it is unacceptable to watch bullying taking place and do nothing about it. Children need to understand that not reporting incidents of bullying protects bullies, and gives them the message that they can continue to act in this unacceptable way.
- Be honest with parents of both parties, although do not discuss the behaviour of a child other than with his/her own parent
- Make clear to the bully, or child exhibiting bullying behaviour, that the school disapproves of his or her behaviour and that it is wholly unacceptable
- Encourage the bully, or child exhibiting bullying behaviour, to see the victim's point of view. A behaviour reflection sheet may be used to support this process and be a basis of discussion around the incident (See Behaviour Policy)
- Explore why the bully has behaved this way and offer appropriate support strategies to prevent a repetition of any similar misbehaviour in the future
- Decide on appropriate consequence for the bully, or child exhibiting bullying behaviour, according to his/her age and seriousness of the incident
- Explain the consequence clearly, stating why it has been given
- If the alleged perpetrator does not admit that anything has taken place, then further evidence may be required. This may be a full investigation involving staff and pupil interviews
- Be prepared to consider that a child may be a provocative victim and may also need additional support in this respect

- The steps outlined above may need to be modified according to the needs, age and level of understanding of the child
- If bullying is reported by parents to staff:

Listen to what the parents are saying and record their concerns on a 'Meeting with Parents' form on Faculty
Do not make any judgements or comment on the child(ren) involved
Do not discuss the behaviour of the child(ren) alleged to be bullying with other parents
Inform the parents that this will be brought to the attention of the Head immediately
Inform the Head
Follow procedures in this paragraph 12.3.

(See also APPENDIX A: Advice for adults)

The role of the school in dealing with bullying

14. The school promotes the philosophy that caring for each other is of prime concern. All situations are dealt with promptly and talked through thoroughly. Incidents are discussed with individual children, groups of children or classes of children (usually during circle time) or, if appropriate, at assembly. We seek to gain a clear picture of the situation and explain clearly ideas about unfairness, cruel actions and the consequences of such actions.

The school keeps records of bullying incidents and aims to keep parents informed of any action taken by the school. Bullying behaviour is not tolerated and any child or children involved are monitored carefully. All staff are advised to monitor the children involved and the situation is reviewed in staff meetings, briefings and in 1-1 meetings. The School's actions are recorded against the incident in CPOMS.

The school sets great store by a number of general preventative measures to preclude bullying.

15. The school has a clear ethos of how all members of the school community should be treated. (See Ethos and Aims Policy)
16. The staff provide good role models for the children, discuss bullying in an age-appropriate way and have the following anti-bullying strategies in place:
 - (a) There are clear school rules known to all members of the school community
 - (b) The pastoral care and ethos of the school is designed to raise self-esteem and value the contribution of all children, therefore making bullying less likely
 - (c) The school uses a 'Pastoral Survey' which aims to identify those children who may be having difficulties but who may not yet have voiced such concerns to parents or staff
 - (d) Aspects of the Anti-Bullying Policy are re-introduced to all pupils at the beginning of each academic year. All pupils (including EYFS children) are briefed thoroughly on the school's expected standards of behaviour. They are told what to do if they encounter bullying. A guarantee is given to whistle-blowers who act in good faith that they will not be penalised and will be supported
 - (e) All new members of staff are given guidance on the school's anti-bullying policy and on how to react to allegations of bullying. They are required to read the school's policy as part of their induction
 - (f) Assemblies are held periodically to explain school policy on bullying

- (g) The PSHCE scheme of work is structured to give pupils an awareness of their social and moral responsibilities as they progress through the school. The programme is structured to enforce the message about community involvement and taking care of each other
- (h) Other lessons, particularly RPE, English, drama and computing, highlight the issue of bullying and reinforce this message by developing appropriate social skills and by teaching moral and spiritual values that show bullying to be unacceptable
- (i) All pupils are encouraged to tell a member of staff at once if they know that bullying or any other unacceptable behaviour towards others is taking place
- (j) All reported incidents are recorded and investigated at once. Reported incidents are monitored. Records of any incidents are kept on CPOMS in order that patterns of behaviour can be identified and monitored. (See Appendix C). These records also allow the Head and the Deputy Head to evaluate the effectiveness of the policy and to enable any patterns to be identified
- (k) Class teachers support the Deputy Head and are trained in handling any incidents as an immediate priority, and are alert to possible signs of bullying
- (l) The SLT gives support and guidance to other staff on handling and reporting incidents, and on the follow-up work with both victims and perpetrators
- (m) Time is set aside in staff meetings/briefings to discuss children who may be causing concern which allows more experienced staff the opportunity to offer advice and disseminate good practice
- (n) Staff trained to be alert to inappropriate language or behaviour are always on duty at times when pupils are not in class and patrol the school site, particularly areas where bullying might occur
- (o) Good communication between the staff and parents/guardians is fostered
- (p) Parents are made aware of the school's anti-bullying policy and that they can obtain a full copy of the policy from the school office
- (q) The school reserves the right to investigate incidents involving pupils that take place outside school hours, on school visits and trips and that occur in the vicinity of the school. This includes the inappropriate use of technology
- (r) The school welcomes feedback from parents and guardians on the effectiveness of the preventative measures
- (s) Sessions are held periodically to update staff training. These ensure that the principles of the policy are understood. Where appropriate, outside agencies are invited to train the staff, e.g., in safer use of the internet, or cyberbullying.
- (t) The house system promotes relationships, a sense of community and strengthens ties across year groups

Cyberbullying – preventative measures

17. In addition to the general preventative measures described above, the school operates a number of specific preventative measures to deter cyberbullying. Thus the school
 - (a) expects all pupils to adhere to its charter for the safe use of the internet. Certain sites are blocked and the ICT department monitors pupils' use
 - (b) may impose sanctions for the misuse, or attempted misuse, of the internet

- (c) adheres to the guidelines of the National Association for Able Children in Education (NACE) regarding e-teaching and the internet
- (d) in computing and PSHCE lessons, offers guidance on the safe use of social networking sites and cyberbullying. This covers blocking, removing contacts from "buddy lists" and sharing personal data
- (e) offers guidance on keeping names, addresses, passwords, mobile phone numbers and other personal details safe
- (f) bans the use by children of mobile phones other than by children who travel to and from school unaccompanied, their mobile phones being stored during the day in the school office
- (g) gives children in Year 5 and above who have personal iPads or similar mobile devices guidance on appropriate use both in and out of school
- (h) gives parents of children in Year 5 and above who have personal iPads or similar mobile devices guidance on appropriate use/monitoring both in and out of school
- (i) gives staff guidance about taking and storing photographs of pupils in school
- (j) via the school's filtering system alerts the technical staff if children's emails contain specific vocabulary

Also see the Digital usage policy

EYFS

- 18. Children in the EYFS are encouraged to behave towards each other with kindness and consideration. They are encouraged to look after their own possessions and to respect the possessions of others. They are expected to be honest, helpful and polite, and to work hard and to listen to others. They learn to respect everyone and learn to value differences and diversity.
- 19. The school has designated a specific member of staff to be in day-to-day charge of the management of behaviour: the Head of the Lower School is in day-to-day charge of the management of behaviour in the EYFS and Key Stage 1.
- 20. It is explained to the children why some forms of behaviour are unacceptable and hurtful to others. Sanctions for repeated misbehaviour usually consist of a short period of time away from the class or group; however, the focus is on positive behaviour management through the use of stickers and whole class reward systems. Occasionally, a child may be sent to see the member of staff who has overall responsibility for behaviour in that key stage who will explain the inappropriateness of a particular action. On some occasions, the Head may also speak to the child. Parents are always informed when any sanctions have been used and, in cases of repeated instances of hurtful or inappropriate behaviour, they will be invited into the school to discuss the situation with their child's teacher and to agree a way of modifying the child's behaviour, often as a joint school/home effort.

Also see the Behaviour & Discipline Policy

The role of parents in dealing with bullying

- 21. Parents are asked to support the school in the implementation of the anti-bullying policy. We believe that mutual trust between home and school is essential and it is vital for the children involved to know that the school and parents work together.
- 22. Any parent who suspects or knows that his or her child is a victim of bullying is asked to
 - (a) Report any concerns to their child's teacher as soon as possible
 - (b) Listen carefully to the child, reassure and support him or her

- (c) Advise the child how to cope in a non-violent manner (e.g., walk away, inform a member of staff)
 - (d) Build up the child's self esteem and encourage self-assertiveness
 - (e) Talk to the head for more help or advice if needed
 - (f) If a parent suspects or knows that his or her child is involved in bullying behaviour, the parent is asked to
 - (g) Talk through the situation calmly
 - (h) Support the school in expecting this behaviour to stop (reminding the child if necessary)
 - (i) Accept that this may have happened due to peer group pressure and the child may be bullying to avoid being a victim of bullying by others
 - (j) Acknowledge that this may or may not be an isolated incident
 - (k) Ease the situation by using a sensitive approach
 - (l) Explain to the child why the situation cannot continue and why it is important to his/her family that the bullying cease at once
 - (m) Be prepared to explore why the child may have behaved in this way.
23. If parents witness or become aware of an incident outside school (e.g., at going-home time, outside school, walking home, or through the use of technology), they are asked to report it to a member of staff. Incidents of bullying outside school will be discussed sensitively, and, as with incidents inside school, dealt with in accordance with school policy.

Support for parents

- 24. The school aims to support parents of children who are either bullying or being bullied. We support parents by discussing the problems and offering help and advice as soon as the situation becomes evident.
- 25. Parents are invited to meetings at school so that the situation may be closely monitored. If the child is found to be bullying, then sanctions may be discussed. The reasons why the child may have chosen to bully are also discussed. What kind of support can be given to the child to help bring about a change in behaviour is explored. If the child is being bullied, problems and possible solutions are discussed, including ways to help the child deal with the problem, ways to help build self-esteem and ways to ensure all incidents are reported and explored.

Safeguarding

- 26. A bullying incident will be addressed as a child protection concern when there is reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm. Where this is the case, the school's Designated Safeguarding Lead (DSL) will follow the school's safeguarding procedures and will not investigate further before advice has been sought from children's social care services and/or the police.
- 27. The school also understands that a child exhibiting bullying behaviour may be an indicator that he/she is experiencing abuse and/or being bullied.

Advice

- 28. Staff, parents and children can also receive support and advice from organisations such as:-
 - (a) Childline www.childline.org.uk/

(b) Kidscape <http://www.kidscape.org.uk/>

(c) Childnet <http://www.childnet.com/>

(d) Anti-bullying Alliance <http://www.anti-bullyingalliance.org.uk/>



Appendix A

Advice to all adults in school (referred to in paragraphs 4 & 12)

Principles in dealing with incidents

Availability	Make sure pupils know that you are ready to listen. Be ready to provide immediate support. Remain calm and make it clear that the pupil is believed.
Investigation	All incidents (except those which may require referral to Children's Services and/or the Police) should be investigated as soon as possible. All those involved should be interviewed individually (to avoid intimidation) to produce an accurate report. Interviews should take place with the door open, and where another adult is within close proximity.
Documentation	Every incident should be recorded in a way that reinforces the school's anti-bullying policy. The adult investigating is required to ensure the incident is recorded in writing. This will usually be the Head or Deputy recording the incident in the school behaviour log.
Response	Have a pre-agreed, consistent procedure for responding. The style should be clear and "matter of fact" and should be related to the severity of the incident. Responses should be overtly linked to school policy.
Review	Follow up each incident at a pre-arranged time with all those involved, if necessary individually. Make clear that the school supports each pupil's efforts to change and give praise and encouragement.



APPENDIX

EVALUATION OF ALLEGED BULLYING INCIDENT AND EFFECTIVENESS OF SCHOOL'S RESPONSE *

Name(s) of child/ren:		'victim', or possible victim/s
Name(s) of child/ren:		bully, or possible bully/ies
Date of incident:		
Brief outline of school's response to the incident:		
Was it effective? Have there been any further allegations?		
Were any staff training needs identified?		
Signature of member of staff reporting:		
Date:		
Signature of Head:		
Date:		

* This form, referred to in paragraphs 14 and 17 of the Anti-bullying policy, is confidential to the school and is for internal use only.

