Anti-Bullying Policy

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Bancroft's

Independent Co-educational Day School 7–18

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Anti-Bullying Policy for Bancroft's School

Introduction

Bancroft's prides itself on its ethos of respect and mutual tolerance and is committed to providing a safe and nurturing environment where all pupils, regardless of their gender, ethnicity, sexuality or background, can thrive academically, socially, and emotionally - free from harassment, threat or harm. Bullying, in any form, is contrary to the ethos of our school and will not be tolerated.

The School recognises that bullying can be a safeguarding concern and, in some cases, may constitute child-on-child abuse. Allegations of bullying will therefore always be considered through both a behavioural and a safeguarding lens, with the welfare of all children remaining paramount.

Parents, carers and guardians have an important role in supporting the School in maintaining high standards of behaviour. It is essential that there are consistent expectations of behaviour at school, online and at home, and that the School and parents co-operate closely.

The aim of this policy is to provide all staff, pupils, parents, carers, guardians and governors with a detailed understanding of bullying, what can be done to prevent it, and how the School responds to incidences of bullying when they arise.

The School's aim is to promote respect, kindness and inclusion and to put the child at the front and centre of all that we do.

1. Scope of this policy

This policy applies to all pupils of the School at all times, for example when a pupil is:

- In or at school (to include any period of remote provision);
- Online;
- Representing the School or wearing school uniform;
- Travelling to or from school;
- On school-organised trips;
- Associated with the School at any time; or
- Involved in an incidence of bullying outside school of which the School becomes aware

2. Regulatory framework

This policy has been written with regard to the following guidance and Department of Education (DfE) reference points:

A. Preventing and Tackling Bullying, DfE, July 2017
B. ISI Inspection Framework, July 2023
C. Family Lives: Cyber bullying "Cyberbullying: Advice for Headteachers and School Staff", November 2014
D. Cyberbullying Guidance: Understand, Prevent and Respond - Childnet International, 2016
E. Keeping Children Safe in Education (Statutory Guidance)
F. Behaviour in Schools: Advice for headteachers and school staff. DfE, February 2024
G. The Education (Independent School Standards) Regulations (2014)
H. The Equality Act 2010
I. Working Together to Safeguard Children 2026
J. Searching Screening and Confiscation (DfE)
K. Teaching Online Safety in Schools (DfE, updated guidance)

3. Definition of bullying

There is no legal definition of bullying. However, it is usually defined as behaviour that:

- is repeated;
- is perpetuated by a group or an individual and intended to cause harm, distress or humiliation to an individual or a group;
- can result in physical or emotional harm to individuals or groups;
- Is predicated on a power imbalance. Bullying occurs when one or more individuals exert power over another, be it physically, verbally, socially, or through the medium of technology.

Bullying can be driven by prejudice against specific groups and can involve actions or comments relating to a person's race, religion, sex, gender, sexual orientation, special educational needs and disabilities (SEND), health conditions, or familial circumstances (e.g., being adopted, in care, or having caring responsibilities).

Bullying may constitute child-on-child abuse where behaviour is serious, persistent, targeted, harmful, exploitative, sexually harmful, discriminatory, coercive or abusive. The School recognises that even if there are no reports, it cannot assume such behaviour is not taking place.

Children with SEND or certain health conditions may face additional safeguarding challenges and be more vulnerable to isolation or bullying, including prejudice-based bullying. Bullying may also be motivated by actual or perceived differences between children; for example, bullying can be homophobic if directed at a child who is perceived to be gay, regardless of whether this is true. The School recognises that some children may face additional barriers to reporting incidents due to their vulnerability, disability, sex, ethnicity, and/or sexual orientation.

Bullying can happen anywhere and at any time and can involve anyone - pupils, other young people, staff, governors and parents, carers and guardians.

4. Forms of bullying

These may include:

- **Physical bullying**: Hitting, kicking, pushing, or damaging another person's belongings;
- **Verbal bullying**: Name-calling, teasing, insults, threats, or making hurtful comments about someone's appearance, background, or abilities;
- **Prejudice-based bullying:** Bullying that is motivated by actual or perceived differences between children, such as whether a child is adopted, in care or has caring responsibilities;
- **Social bullying**: Excluding others from groups, spreading rumours, or intentionally isolating individuals from social situations;
- **Sexual bullying:** sexual comments, taunts or threats, inappropriate physical contact which makes the recipient feel uncomfortable or frightened; distribution of sexual material (including pornography) and the sending of photos or videos of a sexual nature;
- **Online bullying:** Using digital technologies to threaten, harass, humiliate, exclude or exploit another person. This includes social media, gaming platforms, livestreaming services, messaging apps, artificial intelligence (AI) generated content, deepfakes, manipulated images, anonymous reporting websites, image-sharing platforms and emerging technologies.

5. Signs of bullying:

Behaviour that may indicate that a pupil is being bullied include:

- A disclosure that they are being bullied;
- Unwillingness to go to school;
- Displays of excessive anxiety, becoming withdrawn or unusually quiet;
- Failure to produce work, producing unusually poor work, or work that appears to have been copied, interfered with, or spoilt by others;
- Books, bags, money, and other belongings suddenly going "missing", or being damaged;
- Change to established habits (e.g. giving up music lessons, change to accent or vocabulary);
- Diminished levels of self-confidence;
- Frequent visits to the Medical Centre with symptoms which may relate to stress or anxiety, such as stomach pains or headaches;
- Unexplained cuts and bruises;
- Frequent absence, erratic attendance, or late arrival to class;
- Choosing the company of adults rather than peers;
- Displaying repressed body language and poor eye contact;
- Difficulty in sleeping or experiencing nightmares; or
- Talking of suicide or running away from home or school.

Although there may be other causes of some of the above symptoms, a repetition or combination of these possible signs of bullying should be investigated by parents, carers, guardians and teachers and reported and recorded, as appropriate, in accordance with this policy.

6. The School's response to bullying

At Bancroft's, we always treat bullying very seriously. It conflicts sharply with the School's values and will not be tolerated. When incidents of bullying do occur, they are dealt with quickly and sensitively. There are, of course, occasions on which young people may fall out with each other, be unkind or have minor disputes with each other. While the School would always discourage such incidents, it is important to recognise that these do not necessarily, in and of themselves, constitute bullying. The School will, however, never dismiss or downplay bullying as "banter", "just having a laugh" or "part of growing up".

All reported incidents of bullying will be dealt with by staff in accordance with this policy. Staff will reassure any victim(s) that they are being taken seriously and that they will be supported and kept safe.

Bancroft's acknowledges that some acts of bullying will constitute a criminal offence and that, in such cases, other services and organisations may be contacted e.g. the police or children's services, through formal reporting structures that are in place for such incidents.

7. How we prevent bullying – Strategies

The School's response to bullying does not start at the point in which a pupil has been bullied. As part of our ongoing commitment to the safety and welfare of our pupils we have developed the following strategies to promote positive behaviour and discourage bullying behaviour.

- We actively promote positive relationships and prosocial behaviour throughout the school community. We believe that fostering an environment based on the School's values (Kindness, Courage, Integrity, Curiosity, Balance, Excellence) is the first step to preventing bullying.
- The School promotes an ethos of good behaviour where pupils treat each other with respect, inside and outside of school.
- All new pupils are briefed thoroughly on the School's expected standards of behaviour. They are told what to do if they encounter bullying.
- We use Tutor time and appropriate assemblies/chapel to explain the School's policy on bullying (including online bullying and prejudice-based and discriminatory bullying).
- Our Learning for Life programme (Senior School) and PSHE programme (Prep School) are structured to give pupils an awareness of their social and moral responsibilities as they progress through the School. The spiral curriculum programmes are structured to enforce messages about community involvement and taking care of each other and focus on the importance of equality, diversity, empathy and conflict resolution
- Pastoral staff meet regularly with the Deputy and Assistant Heads (Pastoral) to discuss individual pupils, their friendship patterns, particular incidents, any pupils who seem isolated and any known conflict. Appropriate strategies are put in place on a case-by-case basis and staff informed where appropriate.
- The Deputy and Assistant Heads (Pastoral) meet with Heads of Section to analyse incidents of bullying, patterns and resolutions.
- In the Senior School a poster "At Bancrofts there is always someone to talk to" is displayed in tutor rooms and at various points around the school along with details of "Call it Out", an anonymous QR coded on-line reporting tool through which any pupil can raise concerns about bullying or prejudice-based language or behaviour.
- Other lessons reinforce the message that bullying is unacceptable by developing social skills and by teaching moral and spiritual values and mutual respect.
- Assemblies (whole School, Section and House) also reinforce the anti-bullying message.
- All our pupils are encouraged to tell any member of staff at once if they are being bullied, or if they know or suspect that bullying is taking place. They are reassured that they will be taken seriously and will be supported and kept safe.

Vulnerable Pupils

The School recognises that some children may be more vulnerable to bullying or may face additional barriers to reporting concerns. This includes, but is not limited to:

- pupils with SEND;
- pupils with medical conditions;
- young carers;
- looked after and previously looked after children;
- pupils who are LGBTQ+;
- pupils from minoritised ethnic backgrounds;
- pupils experiencing mental health difficulties;

- pupils who are questioning their gender.

Staff receive training to understand and respond appropriately to these vulnerabilities.

8. Online bullying

The way in which pupils relate to one another online can have a significant impact on the culture at school. Negative interactions online can damage the School's culture and can lead to school feeling like an unsafe place. The School makes it clear to pupils that the same standards of behaviour are expected online as apply offline, and that everyone should be treated with kindness, respect and dignity.

Online (cyberbullying) can be defined as "*the use of information and communication technologies to support deliberate, repeated, and hostile behaviour by an individual or group that is intended to harm others*" (Belsey, http://www.cyberbullying.org/). It is an aggressive, intentional act often carried out repeatedly over time. The School acknowledges that online bullying (cyber bullying) often takes place outside the school day and off the school premises.

The School has a role to play in teaching pupils about the underpinning knowledge and behaviours that can help them to navigate the online world safely and confidently regardless of the device or platform. In taking this forward, the School has regard to the DfE's non-statutory guidance on *Teaching online safety in school* (January 2023).

Staff will be alert to indicators of online abuse that may occur both inside and outside school, recognising that harm may be amplified through the speed, scale and permanence of online communications.

9. Prevention of online bullying

For the prevention of online bullying, the following applies, in addition to the measures described above. The School:

- expects all pupils to adhere to its Pupils' Acceptable Use of IT Policy. Certain sites are blocked by our filtering and monitoring system and our IT Department monitors pupils' use;
- may impose disciplinary sanctions for the misuse, or attempted misuse, of the internet in accordance with the Behaviour Rewards and Sanctions Policy.
- offers guidance on the safe use of social networking sites and online bullying in Learning for Life lessons and pastoral 'Drop down Days', which cover blocking, removing contacts from "friend" or similar lists and sharing personal data;
- ensures that pupils are aware of the various ways in which online bullying can take place, that it can have severe and distressing consequences, and that participation in online bullying will not be tolerated;
- offers guidance on keeping names, addresses, passwords, mobile phone numbers and other personal details private and secure;
- does not allow the use of mobile phones during the school day with the exception of the Sixth Form in their own designated Sixth Form area and in certain lessons such as Art or Drama under the direction of teachers; and
- does not allow the use of cameras or mobile phone cameras in toilets, washing and changing areas.

The School's filtering and monitoring systems are reviewed regularly to ensure they remain effective and proportionate and are capable of identifying safeguarding concerns, including online bullying and emerging online risks.

10. Procedures for dealing with online bullying

The School will follow the procedures set out in this policy and in the Safeguarding Policy where relevant for incidents of online bullying, taking such disciplinary action as is considered reasonable in the circumstances, with a view to regulating pupil conduct and protecting the reputation of the School, and the welfare of its pupils.

Although online bullying is not a specific criminal offence, there are laws which apply to communications of a harassing or threatening nature or the unauthorised publication of private images, upskirting and the creation of Youth Produced Sexual Imagery. Where the School considers that a reported incident of online bullying may amount to a criminal offence, the Police will be informed.

The School's procedure for dealing with incidents involving the sharing of nudes or semi-nudes (YPSI) and deep fake imagery is set out in the School's Safeguarding Policy.

11. Roles and Responsibilities

11.1 Governors

The governing body supports the Head in all attempts to eliminate bullying from Bancroft's
This policy statement makes it very clear that the governing body does not tolerate bullying in or outside the School and that any incidents of bullying that do occur are taken very seriously and dealt with appropriately.
The governing body monitors the incidents of bullying that occur and regularly reviews the effectiveness of the School policy. The governors require that both the Heads (Prep and Senior) keep accurate records of all incidents of bullying and report to the governors on request about the effectiveness of the School's anti-bullying strategies.

11.2 The Head

The Head sets the school climate of mutual support, pro-social behaviour, inclusion and praise for success, so making bullying less likely. When pupils and students feel that they belong to a friendly and welcoming school, bullying is far less likely to be part of their behaviour.
It is the responsibility of the Head to ensure that the School's Anti-Bullying Policy is implemented by all staff (both teaching and non-teaching)

11.3 The School

The School ensures that all students, parents, carers, guardians and staff have access to the School Anti-Bullying Policy and that they are aware of their responsibilities regarding safeguarding.

The School ensures that all staff, in the course of their daily routines and duties, are aware of their role in preventing and reporting bullying and the need for interventions and sanctions where necessary.
Staff are always on duty at times when pupils are not in class and patrol the School site, particularly areas where bullying might occur. They are trained to be alert to inappropriate language or behaviour.

The School ensures that all students are aware of the need to report any instances of bullying and who they can talk to it they experience or witness bullying.

The School ensures a clear induction process around anti-bullying for all students new to the school and identifies vulnerable groups at transition, offering extra support where appropriate.

The School recognises that certain children may be more at risk of bullying than others and may require additional support when dealing with an incident of bullying, for example children with SEND and/or certain health conditions, and LGBTQ+ pupils. The School will ensure that staff

receive appropriate training to be able to understand the specific needs of our pupils, and to enable all staff to provide an inclusive environment for all pupils

The School has the right, and duty, to investigate incidents of bullying involving our pupils which take place outside school hours, on school visits and trips, online, or that otherwise occur outside of school. The School has the right to take disciplinary measures in respect of such incidents. Disciplinary measures will be taken in accordance with the School's Behaviour, Rewards and Sanctions Policy and will be applied in a fair, consistent, and reasonable manner, taking into consideration the needs of vulnerable pupils and those with SEND and certain health conditions.

11.4 All Staff

Staff encourage a culture of listening to pupils and communicate a clear and consistent message that standing up to bullying is everybody's business; calling it out does not make them a "snitch" or a "snake"

Staff are encouraged to model positive interaction and effective communication in order to foster healthy relationships and mutual respect.

Staff are alert to signs and indications of potential bullying behaviour at all times. They are aware of and follow the procedure for reporting suspected bullying behaviour.

Staff listen to all disclosures of bullying, taking them seriously and acting to support and protect the target of the bullying.

All incidents, disclosures, investigations, actions taken, outcomes and follow-up measures will be recorded on CPOMS. Records will distinguish between friendship conflict, peer-on-peer incidents, discriminatory incidents and bullying, enabling accurate monitoring and safeguarding oversight.

Staff must follow up on any concerns raised by parents which pertain to bullying and must provide an appropriate and timely response

11.5 Safeguarding and Pastoral Staff

We have a strong pastoral team of Tutors, House staff, Heads of Sections and Heads of Year who support the Deputy Head and Assistant Heads (Pastoral) and are alert to possible signs of bullying, trained in handling any bullying incidents as a priority, and will know that the School's Safeguarding Policy may apply to certain bullying incidents.

The Deputy Head and Assistant Head (Pastoral), the House staff, Heads of Section and Heads of Year give support and guidance to other staff on handling and reporting incidents, and on the follow-up work with pupils who have experienced and perpetrated bullying behaviour.

Pastoral staff ensure that all concerns and disclosures are reported on CPOMS and fully investigate concerns and disclosures and accounts from all those concerned.

Pastoral staff ensure that interventions are delivered in a timely and consistent manner

Pastoral staff make referrals to the School's counselling team and external agencies.

Our trained school counsellors are an important part of our pastoral support service, providing specialist skills of assessment and counselling. The counsellors are available to give confidential advice and counselling support to pupils who can self-refer when they have social, emotional, or behavioural concerns. Pupils can also be referred by a member of the pastoral team following a particular incident or a parental request for extra support.

11.6 Pupils

Pupils are educated as to the nature of bullying and know that they must not get involved in any kind of bullying behaviour.

Pupils know that they must act to support or protect any pupil who is the target of bullying behaviour if it is safe to do so.

Pupils know that they should talk to a member of staff, Tutor, House staff, Head of Year, Head of Section, a House Prefect or any other trusted adult about any instances of bullying.

Pupils know that they should support other students to voice their concerns to dispel a culture of secrecy and can use 'Call it Out', an anonymous QR coded Form to report bullying.

11.7 Parents, Carers and Guardians

Parents, carers and guardians can access this policy on the School's website and it is available on request from the Head's Office in hard copy so that they are clear on the School's approach to bullying and what to do if their child experiences bullying.

We encourage close contact between the House Staff and parents, carers and guardians, and will always make contact if we are worried about a pupil's well-being;

Parents, carers and guardians 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 form Tutor or House staff immediately. All concerns will be taken seriously.

Parents, carers and guardians have a responsibility to support the School's Anti-Bullying Policy and actively to encourage their child to be a positive member of the School

Parents, carers and guardians play a powerful role in helping to prevent bullying, resolve issues and develop positive solutions.

To this end they can:

- Be alert to any signs that might be indicative of bullying e.g. changes in behaviour, their child frightened or reluctant to attend school.
- Attend any meetings arranged regarding instances of bullying
- Advise their child to report instances of bullying to their Tutor or House staff
- Advise their child not to use violence in response to bullying
- Support their child by listening to them and showing empathy for what they are experiencing
- Keep a written record of any reported instances of bullying and inform the School
- Support the School to ascertain the truth and prevent any future occurrences of bullying should their child be involved in bullying behaviour.

Above all, parents, carers and guardians should not take matters into their own hands, avoiding direct contact with other parents, carers and guardians.
We welcome feedback from parents, carers and guardians on the effectiveness of our preventative measures and all other aspects and implementation of this policy.

12. Reporting and Addressing Bullying

The School ensures that all instances of, or concerns about bullying and online bullying, both on and away from school premises are easy to report and that they are recorded properly. Records of instances of bullying and allegations of bullying will be kept on the School's system of record, CPOMS, to monitor actions, enable the School to identify patterns of behaviour and to evaluate the effectiveness of this policy.

The School recognises that pupils are likely to report bullying to someone they trust and that this could be any member of staff. The School also recognises that children may not find it easy to tell staff about bullying verbally and that instead they may show signs or act in ways they hope adults will notice and react to. It is also recognised that an incident may come to a member of staff's attention through the report of a friend, or by overhearing conversations. All staff will be trained in handling an allegation and will be aware that they must listen to the pupil, not ask leading questions, and make a written record of the allegation to the best of their ability.

The School also recognises that a first disclosure to a trusted adult may only be the first incident reported. It is not necessarily representative of a singular incident. Staff will take all reports seriously regardless of how long it has taken for the child to come forward. Staff will act quickly and will support the victim(s) when they raise a concern.

If an incident of bullying is reported, the following procedure will be adopted:

1. The member of staff to whom the incident is reported, or who first discovers the situation, will reassure and support the pupil involved, without promising absolute confidentiality;

2. The member of staff will inform an appropriate member of the School's pastoral team about the bullying allegation as soon as possible;

3. Where an issue of pupil behaviour or bullying gives 'reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm', staff should follow the procedures set out in the School's Safeguarding Policy rather than the procedure set out below;

4. Staff should also consider whether Family Help, safeguarding intervention, early support or referral to external agencies may be appropriate where bullying occurs alongside wider welfare concerns.

5. The victim(s) and the alleged perpetrator(s) will each be interviewed individually by the appropriate member of the pastoral team or the appropriate Head of Section or Head of Year on their own (or, if appropriate, with a suitable person present for support) and asked to write their account of events. The investigation will respect the privacy and dignity of all involved.

6. Where the interviewing member of staff considers that the reported bullying behaviour may be criminal or considers that there may be a risk of harm to someone, this will be discussed with the Head, and the matter will be reported to the Police without delay, if considered necessary. The School will then follow the procedures set out in the Safeguarding Policy as well as any guidance from the Police;

7. The incident/s should be recorded on CPOMS which will alert the Deputy Head and Assistant Head (Pastoral), relevant House staff and Head of Section. If it is not practicable to use CPOMS, the incident must still be written down, signed and dated and held securely by the Pastoral Deputy Head;

8. The Pastoral Deputy Head or Assistant Head may liaise with the relevant tutors and House staff of both the alleged perpetrator(s) and the victim(s) as soon as possible. In serious incidents, the Head should be informed;

9. The victim(s) will be interviewed again at a later stage by a member of the pastoral team, separately from the alleged perpetrator(s). They will be offered support to develop a strategy to help. It will be made clear to them why revenge or retaliation is inappropriate;

10. The perpetrator(s) will be interviewed again at a later stage by a member of the pastoral team, separately from the victim(s), and it will be made clear why their behaviour was inappropriate and caused distress. They will be offered guidance on modifying their behaviour. The School's Behaviour, Rewards and Sanctions policy may also be invoked. Sanctions under the Behaviour,

Rewards and Sanctions policy might include, for example, detention and withdrawal of privileges. The School may exclude a pupil, either temporarily or permanently, in cases of serious or persistent bullying, or if the support put in place for the perpetrator(s) does not result in the modification of behaviour to an acceptable level;

11. The parents, carers and guardians of all parties will be informed, both initially and through the process where practicable and appropriate and may be invited into school to discuss the matter, as well as the appropriate sanctions under the Behaviour, Rewards and Sanctions Policy. The School values parents' support in helping all parties move forward positively.

    I. A way forward should be determined, including disciplinary sanctions where appropriate.

    II. The pupil who has been bullied will receive support, which may include counselling, regular check-ins with an appropriate member of the pastoral team, or adjustments to their school environment to ensure they feel safe. Parents of the victim will be notified and involved in the resolution process.

    III. The alleged perpetrator(s) will be given the opportunity to explain their actions and will receive appropriate consequences based on the severity of the bullying. This may involve disciplinary measures, restorative practices and behavioural interventions aimed at correcting the bullying behaviour. Pastoral support will be offered, including counselling if appropriate.

12. Where appropriate, and with the consent of all parties, restorative justice methods may be used to enable the victim and the perpetrator(s) to understand each other's perspectives, with a view to rebuilding relationships and preventing further incidents.

13. The situation will be monitored and reviewed by the appropriate member of the pastoral team.

14. In very serious cases, and only after the Head and DSL have been involved, it may be necessary to make a report to the Police or to Children's Services. However, in many cases it will be possible to resolve such issues internally under this policy and the School's Behaviour, Rewards and Sanctions policy.

13. Sanctions

The following sanctions may be applied if a student is found to be bullying:

1. A formal warning and counselling.
2. Detention or other school-based consequences.
3. Suspension or exclusion from school activities or, in serious cases, from school entirely.

The level of sanction will depend on the severity and frequency of the bullying behaviour and will be determined on a case-by-case basis, in line with the School's behaviour policy.

14. Monitoring and Review

The Head or a designated member of SLT will review all incidents of reported bullying to help identify patterns of behaviour and so that the School can take appropriate steps to address bullying behaviours within the School.

The Deputy Head Pastoral / DSL and Assistant Head Pastoral / DDSL liaise termly with the Assistant Head (Pupil Development) to review bullying data, including protected characteristic incidents, online bullying incidents, safeguarding trends, locations, times, repeat concerns and vulnerable groups, in order to evaluate effectiveness and identify emerging risks.

This policy is reviewed and updated at least annually, by the Senior Leadership Team /Governors.

15. Complaints Procedure

Parents and pupils are encouraged to use our Complaints Procedure, published on our website, if they feel that any concerns about bullying (or anything else) have not been addressed in accordance with this policy.

16. Conclusion

At Bancroft's we believe that all students deserve to learn and grow in a safe and supportive environment. We are committed to tackling bullying in all its forms and to creating an atmosphere where every pupil feels respected, valued, and confident. Together, we can ensure that bullying has no place in our School.

This policy is available on our website and on request from the Head's EA.

Appendix 1 - Prep School Additional information:

The Whole School policy on Anti-Bullying sets out clearly the attitude and approach taken by Bancroft's towards bullying. The children in the Prep School are younger but the policy applies to us too, although the systems and personnel involved in seeking to prevent and deal with bullying may be different to those of our Senior School.

The Prep School aims to model and promote pro-social behaviours not least through our core character values of kindness, integrity and courage. We want our school to be a healthy school and as part of this we talk to all the children about what healthy friendships look like and equally how unhealthy ones may manifest themselves. Through whole school and phase assemblies, our PSHEE programme and the form time that the children spend with their Class Teachers, we seek to address issues around bullying and how we aim to deal with it. Anti-bullying is not just a focus of anti-bullying week but is something we talk about all year round.

We want to provide children with the necessary life skills so that all of them are empowered to solve problems they may have in their daily interactions with others, whilst always making clear that we are there to help them and support them with friendship issues they cannot resolve on their own. As a staff we all want to be trusted adults who the children can turn to.

The Class Teacher is generally the first person to deal with concerns about bullying whether they are raised by the children themselves or by parents. Any issue which may prove to be the starting point for bullying is registered by staff using our Prep CCC (Concerns, Complaints and Compliments) email box. Concerns referred to Prep CCC are reviewed regularly by the Deputy Head, Pastoral, who is also our Designated Safeguarding Lead (DSL), the Deputy DSL and the Head. This system allows us to nip in the bud potential problems, as well as spotting patterns of concern within classes and year groups or with particular children. We have an open door policy at Bancroft's Prep when it comes to parental concerns and we aim to investigate and deal with any that may relate to bullying as a matter of urgency. We are proud of our record of resolving problems but we are never complacent about bullying and the extreme effects it can have upon children.

We want our school to be a place where healthy friendships and interactions are the norm. We also want both staff and children to 'look for loneliness' and to seek to include those children who for whatever reason are on the margins. We believe in the power of saying sorry but we also believe in imposing sanctions where children are involved in bullying. Our Disciplinary Scale, as set out in our Behaviour Policy, indicates what sanctions may be faced by children who bully. That said, we are always determined to help resolve conflict and to rehabilitate those children who have engaged in bullying, as well as supporting and empowering those children who have endured it.