



# SOUTH CAMBERLEY PRIMARY AND NURSERY SCHOOL

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## Anti-Bullying Policy

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<b>Status and Review Cycle</b>	<b>Non-Statutory Bi-Annual</b>

## Anti-Bullying Policy

(to be read in conjunction with the Safeguarding and Behaviour policies)

### Principles

- All Children are safe and feel safe
- Bullying of any kind is not tolerated by the school

### Definition

Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group. It is persistent and repeated. Bullying can take many forms, including:

- Emotional  
*intimidating, excluding, tormenting (e.g. hiding books, threatening gestures)*
- Physical  
*pushing, kicking, hitting, punching or any use of violence*
- Verbal  
*name-calling, sarcasm, spreading rumours, teasing*
- Racist  
*racial taunts, graffiti, gestures*
- Sexual  
*unwanted physical contact or sexually abusive comments*
- Homophobic  
*because of, or focussing on the issue of sexuality*
- Virtual  
*any form of the above that takes place through a digital medium*

Conversely, bullying is **not**:

- Teasing or 'banter' between friends, where there is no repeated intent to cause harm or distress
- Falling out between friends after a quarrel or disagreement
- Behaviour that all parties have enjoyed or agreed to

At our school, we use the word '**STOP**' to help pupils identify bullying: **S**everal, **T**imes, **O**n, **P**urpose.

South Camberley is an inclusive school, committed to welcoming all children from our local community. Excellent behaviour is expected and is a collective responsibility – it helps everyone to learn, keeps everyone safe and improves enjoyment of school. Our Behaviour Policy is established, understood and must be adhered to by the whole school community. There is an ethos and expectation of good behaviour of all children. Children and staff are encouraged and expected to show respect to others and to be treated with respect. Expectations and messages are shared through assemblies, Learning for Life lessons and in the way we manage behaviour in the school.

We do recognise, however, that bullying can still occur. When it does, we:

- Provide a safe environment in which incidents can be reported confidently
- Ensure the pupil who has bullied is helped to feel safe
- Demonstrate to all pupils that bullying is taken seriously
- Ensure that all teachers respond consistently and calmly to incidents of bullying
- Protect and support all parties whilst we resolve issues
- Encourage the perpetrator of the bullying, and those who have colluded, to behave in a more acceptable way, in line with our school expectations
- Monitor interventions and follow up appropriately at an individual, group and whole school level

## **Managing possible incidents of bullying**

When an incident of possibly bullying is reported, we adopt a “No Blame” Approach. We seek to understand the problem and to resolve it in a positive manner, which encourages responsibility as set out below:

### **1. Interview with the Victim**

When the teacher finds out that bullying has happened, the starting point is to talk to the victim about their feelings. They may wish to disclose what has happened, but the only essential information to be collected is who was involved and the emotional impact it has had on the victim.

### **2. Meeting with those involved**

The teacher arranges to meet with the group of pupils who were involved. This may include some bystanders or colluders who joined in but did not initiate any bullying.

### **3. Explain the problem**

The way the victim is feeling is described. This may be through a variety of means, such as a piece of writing or drawing to share the distress. No allocation of blame is placed on the group.

### **4. Share responsibility**

The teacher does not attribute blame but explains that the group are responsible people and can do something about it.

### **5. Ask the group for their ideas**

Each member of the group is encouraged to suggest ways in which the victim could be helped to feel happier. The teacher gives positive responses but does not extract a promise of improved behaviour.

### **6. Responsible problem solving**

The teacher ends the meeting by passing over the responsibility to the group to solve the problem and arranges to meet with them again to see what progress has been made.

### **7. Meet the pupils again**

A short time later the teacher discusses with each student, including the victim, how things are now. This allows the teacher to monitor the bullying and keeps the young people involved in the process.

We do recognise that on some occasions the above method may not solve the problem. In such cases appropriate sanctions from our Behaviour Policy will be fully implemented.

## **Preventing Bullying**

South Camberley is a ‘telling school’. We promote all children to speak up if they witness bullying. We recognise that pro-active strategies to prevent bullying include:

- Providing a happy and caring environment in which to learn, where each member of the school community is personally valued and where pupils are able and encouraged to develop self-respect and self-control
- Pupils have access to their own ‘Child friendly Anti-Bullying’ policy which is explained yearly and displayed on classroom walls.
- Pupils have been taught the analogy ‘STOP, several, times on purpose, to help them identify bullying incidences.
- Pupils have a clear understanding of how to report bullying incidents.
- Anti-bullying ambassadors support our whole school approach by modelling appropriate behaviour and monthly leading part of a whole school assembly.
- Supporting pupils to acquire attitudes and skills relevant to their adult and working life and be able to adapt confidently to a changing society.

- Developing physical and social skills and aesthetic appreciation.
- Encouraging moral values
- Promoting respect for and tolerance of others, regardless of differences of race, gender, culture or religion and upholding fundamental British values.
- Encouraging pupils to work together and participate fully in the life of the school and the community.
- Making pupils aware of the types of bullying which exist through the formal subjects on the curriculum, including: Drama, English, Learning for Life and RE, as well as the occasional presentation as available by outside companies and, in addition, by staff contributions in assemblies which illustrate the types of bullying and some possible outcomes. The Online Safety Policy addresses the area of cyber-bullying.
- Informing parents about the school's procedures for dealing with bullying through the publication of this policy on the school website.
- Promoting key people to talk to via posters and signs around school.

### **Signs of Bullying**

Physical signs can be:

- injuries that the child cannot or will not give a convincing explanation for
- torn or damaged clothing
- general symptoms of ill health
- bedwetting

Emotional signs can be:

- mood swings or an apparent change in personality
- high anxiety or nervousness
- tearfulness
- appearing 'low' or depressed
- lack of confidence
- defensiveness

Behavioural signs can be:

- becoming withdrawn
- lashing out at others
- talking about or actually harming themselves
- problems with eating or sleeping

Other signs can be:

- belongings getting "lost" or damaged
- being afraid to go to school, being mysteriously 'ill' each morning, or skipping school
- not doing as well at school
- asking for, or stealing, money or other items

*N.B. Whilst some or any of these symptoms may be because of bullying, it may be because of something else that is troubling the child. It is important to discuss concerns with a child to find out what the problem is.*

## **Signs that a child may be bullying others**

Physical signs can be:

- using physical strength or presence to intimidate, influence and impress other children
- being openly physical and confrontational with adults and peers

Emotional signs can be:

- refusal or inability to empathise with others
- desire to be in control
- refusal or inability to accept responsibility for actions
- a tendency to relate to others in a negative way

Behavioural signs can be:

- showing an exaggerated high self-opinion
- showing indifference for areas or activities in which they do not excel. This may involve ridiculing other children who have strengths in these areas
- difficulties in forming and/or maintaining friendships with peers

*N.B. Whilst some or any of these symptoms may be because of bullying, it may be because of something else that is troubling the child. It is important to discuss concerns with a child to find out what the problem is.*

## **Dealing with bullying behaviour and those affected**

**Staff will:**

- Be excellent role models in the way they behave and speak to others
- Be alert to distress and possible signs of bullying and follow these up with the child and/or their class teacher and/or the inclusion team
- Listen to children who raise concerns, take these seriously and follow these up by further investigation
- Record and report any signs of bullying or accounts of bullying
- Inform the inclusion team of any bullying or suspected bullying promptly
- Contact parents of all concerned in a bullying situation
- Be kept up to date with policy and procedures for dealing with behaviour and bullying incidents
- Follow the school's behaviour systems
- Ensure suitable sanctions follow from confirmed bullying situations (see Behaviour Policy) which includes exclusion or the police if the actions are illegal
- Support and respond to the needs of both bullied and bullying children
- Seek support from or report cases to relevant outside agencies in serious cases
- Record all cases on CPOMS and alert a senior member of staff.

**Children will:**

- Make the right choices in their behaviour towards their peers
- Tell an adult of any witnessed incident of bullying
- Tell an adult if they have been the victim of bullying behaviour

**Parents will:**

- Tell the school of any concerns regarding bullying of their own or another child in the school as soon as possible
- Report promptly any signs of bullying to the school
- Co-operate with the school in the investigation and resolution of incidents of bullying
- Allow the school to investigate and resolve issues around behaviour or bullying – approaching other people's children directly is not acceptable