



SOUTH CAMBERLEY PRIMARY AND NURSERY SCHOOL

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Preventing Bullying Policy 2025/26

Date of Approval	Date of Review
2025	2026
Status and Review Cycle	Non-Statutory Annual

Purpose

South Camberley is an inclusive school. Our approach to bullying centres on prevention first. There is an ethos and expectation of good behaviour for all children. Children and staff are expected to adhere to our behaviour principles of 'Ready, Respectful and Safe' and children are taught to 'make the right choices' and understand the impact of their behaviour on the wellbeing, learning and safety of others.

Expectations and messages are shared in assemblies, 'Learning for Life' lessons and in the way behaviour incidences are managed throughout the school. Levels of adult supervision, training and an ethos that bullying is not tolerated mean that all staff are aware of different forms of bullying and their responsibilities to act upon it.

Aims

- All children are safe and feel safe
- Bullying of any kind is not tolerated at the school
- Children and staff 'make the right choices'

Definition of Bullying.

Bullying is defined as the repetitive, intentional harming of an individual or group by another person or group where the relationship involves an imbalance of power. Bullying therefore is:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against.

Types of Bullying.

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 focusing on the issue of sexuality
- Virtual
use of email or texts

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

We recognise that children can be bullied for a variety of reasons and we respect all differences including: Age, Disability, Gender, Gender Identity, Marital Status or Civil Partnership, Pregnancy, Race or Nationality, Religion or Belief and Sexual Orientation.

Whole School Approaches

We use a preventative approach to bullying and we use the word '**STOP**' to help pupil's identify bullying:

Several
Times
On
Purpose

We also teach pupils that 'STOP' stands for:

Start
Telling
Other
People.

Children are taught to speak up if they witness bullying. Pro-active strategies that are used 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 Preventing-Bullying' policy which is accessible and referred to by school staff.
- Pupils have a clear understanding of how to report bullying incidents.
- House captains and wellbeing ambassadors support our whole school approach by modelling appropriate behaviour and promoting anti-bullying week and other initiatives through assemblies and theme weeks.
- 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 different types of bullying and making links across the curriculum, including drama, English, PSHE and RE, as well as through presentations as available by outside companies
- The online safety policy, online safety lessons and parent talks addresses the area of cyber-bullying.
- Informing parents about the school's procedures for dealing with bullying through the policy publication on the school website.
- Promoting key people to talk to via posters and signs around school.

Incidences of bullying

When an incident of bullying or perceived bullying is reported, we adopt a "No blame" Approach. Staff listen to children who raise concerns, take these seriously and follow these up by further investigation. 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 a member of staff 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

Staff arrange 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

Staff do 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.

Working with Parents

It is the responsibility of the member of staff to inform parents of procedures that have been followed as soon as possible. The Year leader/inclusion team or a member of the senior leadership team will be made aware of the proposed strategies. If the situation becomes very difficult, mentors will be appointed and where necessary, outside agencies will be consulted for advice and support. All strategies will be carefully monitored and reviewed, and progress reported to the relevant parents.

Dealing with bullying behaviour and those affected

- Class teachers will record all incidents of alleged bullying on CPOMs and alert a member of SLT or a DSL.
- Dependent on the nature, frequency and severity of the bullying, a member of the SLT and/or safeguarding team will decide on a course of action in accordance with the school's Behaviour Policy.
- Restorative conversations or 'Circle Time' may be used as a method of supporting pupils to understand the cause of and solutions to the bullying behaviour. This involves members of staff bringing together a group/groups of pupils involved or affected to discuss how they can help and move forward. This group may include the child who is bullying.
- The subsequent behaviour of the child affected and the child who is bullying will be monitored by class teachers.
- When bullying has been identified, the parents of the child affected and the child who is bullying will be contacted, with the intention of attempting to eliminate the repetition of such incidents.
- Where parents are recognised as allowing or condoning bullying, considerations will be made by the school under its Child Protection procedures.
- A report is made to the Local Governing Body each term stating the number and nature of bullying incidents.

Equal Opportunities

All incidents will be considered individually, and we will consider all aspects prior to making decisions. We do not label children as 'bullies' and we encourage all parents not to.

If it is proven that a pupil has exhibited bullying behaviour, we will work with the child and family to support their behaviour and positive future development.

This policy is to be read in conjunction with:

- Equality Diversity and Inclusion Policy
- Relationships and Behaviour Policy
- KCSIE
- Child Protection and Safeguarding Policy