



ST STEPHEN'S CEVA PRIMARY SCHOOL, BATH

PREVENTION AND MANAGEMENT OF BULLYING POLICY

This policy links with the behaviour statement, home school agreement, child protection, safeguarding, SMSC and health and safety policies

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1. DEFINITION

Using DfE guidance, we define bullying as behaviour that is:

- Repeated
- Intentional and designed to hurt someone either physically or emotionally
- often aimed at certain groups, eg because of race, religion, gender or sexual orientation

It takes many forms and can include:

- physical aggression
- teasing
- making threats
- name calling
- Intentional, constructed social exclusion
- cyberbullying - bullying via mobile phone or online (eg email, social networks and instant messenger)

In defining bullying in our school, it is important to establish a distinction between unkind behaviour and bullying behaviour.

Unkind behaviour:

May be aggressive, threatening and upsetting for the affected child. However, it is usually possible to identify the reason for the behaviour (eg frustration, anger, provocation, perceived provocation or disagreement) and, crucially, it is an isolated or uncommon occurrence. This behaviour is unacceptable and will be responded to in line with our Behaviour Policy.

Bullying behaviour:

When unkind behaviour is aimed at the same child and occurs repeatedly, particularly if there is little evidence of intentional provocation, this is considered to be bullying behaviour and we respond as outlined in section 3 of this policy.

To enable children to recognise the point where unkind behaviour becomes bullying behaviour, we use the acronym STOP, standing for: Several Times On Purpose. It is important children understand this distinction for the following reasons:

- They recognise that whilst an incident of unkind behaviour may be upsetting, it does not mean they are the victim of a bully.
- They know how the school will respond should the behaviour continue.



- They understand the potential impact of their own behaviour choices.

2. PREVENTION

Ethos

Our Core Value of Love is rooted in the Christian Values of compassion, friendship, koinonia and wisdom. We believe that differences are not just to be tolerated, they are to be explored and celebrated as enriching our community. The Golden 3 outlines our expectations for behaviour and in particular 'Be kind and respectful' is explicitly aimed at ensuring our school is a loving community.

Empowerment

We refer to our core value of Courage when we empower our children to stand up against unkind and bullying behaviour. Our school prayer, written by the children, says: "Please give me courage to stand up for what's right".

Annual anti-bullying week reinforces our STOP definition of bullying and helps children to understand the impact their behaviour can have on others.

Collective Worship and events such as Black Achievement Month champion religious and historical figures who have treated others with love, kindness and respect.

3. RESPONSE

This outlines the progression of responses to incidents of unkind and bullying behaviour.

Event	Response
Child A says or does something unkind to child B.	In line with behaviour policy. Also, children are taught to respond assertively with the phrase "Stop it, I don't like it".
Child A repeatedly and intentionally behaves unkindly towards Child B without intentional provocation.	HT or DH speaks with Child A to discuss: <ul style="list-style-type: none">• Impact of behaviour on Child B• Reminder of our 'several times on purpose' definition of bullying• Make aware that knowing the above, a continuation of the behaviour will be considered bullying.



	Parents of both children are contacted.
Child A continues to behave unkindly towards Child B without intentional provocation.	<p>This behaviour pattern is now classified as bullying. HT meets with Child A's parent/ carer to discuss:</p> <ul style="list-style-type: none">• Likely consequences if the bullying behaviour continues• Strategies to stop the behaviour. This may include:<ul style="list-style-type: none">- a support card (see Behaviour Policy)- a Thrive assessment/ action plan- temporary defined 'zones' for playtime to create space between the children- mediated discussions between the children, incorporating restorative justice principles. <p>Child B and his/her parents/carers will be made aware of the key strategies in place as appropriate. Support strategies for Child B will also be put in place.</p>
The bullying behaviour continues.	<p>In this unlikely event, the following actions will be considered:</p> <ul style="list-style-type: none">• Fixed term exclusions, increasing in length according to the nature of the behaviour and the duration of the bullying.• If appropriate and possible, movement of Child A to a different class.• Referral to B&NES Behaviour Panel for increased intervention to support Child A socially and emotionally.• Support strategies for Child B are reviewed and adapted as appropriate.

This policy is to be read alongside Behaviour Policy and Exclusions Policy.