



## Anti-Bullying Policy

Policy owner	Head Teacher	September 2019
Agreed by	College	March 2019
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## **Anti-bullying policy**

St Paul's Steiner School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

We as a school community have a commitment to promote equality. Therefore, we believe this policy is in line with the Equality Act 2010. It is unlawful for a school to discriminate against a pupil or prospective pupil by treating them less favourably because of their:

- sex
- race
- disability
- religion or belief
- sexual orientation
- gender reassignment
- pregnancy or maternity

## **Aims and Objectives**

We are committed to safeguarding by providing a safe environment where the welfare of each individual is the priority of all staff. We strive to create an ethos of good behaviour and healthy relationships, where all members of the community treat one another with respect and understanding. Promotion of healthy relationships is integral to all learning.

It is every child's right that at St Paul's Steiner School they receive an education free from humiliation, harassment, victimisation, discrimination, oppression and abuse – physical, verbal or emotional. Parents and Guardians have an essential role in supporting these standards at St Paul's Steiner school by maintaining St Paul's Steiner School's standards of behaviour. All staff aim to encourage parents to communicate any concerns to ensure a prompt and swift response to act in a pedagogically suitable way.

Bullying of any kind is unacceptable and will not be tolerated. In all incidences a record will be made and where appropriate full disciplinary action will be taken.

This policy applies to all pupils in the School and the Kindergarten. We are committed to providing a happy and safe school environment and promoting positive relationships.

## **What constitutes bullying?**

Bullying is described as the repetitive, intentional, hurting of a person or group by another person or group, where the relationship involves an imbalance of power. It can be by threatening or frighten somebody or physically, verbally or mentally hurting someone. It can be in real life and/or online. A severe single incident can also constitute bullying if it is intentional and there is an imbalance of power.

Staff recognises that the following behaviour can constitute bullying:

- Physical assault – including the threat to use violence of any type.
- Verbal - persistent or malicious name calling, threatening, teasing, swearing.
- Cyber Bullying: any bullying carried out on social media on any other technological application platforms (please look at our E- safety Policy for further information)

- Emotional - forcing someone to do something against their will (this applies to physical and verbal), excluding and spreading malicious rumours.
- Sexual or sexist harassment.
- 'Upskirting' which typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm. It is now a criminal offence.
- Any kind of discrimination, including: racial, religious, cultural or homophobic. Unkind or inappropriate references to a disability, special educational needs and adoption.
- Behaviour that is deliberately unfriendly, and makes other people feel uncomfortable, humiliated or excluded – e.g., spreading rumours, graffiti, tormenting, intimidating facial or body gestures.

It is also important to remember that children's relationships with each other at school can vary tremendously. Children can be the best of friends one day and at loggerheads the next. Parents and staff need to be aware that temporary breakdowns in relationships do not necessarily constitute bullying but should be mediated and supported by staff and parents.

### **Encouragement to talk**

We recognise how difficult it can be for pupils and parents to take action, and how bullying thrives on fear and secrecy. Children are encouraged to report the incident to any adult in the school setting. This can be in writing or drawing.

The key messages for pupils are:

- If you are being bullied, tell someone. Don't suffer in silence.
- Speak to your class teacher, subject teacher, teaching assistant or any adult in the school.
- If you see someone being bullied, tell an adult immediately.
- Don't think that it is okay to be a 'bystander', this can give the impression that you think bullying is acceptable.

### **Procedures for all Staff**

- Staff should be watchful and observe relationships.
- There should be appropriate supervision of pupils during unstructured time.
- Where appropriate, observations should be recorded and brought to the class teacher who can talk to mentor, department and weekly Teachers Meeting for action or further observations.
- Children should always be made aware and regularly reminded that they should always report incidents or situations that make them uneasy to an adult member of staff.
- Staff to record bullying incidents on CPOMS.
- Report any serious incidents to the Safeguarding Lead (DSL) immediately.

## **School procedure for dealing with incidents of bullying**

### **What action should be taken if a pupil has been bullied?**

Stop the incident!

Swift response is essential in order to act pedagogically.

- Confirm that the child is not physically injured. If the child is physically injured, deal with it immediately.
- Show concern and support for the child who has been bullied (in presence of other children involved if appropriate).
- Try to reassure the victim.
- Wait for the situation to calm before trying to find out what happened. Take the time to listen carefully and establish the facts and factors involved. Bystanders may provide important background information.
- Tell both parties that the matter will be dealt with and that other teachers and the parents/guardians of those involved will be informed.
- The Class Teacher should be informed if not present during the incident.
- Incidents should be written as reports and then sent to the school office to be filed.

### **What action should be taken if a pupil is bullying?**

- Make it clear that bullying behaviour is unacceptable to everyone – staff and children.
- Remind pupils that they (bystanders) too must share the responsibility for caring for others; allowing something to happen is participation, even when it is passive.
- Involve all parties – bully, victim and neutrals.
- Impose a sanction.
- State the sanction, which will be imposed if the bullying continues which is likely to be fixed term exclusion.
- Ensure everyone has an understanding of the situation and will take action immediately should there be a reoccurrence of the behaviour.
- Inform the appropriate Teacher, DSL and the Head Teacher.

## **Suggested pedagogical approaches**

### **Kindergarten**

Before an incident:

In the Kindertagens there is a strong focus on Personal, Social and Emotional development. Golden rules are established to teach appropriate ways of relating to each other, eg 'Everyone is welcome/Gentle hands/Kind Words, as it is understood that it is natural for children this age to forget these. Assimilating these rules and learning to control normal, impulsive behaviours such as hitting or throwing are some of the fundamentals of what is learned during the Kindertagen years.

Although Kindergarten age children do not usually act with an intention to harm, teachers are aware that certain dynamics and patterns of behaviour can arise between one child and

another and are alert to the need to work with the children and families to support such occurrences.

After an incident:

- Stop the incident
- Reiterate golden rules
- Bring child out of play and diverted into other teacher led tasks
- Support relationship between children involved by giving tasks for them to solve together
- Record observations
- Bring to EY meeting, SENCo and DSL (through CPOMS) if reoccurring as a pattern
- Meet with both sets of parents
- Bring friendship themes to stories and songs
- Reiterate golden rules

### **Classes I – III**

Before an incident:

Establish and support the class culture of positive relationships, for example through circle times and pedagogical stories.

Ensure that children understand what being a good friend is. Make sure they know what bullying is, as opposed to falling out with a friend. Bullying is when you hurt someone on purpose several times. Make sure they know to tell an adult when that happens. Make sure they understand what they need to do if they see bullying happening, for example clearly express that bullying is not funny. They will be taught about making good choices.

After an incident:

- Ensure the wellbeing of the target of bullying and create an environment which makes it easier for the target to talk. Take time to let the target clam down.
- Listen to all the children involved alone, explain to them in a way they understand what you have seen or heard. Ask them to talk, write or draw a picture of what has happened. Make detailed records of everything discussed and observed. The bystanders are important to form the picture.
- Identify the “bully” or “bullying group” and take action. Part of the action should be to create an understanding of why this constitutes bullying, explore feelings and make amends.
- Inform and invite the parents/guardians as soon as possible. It is important to discuss a way that you can all support the child affected, create a resolution plan. Play dates could be suggested outside of school.
- Reinforce the positive relationships and anti-bullying message in the class and use restorative practices and keep monitoring the situation.

### **Class IV – VIII**

Before an incident:

Children in these classes are now expected to take responsibility for their actions and be accountable for their behaviour and intentions towards themselves and their peers. They are explicitly taught what constitutes healthy relationships. They should know what constitutes bullying (the 4 aspects) with an understanding of how to report incidents and how to behave as a bystander. They know what cyber-bullying is: any form of bullying that is carried out through the use of electronic media devices, such as computers, laptops, smartphones, tablets, or gaming consoles.

Regular circle time will be held in classes IV and V. Middle school assembly (VI-VIII) will discuss what bullying is annually. Focus will be on the rights of each human being. The Assembly will explore the themes and points enclosed in St Paul's Steiner School Anti-Bullying policy and review the charter.

Teachers and staff will challenge all offensive or discriminatory language (e.g. homophobic, sexist and transphobic comments, racist and faith targeted comments and disablist words). See Behaviour policy.

After an incident:

- Ensure the wellbeing of the target of bullying and create an environment which makes it easier for the target to talk. Take time to let the target clam down. Record the conversation.
- Class teacher, or in his/her absence a teacher or DSL will meet with all children involved in the incident. This may be in a group or individually depending on the severity of the situation. Bystanders may be involved in this process.
- Everything will be noted and recorded.
- Parents will be informed and will be asked to support all the children involved.
- Clear sanctions for the bullying will be given.
- Class Teacher will review the situation some weeks after the incident. Close observations will be made and notes taken where appropriate. It is important for all staff to stay vigilant and aware.
- Reinforce the positive relationships and anti-bullying message in the class and use restorative practices and keep monitoring the situation.
- Ensure that the students are aware of the fixed term exclusion, should the bullying be repeated.

## **Sanctions**

In accordance with St Paul's Behaviour Policy, when responding to a particular incident we will consider:

- The age of the individuals involved.
- The nature and severity of the incident.
- Whether there are any behavioural/learning needs, which could affect an individual's behaviour towards others.
- Whether the individuals have been involved in any previous incidents.
- The duty of care to all pupils and staff.
- Which pupils were involved and who were the bystanders.
- The effects on the person(s) being bullied.

- The nature of the relationship between the perpetrator(s) of the bullying and those targeted.
- If there were any triggers to the behaviour.
- The support and disciplinary measures required to resolve the difficulty.

In the first instance, when bullying has been confirmed, the bully is counselled and a sanction is enforced which reflects the seriousness of the particular incident: reprimand, withdrawal of privileges, written apology, detention. In exceptional circumstances, bullying may result in exclusion from school. It will be made clear for all involved that a repeat of the bullying behaviour will result in “fixed term” exclusion. See our Behaviour policy.

Our priority is to restore a sense of safety and wellbeing in the person who has experienced the bullying and to encourage better behaviour from those who have perpetrated it. Some incidents are resolved quickly and with limited intervention, other incidents can be very complex and demand a great deal of skill and expertise. Some incidents of bullying may require support from outside agencies, such as social workers, General Practitioners (GPs) etc.

### **Guidelines for informing parents**

All parents should be consulted if there are any concerns about their children. They may be able to help solve problems or provide information which could prevent serious incidents occurring. The parents of the target and the bully should be informed when an incident has occurred.

We will ensure that all parents/carers know:

- The steps that has and will be taken to resolve the incident.
- The progress towards a satisfactory conclusion

### **Peer on peer abuse**

Our school may be the only stable, secure and safe element in the lives of children at risk of, or who have suffered harm. Nevertheless, whilst at school, their behaviour may be challenging and defiant, or they may instead be withdrawn, or display abusive behaviours towards other children. Our school recognises that some children may abuse their peers and any incidents of peer on peer abuse will be managed in the same way as any other child protection concern and will follow the same procedures.

Peer on peer abuse can manifest itself in many ways. This may include bullying (including cyber bullying), on-line abuse, gender-based abuse, upskiting, ‘sexting’ or sexually harmful behaviour. We do not tolerate any harmful behaviour in school and will take swift action to intervene where this occurs. We use lessons and assemblies to help children understand, in an age-appropriate way, what abuse is and we encourage them to tell a trusted adult if someone is behaving in a way that makes them feel uncomfortable. Our school understands the different gender issues that can be prevalent when dealing with peer on peer abuse.

### **Bullying that occurs outside school**

If it is discovered that the bullying occurs outside school, in addition to discussions with the parents of the children concerned, the school may contact any other agencies as appropriate

(e.g. youth clubs, transport providers, police) to provide information about the School's concerns and any actions being taken:

- When a complaint/concern is received begin log of all interaction.
- Speak to parent/guardian involved and minute all meetings
- Speak to pupil bullied and minute meeting.
- Treat all communication seriously and formally.
- Keep all parties fully informed so that they are clear and secure.

### **Example of restorative process after a bullying incident:**

- If physical violence or severe and persistent verbal abuse is the case the safety and security of the 'bullied' must be established before process enacted.
- Form a 'support' group composed of person 'bullied', 'perpetrators', 'neutrals' and 'friends' of the bullied but only after speaking to 'bullied' pupil.
- If 'bullied' pupil is uncomfortable in support group this group is met independently. Please note that the word bully is a powerful label. Do not use it in meetings but choose other non-judgement words.
- Bullying' in essence centres on the need of the target to belong not being met.
- Focus therefore on the need of the target to belong.
- Teacher outlines needs of pupil to be met.
- Pupil 'bullied' speaks about these needs e.g. rights, fairness, inclusion, respect etc. No names mentioned or accusations levelled. Sometimes this will be done on a one to one basis.
- Other group members asked to contribute to how these needs could be met.
- Teacher could mention certain situations as examples. Honest but objective. We look to new strategies. Follow up support group meetings are advised.
- In most instance pupils' consciousness is raised and they respond positively.
- The meeting itself can establish belonging for everyone.

## Anti-Bullying Charter

- We will not tolerate bullying
- We know what constitutes bullying
- We are a telling school - bullying is too important not to report
- When we report bullying, staff will give us a fair hearing
- Bullying will be dealt with seriously
- We will not put others down
- We will not judge others by appearance
- We accept others regardless of race, religion, culture, disability, sexual orientation, gender reassignment or pregnancy or maternity
- We have the right to travel to and from school without being bullied