

## Prevention of Bullying Policy and Procedure

April 2021

**Reviewed by:** David van Marle, Sarah Fox  
**Reviewed on:** April 2021  
**Next review:** September 2021  
**Related policies:** Behaviour and Discipline Policy, including Exclusion Guidance; Safeguarding and Child Protection Policy; Withdrawal policy; Admissions policy; Parent's Handbook.

### Endorsement

Full endorsement is given to this policy by:

**Name:** Alessandra Tosi

**Position:** Cambridge Steiner School Trustee

**Signed:**



**Date:** April 2021

## Cambridge Steiner School Prevention of Bullying Policy

### Keeping our children happy and safe

***Bullying of any nature is not acceptable at Cambridge Steiner School.***

#### Table of Contents

|  |    |
|--|----|
| Our Approach   | 3  |
| What is bullying?  | 4  |
| Bullying behaviour is normally characterised by:   | 4  |
| Examples of bullying behaviour can include:  | 4  |
| Encouraging a 'reporting' culture  | 5  |
| Allegations of abuse made against other pupils   | 5  |
| Procedures for all Staff   | 6  |
| Procedures   | 8  |
| School procedure for dealing with incidents of bullying Managing and Recording Incidents | 8  |
| If a staff member observes an incident   | 8  |
| When reviewing an incident we will try to establish:                                     | 9  |
| Sanctions  | 9  |
| Involving Parents/Carers   | 9  |
| Consequences   | 10 |
| Staff Awareness  | 10 |

## OUR APPROACH

In choosing Waldorf Education, a parent at Cambridge Steiner School is subscribing to a way of educating children that is markedly different from the prevailing orthodoxy.

Cambridge Steiner School does not tolerate bullying. We intend to:

- Provide a school environment in which children feel safe and able to express themselves without fear or intimidation.
- To maintain a co-operative ethos in which the school, the children, and the parents work together to prevent bullying.
- Help children to gain the personal qualities and self-esteem to minimise the risk of bullying.
- Identify children at risk and respond positively to their needs.
- Identify children at risk and respond firmly to incidents of bullying.
- Encourage a 'reporting' culture, through daily class life

In the course of normal child development we may sometimes observe characteristics which, if not properly addressed, would develop into entrenched negative behaviour. Bullying would be an example of this. We see the curriculum as supporting and enabling the children to progress through their childhood in a balanced way.

Sometimes a teacher may need to give a particular child or situation increased focus. This might include the use of pedagogical stories, talking to the group or child involved, consulting with the whole teaching body in a child study, and meeting with parents.

We aim to maintain open channels of communication with parents who in many cases are also able to pick up subtle signs that bullying is taking place. We therefore value open and clear communication.

We aim to encourage and promote good behaviour. We give positive reinforcement for effort and good behaviour within the classroom.

## WHAT IS BULLYING?

It is an abuse of power. It is a repeated, deliberate act of aggression which causes embarrassment, pain or discomfort to another. It takes many forms and may include physical attacks, verbal insults, extortion and theft, threatening and obscene gestures, spreading malicious rumours and deliberately excluding people from a group or activity.

### Bullying behaviour is normally characterised by:

- Deliberate aggression, where someone wilfully seeks to harm another.
- A perceived imbalance of power where those being harmed feel powerless.
- Aggression that leads to pain and distress.
- Pain that can be physical and/or emotional.
- Action that takes place over a period of time – a single, isolated incident of aggression would not normally be described as bullying.

### Examples of bullying behaviour can include:

- Writing offensive things about someone using graffiti, notes, letters.
- Verbally abusing someone by name calling, making threats, using sarcasm, social media etc.
- Physically hurting someone by pushing, shoving, tripping up etc.
- Damaging personal property by tearing clothes, ripping books etc.
- Excluding someone by making sure they are isolated from their friends and peers.
- Inciting others to bully.
- Using technology such as text messages, email and social media.
- Humiliating someone because they are seen to be 'different' (e.g. they wear different clothes, come from a different culture, have a different value system, follow a different religion etc.)
- Homophobic- bullying someone due to their sexual orientation.
- Transphobic (incidents are those perceived to be insulting to someone's gender identity or to transgendered people)

- Sexual (incidents include intrusive language, damage to sexual reputation, inappropriate touching and other behaviour perceived to involve unwanted sexual attention)

### **ENCOURAGING A 'REPORTING' CULTURE**

We recognise how difficult it can be for pupils and parents to take action on bullying. Also how bullying thrives on fear and secrecy.

The key messages for pupils are:

- If you are being bullied, tell someone. Don't suffer in silence.
- If you see someone being bullied, tell an adult immediately.
- Don't think that it's OK to be a 'by-stander', this can give the impression that you think that bullying is acceptable when it never is.
- Children are encouraged to report the incident to any adult in the school setting. They may write a note.
- Tell their teacher, mention it to a member of staff or have a quiet chat with a Teaching Assistant or any other adult staff member.

### **Allegations of abuse made against other pupils**

We recognise that children are capable of abusing their peers. Abuse will never be tolerated or passed off as "banter", "just having a laugh" or "part of growing up".

We also recognise the gendered nature of peer-on-peer abuse (i.e. that it is more likely that girls will be victims and boys perpetrators). However, all peer-on-peer abuse is unacceptable and will be taken seriously.

Most cases of pupils hurting other pupils will be dealt with under our school's behaviour policy, but this child protection and safeguarding policy will apply to any allegations that raise safeguarding concerns. This might include where the alleged behaviour:

- Is serious, and potentially a criminal offence
- Could put pupils in the school at risk
- Is violent
- Involves pupils being forced to use drugs or alcohol

- Involves sexual exploitation, sexual abuse or sexual harassment, such as indecent exposure, sexual assault, upskirting or sexually inappropriate pictures or videos (including sexting)

If a pupil makes an allegation of abuse against another pupil:

- You must record the allegation and tell the DSL, but do not investigate it
- The DSL will contact the local authority children's social care team and follow its advice, as well as the police if the allegation involves a potential criminal offence
- The DSL will put a risk assessment and support plan into place for all children involved (including the victim(s), the child(ren) against whom the allegation has been made and any others affected) with a named person they can talk to if needed
- The DSL will contact the children and adolescent mental health services (CAMHS), if appropriate

We will minimise the risk of peer-on-peer abuse by:

- Challenging any form of derogatory or sexualised language or behaviour, including requesting or sending sexual images
- Being vigilant to issues that particularly affect different genders – for example, sexualised or aggressive touching or grabbing towards female pupils, and initiation or hazing type violence with respect to boys
- Ensuring our curriculum helps to educate pupils about appropriate behaviour and consent
- Ensuring pupils know they can talk to staff confidentially
- Ensuring staff are trained to understand that a pupil harming a peer could be a sign that the child is being abused themselves, and that this would fall under the scope of this policy

Procedures for all Staff

- Staff should be watchful and observe relationships. Where appropriate, observations should be brought to the weekly meetings.
- If staff have any doubt or concerns then speak immediately to a member of the safeguarding team
- There should be appropriate supervision of pupils during unstructured time.

- 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. This should be reported to the Class Teacher and Safeguarding Team.
- Staff to record any incidents on a bullying report form immediately
- Discuss the matter within the weekly staff meetings
- Report any serious incidents to the Designated Safeguarding Lead immediately.

## PROCEDURES

We will consider each alleged case of bullying individually, noting that the school includes children from early years to adolescence. We remain sensitive to the fact that younger children who are learning to manage their behaviour may misinterpret one off incidents as bullying and are aware that relationships are fluid at this age. Indeed, children can be the best of friends one day and at loggerheads the next. Parents and staff therefore need to be aware that temporary breakdowns in relationships do not necessarily constitute bullying.

### School procedure for dealing with incidents of bullying

#### *Managing and Recording Incidents*

Reports of alleged bullying incidents can come from a number of sources including pupils, parents/carers, staff and members of the community.

All bullying incidents will be recorded on a bullying report form (this can be uploaded to MyConcern). If reported straight onto MyConcern, Designated Safeguarding Lead may ask for further information to ensure all relevant information is recorded.

Staff treat all reports of bullying very seriously. **All bullying reports should be marked as 'urgent' on MyConcern.**

#### *If a staff member observes an incident*

Remember a swift response is essential in order to act effectively and pedagogically.

- Stop the incident
- Confirm that the child is not physically injured. If the child is physically injured, fetch the nearest first aider.

- Show concern and support for the child who has been bullied (in presence of the other children involved if appropriate).
- Wait for the situation to calm before trying to find out what happened and then take 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 of those involved will be informed.
- Talk over the incident, the problems behind it, and possible solutions with all concerned as soon as possible
- Ensure a written account is made and logged on MyConcern/passed to the DSL
- The Class Teacher should be informed.

#### When reviewing an incident we will try to establish:

- Which pupils were involved.
- The nature and the extent of the bullying and where it was taking place.
- The effects on the person(s) being bullied
- The nature of the relationship between the perpetrator(s) of the bullying and those experiencing it.
- If there were any triggers to the behaviour
- The support and disciplinary measures required to try to resolve the difficulty.

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, GPs etc.

#### Sanctions

When responding to a particular incident we will consider (in-line with our Behaviour and Discipline Policy)

- The age of the individuals involved.
- The nature 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

In the first instance, when bullying has been confirmed, the bully is counselled and a sanction may be enforced which reflects the seriousness of the particular incident eg reprimand, withdrawal of privileges, written apology.

In exceptional circumstances, bullying may result in exclusion from school.

### Involving Parents/Carers

We will inform parents/carers of any incidents of bullying we are investigating. After an incident of bullying has been confirmed we will ensure that all parents/carers know:

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

### Consequences

In most cases we will seek to assist children who have not been getting along well together to resolve their differences. How this is managed will depend on the ages of the children and will be different in every case.

The perpetrator of bullying is also a victim of his or her own actions and will be offered support.

However, in more serious cases, where we have been unable to promote positive behaviour changes, we will consider the following sanctions:

- Temporary removal of a child from a group
- Withdrawal of privileges
- Detention
- Withholding treats such as lunchtime activities, participation in trips.
- Temporary exclusion from school
- Permanent exclusion from school
- For rare and serious violent behaviour it might be necessary to involve the police and/or other agencies



Cambridge Steiner School  
Hinton Road  
Fulbourn  
Cambridgeshire  
CB21 5DZ

Telephone: 01223 882727  
school@cambridge-steiner-school.co.uk  
www.cambridge-steiner-school.co.uk

## **STAFF AWARENESS**

We take seriously the need for staff to be actively aware of the vigilance and understanding required to ensure the safety of our children from all aspects of bullying, and of the steps necessary for prevention and resolution.

To this end we take seriously the regular training of staff and their understanding and implementation of our Prevention of Bullying Policy.

***This policy should be read in conjunction with all other safeguarding policies as they all work together to safeguard the child, staff and school. These policies collectively support Keeping Children Safe in Education 2020 and Working Together to Safeguard Children 2018***

**Appendix 1 – Bullying Report Form**

**Location/event:**

**Date of incident:**

**Time of incident:**

| <b>Type of behaviour displayed/experienced:</b> (Please Tick)            |  |  |  |
|--|--|--|--|
| <b>Isolation</b> /being ignored or left out                              |  | <b>Possessions</b> /kit taken or damaged       |  |
| <b>Physical</b> /being hit or hurt                                       |  | <b>Forced into actions</b> against will/hazing |  |
| <b>Verbal</b> (name-calling, taunting, mocking, threatening)             |  | <b>Written</b>                                 |  |
| <b>Cyber</b> (On-line, social media, email, text, posting photos/videos) |  | <b>Spreading rumours</b>                       |  |
| <b>Other</b> (please specify)  |  |  |  |

**Names of individuals involved:**

|   |  | <b>Gender</b> | <b>Age</b> | <b>Role*</b> |
|---|--|---------------|------------|--------------|
| 1 |  |               |            |              |
| 2 |  |               |            |              |
| 3 |  |               |            |              |
| 4 |  |               |            |              |
| 5 |  |               |            |              |
| 6 |  |               |            |              |

\*Role: **V** Victim      **P** Perpetrator   **A** Associate      **B** Bystander

**Where did bullying behaviour occur?**

|                     |  |
|---------------------|--|
| Sports playing area |  |
| Changing rooms      |  |
| Toilet              |  |
| Other (specify)     |  |

| <b>Are there indications that the behaviour was related to any of the following:</b> |  |                    |  |
|--|--|--------------------|--|
| General appearance/body image  |  | Race/ethnic origin |  |
| Disability/SEN   |  | Sexual orientation |  |
| Gender/Sexism/homophobia/transphobia   |  | Home circumstances |  |
| Religion   |  | Sports ability     |  |

**Brief summary of the behaviour:**

**Action taken**

Overall (include details if incident referred on):



Cambridge Steiner School  
Hinton Road  
Fulbourn  
Cambridgeshire  
CB21 5DZ

Telephone: 01223 882727  
school@cambridge-steiner-school.co.uk  
www.cambridge-steiner-school.co.uk

With each individual involved (noted on page 1):

|  |
|--|
|  |
|--|

In "Action Taken", include any sanctions, exclusions, parental involvement, or involvement with external agencies.

|                           |              |
|---------------------------|--------------|
| <b>Form completed by:</b> | <b>Date:</b> |
|---------------------------|--------------|

## Appendix 2 – Checklist for managing a bullying incident

| Checklist for managing a bullying incident  | ✓ |
|---|---|
| 1. Young person tells you he/she is being bullied or incident is observed   |   |
| 2. Report to a responsible member of staff  |   |
| 3. Record incident following guidelines   |   |
| 4. Ensure that an appropriate adult meets with the target of the bullying. Follow interview guidelines and record.  |   |
| 5. Listen to other young people who may have observed the incident. Follow interview guidelines and record.   |   |
| 6. Ensure that appropriate adult meets with the young person alleged to be responsible. Follow interview guidelines and record.   |   |
| 7. If there is evidence or admission of bullying, issue appropriate sanctions following prevention of bullying policy and positive behaviour policy. If you are using a restorative approach provide opportunity for young person to reflect and consider how they might make amends. |   |
| 8. If no bullying has taken place, or there is insufficient evidence, consider what further action is needed to reassure and meet the needs of those concerned  |   |
| 9. Inform the target of outcomes and actions taken. Keep them informed throughout. Provide on-going support   |   |
| 10. Inform the young person responsible of outcomes and actions taken, keep them informed throughout. Provide on-going support  |   |
| 11. Contact the parent/carers of the target of the bullying. Inform them of the incident and offer appropriate support. Keep them informed throughout.  |   |
| 12. Contact the parent/carers of the young person responsible for the bullying. Inform them of the incident and offer appropriate support. Keep them informed throughout.   |   |
| 13. Where a criminal offence has been committed, take appropriate action  |   |
| 14. Consider what additional input is required in terms of: proactive work to address prejudice or promote diversity, work with class or year group, assembly, individual or group work with young people concerned, referral to outside agencies etc.                                |   |
| 15. Monitor the situation and review with all parties to ensure the bullying has stopped.   |   |
| 16. Review how successful your approach has been. What additional preventative measures need to be in place?  |   |