



## Anti-Bullying Policy

**(Last Reviewed January 2022, last Revised January 2022)**

With reference to:

- Welsh Government Circular 23/03: 'Respecting Others: Anti Bullying Guidance'
- Welsh Government 'Respecting others: Cyberbullying/ Guidance document No: 057/2011
- The Equality Act 2010 and Section 28 of the Local Government Act 1988 (repealed in 2003).
- Education and Inspections Act 2006

### Aims and Objectives

In our School each person is entitled to be respected and valued for themselves. Differences of ability, race, ethnic origin, culture, nationality, gender, religion and belief are celebrated. We are committed to providing a safe, caring and inclusive environment that is free from disruption, violence and any form of harassment so that every one of our pupils can develop to their full potential.

We expect our pupils to treat members of staff with courtesy and co-operation so that they can learn in a relaxed, but orderly, atmosphere. All pupils will be helped to care for and support each other. We expect our members of staff to treat the children with courtesy and respect.

Any kind of bullying, harassment, victimisation and discrimination is unacceptable and will not be tolerated. Although the main focus of this policy is on bullying between pupils, our whole school approach acknowledges that bullying can take place between staff and pupils, between members of staff and between parents and staff. The School understands that those engaging in bullying behaviour, as well as the person who has been bullied, often has pastoral needs that should be addressed in order to educate them and ultimately help make the School a safe place . Where necessary, we will apply the sanctions described in our Behaviour Policy for behaviour that constitutes bullying or harassment of any kind.

### Definition of Bullying

Bullying may be defined as the intentional hurting, harming or humiliating of another person. It can take the form of, for example, racial, religious, cultural, sexist, sexual, gender-based, homophobic, transphobic or disability related bullying. It could focus on physical attributes such as hair colour or body shape. It could involve physical (including sexual) intimidation, verbal, cyber and emotional

means (by excluding, tormenting or spreading malicious rumours). It can involve manipulating a third party to tease or torment someone. It can involve complicity that falls short of direct participation. Bullying is often targeted, repetitive, hidden and subtle. It can also be overt and intimidatory.

Bullying can happen anywhere and at any time. It can cause serious and lasting psychological damage and even suicide. Harassment and threatening behaviour are criminal offences. We always treat bullying very seriously. It conflicts sharply with the School's social and moral principles.

Bullying can take many forms, but the three main types are:

- physical – hitting, kicking, taking belongings, sexual harassment or aggression
- verbal – name-calling, insulting, making offensive remarks
- indirect – spreading nasty stories about someone, exclusion from social groups, being made the subject of malicious rumours, sending malicious messages on screen-based devices.

The Welsh Government's definition of bullying set out in 'Respecting Others: Anti –Bullying Guidance' states:

There are many definitions of bullying, but most consider it to be:

- Deliberately hurtful (including aggression)
- Repeated often over a period of time, while recognising that even a one-off incident can leave a learner traumatised and nervous of future recurrence
- Difficult for victims to defend themselves against

The Equality Act 2010 creates anti-discrimination legislation covering nine protected characteristics, which are:

- Age
- Disability
- Gender reassignment
- Marriage and civil partnership
- Pregnancy and maternity
- Race
- Religion or belief
- Sex
- Sexual orientation

## Signs of Bullying

Changes in behaviour that may indicate that a pupil is being bullied include:

- Unwillingness to return to school
- Displays of excessive anxiety, becoming withdrawn or unusually quiet
- Failure to produce work, or producing unusually bad work, or work that appears to have been copied, interfered with or spoilt by others
- Books, bags and other belongings suddenly go missing, or are damaged
- Change to established habits (e.g. giving up music lessons, change to accent or vocabulary)
- Psychological damage and diminished levels of self confidence
- Frequent symptoms such as stomach pains, headaches
- Unexplained cuts and bruises
- Frequent absence, erratic attendance, late arrival to class
- Choosing the company of adults
- Displaying repressed body language and poor eye contact
- Difficulty in sleeping, experiences nightmares
- Talking of suicide or running away

Although there may be other causes for some of the above symptoms, a repetition of, or a combination of these possible signs of bullying should be investigated by parents and teachers.

## Whole School Preventative Measures

We will take the following preventative measures:

- Endeavour to provide a school environment in which children, staff and parents feel safe and able to express themselves without fear or intimidation.
- Ensure staff have a clear understanding of the extent and nature of the bullying that may take place in school, including cyberbullying.
- Consult pupils, parents, and others ((including through parent questionnaires, the Pupils' Council and suggestion box) to identify the extent and nature of bullying in the School and how well the policy is working, to inform the contents of plans and policies.
- Raise awareness of bullying on the grounds of protected characteristics with pupils, parents, staff and trustees and take a pro-active approach to prevention and mitigation.
- Plan age appropriate opportunities in the curriculum to discuss issues related to the protected characteristics and to build pupil's resilience to bullying .

- Enable children to gain the interpersonal skills and confidence needed to minimise the risk of bullying .
- Record, investigate and monitor reported incidents to track incidents and helps us to identify possible patterns.
- The school's curriculum aims to cultivate a cooperative ethos in which the school, pupils and parents work together to prevent bullying. Respecting and seeking to understand differing perspectives is an important and essential part of the Steiner Waldorf curriculum, and is something teachers carry in whatever they are teaching.
- Identify children at risk and respond positively to their needs.
- Raise pupils awareness and encourage reporting of bullying including through the use of School Noticeboards.
- Staff are required to be alert to inappropriate language or behaviour, particularly in areas where bullying might occur.
- Staff provide sound supervision at break and lunchtimes.
- Staff should be watchful and observe relationships. Where appropriate, a written record is made in the form of an incident report or record of concern, with concerns and incidents reviewed regularly by the School Management Team to monitor ongoing patterns and inform relevant staff.

## **Procedures for Dealing with Reported or Witnessed Bullying**

### **1a . If an incident of bullying is witnessed by a staff member**

- It is the staff member's responsibility to immediately stop the incident, and ensure both parties are given time and space, away from each.
- Confirm that no one is physically injured, and if so deal with this immediately.
- Try to reassure the person who has been bullied and show concern and support for the them (in the presence of the bully if appropriate).
- The Class Teacher/Guardian of the pupils should be informed immediately after the incident has occurred.
- Wait for the parties to calm themselves before trying to find out what happened. This should involve the Class Teacher/Guardian of the pupils where possible. Hold brief, non-confrontational, individual 'chats' with each pupil in a quiet room, without interruptions (the bullying pupil first). Talk over the incident, the problems behind it, and possible solutions. Take time to listen carefully and establish the facts and factors involved from both parties. Bystanders may provide important background information. Detailed notes of these conversations must be taken.

- The witnessed incident must be recorded as an incident, including as much factual information as possible including each party's perspective on the events.
- **Then follow the procedures in Section 2 below**

**1b. If an incident/s of bullying is reported by a pupil, or parent of a pupil**

- Pupils and parents can report bullying to any member of staff including the Class Teacher/Guardian and School Administrator. Pupils can also email [help@cardiffsteiner.org.uk](mailto:help@cardiffsteiner.org.uk) to report bullying online or offline. It is accessible only by the School's Safeguarding Wellbeing and ALN Team – and emails to this address can only be seen by them.
- The reported bullying should be written and filed as a concern, including as much factual information as possible including where the bullying took place, when the incident(s) occurred, who were involved and what led to the incident(s). The concern will be given to the relevant Class Teacher/ Guardian as soon as possible.
- The Class Teacher/Guardian will investigate the concern along with a member of the Pastoral Care Team. They will hold brief, non-confrontational, individual 'chats' with each pupil in a quiet room, without interruptions (the bullying pupil first). Talk over the reported concern, the problems behind it, and possible solutions. Take time to listen carefully and establish the facts and factors involved from both parties. Bystanders may provide important background information. Detailed notes of these conversations must be taken.
- Staff must be objective in investigating the concern, withholding judgement until there is evidence or admission of bullying, while understanding that bullying can be difficult to detect, and that a lack of staff awareness does not mean that no bullying is occurring. Bullying actions can range from unintentional misunderstandings and lack of awareness, through to deliberate and malicious acts.
- The relevant Class Teacher/Guardian and Pastoral Care team will determine whether the behaviour falls within the definition of bullying.
- If it is found that there is a case of bullying, the procedures in Section 2 below should be followed.
- Some claims of bullying may turn out to be false or exaggerated. If it is concluded that the reported bullying is both untrue and has been brought with vexatious intent, a separate investigation may be conducted and action may be taken under our Behaviour Policy. All claims of bullying should be treated seriously and not dismissed without further enquiries being made.

**2. Once an investigation has been completed and bullying has been established**

For minor, one-off instances it may be appropriate to give time for the pupil/s away from the group to complete a 'Think Sheet' to think about their behaviour and offer a solution, followed by attendance at the weekly Intervention Lesson, in line with the Behaviour Policy.

For persistent or other instances the following procedures should be followed:

- The Class Teacher/Guardian with the support of the Pastoral Care Team will begin the following process without undue delay:
- Tell both parties that the matter will be dealt with and that other teachers and the parents of those involved may be informed. This should not be issued as a 'threat' but as a source of support.
- The parents/guardians of all parties should be informed by the Class Teacher/Guardian, and invited into school to discuss the matter and to seek their support.
- Where possible, sit both parties down together in order to find a resolution. As part of the resolution, make it very clear that no intimidating behaviour or further bullying will be tolerated by the school. If appropriate, state the sanctions which will be imposed if the bullying continues, in line with the Behaviour Policy. Adopt a problem-solving approach which moves pupils on from justifying themselves. A way forward, should be agreed. This should:
  - o Recognise that suitable support is needed both for pupils who are being bullied and for pupils who bully others
    - o Help the bully to understand why their behaviour was inappropriate and caused distress. They will be offered guidance on transforming their behaviour. Agreement will be got that the bullied pupil is unhappy and that the alleged bully will help to improve the situation - if they cannot suggest ways that they can do this, be prescriptive.
    - o Help the person who has been bullied to understand why revenge is inappropriate. They will be offered support to develop a strategy to help themselves.
- An action plan, monitoring and review strategy will be put in place by the Class Teacher/Guardian and a member of Pastoral Care Team. The ALNCo and Designated Senior Person for Child Protection will be involved where necessary. Strategies may include :
  - o An Individual Behaviour Plan, an Individual Pastoral Support Plan, and/or a Pupil Specific Risk Assessment for one, both/all pupils involved. Individual Behaviour Plans should outline very clearly what is expected of the pupil, in order to transform their behaviour and the support that will be given. This may involve SMART targets (Specific, Measurable, Agreed, Realistic and Time-based) to be followed by the pupil.
  - o Co-operative group work and Circle Time integrated into classroom practice. This may include trust-building exercises, co-operative games, problem-solving, discussion groups, role play and simulations to help pupils explore issues of concern

in a safe space; consider different points of view; be more tolerant of others and more willing to listen; manage conflict within the group; promote an environment where positive relationships are affirmed and developed.

- o Restorative approaches including mediation by adults and/or peers, and group work that includes those involved in the bullying and bystanders to get the bully to identify with the victim, and to help resolve the problem and remind bystanders to share the responsibility for caring for others- allowing something to happen is actually participation, although passive.
- o Peer-support
- o A meeting involving all parties, including parents, with close staff supervision, could be helpful in developing a strategy for all concerned.
- The School Management Team and wider staff team involved in the learning and care of the pupils should be informed of the plan/s. This should ensure everyone has an understanding of the situation and will take action immediately should there be a re-occurrence of the behaviour.
- Review and follow-up should take place as appropriate, with a minimum of a review two weeks after an incident and again the following half-term.
  - In serious and/or persistent cases, particularly those involving sexual harassment or aggression, the Designated Senior Person for Child Protection will be alerted and will take any action required under our Child Protection Policy and Procedures
  - Pupils who persistently bully may need additional help or treatment. This may include working with External Agencies.
- Records will be retained on bullying incidents in line with the School's data retention policies.

## Guidelines for Informing Parents

All parents must be consulted if there are 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 victim and the bully must be informed if:

- A physical injury has occurred
- The incident involved a number of children bullying the same child
- An older child is bullying a much younger one or vice versa
- The victim is distressed and frightened
- The bullying is repeated

Staff who are informing parents of bullying, or receiving a report of bullying from a parent, should:

- recognise that the parent may be angry and upset
- remain calm and understanding
- keep an open-mind and make clear that the School does care and that something will be done
- explain this policy and that procedures that will be followed
- make a clear record of the conversation and of the details about the incident(s) reported as outlined in 'Procedures for Dealing with Reported or Witnessed Bullying' above.
- full allowance should be made for the fact that parents may be distressed, upset, or angry, however it is not acceptable for parents to threaten or intimidate staff

## **Sanctions**

Sanctions will be taken in line with the Schools' Behaviour Policy. Damage, injury or theft and other incidents will often require a serious response. In cases of bullying involving physical assault the following will apply in addition to the above procedures:

- Temporary exclusion will be considered for pupils who have been involved in a physical assault on others in line with the School's Behaviour Policy. An interview with the bully and their parents must be held on re-instatement.
- Parents of both parties must be informed
- The School Management Team must be informed
- In the most serious and persistent cases, particularly where violence is involved, permanent exclusion may be justified after every attempt has been made to determine accurately the causes of unacceptable behaviour and to provide suitable support for both the bully and victim. This may include working with External Agencies.

## **Cyber bullying**

### **Definition**

The web site [www.cyberbullying.org](http://www.cyberbullying.org) defines cyber bullying in the following terms:

"Cyber bullying involves the use of information and communication technologies to support deliberate, repeated, and hostile behaviour by an individual or group that is intended to harm others."

Cyberbullying is a sub-set or 'method' of bullying that can be used to carry out all the different 'types' of bullying. Cyberbullying can be an extension of face-to-face bullying. Cyberbullying can include a wide range of unacceptable behaviours (see below), and like face-to-face bullying, cyberbullying is designed to cause distress and harm. Cyber bullying can involve emails and mobile phones used for SMS messages and as cameras, social networking sites like Facebook and Instagram, group apps such



as WhatsApp, instant messenger and Voice over Internet Protocol, video hosting sites such as YouTube, and gaming sites, consoles and virtual worlds.

Forms that cyber bullying can take:

- **Threats and intimidation**
- **Harassment or stalking** including:
  - repeatedly sending unwanted text or instant messages, or making phone calls (including silent calls)
  - using public forums, such as message boards or chatrooms, to
  - repeatedly harass, or to post derogatory or defamatory statements
  - in order to provoke a response from their target (sometimes
  - referred to as 'flaming')
  - tracking targets by using spyware
  - sending viruses
- **Vilification/defamation** - include posting upsetting or defamatory remarks about an individual online, or name-calling using a mobile device
- **Ostracising/peer rejection/exclusion** - e.g. excluding someone by refusing to return or acknowledge messages, blocking contact by deleting them from their friendship lists, or using 'ignore' functions
- **Identity theft, unauthorised access and impersonation**
- **Publicly posting, sending or forwarding personal or private information or images**
- **Manipulation** - can putting pressure on someone to reveal personal information or to arrange a physical meeting, getting people to act or talk in a provocative way (See Child Protection Policy and Procedures for information on Sexting)

### **How is cyberbullying different to other forms of bullying?**

In cyberbullying the audience for the bullying can be very large and reached rapidly. Not being able to be certain that the event has been contained and will not recur/resurface may make it harder for the person being bullied to gain a sense of 'closure' over an event. Bystanders to cyberbullying can easily become perpetrators by passing on or showing to others an image designed to humiliate for example. Cyberbullying can take place at any time and can intrude into spaces that might previously have been regarded as safe or personal - the person being cyberbullied can be left feeling that there is no place to hide and that they might be attacked at anytime. People who cyberbully may attempt to remain anonymous and this can be extremely disturbing for those that are being bullied. Some cyberbullying is clearly deliberate and aggressive. However, some instances of cyberbullying are known to be unintentional and the result of not thinking or a lack of awareness of the consequences. What may be sent as a joke, may not be received as one, and the distance that technology allows in communication means the sender may not see the impact of the message on the receiver so there is less opportunity

for either party to resolve any misunderstanding or to feel empathy. Online behaviours are generally less inhibited than offline behaviour, and children and young people may say things to others online that they would not have done offline.

## **Preventative Measures**

Cardiff Steiner School:

- Does not permit the use of mobile phones within School hours.
- Does not allow the use of cameras on mobile phones at any time.
- Is vigilant to incidents or the signs of cyber-bullying - these include depression, anxiety, or fear, subtle comments or changes in relationships with friends. Parents can also be alert to children seeming upset after using the internet or their mobile phone and being unwilling to talk or be secretive about their online activities and mobile phone.
- Ensures that the issues are discussed and the school community shares an understanding of what cyberbullying is and what the consequences and sanctions for it are.
- Ensures young people and their parents/carers are made aware of learners' rights and responsibilities in their use of ICT, and what the sanctions are for misuse of it are (see 'Student Acceptable Use Policy Agreement' and 'Information Technology Advice for Parents').
- Involves local partners including the police and WISE KIDS to support the school in tackling cyberbullying.
- Offers guidance on keeping names, addresses, passwords, mobile phone numbers and other personal details safe; setting profiles to 'private' the dangers of maintaining very detailed online profiles, including personal information, photos and accounts of daily routines.
- Understands the ever-changing nature of cyberbullying as technology and culture develops, and updates existing policies and practices appropriately, using partner agencies to keep abreast of changes where needed.
- Understands that education and discussion around responsible use and e-safety is key to helping pupils deal confidently with any problems that may arise, whether in or out of school.
- Provides education around the responsible use of technologies and e-safety. This includes talking to children and young people about what they do with technology and what their concerns and experiences are; providing information on how to use it safely; being able to detect and manage risk online; our values in relation to our interactions online/offline; developing pupils' knowledge, understanding, empathy, kindness, resilience and self-reflection as well as their critical thinking skills, online and offline .
- Provides a dedicated email address [help@cardiffsteiner.org.uk](mailto:help@cardiffsteiner.org.uk) for pupils to report bullying (online or offline) if pupils prefer to report in this way. This email address goes direct to Miranda Knight, the School's pastoral care and safeguarding lead.

## **Responsive Measures**

Cyberbullying is reported and handled through the general procedures and sanctions outlined in this policy and the Student Acceptable Use Policy Agreement'. In addition the School will:

- Encourage the person being bullied to keep examples of messages and let a staff member see them to aid in any investigation.
- Take steps to identify the person responsible for the bullying. Steps can include looking at the school system and computer logs; identifying and interviewing possible witnesses; and, with police involvement, obtaining user information from the service provider.
- Schools have powers 'to such extent as is reasonable' in relation to cyberbullying. The School will use these powers where necessary to confiscate phones when they are being used to cause a disturbance in School or otherwise contravene the school behaviour/anti-bullying policy. Staff may request a pupil to reveal a message or show them other content on their phone for the purpose of establishing if bullying has occurred. A refusal to comply might lead to the imposition of a disciplinary penalty for failure to follow a reasonable instruction. Where the text or image is visible on the phone, staff can act on this. This policy also expressly provides a member of staff to search through the phone in an appropriate case where the pupil is reasonably suspected of involvement.
- Advise pupils and parents on trying to contain the spread of distributed content. It may be appropriate for parents to report incidents of cyberbullying directly to the internet service provider or mobile phone companies, and to contact the police in relation to illegal content.
- Advise those experiencing cyberbullying on steps they can take to avoid recurrence - for example, advise those targeted not to retaliate or reply; provide advice on 'blocking' or removing people from 'buddy lists'; and ask them to think carefully about what private information they may have in the public domain.
- If such bullying has been carried out by one or more pupils on a persistent basis, or there has been a threat of violence, it will be dealt with firmly. The pupils' family might also need to contact the police. Some cyberbullying activities could be criminal offences under a range of different laws.
- Staff dealing with instances of cyberbullying can talk to the Upper School Coordinator and the Designated Senior Person for Child Protection for advice on cyberbullying prevention and responding strategies.

## **Sexual, Gender-Based and Sexual Orientation Bullying**

Sexual, gender-based and sexual orientation bullying is characterised by:

- abusive name calling

- looks and comments about appearance, attractiveness, emerging puberty
- inappropriate and uninvited touching
- sexual innuendoes and propositions
- pornographic material and graffiti with sexual content
- gendered and sexually orientated insults
- in its most extreme form, sexual assault or rape

## **Preventative Measures**

In addition to the preventative measures described in the rest of this policy, Cardiff Steiner School:

- Explores issues of diversity, difference and discrimination through the curriculum (in particular in PSE and RSE).
- Explores sexism, sexual and gender-based bullying, at appropriate points in the curriculum, so that pupils know discrimination is wrong and that the School will act. This exploration will avoid focusing exclusively on one gender or gender category, and include exploring pupils' understanding of their use of language and the impact of this.
- Recognises and challenges sexual and gender-based content within verbal abuse and cyber-bullying

There may be occasions when a pupil's behaviour warrants a response under Child Protection procedures. Staff need to be aware that children and young people may commit sexual offenses, and abuse by children and young people should be taken seriously. There is a separate Peer on Peer Abuse policy for peer safeguarding allegations which should be used in such instances.

## **Kindness Charter**

- We will not tolerate bullying.
- Bullying will be dealt with seriously.
- When we report bullying, staff will give us a fair hearing.
- We have the right not to be bullied.
- We will not put others down.
- We will not judge others by appearance alone.
- We will accept others regardless of race, religion, culture or disability.
- We are a telling school – bullying is too important not to report.

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**Issue date**

This policy was last revised in January 2022.

**Review date**

This policy will be reviewed and revised by College at least every two years.

**Endorsement**

Full endorsement to this policy is given by:

Name: Brigid Bowen

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Position: Chair of Trustees, Cardiff Steiner School

Signed:



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Date: 23 January 2022

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**Related policies**

This policy should be cross-referenced to related School policies including:

- Positive Learning Policy (former Behaviour Policy)
- Equality and Diversity Policy
- Peer on Peer Abuse Policy
- Child Protection Policy and Procedures
- Student Acceptable Use of IT Policy Agreement
- Information Technology Advice for Parents
- Unacceptable Actions by Complainants Policy
- Bullying and Harassment Policy (adults)