

Anti-Bullying Policy

With reference to:

- Rights, respect, equality: Statutory guidance for governing bodies of maintained schools
- 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- The Equality Act 2010 and Section 28 of the Local Government Act 1988 (repealed in 2003).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
- Welsh Government: Keeping learners safe guidance
- United Nations Convention on the Rights of the Child (UNCRC)

1. 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 Positive Learning Policy for behaviour that constitutes bullying or harassment of any kind.

2. 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. Bullying can lead to children and young people becoming lonely and socially isolated. The growing evidence on adverse childhood experiences (ACEs) demonstrates the ways in which childhood experiences can have significant impacts on a person's ability to form and maintain relationships in childhood or adolescence and with long-lasting impacts into adulthood. This is why it is so important to ensure children and young people have positive relationship experiences. 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 behaviour:

- is harmful for all the individuals involved
- becomes the focus of a learner's experience of daily life
- undermines safety, well-being and attainment
- damages school ethos
- is detrimental to the school and the wider community
- affects bystanders and those who know it is prevalent in their school.

The Welsh Government's definition of bullying set out in 'Rights, respect, equality: Statutory guidance for governing bodies of maintained schools' states that Bullying is:

"Behaviour by an individual or group, usually repeated over time, that intentionally hurts others either physically or emotionally.

Bullying is expressed through a range of hurtful behaviours: it can happen face-to-face or in the digital environment. It can be carried out by an individual or group but is generally executed in front of an audience to assert power or popularity. It may involve an element of secrecy so that adults are not aware of it.

Bullying differs from an argument, a fight or friendship fallout in that it:

- is deliberate or intentional
- is generally repeated over time
- involves a perceived imbalance of power between perpetrator and target

- causes feelings of distress, fear, loneliness, humiliation and powerlessness.

It is recognised that a one-off incident can leave a learner traumatised and nervous of reprisals or future recurrence.”

Bullying can take many forms:

- physical – kicking, tripping someone up or shoving them, injuring someone, damaging their belongings or gestures of intimidation
- verbal – taunts and name-calling, insults, threats, humiliation or intimidation
- emotional – behaviour intended to isolate, hurt or humiliate someone
- indirect – sly or underhand actions carried out behind the target’s back or rumour-spreading
- online – using any form of technological means, mobile phones, social networks, gaming, chat rooms, forums or apps to bully via text, messaging, images or video
- relational aggression – bullying that tries to harm the target’s relationships or social status: drawing their friends away, exploiting a person’s special educational needs (SEN) or long-term illness, targeting their family’s social status, isolating or humiliating someone or deliberately getting someone into trouble
- sexual – unwanted touching, threats, suggestions, comments and jokes or innuendo. This can also include sextortion, so called ‘revenge porn’ and any misuse of intimate, explicit images of the learner targeted
- prejudice-related – bullying of a learner or a group of learners because of prejudice. This could be linked to stereotypes or presumptions about identity. Prejudice-related bullying includes the protected characteristics. Prejudice can and does also extend beyond the protected characteristics and can lead to bullying for a variety of other reasons such as social status and background.

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 – (this includes racism primarily to do with culture, customs, religion and heritage)
- Religion or belief
- Sex
- Sexual orientation

What is not bullying?

Some behaviour, though unacceptable, is not considered bullying, and are be dealt with in accordance with the school's Positive Learning Policy to prevent an incident potentially escalating to become bullying.

The following examples are cases which would not normally be considered bullying:

- friendship fallouts - a friendship feud may however deteriorate into bullying behaviour that is enabled by the fact that former friends have an intimate knowledge of the fears and insecurities of one another. Children and young people who are targeted by former friends feel the betrayal deeply and are frequently isolated from their former friendship group
- a one-off fight - is addressed according to the school's behaviour policy unless it is part of a pattern of behaviour that indicates intentional targeting of another individual
- an argument or disagreement - between two children or young people is not generally regarded as bullying. Nevertheless they may require assistance to learn to respect others' views
- a one-off physical assault - is stopped and addressed immediately. Police involvement in cases where physical assault has happened may also be appropriate
- insults and banter - children and young people will often protest that an incident was a joke or banter. If two friends of equal power are in the habit of bantering with one another it is not deemed to be bullying. If one student uses banter to humiliate or threaten another who is powerless to stop it and made fearful by the act, the border between banter and bullying is likely to be crossed.

3. 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.

4. Whole School Preventative Measures

The school take a proactive approach to preventing all bullying and to mitigating its effects when it occurs. This includes teaching children and young people and training staff about respect, positive behaviour, stereotypes and addressing prejudice, building confidence to challenge unacceptable language and addressing it in accordance with the school procedures. It also involves effective supervision between lessons with safe places provided for vulnerable learners during these times.

The School 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 and bullying outside of school, including on journeys to and from school and school activities. The school deals with incidents of bullying outside of school in line with this policy.
- Consult pupils, parents, staff and others 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, and other grounds and forms, with pupils, parents, staff and trustees and take a pro-active approach to prevention and mitigation. This is embedded within the school environment including through the awareness raising work of the school's pupil anti anti-bullying ambassadors; opportunities for awareness raising in regular Circle Times and Guardian lessons; in addition to specific themed activities.
- Raise pupils' awareness and encourage reporting of bullying including through the use of School Noticeboards.
- Train staff in Restorative Circle Practice to build and maintain positive relationships within classes and resolve problems when necessary, and timetable regular Circle Time lessons.
- Restorative actions may includes time for planned social time between groups at break times to support healthy friendship dynamics and the work being undertaken in any specific restorative process.

- Run annual Class Needs Agreement processes to enable pupils to recognise and respect each other's needs.
- Plan age-appropriate opportunities in the curriculum to discuss issues related to the protected characteristics, and other grounds and forms, and to build pupil's resilience to bullying.
- Enable children and young people 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.
- 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.

5. Procedures for Reporting and Dealing with Bullying

5.1 . If an incident of suspected 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 other.
- Deal with any physical injury as necessary.
- Hold separate individual Restorative Conversations with each of the parties involved (once they have had a chance to calm themselves). Take detailed notes of these conversations.
- Ask bystanders for their picture of what happened to add to the notes.
- Complete an Incident Form including as much factual information as possible including each party's perspective on the events. Forward the Incident Form to a member of the Safeguarding, Well-being and ALN Team (SWAT).
- Inform the Class Teacher / Guardian of the incident, giving them a copy of the Incident Form.

- The Class Teacher and a member of SWAT will decide whether the incident should be treated as bullying and may investigate further if necessary.
- Incidents in which pupils have caused harm but are not considered to be part of a bullying situation should be responded to in accordance with our Positive Learning Policy.
- If it is found that there is a case of bullying, the procedures in Section 5.3 below should be followed.

5.2. If an incident/s of suspected 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 to report bullying online or offline. It is accessible only by the School's Safeguarding Wellbeing and ALN Team (SWAT) – 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 and a member of SWAT as soon as possible.
- The Class Teacher/Guardian and a member of SWAT will investigate the concern. They will hold individual Restorative Conversations with each of the pupils involved, taking detailed notes of the conversations.
- 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.
- The members of staff investigating the concern will determine whether the behaviour falls within the definition of bullying.
- Situations in which pupils have caused harm but are not considered to be part of a bullying situation should be responded to in accordance with our Positive Learning Policy.
- If it is found that there is a case of bullying, the procedures in Section 5.3 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 in accordance with our Positive Learning Policy. All claims of bullying should be treated seriously and not dismissed without thorough investigation.

5.3. Once an investigation has been completed and bullying has been established

A formal Restorative Justice Process will be facilitated by one of the school's Restorative Leads (the Facilitator). Its aim is to repair harm, rebuild relationships where possible, and restore a safe and positive learning environment for all pupils. The School Management Team will be informed of the Restorative Justice Process and kept abreast of its progress.

5.3.1 Principles

- All pupils have the right to feel safe, respected, and supported in school.
- Restorative approaches focus on accountability, repairing harm, and meeting the needs of all involved.
- Restorative work may be direct (bringing parties together) or indirect (supporting each individually), depending on circumstances.
- Restorative work is not a substitute for protective or disciplinary measures where these are necessary.

5.3.2 Process

5.3.2.1 Initial Assessment

- Once bullying has been established, a Restorative Lead will assess whether a direct restorative process is appropriate at that time.
- Where a face to face restorative process is not immediately appropriate (for example if the lead feels the imbalance of power, fear, or emotional state of the target makes a joint meeting unsafe) an *indirect* restorative approach will be taken first.

5.3.2.2 First Stage

- The Facilitator will hold separate restorative conversations with each pupil to:
 - Explore what happened and its impact.
 - Support the harmed pupil to feel heard, safe, and empowered.
 - Help the pupil who caused harm to reflect on their behaviour, accept responsibility, and consider how to make amends.

5.3.2.3 Face to Face Meeting

- When the Restorative Lead judges that it is safe and constructive, the parties may be brought together for a formal Restorative Justice Meeting in line with the school's Restorative Questions and Agreement process and principles.

5.3.2.4 Indirect Approach

- Where appropriate, indirect restorative messages (letters, drawings, facilitated communication) may be exchanged between pupils.
- If direct dialogue is not possible, the Restorative Lead or another staff member may speak on behalf of the harmed pupil(s) and create a Formal Restorative Agreement with the pupil who caused harm.
 - This agreement will set clear boundaries for behaviour and expectations for conduct.
 - It will be explained that the school expects the agreement to be followed in order to restore safety and respect in the community.

5.3.3 Review and Follow-up

- Whether direct or indirect, restorative agreements will be written, realistic, and monitored.
- A review meeting will be held within three weeks to assess progress. Further regular review meetings will be scheduled as needed.
- Where harmful behaviour continues, targeted support or disciplinary measures will be implemented in line with the Positive Learning Policy.

5.3.4 When Restorative Approaches Cannot Yet Be Used

If the situation is too unsafe or imbalanced for any restorative approach to begin, safeguarding and protective measures will be prioritised first.

Such safeguarding and protective measures may include:

- Increased staff supervision and monitoring of the pupils involved.
- Adjustments to timetables, seating plans, or break-time arrangements to maintain safety.
- Providing a safe space or named “go-to” adult for the harmed pupil.
- Communication with parents to ensure joined-up support.
- Targeted support for the pupil who caused harm to address behaviour patterns.
- Implementation of a Pupil Specific Risk Assessment or Individual Support Plan, where necessary
- Disciplinary measures in line with the Positive Learning Policy

Restorative work may be revisited at a later stage when conditions allow

5.4. Bullying and Safeguarding

Some cases of bullying might be a safeguarding matter or require involvement of the police. A bullying incident should be addressed as a child protection concern when there is *‘reasonable cause to*

suspect that a child or young person is suffering, or is likely to suffer, significant harm'. Where this is the case, the school will report their concerns to their local authority's social services department.. In serious 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.

The police should be notified as soon as possible if it is suspected that a criminal offence has been committed against a child or young person

Pupils who persistently bully may need additional help or treatment. This may include working with External Agencies.

6. 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 target and the perpetrator 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 target 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

If a student or parent/carer does not feel that the school has taken their bullying concerns seriously seriously, or has not addressed their concern to a satisfactory standard, they can make a formal complaint using the school's Complaints and Concerns Policy and Procedure.

7. Sanctions

Sanctions will be taken in line with the Schools' Positive Learning 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 Positive Learning Policy and Exclusions Policies. An interview with the perpetrator 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 perpetrator and target. This may include working with External Agencies.

8. How incidents of bullying are recorded and monitored

The school records bullying as in section 5.2, using written records of concern (completed by a staff member if reported verbally to them), which is given to a DSP where it is triaged as soon as it arrives to decide whether it needs immediate action and all information is live filed. The record is considered by the SWAT team and actions agreed and closed when completed. It is recorded on MyConcern noting if it involves bullying of protected characteristics.

All live concerns are monitored at SWAT meetings to enable the school to review an incident, check whether there are other reports concerning the pupils involved, and make a decision in the light of what is recorded in a holistic and informed way. It considers this alongside other feedback on bullying, and in this way the school identifies patterns and the extent of bullying to feed into its ongoing work and whole school improvement. This may include modifying bullying policies to respond to specific trends and emerging. Records are retained on bullying incidents in line with the School's data retention policies.

9. Cyber bullying

Definition

The web site 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 be 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 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.

10. 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.

Issue date

This policy was last revised in September 2025.

Review date

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

Endorsement

Full endorsement to this policy is given by:

Name: Kate Attfield

Position: Trustee for Safeguarding, Cardiff Steiner School

Signed:



Date: 27 September 2025

Related policies

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

- Positive Learning Policy (former Behaviour Policy)
- Exclusions policy
- School Trips Student Behaviour Policy
- Attendance Policy
- Equality and Diversity Policy
- Peer on Peer Abuse Policy
- Child Protection Policy and Procedures
- Student Acceptable Use of IT Policy Agreement
- Mobile Phone Policy
- Online safety advice to Parents (webpage)
- Bullying and Harassment Policy (adults)