



ANTI-BULLYING POLICY

Related Documents:

- Behaviour Policy and Discipline Policy
- Keeping Children Safe in Education Policy
- Inclusion Policy

Date: 30th April 2014

Date for Review: April 2015

ANTI BULLYING 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 to travel to and from school without being bullied

We will not put others down

We will not judge others by appearance

We will accept others regardless of race, religion, culture or disability

We are a telling school - bullying is too important not to report

Anti-Bullying Policy

1. Aim

It is a basic entitlement of all children at Canterbury Steiner School that they receive an education free from humiliation, oppression and abuse. The aim of the anti-bullying Policy is to ensure that pupils learn in a supportive, caring and safe environment without fear of being bullied, and that staff are free from fear of bullying by pupils or by parents. Where Bullying is identified Canterbury Steiner School implement a fast response approach.

Throughout this policy the term 'parent' is used to mean a pupil's parent, carer or guardian.

2. Statutory duties of schools

All schools have a legal duty under the School Standards and Framework Act 1998 to draw up procedures to prevent bullying among pupils and to bring these procedures to the attention of staff, parents and pupils. Under the Education Inspections Bill 2006 the duties are extended to include preventing/responding to bullying that happens outside school, where it is reasonable to do so. Schools also have a duty to 'safeguard and promote the welfare of pupils' (Education Act 2002) and to ensure that children and young people are safe from bullying and discrimination (Children Act 2004, Equality Act 2010). Under the Equality Act 2010, the School recognises its equality duties for race, disability, gender, age, gender reassignment, pregnancy and maternity, religion or belief, sex and sexual orientation. These equality duties apply to both staff and pupils.

Government guidance advises that the policy should also address the bullying of staff by pupils ('Safe to learn' DCSF 2007).

3. Scope of this policy and links to other policies

This policy includes:

- Bullying of pupils by pupils within school
- Bullying of pupils outside of school, where the school is aware of it
- Bullying of staff by pupils and parents within or outside school

Allegations about bullying of pupils by staff or where there is 'reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm' (Children Act 1989), will be dealt with under the school's Safeguarding Children Policy.

This policy has links to the following school policies and procedures:

- Admissions Policy
- Discipline Policy
- Safeguarding Children Policy
- Complaints and Mediation Procedure
- E-Safety Policy

4. Definition

Canterbury Steiner School has adopted the following definition of bullying:

“When a person’s or group of people’s behaviour, over a period of time, leaves someone feeling one or more of the following:

- Physically and/or mentally hurt or worried
- Unsafe and/or frightened
- Unable to do well and achieve
- ‘Badly different’, alone, unimportant and/or unvalued
- Unable to see a happy and exciting future for themselves

.....it **could** be bullying.

When a person, or group of people, has been made aware of the effects of their behaviour on another person, and they continue to behave in the same manner, this **is** bullying. “

If someone is made to feel like this, or if they think someone they know feels like this, it should be investigated. This should happen straight away as it can take a long time to build up the courage to tell.

However, lots of things can make people/us feel bad. Sometimes it depends on the situation we are in, and it is not always bullying. It is also important to note that children’s relationships to others in the school can vary tremendously. 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.

To take this into account, the following definition, adapted from one written by the Anti-bullying Alliance, is also useful:

Bullying is any behaviour by an individual or group that:

- **Is meant to hurt** – the person or people doing the bullying know what they are doing and mean to do it;
- **Happens more than once** – there will be a pattern of behaviour, not just a ‘one-off’ incident;
- Involves an **imbalance of power** – the person being bullied will usually find it very hard to defend themselves.

It can be:

- **Physical**, e.g. kicking, hitting, taking and damaging belongings
- **Verbal**, e.g. name calling, taunting, threats, offensive remarks
- **Relational**, e.g. spreading nasty stories, gossiping, excluding from social groups
- **Cyber**, e.g. texts, e-mails, picture/video clip bullying, Instant Messaging (IM). **See part 13 on Cyber-Bullying.**

Where individuals or groups bully different people, this will be seen as a pattern of bullying behaviour and treated as such.

Canterbury Steiner School recognizes that bullying that is motivated by prejudice is a particular concern, for example racist, sexist and homophobic bullying and bullying related to perceptions about disability and/or special educational needs.

We aim to provide all staff with appropriate training in equality and diversity, so that they are equipped to tackle these issues on a wider scale as well as in relation to bullying.

Further details of our commitment to this can be found in the Admission and Inclusion Policies.

5. Identifying and reporting concerns about bullying

All concerns about bullying will be taken seriously and investigated thoroughly. We are aware that pupils who are being bullied may not report it. However, we recognise that there may be changes in them if they are being bullied, including:

- Withdrawn behaviour
- Deterioration in work, including lacking concentration
- Erratic attendance or spurious illness
- Persistently arriving late at school or truanting
- General unhappiness or anxiety
- Clingy behaviour around adults
- Physical symptoms, including headaches, stomach aches, fainting fits, vomiting or hyperventilation.

School teaching and ancillary staff will be alert to the signs of bullying and act promptly and firmly against it in accordance with this policy.

Pupils who are bullying others also need support to help them understand and change their behaviour.

Pupils who are aware of bullying ('bystanders') can be a powerful force in helping to address it and will be encouraged to do so in a safe way.

All pupils will be encouraged to report bullying by:

- Talking to a member of staff of their choice
- Putting a note in an envelope in the letterbox or handing it in at reception
- Contacting local and national support agencies for advice/support (class 5 upwards)

Staff who are being bullied will be encouraged to report it to a colleague of their choice.

Parents will be encouraged to report concerns about bullying and to support the school in tackling it, either directly to the class teacher or by using the Parental Concerns and Complaints procedure.

6. Different Roles in Bullying that have been identified:

From DCSF guidance document (2007) *“Safe to Learn; embedding anti-bullying work in schools”*

The **Ring-Leader**, the person who through their social power can direct bullying activity.

Assistants/associates, who actively join in the bullying (sometimes because they are afraid of the ring leaders).

Reinforcers, who give positive feedback to the bully, perhaps by smiling or laughing.

Outsiders/bystanders, who stay back or stay silent and thereby appear to condone or collude with the bullying behaviour.

Defenders, who try and intervene to stop the bullying or comfort pupils who experience bullying.

It should be noted, however, that the same pupil can adopt different roles at different times, or indeed at the same time (a bullied pupil might be bullying another child at the same time, or a seeming “reinforcer” may become a “defender” when the bully is not around).

7. Responding to reports about bullying

a) If a pupil is bullying another pupil or member of staff:

The school will take the following steps:

- If bullying is suspected or reported, it will be dealt with immediately by the member of staff who has been made aware of it.
- A clear account of the concern will be recorded and given to the relevant teacher and administrator
- All accounts of the incident(s) will be listened to, including those of bystanders. Written records will be kept of all incidents and the response.
- The incident will be discussed, including the problems behind it and possible solutions with the victim and the bully. The victim should not be expected to attend a meeting where they have to face someone who is bullying them unless they are well supported and willing to do so. Both parties should be informed/reassured that the matter will be dealt with and that other teachers and the parents of those involved will be informed.

b) If a parent is bullying a member of staff

If the reported bullying involves a member of staff being bullied by a parent, the following procedure will occur:

- Designated Board member will be informed. If the member of staff belongs to a union, they will also be advised to utilise this route for support.
- The Board member will talk over the situation with all relevant parties; ascertain the problems behind it and discuss possible solutions with both the member of staff, and the parent.
- Until the situation is resolved, the member of staff should only meet with the parent (e.g. to discuss matters concerning the parent's child) with the support and in the presence of another member of staff.
- Written records will be kept of all incidents and responses.
- In certain cases a required withdrawal may be necessary.

8. Action to be taken if bullying is found to have occurred:

1. Teacher and, if required an appropriate colleague, to meet separately with parents of both the child who is being bullied and the bully to discuss the situation and possible solutions and actions that could be taken.
2. A short anti-bullying action plan should be produced in order to:
 - Address any specific issues;
 - Identify actions that are required so that the person being bullied can feel safe at school; this may involve restricting the movements and freedom of the bully if necessary;
 - Provide clarity amongst pupils, parents and staff about actions to be taken/followed;
3. Remind all the pupils in a class that they too must share the responsibility for caring for others; allowing something to happen is actually participation, although passive.
4. Follow up in the coming weeks and months by the teacher and reviewed in the Kindergarten, Lower or Upper School meetings in order to check bullying has not resumed. The teacher involved will make sure that is on the agenda for review.

9. How to support pupils who have bullied:

Pupils who have bullied will be helped if the teacher is able to:

- Discuss with them what happened
- Discover why the pupil became involved /instigated the action
- Establish with the pupil the wrong doing and the need to change
- Inform parents to help change the attitude of the pupil
- Use specialist interventions or referrals to other agencies where appropriate
- Apply sanctions as appropriate

10. Sanctions may include the following:

- Official warning to cease bullying behaviour;
- Reduced freedom (due to lack of trust) – e.g. walking only with the teacher between lessons or out to break time

- Tasks of value to the wider community of school children, such as helping complete a task agreed by the teacher and parents thus providing an opportunity for reparation.
- Detention during morning or lunch-time breaks;
- After school detention (with 24 hours written notice given to parents);
- Exclusion from a school trip or other event, if not an essential part of the curriculum;
- Separation from group – either in the same classroom (i.e. desk away from any other child) or within another supervised room, for a day.
- Suspension for a fixed period.
- Permanent exclusion (particularly in the case of violent bullying)

11. 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.

12. Preventative measures

Where there is evidence of a culture of unkindness and the potential for bullying to develop, staff will work with their classes to raise awareness of the nature of bullying through inclusion in lessons, and informal discussion, as appropriate, in an attempt to eradicate such behaviour.

13. Specific Types of Bullying

Some particular types of bullying have specific characteristics that need to be taken into account when applying the agreed sanctions included in the school's anti-bullying policy.

These include:

- Cyber-bullying
- Bullying of children with SEN
- Homophobic bullying
- Bullying around race, religion and culture

Cyber-Bullying

Cyber bullying is defined as the use of ICT to deliberately hurt or upset someone. Unlike physical forms of bullying, the internet allows bullying to continue past school hours and invades the victim's home life and personal space. It also allows distribution of hurtful comments and material to a wide audience.

Cyber bullying is not uncommon as pupils who would not consider bullying in the physical sense may find it easier to bully through the internet, especially if they can maintain anonymity.

Forms of cyber-bullying:

- rude, abusive or threatening messages via email or text.
- posting insulting, derogatory or defamatory statements on blogs or social networking sites.
- setting up websites that specifically target the victim
- making or sharing derogatory or embarrassing videos of someone via mobile phone or email.

Prevention of cyber-bullying

Some cyber-bullying is deliberate and intentional but, in other cases, a sender might not appreciate the impact that a message might have on a victim or a message that is sent as a joke might cause considerable distress to the receiver.

Raising awareness of and promoting understanding about cyber-bullying is an important part of any preventative work.

Class discussion and raising awareness among staff is planned into activities for the year. It is particularly important that pupils are invited to consider the effects of their actions.

Dealing with incidents of cyber-bullying:

- Any incidents of cyber bullying should be reported to the e-safety contact officer (see E-Safety Policy).
- An incident report form must be completed.
- The incident will be discussed, including the problems behind it and possible solutions with the victim and the bully. The victim should not be expected to attend a meeting where they have to face someone who is bullying them unless they are well supported and willing to do so. Both parties should be informed/reassured that the matter will be dealt with and that other teachers and the parents of those involved will be informed.

To minimise the chances of prolonged cyber-bullying, pupils are encouraged to do the following:

- to only give out mobile phone numbers and email addresses to people they trust
- to only allow close friends whom they trust to have access to their social networking page
- not to respond to offensive messages
- to report the matter to their parents and teacher immediately.
- Evidence of bullying, for example texts, emails or comments on websites should be preserved by the young person as evidence.

All website / service provider and mobile phone companies are aware of the issue of cyber bullying and have their own systems in place to deal with problems, such as tracing and blocking communications. Teachers or parents should contact providers at any time for advice on what action can be taken, especially if the true identity of the bully is unknown.

Bullying of Children with Special Educational Needs

Children with special educational needs (SEN) can have particular difficulties in relation to bullying. For example, that they may find it difficult to recall events, they may not realise what is happening to them, and their behaviour may mean that schools are less likely to believe their accounts. They are also at greater risk of suffering bullying. This risk needs to be addressed with a mixture of preventative and responsive work. There are a number of tools that the school has developed to counter prejudice and foster a positive ethos as detailed below.

- celebrating the anti-bullying work in the school
- adopting a rights-based approach to bullying
- having a robust and consistent whole-school approach to bullying.

Homophobic bullying

Homophobic bullying refers to young people who are, or may be considered to be, lesbian, gay or bisexual, or who have friends and family who are. It can be particularly difficult to deal with as the victim may not wish to tell anyone.

Although homophobic language can be common in schools, our policy is to challenge it, otherwise pupils may think that homophobic bullying is acceptable. Pupils will be made aware that homophobic language will not be tolerated in school and how it will be dealt with if it occurs.

Bullying around race, religion and culture

Bullying around Racism, Religion and Culture (Department for Children, Schools and Families, 2006) offers the following definition of racist bullying: "The term racist bullying refers to a range of hurtful behaviour, both physical and psychological, that makes a person feel unwelcome, marginalised, excluded, powerless or worthless because of their colour, ethnicity, culture, faith community, national origin or national status".

Racist bullying has much in common with other kinds of bullying but is also quite distinctive. Unlike other forms of bullying, which tend to centre on the individual and their personal characteristics, racist bullying targets the individual and their family and culture too. The victim will not only feel the personal hurt of the comments/actions directed at them, but also the implications for those they love. This form of bullying can seem to be sanctioned by a wider group of people, leading the victim to assume that others in the same cultural group as the bully have the same opinion and are also to be distrusted.

The ethos of the school works towards and promotes an atmosphere where the pupils should feel secure in their ability to report incidents and feel confident that reports will be dealt with efficiently and effectively.

Five themes are used in our curriculum to help tackle some of the underlying beliefs that fuel racism:

- shared humanity
- difference and diversity
- fostering mutual interdependence
- identity and belonging
- race, ethnicity and justice.

In dealing with instances of racism, perpetrators should be helped to understand their own behaviour and how they might change it. It should be recognised that for younger pupils in particular, racist actions and language may be part of the home environment.

14. Monitoring, evaluation and review

A member of the teaching staff within the Collegiate will be identified to lead on the implementation of the policy and the school will review the policy annually and assess its implementation and effectiveness.

For Kindergarten children please read the First Steps in conjunction with this policy.



Bullying Incident Form

<p>Pupil Name: Class: Date of Incident: Teacher:</p>
<p>Description of Incident:</p> <p>Other Individuals Involved? :</p>
<p>Action Taken:</p> <p>Conclusion:</p> <p>Signed: Date: Print name:</p>

PLEASE ENSURE A COPY OF THIS FORM IS COPIED TO THE ADMINISTRATOR & COLLEGE CHAIR