

London Steiner School

Anti-Bullying Policy

It is a basic entitlement of all children at LSS 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.

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

Statutory Duties of The School

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).

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

Scope of this Policy

This policy includes:

- Bullying of pupils by pupils within school
- Bullying of and/or by 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 will be dealt with under the school's Safeguarding Policy.

Definition

LSS 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)

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

LSS 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, and that pupils with SEND are at particular risk of bullying. I

Conversations about difference and the concepts of equality and diversity are woven into the curriculum at all levels. Teachers have continual dialogue in teachers meetings and are trained on INSET days.

Further details of our commitment to this can be found in our Equality and Diversity Policy.

Cyber Bullying

LSS recognises the increase in cyber bullying and its effects. Currently children do not use digital technology in school however we are aware that at home, while we strongly discourage use of digital technology below class 7 and ask parents to supervise use in classes 7 and 8, children do have access to mobile phones, tablets and other digital technology. All staff have been trained in on line safety and we are currently developing effective and child appropriate e safety teaching for children encouraging the children to use (if necessary) the **Childline** number in school.

Please also see LSS E-Safety Policy.

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 recognize 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.

Teaching and ancillary staff will be alert to the signs of bullying and act promptly and firmly.

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
- Contacting local and national support agencies for advice/support eg **Childline** (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.

Different roles in bullying :

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).

Responding to reports about bullying

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 class teacher and member of the Safeguarding Team.
- 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.

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

- Designated trustee for staff support will be informed. If the member of staff belongs to a union, they will also be advised to utilize this route for support.
- The trustee 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.

Action to be taken if bullying is found to have occurred

1. The situation to be discussed in the teachers meeting where all teachers teaching all children concerned to be asked for their observations. Actions taken forward to arise from this meeting.
2. The class 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. c
3. 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(s) if necessary. (see sanctions below).
 - Provide clarity amongst pupils, parents and staff about actions to be taken/followed;
4. If appropriate, 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.
 5. Review meeting following Teachers meeting. Possible Child study.
 6. In Kg and in the younger classes, Class Teacher and or Religion Teacher to tell Pedagogical Stories. This is part of LSS therapeutic application to education as given by the Waldorf curriculum. It works deeply into all the children concerned and is part of a longer term strategy to strengthen emotional resilience.
 7. Follow up in the coming weeks and months by the class teacher and/or Safeguarding Lead in order to check bullying has not resumed.

If there are concerns that a pupil is suffering, or is likely to suffer, significant harm as a result of bullying, it will be treated as a child protection concern and we will follow our safeguarding and child protection procedures.

Support for pupils who have bullied:

Often children who have bullied are themselves in need of help. Children who have bullied may be helped if the class 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.

The Faculty of Teachers will support the class teacher and a child study may be held and pedagogical stories (see 6 above) may be told.

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 to lunch breaks at the park or in some instances staying in school to help teachers.

- Tasks of value to the wider community of school children, such as helping to clean the school.
- Separation from group – either in the same classroom (ie desk away from any other child) or within another supervised room, for as long as needed
- Fixed Term Exclusion
- Permanent exclusion (particularly in the case of violent bullying)

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

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 pedagogical stories, assemblies and informal discussion, as appropriate, in an attempt to eradicate such behaviour.

Monitoring, evaluation and review

The Administration manager will ensure that this Policy is reviewed annually in the teachers meeting.

Related policies and procedures:

Equality and diversity policy

Promotion of Good Behaviour Policy

SEND Policy

Exclusion Policy and Procedures

Safeguarding Policy

Complaints Policy and Procedure

E-Safety Policy

Reviewed Feb 2018

Helen Kinsey

