



Nant-y-Cwm School Anti-Bullying Policy

RATIONALE AND MISSION STATEMENT

The overarching curriculum within Steiner Waldorf Education is concerned with the healthy development of the whole child's capacities, including those of thinking, feeling, will and judgement in relation to what is morally true and good. Therefore, the roots of positive social behaviours are cultivated and maintained throughout the school journey, which in itself facilitates an aversion to cruelty towards others. However, Nant-y-Cwm Steiner Waldorf School recognises that Children are statistically at a high risk of facing emotional or physical harm from peer bullying, within any school setting. As a School we are dedicated to safeguarding children, parents and staff, and we are vigilant in minimising the risks of bullying and dealing sensitively, appropriately and promptly with any suspected instances of harassment, anti-social or intimidating behaviour.

Nant-y-Cwm School recognises, respects, and nurtures the uniqueness and potential of all individuals and bullying is entirely contrary to the personal, social and spiritual values and principles we work and live by. All members of the school community have a right to develop and work in a secure, safe and caring environment and equally we all share responsibility to contribute, in whatever way we can, to the protection and maintenance of this environment.

References to relevant literature, guidance and legislation are included at the end of this document.

DEFINITION AND TYPES OF BULLYING

The school agreed upon the following definition of the term bullying:

"Bullying is defined as persistent intentionally or potentially hurtful, negative and/or intimidating behaviour towards another person or persons by an individual or group. This form of behaviour often may be repeated over a period of time and difficult to defend against."

This may manifest within the following areas (these areas often cross-over and although the list of included behaviours is wide, it is intended to be descriptive rather than exhaustive):

- **physical:** Spitting; scratching; sitting; slapping; punching; hair pulling; stabbing (with pencil, etc.); kicking; biting; pulling chairs away; pushing; slamming desk lid; throwing at someone; strangling; slamming doors on someone/locking out; restraining against will; exclusion from social groups **Any action that causes physical harm or constitutes a threat of physical harm**
- **emotional:** Being unfriendly; ignoring; tormenting; ridiculing, humiliating, inciting others to bully **Any behaviour that intends to cause emotional disquiet**
- **racial:** Racial taunts, jokes and gestures; graffiti and racist insignia/badges; circulating racist literature. **Any offensive behaviour that draws attention to the race or ethnic background of an individual or individuals**
- **sexual:** Unwanted physical contact; Sexually abusive comments; Stalking; homophobic victimisation **Any sexually offensive behaviour**
- **verbal:** Swearing at someone; Insulting a person or their family members/friends; name calling/labelling/stereotyping; criticism of work and/or competence/ability(i.e. 'stupid'); shouting at; whispering about; intimidating; negative reference to appearance; nicknames; negative/belittling reference to a person's nature/ways of speaking or mannerisms; sniggering/laughing at or about; disrespecting of a person's religious beliefs **any offensive verbal behaviour**
- **cyber:** Malicious emails/text messages/use of online social networks or media
- **property:** Stealing or hiding property; entering desk/bag without permission; interfering with/snatching/demanding food; damaging or disrespecting property (including throwing clothing and drawing on someone else's book/desk, etc.); pressure to borrow from **Any action that infringes upon the property of others**
- **indirect:** eye-rolling; spreading malicious rumours/nasty stories/pictures, etc.; exclusion from social groups; refusals to partner with/sit by
- ***Threats of any of the above***

Specific individual cases will be dealt with in accordance with this and the school's Positive Behaviour and Safeguarding Policies as well as wider legislation.



PRINCIPLES AND RESPONSE LEVEL PROCEDURES

Nant-y-Cwm's anti-bullying approach is low profile and high vigilance. We understand that the term 'bully' is an unhelpful label, which must not be attached to a person as a definition of character. In the section above we outlined a broad spectrum of *behaviours* that fall into the category of bullying. Studies show that children and adults that demonstrate such behaviours are, or have been previously, often victims of bullying themselves. Perpetrators are individuals who are struggling to assert power and increase their own self-esteem and we must persevere to assist these individuals with the resolution of their difficulties. Our whole-school aim is to encourage people to realise their potential and self-worth through positive social behaviour; to gain strength through the protection and respect of self and others. Where destructive behaviour is evident, it will be named as such, and positive behaviour will be reinforced through an appreciation of the person's true potential for goodness.

Nant-y-Cwm utilises a graduated response and a number of established anti-bullying approaches, as deemed appropriate through thorough consideration of each case.

RESPONSE LEVELS:

1. An incidence of bullying is observed or reported. The staff member expresses disapproval of the behaviour and reinforces correct conduct. If the incident was reported but not observed by another party a full investigation is undertaken. A note of the incident is recorded using the 'Nant-y-Cwm Incident Report Book' if appropriate. The target of bullying will be given feedback and assured that the perpetrator/s has/have been dealt with and that staff will be vigilant in assuring and observing that there isn't a reoccurrence.
2. If the incident was severe or forms part of an observed or reported pattern of behaviour (i.e. 'three strikes rule' for negative language and 'zero tolerance' for damage to person or property) the Class Teacher will discuss the case with colleagues and consider which approach/es to utilise in order to bring about a resolution. Parents of all children involved are contacted and informed and invited to a meeting in school if appropriate.
3. If the incidents persist, a letter will be sent home from the Teaching Team and all parents will be called for a meeting. In accordance with the Positive Behaviour and Exclusion Policy temporary exclusion may be deemed necessary.

4. If the previous stages are ineffective, or in the case of gross misconduct, external independent support and guidance may be sought, this may include contact with Police/Social Services/Doctor/Educational Psychologist or any other relevant body. Persistent deliberate bullying which does not respond to the previous levels will result in a review of the child's suitability to remain in Nant-y-Cwm school. If all else fails, as a last resort fixed term suspension then permanent expulsion will be considered. However, in exceptional circumstances the school may decide to suspend or expel a pupil for a serious 'one-off' offence.

It is paramount that the targets of bullying experience that they are being listened to and protected from harm whilst within school. It is also important for children to know that incidents that occur outside of school times are also dealt with according to the schools policy. Teachers can restrict the movement of pupils who have displayed bullying behaviour - by limiting play time and areas, as appropriate, or by ensuring that children remain with or in the sight of staff at all times. Detentions can be used to creatively and effectively work with individuals who have caused offence to others. Each case is considered on its own merits and each stage of the process is documented and filed in the child's file, which is located in the office filing cabinet.

DEVELOPMENTAL STAGE

- **Classes 1-2 (6-8)** The dawning of the second key stage of child development. Learning personal and social behaviour through direction from and imitation of the class teacher. Growth of ability in the areas of boundary and 'rule' understandings and will in relation to own conduct. Subtle approaches such as songs, stories, verses and prayers are very effective with this age group as the child lives strongly in the pictorial consciousness. Pedagogical stories written or adapted by the teacher that fall into the 'Fairy Tale' category are particularly beneficial for Class 1 Children and Animal Fables and/or Saints stories are effective for Children in Class 2.
- **Classes 3-4 (8-10)** The methods of the first class stages remain valuable but when the child reaches their ninth year their faculties for self-awareness develops further and the approaches listed in the following section can be utilised. Stories written by the teacher that dovetail with or are taken from the Ancient Testament or Norse Myths are effective in reinforcing boundaries and consequences of negative actions.

- **Classes 5-6 (10-12)** Often referred to as the 'golden age' of childhood. During this time children learn about ancient civilisations and gain a sense of how these people followed the firm direction of priests and gods. From class 6 children learn the Roman world where its first legal system's autonomous authority and quest to establish rules, discipline, boundaries and ultimately social order. At this age children's senses for truth, justice and judgement come to the fore.
- **Classes 7-8 (12-14)** As children approach adolescence their ability to engage intellectually with critical social questions grows rapidly. Empathy for others and the establishment of self and social awareness can now be accessed through intellectual understanding. The curriculum engages with issues such as power imbalance, injustice, war and poverty in the new world.

ANTI-BULLYING APPROACHES

Nant-y-Cwm School considers a broad range of approaches on a case by case basis in order to creatively bring resolution to bullying issues. We consider the severity of each incident, the context of occurrence and the stage of development of individuals involved to form a picture of the best way forward. Some of the widely established approaches that we draw upon are listed below.

1. The no-blame or support group method

The victim is interviewed and asked to draw a picture or write a poem about the effect bullying has had.

A meeting is then held between a teacher and a group of children including those who have bullied, those who may have seen the incidents and others who are not directly involved. The teacher explains to the group how the victim is feeling and the group then offers suggestions to find a solution.

The idea is that as the perpetrators are not being blamed for what they've done, they stop feeling threatened and can be part of finding a solution. Those who were bystanders are supposed to be able to see that by doing nothing, they were condoning the bullying.

The group is asked for its ideas, pupils can come up with practical problem solving solutions and the responsibility for carrying out these ideas rests with the group.

Each pupil in the group then carries out their own solution, so that a child who has been excluded from activities with other children may now have someone to play with and another may accompany him on other occasions to make sure there is no bullying.

A week or so later the group reconvenes to discuss progress and what has been achieved. This is supposed to give them a sense of success.

This seems to be more effective when pupils who are friends fall out, but is less effective when it comes to resolving full scale bullying.

2. Circle time

Pupils sit in a circle and play games or do something enjoyable for a short time and then they can discuss matters as a group, including bullying. This is a way for everyone in class to take part in a structured way. This includes listening to the person making the points without making remarks or laughing. Some schools have a toy or emblem and the only person speaking is the one holding it.

3. Peer support/buddy system

Everyone in school knows that bullying is unacceptable, children moving up from Kindergarten are reassured that the 'big' school is a safe place to be from Day One. Children coming up from Kindergarten receive a special flower from their buddy during the assembly on their first day. This pairing of young children with a responsible and caring older child has proved to be successful for many years at Nant-y-Cwm.

4. 'Telling' schools

Even if the bullying target is too afraid to tell a teacher, all the bystanders know that it's their duty to do so and that they won't be accused of telling tales. It's a deterrent because the bully knows that he/she won't get away with it.

5. Restorative justice

Peer mediation and circle time are often part of this process. The Restorative Justice approach can include letter writing, drawings, discussions with third party mediators or direct mediation.

RESPONSIBILITIES OF ALL STAKEHOLDERS

The Responsibilities of Staff

Our staff will

- Foster in our pupils self-esteem, self-respect and respect for others
- Demonstrate by example the high standards of personal and social behaviour we expect of our pupils
- Discuss bullying with all classes, so that every pupil learns about the damage it causes to both the child who is bullied and to the bully and the importance of telling a teacher about bullying when it happens
- Be alert to signs of distress and other possible indications of bullying
- Listen to children who have been bullied, take what they say seriously and act to support and protect them
- Record all suspected cases of bullying in the Nant-y-Cwm Incident Book
- Follow up any complaint by a parent about bullying, and report back promptly and fully on the action which has been taken
- Deal with observed instances of bullying promptly and effectively, in accordance with agreed procedures

The Responsibilities of Pupils

We expect our pupils to:

- Refrain from becoming involved in any kind of bullying, even at the risk of incurring temporary unpopularity
- Intervene to protect the pupil who is being bullied, unless it is unsafe to do so
- Report to a member of staff any witnessed or suspected instances of bullying, to dispel any climate of secrecy and help to prevent further instances

Anyone who becomes the target of bullying should:

- Not suffer in silence, but be encouraged to speak out, to put an end to their suffering and that of other potential targets

The Responsibilities of Parents

We ask our parents to support their children and the school by:

- Watching for signs of distress or unusual behaviour in their children, which might be evidence of bullying
- Advising their children to report any bullying to their class teacher (or if their own class teacher is not available, to any member of staff) and explain the implications of allowing the bullying to continue unchecked, for themselves and for other pupils
- Advising their children not to retaliate violently to any forms of bullying
- Being sympathetic and supportive towards their children, and reassuring them that appropriate action will be taken
- Keep a written record of any reported instances of bullying
- Informing the school of any suspected bullying, even if their children are not involved
- Co-operating with the school, if their children are accused of bullying, try to ascertain the truth. And point out the implications of bullying, both for the children who are bullied and for the bullies themselves

RESPONSIBILITIES OF ALL

Everyone should:

- Work together to combat and eradicate bullying

ONLINE REFERENCES

The following is a list some of the other relevant online sources that informed the development of this policy. The e-copy of this document can be found on the school computer in the policies folder.

<http://wales.gov.uk/topics/educationandskills/publications/circulars/circular2303/;jsessionid=4F19520765EB7321DAFAEDC9ADEAFFCE?lang=en>

<http://wales.gov.uk/topics/educationandskills/schoolshome/wellbeing/antibullying/;jsessionid=4F19520765EB7321DAFAEDC9ADEAFFCE?lang=en>

<http://www.education.gov.uk/aboutdfe/advice/f0076899/preventing-and-tackling-bullying>

<http://www.education.gov.uk/aboutdfe/policiesandprocedures/equalityanddiversity/a0064570/-equality-act-2010>

<http://www.legislation.gov.uk/ukpga/2006/40/section/89>

<https://www.gov.uk/equality-act-2010-guidance>

http://www.britishlaw.org.uk/cit_har.html

http://www.safenetwork.org.uk/getting_started/Pages/Why_does_safeguarding_matter.aspx

<http://www.education.com/reference/article/reasons-for-bullying/>

<http://www.bullyingstatistics.org/content/why-do-people-bully.html>

<https://www.gov.uk/workplace-bullying-and-harassment>

Author : Teaching Team
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