Anti-Bullying Policy

by: Gaby Wood - DSL                        Date:         January 2020

Approved by SLT:                          Date:         January 2020
Ratified by Council of Trustees           Date:         February 2020

Date for next review: December 2021

This policy will be updated in 2 years time, and following any concerns and/or updates to national/local guidance or procedures.

In this policy “parents” shall always refer to parent, parents, guardians and/or carers; “pupil” shall stand for students and pupils.
1. Policy Statement, Ethos & Aims

At South Devon Steiner School (SDSS) we believe that all members of the school community should be able to work within a safe and enabling environment. They deserve the right to feel valued, equal and respected and be able to come to school without fear.

We value pupils’ developing respect for others resulting from active listening, trust and honesty. It is a basic entitlement of all pupil at SDSS that they receive an education free from humiliation, discrimination, distress, fear and abuse.

SDSS’s community recognises that all forms of bullying, especially if left unaddressed, can have a devastating effect on individuals’ self-esteem; it can create a barrier to learning and have serious consequences for emotional and mental wellbeing.

By effectively preventing and tackling bullying our school can help to create a safe and disciplined environment, where pupils are able to learn and fulfil their potential.

This Policy forms an integral part of our whole school’s approach to Safeguarding and Child Protection.
Policy Aims

All members of the community are required:

- to work with the South Devon Steiner School to uphold the Anti-bullying policy.
- to intervene by identifying and tackling bullying behaviour appropriately and promptly by ensuring that robust processes are followed so that pupils, staff and parents co-exist in a safe environment free from fear of bullying.
- to support staff to promote positive relationships to help prevent bullying.
- to ensure that our pupils are aware that bullying concerns will be dealt with sensitively and effectively; that everyone should feel safe to learn and abide by the Anti-bullying policy.
- to recognise that some members of our community may be more vulnerable to bullying and its impact than others; this may include children with SEND. Being aware of this will help us to develop effective strategies to prevent bullying from happening and provide appropriate support, if required.
- to deal promptly with grievances regarding the school’s response to bullying in line with our ‘Complaints and Concerns Policy’.
- to deliver an effective approach to teach pupils about healthy and positive relationships, respect for difference, and zero tolerance towards bullying behaviour.

2. Legislation and guidance

This policy is based on:

1. Department for Education’s guidance, ‘Preventing and Tackling Bullying’
2. DfE statutory guidance most recent ‘Keeping Children Safe in Education’ (KCSIE)
3. DfE guidance on ‘Sexual violence and sexual harassment between children in schools’ and colleges’.
4. DfE advice on searching, screening and confiscation.
5. ‘No place for Bullying’, published by the NSPCC

3. Links to legislation

There are several pieces of legislation which set out measures and actions for schools in response to bullying, as well as criminal and civil law. These may include (but are not limited to):

- Education and Inspections Act 2006, the and the In addition, it reflects the Education Act 2011
- The Children Act 1989
- The Education (Independent School Standards) Regulations 2015 (if appropriate)
- Protection from Harassment Act 1997
- The Malicious Communications Act 1988
- Public Order Act 1986

Scope of this policy and links with other policies:

This policy includes:

- Bullying of pupils by pupils within school
- Bullying of and/or by pupils outside of school, where the school becomes aware of it
- Bullying of staff by pupils and/or parents within or outside school
Allegations about bullying of pupils by staff will be dealt with under the school’s Safeguarding & Child Protection Policy.

This policy is linked to our:

- Behaviour Policy
- Serious Behaviour Incident Policy
- Exclusion & Suspension Policy
- Safeguarding & Child Protection Policy
- Image Use Policy
- Complaints and Concerns Policy
- Equality & Diversity Policy
- PSHEE Policy

3. Responsibilities

It is the responsibility of:

- The Education manager that this policy is communicated to the school community, that disciplinary measures are applied fairly, consistently and reasonably, and that a member of the senior leadership team has been identified to take overall responsibility.
- Governors to take a lead role in monitoring and reviewing this policy.
- All staff, including: governors, senior leadership, teaching and non-teaching staff, to support, uphold and implement this policy accordingly.
- Parents/carers to support their children and work in partnership with the school.
- Pupils to abide by the policy.

Statutory duty 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.
- Government guidance advises that the policy should also address the bullying of staff by pupils (‘Safe to learn’ DCSF 2007).
- More recently, the Education (Independent Schools Standards) Regulations 2014 require Independent Schools to ensure that an effective anti-bullying strategy is in place and is implemented.
- When there is ‘reasonable cause to suspect that a child is suffering, or is likely to suffer, ‘significant harm’, a bullying incident should be addressed as a child protection concern under the Children Act1989.
4. What is bullying?

4.1 Definition

At South Devon Steiner School we have 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 or/and emotionally hurt or worried
- unsafe and/or frightened
- badly different, alone, unimportant and/or unvalued
- unable to see a happy and exciting future for themselves

This could be bullying.

When a person, or group of people, has/ve been made aware of the effects of their behaviour towards another person, and they continue to behave in the same manner,

This is bullying.

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, SDSS has adapted the following definition by the Anti-bullying Alliance:

Bullying is any behaviour by an individual or group that:

1. is meant to hurt – the person or people doing the bullying know what they are doing and mean to do it;
2. happens more than once – there will be a pattern of behaviour, not just a ‘one-off’ incident;
3. involves an imbalance of power – the person being bullied will usually find it very hard to defend themselves.
4. often is aimed at people belonging to certain groups, for example because of race, religion, gender and/or sexual orientation.

It can be:

1. Physical, e.g. kicking, hitting, taking and damaging belongings
2. Verbal, e.g. name calling, taunting, threats, offensive remarks
3. Non-verbal/Indirect bullying: Rude gesturing, threatening looks, deliberately ignoring, etc.
4. Relational, e.g. spreading nasty stories, gossiping, excluding from social groups
5. Cyberbullying, e.g. texts, e-mails, picture/video clip bullying, Instant Messaging (IM), gaming.

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

- Prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, special educational needs or disabilities, or
- Because a child is adopted, in care or has caring responsibilities (Young Carers).
- Because of actual differences between children, or perceived differences.

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, and to enable pupils to talk about ‘difference’ as part of PSHE. Further details of our commitment to this can be found in our Equality and Diversity Policy.

If an incident of bullying outside the school premises or online is reported to the school, it will be investigated and appropriate action taken.

5. Identifying 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.

All staff are expected to be alert to the signs of bullying and to act promptly and firmly against it in accordance with this policy.

All pupils will be encouraged to report bullying by:

- leaving a message in the worry box or using online whisper button
- asking a friend to help them report bullying
- talking to a member of staff of their choice
- contacting local and national support agencies for advice/support

Staff who are being bullied will be encouraged to report it to a colleague of their choice or to one of the school’s trustees.

Parents will be encouraged to report concerns about bullying to their child’s class teacher/upper school sponsor, speak to the safeguarding team and/or refer to our Parental Concerns and Complaints procedure.
6. Dealing with Reports of Bullying Peer-on-Peer

When a pupil reports bullying behaviour to a teacher, the teacher listens carefully and gets as much information and as many details as possible. Sometimes pupils may be resistant to direct intervention, or resistant to those who are bullying them to be challenged. We will take these concerns into account when deciding appropriate actions.

However, sometimes pupils who are carrying out bullying behaviour are not aware of the impact of their behaviour; this is particularly the case with ‘banter’.

Therefore, unless a pupil has specifically asked us not to, those responsible are called in for a meeting with a teacher and are initially read part of this policy ‘Section 4 – Definition of Bullying’ to give them context to the allegations against them. Depending upon the circumstances, the pupils responsible may be brought in individually or as a group.

A number of factors are taken into account in determining the next steps. These factors include:

- the type and extremity of bullying behaviour reported
- the response of those accused, including whether they demonstrate regret and responsibility
- their role in the bullying behaviour – a ringleader for example may need a different response from the school to a reinforcer or bystander (see below)

7. Different Roles in Bullying that have been identified:

1. Ring-Leader: the person who through their social power can direct bullying activity.
2. Assistants/associates: who actively join in the bullying (sometimes because they are afraid of the ring leaders).
3. Reinforcer/s, who give positive feedback to the bully, perhaps by smiling or laughing.
4. Outsider/Bystander/s, who stay back or stay silent and thereby appear to condone or collude with the bullying behaviour.
5. Defender/s, 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).

Bullying as a group behaviour

Outside/Bystander

Ringleader

Reinforcer

Defender

Assistant

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

1. Class teacher or Upper School sponsor 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. 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. Follow up in the coming weeks and months by the class teacher/sponsor 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 we will follow our safeguarding and child protection procedures.

9. Supporting Pupils who have bullied:

Pupils who have bullied will be helped if a trusted 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, in line with behaviour policy may include the following:

- Reparative work – doing tasks of value to the wider community of school children, such as helping to weed/water the vegetable gardens or young trees;
- Official warning to cease bullying behaviour;
- Reduced freedom (due to lack of trust) – restricted movement during break time;
- Detention at lunch-time breaks;
- Separation from group – either in the same classroom (i.e. desk away from any other child) or within another supervised room, for a day.
- Exclusion from a school trip or other event, if not an essential part of the curriculum;
- Suspension for a fixed period.
- Permanent exclusion (particularly in the case of violent bullying)
- Where necessary, working with the wider community and local/national organisations to provide further or specialist advice and guidance; this may include involvement from the Police or referral to Early Help, Specialist Children’s Services, or Child and Adolescence Mental Health Services (CAMHS) as appropriate.
11. Bullying that occurs outside school/Cyberbullying

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.

Whilst opportunities for cyberbullying to take place in school are limited due to the schools electronic devices policy, it is understood that cyberbullying that occurs outside of school time can also have an impact on what happens inside school.

When responding to cyberbullying concerns, the school will:

1. act as soon as an incident has been reported or identified

2. provide appropriate support for the person who has been cyberbullied and work with the person who has carried out the bullying to ensure that it does not happen again.

3. encourage the person being bullied to keep any evidence (screenshot) of the bullying activity to assist any investigation.

4. take all available steps where possible to identify the person responsible. This may include:
   a. looking at the use of the school system
   b. identifying and interviewing possible witnesses
   c. contacting the service provider and the police if necessary

5. work with the individual and online service provider to prevent the incident from spreading and assist in removing offensive or upsetting material from circulation. This may include:
   a. confiscating and searching pupils’ electronic devices in accordance with the law (DfE: ‘Searching, screening and confiscation at school’) – see appendix 1

6. ensure sanctions are applied to the person responsible for cyberbullying; the school will take steps to facilitate change in bully’s attitude and behaviour as well as facilitating access to additional support that they may need.

7. provide information to staff and pupils regarding steps they can take to protect themselves online
   This may include:
   • advise the targets not to retaliate
   • advise on how to block or remove people from contact lists
   • reminding people about privacy settings

In case of an incident involving ‘youth produced sexual images’, please see our Safeguarding and Child Protection policy, and appendix 7 ‘Allegation and Disclosure of Peer-on-Peer Abuse’ (Sexting). We follow the advice given by UK Council for Child Internet Safety (UKCCIS).

12. Preventative Measures

At SDSS we have adopted a culture of mutual respect, consideration and care for others and model an inclusive environment. Our daily rhythm includes:

➢ greeting pupils in the morning and saying good-bye at the end of the school day – LS with a handshake
highlighting and promoting good behaviour by each class: each class teacher working with pupils on agreeing the wording of the class’ behaviour code and displaying a written note in the class room.

establishing clear routines (teachers call this rhythms on which they build their lessons)

openly discuss differences between people: religion, ethnicity, disability, gender, sexuality, etc. we have visiting students from Germany, France, Belgium, Switzerland, Finland, Hungary and Spain in classes 8-12 every term.

endeavouring to challenge practice and language which does not uphold the values of tolerance, non-discrimination and respect towards others.

promoting pupils’ social and emotional skills, including building resilience and self-esteem. The broad curriculum includes a variety of crafts, outdoor work, class plays and educational trips that teach pupils companionship, group work, and self-reliance and challenges the individual to the degree that it allows for resilience and strength building of character. – see Curriculum policy.

13. 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:

- Trustees will be informed. If the member of staff belongs to a union, they will also be advised to utilize this route for support.
- A chosen 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 (their sponsor)
- Written records will be kept of all incidents and responses.

14. Training

- All new staff members will be made aware of our Behaviour and Anti-bullying policy and procedures.
- The safeguarding team will undertake child protection and safeguarding training, which will include online safety, at least every 2 years. They will also update their knowledge and skills on the subject of online safety at regular intervals, and at least annually.
- Trustees will receive training on safe internet use and online safeguarding issues as part of their safeguarding training.
- Volunteers will receive appropriate training and updates, if applicable.
- More information about safeguarding training is set out in our Safeguarding and Child Protection policy.
15. Monitoring, evaluating and review

The policy draft has been presented to Lower and Upper school teachers, has been agreed by SLT and ratified by the trustees. The policy is made available to all parents via the Friday Flier and our website. The school will review the policy annually and assess its implementation and effectiveness by consulting with pupils, teachers and the school management.

16. Police - reporting bullying

Anyone can make a complaint to the police about bullying but it’s usually a good idea to speak to your school first.

When bullying crosses the legal boundary it should be reported to the Police:

- Violence or assault
- Theft or intentional damage to property
- Harassment, threats, and intimidation in person or through digital communication
- Hate Crimes – discriminatory bullying

If you’re reporting cyberbullying, keep a record of the date and time of the calls, emails or texts - don’t delete any messages you receive. Call 999 if you or someone else is in immediate danger.

17. Where to get help and advice – other agencies:

There are lots of organisations that provide support and advice if you’re worried about bullying:

- Anti-Bullying Alliance
- Bullying UK
- Childline
- The Diana Award
- Internet Matters
- Internet Watch Foundation
- Kidscape
- NSPCC
- The UK Safer Internet Centre
- Think U Know
- UK Council for Child Internet Safety (UKCCIS)
- Victim Support
- Young Minds
- Young Carers
APPENDIX 1 - Examining Electronic Devices

School staff have the specific power under the Education and Inspections Act 2006 (which has been increased by the Education Act 2011) to search for and, if necessary, delete inappropriate images or files on pupils’ electronic devices, including mobile phones, iPads and other tablet devices, where they believe there is a ‘good reason’ to do so.

When deciding whether there is a good reason to examine or erase data or files on an electronic device, staff must reasonably suspect that the data or file in question has been, or could be, used to:

1. cause harm, and/or
2. disrupt teaching, and/or
3. break any of the school rules

If inappropriate material is found on the device, it is up to the staff member in conjunction with the DSL or other member of the senior leadership team to decide whether they should:

1. delete that material, or
2. retain it as evidence (of a criminal offence or a breach of school discipline), and/or
3. report it to the police
4. any searching of pupils will be carried out in line with the DfE’s latest guidance on ‘Screening, searching and confiscation’.
5. any complaints about searching for or deleting inappropriate images or files on pupils’ electronic devices will be dealt with through the school complaints procedure.

APPENDIX 2 – Serious Behaviour & Bullying Log Sheet (Google Sheet)

<table>
<thead>
<tr>
<th>Name of person reporting the incident</th>
<th>Type of incident</th>
<th>Date of the incident</th>
<th>Details of the incident/s, incl. place</th>
<th>Record specific discriminatory type of behaviour</th>
<th>Action Taken</th>
<th>Follow up Action</th>
<th>Other people being informed e.g. : Staff members, trustees, parents, police, MASH, etc.:</th>
</tr>
</thead>
</table>