



Elmfield Rudolf Steiner School

Anti-Bullying Policy

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Policy Tracker – Responsibility for monitoring this policy: Ruth Beachim-Ratcliffe (Designated Safeguarding Lead)			
Date	Reviewed and Updated By:	Role	Date Approved by the Council of Management
12/11/18	Diana Ball	Designated Safeguarding Lead	
17/01/19	Diana Ball	Designated Safeguarding Lead	
17/01/19	College of Teachers		
24/01/19	Diana Ball	Designated Safeguarding Lead	
31/01/19	Diana Ball	Designated Safeguarding Lead	
31/01/19	College of Teachers		
01/02/19	Rainer Klocke	Safeguarding Trustee	
15/08/19	Change of name update		
03/10/19	Ruth Beachim-Ratcliffe	Designated Safeguarding Lead	08/10/19

Anti-Bullying Policy

Rationale

Everyone at Elmfield School has the right to feel welcome, secure and happy. Social, emotional and academic growth is optimised in an environment free from feelings of humiliation, distress, fear and despair. It is everyone's responsibility to prevent any kind of bullying and to promote an ethos of respect, trust, caring and consideration for others in our school. Elmfield School is committed to providing a happy and healthy environment. We take the issue of bullying very seriously and believe that through working to create an ethos of trust, honesty and openness where bullying is not accepted, we can support the social, emotional and academic well-being of all our pupils.

This Anti-Bullying Policy is a positive step towards creating that ethos and needs to be actively supported by all teachers, students and parents. Everyone has to be clear and confident that our approach to bullying is one of zero tolerance: working at both preventing bullying and dealing swiftly and carefully with issues if they arise.

This document outlines how we make this possible at Elmfield School, and applies from the Transition group up to Class 11.

Related Policies

- Child Protection Policy
- Exclusion Policy

Definitions

There is no legal definition of bullying, but it is usually defined as repeated behaviour which is intended to hurt someone either emotionally or physically, and is often aimed at certain people because of their race, religion, gender, or sexual orientation, or any other aspect such as their appearance or disability.

Bullying can happen anywhere and can take many forms including:

- Physical assault
- Teasing
- Making threats
- Name calling
- Online bullying

Defining bullying can be problematic as the line between teasing and bullying is not at all clear. What needs to be considered is firstly, the effect of the interaction on the victim and secondly, the intention of the perpetrator. Factors such as age or disability of the victim and perpetrator also need to be considered in this context.

The Law

Some forms of bullying are illegal and should be reported to the police. These include:

- violence or assault
- theft
- repeated harassment or intimidation, for example name calling, threats and abusive phone calls, emails or text messages
- hate crimes

Aims and Objectives

Our aim is to create an environment at Elmfield where:

- Positive caring relationships, respect and trust are promoted
- All incidents are taken seriously and are dealt with immediately
- Procedures are clear and consistent
- The victim is not put under any greater pressure and the bully is not made a martyr
- “Telling” is OK
- Both victims and bullies are supported in developing positive behaviour, self-esteem and social inclusion

Our Anti-Bullying Policy

This policy supports the ethos we have at Elmfield: promoting the emotional, social and academic development of all pupils in the following ways:

- Bullying is not tolerated and an environment where pupils feel safe to ‘tell’ is created.
- Pupils are given the opportunity to take responsibility for their behaviour – this is especially relevant for those doing the bullying and those bystanders who observe the bullying but do nothing to intervene. Children are more likely to really want to change if they feel ownership of decisions.
- Pupils are given an opportunity to change their behaviour within a supportive atmosphere. This is especially helpful for victims who will benefit from the support of their peers, but also for bullies who may feel isolated which might lead to the bullying behaviour being repeated.
- An ethos of caring and respect is fostered where children are asked to consider the feelings of others and come up with ways in which they might make them feel better. This can turn a very distressing and negative situation into a positive learning situation.
- Patterns of behaviour are changed in a positive way, rather than by simply using threats, punishments or sanctions. Behaviour which supports the ethos of caring and respect at Elmfield is rewarded.
- Through open and frank discussions bullying is portrayed as weak and cowardly behaviour which will not be tolerated, and likewise bullies themselves will be seen as pupils who have made poor decisions rather than people who should be admired or emulated.
- Strong relationships are created both between pupils and between staff and pupils as the policy promotes active listening, empathy, caring, respect and honesty.
- Pupils are encouraged to be tolerant of diversity and to support those who may be in difficulties, in whatever area of school life that may be.

Procedures

1. An incident is reported. It is taken seriously. The Class Teacher or Guardian is informed and they make a decision based on their knowledge of the children involved/any previous incidents etc. as to whether this should be treated as a bullying issue.
2. If it is considered to be a bullying issue, a Bullying Incident Form is filled in and details brought to the relevant department meeting by the Class Teacher/Guardian. It is also logged on the Bullying Log. Immediately following the incident the Anti-Bullying policy is initiated.
3. The Class Teacher/Guardian discusses the incident with the victim to find out what happened, when and where it happened and who was involved.
4. Parents of children directly involved are informed by the Class Teacher/Guardian.
5. The Class Teacher/Guardian addresses the bullying behaviour according to the needs of the children and situation. This could include, but is not limited to, individual or group meetings with any children involved; the Class Teacher/Guardian or another teacher working pastorally with individual pupils, a small group or a whole class; or an external person or agency being invited into school to work with individual pupils, a small group or a whole class.
6. The Class Teacher/Guardian gives regular verbal updates to the relevant department meeting and regular email updates to the parents of the children involved.
7. The Class Teacher/Guardian sets a suitable date for a review, which should be no longer than four school weeks after the date of the initial incident. This date is noted on the Bullying Incident form and diarised by the Designated Safeguarding Lead.
8. The Class Teacher/Guardian (supported by the rest of the staff) continues to monitor the situation until the review date. If behaviour escalates, then the review date should be brought forward.
9. On the review date the Class Teacher/Guardian arranges a formal meeting with the child or group again to see how things are going, and communicates with the parents of all the children involved to get their input.
10. The Class Teacher/Guardian (supported by the rest of the staff) continues to monitor and review the situation at regular intervals, which should become less frequent over a period of a couple of months. It is especially useful if the teacher has informal discussions with the child or group and keeps an eye on the situation generally, especially in the playground. The teacher continues to communicate with parents and keep them informed of progress.
11. It is particularly important that both the school and the parents adopt a similar approach. This can be facilitated by clear, consistent communication between the Class Teacher/Guardian and the parents of all those involved.
12. If this procedure does not stop the bullying:
 - The Class Teacher/Guardian should bring the issue to the Designated Safeguarding Lead.
 - The Class Teacher/Guardian may need to meet with the children's parents to discuss possible further strategies, such as team-building exercises or outings with all the children involved.
 - Another teacher or external person/agency may be called upon to talk to the child(ren) and parents involved.
 - If, after a total period of 12 school weeks, the situation has not improved, and the bullying behaviour continues, the Exclusion policy may be invoked.

Whole school development

A caring and positive ethos is promoted through the curriculum and other aspects of school life, in particular:

- Teaching friendship skills
- Promoting tolerance and understanding
- Promoting inclusion
- Supporting high self-esteem
- Assemblies, drama activities/workshops
- E-safety presentations and discussions
- E-safety issues addressed in IT lessons
- Strong positive relationships between staff and pupils
- Giving children ownership of their behaviour through involving them in rule-making/ or decisions etc. in an age-appropriate way
- Co-operation rather than competition
- Positive interaction between different age groups, including 'buddying' between lower and upper school classes or peer to peer support
- An emphasis on the social and emotional development of all children
- Good communication between staff, parents and pupils

The Designated Safeguarding Lead will have overall responsibility for the school's Anti-Bullying Policy. His/her responsibilities will include:

- Policy development
- Staff training
- Monitoring of adherence to the procedures outlined in this policy.

Record keeping

It is the responsibility of the Class Teacher/Guardian to ensure that the Bullying Incident Form is completed and passed to the Designated Safeguarding Lead. Notes should be taken during any meetings with parents and copies given to all those involved to ensure clear communication.

It is the responsibility of all members of staff to be vigilant and any incidents, observed or reported, should be taken seriously and details given to the Class Teacher/Guardian. It is particularly important to be observant when on playground duty and during transition times when large numbers of pupils are moving around the school.

Records will be kept securely, in line with GDPR 2018.

Parental involvement

Parents may be understandably very concerned/upset/angry if they feel their child has been bullied or has been involved in bullying. It is vital that parents trust that the school will deal with the behaviour as quickly and as sensitively as they can. It is also very important that both parents and staff are clear as to how the behaviour is going to be dealt with so there is clarity and consistency which can be very reassuring for the child(ren) involved.

Parents of children who have been bullied can:

- Approach the school for advice on how to support their child at home

- Try to remain calm and confident in front of their child
- Resist asking lots of questions which can add to stress
- Assure the child that the bullying will stop and that it is not their fault
- Reassure the child that although bullying is wrong, it is unfortunately something which many people encounter at some time during their lives
- Help the child develop coping skills such as
 - Rehearse appearing calm and relaxed
 - Practice walking/speaking in a more positive/confident manner
 - Help them concentrate on something positive such as a trip, holiday or treat you have planned