



## **CVSE Anti Bullying and Behavioural Policy**

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# ANTI BULLYING AND BEHAVIOURAL POLICY

## 1.0 Introduction

As a Steiner Waldorf Setting, we are committed to providing, without exception, a safe and secure environment that will enable our children to grow and develop as individuals, and as members of a wider social group, as well as belonging to society as a whole.

We take our responsibilities as guardians of our children's intellectual, physical, spiritual and social development seriously and ensure that at all times any difficulties that may arise both individually and within their social environment, such as a behavior which can be termed 'bullying', are dealt with immediately and with the utmost care.

We want our children to feel secure, and approach themselves and each other confidently and without fear. We feel that we are creating the best environment for this to happen, while at the same time laying the foundations for individuals to realise their potential and take part in and uphold a social structure. Each child's' development is closely monitored, reviewed and researched within the context specific to that child and is considered deeply, with care and a desire to help the child overcome any difficulties he or she may have without fear and with freedom for growth.

This policy has been reviewed following guidance in the document, 'Using data to inform and evaluate anti-bullying strategies' published by the Equality and Human Rights Commission, June 2018. [www.equalityhumanrights.com](http://www.equalityhumanrights.com)

This document states: 'A key component in tackling bullying is for schools to create a strong culture and ethos that champions diversity and respects difference, and which places pupil wellbeing at the heart of the school's mission.' This is very much in tune with the aims of Calder Valley Steiner Education as a whole.

## 2.0 Purpose

The purpose of this document is to firstly define bullying and secondly to clearly set out the pathway to be followed if any bullying is identified within the Kindergarten.

## 3.0 Objectives of this Policy

Trustees and those involved in management have a clear role to play in challenging and supporting the Kindergarten and the wider CVSE community to ensure that both anti-bullying policies and actions the Kindergarten takes to tackle bullying are appropriate and effective. The objectives of this policy are there:

To ensure that all Trustees, Members, Teaching, Non-Teaching Staff and Parents, as well as those interested in the Kindergarten are made aware of CVSE's definition of bullying and how this relates to the Kindergarten's Steiner-Waldorf context.

To ensure that all Trustees, Members, Teaching, Non-Teaching Staff and Parents as well as those interested in the Kindergarten understand the Kindergarten's policy and procedures in relation to 'bullying'.

To assure individuals and parents that they will be supported in any claims relating to 'bullying' or similar behaviors, and know that the Kindergarten does not tolerate this behaviour. Whilst the Kindergarten does not have any computers for the children to use on site, it is aware that cyber bullying through social media or by any other means may be a problem. The Kindergarten will therefore deal with any such "digital" bullying in the same supportive way.

## 4.0 Definition of 'Bullying'

We acknowledge that 'bullying' as behavior exists and as we understand it, can be defined 'as one or more individuals being exposed, repeatedly, and over time, to negative actions on the part of one or more other persons.' Within a Waldorf environment we view this as consistent negative behaviour. We are aware that with repetitive positive measures and procedures a child can be freed from this behavior pattern/s.

Bullying can be detailed as follows:

- Emotional: being unfriendly, excluding, tormenting, threatening gestures
- Physical: pushing, kicking, pinching, hitting, scratching, punching, biting, pulling
- Racist: racial taunts, gestures
- Sexual: unwanted physical contact, sexually abusive comments
- Verbal name-calling, teasing, exclusion, intimidating
- E and or cyber bullying – bullying by means of the internet, through any sort of digital electronic device.

**For more details in the context of safeguarding, see CVSE Safeguarding policy, especially section 3.8 Peer on peer abuse (including online safety).**

In making themselves aware of possible bullying at the Kindergarten, or within the wider CVSE community, staff and volunteers should also be aware of the human 'protected characteristics' that are protected by law through the Equality Act 2010. These are:

- Age
- Disability

- Gender reassignment
- Marriage and civil partnership
- Pregnancy and maternity
- Race
- Religion or belief
- Sex/sexual orientation

## **5.0 Importance of Response to Bullying**

We are committed to ensuring that every child is free to develop naturally. It is absolutely essential to respond appropriately and effectively in order to ensure a secure and safe environment for both victim and perpetrator to enable this development. Parents tend to send their children to Steiner schools because this natural development is encouraged and not impeded.

The individual who is being victimised as well as the parent/s or guardians involved need to be acknowledged; reassured that they are safe and can feel secure. It should also be made clear that this is not behavior that should be imitated, and that the Kindergarten does not tolerate this type of behavior. Help will be given both within the educational setting and at home where possible. The perpetrator as well as their parents will be made aware that their behavior is upsetting and should be changed. They need to be helped to learn different ways of behaving both within the educational setting and if necessary, within their own homes.

## **6.0 Possible Signs & Symptoms\***

A child may indicate through signs and behavior that he or she is being 'bullied'. Parents, Teachers and Guardians should be aware of the following possible indications or signs and should investigate / respond as recommended within the policy:

- changes to their usual routine
- being unwilling to go to school/kindergarten (school phobic)
- becoming withdrawn, anxious, lacking in confidence
- stammering

- crying themselves to sleep at night or having nightmares
- feeling ill in the morning
- beginning to do poorly in given tasks/projects
- coming home with clothes torn
- having possessions go 'missing'
- having unexplained cuts, bruises, scratches
- becoming aggressive, disruptive or unreasonable
- bullying other children or siblings
- considering imaginary revenge plans/retribution
- stopping eating/loss of appetite
- frightened to say what's wrong
- wets bed / pants
- giving improbable excuses for any of the above

**\* It is important to note that these signs and behaviour could indicate other problems (see the CVSE Safeguarding policy), but bullying should be considered a possibility and should be investigated.**

## 7.0 Pathway

It is important that staff feel supported in making decisions about how to deal with bullying issues. Within the CVSE community, good relations are always fostered between the parents and the teachers. Indeed, given the nature and size of the Kindergarten, we actively encourage parents or individuals who have issues to present these issues to their child's' teacher. The issue is then assessed and appropriate action taken.

- The incident will be reported to a member of the staff.
- The incident/s will be recorded by staff in the **Bullying Section of the Incident Folder**.
- Incident recording and monitoring will include ways of categorizing incidents by type (for example, verbal, physical, cyber) and protected characteristics of the pupils involved.
- The responsible body for dealing with bullying issues is the Board of Trustees.
- Appropriate action would be considered, agreed and actioned (see below) through

consultations with parents, teachers, assistant teachers, and the relevant Trustee with oversight of SEND.

- A time or length of time which would be appropriate for the situation to be resolved, would also be agreed.
- At any time within this plan, and if necessary, a home visit would be arranged for further discussions

**7.1 With regards to the child experiencing consistent negative behaviour (also known as the victim), we would: -**

- ensure the child feels safe and secure in Kindergarten
- give physical and emotional support
- encourage the child to relay feelings/reactions
- carefully monitor and assess the child
- maintain frequent communications with the parent/s/guardian

**7.2 With regards to the child who has problems with consistent negative behaviour, also known as the perpetrator, we would: -**

- ensure the child feels safe and secure in Kindergarten;
- give physical and emotional support
- ensure child is given reinforcement of desired behaviors' through imitation of loving gesture and repetition
- ensure child is kept close to member of staff if appropriate
- carefully monitor and assess the child
- maintain frequent communications with the parent/s/guardian

**7.3 In addition to the above we would also look at the following ways of helping the children resolve the situation:**

- In the cases of impulse reactions involving say for example pinching, hitting we would advise the child be made subtly aware of limb engagement
- We would emphasize the importance of reducing unnecessary or inappropriate stimulation (e.g. excessive screen time with inappropriate content). This is also

emphasised with the aim to reduce cyber bullying.

- We might suggest dietary inclusions or exclusions.
- We would actively encourage the parent/guardian to ensure that their anxiety was not shown or revealed unnecessarily to the child. We feel that the child's future is profoundly influenced by the people about them and as such reactionary impulses on the part of the guardian will find reflection within the child's psyche and imitative actions. It is therefore of paramount importance that the child be surrounded by positive activities and responses worthy of imitation. Intense emotional responses are inappropriate for the young child especially.
- For young children we would give pedagogical stories to enhance understanding

## 8.0 Outcomes

The child's parents are kept informed of any decisions or changes both with regards to the behavior in question, improvements or consequences necessary.

In all cases, except where special needs are determined and this is not possible in a normal sense, children will be reconciled and parents will be reconciled.

Subsequent to the incident/s having been investigated and dealt with, in each case, monitoring will ensure the consistent negative behavior is not repeated.

In exceptional circumstances exclusion would be considered either temporarily or permanent. See the CVSE Exclusion policy

## 9.0 Prevention

The child's world within the Steiner Waldorf educational setting is one of love, peace and nurturing. The quiet calm love held and created by the teachers nourishes the child and encourages a non-violent culture. The teacher is also on a path of self-education and inward striving, and stands there as a help to the child in overcoming the hindrances we all encounter in our self development.

## 10.0 Monitoring Compliance and Effectiveness

- This document will be reviewed annually
- All bullying incidents will be recorded
- The teaching staff will adhere to this policy
- Any bullying incidents will be used confidentially as a learning tool for teaching staff
- Trustees and Senior Management will monitor and evaluate incidents annually (or more frequently if necessary) and take appropriate action based on trends and frequency of

- incidents (e.g. emerging areas of concern).
- CVSE will ask families for feedback following any incidents or interventions
  - Through the appraisal process the Kindergarten will ensure that all teaching staff are aware of and have adequate training around the anti bullying policy and understand the intervention pathway.

## **Related policies**

- CVSE Safeguarding policy
- CVSE Policy for supporting positive behaviour
- CVSE Exclusion policy