

## *"In a Nutshell"* - Anti-Bullying (SW05)

**Definition of Bullying:** "the wilful, conscious, and premeditated desire to hurt, threaten, or frighten somebody, either physically, verbally or mentally." Behaviours that are 'bullying' can be hard to define, and the term is used loosely - see full procedure for examples/further explanation.

**Over-physicality:** child hurt but no evidence of pre-meditation; not condoned by school; 'zero tolerance' to certain instances. See Over-Physicality (SW06)

**Pledge and charter:** "All children at the Edinburgh Steiner School that they receive an education free from oppression, humiliation or abuse. They should feel safe and able to express themselves without fear or intimidation."

- Parents communicate freely any concerns to the Class Teacher/Guardian
- In addition, they may contact the Social Inclusion Group or the school Management.
- Teachers and Parents work together to address both causes and consequences of the behaviour
- The school uses the Anti-bullying Charter to inform and empower pupils about the school's commitments to tackling bullying.

### Our Anti-bullying Charter

Everyone has a right to feel included

We work together to include everyone.

We will not tolerate bullying

We treat bullying seriously

When we report bullying, we receive a fair hearing from staff

We can travel to and from school without being bullied

We do not put others down

We do not judge others by appearance

We will accept others regardless of gender, race, religion, culture and disability

We get help: we tell teachers if we feel bullied. Bullying is too important not to report

**Roles: Parents** – inform school in good time, exercise discretion and judgement as child may not report full picture.

**Class Teacher/Guardian** – direct day to day involvement, addressing and avoiding social difficulties

**Social Inclusion Group** – overview, intervene as required, respond to parents concerns.

**Bystanders** – raise concerns

**College of teachers and Management** – offer support, overarching responsibility.

**General approach for all staff:** be watchful, report and share concerns, particularly to the Class Teacher/Guardian and the Social Inclusion Group. Use informed judgement and pedagogical experience; feelings are a good guide. Supervise pupils effectively during unstructured time and between lessons. Make children aware periodically that they should report incidents and they may do so to any teacher.

### Immediate response to situations:

1. Confirm that the child is not physically injured. If the child is hurt, obtain first aid immediately.
2. Show concern, reassurance and support for the victim, in presence of bully if possible.
3. Wait for the victim to calm themselves before trying to find out what happened and then take time to listen carefully and establish the facts and factors involved. Bystanders may provide important background information. But it may not be possible to determine with certainty what has happened. Impartial judgement may be needed.
4. Tell both parties that the matter will be dealt with and that other teachers and the parents of those involved may be informed.
5. Ensure a written note is passed on to the Class Teacher/Guardian.

**If a pupil uses inappropriate behaviour?** Make it clear that the behaviour is totally unacceptable; Remind the pupils that they share the responsibility for caring for others; Involve all parties – person behaving inappropriately, victim and bystanders; If

appropriate, state the sanctions that will be imposed if the behaviour continues; Ensure everyone has an understanding of the situation and will take action immediately should there be a reoccurrence of the behaviour; Inform the appropriate meetings and share appropriately with staff to share the monitoring of the situation.

**Informing parents:** All parents should be consulted if there are any concerns about their children. They can help to solve problems or provide information to prevent serious incidents occurring. The parents of the victim and the person behaving inappropriately should be informed if: The behaviour has involved physical violence; the incident involved a number of children acting inappropriately to the same child; there is a difference in ages between those involved; the victim is significantly distressed or frightened; the behaviour is repeated.

**Sanctions:** Pupils who have been involved in physical violence towards another may be suspended from school – internally or externally for a ‘cooling off’ period. Parents of all must be involved. An interview will take place with the pupil and parents on re-instatement. A meeting may be facilitated between the pupils concerned to allow for apologies and remediation. Serious or repeated incidents could result in a pupil being referred to the college and possible permanent exclusion. The Child Protection Team may be informed, and – in exceptional cases - the police.

**In the absence of physical violence,** the Class Teacher/Guardian will respond to the incident. They are also responsible for monitoring the effectiveness of this response and seeking help from other staff or the Social Inclusion Group if the activity persists.

**Cyber Bullying:** Differs from physical bullying due to the invasion of home and personal space; Victim has difficulty in controlling electronically circulated messages; size of audience; can be hard to know the identity of the person doing the bullying. It can take different forms: Harassment or stalking (ie repeated unwanted messages); threats and intimidation; impersonation; unauthorised publication of images or information.

Any incidents of cyber-bullying must be reported at once to Management Group, evidence must be preserved.

Procedures to help prevent it

- Guidance through PSHE curriculum in Upper School
- Talk to parents of middle school parents given once per year
- Social Inclusion group helps in collaboration with Management group
- Pupils are taught about responsible use of technologies