



Anti-bullying policy

Review date	Reviewed by	Amendments	SGT review of amendments
20/9/24	EH	Full review of policy	SGT vote Sep 24
19/9/25	EH	Full review Grammatical edit 4, 5, 6.2, 9	

Date for next review: September 2026

References

This policy has been written with reference to:

- The Equality Act 2010
- Preventing and tackling bullying 2017
- The Children Act 1989
- Welsh Independent School Standards Regulations 2024

1. Context

As a Waldorf school, Nant-y-Cwm seeks to nurture a sense of respect and healthy human behaviours that cultivate an environment where bullying is viewed as contrary to the values and principles by which we work and live. This is upheld through the curriculum's focus on the social, spiritual and emotional development of the child as well as our procedures for dealing with bullying and behaviours that contravene the harmonious working of the school community. We recognise that all members of the school community have a right to develop and work in a secure, safe and caring environment and that we all share the responsibility to protect and maintain such an environment.

2. Aims and scope

This policy is for:

- 2.1. Parents/guardians
- 2.2. Pupils
- 2.3. Staff

The aims of this policy are to:

- 2.4. Define types of bullying
- 2.5. Outline age-related response levels
- 2.6. Describe procedures for addressing bullying
- 2.7. Describe procedures for reducing bullying

3. Definitions

At Nant-y-Cwm, 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 may be repeated over a period of time and involve an imbalance of power.”

- 1.1. Bullying does not always fit into a neat definition, but we recognise that bullying manifests in a number of ways:

- 3.1.1. **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.*
- 3.1.2. **emotional:** Being unfriendly; ignoring; tormenting; ridiculing, humiliating, inciting others to bully. *Any behaviour that intends to cause emotional disquiet.*
- 3.1.3. **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.*
- 3.1.4. **sexual:** Unwanted physical contact; Sexually abusive comments; Stalking; Homophobic victimisation. *Any sexually offensive behaviour.*
- 3.1.5. **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.*
- 3.1.6. **cyber:** Malicious emails/text messages/use of online social networks or media

- 3.1.7. **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.*
- 3.1.8. **indirect:** eye-rolling; spreading malicious rumours/nasty stories/pictures, etc.; exclusion from social groups; refusals to partner with/sit by.
- 3.1.9. **Threats of any of the above.**
- 3.2. Behaviour that targets a child due to one the relevant protected characteristics outlined in the Equality Act 2010 may be considered bullying. These characteristics are:
 - 3.2.1. Age
 - 3.2.2. Disability
 - 3.2.3. Race (including culture, customs or heritage)
 - 3.2.4. Religion/belief
 - 3.2.5. Sex
 - 3.2.6. Sexual orientation
 - 3.2.7. Gender identity/reassignment

4. Responsibilities

All members of staff at school have a responsibility to take a proactive approach to prevent bullying and to mitigate its effects when it occurs.

4.1. Whole school prevention

As a whole school we take the following preventative measures:

- 4.1.1. Provide a school environment in which children, staff and parents/guardians feel safe and able to express themselves without fear of intimidation.
- 4.1.2. Ensure staff have clarity of understanding of the nature of bullying that may take place in a school.
- 4.1.3. Periodically consult with students, parents/carers and staff about the extent and nature of bullying within the School and how well it is being dealt with.
- 4.1.4. Through the curriculum, raise awareness of bullying on the grounds of protected characteristics and other grounds.
- 4.1.5. Encourage reporting of bullying and ensure that children know who to go to and that their reports will be dealt with appropriately.
- 4.1.6. Embed restorative processes into the fabric of school life.
- 4.1.7. Raise staff awareness of children at risk of bullying and respond positively and supportively to their needs.
- 4.1.8. Supervision between lessons and at break and lunch times is effective and consistent.

- 4.1.9. Staff remain vigilant to class dynamics, friendship relationships and, where appropriate, employ restorative techniques or explore themes through the curriculum.
- 4.2. **Class teachers** are responsible for the day-to-day behaviour management and pastoral care of the children within their class. As the member of staff a child is most likely to speak to about issues surrounding bullying, Class Teachers should follow the procedures below.
- 4.3. **School Manager/Management Team** are responsible for ensuring that the Anti-Bullying Policy is upheld and that procedures are followed by staff following allegations or incidents of bullying within the school.

5. Procedures

- 5.1. Where an incidence of bullying is **witnessed by a member of staff**:
 - 5.1.1. The staff member should immediately stop the incident and ensure both parties are given adequate time and space to diffuse the situation.
 - 5.1.2. Any first aid requirements are met as a priority.
 - 5.1.3. The incident is recorded on an incident report form or via email and shared with relevant members of staff – DSL, Class Teacher and ALNCo (if necessary).
 - 5.1.4. Other witnesses (staff and children) are asked for statements outlining what they saw of the incident.
 - 5.1.5. Class Teacher and DSL will decide whether the incident requires further investigation and whether further evidence is required.
 - 5.1.6. If it is found or decided that it is a case of bullying, the procedure in 6.1 - 9 below should be followed.
- 5.2. Where an incidence of bullying is **reported by a pupil or parent**.
 - 5.2.1. Pupils or parent/guardians can report bullying to any member of staff including Class Teacher, School Manager or School Administrator either in person, by email or phone call.
 - 5.2.2. Reports of bullying will be filed as a concern and an incident report form will be completed by the recipient member of staff.
 - 5.2.3. The Class Teacher and DSL will be informed and an investigation will be carried out if necessary.
 - 5.2.4. Evidence may be obtained through interviews with teachers, support staff and pupils.
 - 5.2.5. If it is decided or found that it is a case of bullying, the procedures outlined in 6.1 - 9 should be followed.
- 6. Following an investigation that establishes a case of bullying a restorative process will be followed.
 - 6.1. Parents/guardians will be informed of any process that includes their child.
 - 6.2. A member of staff (where appropriate the Class Teacher or another member of the teaching team), will facilitate an appropriate restorative conversation with the children involved. These will determine whether further investigation is required.

- 6.3. Each party will have the opportunity to speak without interruption and to be heard by the facilitator and/or other children.
- 6.4. Where appropriate, the facilitator will help both parties come to an agreement on how to move forward.
- 7. Where restorative conversations and agreements do resolve the matter or where the imbalance of power is such that it is inappropriate for both parties to be involved:
 - 7.1. The perpetrator will be given clear expectations on their conduct and treatment of others going forwards.
 - 7.2. Where expectations are not met, consequences found in section 4. iv of the Behaviour Policy will be used to address the behaviour.
- 8. In some situations, external independent support and guidance may be sought. This may include contact with Police/Social Services/Doctor/Educational Psychologist or any other relevant body.
- 9. Persistent deliberate bullying which does not respond to the 5 iii-iv will result in a review of the child's suitability to remain in Nant-y-Cwm school with reference to the Exclusions Policy.

10. Record keeping and communication with parents/guardians

- 10.1. All incident forms are kept in a secure locked safe in the School Office. When an investigation is opened, all correspondence and documentation is kept on secure files on the School Drive with access restricted to relevant members of staff.
- 10.2. All incident report forms or emailed reports are overseen and 'triaged' by the DSL who also monitors the restorative process of consequences following the behaviour policy.
- 10.3. Parents/carers will be immediately informed of a serious incidence of bullying where their child is the recipient of bullying behaviour.
- 10.4. Parents/carers will be informed of other incidences of bullying where their child is the recipient of bullying behaviour on the same day.
- 10.5. Parents/carers of the perpetrator will be informed on the same day of the incident.

11. Other relevant policies

- 11.1. Anti-bullying policy
- 11.2. Exclusion policy
- 11.3. Safeguarding policy
- 11.4. ALN policy
- 11.5. Health and Safety policy
- 11.6. Concerns and Complaints policy

11.7. Supporting positive behaviour in KG policy

The above policy and procedures have been agreed by:

The School Management Team	The School Governance Team
Signature	Signature
EMILY HOPFINGER	
Date: 19/9/25	Date:

Cyber-bullying

The School recognises that cyber bullying is prevalent among children and young people and that it can have serious effects on those who experience it.

Cyber-bullying can include:

- Threats and intimidation
- Harassment or stalking
- Vilification or defamation of character
- Ostracisation/peer rejection
- Identity theft
- Public posting or sending of unauthorised images or information
- Manipulation including placing pressure on someone to reveal personal information or images.

Instances of cyber-bullying will be dealt with using the above policy and Behaviour Policy with the following considerations in mind:

- The audience and reach of cyber-bullying is very large
- Knowledge that information or images cannot be contained, controlled or that the event could resurface can impact on the recipient of cyber-bullying.
- Perpetrators of cyber-bullying can more easily remain anonymous.
- There can be instances of unintentional cyber-bullying
- Online behaviours are less inhibited than offline and some children may say things to others online that they would not have done offline.

Preventative measures: the School takes measures to prevent instances of cyber-bullying including:

- We do not permit mobile phones on the premises within school hours
- Staff are vigilant to the signs of cyber-bullying and use the same procedure as for other forms of bullying.
- Development of a PSHE curriculum for classes 7/8 that address issues of cyber-bullying and e-safety.
- Liaison with local Police School's Officer with visits and sessions arranged for older children.