



Anti-bullying Policy

Policy owner	Head Teacher	January 2026
Formally endorsed by	Trustees	January 2026
Review		November 2027

Key Staff contacts

Designated Safeguarding Lead: Tamara Allen
Deputy Safeguarding Lead (s): Anna Retsler, Elena Oliver Andres
Head Teacher: Anna Retsler
Early Childhood Manager: Sarah Newby

This policy will be reviewed biennially and/or following concerns and/or updates to national/local guidance or procedures.

Anti-bullying policy

St Paul's Waldorf School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

We have a commitment to promote equality. Therefore, we believe this policy is in line with the Equality Act 2010. It is unlawful for a school to discriminate against a pupil or prospective pupil by treating them less favourably because of their:

- sex
- race
- disability
- religion or belief
- sexual orientation
- gender reassignment
- pregnancy or maternity

Legislation, statutory requirements and statutory guidance

There are several pieces of advice and 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):

- The Education (Independent School Standards) Regulations 2014
- EYFS 2025
- The Equality Act 2010
- Behaviour in schools Advice for head teachers and school staff 2024
- Preventing and tackling bullying Advice for head teachers, staff and governing bodies July 2017
- Cyberbullying: Advice for head teachers and school staff
- Keeping Children Safe in Education

Aims

We are committed to safeguarding by providing a safe environment where the welfare of everyone is the priority of all staff. We strive to create a culture of good behaviour and positive relationships, where all members of the community treat one another with respect. Promotion of healthy relationships is integral to all learning. Bullying of any kind is unacceptable and will not be tolerated. In all incidences, a record will be made and where appropriate and necessary, disciplinary action will be taken.

It is every child's right to receive an education free from humiliation, harassment, victimisation, discrimination, oppression, and abuse – physical, verbal, or emotional. Parents and Guardians have an essential role in supporting these standards. We encourage pupils, and parents to communicate any concerns to ensure a prompt response and resolution. When home and school are working together, issues can be revealed, and relationships transformed.

This policy applies to all pupils in the School and the Kindergarten. We are committed to providing a happy and safe environment which promotes positive relationships. We do this by creating a culture of inclusivity, celebrating differences and similarities, through the rich and diverse curriculum, resources and festivals. The pupils are taught what constitutes positive relationships, what bullying is, how everyone has a part to play in preventing bullying and know what to do when bullying occurs. At St Paul's Waldorf School, we focus on bullying behaviour, we don't talk about a pupil as "a bully".

Relational conflict

It is important to remember that children's relationships with each other at school can vary tremendously. Children can find it difficult to find a best friend. Not everyone in school has a 'best friend' but socialises in fluid groups. Children can be the best of friends one day and fall out the next. Parents and staff need to be aware that temporary breakdowns in relationships do not necessarily constitute bullying but should be dealt with through mediation and support.

Human relationships go through phases and, conflicts and arguments can be constructive. We can learn empathy, self-regulation and conflict resolution. Children can forget to take other's feelings into account and go too far when making comments and playing. Hurtful incidents, even unintentional, will be dealt with. Teachers and staff will support children to understand the other person's perspective, feelings and boundaries and to make amends. The Kindergarten or Class teacher will foster a sense of belonging; we are all friends.

What constitutes bullying behaviour?

Bullying is the repetitive, intentional, hurting of a person or group by another person or group, where the relationship involves an imbalance of power. It can be by directly, verbally, mentally, emotionally or physically hurting someone. It can be in real life and/or online. It can be indirectly by consistently and intentionally undermine someone so that other people's perception of that person changes and their social standing become so low that relationships are damaged. A severe, single incident can also constitute bullying if it is intentional and there is an imbalance of power. Prejudice related bullying is when someone is bullied based on their protected characteristics.

Staff recognises that the following behaviour can constitute bullying:

Types of Bullying	Definition
Emotional	Being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures).
Physical	Pushing, kicking, hitting, punching or any use of violence, threatening or obscene gestures.
Racial	Using racial taunts, graffiti, and gestures because of someone's colour and/or origin.
Sexual/Sexist	Unwanted physical contact or sexually abusive comments because of gender. Sexual bullying is always a safeguarding issue

Verbal	Insults, sarcasm, spreading rumours, teasing and name-calling including comments made against particular groups for example because of disability, Special Educational Needs or on grounds of religion, cultural background, gender, sexual orientation or transgender status.
Cyber	All areas the of the internet, such as email & internet chat room misuse, social network sites, threats by text messaging & telephone calls, and misuse of photographic technology, e.g. cameras and videos. This includes sexting or threatening and/or blackmailing a person to share images of that person or purporting to be that person or connected with them in some way.
Religious	Unkind words or actions because of someone's religion.
SEN/D	Unkindness because of physical or mental disabilities or having Special Educational Needs.
Homophobic	Treating someone unkindly because people think that they are or might be homosexual.
Transphobic	Unkindness due to someone's gender identity, their perceived gender identity or because they do not conform to culturally conventional gender roles.
Family-related	Unkindness because a child is adopted or is a carer, or the like.

Encouragement to talk

We recognise how difficult it can be for pupils and parents to act, and how bullying thrives on fear and secrecy. Children are encouraged to report the incident to any adult in the school setting. This can be verbally, in writing or drawing.

Key messages for pupils

If you are being bullied:

- Tell someone, don't suffer in silence:
- Speak to your class teacher, subject teacher, teaching assistant or any adult in the school and/or at home.
- It is not your fault, and it is upsetting

If you see someone being bullied:

- Tell an adult immediately.
- Don't think that it is okay to be a 'bystander', this can give the impression that you think bullying is acceptable. Ask those who engage in bullying behaviour to stop, it is never right to hurt someone.
- Be an ally: Take action to support the pupil being bullied, for example say something friendly to and about the person and take the pupil being targeted to an adult.

Responsibilities

It is the responsibility of:

- The head teacher to communicate this policy to the school community, to ensure 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.

- The DSL, Designated safeguarding lead will monitor all bullying incidents and report to the trustees.
- Trustees to take a lead role in monitoring and reviewing this policy.
- All staff, including trustees, 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.

The Kindergarten (KG) or Class Teacher is the pastoral lead in each KG group or Class. Everyone is responsible for the wellbeing of all children and trained in safeguarding procedures. The Kindergarten or Class teacher will always be informed of a bullying incident and take the lead in resolving the situation. In some cases, other members of staff may talk to pupils involved if they receive the disclosure or witness the incident. The Kindergarten or Class teacher should work with a colleague to resolve the situation and ensure minutes of meetings are kept and CPOMS is updated including all actions taken.

The Kindergarten or Class teacher will share the incident in the class with the chair of the KG/TM meeting who will allocate members of staff to begin the restorative process. In the following KG/Teachers Meeting it will be on the agenda to ensure adequate supervision and follow up of restorative approaches.

The Designated Safeguarding Lead/s will monitor CPOMS and bring incidents to the pedagogical leadership meeting: Teaching and Learning group (with the DDSL and Head teacher) will monitor the situation and allocate more support when needed.

The DSL can meet with families to consider support from outside agencies.

Procedures for all Staff

- Continuously uphold the relationship curriculum and follow behaviour policy
- There should be appropriate supervision of pupils during unstructured time to be able to observe relationships
- If bullying is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached or witnessed the concern
- Ensure that more than one member of staff is involved in talking to pupils about a bullying incident, involve class teacher, Mental health lead, DSL, learning support teacher or other class teacher. In severe instances the head teacher.
- Find out what happened. A clear and precise account of bullying incidents will be recorded by the school in accordance with existing procedures. Take time to listen carefully and establish the facts and factors involved. Take notes and add these to CPOMS.
- Bystanders and allies may provide important background information.
- Remind pupils that they (bystanders) too have a responsibility, allowing something to happen is participation, even when it is passive. Be an ally!
- Make it clear that bullying behaviour is unacceptable to everyone
- The Class Teacher should be informed if not present during the incident.
- Report any serious incidents to the Safeguarding Lead (DSL) immediately, especially where there may be safeguarding issues
- Sexual bullying is always a safeguarding concern, and the DSL will be involved
- The kindergarten or class teacher will ensure parents/carers are kept informed about the concern and action taken, as appropriate and in line with child protection and confidentiality policies.

- Appropriate sanctions and support, for example as identified within the school behaviour policy and child protection policy, will be implemented in consultation with all parties concerned
- If necessary, other agencies may be consulted or involved, for example the police if a criminal offence has been committed or Early Help if a child is felt to be at risk of significant harm.
- Where the bullying of or by pupils takes place off school site or outside of normal school hours (including cyberbullying), the school will ensure that the concern is fully investigated and responded to in line with this policy, our Online Safety Policy and the school behaviour policy. If required, the DSL will collaborate with DSLs at other settings.

Kindergarten

In the Kindertartens (Ages 3 to 6 years old), there is a strong focus on Personal, Social and Emotional development, being this crucial for children to lead healthy and happy lives and is fundamental to their cognitive development. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life. Our Personal, Social and Emotional Development curriculum brings together PSHE (Personal, Social, Health and Economic Education) and RSE (Relationships, Sex, Education).

Golden rules are established to teach appropriate ways of relating to each other:

- Everyone is different and everyone is welcome
- Gentle hands
- Hands are for work and play
- Kind Words

It is understood that it is natural for children this age to forget these. Assimilating these rules and learning to control normal, impulsive behaviours such as hitting or throwing are some of the fundamentals of what is learned during the kindergarten years. Any hurtful behaviour will be dealt with immediately by any member of staff present during the incident, as it is acknowledged that any bullying related incident can cause emotional harm, low self-esteem and/or fear, impacting in the children's sense of belonging and safety within the Kindergarten.

While communication, language and literacy are developing, it is normal for some children to express emotion in a physically or verbally negative manner and we will support them to develop the appropriate skills. As kindergarten children are in the age of imitation, their behaviour may be an imitation of language or behaviour they have seen or heard.

In kindergarten we are building the foundations of consent, supporting the children to say 'No' or equivalent and to respect another person's boundary, including the reading of body language.

Although Kindergarten age children do not usually act with an intention to harm, teachers are aware that certain dynamics and patterns of behaviour can arise between one child and another, or between groups of children, and are alert to the need to work with the children and families to support such occurrences.

During a bullying incident:

- Staff will take immediate action: stop the incident and make sure everyone is safe.
- Show concern and support for the child who has been bullied: Reassure and comfort the child that has been hurt
- Reiterate golden rules

- Bring child who displays bullying behaviour out of play and divert into other teacher led tasks

After a bullying incident

- Record all physical incidents in accident/incident book and give copy to parents
- Record incidents on CPOMS and update with all actions taken
- Meet with parents of children involved as soon as possible with an action plan
- Monitor progress and book follow-up meeting with parents
- DDSL will bring incident to teaching and learning meeting
- If necessary, other agencies may be consulted or involved, for example Early Help if a child and/or family is felt in need of additional support, or the child to be at risk of significant harm.

Begin restorative/Reconciliation process/Education over punishment:

- Explain to the children involved why the displayed behaviour is unacceptable
- Ensure all children involved are heard separately
- Support relationship between children involved by giving cooperative tasks
- Implement play/other activities between the children involved, closely observed and monitored by staff
- Bring friendship themes to stories and songs to the whole kindergarten group as a way to promote a proactive curriculum that sets fundamental basis for kindness, empathy and acceptance of all children in the kindergarten.
- If appropriate, involve families of the children affected during the incident and offer suggestions for reconciliation outside the kindergarten, e.g. play dates
- Report back to parents in follow-up meeting

Prejudice related incidents

At this age children also express curiosity of differences, notice differences and comment on them. We support them with this both proactively and in response to their comments, so that they learn to embrace difference and speak kindly to each other. Our curriculum aims to ensure a sense of belonging and experiences of differences amongst all children.

Prejudice related incidents can happen amongst kindergarten age children, involving negative behaviour and language and exclusion from play. These incidents might be intentional or unintentional, but they are always treated seriously.

During a prejudice related incident:

- Staff will take immediate action: stop the incident and make sure everyone is safe.
- Show concern and support for the child who has been bullied: Reassure and comfort the child that has been hurt
- Reiterate golden rules of kindness and acceptance
- Bring child who displays prejudice behaviour against a peer out of play and divert into other teacher led tasks

After the incident

- Ensure all children involved are heard separately

- Inform parents/carers of the incident
- Record incidents on CPOMS and update with all actions taken
- Kindergarten teacher will meet with parents of children involved as soon as possible with an action plan with the support of the DDSL, DSL or Early Childhood manager
- Monitor progress and book follow-up meeting with parents
- DDSL will bring incident to teaching and learning meeting
- If necessary, other agencies may be consulted or involved, for example Early Help if a child and/or family is felt in need of additional support, or the child to be at risk of significant harm.

Begin restorative/Reconciliation process/Education over punishment:

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- If appropriate, involve families of the children affected during the incident and offer suggestions for reconciliation outside the kindergarten, e.g. play dates
- Report back to parents in follow-up meeting

Classes I – III

Before an incident:

The Class teacher, with the support of all staff, will establish the class culture of positive relationships, through working together, circle times, pedagogical stories, classroom charters and celebration of Anti-bullying week. They learn to celebrate and value each other's uniqueness and similarities.

The Class teacher will ensure that children understand what being a good friend is and what bullying behaviour is, as opposed to falling out with a friend. Teachers ensure they understand what they need to do if they see bullying happening, for example clearly express that bullying is not funny and to tell an adult when they see that happens. They will be taught what an ally is, as opposed to a bystander. This is part of the relationship education.

During an incident, seen or disclosed:

- Intervene and stop a bullying incident
- Confirm that the child is not physically injured. If the child is physically injured, deal with the injury immediately
- Show concern and support for the child who has been bullied

After an incident:

- Ensure the wellbeing of the target of the bullying behaviour and create an environment which makes it easier for the target to talk. Take time to let the situation calm down.

- Listen to all the children involved. Ask them to talk, write or draw a picture of what has happened. Make detailed records of everything discussed and observed. The bystanders and allies are important to form the picture.
- Part of the action should be to create an understanding of why this constitutes bullying, explore feelings, and make amends. Identify the bullying behaviour and who displayed that behaviour as well as what those around did, were they a passive bystander or an ally?
- Inform and invite the parents/guardians as soon as possible. It is important to discuss a way that you can all support the child affected, create a resolution plan.
- Impose a consequence
- State the sanction, which will be imposed if the bullying behaviour continues which is likely to be fixed term exclusion if pupil is old enough
- Incidents should be written as reports on CPOMS and updated with all actions taken.
- Bullying incidents will be followed up in Teaching and Learning meeting with Head teacher by the DDSL for the school.
- Restorative practices enable targeted support for all.
- Positive relationships will be reinforced, anti-bullying message clarified in the classroom, using restorative practices and monitoring of the situation. Pupils should be taught what a good friend is, what is bullying behaviour and the roles of the bystander and ally. Children should be regularly reminded of always reporting incidents or situations that make them uneasy to an adult member of staff
- A follow-up meeting with parents to ensure that the situation has been resolved

Prejudice related incidents:

Teachers and staff will challenge all offensive or discriminatory language e.g. homophobic, sexist and transphobic comments, racist and faith targeted comments and disablist words. Prejudice related incidents will be recorded as such on CPOMS along with all actions taken. Prejudice related incidents should be handled together with a DSL, DDSL or suitable colleague and the DSL kept informed.

Class IV – VIII

Before an incident:

Children in these classes are expected to take full responsibility for their actions and be accountable for their behaviour and intentions towards themselves and their peers. They are explicitly taught what constitutes healthy relationships by the Class teacher in a pastoral capacity and reinforced by all staff. They should know what constitutes bullying (the 4 aspects) with an understanding of how to report incidents and how to behave as an ally instead of a passive bystander. They know what cyber-bullying is: any form of bullying that is carried out using electronic media devices, such as computers, laptops, smartphones, tablets, or gaming consoles.

Regular circle time will be held in classes IV and V. Middle school PSHE assembly (VI-VIII) will discuss what bullying is annually. Focus will be on the rights of each human being. The Assembly will explore the themes and points enclosed in St Paul's Waldorf School Anti-Bullying policy and review the charter. This is part of the relationship education.

Prejudice related incidents:

Teachers and staff will challenge all offensive or discriminatory language e.g. homophobic, sexist and transphobic comments, racist and faith targeted comments and disablist words. Prejudice related incidents will be recorded as such on CPOMS along with all actions taken. Prejudice related incidents should be handled together with a DSL, DDSL, or colleague but keeping DSL informed.

During an incident:

- Intervene and stop the incidents
- Ensure the wellbeing of the target of bullying
- Confirm that the child is not physically injured. If the child is physically injured, deal with the injury immediately.
- Create an environment which makes it easier for the target to talk. Take time to let the target calm down. Record the conversation.

After an incident:

- Class teacher, or in his/her absence a teacher or DSL will meet with the target of bullying away from the others.
- Class teacher, or in his/her absence a teacher or DSL will meet with all children involved in the incident. This may be in a group or individually depending on the severity of the situation. Bystanders and allies may be involved in this process.
- Everything will be noted and recorded on CPOMS and update with all actions taken
- Parents will be informed and will be asked to support all the children involved.
- Clear sanctions for the bullying behaviour will be given.
- Support to restore relationship within the class is given to all parties.
- Class Teacher will review the situation some weeks after the incident. Close observations will be made, and notes taken where appropriate. It is important for all staff to stay vigilant and aware.
- Reinforce the positive relationships and anti-bullying message in the class and use restorative practices and keep monitoring the situation.
- Ensure that the students are aware of the fixed term exclusion, should the bullying be repeated.
- Check-in meeting held with parents again.

Sanctions:

In accordance with St Paul's Behaviour Policy, when responding to a particular incident we will consider:

- The age of the individuals involved.
- The nature and severity of the incident.
- Whether there are any behavioural/learning needs, which could affect an individual's behaviour towards others.
- Whether the individuals have been involved in any previous incidents.
- The duty of care to all pupils and staff.
- Which pupils were involved and who were the bystanders.
- The effects on the person(s) being bullied.
- The nature of the relationship between the perpetrator(s) of the bullying behaviour and those targeted.
- If there were any triggers to the behaviour.
- The support and disciplinary measures required to resolve the difficulty.

In the first instance when bullying has been confirmed, the pupil displaying bullying behaviour is counselled and a sanction is enforced which reflects the seriousness of the incident: reprimand, withdrawal of privileges, written apology, detention. In exceptional circumstances, persistent bullying may result in exclusion from school. It will be made clear for all involved that a repeat of the bullying behaviour will result in "fixed term" exclusion. See our Behaviour policy.

Our priority is to restore a sense of safety and wellbeing in the person who has experienced the bullying behaviour and to expect better behaviour from those who have perpetrated it. Some incidents are resolved quickly and with limited intervention, other incidents can be very complex and demand a great deal of skill and expertise. Some incidents of bullying may require support from outside agencies, such as CAHMS, Kidscape, social workers, General Practitioners (GPs) etc.

Guidelines for informing parents

All parents should be consulted if there are any concerns about their children. They may be able to help solve problems or provide information which could prevent serious incidents occurring. The parents of both the target and the pupil displaying bullying behaviour should be informed when an incident has occurred.

We will ensure that all parents/carers know:

- The steps that have and will be taken to resolve the incident.
- The progress towards a satisfactory conclusion

Bullying that occurs outside school

If it is discovered that the bullying occurs outside school all victims will be taken seriously and offered appropriate support, regardless of where the abuse takes place. In addition to discussions with the parents of the children concerned, the school may contact any other agencies as appropriate (e.g. other school settings, youth clubs, transport providers, police) to provide information about the School's concerns and any actions being taken:

- When a complaint/concern is received begin log of all interaction.
- Speak to parent/guardian involved and minute all meetings
- Speak to pupil who has experienced the bullying behaviour and minute meeting.
- Speak to pupils who has been involved in bullying behaviour and minute meeting.
- Treat all communication seriously and formally.
- Keep all parties fully informed so that they are clear and secure.
- Head teacher can impose a sanction

Child-on-child abuse

Our school may be the only stable, secure and safe element in the lives of children at risk of, or who have suffered harm. Nevertheless, whilst at school, their behaviour may be challenging and defiant, or they may instead be withdrawn, or display abusive behaviours towards other children. Our school recognises abuse is abuse and it should never be tolerated or passed off as "banter", "just having a laugh" or "part of growing up". We recognise that some children may abuse other children and any incidents of child-on-child abuse will be managed in the same way as any other child protection concern and will follow the local procedures. There is an ISCP Protocol for Managing Child-on-Child Sexual Abuse, Violence and Harassment which should be followed

Child-on-child abuse can manifest itself in many ways. This may include bullying (including cyber bullying), physical abuse, sexual violence / sexual harassment, 'upskirting', the sharing of nudes or semi-nudes, 'sexting' or initiation / hazing type violence and rituals. We do not tolerate any

harmful behaviour and will take swift action to intervene where this occurs. We use lessons and assemblies to help children understand, in an age-appropriate way, what abuse is and we encourage them to tell a trusted adult if someone is behaving in a way that makes them feel uncomfortable. We understand the different gender issues that can be prevalent when dealing with child-on-child abuse.

We recognise that LGBTQ+ children can be targeted by others as can children perceived to be LGBTQ+ who can be just as vulnerable. We will ensure that these children have a trusted adult to share concerns with and we will work to consider how we can reduce additional barriers faced by these children and how safe spaces can be provided for them to talk or share concerns. We will use the Statutory Guidance on Relationships, Sex and Health Education for support on addressing homophobic, biphobic and transphobic bullying and abuse.

Refer to our school's Safeguarding & Child Protection Policy for further detail and guidance.

Anti-Bullying Charter

- We will not tolerate bullying behaviour
- We know what constitutes bullying
- We are a telling school - bullying is too important not to report
- When we report bullying, staff will give us a fair hearing
- Bullying will be dealt with seriously
- We will not put others down
- We will not judge others by appearance
- We accept others regardless of race, religion, culture, disability, sexual orientation, gender reassignment or pregnancy or maternity
- We have the right to travel to and from school without being bullied

Appendix B

Other Useful References and Support Organisations

NEW Dedicated NSPCC helpline **0800 136 663** for reports of sexual harassment or abuse in education

- Anti-Bullying Alliance (ABA) <https://www.anti-bullyingalliance.org.uk/>
- Kidscape – a charity working UK-wide to keep children safe from bullying and sexual abuse <https://www.kidscape.org.uk/>
- NSPCC: www.nspcc.org.uk
- PSHE Association: www.pshe-association.org.uk
- CEOP – Child Exploitation and Online Protection - Command CEOP works with child protection partners across the UK and overseas to identify the main threats to children and coordinates activity against these threats to bring offenders to account. We protect children from harm online and offline, directly through NCA led operations and in partnership with local and international agencies. <https://www.ceop.police.uk/>
- Childnet International – the UK’s safer internet centre: provides information on how to respond to cyberbullying and on how pupils can keep themselves safe <https://www.childnet.com/>
- ChildLine offers a free 24-hour helpline and counselling service for children in distress or danger. Telephone: 0800 1111 <http://www.childline.org.uk/>
- Internet Matters: Online safety <https://www.internetmatters.org/>
- Internet Watch Foundation: <https://www.iwf.org.uk/>
- Mental Health: MIndEd: <https://youngminds.org.uk>
- Race Religion and nationality: Educate Against Hate: <https://educateagainsthate.com/>
- SEND: Mencap: represents children with learning disabilities <https://www.mencap.org.uk/>