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## Prevention of Bullying Policy and Procedure

**Reviewed by:** Charlotte Burdett

**Reviewed on:** March 2025

**Next review:** March 2026

**Related policies:** Behaviour and Discipline Policy, including Exclusion Guidance; Safeguarding and Child Protection Policy; Withdrawal Policy; Admissions Policy; Parent's Handbook.

### Endorsement

Full endorsement is given to this policy by:

**Name:** Joel Chalfen

**Position:** Cambridge Steiner School Trustee

A handwritten signature in blue ink that reads "Joel Chalfen".

**Signed:**

**Date:** March 2025

# **Waldorf Cambridge Prevention of Bullying Policy**

## **Supporting our children to thrive and be safe**

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### **Our Approach**

Waldorf Cambridge does not tolerate bullying. We are committed to:

- Providing a safe and supportive school environment where children can express themselves without fear or intimidation.
- Maintaining a cooperative ethos between students, parents, and staff to prevent bullying.

- Helping children develop self-esteem and personal qualities that minimize the risk of bullying.
- Identifying children at risk and responding proactively to their needs.
- Encouraging a culture of reporting bullying incidents.

Bullying is an abuse of power and must be addressed through preventative education and responsive action. Open communication with parents is vital in early identification and intervention.

## **What is Bullying?**

Bullying is a repeated, intentional act of aggression that causes embarrassment, pain, or discomfort to another. It includes physical attacks, verbal abuse, extortion, exclusion, and cyberbullying.

### **Bullying Behaviour is Characterised By:**

- Deliberate aggression intended to harm.
- A perceived imbalance of power where the victim feels helpless.
- Emotional or physical pain inflicted over time.

### **Examples of Bullying Behaviour:**

- Physical: Hitting, kicking, pushing, taking personal items.
- Verbal: Name-calling, threats, sarcasm, spreading rumors.
- Cyberbullying: Offensive texts, social media harassment.
- Social: Excluding peers, manipulating relationships.
- Prejudice-based: Discrimination based on race, gender, sexuality, disability, religion.

## **Encouraging a Reporting Culture**

Pupils and parents are encouraged to report bullying to school staff. We reinforce that:

- If you are being bullied, tell someone.
- If you witness bullying, report it.
- Bystanders must not enable bullying by remaining silent.

Students may report incidents verbally, in writing, or anonymously if necessary.

## **Allegations of Abuse Made Against Other Pupils**

We acknowledge that peer-on-peer abuse exists and will not tolerate it. Any such allegations will be treated as safeguarding concerns and may involve external agencies such as child protection services or law enforcement.

If an allegation is made:

1. The incident must be recorded and reported to the Designated Safeguarding Lead (DSL).
2. The DSL will follow child protection protocols, including risk assessments and referrals where necessary.
3. Support will be provided to all parties involved.

## **Procedures for All Staff**

- Staff should observe relationships and bring concerns to weekly meetings.
- Any concerns should be reported to the Safeguarding Team.
- Staff must supervise pupils during unstructured times.
- All incidents must be recorded on the Bullying Report Form or MyConcern platform.
- Serious incidents should be escalated to the DSL immediately.

## **Procedures for Dealing with Incidents**

Each case will be assessed individually, considering the age of those involved and the context. We recognize that younger children may misinterpret one-time conflicts as bullying.

### **Managing and Recording Incidents**

- Reports may come from pupils, parents, staff, or external observers.
- Incidents must be documented on MyConcern and marked as urgent.
- Immediate staff intervention is required to stop incidents.
- The victim's wellbeing is the priority; support will be provided.
- The perpetrator will be engaged in behaviour reflection and correction.
- Relevant staff and parents will be informed.

## **Reviewing an Incident**

We will assess:

- Who was involved and where the incident took place.
- The impact on the victim.
- Any underlying causes or triggers.
- Appropriate interventions or sanctions required.

## **Consequences and Sanctions**

Responses will be proportional to the severity of the incident and the individuals involved.

Possible sanctions include:

- Verbal reprimand and behavioural guidance.
- Restorative conversations between parties.
- Separation of individuals involved.
- Loss of privileges or extracurricular activities.
- Temporary or permanent exclusion for severe cases.
- Referral to external agencies if necessary.

## **Involving Parents/Carers**

Parents will be informed of any confirmed bullying incidents and will be kept updated on actions taken.

## **Staff Awareness and Training**

All staff undergo regular training on safeguarding and bullying prevention, ensuring:

- Early identification of at-risk pupils.
- Implementation of preventative measures.
- Effective intervention strategies.

## **Prevention Strategies**

We embed bullying prevention within our school culture through:

## **1. Strengthening Social Bonds & Emotional Intelligence**

- Classroom community-building activities.
- Role-playing and storytelling for empathy development.

## **2. Promoting Self-Awareness & Positive Behaviour**

- Consistent school routines and behaviour expectations.
- Reflection-based interventions for personal responsibility.

## **3. Encouraging Upstander Behaviour**

- Promoting a culture of peer support and accountability.

## **4. Digital Responsibility & Awareness**

- Educating pupils on responsible technology use and cyberbullying.

By fostering mutual respect and a strong sense of community, we aim to create a safe, inclusive, and thriving school environment.

**This policy should be read alongside all other safeguarding policies and in accordance with Keeping Children Safe in Education 2025.**

**Appendix 1 – Bullying Report Form (can be completed and uploaded to MyConcern, or all information can simply be included on the system when first logging the concern).**

**Location/event:**

**Date of incident:**

**Time of incident:**

<b>Type of behaviour displayed/experienced:</b> (Please Tick)			
<b>Isolation</b> /being ignored or left out		<b>Possessions</b> /kit taken or damaged	
<b>Physical</b> /being hit or hurt		<b>Forced into actions</b> against will/hazing	
<b>Verbal</b> (name-calling, taunting, mocking, threatening)		<b>Written</b>	
<b>Cyber</b> (On-line, social media, email, text, posting photos/videos)		<b>Spreading rumours</b>	
<b>Other</b> (please specify)			

**Names of individuals involved:**

		<b>Gender</b>	<b>Age</b>	<b>Role*</b>
1				
2				
3				
4				
5				
6				

\*Role: **V** Victim      **P** Perpetrator   **A** Associate                      **B** Bystander

**Where did bullying behaviour occur?**

Sports playing area	
<b>Class room</b>	
Changing rooms	
Toilet	

Other (specify)	
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Are there indications that the behaviour was related to any of the following:			
General appearance/body image		Race/ethnic origin	
Disability/SEN		Sexual orientation	
Gender(/Sexism/homophobia/transphobia)		Home circumstances	
Religion		Sports ability	

**Summary of the behaviour:**

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**Action taken**

Overall (include details if incident referred on):

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In “Action Taken”, include any sanctions, exclusions, parental involvement, or involvement with external agencies.

<b>Form completed by:</b>	<b>Date:</b>
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**Appendix 2 – Checklist for managing a bullying incident**

<b>Checklist for managing a bullying incident</b>	✓
1. Young person tells you he/she is being bullied or incident is observed.	
2. Report to a responsible member of staff.	

3. Record incident following guidelines.	
4. Ensure that an appropriate adult meets with the target of the bullying. Follow interview guidelines and record.	
5. Listen to other young people who may have observed the incident. Follow interview guidelines and record.	
6. Ensure that appropriate adult meets with the young person alleged to be responsible. Follow interview guidelines and record.	
7. If there is evidence or admission of bullying, issue appropriate sanctions following prevention of bullying policy and positive behaviour policy. If you are using a restorative approach provide opportunity for young person to reflect and consider how they might make amends.	
8. If no bullying has taken place, or there is insufficient evidence, consider what further action is needed to reassure and meet the needs of those concerned.	
9. Inform the target of outcomes and actions taken. Keep them informed throughout. Provide on-going support.	
10. Inform the young person responsible of outcomes and actions taken, keep them informed throughout. Provide on-going support.	
11. Contact the parent/carers of the target of the bullying. Inform them of the incident and offer appropriate support. Keep them informed throughout.	
12. Contact the parent/carers of the young person responsible for the bullying. Inform them of the incident and offer appropriate support. Keep them informed throughout.	
13. Where a criminal offence has been committed, take appropriate action.	
14. Consider what additional input is required in terms of: proactive work to address prejudice or promote diversity, work with class or year group, assembly, individual or group work with young people concerned, referral to outside agencies etc.	
15. Monitor the situation and review with all parties to ensure the bullying has stopped.	
16. Review how successful your approach has been. What additional preventative measures need to be in place?	

**Appendix 3 - Summary table - Bullying can include:**

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
<p>Prejudice-based and discriminatory, including:</p> <ul style="list-style-type: none"> <li>• Racial</li> <li>• Faith-based</li> <li>• Gendered (sexist)</li> <li>• Homophobic/biphobic</li> <li>• Transphobic</li> <li>• Disability-based</li> </ul>	<p>Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)</p>
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites