

# Silverdale School

## Anti-Bullying Policy

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**Chorus Education Trust**

*This document is designed to provide staff guidance, expectations and standards operated in the Trust/School. It is intended as a reference document to enhance and support existing key policies and procedures for the safe and effective running of the Trust school sites. If staff are unclear what is expected of them they should speak to their line manager. Failure to adhere to the Trust's key policies and procedures may lead to disciplinary action.*

***All trust staff (including supply staff and trainees) are accountable for the way in which they exercise authority, their professional judgement, manage risks, use resources and protect pupils, themselves and others from avoidable harm.***

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## Policy Statement

Silverdale is committed to ensure that all students feel welcome and that they belong at Silverdale. We will ensure that all pupils feel safe and happy in school and are able to learn in a supportive, caring environment without the fear of being bullied. Bullying is an anti-social behaviour, it is unacceptable and will not be tolerated by the school.

‘Outstanding achievement for all. All Staff, All students. All the time’

This Policy applies to Silverdale School.

**Signed:** .....

**Date:** xxxxx

**Jon Mordecai, Chair of the Local Governing Body**

## 1. Aims of the policy

- All governors, teaching and non-teaching staff, pupils, parents and carers should have an understanding of what bullying is.
- All governors, teaching and non-teaching staff should know what the school policy is on bullying, and follow it when it bullying is reported.
- All pupils, parents and carers should know what the school policy is on bullying, and what they should do if bullying occurs.
- To deal effectively with bullying.
- To ensure that all members of the school community feel responsible for combating bullying.

## 2. What is bullying?

At Silverdale School bullying is defined as *repeated actions, intentionally* carried out to causes harm, offence or injury to another person or group.

### Emotional

Any actions that impact on the emotional wellbeing of another person

Deliberately causing harm or offence to another person or group of people by using unkind language, teasing, name calling, taunting and making negative personal comments.

- Excluding individuals from conversations, activities or groups,
- Ridiculing or causing humiliation – either face to face, through spreading rumours or inappropriate use of technology.
- Tormenting others by taking their possessions, hiding books, threatening gestures, using social media to provoke a reaction.

### Physical

Any form of actual physical violence or threat of violence including intimidation, for example:

- Hitting including any variation of kicking, slapping, punching, pushing or using an object to have the same effect.
- Theft of property or possessions.
- Intentionally causing damage to property or possessions

### Harmful sexual behaviour

This includes any unwanted physically contact or sexually abusive comments for example:

- Using sexually explicit words and phrases
- Inappropriate touching

- Using sexual threats or violence
- Forced or exploitative sexual activity
- Sexual harassment
- Forcing another person to look at sexual body parts

## Online bullying & Inappropriate use of social media

More commonly known as ‘cyber bullying’ – which is the misuse of technologies or communications to cause harm, injury or offense. For example:

- Mobile threats by text messaging and calls.
- Misuse of associated technology i.e. cameras and video facilities, games consoles.
- Students who engage in ‘group chats’ which are created to target an individual with the intention of been unkind or to cause offence.
- Sharing of inappropriate material online – including material that is racist, homophobic, sexist, includes extremist content or discriminatory language against people with special needs and disabilities.
- Sharing inappropriate material of a sexual content (including sexting).
- Deliberate attempts to contact staff via social media or use their online profile to harass, intimidate, make threats or cause offence to any member of staff and / or adult.
- Using social media to humiliate, harass, intimidate, make threats or cause offence or anxiety to another student.

## Prejudice based bullying

Prejudice-based bullying (also known as Identity-based bullying) refers to any form of bullying related to the characteristics considered unique to a child’s identity. These forms of bullying are not only targeted at an individual, but reflect negative attitudes towards a wider sub-community or group to whom that individual identifies with

Prejudice-based bullying can be separated in to 9 characteristics unique to a child’s identity, these are:

- **Race or ethnicity:** bullying directed towards an individual which relates to their skin colour, ethnicity, or national identity. Includes racial taunts, graffiti or gestures.
- **Gender:** bullying based around sexist attitudes or sexually inappropriate behaviours, intended to either demean or humiliate an individual because of their sex.
- **Homophobic, biphobic and transphobic:** bullying because of or focusing on the issue of sexuality or gender identity.
- **Religion or belief:** bullying motivated by prejudice against an individual’s perceived or actual religious or spiritual beliefs and practices
- **Learning disability/difficulty:** Bullying of children who have an impairment which affects the way they learn, understand, socialise and communicate (i.e.

- speech and language difficulties).
- **Disability:** Bullying of children who have a physical or mental impairment
- For example, mobility, visual or hearing impairments, epilepsy, diabetes or a progressive condition such as multiple sclerosis.
- **Asylum seekers and refugees:** because of or focusing on being from refugee and asylum seeking backgrounds.
- **Gypsy, Roma and Traveller:** because of or focusing on being a member of a travelling community.

### 3. What is not bullying?

#### One-off incidents

Bullying is persistent and repetitive, and generally fits a pattern of behaviour. However, there will be occasions when a one-off incident is so significant that it causes long term effects, and is therefore categorised as bullying. One example may be extreme public humiliation that deters someone from engaging in discussions or social events.

#### Mutual conflict

A disagreement, argument or fight in which both parties have equally participated and where there is no imbalance of power.

### 4. Guidance for parents and Carers

We are committed to developing a culture of inclusion, tolerance and respect in order to encourage mutually supportive students at Silverdale School.

ALL bullying is unacceptable, regardless of who bullies, how it is delivered or what reasons are given to justify it.

Bullying hurts. No one deserves to be a victim of bullying. Bullying has the potential to damage the emotional wellbeing and mental health of those affected by it, including those who witness this abuse.

We realise that people who are bullied do not always show their hurt and speak about it. If you know someone is being bullied you must tell a teacher.

## Signs and symptoms that someone may be experiencing bullying

Change in routines or behaviours	Changes in mood or personality
<input type="checkbox"/> Is frightened of walking to or from school. <input type="checkbox"/> Doesn't want to go on the school/public bus. <input type="checkbox"/> Begs to be driven to school. <input type="checkbox"/> Changes their usual routine. <input type="checkbox"/> Is unwilling to go to school (school phobic). <input type="checkbox"/> Begins to truant.	<input type="checkbox"/> Becomes withdrawn, anxious, or lacking in confidence. <input type="checkbox"/> Attempts or threatens suicide or runs away. <input type="checkbox"/> Cries themselves to sleep at night or has nightmares. <input type="checkbox"/> Feels ill in the mornings. <input type="checkbox"/> Begins to do poorly in school work. <input type="checkbox"/> Becomes aggressive, disruptive or unreasonable.
Physical Signs	<input type="checkbox"/> Is bullying other children or siblings. <input type="checkbox"/> Is frightened to say what's wrong. <input type="checkbox"/> Is afraid to use the internet or mobile phone. <input type="checkbox"/> Is nervous or jumpy when using their phone or electronic device
<input type="checkbox"/> Comes home with clothes torn or books damaged. <input type="checkbox"/> Has possessions which are damaged or 'go missing'. <input type="checkbox"/> Has unexplained cuts or bruises <input type="checkbox"/> Has dinner or other monies continually 'lost'. <input type="checkbox"/> Comes home starving (money/lunch has been stolen). <input type="checkbox"/> Stops eating. <input type="checkbox"/> Asks for money or starts stealing money (to pay bully) <input type="checkbox"/> Gives improbable excuses for any of the above.	

These signs and behaviours could indicate other problems, but bullying should be considered a possibility and should be investigated.

**If you suspect your child is being bullied please report your concern to Key Stage Team immediately so that we can investigate.**

It is important that you advise your child not to fight back, it can make it worse. Parents/carers must help us ensure we have a culture of tolerance and respect at school by promoting this at home.

Bullying directly impacts on emotional wellbeing of students and we will ensure that any reports of bullying are dealt with in accordance of the schools anti bullying policy.

## 5. Anti-Bullying Ethos

Silverdale School aims to tackle bullying through creating an ethos and culture of respect, kindness and acceptance of difference.

School will do this by:

- Our home – school agreement and code of conduct involves students, parents, carers and teachers in setting out what we expect of each other as a caring community.
- All students have PSHE lessons which cover bullying and how to deal with it during each school year.
- We shall keep students aware of the issue of bullying through assemblies and form tutor time and in lessons whenever it is appropriate.
- Taking part in anti-bullying week.
- Staff to follow the equality policy; welcoming every child to our school. Staff must be careful not to highlight differences of children or an individual child, even if this is done in jest.
- Staff will challenge inappropriate and unpleasant comments.
- Using our anti bullying ambassadors to help raise awareness of anti-bullying and help the school and pupils to tackle any bullying.
- Reports of bullying will be investigated by the school swiftly.

Students are expected to:

- Report bullying either towards you or when you see it happening to others. Not reporting a bullying incident allows the bully to continue with their bullying behaviour.
- Never stand by and watch bullying take place whether it is face to face or online.
- Walk away from situations that make you feel uncomfortable and talk to an adult as soon as you can.
- Support staff investigate incidents by completing a student statement form, honestly and quickly, when asked to do so.
- Avoid situations on social media where bullying can take place and will try to persuade friends to do the same.
- Avoid using social media or text messaging when it is used with the intention of causing offence, harm or injury to another person. You must report any incidents in school immediately.
- Follow Silverdale’s code of conduct.



Parents and carers are asked to:

- Work with Silverdale staff and make us aware of any issues as soon as they arise.
- Monitor students social media activity to ensure they are safe online and are not being bullied or using social media inappropriately
- Allow Silverdale staff the opportunity to investigate incidents first and not take matters into their own hands.
- Inform school if they intend to report incidents of bullying to the police.
- Follow the schools complaints procedure if they are unhappy with the outcome of an investigation.

## 6. Anti-Bullying Procedures

### Reporting Bullying - Students

Students can report any incidents of bullying to any member of staff at Silverdale School who will take the appropriate action.

- **Form Tutor** should be the first point of contact for most students as they see their form tutor every day. However we understand that form time is a busy time and it may not always be possible to speak to a form tutor privately.
- **Pastoral Manager** – Each student has a named Pastoral Manager who is available all day, especially before school, during break and lunchtimes and after school.
- **Key Stage Leader** – Each student has a Key Stage Leader who is based in the key stage office and students can speak to them when staff are not teaching.
- **Safeguarding & Inclusion Manager** – Mrs Anderson is available to speak to students who are experiencing any personal issues at home and at school. She is based in the office next to A207.
- **Inclusion Team** – Many students are supported by the inclusion team and there is always someone available to talk to throughout the day in Student Support (A207/8 and offices)
- **SLT** – The Senior Leadership Team is dedicated to ensuring all students feel safe and cared for at Silverdale and students can report any issues directly to a member of the senior team.

### Reporting bullying – Staff

Members of staff should record follow the schools behaviour policy and record any incidents that they observe on SIMS.

All staff have a responsibility to challenge any unacceptable behaviour including any behaviour that could be defined as ‘bullying’ as set out in the policy.

Staff who have any concerns should make the Key Stage Team aware immediately and should record any incident witnessed on a staff statement form and pass to the key stage teams.

## Reporting bullying – Parents & Carers

Parents and carers who have any concerns should contact the relevant Key Stage Team.

## Anti-Bullying Process

### Step 1

Incident has been reported to the Key Stage Team by student, staff or parent/ carer. The incident is investigated, evidence gathered and statements are taken and passed to the Key Stage Leader.

*If bullying is suspected an investigation will take place and we will talk to the suspected victim, the suspected bully and any witnesses.*

### Step 2

The Key Stage Leader examines the evidence and decides if the incident should be treated as a one off incident, a mutual conflict or evidence of bullying. (Referring to the definition provided in the policy.)

*If the incident is a one off incident or mutual conflict the Key Stage Leader will follow the schools behaviour policy and take appropriate action. (See Behaviour Policy 2017/18)*

### Step 3

If the incident has been recorded as bullying the following actions will take place:

Parents/ Carers of all involved will be informed that the incident is being dealt with as 'Bullying'. This will be formally recorded in writing to both the 'victim' and 'perpetrator'.

*\*This will be recorded centrally and reported to Governors termly.*

Consequences will be issued by the Key Stage Leader in line with the schools behaviour policy. The consequence will be based upon the seriousness of the incident and the level of harm caused to the victim.

Restorative Practice will take place within 5 days of the incident.

**(See Restorative Practice Policy 2017/18)**

*Some incidents of bullying may warrant intervention of the police depending upon the severity of the incident or if a crime has been committed. Parents / carers will be informed if this decision has been made.*

### **Repeated Reports**

If the same ‘perpetrator’ is reported to carry out other acts of bullying towards the same or different students, the school will take further action. Students who are known to be intentionally causing harm, injury or offense to students at Silverdale School will receive our most serious consequences, including risk of permanent exclusion from Silverdale School.

Actions of the Key Stage Team will include:

- A formal meeting with parents to review the evidence against the student.
- Possible change of students form and/ or teaching groups or year half.
- Referral to the Inclusion Team for possible assessment of need and support.
- Seclusion during social times of the day
- Pastoral Support Plan to monitor students behaviour

The school is responsible for completing a register of bullying incidents in line with the LA guidelines and will make a termly report of such incidents to the Governing body.

Silverdale will aim to ensure that support is in place for the victims of those who have been bullied and that they are supported with their emotional wellbeing and to promote positive wellbeing and building resilience. Whilst we will discipline those that bully others we will also offer to help them to change their behaviour.

## **7. Support for staff**

We will ensure appropriate agencies contact details are available for staff for example in the staff handbook and/or a section of school website and on notice boards in the staff room

e.g Human resources and Union representatives.

Bullying or harassment of staff should be reported to the Head of School.

## **8. Complaints Procedure**

Parents / carers are supported to refer to the complaints procedure in regards to any issues with the school. Parent/ carers should make a formal complaint in writing to the Head of School.

## 9. Helpful organisations

- National Bullying Helpline 0845 22 55 787
- Child Exploitation and Online Protection (CEOP) 08700 000 33 44
- Kidscape Parents Helpline (Monday – Friday, 10am – 4pm) 0845 1205204
- Bulling Online [www.bullying.co.uk](http://www.bullying.co.uk)
- Childline 0800 1111 [www.childline.org.uk](http://www.childline.org.uk)