

| Version | Date      | Updated by       |
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| 1.0     | Sept 2023 | Cate Tumman      |
| 1.1     | Sept 2024 | Julia Whitesides |
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## Anti-Bullying Policy

### Statement of Intent

At Silver Linings School we are committed to providing a 'happy, safe, and secure' environment for everyone so that they can achieve their full potential.

Bullying of any kind is unacceptable at our school. If bullying does occur, all children should be able to inform a member of staff and know that incidents will be dealt with promptly and effectively. Members of staff should report workplace bullying using the whistle blowing policy and procedures. We are a **TELLING** school. This means that **anyone** who knows that bullying is happening is expected to tell a member of staff.

We would expect pupils to act safely and feel safe in school, including that they understand the issues relating to bullying and that they feel confident to seek support from school should they feel unsafe.

We would also want parents/carers to feel confident that their children are safe and cared for in school and incidents, when they do arise, are dealt with promptly and well.

The school is aware of its legal obligations, including the Equality Act 2010, and its role within the local community supporting parents and working with other agencies outside the school where appropriate. This means as well as taking into account the context of any concerns which need addressing, we will consider where a pupil may have a protected characteristic. This will include ensuring any action taken by the school has taken into account their needs and that any actions do not put the pupil at greater harm.

This policy has been written to comply with the specifications for the All Together United against Bullying Project 2019-2020 (Anti-bullying Alliance [www.anti-bullyingalliance.org.uk](http://www.anti-bullyingalliance.org.uk))

### Objectives of this Policy

- All staff, teaching and non-teaching staff, children, and parents should have an understanding of what bullying is.
- All governors and teaching and non-teaching staff should know what the school policy is on bullying, and follow it when bullying is reported.
- All children and parents should know what the school policy is on bullying, and what they should do if bullying arises.
- As a school we take bullying seriously. Children and parents should be assured that they will be supported when bullying is reported.
- Silver Linings School has a 'zero tolerance' to bullying

*Silver Linings School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. It is our aim that all pupils feel safe and fulfil their personal emotional and academic potential.*

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**This policy is available:**

- Online at [www.silverlingsed.co.uk](http://www.silverlingsed.co.uk)
- From the school office and will be provided within 7 days of request

**Roles and responsibilities**

**The Head Teacher** has overall responsibility for the policy and its implementation and liaising with the proprietor, parents/carers, LA and outside agencies.

They are also responsible for:

- Policy development and review involving pupils, staff, governors, parents/carers and relevant local agencies
- Implementing the policy and monitoring and assessing its effectiveness in practice
- Ensuring evaluation takes place and that this informs policy review
- Managing bullying incidents
- Managing the reporting and recording of bullying incidents
- Assessing and coordinating training and support for staff and parents/carers where appropriate
- Coordinating strategies for preventing bullying behaviour

**The Designated Safeguarding Lead** will report and refer any safeguarding concerns to the MASH. Safeguarding is the responsibility of all staff; however, all staff, parents and pupils need to be aware of who to report to and how to report any safeguarding concerns.

**The school proprietor** will monitor this policy and any bullying in school.

**Definition of Bullying**

For the purpose of this policy, bullying is defined as follows:

**The repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. Bullying can be physical, verbal or psychological. It can happen face-to-face or through cyberspace.**

[www.anti-bullyingalliance.org.uk/tools-information/all-about-bullying/what-bullying/aba-definition-bullying](http://www.anti-bullyingalliance.org.uk/tools-information/all-about-bullying/what-bullying/aba-definition-bullying)

How does bullying differ from teasing/falling out between friends or other types of aggressive behaviour?

- There is a deliberate intention to hurt or humiliate.
- There is a power imbalance that makes it hard for the victim to defend themselves.

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- It is usually persistent.

It is agreed that bullying results in pain and distress and that the victims are often powerless to defend themselves.

Occasionally an incident may be deemed to be bullying even if the behaviour has not been repeated or persistent – if it fulfils all other descriptions of bullying. This possibility should be considered, particularly in cases of hate crime related bullying and cyber-bullying. If the victim might be in danger, then intervention is urgently required.

### What Is Bullying?

Bullying can be:

- Emotional being unfriendly, excluding, tormenting, baiting
- Physical pushing, kicking, hitting, punching or any use of violence
- Racist racial taunts, graffiti, gestures (see Equalities of Opportunities Policy)
- Sexual unwanted physical contact or sexually abusive comments, sexting
- Homophobic because of, or focusing on the issue of sexuality
- Verbal name-calling, sarcasm, spreading rumours, teasing, banter
- Cyber All areas of internet, such as email & internet chat room misuse Mobile threats by text messaging, misuse of associated technology, i.e. camera phones, social media misuse
- Indirect Can include the exploitation of individuals such as false friendships, criminal exploitation, sexual exploitation and radicalisation.

Although bullying can occur between individuals it can often take place in the presence (virtually or physically) of others who become the ‘bystanders’ or ‘accessories’.

Bullying can take place between:

- young people
- young people and staff
- between staff
- individuals or groups

### Why are children and young people bullied?

#### Prejudice Related Bullying

Under the Equalities Act 2010 it is against the law to discriminate against anyone because of:

- age
- being or becoming a trans person
- being married or in a civil partnership
- being pregnant or having a child
- disability
- race including colour, nationality, ethnic or national origin, including Gypsy, Roma, Traveller heritage

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- religion, belief or lack of religion/belief
- sex /gender
- sexual orientation

These are called ‘protected characteristics’.

**Other vulnerable groups include**

- bullying related to appearance or health
- bullying of young carers or looked after children or otherwise related to home circumstances

Although the above do not currently receive protection under the Equality Act 2010, bullying for these reasons is just as serious.

**Prejudice Related Language**

Racist, homophobic, biphobic, transphobic and disablist language includes terms of abuse used towards people because of their race/ethnicity/nationality; because they are lesbian, gay, bisexual, or trans, or are perceived to be, or have a parent/carer, sibling, or friend who is; because they have a learning or physical disability. Such language is generally used to refer to something or someone as inferior. This may also be used to taunt young people who are perceived to be different in some way or their friends, family members or their parents/carers are perceived to be different.

In the case of homophobic, biphobic and transphobic language particularly, dismissing it as banter is not helpful as even if these terms are not referring to a person’s sexual orientation or gender identity, they are using the terms to mean inferior, bad, broken or wrong. We will challenge the use of prejudice related language in our school even if it appears to be being used without any intent. Persistent use of prejudice related language and/or bullying will be dealt with as with any other form of bullying.

There is no hierarchy of bullying – all forms should be taken equally seriously and dealt with appropriately.

**Where does bullying take place?**

Bullying is not confined to the school premises. It can be perpetrated outside school, in the local community, on the journey to and from school and may continue into other phases of a child’s education.

The school acknowledges its responsibilities to support families if bullying occurs off the premises.

**Cyberbullying**

The increasing use of digital technology and the internet has also provided new and particularly intrusive ways for bullies to reach their victims.

Cyberbullying can take many forms and bullying online can often start in school and then be

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progressed online or start online and influence behaviour in school.

Whilst most incidents of Cyberbullying occur outside school, we will offer support and guidance to parents/carers and their children who experience online bullying and will treat Cyberbullying with the same severity as any other form of bullying.

Cyberbullying can include:

- hacking into someone’s accounts/sites
- Posting prejudice /hate messages
- Impersonating someone online
- Public posting of images
- Exclusion
- Threats and manipulation
- Stalking

We will ensure that our children are taught safe ways to use the internet (see our online safety policy) and encourage good online behaviour.

**Why is it important to respond to bullying?**

Silver Linings School expects all children to be able to achieve their full potential; being unhappy prevents this from happening. No one should be a victim of bullying. Everybody has the right to be treated with respect. Children who are bullying also need to learn different ways of behaving.

Consequently, it is agreed that **ALL members of staff have** a responsibility to respond promptly and effectively to issues of bullying.

Both children and adults often do not report cases of bullying because they feel it is their fault and they are to blame. Everyone in the school community therefore needs to receive the clear message that nobody ever deserves to be bullied!

In order to support and encourage both staff and children to report bullying the following systems are in place:

- confidential and varied routes to report bullying, including “Worry Boxes’ in the classrooms, keyworkers, opportunities during one-to-one sessions with TAs, volunteers, therapists, teachers, Head Teacher etc.
- effective and fair investigations;
- listening strategies;
- follow up systems to ensure that agreements are sustained.

Parents are frequently the ones to learn about and report bullying incidents.

**In view of this the school:**

- encourages parents to inform their child's key adult straight away of any bullying concerns, so that they can be ‘nipped in the bud’ and dealt with;
- ensures that its administration staff understand the systems and procedures, are clear about the steps to be taken, and sensitive to the emotional needs of parents;
- aims to instill confidence in parents that their concerns will be taken seriously, a prompt investigation will be carried out, and that any action taken will not make the situation worse for their child;

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- will ensure that all staff respond to, and follow the school's outlined procedures within agreed timescales, and provide parents with updates and reports of progress;
- aims to ensure that parents are clear about how to take further action if they do not feel that their concern has been properly addressed;
- will share any safeguarding risk with the DSL who will make a referral to the MASH if appropriate.

### Signs and Symptoms

A child may indicate through a variety of ways, signs or behaviours that he or she is being bullied. Adults should be aware of these possible signs and that they should investigate if a child:

- is frightened of walking to or from school
- doesn't want to go to school
- begs to be driven to school
- changes their usual routine
- is unwilling to go to school (school phobic)
- begins to truant
- becomes withdrawn, anxious, or lacking in confidence
- starts stammering
- attempts or threatens suicide or runs away
- cries themselves to sleep at night or has nightmares
- feels ill in the morning
- begins to do poorly in school work
- comes home with clothes torn or books damaged
- has possessions which are damaged or "go missing"
- asks for money or starts stealing money (to pay bully)
- has dinner or other monies continually "lost"
- has unexplained cuts or bruises
- comes home starving (money / lunch has been stolen)
- becomes aggressive, disruptive or unreasonable
- is bullying other children or siblings
- stops eating
- is frightened to say what's wrong
- gives improbable excuses for any of the above
- is afraid to use the internet or mobile phone
- is nervous & jumpy when a cyber message is received

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

### Procedures

1. Report bullying incidents to staff. They will investigate and ascertain as much 'factual evidence' as possible and make a judgment.
2. In cases of serious bullying, the incidents will be dealt with by the Deputy or Head Teacher.
3. In serious cases parents/carers should be informed and will be asked to come in to a

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meeting to discuss the problem.

4. If necessary and appropriate, police will be consulted.
5. The bullying behaviour or threats of bullying must be investigated, and the bullying stopped quickly.
6. An attempt will be made to help the bully (bullies) change their behaviour.
7. Where the bullying is of a member of staff, this should be reported to a member of the SLT or the school proprietor

### Outcomes

1. The bully (bullies) may be asked to genuinely apologise. Other consequences may take place.
2. In serious cases, suspension or even exclusion will be considered.
3. If possible, the children will be reconciled.
4. After the incident/incidents have been investigated and dealt with, each case will be monitored to ensure repeated bullying does not take place.

### Prevention

We will use a variety of methods for helping children to prevent bullying. As and when appropriate, these may include:

- PSHE curriculum time
- writing a set of school rules
- writing stories or poems or drawing pictures about bullying (social stories)
- reading stories about bullying or having them read to a class
- making up role-plays
- having discussions about bullying and why it matters
- Anti-bullying week
- Structured Conversations with parents/carers
- Specific curriculum input on internet safety and staying safe online

### Recording bullying and evaluating the policy

Bullying incidents will be recorded by the member of staff who deals with the incident, and this will be stored in the safeguarding log and in a pupils safeguarding file.

The information stored will be used to ensure individual incidents are followed up. It will also be used to identify trends and inform preventative work in school and development of the policy. This information will be discussed by staff in regular staff meetings.

This information will be presented to the governors as part of the annual report by the Head Teacher on discipline.

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**Useful organisations**

**Anti-bullying Alliance (ABA) - [www.anti-bullyingalliance.org.uk](http://www.anti-bullyingalliance.org.uk)**

Brings together more than 65 organisations with the aim of reducing bullying and creating safer environments in which children and young people can live, grow, play and learn.

**Mencap – [www.mencap.org](http://www.mencap.org)**

Mencap is a learning disability charity that provides information and support to children and adults with a learning disability, and to their families and carers.

**Stonewall – [www.stonewall.org.uk](http://www.stonewall.org.uk) The lesbian, gay and bisexual charity**

**Educational Action Challenging Homophobia (EACH) – [www.eachaction.org.uk](http://www.eachaction.org.uk) Educational Action Challenging Homophobia (EACH) is a charity and training agency helping people and organisations affected by homophobia. The website gives guidance, contact details and a free-phone helpline.**

**School's Out– [www.schools-out.org.uk](http://www.schools-out.org.uk)**

**Beatbullying – [www.beatbullying.org.uk](http://www.beatbullying.org.uk)**

Beatbullying is the leading bullying prevention charity in the UK and provides anti- bullying resources, information, advice and support for young people, parents and professionals affected by bullying.

**Childnet International – [www.childnet-int.org](http://www.childnet-int.org)**

Childnet International - The UK's safer internet centre

Cyberbullying - supporting school staff – [www.teachernet.gov.uk/publications](http://www.teachernet.gov.uk/publications) Cyberbullying - A whole school community issue - [www.teachernet.gov.uk/publications](http://www.teachernet.gov.uk/publications)

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| Advisory Centre for Education (ACE)       | 0300 0115 142   |
| Children's Legal Centre- Coram            | <a href="https://www.childrenslegalcentre.com">https://www.childrenslegalcentre.com</a> |
| KIDSCAPE Parents Helpline (Mon-Fri, 10-4) | 020 7730 3300   |
| Family Lives                              | 0808 800 2222   |
| Youth Access                              | 020 8772 9900   |

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