



# **ANTI-BULLYING POLICY (INCLUDING PREJUDICE-BASED INCIDENTS)**

Equal opportunities lie at the heart of all that we do at Silverwood School. We are committed to ensuring that every member of the school community is given the same chance as any other to access the services and support of the school

We have carefully considered and analysed the impact of this policy on equality and the possible implications for pupils with protected characteristics, as part of our commitment to meet the Public Sector Equality Duty (PSED) requirement to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations.

This policy is designed to meet the needs of all pupils, working through pre-formal, semi-formal and formal curricula. It is inclusive of students who function at early/preverbal levels of language and communication, through to those who express themselves verbally and in writing. The policy is designed to be child-centred and to make sure as far as is possible that pupils understand what is happening in their lives, why, and what options are available to them

<b>Approved by:</b>	<b>Standards Committee</b>	<b>Date:06/05/2026</b>
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<b>Last reviewed on:</b>	<b>May 2026</b>
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<b>Next review by:</b>	<b>May 2027</b>
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**Definition** - In Silverwood School we define bullying as:

- any continued or repeated act that causes harm to another individual, and whereby the bully is aware of the impact of their behaviour

An incident is deemed to be based on “Prejudice” if it is an unfavourable evaluation or action based on their perceived group membership. Some common prejudices are based on a person’s sex, gender, disability, religion, race, ethnicity, language and nationality.

### **Rationale**

- Bullying and prejudice exists in all strata of society going far beyond schools.
- Silverwood School’s philosophy is one of education about bullying and prejudice and its effects, alongside acceptance and celebration of differences.
- Bullying and prejudice is often a symptom of other social problems and should be treated as such; however persistent bullying will be dealt with severely.
- All members of the school community must recognise that they have a responsibility to report any incident of bullying or prejudice to an appropriate adult.
- Silverwood’s ethos is to encourage positive behaviour, thus reducing the status of negative behaviour such as bullying.
- We value difference at Silverwood School and create and take opportunities to and celebrate what makes us all different.

### **Aim**

To be at the forefront of specialist education; providing excellent learning in inspirational environments and developing core values, communication and independence.

We believe that at Silverwood School all students have the right to enjoy their time in school without threat of physical, emotional or verbal bullying or prejudice.

**Silverwood School does not tolerate bullying and prejudice, in any forms.**

### **Guidelines for Implementation**

- a) Silverwood School believes in treating each case of bullying and prejudice on the evidence available and particular circumstance of each case, consistent with the school's behaviour policy and guidelines.
- b) Silverwood School believes that all discussion on bullying and prejudice should be open and understood by staff and students alike. Each reported case of bullying is to be treated seriously, thoroughly investigated and appropriate actions taken to eradicate the problem.
- c) Bullying and prejudice issues are discussed by all staff as part of Silverwood School PSHRE programme
- d) The issue of bullying and prejudice is considered serious enough to be mentioned in assembly, tutorial and mentoring sessions.
- e) Any bullying or prejudice incident reported to SLT, who will ensure that it is thoroughly investigated - including student voice and contact with home of all pupils involved.
- f) We endeavour to use the “No blame” and “restorative” approaches when dealing with incidents of bullying and prejudice.
- g) Staff should use the flow diagram to aid with supporting bullying and prejudice based incidents.

## Appendix A

### Procedures for staff following a bullying or prejudice incident

Remain Calm



Take the incident seriously and make it clear that bullying and prejudice is not acceptable.



Take immediate action to make the situation safe e.g. redirect pupils, remove victim immediately



If the incident involves a physical assault, make sure pupils receive First Aid support. Call on senior staff to assist if needed.



Only after all parties are safe and calm do you need them to provide an account in appropriate way. This can be in separate rooms but should be supported by adults as deemed appropriate.



Write your own account on the same day and included as much information as possible – this may include names of witnesses. Pass to SLT.



Depending on seriousness of incident, either SLT or the Tutor will inform parents of all pupils involved.



The main role now is to try and ensure the pupils understand that such behaviour is wrong in a way that does not involve anger, aggression or humiliation. This may be period of reflection in private 1:1 support, work on a social story, a session focusing on how to put it right, the impact on others, and the serious consequences for repeated behaviour. Where appropriate, apologies and acceptance or understanding should be encouraged. This may include any of the following ways:

Public apology

Private apology

Apology in writing

An act of kindness or forgiveness

Cconciliation between those involved is essential.



After the event, consider bringing the pupils involved (and parents depending on the type of incident) together in private. This could take the form of a Restorative Justice Meeting (see RJ script). This opportunity should allow both parties to speak but should focus on the impact of the actions. Make it clear that the behaviour was unacceptable and if to be repeated would be dealt with very seriously.