



Anti-Bullying Local Procedures

Aurora Hanley School

Please refer to Main Policy A3 Anti-Bullying Policy

Appendix 2: Local Procedures: Aurora Hanley School

Instances of bullying tend to have the following common characteristics:

- **Repetitive and persistent.** Bullying is usually experienced as part of a continuous pattern and it can be extremely threatening and intimidating even when very subtle. Nevertheless, sometimes a single incident can have precisely the same impact as persistent behaviour over time.
- **Intentionally harmful.** The act of bullying intends harm to another individual although occasionally the distress it causes is not consciously intended by all of those who are present.
- **Involves an imbalance of power.** Bullying leaves someone feeling helpless to prevent it or put a stop to it. In some case an imbalance of power may mean that bullying crosses the threshold into abuse requiring implementation of safeguarding procedures (refer to the academy safeguarding procedures. The safeguarding and Pastoral leads have the overview on all site related behaviour issues.

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1) How to report bullying - children and young people (*to be used as a poster on site – you should have child friendly versions*)

(e.g.):

- › Report to a staff member– such as a form tutor, key worker or [specific names of anti-bullying staff] or any other teacher
- › Report to a peer mentor/befriender [insert other peer reporting mechanisms] who can be found in the school/college/home safe space every lunch time [or other designated area and time]
- › Report bullying by speaking to any member of staff.
- › Using the anonymous school bullying reporting box
- › Report to other school/college/home staff [the youth worker, school nurse, school counsellor] [insert other as appropriate]
- › Call Child Line to speak with someone in confidence on 0800 1111 Reporting – roles and responsibilities
- › Email www.youngminds.org.uk/young-person/coping-with-life/bullying/
- › www.victimsupport.org.uk/you-co/types-crime/bullying/

2) How staff report suspected bullying

- › Any bullying incidents or potential bullying incidents should be logged as a behavior incident on MuConcern
- › The DSL should be informed by either email or conversation.
- › The Pastoral and Safeguarding lead keeps an overview of bullying and review the incident and context.

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- › If a bullying incident is confirmed then a bullying log is created by a member of the DSL Team and a MyConcern report is created.

3) Prejudice-based incidents

A prejudice-based incident is a one-off incident of unkind or hurtful behaviour that is motivated by a prejudice or negative attitudes, beliefs or views towards a protected characteristic or minority group. It can be targeted towards an individual or group of people and have a significant impact on those targeted. All prejudice-based incidents are taken seriously and recorded and monitored on engage and if ongoing at the TAC meeting where a plan to address the incident is made.

4. Site initiatives to prevent and tackle bullying

We use a range of measures to prevent and tackle bullying including:

- › A child friendly anti-bullying policy ensures all students understand and uphold the anti-bullying policy
- › The PSHE programme of study includes opportunities for students to understand about different types of bullying and what they can do to respond and prevent bullying
- › Tutor time provides regular opportunities to discuss issues that may arise in class and for form tutors to target specific interventions
- › Logging of an issue on electronic system Engage to allow Pastoral and other staff to investigate context.
- › Teaching Assistants that shadow each class throughout the day and provide guidance on appropriate conversations.
- › Whole-school and year group assemblies help raise students' awareness of bullying and derogatory language
- › Difference and diversity are celebrated across the site through diverse displays, books and images. The whole site participates in events including Anti-bullying week, Black History Month and LGBGTQ+
- › The site values of equality and respect are embedded across the curriculum to ensure that it is as inclusive as possible
- › Stereotypes are challenged by staff and students across the site
- › Restorative work is completed with staff or one of the clinical team as required along with diagnosis awareness for those who may not be aware that their behaviors or use of language could be perceived as bullying.
- › Students and parents complete surveys on welfare and safety throughout the year.
- › Working with parents and carers, and in partnership with community organisations, to tackle bullying where appropriate.
- › Leading on direct education on racial stereotyping