



Anti-Bullying Local Procedures

Aurora Cedars School

Please refer to Main Policy A3 Anti-Bullying Policy

Appendix 2: Local Procedures: Cedars School

1) How to report bullying - children and young people

- › Report to any member of staff – students will be signposted to report incidents on the Inclusion Team. such as a form tutor, Mr Hind or Mr Rawlings, or any other staff member
- › If a student reports the incident to a member of staff outside of the assigned inclusion team it is their professional responsibility to report incidents on behalf of the student to the inclusion team.
- › Talk to your parents/carers who can support you in telling school staff
- › External signposting

2) How staff report suspected bullying

- › Any bullying incidents or potential bullying incidents should be logged as a bullying behavior incident on Engage.
- › When a student has been reported for 3 incidents of conflict within an academic term or the targeting of the same student 3 times within the year the DSL should be informed by email so it can be formally logged as a MyConcern under the category of Bullying.
- › The site anti- bullying log should be filled in by the DSL, this is tracked through the DSL Team and when a student triggers continued student conflict parents are invited to a meeting with the DSL. (See below Intervention for Conflict 3)
- › If a peristant bullying incident is confirmed and reported by the Inclusion Team then a MyConcern bullying log is created by the DSL.
- › These will be the headline figures reported against bullying in the school to Governance and Ofsetd as it evidences the persistent nature of Bullying.
- ›

	Conflict 1	Conflict 2	Conflict 3
Definition	Incident recorded, low level e.g. name calling	Repeated conflict to include social media	Persistent evidence of bullying
Intervention	Restorative mediation with Pastoral/Inclusion Team	Restorative work/guidance and parental engagement	Parental meeting, support plan, SLT intervention, external support

It is only when all these levels of intervention and support are exhausted would be it be logged as “Bullying” on MyConcern. This offers the robust opportunity to rehabilitate the views and behaviour of students at Cedars and not brand student Bullies without ample opportunities to support our

Aurora

students. Of course this excludes the targeted one off prejudice-based incidents as they sit as an independent log on MyConcern and addressed by actions as directed by DSL.

These will be categorized under the following:

- Disability Discrimination
- Gender reassignment Abuse
- Racism
- Gender Discrimination
- Religious Discrimination
- Homophobic Abuse
- Transphobic Abuse

These will be counted as independent conflict incidents that contribute to point 2.2 on the Conflict Scale.

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 as a MyConcern and Actions by the DSL to combat the bias based on the severity, these are assessed on an individual basis.

These will be recorded and reported onto Engage and discussed with the DSL.

4. Site initiatives to prevent and tackle bullying

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

- › THRIVE sessions to explore why people bully, how to stop bullying and spotting bullying
- › The PSHE program of study includes opportunities for students to understand about different types of bullying and what they can do to respond and prevent bullying. These will be a contextual safeguarding response if the evidence of wider school bullying is evident through recordings on MyConcern and Engage.
- › Tutor time provides regular opportunities to discuss issues that may arise in class and for form tutors to target specific interventions.
- › 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 LGBT History Month
- › 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 justice sessions with Form Tutors to provide support to targets of bullying and those who show bullying behaviour.
- › Students are continually involved in developing school-wide anti-bullying initiatives through consultation with groups such as School Council and Form Groups and through the anti-bullying survey.
- › Working with parents and carers, and in partnership with community organisations, to tackle bullying.
- › Support from PCSO