

Aurora

Anti-Bullying Local Procedures Aurora Meldreth Manor School

Important contacts should you have a bullying concern:

Site Lead:

Narges Gonzalez

narges.gonzalez@the-aurora-group.com

Designated Safeguarding Lead (DSL) & Online Safety Lead:

Clare Tilley

clare.tilley@the-auora-group.com

Appendix 1: Local Procedures:

5) How to report bullying - children and young people

- Report to a staff member– such as a class teacher or DSL, school clinical or therapy team.
- Consider Childline, to speak with someone in confidence on 0800 1111

5) How staff report suspected bullying

- Any bullying incidents or potential bullying incidents should be logged as a behaviour incident on Engage.
- The DSL should be informed by either email or conversation.
- If it is a safeguarding concern which could also be bullying then staff are advised to speak to a DSL/DDSL and complete a MyConcern record.

5) How Parents report suspected bullying

- Should a parent or student report a suspected bullying incident, an Engage record must be recorded.

5) A prejudice-based incident

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This 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 My Concern, ongoing concerns will be addressed at TAYP meetings where a plan to address the incident is made. Incidents of this nature need to be recorded on Engage with key members of staff copied in. Follow up learning needs to be planned for within the curriculum, social stories, PSHE and SaLT sessions to support a young person's understanding.

5) Site initiatives to prevent and tackle bullying.

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

- Students are surveyed termly with an Anti-Bullying questions and Parents/Carers are surveyed annually about the school.
- School staff undertaking professional qualifications who review the Anti-Bullying policies as part of their studies can provide feedback and insight into the advancement of the schools Anti-Bullying work as well as that of the Aurora group.
- SLT and DLS meetings discuss and review any entries in the Anti-Bullying log as a multidisciplinary approach to ensure early intervention is considered and implemented in every suspected case of bullying.
- The RSE/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.
- Whole-school and phase 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 many more.
- 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 Approach principles are used within a multidisciplinary approach to provide support to targets of bullying and those who show bullying behaviour.
- Clinical team work alongside staff to develop and support the school in workshops based on friendships, assertiveness and peer on peer activities.
- Opportunities for students to attend Anti-Bullying assemblies.
- Students are continually involved in developing school-wide anti-bullying initiatives through consultation with the School Council and through the anti-bullying survey that they complete termly and the results analysed to ensure continual review based on the students voices.
- School Council are consulted on changes to Student version of Anti-Bullying policies and the questions that are posed to the students in the Anti-Bullying surveys.
- Working with parents and carers who are surveyed termly on bullying to seek their feedback and in partnership with community organisations, to tackle bullying where appropriate.
- Creation of an Anti-Bullying Leaflet that is illustrated using anti-bullying competition posters that the students designed.

6) Social Ostracism

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- Intentionally and repeatedly leaving someone out of a group is called ostracising or social exclusion. It can be a form of bullying. That exclusion can cause an individual to believe something is wrong with who they are, focus on their shortcomings, blame themselves for actions, damage self-esteem.
Ostracisation may also impact broader mental health. Ensure all incidents of social ostracism are recorded on Engage and brought to the attention of the Engagement Team.

7) Cyberbullying

- The school recognises that a bullying incident should be treated as a child protection concern when there is reasonable cause to believe that a child is suffering or likely to suffer significant harm.
- Cyberbullying may be defined as ‘the use of electronic communication, particularly mobile phones and the internet, to bully a person, typically by sending messages of an intimidating or threatening nature: children and adults may be reluctant to admit to being the victims of cyberbullying’. It can take a number of different forms: threats and intimidation, harassment or ‘cyber-stalking’ (e.g. repeatedly sending unwanted texts or instant messages), sexting (e.g sending and receiving sexually explicit messages, primarily between mobile phones) vilification/defamation, exclusion/peer rejection, impersonation, unauthorised publication of private information/images and ‘trolling’ (abusing the internet to provoke or offend others online). It can be an extension of face-to-face bullying, with technology providing the bully with another route to harass their target.
- However, it differs from other forms of bullying in several significant ways:
- by facilitating a far more extreme invasion of personal space. Cyberbullying can take place at any time and intrude into spaces that have previously been regarded as safe and personal.
- the potential for anonymity on the part of the bully. This can be extremely distressing for the victim
- the potential for the bully to play very rapidly to a larger audience so the scale and scope of cyberbullying can be greater than for other forms of bullying.
- through the knowledge that the data is in the world-wide domain, disproportionately amplifying the negative effect on the victim, even though the bully may feel his / her actual actions had been no worse than conventional forms of bullying
- the difficulty in controlling electronically circulated messages as more people get drawn in as accessories. By passing on a humiliating picture or message a bystander becomes an accessory to the bullying.
- the profile of the bully and target can be different to other forms of bullying as cyberbullying can take place between peers and across generations. Teachers can be victims and age and size are not important.
- many cyberbullying incidents can themselves act as evidence so it is important the victim saves the information. Cyberbullying and the Law Bullying is never acceptable and the school fully recognizes its duty to protect all of its members and to provide a safe, healthy environment for everyone. Cyberbullying and the Law The Education and Inspections Act 2006 (EIA 2006) outlines some legal powers which relate more directly to cyberbullying.

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Head teachers have the power 'to such an extent as is reasonable' to regulate the conduct of pupils when they are off the school site. The Act also provides a defence for staff in confiscating items such as mobile phones from pupils. There is not a specific law which makes cyberbullying illegal but it can be considered a criminal offence under several different acts including Protection from Harassment Act (1997), Malicious Communications Act (1988), Communications Act (2003) Obscene Publications Act (1959) and Computer Misuse Act (1990).

Preventing Cyberbullying

As with all forms of bullying the best way to deal with cyberbullying is to prevent it happening in the first place. There is no single solution to the problem of cyberbullying but the school will do the following as a minimum to impose a comprehensive and effective prevention strategy.

We also use SENSO – which is our cloud-based solution designed to monitor and manage online safety for students and staff, alerting us of any key words/phrases being accessed.

Roles and Responsibilities

The Designated Safeguarding Lead will take overall responsibility for the co-ordination and implementation of cyberbullying prevention and response strategies.

The Designated Safeguarding Lead will:

- ensure that all incidents of cyberbullying both inside and outside school are dealt with immediately and will be recorded on MyConcern.
- ensure that all staff know that they need to report any issues concerning cyberbullying to the Designated Safeguarding Lead.
- ensure that parents/carers are informed and attention is drawn annually to the Anti-Bullying policy so that they are fully aware of the school's responsibility relating to safeguarding pupils and their welfare. The Anti-Bullying Policy is available at all times on the school website
- provide information for parents/carers on online safety and the positive use of technology.
- ensure that during every Term students are surveyed with regards to Anti-Bullying related questions.
- ensure that visitors to the school know how to report any cyberbullying issues to the Designated Safeguarding Lead.

Senior Leadership Team will:

- ensure the school's Acceptable Use Policy is reviewed annually.
- provide annual training for staff on the above policies and procedures.
- provide annual training for staff on online safety.
- plan and deliver a curriculum on online safety in computing lessons which builds resilience in pupils to protect themselves and others online.
- plan a curriculum and support RSE/PSHE staff in delivering a curriculum on online safety which builds resilience in pupils to protect themselves and others online.

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- ensure adequate safeguards are in place to filter and monitor inappropriate content and alert the Designated Safeguarding Lead to safeguarding issues. The school uses Senso as a management tool which allows us to monitor, manage and safeguard our IT estate and users. Site Leads will receive notifications of any trigger words used in website and local searches, documents or chats which might indicate a safeguarding concern. This allows us to fulfil our legal duty of care around online safety and safeguarding through real-time interactions and reporting, and adheres to the terms of our Acceptable Use policy.
- ensure the school manages personal data in line with statutory requirements. The school is aware of its duties under the Data Protection Act (1998). Careful consideration will be given when processing personal information so that the individual's privacy is respected where it needs protection. Access to the personal information will only be given to those who need it. The principles of the Data Protection Act will be applied when processing, collecting, disclosing, retaining or disposing of information relating to a pupil or member of staff.
- periodically revisit Cyberbullying as part of the Staying Safe Programme and that pupils know how to report a concern. (to someone on their safety circle, Childline or CEOP Education).
- all pupils are given clear guidance on the use of technology safely and positively both in school and beyond including how to manage their personal data and how to report abuse and bullying online.
- ensure that all staff are aware of their responsibilities by providing clear guidance for staff on the use of technology within school and beyond. All staff should sign to say they have read and understood the Staff Code of Conduct.

The School Governors will:

- appoint a governor in charge of welfare who will work with the Designated Safeguarding Lead to ensure the policies and practices relating to safeguarding including the prevention of Anti-Bullying are being implemented effectively.

Guidance for Staff

Guidance on safe practice in the use of electronic communications and storage of images is contained within The IT Acceptable Use Policy. The school will deal with inappropriate use of technology in line with the Staff Code of Conduct which could result in disciplinary procedures.

If you suspect or are told about a cyberbullying incident, follow the protocol outlined below:

Mobile Phones

- If there is suspicion the incident involves indecent imagery of children inform a Designated Safeguarding Lead or Deputy Designated Safeguarding Lead immediately and pass them the information that you have, do not look at the mobile phone.
- If there is no suspicion the incident involves indecent imagery of children, ask the pupil to show you the mobile phone.
- Inform a Designated Safeguarding Lead or Deputy Designated Safeguarding Lead immediately and pass them the information that you have.

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- Note clearly everything on the screen relating to an inappropriate text message or image, to include the date, time and names
- Make a transcript of a spoken message, again record date, times and names
- Tell the pupil to save the message/image
- Safeguarding procedures can then be followed.

Computers

- If there is suspicion the incident involves indecent imagery of children inform a Designated Safeguarding Lead or Deputy Designated Safeguarding Lead immediately and pass them the information that you have, do not look at the computer.
- If there is no suspicion the incident involves indecent imagery of children, ask the pupil to get up on-screen the material in question.
- Inform a Designated Safeguarding Lead or Deputy Designated safeguarding Lead and pass them the information that you have.
- Ask the pupil to save the material
- Print off the offending material straight away
- Make sure you have got all pages in the right order and that there are no omissions
- Safeguarding procedures can then be followed.

Use of Technology in School

All members of the school community are expected to take responsibility for using technology positively. As well as training, the following is in place:

- All staff are expected to sign to confirm they have read and understood the IT Acceptable Use Policy.
- All children and their parents/carers are expected to have been taken through and understood the IT Acceptable Use Policy.

Guidance for Pupils

If you believe you or someone else is the victim of cyberbullying, you must speak to an adult as soon as possible. This person could be a parent/carer, or a member of staff on your safety network.

- Do not answer abusive messages but save them and report them
- Do not delete anything until it has been shown to your parents/carers or a member of staff at school (even if it is upsetting, the material is important evidence which may need to be used later as proof of cyberbullying)
- Do not give out personal details or contact information without the permission of a parent/guardian (personal data)
- Be careful who you allow to become a friend online and think about what information you want them to see.
- Protect your password. Do not share it with anyone else and change it regularly
- Always log off from the computer when you have finished or if you leave the computer for any reason.

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- Always put the privacy filters on to the sites you use. If you are not sure how to do this, ask a teacher or your parents.
- Never reply to abusive e-mails
- Never reply to someone you do not know
- Always stay in public areas in chat rooms
- The school will deal with cyberbullying. Do not think that because it is online it is different to other forms of bullying.
- The school will deal with inappropriate use of technology in the same way as other types of inappropriate behaviour and sanctions will be given in line with the school's Behaviour Policy should the bullying party be a pupil at our school.

Guidance for Parents/Carers

- It is vital that parents/carers and the school work together to ensure that all pupils are aware of the serious consequences of getting involved in anything that might be seen to be cyberbullying. Parents/carers must play their role and take responsibility for monitoring their child's online life. Parents/carers can help by making sure their child understands the school's policy and, above all, how seriously the school takes incidents of cyberbullying.
- Parents/carers should also explain to their children legal issues relating to cyberbullying.
- If parents/carers believe their child is the victim of cyber-bullying, they should save the offending material (if need be by saving the offensive text on their computer or on their child's mobile phone) and make sure they have all relevant information before deleting anything.
- Parents/carers should contact the school as soon as possible. If the incident falls in the holidays the school reserves the right to take action against bullying perpetrated outside the school both in and out of term time.
- Use the direct link Safeguarding Report Form on the school Website for non-urgent reports that are reviewed during school opening hours.

E-Safety at Home

Several sites offer helpful advice to parents/carers, particularly with respect to how they can best monitor their child's use of the computer at home.

Here are some parents/carers might like to try:

- www.ceopeducation.co.uk/parents
- www.saferinternet.org.uk
- www.childnet.com
- www.anti-bullyingalliance.org.uk
- www.nspcc.org.uk

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