

Anti-Bullying Local Procedures Aurora Ryefields School

Please refer to Main Policy A3 Anti-Bullying Policy

Appendix 2: Local Procedures:

Reporting – The Headteacher and Deputy Headteacher have oversight of all service related behaviour issues

1) How to report bullying - children and young people

- › Report to any staff member – speak with any member of staff regarding bullying concerns
- › Report to a peer/friend and ask them to tell a member of staff.
- › Using the school's safeguarding concern QR code reporting system.
- › Tell a family/carer
- › Call Child Line to speak with someone in confidence on 0800 1111 Reporting – roles and responsibilities

2) How staff report suspected bullying

- › Any bullying incidents or potential bullying incidents should be logged as a behavior incident on Engage– this will inform the DSL
- › The DSL should be informed verbally if the concern is more urgent.
- › If a bullying incident is confirmed a MyConcern bullying log is created by the DSL or member of their team and a MyConcern incident is created by to recognise the significance of the incident as a safeguarding concern which will assign actions and follow ups.
- › The Deputy headteacher keeps an overview of bullying incidents and reviews incidents and contexts.
- › An overview is kept of bullying incidents and this data is analysed for trends/patterns – where a pattern is found proactive steps will be taken to address this

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

All prejudice-based incidents are taken seriously and recorded on My Concern. Any issues are investigated and pro-actively addressed. Where necessary issues are raised at the weekly TAC meeting where a plan to address any incidents/issues/trends can be made.

4. Site initiatives to prevent and tackle bullying

4.1. Awareness-Raising Activities

Raising awareness of bullying and its impact is crucial for prevention. Students need to understand the effects of bullying on others and how to stand up against it.

4.1.2. Anti-Bullying Assemblies

- **Purpose:** To educate the whole school about the different forms of bullying (physical, verbal, social, cyber) and their effects.
- **Activity:** Invite guest speakers (e.g., survivors of bullying or anti-bullying campaigners) to speak about their experiences. Show videos or run workshops where students can reflect on the topic.
- **Outcome:** Increased understanding and empathy regarding bullying. Students will feel more confident to speak up if they witness bullying.

4.1.3. Anti-Bullying Week

- **Purpose:** To dedicate a week to raising awareness about bullying and promoting a bullying-free environment.
- **Activity:** Organize various activities throughout the week, such as:
 - Workshops or talks on bullying and its consequences.
 - Fundraising for anti-bullying charities.
 - Design an anti-bullying slogan or logo competition.
 - Wear odd socks or a specific colour to symbolise unity against bullying.
- **Outcome:** A heightened sense of solidarity against bullying. Students will know they are part of a school culture that values kindness and respect.

4.1.4. Class Discussions and Circle Time

- **Purpose:** To encourage open communication about bullying in a safe and supportive environment.
- **Activity:** Use circle time (especially in primary schools) to facilitate discussions about bullying. Provide scenarios for students to reflect on, discussing how they would handle bullying situations. Encourage students to share personal experiences and feelings.
- **Outcome:** Building empathy, trust, and open communication. Students develop problem-solving skills and understand how to intervene appropriately when bullying happens.

4.2. Peer Support and Mentoring

Creating systems where students can support each other is essential for preventing bullying and offering peer-led intervention.

4.2.1. Peer Mentoring Programmes

- **Purpose:** To provide support for younger students or those who may be vulnerable to bullying by pairing them with older, trained student mentors.

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- **Activity:** Train older students to act as mentors. They will support younger students in navigating social situations, offer advice, and be a positive role model.
- **Outcome:** Stronger connections within the school community, and students who are more confident in seeking help when needed.

4.2.2. Buddy System

- **Purpose:** To ensure that every student has a peer to turn to during the school day, especially at times like break or lunch when bullying can occur.
- **Activity:** Assign each student a buddy at the start of the year. Encourage students to spend time with their buddy throughout the day and check in with each other regularly.
- **Outcome:** Increased student friendships, a sense of belonging, and reduced isolation for students who may otherwise become targets of bullying.

4.2.3. Peer Mediation and Conflict Resolution

- **Purpose:** To resolve conflicts early, before they escalate into bullying situations.
- **Activity:** Train students in peer mediation techniques, where they can assist their peers in resolving disagreements and misunderstandings. This could be done in small groups or with individual students.
- **Outcome:** Students become proactive in resolving issues and preventing them from turning into bullying incidents. They also develop important life skills in communication and problem-solving.

4.3. Digital Citizenship and Cyberbullying Prevention

Cyberbullying is increasingly a concern in schools. It's crucial to educate students about responsible online behavior and provide tools for dealing with online bullying.

4.3.1. E-Safety Workshops

- **Purpose:** To teach students about the risks of the internet, how to use social media responsibly, and how to deal with online bullying.
- **Activity:** Organize workshops for students across all year groups to discuss online safety, privacy settings, and the importance of reporting cyberbullying. Include discussions on the impact of harmful online behaviour and the importance of kindness.
- **Outcome:** Students will be aware of the risks of online behaviour and equipped with strategies to handle cyberbullying.

4.3.2. Digital Footprint and Social Media Education

- **Purpose:** To help students understand the long-term consequences of their online actions.
- **Activity:** Conduct lessons on digital footprints and the importance of thinking before posting online. Show examples of how social media behaviour can affect relationships, reputations, and even job prospects in the future.
- **Outcome:** Students will be more conscious of their online presence and less likely to engage in harmful behaviour.

4.4. Anti-Bullying Policies and Reporting Mechanisms

Students need clear, accessible ways to report bullying and know that their voices will be heard.

4.4.1. Anti-Bullying Local procedure Review

- **Purpose:** To ensure the school has a clear and updated anti-bullying policy that students, staff, and parents understand and can follow.
- **Activity:** Review and revise the school's anti-bullying local procedures regularly. Make sure that students know where to report bullying (e.g., a specific teacher, peer mentor, or online platform). Display the policy clearly around the school.
- **Outcome:** Students feel empowered to report bullying safely and anonymously if needed. Staff are equipped to handle bullying incidents effectively.

4.4.2. Anti-Bullying Reporting Systems

- **Purpose:** To give students a safe and confidential way to report bullying.
- **Activity:** Set up a system for anonymous reporting (e.g., a designated email or online form). Ensure that all reports are followed up and addressed by school staff in a timely manner.
- **Outcome:** Students will be more likely to report bullying if they feel their concerns will be handled sensitively and confidentially.

5. Parent and Community Involvement

It's essential to involve parents and the wider community in anti-bullying efforts to reinforce positive behaviour both at school and at home.

5.1. Parent Information Sessions

- **Purpose:** To educate parents about bullying and how they can support their children in preventing or dealing with it.
- **Activity:** Host workshops or meetings for parents to discuss bullying, warning signs, and how to address it at home. Provide parents with resources on how to talk to their children about bullying.
- **Outcome:** Parents become more aware of how bullying affects children and how they can support their child's well-being.

5.2. Community Partnerships

- **Purpose:** To involve the wider community in anti-bullying efforts and support the school's initiatives.
- **Activity:** Collaborate with local charities, youth organizations, or police to run anti-bullying campaigns or events. These could include community talks, workshops, or charity events to raise awareness.
- **Outcome:** A broader culture of anti-bullying in the community, with schools and families working together to create a safer environment.

6. Positive Activities to Promote Community and Inclusion

In addition to anti-bullying activities, fostering a sense of community and inclusion within the school environment is vital. These activities help students develop positive relationships, feel valued, and create a school culture where diversity is celebrated and all students, including those with additional needs, feel included and respected.

Below are a variety of positive activities designed to promote community, inclusion, and positive social interactions:

6.1. Team-Building and Cooperative Games

Team-building activities help students collaborate, develop empathy, and build friendships across different social groups. These activities can be adapted to meet the diverse needs of students, including those with ASC.

6.1.1. Cooperative Challenges

- **Purpose:** To build teamwork, communication skills, and trust between students.
- **Activity:** Organise group challenges where students must work together to complete tasks (e.g., building a structure with limited resources, problem-solving games). Focus on collaborative problem-solving rather than individual success.
- **Outcome:** Students will learn to value teamwork and develop stronger bonds with their peers.

6.1.2. Inclusion Games

- **Purpose:** To ensure every student is actively involved, regardless of ability or background.
- **Activity:** Modify traditional games (e.g., tag, relay races, or soccer) to be more inclusive, ensuring students of all abilities can participate. Use strategies like rotating team members, or offering alternative rules to allow full participation.
- **Outcome:** Students will understand the importance of inclusivity in sports and social interactions.

6.2. School-Wide Community Service Projects

Community service projects help students give back to their school or local community, fostering a sense of responsibility, empathy, and connection to others.

6.2.1. Charity Fundraisers and Events

- **Purpose:** To unite the school around a common cause and promote empathy for others.
- **Activity:** Organize fundraising activities for a charitable cause (e.g., bake sales, sponsored walks, or talent shows). Involve students in selecting the charity or cause they want to support. This could also include supporting local food banks, shelters, or environmental initiatives.
- **Outcome:** Students will feel empowered to make a positive impact on their community and develop a sense of shared responsibility.

6.2.2. Volunteering Projects

- **Purpose:** To allow students to actively contribute to their community and school environment.

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- **Activity:** Organize opportunities for students to volunteer, such as helping maintain the school grounds, organizing a donation drive, or assisting in a local charity. Students can also be involved in creating cards or care packages for elderly members of the community.
- **Outcome:** Students will gain a sense of pride in their contributions to the community and learn the value of giving back.

6.3. Cultural Celebrations and Diversity Awareness

Celebrating the diverse backgrounds and cultures within the school community promotes inclusivity and helps students develop a broader perspective of the world.

6.3.1. Cultural Exchange Days

- **Purpose:** To celebrate diversity and encourage students to learn about different cultures, traditions, and experiences.
- **Activity:** Organize a cultural day where students can share their cultural backgrounds through food, music, storytelling, dance, or art. This can include interactive displays and performances, where students present aspects of their heritage to the school community.
- **Outcome:** Students will learn to appreciate different cultures and develop a sense of pride in their own backgrounds.

6.3.2. International Awareness Weeks

- **Purpose:** To highlight global issues, world history, and cultural diversity.
- **Activity:** Dedicate a week to exploring various global issues such as climate change, human rights, and global health, or focus on celebrating international cultures. Activities could include presentations, artwork, and discussions led by students.
- **Outcome:** Students will become more globally aware, learn to appreciate cultural diversity, and understand the importance of inclusion on a global scale.

7. Positive Peer Interaction Initiatives

Encouraging positive peer relationships and fostering an environment of kindness is essential for building an inclusive community. These activities can be embedded throughout the school year to reinforce positive social behaviours.

7.1. "Kindness Week"

- **Purpose:** To promote kindness and positive behaviours within the school community.
- **Activity:** Dedicate a week to acts of kindness. Encourage students to perform random acts of kindness such as writing compliments for peers, helping someone with their work, or volunteering for school duties. Set up a "kindness board" where students can pin up examples of kindness.
- **Outcome:** Students will be motivated to act with kindness towards others, leading to a more supportive and inclusive school environment.

7.2. Compliment Wall or Gratitude Boards

- **Purpose:** To celebrate positive actions and build self-esteem among students.

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- **Activity:** Create a wall or board where students can leave compliments for one another. This could be an anonymous process or a public celebration. Encourage students to focus on positive qualities like kindness, effort, or creativity.
- **Outcome:** Students will feel appreciated, and positive interactions will increase, contributing to a stronger sense of community.

7.3. Inclusion in Creative Arts and Performances

The arts provide a unique opportunity for students to express themselves and connect with others. Promoting inclusion through creative projects allows all students to participate, regardless of their abilities.

7.3.1. Collaborative Art Projects

- **Purpose:** To encourage collaboration and creativity in a non-competitive, inclusive environment.
- **Activity:** Organize large-scale art projects where students contribute to a collective piece of work (e.g., mural, collage, or sculpture). This can be focused on a theme such as "unity" or "belonging."
- **Outcome:** Students will feel a sense of pride in working together on a shared creative goal and see the value in each person's contribution.

7.3.2. School Performances and Talent Shows

- **Purpose:** To encourage students to showcase their talents and appreciate the abilities of others.
- **Activity:** Hold a talent show or performance evening where students can showcase their skills, whether it's singing, dancing, acting, or performing in another way. Ensure that the event is inclusive by offering different categories and accommodations for all abilities.
- **Outcome:** Students will feel empowered to share their talents and will develop respect for the diverse skills and abilities within the school community.

8. Mentoring and Leadership Development

Offering students opportunities to take on leadership roles or act as mentors promotes a positive, supportive school culture where students are encouraged to help others.

8.1. Student Leadership Roles

- **Purpose:** To develop leadership skills and encourage students to be role models within their school.
- **Activity:** Offer students opportunities to take on leadership roles within the school, such as being a peer mentor, school council representative, or helping with school events. Provide training and support to help them succeed in these roles.
- **Outcome:** Students will feel valued and develop a sense of responsibility, contributing positively to the school community.

8.2. Peer-Led Workshops and Presentations

- **Purpose:** To encourage students to take the lead in promoting positive behaviour.

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- **Activity:** Allow students to plan and run workshops or presentations for their peers on topics related to inclusion, mental health, or kindness. Provide guidance but allow students to take the lead in preparing and delivering the content.
- **Outcome:** Students gain confidence in their abilities and feel empowered to make a difference in their school community.