

# Aurora

## Anti-Bullying Local Procedures Aurora Eccles School

**Please also refer to Main Policy A3 Anti-Bullying Policy**

Important contacts should you have a bullying concern:

**Site Lead:**

Chris Mackinnon [chris.mackinnon@theauroragroup.co.uk](mailto:chris.mackinnon@theauroragroup.co.uk)

07552 244668

**Designated Safeguarding Lead (DSL) & Online Safety Lead:**

Jo Pinyoun [joanne.pinyoun@theauroragroup.co.uk](mailto:joanne.pinyoun@theauroragroup.co.uk)

07387 411606/01953 887217

**Operations Director (acting as  
chair of governors):**

Tony Wray 07471 527872

### Appendix 1: Local Procedures:

**1) How to report bullying - children and young people**

- Report to a staff member– such as a form tutor, a member of the Engagement Team or any other teacher
- Using the anonymous student sharing boxes.
- Report to other school staff i.e. school nurse, school clinical or therapy team.
- Use the direct link Safeguarding Report Form on the school Website for non-urgent reports.
- Consider Childline, to speak with someone in confidence on 0800 1111
- Consider speaking to “Shout” volunteers, text the word ‘Shout’ to 85258

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## 2) 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.

## 3) How Parents report suspected bullying

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

## 4) 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 a behaviour incident recorded on Engage and are monitored and reviewed by the Engagement Lead.

## 5) Site initiatives to prevent and tackle bullying We use a range of measures to prevent and tackle bullying including:

- 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.
- Students are surveyed termly with an Anti-Bullying questions and Parents/Carers are surveyed annually about the schools Anti-Bullying policies and work and are also asked if they wish to join a Parent working group to improve the schools response towards Anti-Bullying.
- Student sharing boxes are placed around the school site. Students who would rather write down their thoughts as opposed to telling staff can communicate by putting notes into the sharing boxes for a member of the Engagement Team to read and action.
- A parent working group can meet with the DSL to review policies and to contribute their knowledge and experience in formulating the schools Anti-Bullying work.
- 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.
- Creation of a safe space in the Engagement Team area for students to visit.
- Classes in school are identified by a colour name, Yellow, Orange, Purple, Pink & Green. Each colour has a zone which has a designated Assistant Head, SENDCo, Thrive Practitioner & Engagement Assistant who are co-located in an office together. They are additionally supported by a Therapeutic Practitioner. The purpose of this is to ensure effective communication to support students in school and ensure all their identified needs are met by all disciplines. Regular zone meetings are held, with minutes taken and shared with staff. Specific actions are highlighted during Zone Meetings and then actioned by relevant staff to ensure bespoke support is offered to individual students. Once the Zone Meeting process has been followed and avenues of support exhausted then SENDCo's will support class teams to make an MDT Referral. This referral is then considered at a weekly MDT Meeting.
- The Engagement Team on site have within them an Engagement Lead, Engagement Support Assistants and a Family Support Officer. All work together to support students and staff with managing behaviour across the school. The school also benefits from a Clinical Team who closely liaise with the Education Teams and the Engagement Team.

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- Weekly Multi-Disciplinary Teams 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.
- Tutor time also provides regular opportunities to speak to the students discuss the schools Anti-Bullying policies with the students and any issues that may arise in class. Form tutors can then also target specific interventions.
- 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 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 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 deliver Anti-Bullying assemblies.
- Students are given the opportunity to be Anti-Bullying Ambassadors; they support students who they may see in need. To do this, they receive training and they meet regularly to discuss any issues that arise with a Deputy Designated Safeguarding Lead.
- 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.
- Schools have achieved a nationally recognised award with ABQM-UK that challenged our school to demonstrate effectiveness in anti-bullying.
- Encouragement of peer group rejection of bullying with the aid of the School Councils work on creating an Anti-Bullying Charter having collated students wishes in Form time.
- Forging working partnership relationships with external agencies, Norfolk Police and Suffolk Lighthouse Project to promote healthy relationships.

## 6) Social Ostracism

- 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.

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## 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 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. 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

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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.

## **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 always available 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.
- 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,

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collecting, disclosing, retaining or disposing of information relating to a pupil or member of staff.

The Computing Teachers will:

- 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.

HR Administrator will:

- 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

- Inform a Designated Safeguarding Lead or Deputy Designated Safeguarding Lead immediately and pass them the information that you have.
- If there is any 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.
- Safeguarding procedures can then be followed.

### Computers

- Inform a Designated Safeguarding Lead or Deputy Designated safeguarding Lead and pass them the information that you have.
- If there is any 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.

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- 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.
- 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 Positive Relationships and Engagement Support 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.

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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:

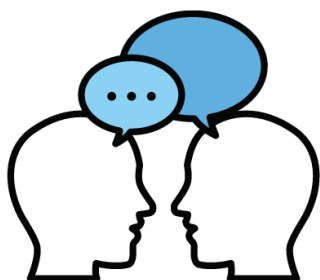
- [www.ceopeducation.co.uk/parents](http://www.ceopeducation.co.uk/parents)
- [www.saferinternet.org.uk](http://www.saferinternet.org.uk)
- [www.childnet.com](http://www.childnet.com)
- [www.anti-bullyingalliance.org.uk](http://www.anti-bullyingalliance.org.uk)
- [www.nspcc.org.uk](http://www.nspcc.org.uk)

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Confident and equipped for success

## HOW TO REPORT BULLYING



Tell a staff member, such as a form tutor, anyone from the Engagement Team or any other teacher.



Use the anonymous student suggestion boxes



Report to other school staff, like the school nurse, or anyone from the clinical team



Call ChildLine to speak with someone in confidence on 0800 1111 or text SHOUT on 85258

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# ANTI-BULLYING

# POLICY

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## A STUDENT FRIENDLY GUIDE TO THE NEW POLICY

### WHAT'S INCLUDED?

- INTRODUCTION
- AIMS
- EFFECTS, COMMUNICATING, AND CONFIDENTIALITY
- WHAT TO DO AND LOOK OUT FOR
- WHAT WILL HAPPEN?
- WHAT WE ARE DOING TO HELP

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### INTRODUCTION

- **Firstly, Aurora Eccles School DOES NOT tolerate bullying or harassment of any kind.**
- **We are all equal, and should be treated that way. Bullying denies us of a full education, and, more seriously, has destructive effects on its victims.**
- **All bullying is taken seriously, and will not be brushed aside.**

### SO, WHAT IS BULLYING?

**Bullying is ANY behaviour by a student or group usually but not necessarily for a repeated period of time, which intentionally hurts another student or group physically or emotionally.**

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## AND THE EXAMPLES?

- **Physical (including sexual) assault**
- **Racist, sexist or homophobic abuse**
- **Verbal abuse (name calling, spreading rumours, making comments, provoking/winding up)**
- **Cyber bullying (the use of ICT that is intended to upset others)**
- **Indirect tormenting**
- **Harassment (including sexual)**
- **Taunting in front of an audience/humiliation**



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## EFFECTS, COMMUNICATING AND CONFIDENTIALITY

- Bullying is serious, and a major concern for parents, teachers and students.
- Bullying makes our lives a MISERY: it harms our confidence and self esteem, as well as destroying our sense of security.
- Not only does bullying harm our attendance and attainment, but it can also result in life long psychological effects.

**BUT BULLIES ALSO NEED HELP!**

**After all, those who are causing the harm need to know the dangers of bullying others. Bullies too can go to teachers, and the Engagement Team to receive help/ advice, and we encourage you to seek help as soon as possible.**

**Bullying can happen anywhere. Here are some examples:**

- Playground, field and walkway
- Corridors and toilets
- Canteen
- The journey to and from school
- Cyber bullying at any time

**Regardless of where it occurs, we will take ALL concerns seriously, and if you don't want to name those involved DON'T WORRY, we'll find a way!**

**EVERYTHING YOU SAY IS TREATED WITH SENSITIVITY AND CARE.**

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## WHAT TO DO AND LOOK OUT FOR

### LOOK OUT FOR:

- **Anyone who has shown a change in behaviour.**
- **A change in work, lack of concentration etc.**
- **Anyone who may seem sad, or alone.**

### WHAT TO DO:

#### **If you're affected by bullying?**

- **If you feel able to, tell the bully about your concerns.**
- **Share your feeling with others.**
- **If possible, talk to staff who you trust about any concerns  
E.g. your Form Tutor, TA, Head of School, Engagement Team, Therapy Team.**

#### **If you have witnessed bullying?**

- **Support the victim, and tell make sure they know it's wrong.**
- **Encourage them to speak out to the bully, or offer to do so yourself.**
- **Accompany them to an adult, or suggest that you see one on their behalf.**

- **CHILDLINE - CALL 0800 11 11**

**OR**

- **[WWW.CHILDLINE.ORG.UK](http://WWW.CHILDLINE.ORG.UK)**

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- Engagement Team - You can self-refer to the Safeguarding in person or using the student share boxes

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## WHAT WILL HAPPEN?

### Teachers

- They will reassure and support the child.
- Advise them to pass details to a relevant adult.
- Inform an appropriate teacher as soon as possible.

### What will happen?

1. A parent is contacted.
2. The student will speak with a member of staff, and give an immediate account of events.
3. The opportunity to discuss reactions/behaviour is given, and the procedure is explained.
4. Once the act has been confirmed, the bullies will be spoken to individually, and asked to give an account.
5. Evidence will be gathered.
6. Details may be recorded in the students' file.
7. Opportunities to talk and have support is offered.

### Potential solutions:

- Teachers may organise a group intervention response to discuss and address the issue.
- The school may insist on an apology from the bully.
- The school may engage a group of parents to discuss the

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cases to ensure issues are being dealt with properly.

If the school considers it appropriate, a bully can be excluded.

## WHAT ARE WE DOING TO HELP?

- PSHE lessons incorporate anti-bullying education.
- Anti bullying week to raise awareness.
- Opportunities to talk & be supported can be provided through the Engagement Team and Therapy Team.
- Safe space in the Engagement Team area.
- A range of extra-curricular clubs to provide supportive environment.
- Posters on what to do are displayed.
- The School Engagement Leads are focusing on bullying through a school project with feedback sessions and assemblies set to take place.
- Student council leaders to focus on improving the anti-bullying policy and encouraging students to reach to them for advice.
- Regular communication with parents and student ensures that we are doing what you want, and working most effectively.

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## WE ARE ANTI-BULLYING

Bullying is not just one unkind event – it is continuous and repeated unkind behaviour towards somebody.

It can include:

- Physical
- Verbal
- Cyber
- Sexual

What we want the school to do when bullying happens:

- Teach the kids what is the right thing to do
- The person displaying bullying behaviour should have some time out for reflection, led by an adult to talk it through with the child
- This should be explained in a way that the child can understand. It needs to become clear that the child has engaged with process and the behaviour does not happen again
- The person displaying bullying behaviour might not know how the victim was feeling. A trusted adult can be a mediator, to speak with both the bully and the victim

What we intend to do, to reduce the risk of bullying happening:

- Have more lessons about it at school, such as in PSHRE, form time, assemblies and anti-bullying week
- Talk about our own behaviour towards others, and other people's behaviour towards us, and ask an adult for help if we feel something is not right
- Stick to the school rules about being kind and respecting each other