

Anti-Bullying Local Procedures Aurora Summerfields School

Please refer to Main Policy A3 Anti-Bullying Policy

Appendix 1: Aurora Summerfields - Local Procedures

Important contacts should you have a bullying concern:

Principle

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Head of School:

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Designated Safeguarding Lead (DSL):

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Deputy Designated Safeguarding Lead (DDSL)

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Appendix 2: Local Procedures: Aurora Summerfields School

The DSL, DDSL's and Pastoral lead have the overview on all site related behaviour issues.

1. How to report bullying - children and young people

- Report to a staff member– such as a class teacher, or any other education staff. You can also tell the clinical team – OT, SaLT or psychology.
- Using the anonymous 'ask it basket' (near reception)
- Call Child Line to speak with someone in confidence on 0800 1111
- Email www.youngminds.org.uk/young-person/coping-with-life/bullying
- Go to 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 Engage.
- The DSL or DDSL's should be informed by either email or conversation.
- Logged on MyConcern if appropriate or directed by the DSL or DDSL's
- The DSL should work alongside staff to ensure the schools central bullying records on Engage are up to date.

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 a behaviour incident recorded on Engage and are monitored and reviewed by the Pastoral Lead. The DSL should be alerted to the incident to consider if safeguarding related action or recording is also required.

4. Site initiatives to prevent and tackle bullying

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

- The school has a student phone policy and these are handed in on entry.
- Child friendly literature/ displays around school ensures all students understand and uphold the anti-bullying policy
- Weekly SLT and Pastoral meetings to discuss and review any bullying incidents to ensure early intervention is considered and implemented in every suspected case of bullying
- 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
- Transition time provides regular opportunities to discuss issues that may arise in class and for class teachers to target specific interventions
- Whole-school 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
- Visual systems such as 'scales of justice' to help children and young people to be able to identify and to take responsibility for their actions
- Restorative support programmes 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 the school council and through the anti-bullying survey
- Working with parents and carers who are surveyed termly on how safe their child feels at school and encouraged to feedback promptly any concerns they may have

Cyberbullying

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 recognises its duty to protect all of its members and to provide a safe, healthy environment for everyone. 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

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 DSL/ and DDSL's will take overall responsibility for the co-ordination and implementation of cyberbullying prevention and response strategies by:

- ensuring that all incidents of cyberbullying both inside and outside school are dealt with immediately and will be recorded on Engage/ MyConcern as appropriate.
- ensuring that all staff know that they need to report any issues concerning cyberbullying to the DSL (or DDSLs in their absence)

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- ensuring 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
- providing information for parents/carers on online safety and the positive use of technology.
- ensuring 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.
- Look to seek accreditation and/or training from outside of the organization to improve understanding and actions on any form of bullying across the school.
- ensure adequate safeguards are in place to filter and monitor inappropriate content and alert the Designated Safeguarding Lead's to safeguarding issues. The school uses Senso as a management tool which allows us to monitor, manage and safeguard our IT estate and users. The DSL and Head of School 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.

Class Teachers will:

- ensure that 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.
- Report any incidents in a timely manner and on the appropriate system.

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.

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.

- 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 or chat messages
- 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.
- Where the issue consists of a larger group of pupils and is ongoing between 'groups' all pupils all parties will be addressed as victims or perpetrators or both.

Sanctions

Level	Examples of bullying	Possible Sanctions / actions
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<p>1.</p>	<p>First offence of name calling</p> <p>Used as a teaching exercise about appropriate comments/behaviour</p> <p>Not considered bullying</p> <p>Context of diagnosis must also be reviewed e.g. does the YP have Tourette's and therefore the name calling is involuntary.</p>	<p>Restorative conversation between victim and perpetrator, expectations made clear</p> <p>Class lead actions</p> <p>Logged on engage as level 1</p>
<p>2.</p>	<p>Continued name calling where staff have actioned at level 1 and there are numerous reports on Engage of continued behaviours over a period of time e.g, day or week</p>	<p>Monitoring of Engage</p> <p>Thrive intervention, understanding impact – Thrive/Pastoral teams</p> <p>Teaching of Bullying consequences/ impact</p> <p>Missed break and tutor sanctions.</p> <p>Parents informed - both victim and perpetrator.</p> <p>Monitoring e.g. report card</p>
<p>3.</p>	<p>Persistent bullying (whether same victim or not).</p> <p>Threatening or harassing behaviour – verbal or virtual (e.g. Snapchat).</p>	<p>Management of behaviour could include detention, report card monitoring. Loss of rewards</p> <p>Moderated or restricted access/ timing of breaks</p> <p>Completion of further work on how to modify behaviour – Pastoral or Psychology lead</p> <p>Head/Assistant head interview and specific actions put in place to address perpetrators</p> <p>Parents of all pupils involved communicated with re behaviour and actions</p> <p>Victim having named staff safe person</p> <p>Victim having wellbeing support and monitoring, including regular check ins</p>
<p>4.</p>	<p>Persistent bullying of the same student – following a level 3 sanction</p> <p>Physical bullying incident</p> <p>Threatening or harassing behaviour more serious than a level 3 – verbal or</p>	<p>Suspension</p> <p>Parents of both victim and perpetrator informed</p>

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	virtual (e.g. Snapchat) intending to lead to physical bullying incident.	<p>Pastoral, or Leadership team to meet/ communicate with victim and parents – additional support offered</p> <p>Pastoral, or Leadership team to meet communicate with perpetrator and parents – efforts made to understand behaviour</p> <p>Monitoring e.g. report card to specific target behaviour</p> <p>Placement 'watch' list</p>
5.	<p>Further escalation of level 4 Persistent bullying of the same student after level 4 sanction.</p> <p>Serious physical assault – e.g. injury to victim</p>	<p>Longer suspension</p> <p>Placement notice (PAR)</p> <p>Police involvement</p>

Guidance for Parents/Carers

It is vital that parents carefully consider whether their child can safely manage access to social media, especially when thinking about the additional considerations that come with supporting a young person with Autism or ADHD. For some children, these platforms can cause anxiety, misunderstandings, impulsive responses, and emotional overwhelm. In those cases, continued access may be doing more harm than good.

- 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. Report to the issue through CEOP or the platform used directly.
- Contact the police out of school hours if the abuse includes threats, particularly if the bullying involving adults speaking to younger pupils under 18 years of age.
- Parents/carers should contact the school as soon as possible and while we work hard to support pupils and address the fallout of online behaviour, it is important to be clear that what is happening is occurring outside of school hours and outside of school systems. This limits the actions we can take. It places a great deal of responsibility on families to manage, monitor, and safeguard their child's online world.

If the incident falls in the holidays for example, the school reserves the right to take action against bullying perpetrated outside the school both in and out of term time. However, we ask for partnership from parents to action the following:-

- **Monitor your child's phone** closely and frequently.

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- **Check group chats**, message requests, and friend lists.
- **Block or remove** apps such as Snapchat, WhatsApp, or Instagram if your child is not coping well with them.
- **Set clear boundaries** for device use, especially in the evenings.
- **Discuss online behaviour** openly and regularly, highlighting kindness, safety, and consequences.
- **Remove access completely if online conflicts are ongoing.**

Social media can be a positive tool, but only when a child is developmentally ready and well-supported. When it becomes a source of distress, unkindness, or risk, decisive parental action is essential.

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 and phone at home.

Here are some parents/carers might like to try:

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