

Aurora

Anti-Bullying Local Procedures Aurora Cedars School

Please refer to Main Policy A3 Anti-Bullying Policy

Appendix 1: Local Procedures: Wolverhampton

Wolverhampton Safeguarding Together

No-one has the right to make you feel bad or unsafe, and no-one deserves to be bullied. Bullying is anything that others do to you Several Times on Purpose and which makes you feel upset, scared, or hurt.

Bullying can happen in and out of school, and teachers and other adults who work with children and young people have a duty to take action to look after you - this includes both your emotional health and physical safety.

Please don't suffer in silence - try to find someone you trust who you can talk to about it - a friend or a trusted adult can only really know how things are for you, and then help you work out what you want to happen, if you talk to them.

If you aren't ready to talk to someone you know, you can always call

- **Childline 24 hrs a day 7 days a week on 0800 1111**

For more information about bullying take a look at these great websites

- **Childline** - for general information and advice about bullying, message boards, videos and true stories from children and young people
- **Online bullying** - information and resources are available from **Childline** and **Childnet**
- **EACH** - a free and confidential, homophobic, biphobic or transphobic bullying reporting service for children and young people up to 18 years of age. If you have been a target of this bullying, you can call our freephone Helpline on 0808 1000 143 (Monday to Friday, 9:00am – 4:30pm)
- **Kidscape** - advice and information for young people about bullying and what you can do about it

Appendix 2: Local Procedures:

1) How to report bullying - children and young people

- › Report to any member of staff – however students are signposted to the inclusion team or trusted adult in school.
- › If a student reports the incident to a member of staff outside of the inclusion team, it is their professional responsibility to report incidents on behalf of the student to the inclusion team.
- › Talk to your parents/carers and guardians who can support you in telling school staff
- › External signposting included in our newsletter and advertised at relevant stages of PSHE and Thrive curriculum to inform students of the process of reporting bullying.

2) How staff report suspected bullying

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- › Any bullying incidents or potential bullying incidents should be logged as a bullying behavior incident on Engage.
- › When a student has been reported for multiple incidents of conflict within an academic term or the targeting of the same student multiple times within the year the DSL should be informed by email from the inclusion team so it can be formally logged as a MyConcern, under the category of Bullying. This process will be verified by the checks of individual cases logged within Engage and may be recorded without the need for email if deemed appropriate by the DSL. In extreme cases where the incident of bullying may have a wider impact on the student’s welfare, inside or outside of school, the DSL team will record this on MyConcern for further support, review and appropriate actions to support the student.
- › The site anti- bullying log should be filled in by the DSL (this is not in place of Engage logs but to ensure appropriate monitoring of Bullying behaviour is then recorded accurately on MyConcern). This is tracked through the DSL Team and when a student trigger continued student conflict, parents are invited to a meeting with the DSL. (See below Intervention for Conflict 3)
- › If a persistent 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 Ofsted as it evidences the persistent nature of Bullying if appropriate.

All reported incidents of bullying must be managed in accordance with the Bullying Pathway, which provides clarity on thresholds, decision-making, recording requirements, and escalation routes.

The pathway supports staff to determine whether:

- the matter can be managed as a behaviour/anti-bullying issue, **or**
- the concern meets safeguarding thresholds and requires referral to the Designated Safeguarding Lead (DSL).

The Bullying Pathway provides a visual flowchart to support staff in identifying appropriate actions and escalation routes and should be used as a point of reference when managing all bullying concerns.

	Conflict 1	Conflict 2	Conflict 3
Definition	Incident recorded, low level	Repeated conflict to include social media	Persistent evidence of bullying or serious incident of discrimination/targeting
Intervention	Restorative mediation with Pastoral/Inclusion Team	Restorative work/guidance and parental engagement	Parental meeting, support plan, SLT intervention, external support (if required)

It is only when all these levels of intervention and support are exhausted would be logged as “Bullying” on MyConcern. In the individual cases as stated above, where it is considered additional support, it will initially be logged as one of the categories outlined below. This is in line with recent changes to the categories on MyConcern. This offers the opportunity to rehabilitate the views and behaviour of students at Cedars and not brand student Bullies without ample opportunities to support, intervene and then exhaust restorative measures for students with complex social communication needs. 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:

- Peer on Peer Abuse

- Child on Child Abuse
- Hate Incident
- Harassment
- Physical 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 different types of bullying and what they can do to respond and prevent bullying. This 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 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 organizations, to tackle bullying.
- › Support from PCSO where necessary in examples of targeted and sustained conflict between peers

Requirements for clarification on DSL responsibility:
Designated Safeguarding Lead (DSL)

The DSL has responsibility for:

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- reviewing bullying incidents that meet safeguarding thresholds
- determining whether the concern constitutes child-on-child abuse
- deciding on referral to external agencies (e.g. LADO, MASH, Police)
- ensuring appropriate safeguarding records are maintained and linked
- overseeing risk assessments and safety planning for affected children



