



Local Procedure Title	Anti Bullying (ref ACS LP 03)
ACS Policy Number and title	ACS 03 Anti Bullying
Service	Aspris Telford School
Local Procedure date	May 2025
Local Procedure review date	March 2026
Local Procedure Author(s)	Clare Davis, Headteacher
Local Procedure Ratification	Scott Preston, Regional Director

1. Objectives of this LP
This Local Procedure outlines what is in place at Aspris Telford School to prevent and tackle bullying. Through our attitudes and actions, we are committed to developing an anti-bullying culture where young people learn to recognise, challenge and report bullying. Where bullying takes place, students and staff are clear on what actions will be taken to support them.
2. Actions which support an anti-bullying ethos in our community
• We discuss, monitor and review our anti-bullying policy and practice on a regular basis. • We support staff to promote positive relationships to prevent bullying and to intervene by identifying and tackling bullying behaviour appropriately and promptly. • We ensure that students are aware that all bullying concerns will be dealt with sensitively and effectively; that students feel safe to learn; and that students abide by the anti-bullying policy. • We report to parents/carers regarding their concerns on bullying and deal promptly with complaints; in turn, parents/carers work with the school to uphold the anti-bullying policy. • We seek to learn from good anti-bullying practice elsewhere and utilise support from the local authority and other relevant organisations when appropriate.
3. Definition of bullying (refer also to Policy ACS 03) and school context
The following definition is recognised in our school. <i>'Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms (for instance, cyber-bullying via text messages, social media or gaming, which can include the use of images and video) and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, special educational needs or disabilities, or because a child is adopted, in care or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences. ... Many experts say that bullying involves an imbalance of power between the perpetrator and the victim.'</i> (D f E, Preventing and Tackling Bullying advice, 2017) Staff at our school should be vigilant to the following bullying behaviours: • Name calling and making offensive comments • Offensive graffiti • Taunting and/or mocking • Close proximity as a means of intimidation • Physical aggression including touching, grabbing clothes, pushing, throwing things, kicking or hitting • Taking belongings

- Unkind gossiping and spreading rumours
- Excluding people from groups or spaces

We are also vigilant to signs or reports of inappropriate and harmful behaviours expressed via digital devices (cyberbullying). These can include the sending of inappropriate messages by phone, text, instant messenger, through websites and social media sites and apps, and sending offensive or degrading images by mobile or via the internet. Social media chat groups can also be created with the intention of targeting individuals with hateful comments.

Bullying can happen to anyone. This policy covers all types of bullying including:

- Bullying related to race, religion or culture
- Bullying related to SEND (Special Educational Needs or Disability)
- Bullying related to family or CLA status
- Bullying related to appearance or physical/mental health conditions
- Bullying related to sexual orientation (homophobic and biphobic bullying)
- Sexist, sexual and transphobic bullying.
- Bullying via technology- "cyberbullying"

4. Prevention and risk management

Staff are required to read the Aspris Anti Bullying policy and this Local Procedure during induction and annually. SLT are familiar with relevant DfE advice documents and share headlines with all staff. Developing effective social skills including tolerance for others, empathy and managing conflict is central to our work with our students. Because of their SEMH and trauma related needs, our students can lash out at others, speaking abruptly or unkindly and sometimes using extreme language to express themselves.

Risk Assessments are completed with individual behaviours and responses to others carefully considered. This process begins during the consultation process, is refined during a transition period and amended following any incidents.

To prevent bullying, regular staff debrief sessions cover any first signs of unkindness or targeting and changes to groupings or pastoral support measures are discussed.

In PSHE and other tutor sessions staff provide clear guidance for students so that they are clear about what bullying is, and what to do if they experience bullying. Students are taught about their rights and the Protected Characteristics and about why and how these are protected in law.

Our commitment to a robust response to bullying:

Aspris Telford School will:

- Create and support an inclusive and nurturing environment which promotes a culture of mutual respect, consideration and care for others which will be upheld by all.
- Work with staff and outside agencies to identify all forms of prejudice – driven bullying.
- Actively provide systematic opportunities to develop student's social and emotional skills, including their resilience.
- Provide a range of approaches for students, staff and parents/carers to access support and report concerns.
- Challenge practice which does not uphold the values of tolerance, non-discrimination and respect towards others.
- Consider all opportunities for addressing bullying in all forms throughout the curriculum and supported with a range of approaches, such as through displays, assemblies, peer support and the School Council/Student Voice.
- Regularly update and evaluate our approaches to take into account the developments of technology and provide up-to-date advice and education to all members of the community regarding positive online behaviour.
- Train all staff within the school to be able to identify all forms of bullying and follow the school policy and procedures (including recording of and reporting incidents).

- Proactively gather and record concerns and intelligence about bullying incidents and issues so as to effectively develop strategies to prevent bullying from occurring.
- Actively create “safe spaces” for vulnerable children and young people.
- Use a variety of techniques to resolve the issues between those who bully and those who have been bullied.
- Work with other agencies and the wider school community to prevent and tackle concerns surrounding the students at the school.
- Celebrate success and achievements to promote and build a positive school ethos.

Involvement of Students

We will:

- Regularly canvas children and young people’s views on the extent and nature of bullying.
- Ensure that all students know how to express worries and anxieties about bullying.
- Ensure that all students are aware of the range of sanctions which may be applied against those engaging in bullying.
- Involve students in anti-bullying campaigns in schools and embedded messages in the wider school curriculum.
- Publicise the details of help lines and websites.
- Offer support to students who have been bullied and those who are bullying in order to address the problems they have.

Collaboration with Parents and Carers

We will:

- Make sure that key information (including policies and named points of contact) about bullying is available to parents/carers in a variety of formats.
- Ensure that all parents/carers know who to contact if they are worried about bullying.
- Ensure all parents/carers know where to access independent advice about bullying.
- Work with all parents/carers and the local community to address issues beyond the school gates that give rise to bullying.
- Ensure that parents work with the school to role model positive behaviour for students, both on and offline.

5. Identification and resolution

The following steps are to be followed when a student informs an adult/s of an incident of bullying or when an adult observes or suspects bullying:

Stage 1

- A trusted adult talks to the victim about the incident and their feelings
- The alleged perpetrator and any witnesses are spoken to separately
- A trusted adult talks to the perpetrator about how the victim may be/is feeling
- No blame should be attributed but adults should encourage the perpetrator to accept responsibility for their behaviour
- All students involved should be asked for suggestions to make the alleged victim feel happier
- Where appropriate, a trusted adult can offer and facilitate a reconciliation meeting
- A trusted adult should meet with the student involved at an agreed future time to review progress
- If, after an agreed period, things have improved, no further formal action may be required but colleagues continue to monitor the situation
- If things have not improved, colleagues decide on next steps - see Stage Two
- If the incident represents Peer on Peer Abuse this is dealt with as a safeguarding incident.

Stage 2

- If bullying is continuing, a meeting is arranged and is likely to include students involved and their advocates/keyworkers/link workers to discuss resolution

- ii. An action plan is written to include pastoral strategies for working with those involved to improve the situation.
- iii. The situation is monitored to assess progress. If, after a week, the situation has not improved, Stage Three is implemented.

Stage 3

Where Stages One and Two have proved ineffective and continuing bullying is having an adverse effect on children and young people, the service leader should, in liaison with their regional lead, consider calling a professionals meeting to review the situation. This may involve specialists such as teaching, therapy and social work colleagues.

More direct action to put a stop to bullying behaviours could include short term or permanent changes to grouping and timetables, increased staff presence to support individuals involved, additional meetings with parents/carers to ensure support at home.

6. Monitoring and Record keeping

Staff make clear, accurate and unbiased records of incidents and follow up. SLT monitor bullying incidents recorded in chronologies. Incidents of bullying are reported promptly to parents/carers so that they can support their young person and understand what support is in place.

7. Debriefs with CYP

Supporting Students

Students who have been bullied are supported by:

- Offering an immediate opportunity to discuss the experience with their teacher or a trusted adult of their choice.
- Verbal reassurance and ongoing support.
- Restoring self-esteem and confidence.
- If required working with the wider community and local/national organisations to provide further or specialist advice and guidance.

Students who have bullied will be helped by:

- Discussing what happened and establishing the concern and the need to change.
- Informing parents/carers to help change the attitude and behaviour of the child.
- Providing appropriate education and support.
- If online, requesting content be removed and reporting account/content to service provider.
- Sanctioning in line with the schools behaviour/discipline policy. This may include official warnings, detentions, removal of privileges, fixed term and permanent exclusions.
- Speaking with police or local services.

8. Debriefs with colleagues

Debriefs with colleagues include review of what went well and how practice could be improved. Colleagues may also benefit from wellbeing support where bullying has affected them e.g. targeting of a protected group to which they belong. Both group and individual debriefs will be arranged where necessary.

9. Review

This Local Procedure will be reviewed annually and any changes will be shared with all staff.