



**Aboyne Lodge School**  
**'Proud of Ourselves, Proud of Others, Proud of our School'**

## **ANTI-BULLYING POLICY**

**Date:** April 2011

**Review:** April 2015

### **Statement of Intent**

Aboyne Lodge Primary School is committed to providing a safe, positive, valuing and inclusive environment for pupils, staff and parents/carers. The anti-bullying policy and practice plays an important role in this.

The following principles inform our anti-bullying approach:

- Bullying behaviour is in all circumstances unacceptable.
- All adults in the school community (staff, governors and parents/carers) are expected to present positive role models to children.
- Bullying is a shared problem and staff and parents will need to work together in partnership to resolve incidents.
- The safety and welfare of the children concerned will at all times be central to decisions about actions taken in response to bullying.
- Anti-bullying approaches will be consistent.
- When incidents have been dealt with, all parties should be supported and enabled to move on positively. It is our aim that in the resolution of incidents pupils should, wherever possible, be reconciled.

### **Objectives of this Policy**

- To make Aboyne Lodge Primary School a safe and positive place for the whole school community.
- To ensure that all those connected with the school are protected from bullying behaviour.
- To reduce the number of children who experience bullying.
- To increase awareness in all members of the school community of bullying, its causes and consequences.
- To help children find and put into practice a series of solutions to the problem of bullying.
- To ensure that individual cases of bullying are dealt with consistently, constructively and fairly.

- To make the procedures for dealing with bullying very clear, so that all members of the school community know what they can expect from the school and what the school expects of them.

### **Why is it important to do something about bullying?**

"They will get more upset until they can't handle it" Year 4

"Because someone could be really sad and it could ruin someone's life" Year 5

"Usually bullies have been bullied themselves, so if you stop bullying everyone will feel safe about it and won't become a bully" Year 6

"They are scared of going to school and they won't think about education and they won't get many friends" Year 4

"It is important to tell a teacher about bullying because if you don't the victim will feel smaller and smaller to the point of having no self-belief and maybe not even going to school" Year 6

"Because if you get bullied it could change the way you act and your confidence" Year 4

"They will carry on and the person being bullied will get badly hurt" Year 4

"Because bullying is mean and if you don't stop bullying you turn into a bully because it keeps getting worse and worse and eats away at you" Year 4

"It's not right and people will feel different emotions which don't make them feel comfortable" Year 4

### **What Is Bullying?**

"Bullying is defined as deliberately hurtful behaviour, repeated over a period of time, where it is difficult for those being bullied to defend themselves. It can take many forms, but the three main types are physical, verbal or indirect." **DfEE Circular 10/95**

"Keeping on hurting someone in a physical or emotional way" Year 4

"Bullying is when someone picks on someone else usually thought to be weaker than themselves. He/she could either bully you verbally or physically, but for it to be bullying they have to carry on doing it" Year 6

"Bullying is where someone is hurting you repeatedly" Year 4

"Bullying is when you get picked on over and over again. They normally pick on people, weaker and smaller than themselves" Year 6

"You keep being punched and hurt in feelings as well as physical and may have no friends and they will make fun of you again and again everyday, repeatedly" Year 4

"It sometimes involves hurting people, teasing people, racism, putting someone down" Year 5

"When they say stuff leave people out and hurt people. ALL THE TIME" Year 4

The following 3 dimensions collectively help us to define bullying behaviour

#### **1. Bullying is intentionally hurtful.**

It is the deliberate, unjustifiable and unprovoked use of aggressive behaviour. It includes actions that cause physical, emotional or mental hurt to the victim and actions that violate another person's freedom and rights.

## **2. Bullying is a repeated experience.**

Being bullied is the experience of persistent or repeated anti-social behaviour. However, occasionally there can be single incidents which constitute bullying because of the fear and intimidation that projects beyond that initial incident.

## **3. Bullying also involves an inequality of power.**

The person/s being bullied find it difficult to reject or deal with the offending behaviour, or those involved in the bullying behaviour have power over the victim. Some power imbalances can be subtle or build up over time, but more common examples include that they are bigger/stronger/older, have more friends, are more established in the school or care less about the consequences of their actions. Bullying behaviour can involve individuals or groups.

Here are some examples of hurtful behaviour that could contribute to bullying:

### **DIRECT BULLYING**

- Physical - **Hitting; kicking; tripping; spitting; unwanted physical contact; stealing; damaging belongings**
- Verbal - **Name calling about the person's individual characteristics, eg insulting language/gestures based on a person's actual or perceived: race, ethnic origin, faith, nationality or colour; gender, sexual orientation or disability**
- Insults - **about a person's family**
- Threats - **of physical violence**
- Putting the person down constantly

### **INDIRECT BULLYING**

- Spreading of malicious rumours or nasty stories
- Graffiti
- Exclusion **from social groups; humiliation in front of peers**
- Emotional/psychological – **eg excluding someone from a group**

## **Bullying Outside School Premises**

When issues of bullying outside of school premises arise, we work in line with the advice given in the DFE Preventing and Tackling Bullying document which states, "When bullying outside school is reported to school staff, it should be investigated and acted upon."

Section 89(5) of the Education and Inspections Act 2006 gives head teachers the power to regulate pupils' conduct when they are not on school premises. This can relate to any bullying incidents occurring anywhere off the school premises.

### **Electronic technology and bullying**

- Much verbal bullying and indirect bullying now occurs through the electronic technologies now increasingly accessible to children and young people, for example:

- bullying by text message;
- on the internet (in chat rooms and on other social networking sites; on bulletin boards and through instant messaging services);
- on hate websites.

## **Prevention**

We will use several methods for helping children to prevent bullying. As and when appropriate, these may include:

- writing a set of school rules;
- signing a behaviour contract;
- writing stories or poems or drawing pictures about bullying;
- reading stories about bullying or having them read to a class or assembly;
- making up role-plays;
- having discussions about bullying and why it matters.

### **Children are unlikely to bully if:**

- They have secure relationships;
- They feel good about themselves;
- They have empathy for others;
- They are emotionally literate;
- There are clear, decisive and consistent policies and procedures that are agreed, understood and followed by all members of the school community.

#### **What works well in our school to reduce bullying?**

"Peer Mediators help sometimes, the friendship bench helps and talking to your teacher" Year 4

"Peer mediators, kind teachers" Year 5

"MSAs, understanding teachers and our friends" Year 6

"Teachers help you to sort out the situation" Year 6

"Posters, teachers you can talk to, nice bright environment, Peer Mediators, Buddies" Year 6

"Everyone is aware of it and realises the consequences and have learned that it is bad" Year 6

## **Signs and Symptoms**

A child may indicate by signs or behaviour that he or she is being bullied. Adults should be aware of these possible signs and that they should investigate if a child:

- is frightened of walking to or from school
- doesn't want to go on the school / public bus
- begs to be driven to school
- changes their usual routine
- is unwilling to go to school (school phobic)
- begins to truant

- becomes withdrawn, anxious, or lacking in confidence
- starts stammering
- attempts or threatens suicide or runs away
- cries themselves to sleep at night or has nightmares
- feels ill in the morning
- begins to do poorly in school work
- comes home with clothes torn or books damaged
- has possessions which are damaged or " go missing"
- asks for money or starts stealing money (to pay bully)
- has dinner or other monies continually "lost"
- has unexplained cuts or bruises
- comes home starving (money / lunch has been stolen)
- becomes aggressive, disruptive or unreasonable
- is bullying other children or siblings
- stops eating
- is frightened to say what's wrong
- gives improbable excuses for any of the above
- is afraid to use the internet or mobile phone
- is nervous & jumpy when a cyber message is received

"They may be tearful and uncommunicative" Year 4  
 "They may cry and not speak very much" Year 5  
 "They look upset and stay away from the person bullying them" Year 6  
 "They will act strangely and might start crying at random times" Year 5  
 "Low self-esteem, little confidence, sad expression" Year 6

These signs and behaviours could indicate other problems, but bullying should be considered a possibility and should be investigated

### **How we handle bullying at Aboyne Lodge Primary School**

- Bullying is taken seriously and may result in formal exclusion from school under HCC and national regulations.
- Staff will work with the child who is being bullied to help them feel safe and find responses to bullying that work.
- Staff will work with the child who is bullying in order to change their behaviour.
- Staff will seek to work with the parents/carers of any child who is being bullied to support and encourage that child in finding solutions to the bullying.
- Staff will seek to work with the parents/carers of any child who is bullying to support and encourage that child in finding alternatives to the bullying behaviour.
- Where necessary, staff will seek to involve staff from outside agencies in supporting children who are experiencing bullying or who are bullying.

### **What could we do to help people who have been bullied?**

"Let them say what they want to do about it" Year 4  
 "Try to find someone to play with them" Year 5  
 "Try to be nice to them and make them feel welcome to be my friend. Play with them and make sure they don't get bullied" Year 4

"We should play with them and make sure they DON'T feel left out, different, sad or upset" Year 4

"Tell the bully to stop bullying that person. Tell the person being bullied that it will be ok" Year 6

## **Expectations and responsibilities**

This school is committed to stopping bullying behaviour and to do this we need everybody's help.

### DO

DO be assertive and say "No!" to bullying.  
DO tell someone if you think you are being bullied, or threatened.  
DO be observant for signs that another child is unhappy.  
DO tell a member of staff when you think someone is being bullied or threatened.  
DO tell when you think someone is bullying others or is threatening them.  
DO support other children when they are vulnerable.

### DON'T

DON'T turn a blind eye to bullying.  
DON'T join in with making fun of the child being bullied, even if you don't feel able to challenge the bullying behaviour yourself.  
DON'T gang up against another child in a vulnerable position.  
DON'T be a bystander. If you do nothing to help, you are involved in the bullying. There is no such thing as an innocent bystander.

Here are the things that every member of the school community can expect from the school and the things that are expected from each member:

## **All children**

- All children will be involved in creating an anti-bullying ethos within the school through assemblies, class PSHE lessons, circle time and meetings of the school council.
- As part of the school community, children have a responsibility to help combat bullying by following these DOs and DON'Ts:

## **Children who are being bullied**

If you are being bullied, you can expect that:

- you will be listened to, respected and taken seriously;
- action will be taken to help stop the bullying;
- you will be given the opportunity to talk about the way that the bullying has made you feel and to find ways to deal with these feelings and to understand and cope with bullying behaviour.

This means:

- your class teacher, headteacher and/or deputy head will be told about your situation so that they can help to support you;
- you will be given the chance to work with them to find strategies to deal with bullying and to talk about any feelings and worries that you may have;
- your headteacher will let your parent(s)/carer(s) know what is going on, so that they can be involved in supporting you, too;
- staff will check with you regularly to make sure that the action taken to stop the bullying is really working and that you are happy with how things are going;
- if you are ever in fear for your physical safety, staff will take immediate action to keep you safe with the help of their colleagues at the school.

### **What could I do if I'm feeling bullied or upset by other pupils' behaviour?**

"I can tell people I can trust. Talk to an adult like the teacher or Headteacher because they will sort it out" Year 4

"Talk to someone who you trust. Ask people for advice" Year 5

"Ask them to stop. If that doesn't change anything, stand up to them but don't sink to their level" Year 6

"Don't be shy, tell a friend, tell a teacher and try to tell your mum and dad" Year 4

"Stand up for yourself (not physically), if this doesn't work tell a teacher" Year 6

## **Children who are bullying**

If you are involved in bullying, you can expect that:

- your bullying behaviour will be challenged;
- you will be treated fairly;
- you will be given the opportunity to change your behaviour and encouraged and supported in doing so.

This means:

- you will be expected to work with staff to look at the reasons that you have been bullying and to find and put into practice other ways of behaving;
- your headteacher will let your parent(s)/carer(s) know what is going on, so that they can be involved in helping you change your behaviour;
- Staff will monitor your behaviour regularly to make sure that the action taken to stop you bullying is really working and that you are making correct behaviour choices;
- If you don't work at changing your behaviour then staff will have to take more serious action, e.g. including possible formal exclusion from school.

"We should teach them not to bully people" Year 4

"Talk to the bully" Year 5

"We need to make sure they know what they've done is wrong. They should be told off without any shouting involved" Year 4

"1. Talk to the bully 2. Find out why 3. Speak to their parents if it carries on" Year 5

## **Staff**

All staff can expect to be properly trained and supported in dealing with bullying.  
All staff will be expected to:

- promote an environment that is constructive and safe for all children through their own teaching practice and actions;
- teach children what constitutes bullying and what to do about it;
- encourage children that it is "OK to tell" and that it is not acceptable to be a bystander who does nothing;
- help children to develop the skills to be assertive in resisting bullying.
- follow the procedures set out in this policy when they are dealing with bullying;
- work in co-operation with colleagues, children, parents/carers, staff from other organisations in the local community and the school's governing body to combat bullying.

## **Headteacher**

The headteacher will be expected to:

- promote a whole school ethos and environment that is constructive and safe for all members of the school community;
- ensure that anti-bullying initiatives are regularly featured in the S.E.A.L and PSHE programme, in assemblies and newsletters;
- ensure that reports of bullying are investigated and, if established as incidents of bullying, a record is kept;
- Include details about the incidence of bullying within the termly written report to the governing body;

## **Parents/Carers**

Parents, carers and families have an important role to play in helping the school to deal with bullying. You should:

- discourage children from using bullying behaviour at home at school or elsewhere;
- take an active interest in your child's school life, discuss friendships, how playtime is spent and the journey to and from school;
- watch out for signs that your children may be being bullied, or may be bullying others;
- contact the school at the first sign if you are worried that your child is being bullied or is bullying others;
- monitor your child's access to and use of the Internet and mobile technology.

All parents and carers can expect to be kept informed of the school's anti-bullying work.

Staff will do their best to address any concerns that you may have about bullying; and you will be asked to co-operate with the school in supporting your child and promoting the message that bullying behaviour is not acceptable.

If your child **is being bullied**, you can expect that:

- you and your child will be listened to and taken seriously;
- staff will ensure that you are involved in the process of supporting your child in dealing with the bullying;
- staff will do their best to address any concerns you may have;
- wherever necessary, the school will put you in contact with outside agencies that can help to support you and your child in addressing his/her experience of being bullied.

If your child **is bullying** another pupil, you can expect that:

- you and your child will be listened to;
- your child will be treated fairly;
- your child will be expected to change his/her bullying behaviour and will be supported and encouraged by staff in doing so.

Wherever necessary, the school will put you in contact with outside agencies that can help to support you and your child in addressing his/her bullying behaviour. If you have any concerns that another child who attends the school (e.g. a friend of your child) may be experiencing bullying, please do not turn a blind eye but mention this to a member of staff.

## **Governors**

Governors can expect to be kept up-to-date on the progress of the school's anti-bullying work, and to receive a comprehensive annual report on anti-bullying work.

Governors will be expected to:

- ensure that the school's anti-bullying policy reflects best practice in the prevention of and response to bullying, that this policy is operated by all staff and is kept under review;
- give feed back on the monitoring and evaluation of the anti-bullying policy and practices in the school;
- publicly support the school's anti-bullying message.

## **Involvement of the school community**

Involving all members of the school community in the ongoing development and review of anti-bullying policy and procedures will help gain essential understanding of and engagement in the implementation process.

We will use many opportunities to involve all members of our school community in our anti-bullying work include:

- Parent consultations
- Parent forum
- School council

- Staff meetings
- Surveys & questionnaires
- Focus groups
- Curriculum opportunities (SEAL)
- Self-evaluation processes
- Staff and governor training

## **Monitoring and Evaluation**

- The implementation of this policy will be monitored by the Head and Deputy.
- A report on effectiveness, including a resume of incidents recorded, will form part of the headteacher's written report to the governing body.
- Any issues identified will be actioned through the school development plan.

**Policy Date:** April 2011

**Review Date:** April 2015

## Initial investigation into allegation of bullying

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Completed by Name:

Role:

Date:

Name and role of individual/s making the allegation e.g. pupil, parent/carers, midday supervisory assistant:

Form of referral e.g. verbal report, letter, phone call, witness statement, targeted child seeking support:

Details gathered to date:

Action taken to date:

Date:

Signed:

## Integrated bullying and racist incident record

For each incident please complete one form and return to the **designated teacher** for collation and monitoring.

### 1. Focus of bullying/harassment

Please tick all elements which apply in your understanding of the incident(s):

	Definitely applies	Possibly applies
Ability		
Age/ maturity		
Appearance		
Class/socio-economic		
Learning difficulties and disability		
Ethnicity/race*		
Religion/belief*		
Institutional racism*		
Gender		
Homophobia		
Sexualised		
Size		

\*See county guidelines on dealing with racist incidents

### 2. Method of bullying/harassment (indicate those that apply)

Perception of individual: feelings of being bullied/harassed	
Isolation/ignoring	
Teasing	
General expressions of prejudice/stereotype	
Racist literature, graffiti or insignia	
Verbal abuse or name calling (specify below)	
Targeted graffiti or hurtful note writing	
Threats including threatened physical assault	
Mobile phone/text message bullying/harassment	
Internet related bullying/harassment	
Camera phone bullying/harassment	
Actual physical assault	
Perception of individual: feelings of being bullied/harassed	

### 3. Those involved – Please record where appropriate:

- adults as targets or perpetrators (A)
- perpetrators from outside the school community (O)
- children/young people who are children looked after (CLA) or who have learning difficulties or disabilities (LDD)

Targeted/wronged/distressed person/s (including ethnicity and other relevant diversity issues)	Person/s giving offence (including ethnicity and other relevant diversity issues)
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**4. Description of incident(s)**  
**Please give a precise account including places, date, times and any witnesses.**  
**Attach any further information (e.g. pupils' accounts, witness accounts, notes of meetings)**  
**N.B. Indicate if it is a repeat incident.**  
**N.B. indicate if a serious incident referral should be made to the LA.**

**5. Action taken:**  
**Please record all steps (including meetings, letters, investigations, sanctions)**

**6. Summary of those notified and/or involved**

(Delete italic options where applicable)	✓	Any details (e.g. dates)
Head Teacher		
Chair of Governors		
<i>Form tutor/class teacher</i>		
Head of Year		
'Target' parents/carers notified by <i>letter/telephone/in person</i>		
'Target' parents/carers invited to the school		
'Offending person/s' parents/carers notified by <i>letter/telephone/in person</i>		
'Offending person/s' parents/carers invited to the school		
CAF initiated for <i>target/offending person</i>		
Local Authority: SEA/SIP, Anti-Bullying adviser or MECS		
Police		
Others (specify):		

**7. Date for monitoring progress of those involved. Follow up on the incident and check that all parties are progressing well academically and socially**

**Date**.....

**Member of staff:**

**Name** ..... **Date** .....

**9. Outcomes/actions from follow up.**

## **Websites and Useful Links**

The information on this page will be kept up to date with latest guidance

### **Anti-Bullying Alliance**

**[www.anti-bullyingalliance.org.uk](http://www.anti-bullyingalliance.org.uk)**

Founded in 2002 by NSPCC and National Children's Bureau, the Anti-Bullying Alliance (ABA) brings together over 60 organisations into one network to develop a consensus around how to stop and prevent bullying. They aim to influence policy and work to develop and disseminate best practice. Members come together from the voluntary, statutory and private sectors to work to end fear and bring hope to thousands of children and young people affected by bullying every year.

**ChildLine** - is a free, 24-hour, 7 days a week, helpline for children and young people in the UK. Children and young people can call the helpline about any problem, at any time - day or night. ChildLine's counselors will listen and help to find ways to sort things out.

Telephone: **0800 1111**

(Calls to ChildLine on 0800 1111 are currently free from all the existing networks including BT and cable line lines and the following mobile networks; 3, BT Mobile, Fresh, O2, Orange, T Mobile, Virgin, Vodafone. We have been told that calls will not appear on any of these bills.

Lines can sometimes be busy, but please keep trying and someone will answer.

Email: **[info@childline.org.uk](mailto:info@childline.org.uk)**

Website: **[www.childline.org.uk](http://www.childline.org.uk)**

### **Kidscape**

Kidscape is committed to keeping children safe from abuse. Kidscape is the only national charity dedicated to preventing bullying and child sexual abuse. Kidscape believes that protecting children from harm is key.

**Website:** [www.kidscape.org.uk](http://www.kidscape.org.uk)

### **Hertfordshire Anti-Bullying Initiative**

[www.habi.org.uk](http://www.habi.org.uk)

### **Parentline Plus**

Parentline Plus is a national charity offering help and information for parents and families via a range of services including a free 24-hour confidential helpline, workshops, courses, information leaflets, email helpline and website.

**Telephone:** **0808 800 2222**

**Website:** [www.parentlineplus.org.uk](http://www.parentlineplus.org.uk)