



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

ANTI-BULLYING POLICY

2018

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 sections in green are comments made by Aboyne Lodge children following a questionnaire.

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.

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?

If it continues it could get worse – Year 3

Because it can really upset someone – Year 3

Because bullying can affect someone's life! It can also affect their education and confidence and sometimes change their personality – Year 4

People being bullied can sometimes become bullies – Year 4

Because people can feel like they shouldn't come to school – Year 5

Because it makes people feel unsettled, like there is no escape from it – Year 6

What Is Bullying?

Gov.uk gives a definition of bullying as follows:

'There is no legal definition of bullying.

However, it's usually defined as behaviour that is:

- repeated
- intended to hurt someone either physically or emotionally
- **our school teaches the children that there is also an imbalance of power**
- often aimed at certain groups, for example because of race, religion, gender or sexual orientation

It takes many forms and can include: physical assault; teasing; making threats; name calling; cyberbullying - bullying via mobile phone or online (for example email, social networks and instant messenger)'

In our teaching at school, we make the children aware that there are both direct and indirect forms of bullying.

What is bullying?

It is done by teasing or spreading rumours and has a huge impact on people – Year 4

Bullying is always, an imbalance of power, maybe because the bully maybe taller, stronger and bigger – year 5

Bullying is abuse, either verbal or physical. There is a type of bullying called cyber bullying where you type hurtful or aggressive emails – Year 5

It is a thing that is done on purpose by a person, it is hurtful, it is done repeatedly and there is an imbalance of power – Year 6

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
- Texting, emailing or using a social forum on the internet

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 personalised set of class rules;
- teaching the children about the three rights (the right to feel safe, the right to learn and the right to be treated with respect)
- signing a behaviour contract;
- teaching about all forms of bullying, including cyber bullying
- raising awareness through events like anti-bullying week
- 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?

Tell a teacher – Year 3

Posters, lots of teachers are available on the playground – Year 4

Childline assembly, school warning system, anti-bullying week – Year 4

Tell the bully to stop and ask the target if they are ok – Year 4

If we see or hear bullying we report it to an adult/teacher – Year 5

We signed an oath to say we will not bully anyone or stand by when bullying is happening - Year 5

The teachers will take it seriously – Year 5

It works well in our school because the teachers support us – Year 6

Each class has a behaviour book to spot patterns of bullying – 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

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?

Tell the teacher – Year 3

Be kind them – Year 4

Up stand not by stand – Year 4

Take victim to an adult and ask the adult to help – Year 4

Stick up for them, make them feel safe even if you're worried that you will be picked on too – Year 4

Make them feel like they belong by being nice to them and being their friend – Year 5

Make them feel happy, make them feel as if the bullying can be stopped, talk to both the bully and the target, tell a trusted adult – Year 6

Expectations and responsibilities

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

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

<p>DO</p> <p>DO be assertive and say "No!" to bullying.</p> <p>DO tell someone if you think you are being bullied, or threatened.</p> <p>DO be observant for signs that another child is unhappy.</p> <p>DO tell a member of staff when you think someone is being bullied or threatened.</p> <p>DO tell when you think someone is bullying others or is threatening them.</p> <p>DO support other children when they are vulnerable.</p>	<p>DON'T</p> <p>DON'T turn a blind eye to bullying.</p> <p>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.</p> <p>DON'T gang up against another child in a vulnerable position.</p> <p>DON'T be a bystander. If you do nothing to help, you <u>are</u> involved in the bullying. There is no such thing as an innocent bystander.</p>
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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 am upset by other pupils' behaviour?

I would tell a teacher – Y3

Ask them to stop, tell my friends so that they will stick around more and protect me from the bullies – Year 4

Tell them how you feel – Year 4

Tell a parent – Year 4

Ask the bully if they know how it makes me feel – Year 5

You could first tell the bully how you feel. Then if they don't stop, tell a trusted adult and when you tell the adult ask them what they are going to do – Year 5

Don't keep it in because you will over think it – Year 5

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.

Staff

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

All staff will be expected to:

- Complete the anti-bullying unit on Edu Care
- Regularly teach 'The Three Rights' (the right to learn, the right to feel safe and the right to be treated with respect)
- promote an environment that is constructive and safe for all children through their own teaching practice and actions;
- teach children what constitutes bullying, including cyber 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 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. This will include allegations that were dealt with at class teacher level and not just those escalated to the Head.

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 feedback on the monitoring and evaluation of the anti-bullying policy and practices in the school;
- Publicly support the school's anti-bullying message.

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: November 2018

Initial investigation into allegation of bullying

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

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**

Website: **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

Hertfordshire Anti-Bullying Initiative

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