

# *Weston Park Primary School*



## **Anti-Bullying Policy**

(To be read in conjunction with the school's Positive Behaviour Policy)

Date of last review: June 2017

Date of next review: June 2019

# ANTI-BULLYING POLICY

## Our Aims

- To create a safe and positive environment for all pupils, parents and staff
- To protect pupils, parents and staff against bullying and abusive behaviour
- To have a proactive as well as a reactive response to tackle bullying at Weston Park Primary School by educating children about bullying and equipping them with strategies to prevent and tackle it
- To, in the long term, reduce the number of pupils who experience bullying through the use of a proactive response

## Our Definition of Bullying

There are many ways to define bullying and in order to arrive at the most appropriate definition, in 2014 the school's Anti-Bullying Ambassadors undertook a number of actions:

- Reading research to identify common ideas
- Devising and sharing with the pupils a number of different definitions for their consideration
- Ensuring that the definition was accessible to all pupils in the school from YR to YR6
- Having the agreed definition approved by Professor Daniel Muijs, lead on the Save the Children International Anti-Bullying Research Project at the University of Southampton

The agreed definition of bullying at Weston Park Primary School is:

**Bullying is when someone hurts you more than once.  
They might hurt your body or hurt your feelings.**

This was voted as the most popular definition by the pupils of the school (March 2014)

## Roles in a bullying situation

At Weston Park primary School we acknowledge the existence of three roles:

- Victim
- Perpetrator
- Bystander

### Perpetrator

The perpetrator is the person who is doing the bullying. Like a pair of sharp scissors, things that they do or say can cut and hurt other people.

**Decision** - The perpetrator decides on a target to bully, somebody who they think is weaker or different to them. They make the decision to tease, threaten and hurt the victim.

**Reason** - Perpetrators bully for different reasons. Often people feel bad about themselves or scared about something that is happening in their life so they bully to feel power or control. They might do it for attention, to look "cool", or because their friends are doing it. Sometimes people bully because they don't think about how their actions hurt other people.

**The Perpetrator's Choice** - You don't need to bully. You can make a decision to stop. How would you feel if this was happening to you? Your actions are wrong. Calm down. Tell an adult and ask for help. Think about why you are doing this. Make a change!

### **Victim**

The victim is a person who suffers from a perpetrator's harmful act. The victim can feel like the bully has power over them. A piece of paper is fragile and if treated without care can become tattered and crumpled. This is how a victim can end up feeling.

**Decision** - Often bullying continues to happen because a victim makes the decision to keep it secret and not tell anybody it is happening.

**Reason** - Victims can be chosen by the perpetrator just because they are in front of them when they are feeling angry or upset, or because the perpetrator feels they would be easy to intimidate. This might be because they are smaller, younger or just different to the perpetrator.

**The Victim's Choice** - If you are a victim, realise it's not your fault you're being bullied. There is nothing wrong with you, there is something wrong with the other person's decisions. Speak about what is happening to take the balance of power away from the perpetrator. Bullying should never be a secret.

Victims need support from friends and should talk to an adult they trust so they can help to make a plan to stop the bullying. This might be calmly telling the perpetrator to stop or walking away to a safe place.

### **Bystander**

The bystander knows about or has seen bullying. Like a rock, they don't do anything - they are silent.

**Decision** - They stand by and watch the bullying happen. They do nothing to help the victim. Their decision allows the bullying to continue.

**Reason** - Sometimes bystanders don't want to get involved because they are worried about getting bullied themselves, or they are enjoying being an audience to the drama of bullying.

**The Bystander's Choice** - The bystander needs to realise that by doing nothing they can be as harmful as the perpetrator. Support the victim so they don't feel alone and help the perpetrator to see. Use your voice to tell an adult about what has happened and make an equal balance of power.

## **Types of Bullying**

The Anti-Bullying Ambassadors identified different types of bullying and characterised these:

- Physical
- Verbal
- Cyber
- Exclusion (Ignoring)

Within each of these types of bullying, the abuse might be motivated by a number of drivers. These drivers are potentially limitless. Drivers include:

- Race
- Religion
- Appearance
- Disability
- Gender
- Sexuality

## **General Responsibilities**

### **Staff**

- Staff will be properly trained to recognise bullying and teach anti-bullying strategies
- When bullying is reported it is taken seriously
- Staff will teach children how to identify bullying in relation to the three roles
- Staff will teach children what they can do to tackle bullying in relation to the three roles

### **Pupils**

- Report Bullying
- Act responsibly by being proactive in reporting bullying and not being a bystander
- Take responsibility for their own actions and understand how actions can be perceived by others

### **Parents/Carers**

- You and your child will be listened to
- Your child will be supported, whichever role they are experiencing
- You will be kept updated and have clear channels of communication

### **Governors**

- Seek feedback on the status of the Anti-Bullying Policy, work of the Anti-Bullying Ambassadors and the Anti-Bullying Co-ordinator
- Publicly support the school's anti-bullying message

## **Specific Responsibilities**

### **Anti-Bullying Ambassadors**

- Report to the school council strategies and ideas to keep the Anti-Bullying Policy up to date and in focus, including devising and implementing ways for bullying to be reported and tackled
- Make a termly report to the Anti-Bullying Coordinator about status of anti-bullying in the school
- Highlighting and promoting anti-bullying strategies for playground monitors/play leaders

### **Anti-Bullying Coordinator**

- Logs, monitors and responds to all incidences of bullying
- Reports regularly to the Headteacher about the status of anti-bullying in the school
- Keeps up to date with local and national initiatives e.g. anti-bullying week and the local anti-bullying cluster

### **Victim**

- You will be listened to and taken seriously, your concerns will be respected
- Action will happen to stop the bullying and you will be involved in deciding what action to take
- You will be given the opportunity to talk about how the bullying has made you feel and strategies to deal with these feelings
- You will be kept safe if you are in fear of your physical safety
- Your parents will be informed

### **Perpetrator**

- Your behaviour will be challenged
- You will be listened to and treated fairly
- You will be given the opportunity to change your behaviour and the support to change it
- You will be expected to work with staff to look at the reasons that you have been bullying and meet with staff regularly to review your behaviour
- Your parents will be informed

### **Bystander**

- Your behaviour will be challenged
- You will be reminded of your responsibility to tackle bullying and the strategies you can use to do this
- You will be given the opportunity to explain why you took no action in the face of someone else's bullying
- Your parents will be informed