



Weetwood Primary School

Anti-bullying Policy

Last reviewed: January 2026
Next review: July 2027

Weetwood Primary School is committed to promoting equality, diversity and an inclusive and supportive environment for its children and affirms the rights of individuals to be treated fairly and with respect. We recognise that the most effective way of minimising bullying is to provide a positive atmosphere of caring and friendship, through the ethos of the school and our key school values. Every child at Weetwood Primary School should be valued and be able to learn and work without anxiety or fear from bullying.

Our understanding of bullying and the strategies we adopt to prevent its occurrence are kept high profile in school. This is done through our school values and the way they remain an inherent part of the daily life of the school; through assemblies, class discussion and PSHCE sessions, curricular provision which promotes equal opportunities, the involvement of School Council and the Values Team and through regular updates and communication with parents and Governors.

Aims

Bullying is unacceptable at Weetwood Primary School we aim to:

- develop a school ethos in which bullying is regarded as unacceptable and where everyone has a responsibility to be proactive in ensuring that bullying is challenged and reported;
- provide a safe and secure environment in which all can learn and work without anxiety, humiliation, harassment, oppression or abuse;
- respond effectively to any bullying incidents that may occur;
- ensure all children, parents, staff, governors and others connected with the school are aware of our opposition to bullying and know that appropriate action will be taken if bullying occurs;
- ensure that everyone takes responsibility for the prevention and elimination of bullying in our school.

What is Bullying?

We recognise that perceptions of what constitutes bullying behaviour can vary between individuals and recognise the importance of a whole school community definition. Bullying is rarely a single incident and tends to be an accumulation of many small incidents, each of which, when taken in isolation and out of context, can seem trivial.

There are many definitions of bullying, but most have three things in common:

- it is deliberately hurtful or threatening behaviour;
- it is repeated over a period of time;
- it is difficult for those being bullied to defend themselves.

Forms of Bullying and Child-on-Child Abuse

Bullying can take many forms and is recognised as a form of child-on-child abuse, which may include but is not limited to: How to prevent child-on-child abuse

- **Physical abuse** – child-on-child abuse including hitting, kicking, shaking, biting, hair pulling, taking belongings or otherwise causing physical harm (this may include an online element, which facilitates, threatens and/or encourages physical abuse)
- **Cyber bullying** – including abusive, harassing and misogynistic messages, non-consensual sharing of images, sharing of abusive images and pornography, and AI-generated sexual images
- **Verbal abuse** – for example, name calling, insulting, unkind or discriminatory remarks
- **Social abuse** – for example, spreading nasty stories about someone, excluding someone from social groups, tormenting, staring, threatening gestures
- **Initiation/hazing-type violence and rituals** – activities involving harassment, abuse or humiliation used as a way of initiating a person into a group
- **A combination of the above** – for example extortion (forcing someone to give up money or belongings) or intimidation (making someone frightened because of threats)

- **Child-on-child sexual abuse** – including sexual violence, sexual harassment, causing someone to engage in sexual activity without consent, and the making or sharing of nudes or semi-nudes (including AI-generated or digitally altered images)

Bullying may be related to:

- Race
- Gender
- Religion
- Culture
- SEND
- Appearance or health condition
- Home circumstances, including Young Carers and those living in poverty
- Sexual orientation, sexism, or sexual bullying, homophobia and trans-bullying

We recognise that abuse is abuse and should never be tolerated or passed off as 'banter', 'just having a laugh' or 'part of growing up'. We acknowledge the gendered nature of child-on-child abuse, but all child-on-child abuse is unacceptable and will be taken seriously.

Strategies to Prevent Bullying and Child-on-Child Abuse

Everyone is responsible for ensuring that bullying and child-on-child abuse is not tolerated at Weetwood Primary School. As a community, we have a complete commitment towards promoting and implementing the most effective strategies to prevent bullying and abuse. These strategies include:

- Promoting a strong school ethos which encourages mutual respect and consideration for all
- Whole school and other assemblies which regularly keep anti-bullying initiatives (including e-safety) high profile
- A planned programme of relationships, sex and health education (RSHE), which is inclusive and developed to be appropriate for the age and stage of development, and delivered regularly How to prevent child-on-child abuse ensuring our curriculum reflects our Equality & Diversity Policy in the programmes of study for different subject areas, whilst addressing an anti-bullying focus more specifically through a continuous e-safety strand in our Computing Curriculum and a well-designed PSHE Curriculum.
- Making it clear that bullying, violence, sexual harassment and sexual violence is not acceptable and will never be tolerated, and never dismissing inappropriate behaviour as 'part of growing up' How to prevent child-on-child abuse.
- Providing appropriate and regularly updated staff training so all staff are aware of the possibility of child-on-child abuse, both inside and outside of school, and online, the school's policy and procedures, and the important role they play in preventing it and responding where they believe a child may be at risk How to prevent child-on-child abuse.
- Ensuring all staff, both teaching and non-teaching staff, are aware of those vulnerable groups or individuals in school through regular communications under the direction of SLT.
- Adopting a restorative approach to behaviour which encourages conflict resolution within a context of respect and the development of an awareness of self-responsibility which prevents a repeat of inappropriate behaviour.
- Careful monitoring of behaviour and a swift response to any concerns to ensure any issues can be identified and resolved quickly
- Promoting the self-esteem and confidence that children need to feel confident to ask for help if they need to.
- The presence of the Values Team throughout school to encourage children to share their feelings and concerns.
- Working with local partners such as the police and youth offending teams, and considering the context when preventing and dealing with incidents, understanding the problems that young people are facing both in school and in their local community How to prevent child-on-child abuse.

Staff Training on Child-on-Child Abuse

All staff receive training that includes:

- Their role in preventing child-on-child abuse
- How to identify the indicators of abuse
- What to do if they have a concern about a child
- How to respond to a report of abuse
- How to offer support to the victim(s) and alleged perpetrator(s)
- That children can abuse other children inside and outside of school, as well as online
- The importance of maintaining an attitude of 'it could happen here'
- That even if there are no reports, it doesn't mean it's not happening
- The importance of challenging inappropriate and abusive behaviour
- That girls are more likely to be victims and boys are more likely to be perpetrators
- How to respond in the moment if they hear use of harmful language or insults
- How to prevent child-on-child abuse.

Responding to Bullying and Child-on-Child Abuse Concerns

Any concerns which are reported will be treated seriously and dealt with immediately. Our child protection policy includes procedures to minimise the risk of child-on-child abuse and covers:

Our Whole-School Approach

- **Zero-tolerance policy:** We have a clear statement that abuse is abuse and should never be tolerated
- **Reporting systems:** Well-promoted, easily understood and easily accessible systems for pupils to report child-on-child abuse
- **Recording and investigation:** All allegations will be recorded, investigated and dealt with appropriately
- **Support for all involved:** Clear procedures for how victims, perpetrators and any other child affected by child-on-child abuse will be supported

Immediate Response Procedures

When a concern is raised:

1. **Do not delay** – if you think the incident constitutes a child protection concern (where there's "reasonable cause to suspect a child is suffering, or is likely to suffer, significant harm") or could be a criminal offence or pose a serious threat to a member of the public, make sure you let your designated safeguarding lead (DSL) know, but don't delay taking action if your DSL isn't available
2. **Record the concern** – All safeguarding concerns about a child should be recorded in writing on CPOMS. If you think an incident is a child protection concern, you'll need to follow your safeguarding recording procedures to record it, as well as report it to the relevant agency
3. **Assess and respond** – The DSL will assess the concern and determine the appropriate response, which may include:
 - Internal investigation and support
 - Referral to children's social care
 - Police involvement (if a criminal offence may have been committed)
 - Multi-agency working with external partners
4. **Support all children involved** – We will provide appropriate support to:
 - The victim(s)
 - The alleged perpetrator(s)
 - Any other children affected by the incident
5. **Risk assessment** – Where appropriate, we will complete individual risk assessments for both victims and alleged perpetrators, which will be reviewed regularly

Terminology

We are mindful of the language we use when managing incidents:

- **'Victim':** While this is a widely recognised term, not everyone who has been subjected to abuse considers themselves a victim. We will use any term the child feels most comfortable with.
- **'Alleged perpetrator(s)' and 'perpetrator(s)':** We think carefully about terminology, especially in front of children, as in some cases abusive behaviour can be harmful to the perpetrator too. We decide what's appropriate on a case-by-case basis.

Ongoing Monitoring and Review

- We maintain detailed records and analysis of bullying, discriminatory and prejudiced behaviour
- We regularly review the effectiveness of our approach
- We ensure governors receive regular updates on child-on-child abuse trends
- We conduct pupil surveys to identify prevalence and potential 'blind spots'
- We work with our safeguarding partners and local agencies where appropriate

For full details of our behaviour management procedures, see our Behaviour Policy. For safeguarding procedures, see our Child Protection Policy.