



Weetwood Primary School

Anti-bullying Policy

Last reviewed: March 2022
Next review: March 2023.

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.

Bullying can take many forms including peer on peer abuse:

- physical – for example, hitting, kicking, taking belongings;
- cyber bullying – see **Online Bullying Policy**;
- verbal – for example, name calling, insulting, unkind or discriminatory remarks;
- social – for example, spreading nasty stories about someone, excluding someone from social groups, tormenting, staring, threatening gestures;
- a combination of the above – for example extortion (forcing someone to give up money or belongings) or intimidation (making someone frightened because of threats).

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

Strategies to prevent bullying

Everyone is responsible for ensuring that bullying 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. 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;
- 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**;
- 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.

Responding to bullying/bullying concerns

Any concerns which are reported will be treated seriously and dealt with immediately in order to determine the most effective approach to resolving the issues identified. (**See Behaviour Policy**)