



**Reviewed:** September 2025  
**Next Review:** September 2026

## **Introduction**

At Whipman Woods Flying High Academy, we aim to nurture kind, empathetic, and courageous young people. Through a rich, relevant curriculum and inspiring teaching, our children are empowered to thrive in a changing world, make informed choices, and follow their own pathways to success - both in school and beyond. Every child is valued as a unique individual, knowing they belong to our Whipman Woods' family - a school at the heart of the community. Guided by a relational approach built on mutual respect, warmth, and togetherness, we work in partnership with families, local organisations and external agencies to provide exceptional education and experiences, striving for excellence and helping every child exceed expectations.

At Whipman Woods Flying High Academy, our school values are at the heart of our quest to prevent bullying, and where needed, respond to it effectively. As proud members of the Flying High Partnership, we are committed to teaching, modelling and living the Trust's shared Characteristics - being **Unique, Exceptional and Sustainable**. These characteristics guide every member of our organisation, uniting staff and pupils in developing the character, empathy and resilience needed to thrive. We build the character of our children through a carefully planned cycle of Flying High Children's Characteristics and the values that underpin these:

### **Our children are UNIQUE; showing:**

- Aspiration
- Kindness
- Effective Communication

### **Our children are EXCEPTIONAL; showing:**

- Confidence
- Pride
- Curiosity

### **Our children are SUSTAINABLE; showing:**

- Responsibility
- Resilience
- Problem-solving

Our children learn not only what these values mean but how to live them each day. Revisited throughout the year, these principles become integral to their attitudes and actions, enabling them to celebrate individuality, show respect, and stand up for themselves and others. Through explicit teaching and a strong focus on character, pupils understand how to keep themselves and others safe and how to seek help if ever they feel unsafe - both in and beyond the school gates.

At Whipman Woods, **bullying in any form is never tolerated**. While we recognise that children may sometimes experience disagreements or fallouts with peers, we view these as opportunities to teach healthy conflict resolution and prevent them from developing into bullying behaviours. Should bullying occur, pupils, parents/carers, and staff can be confident that concerns will be taken seriously and addressed promptly, fairly, and effectively.

Through our curriculum and character education, we create space for open and respectful discussions about difference, actively challenge prejudice, and celebrate the richness of diversity. Our approach to safeguarding is contextual, trauma-informed, and strengths-based, ensuring that we understand each child's unique circumstances and respond with care and expertise. We work closely with families and, where appropriate, external agencies to prevent bullying and child-on-child abuse, and to provide the right support when concerns arise.

### **Policy Development**

This policy has been developed to reflect the most recent 'Keeping Children Safe in Education (KCSiE)' Statutory Guidance (1<sup>st</sup> September 2025) and was formulated in consultation with the whole school community with input from:

- Members of staff (through staff meetings, consultations, surveys)
- Parents/carers (through written consultations, parents evening meetings, surveys)
- Pupils (through the school council, discussions in class, surveys etc.)
- Governors (through governor meetings and governor training)
- Other partners (discussions with breakfast/after school providers, Educational Psychologist etc.)

This policy is available:

- Online on the school website
- From the school office
- Child friendly versions are on display and in welcome packs for new pupils
- Staff Teams Space: Policies

This policy is reviewed and evaluated throughout the academic year and is updated annually.

### **Roles and Responsibilities**

All staff at our school are aware that children may bully other children, and that this can happen both inside and outside of school, and online. All staff understand the school's Anti-Bullying Strategy and approach and know the important role that they each have in preventing and tackling bullying.

**The Head Teacher/Principal:** Mrs Nicola Green has overall responsibility for Anti-Bullying at our school. She is the school's Anti-Bullying Coordinator and liaises with the Governing Body, parents/carers, the Local Authority, and outside agencies when appropriate.

**The Anti-Bullying Coordinator** is responsible for:

- Policy development and review (ensuring that pupils, staff, governors, and parents/carers have opportunities to contribute)
- Implementing the policy and monitoring/assessing its effectiveness
- Managing the reporting and recording of bullying incidents
- Coordinating Anti-Bullying training and support for staff and parents/carers where appropriate
- Monitoring the effectiveness of strategies for preventing bullying behaviour

**Designated Safeguarding Leads:** The Designated Safeguarding Lead in school is Mrs Nicola Green (DSL) and her Deputy/Deputies in our school are, Mrs Louise Parkinson (DDSL) and Mrs Jennifer Gibb (DDSL). However, all staff are fully trained to safeguard children and know that it is 'everyone's responsibility' because 'it could happen here'. All staff, parents/carers and pupils are informed and aware of who to report safeguarding concerns to and how to do so.

**The Nominated Governor** with responsibility for Anti-Bullying and Behaviour is Mr Neil Robinson.

### **What Is Bullying and How Does It Differ to Relational Conflict?**

At Whipman Woods Flying High Academy, we have adopted the definition of bullying provided by the Anti-Bullying Alliance:

***“Bullying is the repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. Bullying can be physical, verbal, or psychological. It can happen face to face or online.”***

We recognise that bullying can take many forms and can affect any child. It is often motivated by prejudice against particular groups - for example, on the grounds of race and ethnicity, religion or belief, gender identity, sex, sexual orientation, special educational needs, or disabilities, or because a child is adopted, in care, or has caring responsibilities. Bullying can be motivated by actual differences between children, or perceived differences.

However, we also recognise that incidents may occur between pupils which may not be deemed ‘bullying’ but still require support or intervention from trusted adults. These incidents may be referred to as ‘relational conflicts’ or falling out. Relational conflict differs from bullying in that it usually occurs between individuals or groups who are relatively equal in power and status (a power balance), and the behaviours or incidents happen occasionally (not repeatedly) or by accident (not intentionally). Usually, following a relational conflict, pupils show remorse and there is a genuine willingness to make things right or to resolve the disagreement.

Not all relational conflict or falling out leads to bullying, but our school is aware that some may, and we are mindful that unresolved bad feelings or relationship problems can develop into a pattern of behaviour where the intention becomes to cause harm or distress.

Although bullying and relational conflicts can take place between individuals, we recognise that they often occur in front of others (either physically or virtually). Pupils who witness these incidents or behaviours are often referred to as ‘bystanders’.

Regardless of whether an incident is deemed ‘relational conflict’ or ‘bullying’, our school will address the situation and support pupils in resolving any negative feelings. We will monitor children following an episode of relational conflict to ensure the matter is resolved and does not escalate into bullying. Our school will challenge, address, and monitor any incidents of bullying to ensure they do not continue and that all pupils feel supported - including the target/victim, the alleged perpetrator, any bystanders, and the wider school community.

### **What Does Bullying Behaviour Look Like?**

At Whipman Woods, we consider the context within which incidents and/or behaviours of concern occur. We will consider the motivations behind the behaviours and will consider the age and stage of development of the pupils involved. Our focus will always be the safety and welfare of all children involved.

Bullying behaviour may include, but is not limited to:

- **Physical** - pushing, poking, kicking, hitting, biting, pinching etc.
- **Verbal** - name calling, sarcasm, spreading rumours, threats, teasing, belittling and gossiping.
- **Emotional** - isolating others, tormenting, hiding books/belongings, threatening gestures, ridicule, humiliation, intimidating, excluding, manipulation, and coercion.
- **Sexual** - unwanted physical contact, inappropriate touching, abusive comments, exposure to inappropriate films etc.
- **Online / Cyber** - posting on social media, sharing photos, sending nasty text messages, social exclusion, posting / sharing socially embarrassing material etc.
- **Indirect** - can include the exploitation of individuals such as ‘false friendships’, criminal exploitation, sexual exploitation, and radicalisation.

- **Prejudice-related** - derogatory and discriminatory language and behaviour including that which is racist, sexist, homophobic, biphobic, transphobic or ableist/disablist in nature. Such language and behaviour may be directed towards people because of their sex, gender reassignment/gender identity, religion or beliefs, race/ethnicity/nationality; because they have a learning or physical disability; or because they are – or are perceived to be - lesbian, gay, bisexual, or transgender, or non-binary, or have a parent/carer, sibling, or friend who is. It may include misogyny or misandry or other forms of sexist behaviour. Such language and behaviour are generally intended to demean or treat someone as inferior.

There is no hierarchy of bullying, all forms of bullying are taken equally seriously and will be dealt with appropriately. Our school also understands that some behaviour such as ‘baiting’ or ‘false friendships’ may constitute as bullying, we will consider the context of all incidents and aim to support all children involved.

Our school understands that banter is an increasingly relevant part of discussions relating to bullying; however, it is important to acknowledge that banter is not inherently bullying, and it can be an important part of social bonding and friendships. At the same time, we know that some bullying in society is passed off as ‘just banter’, and we know that banter can quickly escalate to inappropriate or harmful exchanges and bullying.

Our school defines ‘prosocial banter’ as ‘playful, typically funny, teasing between friends’. Prosocial banter can occur both online and offline and includes a range of behaviours that may be verbal, physical, or information/message sharing (online). Banter can include some of the bullying behaviours set out in this policy document, so it is important to distinguish between shared positive social bonding and inappropriate banter and bullying. School staff will distinguish between banter and bullying by taking careful consideration of the *intention, content and topic* of reported incidents.

#### **Where Does Bullying Take Place?**

At Whipman Woods Flying High Academy, we understand that bullying is not confined to the school premises. It can occur outside school, including on the journey to and from school and in the local community. Bullying may also take place online (often referred to as cyberbullying).

We will offer support and guidance to pupils, parents/carers and families who experience any type of bullying whether it happens inside school, outside school or online. Where appropriate, we are committed to working with outside agencies to prevent and tackle all forms of bullying.

We anticipate the full support of parents/carers and families during our investigations of reports of bullying or relational conflicts and request that they work in partnership with school staff to provide all relevant evidence and context, particularly when alleged incidents have taken place online. We also ask that parents/carers remain vigilant about their children’s online activities and behaviour online, and work in partnership with the school to educate children about the importance of online safety.

#### **How To Report Bullying Concerns**

At Whipman Woods Flying High Academy, we want pupils, parents/carers, staff, and visitors to feel confident in reporting bullying and know that their concerns will be taken seriously. We remain committed to supporting and safeguarding all children involved - including the target/victim, the alleged perpetrator, any bystanders or witnesses to the behaviour, and the wider school community.

We have clear reporting systems in place for every group within our school community. The effectiveness of these systems is reviewed throughout the academic year and may be adapted to meet the evolving needs of all members of our community.

#### **Pupils, Including Bystanders/Witnesses:**

We ask that all pupils report concerns of bullying or bullying behaviour to a member of school staff – this can be **any** member of teaching or non-teaching staff, including a class teacher, teaching assistant, Head teacher,

a lunchtime supervisor, or a member of the office team. We talk regularly in lessons and assemblies about trusted adults to remind our pupils of who they can approach with a concern.

The member of staff will listen carefully and make an initial note of the pupil's concerns. They will discuss next steps with the pupil and offer reassurance that they will be supported. A formal record of the report will then be made on the school's recording system (CPOMS), and other relevant staff will be alerted. If the report is urgent or a pupil is considered at risk, the member of staff will directly alert the school's Designated Safeguarding Lead.

We understand that some pupils may find it difficult to speak to a member of staff, so we have additional reporting mechanisms in place. Each classroom has a 'worry monster' where pupils can discreetly place their name and a brief note – or even a drawing – about their concern. Worry Monsters are introduced at the start of the year and revisited regularly so pupils remain informed about how to use them effectively. We also have a Class Dojo system for pupils who feel more comfortable sending a message about their concerns. Messages received are followed up promptly by the school's Anti-Bullying Coordinator.

Even if a reported behaviour or incident is not deemed bullying but instead a relational conflict, staff will fully support the pupils involved and help them to resolve any concerns.

#### **Parents/Carers:**

We understand that it can be very difficult for a parent/carer to learn that their child has been the target of bullying, has experienced bullying behaviour, or is an alleged perpetrator of bullying.

If parents/carers have concerns about their child experiencing or perpetrating bullying, we ask that they contact a member of school staff directly. Initially, parents/carers should contact their child's class teacher - whether in person, by telephone or by email - to explain their concerns. The class teacher will make an initial note and may request a meeting to allow more time for a detailed discussion. Following the report and/or meeting, the teacher will make a formal record on the school's recording system (CPOMS), and relevant staff will be alerted. If the report is urgent or if a pupil is considered at risk, the school's Designated Safeguarding Lead will be informed immediately.

We also ask that parents/carers bring concerns directly to the school rather than discussing them with other members of the school community in person or online. Parents/carers are encouraged to remain vigilant regarding their child's online and out-of-school activities and to work in partnership with the school to provide any evidence that will help staff investigate fully and promptly.

Our school is committed to supporting pupils and their families in all instances of bullying and relational conflict and will respond to reports swiftly. Even if a reported incident is deemed not bullying but instead a relational conflict, school staff will fully support the pupils involved and help them resolve any concerns.

We will endeavour to keep all parties informed of progress and developments. However, we must also comply with General Data Protection Regulation (GDPR) requirements. This means that, in some cases, we may not be able to share specific information or updates.

#### **School Staff:**

Our staff work closely with pupils and may notice changes in behaviour or attitude that suggest something is wrong before receiving a report from a pupil or member of the school community. If staff have any concerns about a pupil's welfare or suspect that a pupil may be experiencing bullying or may be bullying others, they should act immediately rather than wait to be told.

Staff should report their concerns to a Designated Safeguarding Lead, the Headteacher, or the Anti-Bullying Coordinator. The member of staff receiving the report will take an initial note of the concerns and make a formal record on the school's recording system (CPOMS), alerting other relevant staff members. If the report is

urgent or a pupil is considered at risk, the school's Designated Safeguarding Lead must be notified without delay.

### **Visitors:**

We ensure that all visitors to our school are aware of our Child Protection and Safeguarding procedures and know which staff member to contact with any concerns. The appropriate contact may vary depending on the purpose of the visit (for example, a supply teacher, governor, or external agency representative).

If a visitor witnesses, or is told about, any bullying behaviour, we ask that they report their concerns in person at the earliest opportunity to the school's Designated Safeguarding Lead, Headteacher, or a member of the Senior Leadership Team - and no later than the end of the school day. For example, it would not be appropriate to wait until the following day or simply leave a written note.

The staff member receiving the report will take an initial note of the concerns and make a formal record on the school's recording system (CPOMs), ensuring that other relevant staff members are alerted. If the report is urgent or a pupil is considered at risk, the school's Designated Safeguarding Lead will be notified immediately.

### **How Our School Will Respond to Reports of Bullying**

At Whipman Woods, all reports of bullying or concerns about bullying behaviours are taken seriously and investigated. Even if an incident is ultimately deemed 'not bullying' or a 'relational conflict', our school remains committed to supporting all pupils who have been involved and affected.

Our school keeps a record of every report of bullying on our recording system (CPOMs). These records are used to identify patterns and trends and to inform preventative work. Information from these records is discussed regularly at staff meetings to ensure that all staff remain informed and alert to any ongoing concerns.

Staff use a contextual approach to safeguarding, and each incident is addressed on a case-by-case basis. Responses may include, but are not limited to:

- **Talking with all pupils involved** in the reported incident - this may include the target, the child alleged to have displayed bullying behaviour, and any bystanders or witnesses.
- **Talking with parents/carers** of the target and/or the child alleged to have displayed bullying behaviour. We ask for full parental support and request that they provide any evidence available (particularly when incidents have occurred online).
- **Taking a restorative and education-based approach** to address the possible root causes of any bullying behaviours. When appropriate, sanctions will be applied in line with the school's behaviour policy. Sanctions will reflect the seriousness of the incident and make clear that bullying is unacceptable. Bespoke interventions or additional support may also be provided according to individual circumstances and needs.
- **Discussing the incident with other agencies or organisations** and making referrals when appropriate.
- **Liaising with the wider community** if the bullying has taken place off school premises (for example, with the Police or District Council).
- **Keeping in touch with the person who reported the concern** - whether a pupil, parent/carer/guardian, member of staff, visitor, or another community member - to confirm that action has been taken. We will endeavour to keep all parties informed of progress and developments, but we must also comply with General Data Protection Regulation (GDPR), which may at times limit the information we can share.
- **Implementing follow-up support or interventions** as appropriate. This may include informal or formal restorative work, solution-focused meetings, individual or group sessions with the target/victim, the child displaying bullying behaviour, witnesses/bystanders, or the wider school community.

- **Monitoring the effectiveness of actions taken** and reassessing or taking further action as needed.
- **Liaising with the Designated Safeguarding Lead (DSL)** if there are safeguarding concerns or potential impacts on a pupil's wellbeing. The DSL may then work with other professionals and Local Authority teams as appropriate (for example, school counsellor, CAMHS, or MASH).

If a parent/carer is not satisfied with the school's response, we ask that they follow our school complaints policy and procedures, which are available on our school website or on request from the school office.

### **Strategies For Preventing Bullying**

At Whipman Woods Flying High Academy, we are committed to the safety and welfare of our pupils and have developed the following strategies to promote positive, friendly behaviours and discourage bullying.

Throughout the academic year, we review the effectiveness of these strategies and may expand or adapt them to address specific concerns or meet the needs of our whole school community.

#### **Our strategies include, but are not limited to:**

- An active School Council with representatives from each year group
- Peer mentoring schemes
- Annual participation in Anti-Bullying Week (November)
- Annual participation in Safer Internet Day (February)
- A robust R(S)HE curriculum for all year groups
- Collaborative work with safeguarding leads, the SENCO, and other colleagues and specialists
- Specific curriculum inputs on online safety and cyberbullying
- Drop-down days / themed days to promote equality and tackle prejudice
- Opportunities for pupils to share their voice and opinions, including through surveys and the School Council
- Inclusive displays throughout the school showcasing a diverse range of work and photographs
- Inclusive resources and books that raise awareness of and celebrate differences
- Positive Play, social and emotional support, LEGO therapy, and counselling (where appropriate) for identified pupils
- Targeted initiatives for specific individuals or groups
- A parent information board and dedicated area on the school website
- Parent/carer events to build community and understanding
- Regular staff training and development for all staff
- All staff modelling the expected behaviour at all times

### **Breaches/Complaints**

Breaches of this policy will be addressed in the same way as breaches of other school policies, as determined by the Headteacher and Governing Body.

If a parent/carer is not satisfied with the school's actions, we ask that they follow our school complaints policy and procedures, which are available on our school website or on request from the school office.

### **Links With Other Policies**

You may find it helpful to read this Anti-Bullying policy alongside the other following school policies:

| <b>Policy</b>   | <b>How it may link</b>  |
|---|---|
| Child-on-child Abuse Policy (Previously named 'Peer-on-peer') | Includes links to bullying – specifically sexualised bullying and exploitation  |
| Behaviour Policy  | Includes details about the rewards and sanctions for pupils   |
| Safeguarding Policy   | Includes information about child protection procedures and contextualised safeguarding  |
| Online Safety / E-Safety / Acceptable Use Policies            | Includes information about children's online behaviour and details about online bullying/cyberbullying  |
| Equality Policy   | Includes information about our school's approach to tackling prejudice and celebrating differences. Links to prejudice-related language and crime and the protected characteristics |
| RSHE / PSHE Policy  | Includes information about our school's RSHE programme and how we teach about relationships, friendships, and bullying  |
| Complaints Policy   | Includes information about how to make a complaint if you are not satisfied with the school's response  |

### **Monitoring and Review**

This policy is reviewed and evaluated throughout the academic year. It is updated annually.

**Date approved by the Governing Body:** September 2025

**Date to be reviewed:** September 2026