

Whipman Woods Flying High Academy



Anti-Bullying Policy

2026-2027

Reviewed: September 2026

Next Review: September 2027

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 that they belong to our Whipman Woods family – a school at the heart of its 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 to exceed expectations.

Our school values are at the heart of our approach to preventing and responding to bullying. 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 and support pupils in developing the character, empathy and resilience needed to thrive.

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. With ongoing focus and explicit teaching, these principles become integral to their attitudes and actions, enabling them to celebrate individuality, show respect and stand up for themselves and others. With our strong focus on character, our children understand how to keep themselves and others safe and how to seek help if they ever feel unsafe – both in and beyond the school gates.

At Whipman Woods, bullying in any form is not tolerated. We recognise that children will sometimes experience disagreements, friendship difficulties and relational conflict. These are a normal part of growing up and provide important opportunities to teach children how to manage relationships, resolve disagreement and repair harm. However, harmful behaviour will never be dismissed simply as a friendship issue, 'banter' or 'children falling out' where the circumstances indicate something more serious.

We have a zero-tolerance approach to child-on-child abuse. This means that harmful or abusive behaviour is never dismissed, normalised or accepted. It does not mean that every incident results in the same consequence. Our response will be proportionate, child-centred and informed by the nature and severity of the behaviour, its impact, the children's age and development, SEND and additional needs, vulnerability, context and any imbalance of power.

Through our curriculum and character education, we create opportunities for open and respectful discussion about difference, actively challenge prejudice and discrimination and celebrate the richness of diversity. Our approach to safeguarding is contextual and child-centred, recognising the circumstances, experiences, strengths and vulnerabilities of individual children.

We work closely with children, families and, where appropriate, external agencies to prevent bullying and child-on-child abuse and to provide appropriate support whenever concerns arise.

Policy Development and Statutory Context

This policy has been developed with regard to relevant legislation and national guidance, including:

- Keeping Children Safe in Education 2026 (KCSIE)
- Working Together to Safeguard Children
- Behaviour in Schools: Advice for Headteachers and School Staff
- Preventing and Tackling Bullying – DfE advice for schools
- Relationships Education, Relationships and Sex Education and Health Education statutory guidance
- Equality Act 2010
- Education and Inspections Act 2006
- current DfE guidance relating to online safety, mobile phones and behaviour outside school
- relevant guidance concerning children with SEND and additional needs.

This policy should be read alongside the school's Child Protection and Safeguarding Policy, Behaviour Policy, Online Safety Policy, Equality Policy, RSHE/PSHE Policy and other related policies.

The policy has been developed in consultation with the school community, including:

- members of staff
- parents/carers
- pupils
- governors
- relevant partners and external professionals.

This policy is available:

- on the school website
- from the school office
- through child-friendly information shared with pupils
- within the staff Teams policy area.

The policy is reviewed throughout the academic year and formally reviewed at least annually, or sooner where changes to legislation, statutory guidance, local procedures or school circumstances require this.

Roles and Responsibilities

Headteacher and Anti-Bullying Coordinator

The Headteacher, Mrs Nicola Green, has overall responsibility for anti-bullying at Whipman Woods Flying High Academy and is the school's Anti-Bullying Coordinator.

The Anti-Bullying Coordinator is responsible for:

- policy development and review
- ensuring pupils, staff, governors and parents/carers have appropriate opportunities to contribute to the school's approach
- overseeing implementation of this policy
- monitoring and evaluating its effectiveness
- overseeing systems for reporting and recording bullying
- identifying patterns, trends and emerging concerns
- coordinating appropriate training and support
- ensuring preventative approaches are embedded throughout school
- liaising with the DSL, governors, Trust, Local Authority and external agencies as appropriate.

Designated Safeguarding Leads

The school maintains an appropriately trained Designated Safeguarding Lead and Deputy Designated Safeguarding Leads in accordance with KCSIE.

Where bullying behaviour raises, or may raise, a safeguarding concern, the school's safeguarding procedures take precedence and the DSL or a DDSL must be informed.

All staff understand that safeguarding is everyone's responsibility and that concerns about a child must be recognised, responded to, recorded and reported in accordance with the school's Child Protection and Safeguarding Policy.

Governing Body

The Governing Body provides strategic oversight and assurance regarding behaviour, safeguarding and anti-bullying arrangements.

The Nominated Governor with responsibility for Anti-Bullying and Behaviour is Mrs Charlotte Lax

What Is Bullying?

Whipman Woods Flying High Academy adopts the definition of bullying used 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.”

The key features are therefore:

- Repetition – behaviour happens repeatedly or forms part of a pattern
- Intentional harm – behaviour intentionally hurts, intimidates, humiliates or causes distress
- Power imbalance – there is an imbalance of power between those involved. This may relate to physical strength, age, social status, popularity, numbers within a group, SEND, vulnerability, access to information or images, online influence, or another factor
- Bullying may be motivated by an actual or perceived difference between children

When Behaviour Does Not Meet the Definition of Bullying

It is important that the definition of bullying is not used as a threshold below which harmful behaviour is ignored.

A behaviour does not need to be repeated to be serious or to constitute a safeguarding concern.

A single incident may constitute physical or emotional harm, discrimination, sexual harassment, harmful sexual behaviour, child-on-child abuse or another safeguarding concern.

Consequently, the fact that an incident does not meet the school's definition of bullying will never mean that no action is required.

Staff will consider what has happened, its impact, context, severity and any risk to the children involved and respond accordingly.

Relational Conflict and Friendship Difficulties

Children sometimes experience disagreements, arguments, friendship difficulties or falling out.

Relational conflict differs from bullying because it will generally involve children who are relatively equal in power and status and may arise occasionally rather than as part of a deliberate, repeated pattern intended to cause harm.

Following relational conflict, children may show remorse and a genuine willingness to resolve the disagreement or repair the relationship.

Not all relational conflict leads to bullying. However, unresolved difficulties can sometimes develop into patterns of harmful behaviour. Staff will therefore respond appropriately to relational conflict and monitor situations where necessary.

Regardless of whether an incident is identified as relational conflict, bullying or another form of harmful behaviour, the school will consider the needs of all children involved.

Bullying and Child-on-Child Abuse

All staff recognise that children can abuse other children and that child-on-child abuse can happen inside or outside school and online.

Bullying, including cyberbullying, prejudice-based and discriminatory bullying, may constitute child-on-child abuse.

Other forms of child-on-child abuse can include physical abuse, sexual violence, sexual harassment, harmful sexual behaviour, coercion, abuse within intimate relationships, consensual and non-consensual sharing of intimate images, upskirting, initiation or hazing-type behaviour and abuse facilitated through technology.

Where the nature, severity, context or impact of behaviour indicates a safeguarding concern, staff must not manage the matter solely through behaviour or anti-bullying procedures.

The DSL or a deputy must be informed and the matter will be managed in accordance with the school's Child Protection and Safeguarding Policy and KCSIE 2026.

Staff understand that child-on-child abuse is never acceptable and should never be passed off as 'banter', 'just having a laugh', 'part of growing up' or similar.

Staff also recognise the importance of early intervention. Lower-level harmful behaviour will be challenged appropriately rather than being allowed to become normalised or escalate.

What Can Bullying Look Like?

Physical

Hitting, kicking, pushing, poking, biting, pinching, tripping, damaging belongings or other deliberately harmful physical behaviour.

Verbal

Name-calling, insults, threats, sarcasm intended to hurt, belittling, repeated teasing, spreading rumours or malicious gossip.

Emotional and Relational

Deliberate exclusion, isolation, humiliation, intimidation, manipulation, coercion, threatening gestures, hiding belongings, controlling friendships or deliberately damaging someone's relationships with others.

Online/Cyberbullying

Harmful behaviour conducted through digital technology. This may include:

- abusive or threatening messages
- harmful group-chat behaviour
- deliberately excluding someone from an online group
- social-media posts
- gaming platforms
- impersonation or fake accounts
- spreading rumours online
- sharing screenshots or private information
- sharing photographs or videos without appropriate permission
- altered or manipulated photographs
- AI-generated harmful content
- harmful memes

- repeated unwanted contact
- online harassment
- encouraging others to target a child.

Online incidents can spread quickly and reach a wide audience. A single online action may therefore have an ongoing or repeated impact.

Prejudice-Based and Discriminatory Bullying

Bullying may relate to an actual or perceived characteristic or difference, including:

- race, ethnicity, nationality or heritage
- religion or belief
- sex
- disability
- sexual orientation
- gender reassignment
- SEND
- appearance
- family circumstances
- being adopted or care experienced
- being a young carer
- language or EAL
- socioeconomic circumstances
- another actual or perceived aspect of a child's identity or circumstances.

The school recognises the protected characteristics established by the Equality Act 2010 while also recognising that children may experience bullying because of other actual or perceived differences that are not separately defined as protected characteristics within the Act.

Sexist and Misogynistic/Misandristic Behaviour

Sexist, misogynistic, misandristic or sexually degrading language and behaviour will be challenged.

Staff recognise that misogynistic/misandristic attitudes and language can contribute to a culture in which harmful sexual behaviour, sexual harassment and abuse become normalised.

This behaviour will therefore be challenged even where comments are presented as jokes or are not directed towards a particular child.

Sexualised Bullying, Sexual Harassment and Harmful Sexual Behaviour

Sexualised behaviour may include:

- sexual comments, remarks, jokes or name-calling
- sexualised gestures
- unwanted touching
- sexualised online bullying
- sexualised comments about someone's body

- displaying or sharing sexual material
- coercing or pressuring another child into sexualised behaviour
- unwanted sexual messages
- taking or sharing nude or semi-nude images
- digitally altering or generating sexualised images of another person, including through artificial intelligence
- upskirting
- sexual violence or other harmful sexual behaviour.

Such concerns must be reported to the DSL or a deputy and responded to in accordance with the school's safeguarding procedures and KCSIE.

Banter and Teasing

Positive friendships may sometimes involve mutually enjoyed humour and playful teasing.

However, describing behaviour as 'banter' does not make harmful behaviour acceptable.

Staff will consider the content, context, impact, power dynamics and wishes and feelings of the children involved, rather than relying solely on how behaviour has been labelled.

Where behaviour is harmful, discriminatory, abusive, sexualised, coercive or intimidating, it will be challenged and responded to appropriately regardless of whether the child responsible describes it as a joke or banter.

Preserving Evidence in Online Incidents

Where an online incident is reported, staff should preserve relevant evidence safely and minimise any further circulation. This may include retaining appropriate screenshots, URLs, usernames, dates, times or message details and recording where evidence is held. Staff should not unnecessarily copy, download, forward or redistribute harmful material.

Where nude or semi-nude imagery, sexualised imagery, potentially illegal content or AI-generated sexual imagery is involved, staff must not ask a child to forward, copy, print or further share the material. The DSL or a deputy must be informed immediately and the school's safeguarding procedures followed. The DSL will consider whether advice or assistance is required from the Trust's IT team, the police or another relevant agency.

Children Who May Be Particularly Vulnerable

Bullying can affect any child.

However, some children may experience increased vulnerability or additional barriers to recognising, reporting or explaining what has happened.

This may include children with:

- SEND or disabilities
- speech, language or communication needs
- EAL
- social, emotional or mental health needs

- care experience
- caring responsibilities
- previous experiences of trauma or abuse
- limited social networks
- other characteristics or circumstances which make them more vulnerable to harm.

Staff will remain alert to changes in behaviour, attendance, relationships, emotional wellbeing or engagement which may indicate that a child is experiencing difficulties.

Reasonable adjustments will be made to reporting and support arrangements where appropriate. This might include communication aids, visual systems, additional processing time, support from a trusted adult or alternative ways of communicating a concern.

Examples of reasonable adjustments may include:

- visual reporting cards, symbols, drawings or communication boards
- a planned trusted-adult check-in
- additional processing time and opportunities to communicate over more than one conversation
- supported disclosure with an appropriate familiar adult
- simplified or adapted language
- translation or interpretation support where appropriate
- accessible written information
- an alternative quiet location or different time for reporting concerns.

Where Can Bullying Take Place?

Bullying is not confined to school premises.

It may occur:

- in school
- on the journey to or from school
- during educational visits or school activities
- on school transport
- within the local community
- online
- outside normal school hours.

Where behaviour outside school or online affects pupils within school, poses a threat to another pupil or member of the school community, has repercussions for the orderly running of the school or affects the safety and wellbeing of pupils, the school may respond in accordance with its Behaviour Policy and relevant DfE guidance.

Where appropriate, the school will work with parents/carers, other schools, the Local Authority, police or other agencies.

Responding to Off-Site and Transport Incidents

Where an incident occurs during an educational visit, on the journey to or from school, or elsewhere away from the school site, the immediate priority is the safety and welfare of the children involved. The member of staff receiving the concern will ensure that it is recorded and passed to the appropriate school leader and, where necessary, the DSL.

The school will establish what action falls within its responsibility and may liaise with parents/carers, transport providers, visit leaders, other schools or settings, the Local Authority, police or other agencies as appropriate. Relevant off-site behaviour may be addressed under the Behaviour Policy where it affects pupils' safety or welfare, has repercussions for the orderly running of the school, affects another member of the school community or otherwise falls within the school's lawful authority to respond.

Reporting Bullying and Harmful Behaviour

We want pupils, parents/carers, staff and visitors to feel confident in reporting concerns and to know that concerns will be taken seriously.

No child should feel that they have to manage bullying or harmful behaviour alone.

Pupils, Including Bystanders and Witnesses

Pupils can report concerns, affecting them directly or affecting others, to any trusted member of staff, including:

- their teacher
- a teaching assistant
- the Headteacher
- lunchtime staff
- office staff
- another trusted adult in school.

Lesson, PSHE/RSE Lessons and assemblies regularly reinforce who trusted adults are and how children can ask for help.

Staff will listen carefully, take the child's concern seriously and explain what will happen next.

Concerns will be recorded appropriately on CPOMS and relevant staff alerted. Where a concern is urgent or may constitute a safeguarding concern, the DSL or a deputy will be informed without delay.

Children may also use the school's Worry Monsters where they find it difficult to raise a concern verbally.

The school will ensure that reporting arrangements remain accessible to children with SEND, communication difficulties or EAL and will make reasonable adjustments where required.

Children are also taught the importance of reporting concerns when they witness harmful behaviour towards somebody else.

Parents and Carers

Parents/carers who have concerns should contact the child's class teacher in the first instance unless the concern is urgent or safeguarding-related, in which case they may contact the Headteacher/DSL directly.

Reports will be taken seriously, appropriately recorded and investigated.

Parents/carers are encouraged to provide relevant information or evidence, particularly where concerns involve online behaviour.

We ask parents/carers to bring concerns directly to school rather than attempting to resolve difficulties with other children or families themselves or discussing identifiable children through social media.

We will endeavour to keep parents/carers appropriately informed while respecting children's privacy, safeguarding requirements and data protection legislation.

Staff

Staff must act where they witness concerning behaviour or identify indicators that a child may be experiencing bullying or other harm. They should not wait for a child to make a disclosure.

Concerns should be recorded on CPOMS and reported in accordance with school procedures.

Where there is any safeguarding concern, the DSL or a deputy must be informed without delay.

Visitors

Visitors who witness or become aware of bullying, harmful behaviour or a safeguarding concern must report this to a member of school staff at the earliest opportunity.

Urgent safeguarding concerns must be reported immediately.

How We Respond to Reports

All reports of bullying and harmful behaviour will be taken seriously.

The response will depend upon the nature and circumstances of the incident and may include:

- listening carefully to the child who has raised the concern
- establishing the immediate safety and welfare of those involved
- speaking separately with relevant children
- gathering appropriate information from witnesses
- considering children's wishes and feelings
- speaking with parents/carers where appropriate
- considering whether the behaviour constitutes bullying, relational conflict, discriminatory behaviour, child-on-child abuse or another safeguarding concern
- considering age, development, SEND, vulnerability, intent, impact, context and power imbalance
- recording the concern and actions taken
- involving the DSL where safeguarding concerns exist
- applying appropriate consequences in accordance with the Behaviour Policy

- providing education, intervention or additional support
- working with external agencies where necessary
- monitoring relationships and wellbeing following an incident
- reviewing whether actions taken have been effective.

The child's wishes and feelings will be considered when determining the response. However, staff will explain sensitively that there may be circumstances in which safeguarding action must be taken even where a child does not wish this to happen.

The school will avoid unnecessarily bringing children together during an investigation where this could cause distress, compromise the investigation or create further risk.

Response and Recording Timescales

Concerns about bullying or harmful behaviour will be acknowledged promptly. Where a concern is raised by a parent/carer, the school will normally acknowledge it by the end of the next school day. An initial assessment of the concern, including whether immediate safeguarding action is required, will take place without delay.

Concerns should be recorded on CPOMS on the day they are received wherever practicable. Where a concern raises a safeguarding risk, it must be reported to the DSL or a deputy immediately and recorded before the member of staff finishes duty wherever possible. Complex investigations will be completed as promptly as circumstances allow; protective or supportive action will not be delayed while an investigation remains ongoing.

Standard for CPOMS Records

CPOMS entries should be factual, proportionate and sufficiently detailed to enable another appropriate member of staff to understand what has happened, what action has been taken and what remains outstanding. Where relevant, records should include:

- who reported the concern and how it was received
- date, time and location of the incident or concern, where known
- children involved and relevant witnesses
- a factual account of what was reported or observed, including the child's own words where significant
- relevant evidence and where it is securely held
- immediate action taken
- whether safeguarding implications were considered and whether the DSL/DDSL was informed
- communication with parents/carers, where appropriate
- the category or nature of the concern, including any prejudice-related or discriminatory element
- support, consequences, referrals or other actions agreed
- a named person responsible for follow-up and an appropriate review date.

Restorative Approaches

Whipman Woods values restorative practice and helping children understand the impact of their behaviour and repair relationships where this is appropriate.

However, restorative work is not automatically appropriate in every case.

It will only be used where staff consider it safe and beneficial for the children involved.

A child who has experienced bullying or abuse will never be pressured to:

- meet face-to-face with another child
- participate in mediation
- apologise
- accept an apology
- forgive another child
- restore a friendship or relationship.

Restorative approaches will not replace safeguarding action, appropriate consequences or referrals to external agencies where these are required.

Suitability and Risk Consideration for Restorative Work

Before significant restorative work following bullying, child-on-child abuse or other harmful behaviour, staff will document whether the approach is safe, appropriate and genuinely voluntary for the children involved. This consideration should take account of the nature and severity of the behaviour, any power imbalance, coercion, safeguarding risk, the children's wishes and feelings and the likelihood of further harm.

Where there has been abuse, coercion, significant power imbalance or an identified safeguarding risk, a more formal risk assessment and/or safety plan should be completed before any restorative meeting is considered. Where restorative work is agreed, expectations and boundaries should be made clear to those involved and recorded appropriately. No child will be pressured to participate.

Supporting Children

The Child Who Has Experienced Bullying or Harm (Victim)

Support may include:

- regular check-ins with a trusted adult
- reassurance and safety planning
- pastoral support
- support with friendships and relationships
- reasonable adjustments
- targeted intervention
- work with parents/carers
- referrals to external services where appropriate.

The Child Displaying Bullying or Harmful Behaviour (Perpetrator)

Children who harm others also require an appropriate response and may themselves have unmet needs or safeguarding vulnerabilities.

Support may include:

- helping the child understand the impact of their behaviour
- appropriate consequences
- targeted teaching or intervention
- pastoral support
- work around emotional regulation, relationships or social understanding
- SEND support or reasonable adjustments where appropriate
- work with parents/carers
- safeguarding assessment or external support where required.

Support for a child displaying harmful behaviour does not minimise the impact on the child who has experienced harm or remove accountability for their behaviour.

Documented Support and Safety Plans

Where a pupil requires ongoing, targeted or multi-agency support following bullying or harmful behaviour, the school will consider a documented support and/or safety plan. The level of formality will be proportionate to need and risk.

Where used, the plan should identify the child's needs, agreed actions, responsible adults, the child's wishes and feelings, appropriate parent/carer involvement, reasonable adjustments, safety arrangements, referrals or specialist input and a review date. Where relevant, this may link with SEND provision, SEMH support, Early Help or external-agency involvement. The existence of SEND or additional needs will never be used to excuse bullying or harmful behaviour, nor will bullying be assumed to arise because of SEND.

Bystanders and Witnesses

Children who witness bullying or abuse may also require support.

We actively teach pupils to be upstanders rather than passive bystanders: to seek help, report concerns and safely support others.

Preventing Bullying

Preventing bullying is a whole-school responsibility.

Strategies include:

- a clear and consistently implemented Behaviour Policy
- the 'Whipman Woods Way' and school values
- a carefully sequenced RSHE/PSHE curriculum
- teaching about respectful relationships and healthy friendships
- age-appropriate teaching about consent and personal boundaries

- online safety education
- teaching children how and where to report concerns
- Anti-Bullying Week
- Safer Internet Day
- School Council and pupil voice
- assemblies and curriculum opportunities addressing equality, diversity and prejudice
- inclusive books, displays and curriculum resources
- Positive play and social and emotional interventions
- targeted support for individuals and groups
- parent/carer information and events
- regular staff training
- appropriate supervision of identified areas
- adults consistently modelling respectful relationships and behaviour
- early identification and challenge of discriminatory, sexist, misogynistic, sexualised or harmful language and behaviour.

We recognise that effective prevention involves creating a culture in which children are confident that adults will listen and act.

Staff Training and Induction

All relevant staff will receive anti-bullying and child-on-child abuse training at least annually. This may be incorporated within safeguarding, behaviour, online safety or equality training where this provides appropriate coverage. Training will reinforce definitions, reporting and recording expectations, safeguarding thresholds, prejudice-related bullying, online harm, sexual harassment and harmful sexual behaviour, reasonable adjustments and the school's response procedures.

New staff will receive appropriate information and training as part of induction. Temporary and supply staff will be given sufficient information to understand the school's expectations, how to report concerns and how to obtain immediate safeguarding support.

Recording, Monitoring and Evaluation

Reports of bullying and significant relational or harmful behaviour will be appropriately recorded on CPOMS.

School leaders will use records to identify patterns, emerging risks and areas requiring preventative action.

Monitoring may consider:

- type of incident
- location
- year group
- times or activities associated with incidents
- repeated involvement of particular children
- prejudice or discriminatory motivation
- protected characteristics

- online/offline context
- indicators of child-on-child abuse
- vulnerable groups
- effectiveness of interventions
- recurrence following intervention.

Patterns and themes will inform curriculum planning, staff training, supervision arrangements, pastoral provision and school improvement.

The Headteacher/Anti-Bullying Coordinator will provide appropriate safeguarding and behaviour assurance to the Governing Body. Reporting will focus on themes, trends, actions and impact while maintaining appropriate confidentiality regarding individual children.

Pupil and parent/carer voice may also be used to evaluate how safe children feel, whether they understand how to report concerns and whether they have confidence that adults will respond.

Governor Assurance and Reporting

The Headteacher/Anti-Bullying Coordinator will provide anonymised anti-bullying assurance information to the Governing Body at least termly. Reports will be sufficiently detailed to enable governors to identify trends, challenge practice and seek assurance while protecting the confidentiality of individual children.

Termly reporting will include the number and type of incidents, prejudice-related or discriminatory themes, online incidents, recurrence, locations or hotspots, safeguarding escalation, vulnerable groups where this can be reported without identifying individual children, actions taken and evidence of the effectiveness of interventions.

An annual anti-bullying assurance review will draw together patterns, pupil and parent/carer voice where available, curriculum and preventative work, staff training, intervention impact and priorities for the following year. These assurance reports are for governance and school improvement purposes and will not routinely be published where doing so could risk identification of children or disclosure of sensitive safeguarding information.

Confidentiality and Information Sharing

Information will be shared on a need-to-know basis in accordance with safeguarding requirements, data protection legislation and the school's Child Protection and Safeguarding Policy.

Parents/carers will be appropriately informed about concerns involving their child. However, the school cannot normally disclose confidential information about another child, including details of sanctions, safeguarding interventions or personal circumstances.

Safeguarding information will be shared with relevant professionals where necessary to protect a child from harm.

Safeguarding information is not kept secret where sharing is necessary to protect a child. Information will be shared only where there is a lawful and appropriate reason to do so, and on a necessary, proportionate and need-to-know basis.

Where a significant information-sharing decision is made, the school will record, as appropriate, what information was shared, with whom, the purpose and rationale for sharing, and any relevant restrictions or follow-up. Where a decision is made not to share information despite consideration of doing so, the rationale should also be recorded where appropriate.

Complaints

If a parent/carers remains dissatisfied with the school's response after raising their concerns with appropriate school staff, they may use the school's Complaints Policy and procedures.

The Complaints Policy is available through the school website or from the school office.

Links with Other Policies:

- Child Protection and Safeguarding Policy
- Behaviour Policy
- Online Safety / Acceptable Use Policies
- Equality Policy
- RSHE / PSHE Policy
- SEND Policy and SEND Information Report
- Complaints Policy
- Staff Code of Conduct and Relevant Trust HR Policies

Concerns relating to bullying or harassment of members of staff will be managed through the appropriate behaviour, safeguarding, employment, grievance or Trust procedures, as applicable.

Monitoring and Review

The Headteacher and Governing Body will monitor the implementation and effectiveness of this policy.

This will include consideration of:

- recorded bullying incidents
- safeguarding information and child-on-child abuse
- patterns and trends
- pupil voice
- parent/carers feedback
- behaviour data
- effectiveness of interventions
- equality and prejudice-related incidents
- online safety concerns
- staff training and confidence.

The policy will be formally reviewed annually, or earlier where changes in legislation, statutory guidance, local safeguarding arrangements, school circumstances or emerging safeguarding risks make this necessary.