



Whitley Park Primary and Nursery School

Antibullying Policy

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Author:	NBB	Committee responsible for Review:	FGB
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Office use only:

1. Statement of Intent

This school is committed to providing a safe, inclusive and nurturing environment where every child feels valued, protected and able to learn. We recognise that bullying can be both a cause and a consequence of trauma. As a trauma-informed school, we understand that children's behaviour is a form of communication and that experiences of adversity can affect how children regulate emotions, form relationships and respond to challenge.

This policy sets out how we prevent, identify and respond to bullying in a way that is relational, restorative and supportive, while maintaining clear expectations for behaviour and safety.

2. Trauma-Informed Principles

Our approach to anti-bullying is underpinned by the following trauma-informed principles:

- Safety – emotional and physical safety is prioritised for all pupils.
 - Trust and transparency – adults act consistently and explain decisions clearly.
 - Connection and belonging – positive relationships are central to behaviour change.
 - Empowerment and voice – children are listened to and involved in resolving concerns.
 - Understanding behaviour – we ask *“What has happened to this child?”* rather than *“What is wrong with this child?”*
 - High expectations with high support – harmful behaviour is addressed firmly and compassionately.
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3. Definition of Bullying

Bullying is behaviour that is:

- Repeated (or has the potential to be repeated),
- Intentional (deliberate or perceived as deliberate), and
- Involves an imbalance of power (physical, emotional, social or online).

Bullying may be:

- Physical (hitting, pushing, damaging belongings)
- Verbal (name-calling, threats, teasing)
- Social or relational (exclusion, spreading rumours, manipulation)
- Cyberbullying (messages, images or online behaviour)
- Prejudice-based (related to SEND, race, religion, gender, family circumstance, appearance or other protected characteristics)

We recognise that some children who display bullying behaviour may themselves be experiencing trauma, unmet needs or difficulties with emotional regulation.

4. Our Preventative Approach

We prevent bullying through a whole-school, trauma-informed culture:

4.1 Curriculum and Teaching

- Explicit teaching of emotional literacy, empathy, self-regulation and conflict resolution.
- Use of PSHE, RSHE and assemblies to explore respectful relationships and difference.
- Trauma-informed classroom strategies, including predictable routines and co-regulation.

4.2 School Climate

- Strong, trusted relationships between staff and pupils.
- Clear, consistent expectations for behaviour, framed positively.
- Safe spaces and trusted adults identified for children.

4.3 Staff Development

- Regular training on trauma, attachment, neurodiversity and bullying.
- Staff modelling calm, respectful and reflective responses.

4.4 Pupil Voice and Peer Support

We will provide:

- Opportunities for pupils to share concerns safely.
- Structured peer support (e.g. buddies, playground leaders) with adult oversight.

5. Responding to Bullying: A Trauma-Informed Process

5.1 When Bullying Is Reported or Observed

All concerns are taken seriously. Staff will:

- Listen calmly and without judgement.
- Reassure the child that they are being heard and supported.
- Record the concern promptly and accurately.
- Ensure immediate safety where required.

5.2 Supporting the Child Who Has Been Harmed

Support may include:

- A trusted adult check-in.
- Opportunities to express feelings safely.
- Restorative conversations *only when the child feels safe and ready*.

- Adjustments to routines, seating or supervision.
- Ongoing monitoring and reassurance.

Children will **never** be expected to 'sort it out themselves'.

5.3 Responding to the Child Displaying Bullying Behaviour

We hold children accountable while seeking to understand underlying needs. Responses may include:

- Calm, private conversations focused on impact rather than blame.
- Teaching alternative ways to communicate needs and feelings.
- Restorative approaches to repair harm.
- Individual support plans, mentoring or emotional regulation support.
- Involvement of SENDCo or pastoral staff where appropriate.
- Alternative lunch and break timetables

Protective consequences and sanctions may be used when necessary, but always alongside support and teaching.

6. Restorative and Relational Practice

- Where appropriate and safe, restorative approaches are used to:
- Help children understand the impact of their actions.
- Repair relationships and rebuild trust.
- Develop empathy and responsibility.

Restorative work is never forced and is guided by the needs of the child who has been harmed.

7. Working with Parents and Carers

We work in partnership with families by:

- Communicating concerns promptly and sensitively.
- Sharing how the school is supporting all children involved.
- Offering guidance on supporting children at home.
- Signposting to external support where appropriate.

Confidentiality is respected at all times.

8. Recording, Monitoring and Review

All bullying incidents are logged and reviewed by senior leaders.

Patterns are monitored to identify vulnerable pupils or high-risk times/places.

The effectiveness of interventions is evaluated.

Pupil and parent voice informs ongoing improvement.

9. Roles and Responsibilities

Governing Body

- Ensures this policy is implemented and reviewed regularly.

Headteacher and Senior Leaders

- Promote a trauma-informed culture.
- Ensure staff are trained and supported.
- Monitor bullying data and response quality.

All Staff

- Model respectful behaviour.
- Act promptly on concerns.
- Build strong, trusting relationships with pupils.

Pupils

- Treat others with kindness and respect.
 - Seek help if they or others feel unsafe.
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10. Links to Other Policies

This policy should be read alongside:

- Behaviour Policy
 - Safeguarding and Child Protection Policy
 - SEND Policy
 - PSHE / RSHE Policy
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11. Review

This policy will be reviewed annually, or sooner if required, to ensure it reflects current guidance, pupil needs and best trauma-informed practice.

Appendix 1 - Child-Friendly Anti-Bullying Promise

Our School Promise

At our school, everyone has the right to feel **safe, happy** and **included**.
We promise to listen, help and care for each other.

What Is Bullying?

Bullying is when someone:

- Is unkind on purpose
- Does it again and again (or could happen again)
- Uses their power to make someone feel scared, sad or left out

Bullying can be:

- Physical – hurting someone or their things
 - Verbal – name calling, teasing or threats
 - Social – leaving people out or spreading rumours
 - Online – messages or pictures that hurt feelings
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How We Treat Each Other

We try to:

- Be kind and respectful
- Include others
- Use words to solve problems
- Ask for help when things feel hard

Everyone makes mistakes. What matters is learning and making things right.

If Someone Is Bullying You

You can:

- Tell a trusted adult (teacher, teaching assistant, lunchtime staff, office staff)
- Tell your parent or carer
- Keep telling until you feel safe

It is never your fault.

You will not be told to “sort it out yourself”.

If You See Bullying

You can:

- Help by telling an adult
- Be kind to the person being hurt
- Walk away and get help

Being a helper is brave.

If You Are Feeling Angry or Upset

Sometimes people hurt others because they are feeling sad, angry or worried.

We will help you:

- Talk about your feelings
- Calm your body and mind
- Learn better ways to handle big feelings

You are not in trouble for asking for help.

Our Promise to You

Adults in school will:

- Listen carefully
- Help you feel safe
- Help everyone learn better choices
- Make sure bullying is dealt with

We are stronger when we are kind

