

Anti-Bullying Procedure

1. BACKGROUND

These procedures reflect St Piers School and College's belief that all students have the right to feel safe and live free from harm within their learning and living environments.

We believe that all bullying is unacceptable and that action must be taken to prevent it from occurring. We want our students to feel confident to speak out and seek support from staff if they feel unsafe.

We recognise that bullying exists in many forms, can occur at any age, and that those experiencing or witnessing bullying may not always report it. Everyone therefore needs to be alert to the signs of bullying and the harm it can cause.

Bullying may occur in a range of settings, including within school, college, residential provision, the community and online. Students may require support to understand personal safety, recognise bullying behaviours, and know how to report concerns both within and outside the organisation.

There are several pieces of legislation which set out measures and actions in response to bullying, as well as criminal and civil law. These include (but are not limited to):

- The Education and Inspection Act 2006, 2011
- The Equality Act 2010
- The Children Act 1989
- Protection from Harassment Act 1997
- The Malicious Communications Act 1988
- Public Order Act 1986
- Preventing and tackling bullying DfE (2018)
- Keeping Children Safe in Education (DfE 2026)
- Mental health and wellbeing provision in schools DfE (2018)
- Online Safety Act 2023

The organisation recognises that bullying can occur both in person and online, including through social media, gaming platforms, messaging services and emerging technologies such as artificial intelligence.

When working with the children and adults with care and support needs, it is necessary to be particularly sensitive and aware of two specific areas:

Perceptions / Self Perception

Some students with social communication differences (e.g. autism) may present in ways that others perceive as rude, controlling, demanding or unkind. At times, these behaviours may be interpreted by peers as bullying, particularly where other students have similar needs or vulnerabilities. Although such behaviour may be inappropriate and require support, it does not necessarily indicate an intention to cause harm. Staff must carefully consider the context, impact, intent and any underlying communication or developmental needs when reviewing incidents and determining the appropriate response.

Historical bullying

Some students at St Piers School and College may have experienced bullying in previous settings. Staff should be mindful of this history and sensitive to the increased anxiety that can accompany a new placement. These students may be particularly alert to perceived threats, exclusion or rejection and may fear or anticipate being targeted by others again.

Understanding this history is important in supporting emotional wellbeing, building trust and helping students feel safe, valued and included.

2. SCOPE

This procedure sets out how St Piers School and College prevents, identifies, records and responds to bullying, including incidents that occur face-to-face, online, within education and residential services, and in the wider community.

This procedure applies to:

- Bullying between students attending St Piers School and College, including child-on-child and peer-on-peer incidents.
- Bullying which takes place online, including through social media, gaming platforms, messaging services and other digital technologies.
- Bullying which occurs outside of St Piers School and College where it impacts upon a student, the educational environment, residential provision, or the wider wellbeing and safety of those involved.
- Bullying of students by members of staff, volunteers, contractors or other adults working on behalf of the organisation.
- Prejudice-based bullying, including incidents related to disability, race, religion or belief, sex, sexual orientation, gender identity, or other protected characteristics.
- Bullying which may also constitute a safeguarding concern, including harmful sexual behaviour, sexual harassment, hate incidents, online abuse or child-on-child abuse.

For concerns involving bullying, harassment or conflict between members of staff, the Employee Protection Procedure should be followed. Staff should speak to their line manager or Human Resources in the first instance.

3. ROLES AND RESPONSIBILITIES

The following is a list of roles within this organisation who have responsibilities associated with this procedure.

Head of Safeguarding and Quality Practice – responsible for ensuring all incidents of bullying are appropriately recorded as per the Child and Adult Protection and Safeguarding Procedures and reported to the EGB.

Anti-bullying Champions – Whilst the Lead DSL takes an overview on any reported bullying incidents there are also allocated champions across both St Piers School (Danny Hulme) and St Piers College (Lisa Bush).

The champions help to:

- coordinate strategies for preventing bullying and links to PSHE learning
- implement this procedure
- manage bullying incidents
- support staff with managing student relationships
- take the lead on Anti-bullying week supported by the Lead DSL.

All staff – have a duty to understand and implement this procedure and take action to prevent bullying between students and to report any concerns of bullying.

Education Governing Body (EGB) – monitoring incidents of bullying, analysing trends, monitoring the effectiveness of this procedure and ensuring policy and procedures are in line with statutory guidance.

4. WHAT IS BULLYING?

4.1 Definition

The Anti-Bullying Alliance defines bullying as 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.*

There are four key elements to this definition:

- ❖ hurtful
- ❖ repetition
- ❖ power imbalance
- ❖ intentional.

Bullying can include name-calling, taunting, mocking, making offensive comments, kicking, hitting, taking belongings, producing offensive graffiti, gossiping, excluding people from groups, and spreading hurtful or untrue rumours.

This includes the same unacceptable behaviours expressed online, often referred to as cyberbullying. This may include sending offensive, upsetting or inappropriate messages through text, instant messaging services, gaming platforms, websites, social media and apps, as well as sharing offensive, degrading or manipulated images or videos.

Prejudice-based bullying targets children and young people because of who they are, or who they are perceived to be. This may relate to age, disability, sex, gender identity, race, membership of the travelling community, religion or belief, or sexual orientation. Children and young people may also be targeted because they are perceived to belong to one of these groups, or because they are associated with someone who does. This includes racist, homophobic, biphobic, transphobic and disablist bullying. Such behaviour can be severe and may constitute a hate incident or hate crime.

Bullying may also be driven by misogyny, harmful gender stereotypes, or hostility towards women and girls. Such behaviour may overlap with sexual harassment, harmful sexual behaviour, sexual violence and child-on-child abuse. Incidents of this nature will be treated as safeguarding concerns and responded to in accordance with safeguarding procedures.

Bullying between students at St Piers School and College is recognised as a form of child-on-child/peer on peer abuse and may constitute a safeguarding concern. It can be emotionally abusive and can have a significant impact on their emotional wellbeing, development and sense of safety.

Distinguishing Bullying from Other Behaviour

Bullying differs from teasing, friendship difficulties, social misunderstandings, or other forms of conflict in several important ways:

- Intentional – bullying involves behaviour intended to cause physical or emotional harm, distress, fear or humiliation.
- Power imbalance – the person being targeted is at a disadvantage, making it difficult for them to defend themselves or stop the behaviour. This may relate to factors such as age, physical size, social influence, communication ability, cognitive ability, vulnerability, or peer group dynamics.
- Repetition – bullying is usually repeated or sustained over time, rather than being a one-off disagreement or conflict.

In contrast:

- Friendship fallouts and peer conflict are often situational, reciprocal in nature, and do not involve an ongoing imbalance of power.
- There is often evidence of remorse, reflection, and a willingness from one or both individuals to repair the relationship.

Staff should apply these distinctions carefully when assessing incidents. In a specialist setting, social communication differences, misunderstandings, difficulties with emotional regulation, or limited social awareness may sometimes result in behaviour being perceived as bullying when there was no intention to cause harm. However, the impact on the person affected should always be considered, and appropriate support provided to all involved.

Occasionally, an incident may be considered bullying even where the behaviour has not been repeated if the severity, impact, power imbalance, or nature of the behaviour warrants this. This is particularly relevant in cases involving sexual, sexist, racist, homophobic, biphobic, transphobic, or disablist behaviour. Where there are concerns that a student may be at risk of harm, the Safeguarding Team must be consulted immediately.

Some groups of children and young adults may be at increased risk of experiencing bullying due to actual or perceived differences or vulnerabilities. This may include children and young people with disabilities or special educational needs, young carers, children who are looked after, those from ethnic or racial minority groups, and those who are, or are perceived to be, lesbian, gay, bisexual, transgender, questioning, or other members of the LGBTQ+ community.

It is also recognised that some children and young adults who engage in bullying behaviour may have unmet needs or be experiencing difficulties themselves. Contributing factors may include adverse childhood experiences, trauma, domestic abuse, social disadvantage, poor self-esteem, social isolation, difficulties understanding the perspectives of others, or challenges in managing emotions and relationships. Whilst these factors do not excuse bullying behaviour, they should be considered when assessing needs and planning effective intervention.

4.2 What does bullying look like?

Bullying can be direct or indirect.

Direct bullying involves behaviours targeted at an individual, either face-to-face or through technology such as phones, messaging services or social media.

Indirect bullying involves actions intended to damage a person's reputation, relationships or social standing, such as spreading rumours, encouraging others to exclude someone, or sharing harmful information about them.

Bullying can take many forms, including, but not limited to:

Emotional	Causing psychological harm through intimidation, humiliation, manipulation, exclusion, coercion or persistent ignoring, resulting in feelings of isolation, fear or distress.
Physical	Hitting, kicking, pushing, tripping, spitting, damaging belongings or any other form of physical aggression
Sexual	Unwanted behaviour of a sexual nature, including sexual comments, gestures, rumours, inappropriate touching, pressure to share sexual images, creating or sharing sexual content without consent, or circulating sexual material.
Racist or Faith-Based	Bullying motivated by race, ethnicity, nationality, culture, religion or belief, including the use of racist or faith-based language, stereotypes, insults or exclusion.
Verbal	Name-calling, insults, threats, intimidation, teasing, mocking or offensive comments with the intent to cause harm or distress.
Homophobic / Biphobic and Transphobic (HBT)	Targeting someone because of their actual or perceived sexual orientation or gender identity through language, exclusion, threats, stereotyping or harassment.
Cyber	Bullying through digital platforms, including messaging services, gaming platforms, websites, social media and apps. This may include threatening messages, impersonation, sharing personal information, online exclusion, or sharing images without consent.
Social/Relational	Deliberately damaging a person's relationships, reputation or social standing through exclusion, rumour-spreading, public humiliation or encouraging others to reject them.
Disablist	Bullying related to a person's disability, special educational need or medical condition, including mocking, exclusion, offensive comments or assumptions about ability.

What Students Told Us

Following consultation with the Student Council, students identified the following behaviours as examples of bullying:

- Name-calling
- Saying or writing hurtful things
- Being intentionally mean or unkind
- Taunting or mocking others
- Making offensive comments
- Physical aggression or assault
- Taking or damaging belongings
- Gossiping or spreading rumours
- Deliberately leaving people out
- Preventing someone from accessing an area or activity
- Using disrespectful or offensive language
- Threatening behaviour or intimidating body language.

Bullying may occur between individuals or groups. It can also take place in the presence of others, either in person or online. These individuals may become bystanders, actively encourage the behaviour, or fail to challenge it.

Some incidents of bullying may also constitute hate incidents or hate crimes, particularly where an individual is targeted because of a protected characteristic such as their race, religion, disability, sexual orientation, gender identity or sex.

There is no hierarchy of bullying. All forms of bullying should be taken seriously, responded to appropriately, and addressed in a timely manner.

Signs which may raise concerns about the possible bullying of a student:

A student may indicate that they are experiencing bullying through a direct disclosure, changes in behaviour, emotional presentation, or other signs. Staff should remain vigilant and consider the possibility of bullying if a student:

- Is reluctant or fearful about attending a particular location, activity or group and is unwilling or unable to explain why.
- Becomes withdrawn, anxious, distressed, or displays a noticeable loss of confidence.
- Appears fearful, wary or uncomfortable around a particular individual or group.
- Shows changes in emotional wellbeing, including increased upset, low mood, self-harm, suicidal ideation or thoughts of running away.
- Frequently reports feeling unwell or develops unexplained physical symptoms.
- Experiences a decline in academic engagement, attendance, participation or achievement.
- Has belongings that are repeatedly lost, damaged or taken.
- Regularly asks for money, loses money, or takes money from others.

- Displays a sudden change in behaviour, including increased aggression, dysregulation or challenging behaviour.
- Begins targeting or bullying others.
- Shows changes in eating patterns, appetite or sleep.
- Appears reluctant to discuss concerns or is unable to explain behavioural changes.
- Provides implausible explanations for injuries, missing possessions or changes in behaviour.
- Shows anxiety about using the internet, social media, gaming platforms or mobile devices, appears distressed after being online, or becomes secretive about their online activity.

Many of these signs may be associated with other difficulties or unmet needs. However, where one or more indicators are present, bullying should be considered as a possible factor and appropriate enquiries made. Staff should always remain mindful of the individual communication, learning and emotional needs of the student when assessing concerns.

Considerations Regarding Intent and Perception

It is recognised that some students' behaviour may be experienced as bullying by others, even where there was no intention to cause harm due to factors such as social communication differences, developmental needs or limited awareness of the impact of their actions. However, regardless of intent, the impact on the person affected must be taken seriously, and appropriate support and protective measures put in place.

Play fighting is not considered acceptable behaviour at St Piers and is actively discouraged. Some students may experience difficulties with emotional regulation, and what begins as play can quickly escalate into a child-on-child or peer-on-peer safeguarding incident.

Staff should remain mindful that some behaviours may not be perceived as bullying by the student exhibiting them. When considering an incident, staff should take account of the intent, context, impact and individual needs of those involved. The safety, wellbeing and views of the student experiencing the behaviour must remain central to decision-making.

Within all services, staff will support children and adults to:

- Increase their understanding of the different forms of bullying.
- Develop skills and strategies to recognise, prevent and respond to bullying.
- Understand how and where to report concerns.
- Develop positive values and behaviours, including kindness, respect, tolerance and inclusion.
- Explore bullying, relationships and personal safety through discussion, role play and other learning opportunities.
- Promote an inclusive environment where differences are recognised, valued and celebrated.

- Use restorative approaches, where appropriate, to support understanding, accountability and positive relationships.

These themes are embedded within the curriculum and reinforced through residential student meetings, keyworker sessions and wider pastoral support.

4.3 Cyberbullying

Cyberbullying refers to the use of technology to intimidate, threaten, harass or harm others. It can take many forms, including but not limited to:

- Sending threatening, abusive or harassing emails, messages or comments.
- Misuse of social media platforms, websites, blogs, gaming platforms, online forums and chat rooms.
- Harmful or inappropriate use of instant messaging services.
- Sending threatening or malicious text messages or making harassing phone calls.
- Misuse of digital devices or technology, including cameras, video functions and screen recording tools, to embarrass, humiliate, intimidate or harm others.
- Sharing, creating, manipulating or threatening to share images, videos or personal information without consent.

Cyberbullying can occur at any time, can involve a wide audience, and can leave a lasting digital footprint. Concerns should be taken seriously and responded to in the same way as face-to-face bullying.

Cyberbullying may also involve the misuse of artificial intelligence (AI) and emerging technologies. This can include the creation or sharing of deepfake images or videos, AI-generated intimate images, impersonation through voice or image cloning, AI-assisted harassment, and the spread of misinformation intended to humiliate, intimidate or target others. Staff must remain alert to these emerging risks and respond in line with safeguarding procedures.

How to Support Students to Stay Safe Online

- Encourage students to think carefully before sharing personal information such as their phone number, email address, home address, photos or location online.
- Help students understand the importance of keeping devices secure and not allowing others access to their accounts or passwords.
- Support students to use privacy settings appropriately and regularly review who can see their profiles and online content.
- Teach students that not everyone online is who they claim to be and to approach online interactions with caution.
- Reinforce that students should never arrange to meet someone they have only met online without the knowledge and support of a parent, carer or trusted adult.

- Encourage students to report anything online that makes them feel worried, uncomfortable or unsafe to a trusted adult straight away.
- Support students to block and report users who are bullying, harassing, threatening or attempting to manipulate them.
- Promote respectful online behaviour and discuss the importance of seeking consent before sharing photos, videos or information about others.
- Help students understand the long-term impact of their digital footprint and that content shared online can be difficult to remove.
- Encourage critical thinking when viewing online content, recognising misinformation, scams and attempts to exploit or deceive.
- Regularly revisit online safety through discussion, education and modelling safe and responsible online behaviour.
- Ensure students know who they can speak to if they have concerns, including parents, carers, trusted staff and safeguarding leads.

Please also refer to the Online Safety Procedure.

4.4 Sexual Bullying

Sexual bullying may be underpinned by misogynistic attitudes, harmful beliefs about gender, or behaviours associated with violence against women and girls (VAWG). Staff should be alert to language, attitudes, jokes, online content, or behaviours that normalise the degradation, intimidation, harassment, or objectification of girls and women. Such behaviours should be challenged and addressed through both safeguarding and educational responses.

Sexual bullying can occur in person or online and may include, but is not limited to:

- Abusive or sexualised name-calling and insults – including the use of homophobic, biphobic or transphobic language, and the spreading of sexual rumours in person or online.
- Unwelcome comments or attention relating to appearance – including comments about a person's body, clothing or appearance, either directly or indirectly.
- Inappropriate and non-consensual physical contact – including touching, groping, or other behaviour of a sexual nature. This also includes pressuring someone to engage in sexual activity through emotional manipulation, coercion or intimidation.
- Pressure to participate in sexting or image-based abuse – including demanding sexual images, using threats or emotional blackmail (e.g. threatening to end a relationship), sharing images without consent, or creating, manipulating, threatening to share, or distributing sexual images, including digitally altered, AI-generated or 'deepfake' images.
- Persistent and unwelcome sexual innuendo – verbal, written or online remarks of a sexual nature intended to intimidate, humiliate or degrade.
- Sexism and gender stereotyping – including derogatory assumptions, behaviours or restrictions based on a person's sex or gender.

- Sexualised graffiti, materials or content – creating, displaying or circulating sexual content, pornography, explicit imagery, cartoons, messages or materials intended to cause offence, embarrassment or harm.
- Serious sexual offences – in the most extreme cases, sexual bullying may include behaviours that constitute criminal offences, including sexual assault or rape. Such incidents must be treated as safeguarding concerns and reported in line with safeguarding procedures.

Please also refer to Responding to Harmful Sexual Behaviour, Sexual Harassment and Violence

4.4 Homophobic Bullying

Homophobic bullying occurs when a person is targeted because of their actual or perceived sexual orientation. **This may include assumptions based on their appearance, behaviour, physical traits, friendship groups, or associations with lesbian, gay, bisexual, transgender, questioning or other members of the LGBTQ+ community.**

Homophobic bullying can take many forms, including but not limited to:

- Verbal abuse — name-calling, use of homophobic slurs, or derogatory comments.
- Spreading rumours — in person or online, about someone's sexuality or relationships.
- Cyberbullying — using digital platforms to intimidate, harass, or humiliate.
- Physical abuse — hitting, pushing, or other forms of physical aggression.
- Sexual harassment or assault — unwanted sexualised behaviour linked to assumptions about someone's sexuality.
- Emotional abuse — isolating, excluding, or persistently targeting someone to cause distress.

5. PROCEDURES

5.1 For the student experiencing the bullying

The immediate priority is to ensure the safety and wellbeing of the student experiencing bullying and to provide reassurance, support and protection from further harm.

Actions may include:

- Listening carefully to the student's concerns and taking their views seriously.
- Providing reassurance and ensuring they know how the concern will be managed.
- Increasing supervision in areas where the student feels vulnerable or unsafe.
- Separating those involved where necessary to prevent further incidents and reduce distress.
- Implementing additional support, safeguarding measures or risk management strategies as required.
- Making alternative arrangements to supervision, locations, class groups, activities or routines on either a short-term or longer-term basis, where appropriate.

Where appropriate, staff should:

- Involve the student in planning next steps and protective measures.
- Record the student's views, wishes and feelings as part of the incident record.
- Ensure the student understands what action will be taken and who they can approach for support.
- Monitor the student's wellbeing and review the effectiveness of any support or protective measures put in place.

5.2 For the student who engages in bullying behaviour

The student engaging in bullying behaviour should be supported to understand the impact of their actions and helped to develop more positive ways of interacting with others.

Where appropriate, and where the student has the capacity to understand the impact and consequences of their behaviour, they should be encouraged to take responsibility for their actions and make amends. This may include an apology to the student affected. Any restorative or reconciliation process should only take place with the agreement of the student affected and where appropriate support is available for all those involved.

It is important to recognise that a student who engages in bullying behaviour may themselves be experiencing difficulties, unmet needs, or adverse circumstances. Any safeguarding concerns must be identified, assessed and addressed in accordance with safeguarding procedures.

Support and intervention may include:

- Exploring the impact of the behaviour on others.
- Promoting empathy, understanding and positive relationships.
- Developing social, emotional and communication skills.
- Supporting the student to take responsibility for their behaviour and make amends where appropriate.
- Identifying and addressing any underlying needs or factors which may be contributing to the behaviour.
- Providing targeted education, support or intervention to reduce the likelihood of further incidents.

A restorative approach may be used with individuals or groups where this is appropriate, safe and in the best interests of those involved.

5.3 Reporting bullying concerns

All incidents of alleged bullying must be taken seriously and reported promptly to the Safeguarding Team. Students may report concerns to any member of staff or directly to a DSL. Parents and carers may also raise concerns with staff or the Head of Safeguarding and Quality Practice.

Bullying incidents should always be considered within the wider safeguarding context, including child-on-child abuse, peer-on-peer abuse, harmful sexual behaviour, online safety concerns, prejudice-based bullying, protected characteristics and hate incidents. The Safeguarding Team will determine whether an incident should be managed as bullying, a safeguarding concern, or both.

All incidents must be recorded on MyConcern®. The Lead DSL will determine whether any safeguarding referrals, notifications, risk assessments, or involvement of external agencies are required and will advise staff accordingly. Records and associated actions must be maintained in accordance with safeguarding, confidentiality and data protection requirements.

The Education Governing Body (EGB) will receive information regarding bullying trends, themes and patterns in order to:

- monitor the effectiveness of preventative strategies and interventions
- seek assurance that bullying concerns are being managed appropriately
- review the effectiveness of this procedure and related practice.

Some forms of bullying may also constitute criminal offences. The Lead DSL will consider, in consultation with relevant agencies where appropriate, whether a referral to the Police is required. This may include incidents involving:

- violence or assault
- theft or criminal damage
- repeated harassment, threats or intimidation
- malicious communications
- hate incidents or hate crimes motivated by race, religion, disability, sexual orientation, gender identity or other protected characteristics
- the sharing of indecent or intimate images without consent.

Depending on the nature and severity of the incident, responses may include:

- referral to other professionals or specialist services
- gathering information from those involved and any witnesses
- support for students and staff affected by the incident
- restorative, solution-focused or educational approaches, where appropriate
- targeted interventions for the student experiencing bullying and/or the student engaging in bullying behaviour
- individual risk assessments or behaviour support planning
- disciplinary measures in line with the Behaviour Policy, including warnings, suspension or, in exceptional circumstances, permanent exclusion.

Where concerns remain unresolved, parents, carers or students may choose to raise a complaint in accordance with the Complaints Procedure. Information regarding the Complaints Procedure will be made available upon request.

5.4 Bullying of students by staff

Where there are concerns that a member of staff is bullying, intimidating, harassing or victimising a student, this must be reported immediately as a safeguarding concern. The matter will be managed in accordance with the Child and Adult Protection and Safeguarding Procedure, including the organisation's procedures for managing allegations and low-level concerns where appropriate.

The Lead DSL will consider whether consultation with, or referral to, external agencies is required, including Surrey MASH, the LADO and/or the Police, depending on the nature and seriousness of the concerns. Any staff member found to have engaged in bullying behaviour towards a student may be subject to disciplinary action in accordance with organisational policies and procedures.

6. Related Procedures

This procedure also links to our:

- Child and Adult Protection and Safeguarding Policy and Procedure
- Concerns, Compliments and Complaints Policy and Procedure
- Confidentiality Policy
- Inclusivity, Equality and Diversity Policy
- Curriculum Statement
- Relationships and Sexual Wellbeing Policy and Procedure
- Code of Conduct
- Behaviour policy.

Useful Links and Supporting Organisations

General Anti-Bullying

- Anti-Bullying Alliance: <https://www.anti-bullyingalliance.org.uk>
- Childline: <https://www.childline.org.uk>
- Family Lives: <https://www.familylives.org.uk>
- Kidscape: <https://www.kidscape.org.uk>
- MindEd: <https://www.minded.org.uk>
- NSPCC: <https://www.nspcc.org.uk>
- The BIG Award: <https://www.bullyinginterventiongroup.co.uk>
- PSHE Association: <https://www.pshe-association.org.uk>
- Restorative Justice Council: <https://www.restorativejustice.org.uk>

- The Diana Award: <https://www.diana-award.org.uk>
- Victim Support: <https://www.victimsupport.org.uk>
- Young Minds: <https://www.youngminds.org.uk>
- Young Carers: <https://www.youngcarers.net>

SEND (Special Educational Needs and Disabilities)

- Changing Faces: <https://www.changingfaces.org.uk>
- Mencap: <https://www.mencap.org.uk>
- Anti-Bullying Alliance – Cyberbullying & SEND: https://anti-bullyingalliance.org.uk/sites/default/files/uploads/attachments/cyberbullying-and-send-module-final%281%29_1.pdf
- DfE SEND Code of Practice: <https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

Cyberbullying

- Childnet: <https://www.childnet.com>
- Internet Watch Foundation: <https://www.iwf.org.uk>
- Think U Know: <https://www.thinkuknow.co.uk>
- UK Safer Internet Centre: <https://www.saferinternet.org.uk>
- UK Council for Child Internet Safety (UKCCIS): <https://www.gov.uk/government/groups/uk-council-for-child-internet-safety-ukccis>
- DfE Cyberbullying Guidance for Schools: <https://www.gov.uk/government/publications/preventing-and-tackling-bullying>
- DfE Advice for Parents and Carers on Cyberbullying: <https://www.gov.uk/government/publications/preventing-and-tackling-bullying>

Race, Religion, and Nationality

- Anne Frank Trust: <https://www.annefrank.org.uk>
- Kick it Out: <https://www.kickitout.org>
- Report it: <https://www.report-it.org.uk>
- Stop Hate: <https://www.stophateuk.org>
- Tell Mama: <https://www.tellmamauk.org>
- Educate Against Hate: <https://www.educateagainsthate.com>
- Show Racism the Red Card: <https://www.srrc.org/educational>

LGBTQ+ Support

- Barnardo's LGBTQ+ Hub: https://www.barnardos.org.uk/what_we_do/our_work/lgbtq.htm
- Metro Charity: <https://www.metrocentreonline.org>

- EACH: <https://each.education/what-we-do>
- Proud Trust: <https://www.theproudtrust.org>
- Schools Out: <https://justlikeus.org/>
- Stonewall: <https://www.stonewall.org.uk>

Sexual Harassment and Sexual Bullying

- Ending Violence Against Women and Girls (EVAW): <https://www.endviolenceagainstwomen.org.uk>
- EVAW Guide for Schools: <https://www.endviolenceagainstwomen.org.uk/wp-content/uploads/EVAW-Coalition-Schools-Guide.pdf>
- Disrespect No Body Campaign: <https://www.gov.uk/government/publications/disrespect-nobody-campaign-posters>
- Anti-Bullying Alliance Sexual Bullying Info: <https://anti-bullyingalliance.org.uk/tools-information/all-about-bullying/sexual-and-sexist-bullying>
- Anti-Bullying Alliance Sexual Bullying Guidance for Staff: <https://anti-bullyingalliance.org.uk/sites/default/files/uploads/attachments/Sexual%20bullying%20-%20anti-bullying%20guidance%20for%20teachers%20and%20other%20professionals.pdf>

Additional Resources

- Department for Education: *Preventing and Tackling Bullying* (July 2017): <https://www.gov.uk/government/publications/preventing-and-tackling-bullying>

This procedure is agreed by the Director of Education and will be implemented by all departments.

Signed:



Date: 01 September 2026

Name: Ben Bastin

Title: Director of Education

Date of next review: 01 September 2027

Version table

Creation: - Gill Walters

Approved by: - Director of Education

Version No.	Date of changes	Reason for change	Changes made by
1.2	30 Aug 2022	General review/minor amendments in line with KSCIE 2022	Gill Walters
1.3	11 Aug 2023	Annual Review/ minor amendments in line with KSCIE 2023	Gill Walters
1.4	08 Aug 2023	Annual Review- clarification that this procedure relates to students at St Piers	Gill Walters
1.5	11 Aug 2025	Annual Review 4.2 - update on definitions/inclusive of cyberbullying & addition of Considerations Regarding Intent and Perception	Gill Walters
1.6	28 July 2026	Annual Review - updated in line with KCSIE 2026 and Online Safety Act 2023. Enhanced guidance relating to online safety, AI-enabled bullying, image-based abuse, misogyny/VAWG, prejudice-based bullying, safeguarding links, reporting processes and SEND-related considerations regarding intent and perception.	Gill Walters

