



Anti-Bullying Policy 2026-2027



2026-2027

GOLDEN HILL SHORT STAY SCHOOL

ANTI-BULLYING POLICY

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Introduction

This policy has been developed with regard to the Department for Education (DfE) guidance *Preventing and Tackling Bullying* (July 2017) and associated supporting documents.

It also takes account of current statutory and national guidance, including *Keeping Children Safe in Education 2026*, *Working Together to Safeguard Children 2026*, statutory guidance relating to mobile phones in schools and statutory Relationships Education, Relationships and Sex Education (RSE) and Health Education guidance.

The policy should be considered alongside current guidance relating to child-on-child abuse, sexual violence and sexual harassment, online safety and safeguarding.

The school has also considered relevant guidance and resources relating to cyberbullying and online safety, including resources from Childnet and other recognised organisations, alongside DfE guidance and research on effective approaches to preventing and tackling bullying.

1. Policy objectives

- This policy outlines what Golden Hill Short Stay School will do to prevent and tackle all forms of bullying.
- Golden Hill Short Stay School is committed to developing a safe, respectful and inclusive culture in which bullying and harassment are not tolerated in any form.
- The school will take appropriate action to prevent and respond to bullying involving pupils and will ensure that staff are protected from bullying, harassment and intimidation in accordance with relevant school policies and procedures.

2. Links with other school policies and practices

This policy should be read alongside relevant school policies, procedures and practices, including:

- Behaviour Management Policy
- Safeguarding and Child Protection Policy

- Online Safety and Acceptable Use Policies
 - Mobile Phone Policy
 - Social Media Policy
 - Complaints Policy
 - Equality Information and Objectives / Equality Policy
 - Staff Code of Conduct / Staff Behaviour Policy
 - Curriculum policies, including PSHE and Computing
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3. Links to legislation and statutory guidance

There are several pieces of legislation that set out schools' duties and responsibilities in relation to preventing and responding to bullying, discrimination and harassment. Some forms of bullying behaviour may also constitute a criminal offence.

Relevant legislation and statutory guidance includes, but is not limited to:

- Education and Inspections Act 2006
 - Equality Act 2010
 - Protection from Harassment Act 1997
 - Public Order Act 1986
 - Online Safety Act 2023
 - Children and Families Act 2014
 - Keeping Children Safe in Education 2026
 - Working Together to Safeguard Children 2026
 - Statutory guidance on Relationships Education, Relationships and Sex Education (RSE) and Health Education
 - Statutory guidance on mobile phones in schools
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4. Responsibilities

It is the responsibility of:

- **The Headteacher** to communicate this policy to the school community, promote a culture in which bullying is not tolerated, and ensure that the policy is implemented consistently. The Headteacher will ensure that incidents of bullying are responded to appropriately and that any disciplinary measures are applied fairly, consistently and reasonably.

- **The Management Committee** to monitor and review this policy and ensure that the school has appropriate arrangements in place to prevent and respond to bullying.
 - **All staff**, including senior leaders, teachers, teaching assistants, support staff and other adults working within the school, to uphold and implement this policy, model respectful behaviour, challenge bullying and report and respond to concerns appropriately.
 - **Parents and carers** to support the school's approach to preventing bullying, reinforce expectations of respectful behaviour and work in partnership with the school where concerns or incidents arise.
 - **Pupils** to treat others with respect, follow the school's behaviour expectations, report bullying or concerns to a trusted adult and contribute to a safe and inclusive school community.
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5. Definition of bullying

Bullying is defined by the Department for Education as:

“Behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally.”

(DfE, *Preventing and Tackling Bullying*, July 2017)

Bullying often involves an imbalance of power between the person or people displaying the bullying behaviour and the person being bullied. This imbalance of power may be physical, psychological or social.

Bullying can take many forms and may include:

- Name-calling, taunting or mocking
- Making offensive or discriminatory comments
- Threatening or intimidating behaviour
- Kicking, hitting or other physical behaviour
- Taking or damaging belongings
- Producing offensive graffiti
- Gossiping or spreading hurtful or untrue rumours
- Deliberately excluding others from groups or activities

Bullying can also take place online. Online or cyberbullying may include:

- Sending or posting offensive, threatening, upsetting or inappropriate messages
- Deliberately excluding someone from online groups or group chats
- Spreading rumours online
- Creating, altering or sharing offensive, humiliating or degrading images, videos or other content
- Creating or manipulating content using artificial intelligence (AI) or other digital tools

Online bullying may take place through phones, messaging services, gaming platforms, websites, social media, apps or other digital technology.

Bullying, including online, prejudice-based and discriminatory bullying, can constitute child-on-child abuse. Where bullying raises a safeguarding concern, staff will follow the school's Safeguarding and Child Protection Policy and report concerns to the Designated Safeguarding Lead (DSL) or deputy as appropriate.

Bullying and other incidents

Not all incidents of conflict, disagreement, unkind behaviour or physical aggression will meet the definition of bullying. Such incidents will still be taken seriously and responded to appropriately in accordance with the school's Behaviour Management Policy and/or Safeguarding and Child Protection Policy.

When determining whether behaviour constitutes bullying, staff will consider whether the behaviour is repeated over time, whether there is an intention to cause harm, the impact on the pupil and whether there is an imbalance of power.

Where an incident does not meet the definition of bullying but raises a safeguarding concern, it will be dealt with in accordance with the school's safeguarding procedures.

6. Forms and types of bullying

This policy covers all forms and types of bullying.

Bullying may be:

- **Physical** – for example, hitting, kicking, pushing, damaging or taking belongings, or other unwanted physical behaviour.
- **Verbal** – for example, name-calling, insulting, threatening, taunting, mocking or making offensive comments.
- **Emotional or social/relational** – for example, deliberately and repeatedly excluding someone from a group, activity or conversation; spreading gossip or rumours; encouraging others to exclude someone; or behaviour intended to humiliate, isolate or cause distress.
- **Sexual** – including unwanted sexual comments, jokes, gestures or behaviour. Where behaviour may constitute sexual harassment, sexual violence or harmful sexual behaviour, it will be treated as a safeguarding concern and dealt with in accordance with the school's Safeguarding and Child Protection Policy.
- **Online or cyberbullying** – bullying which takes place using digital technology, including messaging services, group chats, social media, gaming platforms, websites and apps. This includes the creation, alteration or sharing of harmful or humiliating content, including content created or manipulated using artificial intelligence (AI).

Bullying may relate to, or be targeted towards, a person's actual or perceived characteristics, circumstances or identity. This may include:

- Race, ethnicity, nationality or culture
- Religion, faith or belief, including having no religion or belief
- Special educational needs and/or disability (SEND)
- Physical or mental health needs
- Sex
- Sexual orientation, including homophobic or biphobic bullying
- Gender reassignment, including transphobic bullying
- Pregnancy or maternity
- Physical appearance
- Family or home circumstances
- Being a young carer
- Being looked after or previously looked after

The school recognises that bullying may be motivated by prejudice or discrimination and that pupils may experience bullying because of a protected

characteristic, because they are perceived to have a particular characteristic, or because of their association with another person.

All forms of bullying will be taken seriously. Where behaviour raises a safeguarding concern, staff will follow the school's Safeguarding and Child Protection Policy and report concerns in accordance with the school's safeguarding procedures.

7. School ethos

Golden Hill Short Stay School is committed to providing a safe, respectful and inclusive environment in which every pupil feels valued, listened to and able to learn.

The school recognises that all forms of bullying can have a significant and lasting impact on children and young people. Bullying can affect a pupil's emotional wellbeing, sense of safety, relationships, attendance, engagement with education and ability to learn and fulfil their potential.

Bullying in any form is not tolerated. The school promotes positive relationships, respect, kindness and inclusion through its whole-school ethos, curriculum and behaviour expectations.

Staff will take reports and concerns about bullying seriously, respond appropriately and work with pupils, parents/carers and other professionals where necessary to prevent bullying, address its impact and reduce the likelihood of it happening again.

The school recognises the individual needs and vulnerabilities of its pupils and will ensure that responses to bullying are appropriate, proportionate and sensitive to pupils' additional needs, including SEND and social, emotional and mental health needs.

8. Our approach to preventing and responding to bullying

Golden Hill Short Stay School will:

- Monitor and review its anti-bullying policy and practice regularly and at least annually.

- Promote a whole-school culture of respect, inclusion and positive relationships in order to prevent bullying.
 - Support staff to recognise, prevent, challenge and respond appropriately to different forms of bullying.
 - Recognise that some pupils may be particularly vulnerable to bullying or to its impact, including pupils with SEND, looked-after or previously looked-after children, young carers and pupils who may experience prejudice or discrimination.
 - Identify and respond to bullying behaviour promptly and appropriately, taking into account the needs and circumstances of all pupils involved.
 - Ensure that pupils know how and where they can report bullying and that they can speak to a trusted adult if they have a concern.
 - Listen to pupils and take reports of bullying seriously, ensuring that concerns are handled sensitively and appropriately.
 - Record and monitor incidents of bullying in order to identify patterns, repeated behaviour or emerging concerns and take further action where necessary.
 - Work in partnership with parents and carers, where appropriate, to address bullying concerns, provide support and reduce the likelihood of further incidents.
 - Recognise the potential impact of bullying on pupils and their families and provide or seek appropriate support where required.
 - Follow the school's safeguarding procedures where bullying raises a safeguarding concern, including referral to the DSL or deputy where appropriate.
 - Respond promptly to concerns or complaints about the school's handling of bullying in accordance with the school's Complaints Policy.
 - Seek advice and support from the Local Authority and other relevant agencies or organisations where appropriate.
 - Review incidents and patterns of bullying to inform and improve the school's preventative work and anti-bullying practice.
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9. Responding to bullying

All reports or concerns about bullying will be taken seriously and responded to promptly. The response will be proportionate to the circumstances and take account of the needs of the pupils involved.

When bullying is suspected, witnessed or reported, the school will:

- Listen to the pupil and establish what has happened, taking immediate action where necessary to ensure that they are safe from further harm.
- Provide appropriate support to the pupil who has experienced bullying and involve them in decisions about next steps, where appropriate.
- Speak to the pupil or pupils alleged to have displayed bullying behaviour and to any witnesses, as appropriate.
- Consider the needs, vulnerabilities and circumstances of all pupils involved, including any SEND or social, emotional and mental health needs.
- Inform the DSL or deputy where the incident raises a safeguarding concern and follow the school's safeguarding procedures.
- Inform relevant members of staff where appropriate, while maintaining appropriate confidentiality.
- Work with parents and carers, where appropriate, and keep them informed of concerns and actions taken, taking account of safeguarding and confidentiality requirements.
- Put appropriate support and interventions in place for all pupils involved. This may include restorative work where appropriate and safe, pastoral support, targeted interventions and consequences or sanctions in accordance with the school's Behaviour Management Policy.
- Record bullying incidents in accordance with the school's agreed recording procedures, including details of the incident, actions taken and any follow-up required.
- Monitor the situation following an incident to ensure that the bullying has stopped and that appropriate support remains in place.

Where appropriate, the school may seek advice or support from external agencies. This may include Family Help/Early Help, Children's Social Care, the Local Authority or the police. Where there is reason to believe that a criminal

offence may have been committed, the school will consider whether police involvement is appropriate.

9.1 Bullying outside school

Bullying may take place outside the school premises or outside normal school hours, including online.

Where such behaviour involves pupils from the school and has an impact on pupils within school, the school will respond appropriately and in accordance with its Behaviour Management and Safeguarding and Child Protection Policies.

Where appropriate, the school may work with parents/carers, other schools or settings, external agencies or the police to address concerns.

9.2 Online bullying

Online bullying will be treated as seriously as bullying that takes place face-to-face.

When responding to online bullying, the school will:

- Act promptly when an incident is reported or identified.
- Provide appropriate support to the pupil who has experienced the bullying and address the behaviour of the pupil or pupils responsible.
- Encourage pupils and parents/carers, where appropriate, to preserve relevant evidence, such as screenshots, messages or links, rather than forwarding or sharing harmful content further.
- Take appropriate steps to prevent harmful content from being shared further and, where possible, support the reporting or removal of content through the relevant platform or service.
- Provide pupils with appropriate advice about blocking, reporting and protecting their privacy online.
- Respond appropriately to harmful content that has been created, altered or manipulated using artificial intelligence (AI) or other digital tools.
- Follow safeguarding procedures where online behaviour raises a safeguarding concern. Sexualised, nude or semi-nude images, including AI-

generated or digitally manipulated sexual content, will be managed as a safeguarding concern and not solely as a bullying incident.

- Consider whether the involvement of external agencies or the police is required.

Where there are grounds to search a pupil or confiscate an electronic device, this will only be carried out by authorised staff and in accordance with the school's Behaviour Management Policy and current DfE guidance on searching, screening and confiscation.

10. Supporting pupils and adults

10.1 Pupils who have experienced bullying

Pupils who have experienced bullying will be supported by:

- Reassuring the pupil that their concerns have been taken seriously and providing appropriate pastoral support.
- Giving the pupil an opportunity to talk about their experience with a trusted member of staff.
- Ensuring that the pupil feels safe and involving them, where appropriate, in decisions about the support they need.
- Supporting the pupil to rebuild confidence, self-esteem and positive relationships.
- Providing ongoing support according to individual need. This may include pastoral support, targeted interventions, work with parents/carers or access to appropriate specialist support.
- Monitoring the situation following an incident to ensure that the bullying has stopped and that the pupil continues to feel safe and supported.
- Where necessary, seeking advice or support from relevant external services or agencies, including Family Help/Early Help, Children's Social Care and appropriate health or mental health services.

10.2 Pupils who have displayed bullying behaviour

Pupils who have displayed bullying behaviour will be supported by:

- Discussing the behaviour with the pupil to establish what happened, understand the impact of their actions and identify what needs to change.
- Taking account of the pupil's individual needs and circumstances, including any SEND, social, emotional or mental health needs, while maintaining clear expectations regarding acceptable behaviour.
- Providing appropriate education, pastoral support and interventions to help the pupil understand the impact of their behaviour, develop positive relationships and reduce the likelihood of the behaviour being repeated.
- Working with parents/carers, where appropriate, to support positive changes in behaviour.
- Using restorative approaches where these are appropriate, safe and in the interests of the pupils involved.
- Applying appropriate consequences or sanctions in accordance with the school's Behaviour Management Policy.
- Where online bullying has occurred, taking appropriate action to report or remove harmful content and prevent further sharing.
- Seeking advice or support from relevant external services or agencies where additional or specialist intervention is required.

Support for a pupil who has displayed bullying behaviour does not remove the need for appropriate consequences. The school will seek to understand the reasons behind the behaviour while maintaining clear boundaries and ensuring the safety and wellbeing of others.

10.3 Supporting adults

Golden Hill Short Stay School recognises that bullying, harassment or intimidation of staff by pupils, parents/carers, other staff or other members of the school community is unacceptable and will be taken seriously.

Adults who experience bullying or harassment will be supported in accordance with the school's relevant staff, safeguarding, complaints and employment procedures. This may include:

- Providing an opportunity to report and discuss the concern with an appropriate senior member of staff or the Headteacher.

- Ensuring that concerns are recorded appropriately and that relevant evidence is preserved.
- Providing appropriate support during and following an incident and involving the member of staff in decisions about next steps, where appropriate.
- Taking appropriate steps to protect the member of staff from further bullying, harassment or intimidation.
- Addressing online bullying or harassment appropriately, including reporting harmful content or accounts where necessary.
- Providing access to appropriate wellbeing, occupational health, trade union or other professional support where required.
- Taking appropriate action in accordance with relevant school policies and procedures where the person responsible is a pupil, parent/carer, member of staff or other individual.
- Involving the police or other relevant agencies where the nature or seriousness of the incident makes this appropriate.

Where a concern raised by a parent or carer constitutes a legitimate complaint, they will be supported to use the school's Complaints Policy. However, raising a complaint does not justify bullying, harassment, threatening or abusive behaviour towards school staff.

Where bullying or harassment is alleged to have been carried out by a member of staff, this will be dealt with under the school's appropriate employment, grievance and/or disciplinary procedures.

11. Preventing bullying

Golden Hill Short Stay School recognises that preventing bullying is an important part of creating a safe, respectful and inclusive school environment.

The school will:

- Promote a culture of mutual respect, kindness, consideration and care for others through its whole-school ethos, relationships and behaviour expectations.

- Ensure that staff model positive and respectful relationships and consistently challenge behaviour that does not meet the school's expectations.
 - Recognise that some pupils may be more vulnerable to bullying or its impact, including pupils with SEND, and provide additional support where appropriate.
 - Promote understanding and respect for difference and diversity, including differences relating to race, religion or belief, disability, SEND, sex, sexual orientation, gender reassignment, family circumstances, caring responsibilities, culture and appearance.
 - Challenge discriminatory, prejudicial or harmful language and behaviour, including behaviour described as “banter”, and ensure that it is not dismissed or normalised.
 - Provide pupils with safe and accessible opportunities to talk to trusted adults and raise concerns about bullying.
 - Teach pupils how to develop healthy, respectful relationships and recognise, prevent and respond to bullying through the Personal Development/PSHE and Relationships Education curriculum.
 - Teach pupils about respectful and responsible behaviour online, including online bullying, the sharing and manipulation of digital content and the appropriate use of emerging technologies such as artificial intelligence (AI).
 - Ensure that pupils understand how to report concerns about bullying, including bullying that takes place online.
 - Work in partnership with parents/carers, the wider school community and relevant external agencies or organisations to prevent and tackle bullying where appropriate.
 - Use opportunities such as assemblies, themed activities and anti-bullying initiatives to reinforce the school's expectations and promote positive relationships.
 - Celebrate pupils' successes and achievements and promote a sense of belonging within the school community.
 - Review patterns and trends in recorded bullying incidents and use this information to inform preventative work and future curriculum provision.
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12. Education and training

Golden Hill Short Stay School will:

- Ensure that all staff, including teaching, support, administrative and site staff, understand the school's approach to preventing and responding to bullying and know how to identify, report, record and respond appropriately to concerns.
 - Ensure that staff understand when bullying behaviour may constitute a safeguarding concern or child-on-child abuse and know when concerns should be referred to the DSL or deputy.
 - Provide appropriate training and updates for staff, including developments relating to online safety, cyberbullying and emerging technologies.
 - Address bullying, respectful relationships, difference and diversity, online behaviour and how to seek help through the Personal Development/PSHE and Relationships Education curriculum.
 - Use assemblies, displays, pupil voice, School Council activities and other appropriate whole-school opportunities to reinforce anti-bullying messages and expectations.
 - Participate in appropriate national initiatives, including Anti-Bullying Week, while ensuring that anti-bullying education and prevention remain embedded throughout the school year.
 - Work with other educational settings and relevant professionals where appropriate, particularly during transition, to support pupils and share relevant information in accordance with safeguarding and information-sharing procedures.
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13. Involvement of pupils

Golden Hill Short Stay School will:

- Regularly seek pupils' views about bullying, relationships and how safe they feel within school, using approaches appropriate to their age and individual needs.
- Ensure that pupils know how to express worries or concerns about bullying and understand that they can speak to a trusted adult.

- Ensure that pupils understand what bullying is, including the difference between bullying and other incidents of conflict or unkind behaviour.
 - Help pupils understand what they can expect to happen when they report bullying and reassure them that concerns will be listened to and taken seriously.
 - Involve pupils in promoting positive relationships and anti-bullying messages through the curriculum, assemblies, School Council, pupil voice activities and appropriate whole-school initiatives.
 - Ensure that pupils know where they can access support within school and, where appropriate, from external organisations.
 - Provide appropriate support both to pupils who experience bullying and to pupils who display bullying behaviour.
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14. Involvement and liaison with parents and carers

Golden Hill Short Stay School recognises the importance of working in partnership with parents and carers to prevent and respond to bullying.

The school will:

- Ensure that parents/carers are aware of the school's expectations regarding respectful behaviour and its approach to preventing and responding to bullying.
- Make the Anti-Bullying Policy and relevant information available to parents/carers through the school website and other appropriate means.
- Ensure that parents/carers know who they can contact if they have concerns about bullying and how concerns will be responded to.
- Maintain regular communication with parents/carers about pupils' behaviour and wellbeing. Seesaw is used as part of the school's routine home-school communication, including daily updates about behaviour where appropriate.
- Contact parents/carers directly where a significant bullying concern arises, where appropriate. Serious bullying or safeguarding concerns will not be communicated solely through routine Seesaw updates and will be managed in accordance with the school's safeguarding and communication procedures.

- Work collaboratively with parents/carers when bullying concerns arise, sharing relevant information and agreeing appropriate support and next steps where possible.
 - Encourage parents/carers to model respectful behaviour and support the school's expectations for pupils' behaviour both online and offline.
 - Work with families, other educational settings and relevant agencies where issues outside school are contributing to bullying or affecting pupils within school.
 - Ensure that parents/carers know how to access and use the school's Complaints Policy if they have concerns about the school's response to bullying.
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15. Monitoring and review: putting the policy into practice

Golden Hill Short Stay School will regularly monitor and evaluate the implementation and effectiveness of this policy to ensure that it is being applied consistently and remains appropriate to the needs of the school community.

The school will:

- Monitor recorded incidents of bullying to identify patterns, trends, repeated behaviour or particular areas of concern.
- Consider the nature and type of bullying incidents, including online, prejudice-based and discriminatory bullying, where appropriate.
- Use information from recorded incidents, pupil voice, parent/carer feedback and staff observations to evaluate the effectiveness of the school's preventative work and response to bullying.
- Use findings from monitoring and evaluation to inform relevant school improvement planning, staff training, curriculum provision and anti-bullying work.
- Ensure that the Headteacher and DSL are informed of bullying concerns and emerging patterns as appropriate.

- Provide the Management Committee with appropriate information about bullying incidents, patterns, actions and outcomes to enable it to fulfil its monitoring responsibilities.
 - Review this policy at least annually and sooner where there are significant changes to statutory guidance, legislation, school circumstances or identified areas of concern.
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16. Useful links and supporting organisations

Government guidance

Department for Education – Preventing Bullying

<https://www.gov.uk/government/publications/preventing-bullying>

Department for Education – Keeping Children Safe in Education

<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

Department for Education – Working Together to Safeguard Children

<https://www.gov.uk/government/publications/working-together-to-safeguard-children--2>

Department for Education – Relationships Education, RSE and Health Education

<https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education>

Department for Education – Mobile Phones in Schools

<https://www.gov.uk/government/publications/mobile-phones-in-schools>

Department for Education – Searching, Screening and Confiscation

<https://www.gov.uk/government/publications/searching-screening-and-confiscation>

Department for Education – SEND Code of Practice: 0 to 25 years

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

UK Council for Internet Safety – Sharing Nudes and Semi-Nudes: Advice for Education Settings

<https://www.gov.uk/government/publications/sharing-nudes-and-semi-nudes-advice-for-education-settings-working-with-children-and-young-people>

Anti-bullying advice and support

Anti-Bullying Alliance

<https://anti-bullyingalliance.org.uk>

Childline

<https://www.childline.org.uk>

Family Lives

<https://www.familylives.org.uk>

Kidscape

<https://www.kidscape.org.uk>

NSPCC

<https://www.nspcc.org.uk>

PSHE Association

<https://pshe-association.org.uk>

YoungMinds

<https://www.youngminds.org.uk>

Online safety and cyberbullying

Childnet

<https://www.childnet.com>

CEOP Education

<https://www.ceopeducation.co.uk>

UK Safer Internet Centre

<https://saferinternet.org.uk>

Internet Watch Foundation

<https://www.iwf.org.uk>

Childline and Internet Watch Foundation – Report Remove

<https://www.childline.org.uk/info-advice/bullying-abuse-safety/online-mobile-safety/report-remove/>

SEND and additional needs

Anti-Bullying Alliance

<https://anti-bullyingalliance.org.uk>

Changing Faces

<https://www.changingfaces.org.uk>

Mencap

<https://www.mencap.org.uk>

Prejudice-based and discriminatory bullying

Anne Frank Trust UK

<https://www.annefrank.org.uk>

Educate Against Hate

<https://www.educateagainsthate.com>

Kick It Out

<https://www.kickitout.org>

Show Racism the Red Card

<https://www.theredcard.org>

Stop Hate UK

<https://www.stophateuk.org>

Tell MAMA

<https://tellmamauk.org>

LGBT+

The Proud Trust

<https://www.theproudtrust.org>

Stonewall

<https://www.stonewall.org.uk>

Sexual harassment, sexual bullying and harmful sexual behaviour

NSPCC

<https://www.nspcc.org.uk>

Anti-Bullying Alliance

<https://anti-bullyingalliance.org.uk>

UK Council for Internet Safety – Sharing Nudes and Semi-Nudes: Advice for Education Settings

<https://www.gov.uk/government/publications/sharing-nudes-and-semi-nudes-advice-for-education-settings-working-with-children-and-young-people>

Note: This list is not exhaustive. The school will refer to current statutory guidance and seek advice from the Local Authority, safeguarding partners and other relevant agencies where appropriate.