Anti-Bullying Policy Including EYFS

Godstowe Preparatory School

Document control

Field	Details
School	**Godstowe Preparatory School**
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Approval date	**Sept 2026**
Review date	**Sept 2027**

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1. Purpose, legal status and scope

The school is committed to providing a safe, respectful and inclusive environment in which pupils can learn, develop friendships and participate fully in school life without fear of bullying.

In accordance with Standard 10 of the Education (Independent School Standards) Regulations 2014, the proprietor will ensure that bullying at the School is prevented so far as reasonably practicable through the implementation of an effective anti-bullying strategy. This policy constitutes the School's written anti-bullying strategy.

- This policy applies on school premises, during school activities, educational visits, transport and boarding provision, and when pupils are travelling to or from school.
- It also applies to online or off-site behaviour where there is a connection with the school, a pupil's welfare, the orderly running of the school or the safety of a member of the school community.
- The policy covers bullying between pupils. Conduct directed at an adult by a pupil will normally be managed under the Behaviour and Discipline Policy and safeguarding procedures where relevant.
- Concerns about bullying, harassment or discrimination involving adults will be managed under the Staff Code of Conduct, whistleblowing, complaints, employment or safeguarding procedures as appropriate.
- For safeguarding purposes, a child is anyone under the age of 18.

2. Policy principles and aims

The school will take all reports of bullying seriously. The absence of reported cases will not be taken to mean that bullying does not occur.

- prevent bullying through culture, curriculum, supervision, staff training and pupil participation;
- make reporting routes visible, accessible and trusted;
- respond promptly, fairly, proportionately and in a child-centred way;
- protect and support the pupil who has experienced the behaviour;
- understand and address the needs and behaviour of the pupil who displayed it;
- identify when bullying may be child-on-child abuse, discriminatory harassment, a criminal matter or another safeguarding concern;
- make reasonable adjustments for disabled pupils and provide additional support for pupils with SEND or communication needs;
- record and monitor incidents so that repeated behaviour, hidden harm, disproportionality and unsafe locations or times are identified; and
- work constructively with parents while protecting children and statutory investigations.

Bullying, racism, discrimination, sexual harassment and other derogatory behaviour will not be ignored, normalised or dismissed as banter, part of growing up or boys being boys. The response will nevertheless be individual, evidence-based, proportionate and attentive to age, development, SEND, safeguarding and the wishes and feelings of the children involved.

3. Definitions

Term	Meaning in this policy
Bullying	Behaviour by an individual or group, usually repeated over time, that intentionally hurts, intimidates, humiliates, coerces or excludes another person. Bullying commonly involves a real or perceived imbalance of power.
Direct bullying	Open physical, verbal, written, sexual or threatening behaviour directed at a person.
Indirect or relational bullying	Exclusion, rumour-spreading, manipulation of friendships, humiliation, social pressure or encouraging others to isolate or target someone.
Cyberbullying	Bullying carried out through digital services, devices, games, social media, messaging, email, shared documents, images, video, generative AI or another form of technology.
Prejudice-based or discriminatory bullying	Bullying connected with an actual or perceived protected characteristic, association with another person, or another aspect of identity or vulnerability.

Term	Meaning in this policy
Child-on-child abuse	Abuse by one or more children against another child. It can occur in person or online, inside or outside school, and may include bullying, physical abuse, sexual harassment, sexual violence, exploitation, coercion, nudes or semi-nudes, upskirting or hazing.
Bystander	A person who sees, hears or becomes aware of bullying. A bystander may reinforce harm, remain passive, seek help or act safely to support the pupil affected.
Parent	A parent, carer, person with parental responsibility or person who has day-to-day care of the child, as appropriate.

Bullying is usually repeated. A serious one-off incident may still be harmful, discriminatory, violent, sexual or abusive and must never be discounted merely because it has not happened before. It will be addressed under the Safeguarding and Child Protection Policy, Behaviour and Discipline Policy, Non-Discrimination and Inclusion Policy or another appropriate procedure.

4. Forms and examples of bullying

Bullying may combine several forms and may change over time. The examples below are not exhaustive.

Form	Examples
Physical	Hitting, kicking, pushing, biting, spitting, damaging belongings, taking possessions, blocking movement, unwanted touching or threats involving physical harm.
Verbal or written	Name-calling, threats, mocking, insults, offensive jokes, repeated teasing, coercive messages, graffiti or humiliating comments.
Relational or emotional	Deliberate exclusion, social isolation, rumour-spreading, manipulation, intimidation, public humiliation, pressuring friends to withdraw support or repeatedly ignoring someone to cause distress.
Online or technology-assisted	Abusive messages, pile-ons, trolling, impersonation, account misuse, doxxing, exclusion from groups, malicious polls, edited images, deepfakes, deep nudes, misuse of generative AI, circulation of embarrassing content or repeated targeting in games and platforms.
Sexual or sexist	Sexual comments, jokes, rumours, gestures, unwanted contact, sexualised bullying, misogyny, misandry, pressure to share imagery or targeting someone because of sex, perceived sexual behaviour or relationships.
Hazing or initiation	Rituals, challenges, humiliation, coercion, nudity, violence, sexual behaviour or dangerous tasks presented as a condition of joining or remaining in a group.
Property or financial	Taking, hiding, damaging or extorting money, food, belongings, passwords, digital items or purchases.
Identity or prejudice-based	Targeting a person because of race, nationality, ethnicity, religion or belief, disability, SEND, sex, sexual orientation, gender reassignment, pregnancy or maternity, family circumstances, appearance, health, care experience, poverty or another actual or perceived characteristic.
Proxy or group bullying	Encouraging others to target someone, recruiting a group, directing another pupil to act, or deliberately using group status or popularity to isolate or intimidate.

5. Bullying, friendship difficulties and conflict

Not every disagreement, falling-out, unkind comment or isolated conflict is bullying. Children may need help to repair friendships, understand boundaries or manage strong emotions even where the definition of bullying is not met.

- Ordinary conflict generally involves parties with relatively equal power and a willingness or ability to resolve the disagreement.
- Bullying usually involves repetition, intention to harm and a real or perceived imbalance of power.
- A single incident may require serious action even where it is not labelled bullying.
- Staff will record concerning incidents where repetition, escalation or a wider pattern may emerge.

- The label applied to behaviour will not determine whether the child receives protection, support or a safeguarding response.
- Staff will describe the behaviour and its impact rather than automatically labelling a child as a “bully”, “victim” or “perpetrator”. References to the pupil who experienced the behaviour and the pupil who displayed it will use child-centred language appropriate to the circumstances.

6. Roles and responsibilities

Role	Core responsibilities
Proprietor or governing body	Ensure an effective anti-bullying strategy is drawn up, implemented, reviewed and supported by resources, training and assurance evidence.
Headteacher	Lead the school culture, ensure consistent implementation, authorise serious sanctions where required and report trends and actions to the proprietor.
Anti-Bullying Lead	Coordinate prevention, staff guidance, case oversight, monitoring, pupil voice and annual review. This role does not replace the DSL’s safeguarding authority.
DSL and Deputy DSLs	Assess safeguarding risk, lead child-on-child abuse responses, make referrals, coordinate safety planning and ensure safeguarding records are complete.
SENCO	Advise on SEND, communication, reasonable adjustments, vulnerability and appropriate support for all children involved.
All staff and volunteers	Model respectful conduct, challenge harmful behaviour, respond to reports, record concerns and escalate without delay.
Pupils	Treat others with respect, report bullying, avoid reinforcing or sharing harmful content and seek adult help rather than placing themselves at risk.
Parents	Report concerns promptly, preserve relevant evidence without circulating harmful material, work with the school and avoid escalating conflict through public or online commentary.

7. How pupils and parents can report bullying

A pupil may report bullying to any trusted adult. They do not need to use a particular form, prove the allegation or wait for the behaviour to happen again.

SCHOOL REPORTING ROUTES

- Anonymous reporting route where provided:Children have a ‘worries’ anonymous post box
- Parent reporting route: **Form tutor initially, Phase Leader, Deputy Head**

- Pupils will be reminded regularly how to report and who can help.
- Reporting arrangements will be accessible to younger children and pupils with SEND, communication needs or limited English.
- A pupil who reports in good faith will not be punished because the concern is not substantiated.
- A knowingly false and malicious allegation may be addressed under the Behaviour and Discipline Policy, but a lack of evidence does not by itself make a report malicious.
- Parents should report concerns directly to the school rather than confronting another child or family.
- A complaint about how the school handled a case may be raised under the Complaints Procedure, but that process must not delay immediate safeguarding or protective action.

8. Immediate staff response

When bullying or harmful behaviour is reported or witnessed, staff will:

1. Make the situation safe and obtain first aid or emergency assistance where required.
2. Listen calmly, take the concern seriously and avoid promising confidentiality.
3. Avoid leading questions, repeated questioning or requiring children to confront one another.
4. Record the facts, the child's own words where relevant, immediate action taken and any available evidence.

5. Inform the Anti-Bullying Lead or another appropriate senior or pastoral leader promptly and inform the DSL or a Deputy DSL immediately where safeguarding may be involved.
6. Preserve digital evidence safely. Where nudes or semi-nudes may be involved, staff must not intentionally view or forward the imagery and must inform the DSL or a Deputy DSL without delay and follow the handling requirements in Section 14.
7. Continue to support and supervise the children while the concern is assessed.

Staff must not tell a pupil to ignore bullying, retaliate, resolve it alone or wait to see whether it happens again. Immediate protection and proportionate action take priority over deciding which policy label applies.

9. Safeguarding assessment and escalation

Bullying can overlap with child-on-child abuse and may indicate that a child is suffering or at risk of harm. The DSL or a Deputy DSL will determine the safeguarding response.

Child-on-child abuse is a safeguarding issue for both the child who has experienced the harm and the child alleged to have caused it. The School will consider the safeguarding and support needs of both children, without minimising the harm experienced or prejudging the outcome. Child-on-child abuse is preventable, and timely, evidence-based support will be considered where a child displays early signs of abusive, violent or harmful behaviour.

REPORT TO THE DSL OR A DEPUTY DSL WITHOUT DELAY WHERE BEHAVIOUR

- may constitute child-on-child abuse or significant harm;
- involves sexual harassment, sexual violence, coercion, exploitation or harmful sexual behaviour;
- involves a weapon, threat of serious violence, extortion, trafficking or criminal exploitation;
- involves making or sharing nudes or semi-nudes, including AI-generated or digitally altered imagery;
- indicates suicidal ideation, self-harm, severe mental-health deterioration or immediate danger;
- involves persistent absence, fear of attending, running away, or risk in boarding or transport;
- involves a possible criminal offence or continuing risk to other children; or
- raises any other safeguarding concern.

Child-on-child abuse is a safeguarding issue for both the child who has experienced the harm and the child alleged to have caused it. The School will consider the safeguarding and support needs of both children, without minimising the harm experienced or prejudging the outcome. Child-on-child abuse is preventable, and timely, evidence-based support will be considered where a child displays early signs of abusive, violent or harmful behaviour.

Where there is reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm, the DSL or a Deputy DSL will make an immediate referral to local authority children's social care in accordance with the Safeguarding and Child Protection Policy and will contact the police where appropriate.

If a child is in immediate danger or at risk of immediate serious harm, staff will contact emergency services without delay.

Following a report of sexual violence, the DSL or a Deputy DSL will complete an immediate risk and needs assessment. Following sexual harassment, the need for an assessment will be considered case by case.

The school will not conduct an internal process in a way that prejudices a police or children's-social-care investigation.

The LADO is not the referral route for bullying between pupils. The LADO route applies to concerns or allegations about adults working with children.

10. Assessment, investigation and decision-making

The school will establish the facts fairly and promptly while prioritising safety and avoiding unnecessary repetition of children's accounts.

1. Appoint an appropriate case lead, normally the Anti-Bullying Lead or another suitably senior or pastoral member of staff, and identify any safeguarding oversight required.
2. Record the report, immediate risks, protective steps and the wishes and feelings of the children involved.
3. Speak to children separately unless there is a clear, safe and agreed reason to do otherwise.
4. Gather relevant witness accounts, incident records, attendance information, digital evidence, supervision information and contextual information.
5. Consider age, development, SEND, communication, medical and mental-health needs, previous incidents, power imbalance, coercion, prejudice, impact, motivation, wider group dynamics and continuing risk.
6. Decide whether the behaviour is substantiated on the balance of probabilities for the school's internal response, while recognising that a criminal or statutory agency may apply a different test.
7. Record findings, reasons, support, sanctions, safeguarding decisions, parent communication and review arrangements.

8. Check that action has stopped the behaviour and reduced the risk, rather than closing the case after the first conversation.

Bullying incidents will be recorded promptly on the School's approved pastoral or behaviour-recording system. Where an incident also raises a safeguarding concern or constitutes child-on-child abuse, an appropriate safeguarding record will also be made in accordance with the Safeguarding and Child Protection Policy.

11. Support and protection

Support will be proportionate, individual and kept under review. It will not depend on a child accepting a particular label or agreeing to meet the other pupil.

Pupil who experienced the behaviour

- a named trusted adult and clear reporting route;
- immediate safety, supervision, seating, timetable, transport, boarding or online arrangements where needed;
- pastoral, counselling, mental-health, medical or SEND support;
- support to restore access to education, activities, friendships and attendance;
- protection from retaliation, intimidation or pressure to withdraw the report;
- regular check-ins and review of whether the behaviour has stopped; and
- information about action and safety arrangements, subject to confidentiality.

Pupil who displayed the behaviour

- clear boundaries and proportionate consequences;
- assessment of safeguarding, SEND, communication, trauma, mental-health, family or peer-group factors;
- support to understand impact, develop empathy, regulate behaviour and repair harm safely;
- a behaviour support or risk-management plan where appropriate;
- specialist or multi-agency support where needs exceed the school's provision; and
- monitoring to prevent repetition, retaliation or movement of the behaviour online or off site.

Other affected pupils

Witnesses, siblings, friends, bystanders and members of a group may also require reassurance, education, supervision, safeguarding assessment or pastoral support.

12. Behaviour response, sanctions and restorative approaches

Bullying is a serious breach of the school's behavioural expectations. Sanctions will be applied under the Behaviour and Discipline Policy and will be lawful, reasonable, proportionate and consistent with the published framework.

- The response will consider seriousness, impact, repetition, intent, age, development, SEND, coercion, prejudice, safeguarding risk, previous support and the pupil's understanding.
- A safeguarding concern does not prevent a disciplinary response, but safeguarding and statutory-agency action must take priority where necessary.
- Possible responses include education, reflection, loss of privilege, supervised removal, behaviour support, restrictions on contact or technology, suspension or permanent exclusion in a serious case.
- Suspension or permanent exclusion will be imposed only under the Admissions and Exclusions Policy and will not be automatic.
- The school will not use humiliating, degrading, unsafe or collective sanctions.
- Any restrictive intervention must comply with the Restrictive Interventions Policy and must never be used as punishment.
- Restorative work may support accountability and repair, but it is not a substitute for safeguarding, investigation or proportionate sanctions. Participation must be voluntary, prepared, age-appropriate, accessible and safe. A refusal to participate will not be treated as evidence against the pupil who experienced the behaviour.
- Children will not be required automatically to attend a joint meeting, apologise face to face, mediate, reconcile or participate in restorative work. Such approaches may be considered only when the pupil who experienced the behaviour freely agrees, the adults judge it safe and suitable, and it will not minimise harm, create pressure or interfere with safeguarding action.

13. Prevention, curriculum and whole-school culture

The school will prevent bullying through a coherent whole-school approach rather than relying only on responses after incidents.

- clear behavioural expectations modelled by leaders and staff;

- planned, evidence-based PSHCE, Relationships Education, RSE where applicable, online-safety and wider-curriculum teaching;
- age- and developmentally appropriate teaching about respectful relationships, kindness, boundaries, consent, stereotypes, prejudice, discrimination, sexual harassment, online behaviour and how to report concerns;
- regular pupil voice, including the experience of pupils with SEND, boarders and groups who may face additional barriers;
- risk-informed supervision of classrooms, corridors, toilets, changing areas, dining areas, playgrounds, transport, boarding spaces and online activity;
- safe induction, transition and buddy arrangements that do not place responsibility for safeguarding on pupils;
- staff training to identify hidden, relational, discriminatory, sexual and online bullying;
- constructive parent information and engagement;
- prompt challenge to racism, antisemitism, faith-based prejudice, sexism, misogyny, misandry, homophobia, biphobia, discrimination and derogatory language; and
- review of policies, timetables, supervision and curriculum when monitoring identifies a pattern.

14. Online bullying, mobile phones and digital evidence

Online bullying can continue outside the school day, reach a large audience, be anonymous, remain searchable and create repeated harm each time content is viewed or shared.

- The school will apply its mobile-phone-free default and Internet Policy consistently.
- Pupils must report harmful content rather than liking, commenting on, reposting, forwarding or saving it unnecessarily.
- Parents and pupils should preserve relevant non-illegal evidence, such as dates, usernames, links and screenshots, without distributing it further.
- Staff must not ask a child to download, forward or display nudes or semi-nudes.
- The DSL will decide whether a device should be secured, whether police or children's social care should be contacted and how evidence should be preserved lawfully.
- The school may impose proportionate restrictions or sanctions for device misuse under the Behaviour and Discipline Policy and Internet Policy.
- Where harmful content is hosted by a platform, the school may support the child and parent to use platform reporting, removal, blocking and police routes.
- Any incident involving the making or sharing of nudes or semi-nudes, including digitally altered or AI-generated imagery, deepfakes or deep nudes, must be reported to the DSL or a Deputy DSL without delay. Staff must not intentionally view, copy, print, forward, share, store, save or delete such imagery, or ask a pupil to send, download or display it. Where viewing is unavoidable, the DSL will follow current UKCIS guidance. Pupils should be instructed to report such material rather than forwarding, reposting or circulating it. The DSL will lead the response under the Safeguarding and Child Protection Policy and current UKCIS guidance.

15. Equality, SEND and pupils at increased risk

The school recognises that some pupils may be more likely to experience bullying, face barriers to reporting or be misunderstood when they communicate distress.

- Disabled pupils and pupils with SEND may be disproportionately affected and may require communication support, additional supervision or reasonable adjustments.
- A change in behaviour, attendance, presentation, eating, sleep, attainment or relationships may indicate bullying or another safeguarding concern.
- Staff will not assume that distress, injury or behaviour is explained by a pupil's disability or SEND without further consideration.
- Pupils who are or are perceived to be lesbian, gay, bisexual or trans may face targeted bullying and may lack a trusted adult with whom they feel able to speak.
- Race, ethnicity, nationality, religion or belief, sex, sexual orientation, gender reassignment, disability and other relevant characteristics will be considered in prevention, case decisions and monitoring.
- Children affected by poverty, care experience, family imprisonment, homelessness, bereavement, health needs, body image, language, culture or family circumstances may also face targeted behaviour.
- Support will be tailored without stereotyping or assuming that all pupils in a group have the same experience.
- The school must consider reasonable adjustments to reporting, investigation, support, curriculum, supervision and sanctions for disabled pupils. Adjustments should remove disadvantage without lowering expectations that pupils must not harm others.

16. EYFS arrangements

Where the school provides EYFS, the principles of this policy apply in an age- and developmentally appropriate way.

- Young children will not be labelled as bullies. Staff will describe the behaviour, protect children and teach safe alternatives.

- Practitioners will use positive guidance, co-regulation, modelling, routines, stories and play to build empathy, turn-taking, communication and emotional understanding.
- Repeated aggression, exclusion, sexualised behaviour or distress will be recorded, reviewed and escalated to the DSL where safeguarding may be involved.
- Parents will be involved appropriately, and the setting will consider SEND, communication, developmental and family factors.
- Practitioners will remain alert to the possibility that a young child may be repeating behaviour experienced or witnessed elsewhere.

17. Boarding arrangements

Where the school provides boarding or flexi-boarding, boarders must feel safe from all forms of bullying and able to report concerns privately at any time.

- Induction will explain behavioural expectations, reporting routes, access to the Independent Person and how to obtain help outside normal teaching hours.
- House staff will be alert to bullying linked to bedrooms, bathrooms, changing, possessions, food, homesickness, nationality, language, status, money, night-time routines, online access and initiation practices.
- No initiation, hazing, coercive tradition or pupil hierarchy may override this policy.
- Boarding records will connect with day-school pastoral and safeguarding systems so that patterns are not missed.
- Safety planning will consider sleeping arrangements, supervision, contact between pupils, leave, transport and access to devices.
- A boarder must not be disadvantaged or placed at greater risk because the person they report lives in the same house or social group.

18. Parents, confidentiality and complaints

Parents will normally be informed where their child is involved in a substantiated or serious bullying concern, subject to safeguarding, confidentiality and statutory-agency advice.

- The school will explain the concern, action relevant to the parent's child, support and review arrangements.
- The school will not disclose confidential information about another child, family, sanction, medical need, SEND or safeguarding history.
- Parents will be asked not to contact, confront or identify another child or family, or publish information that may increase risk or prejudice an investigation.
- Where informing a parent may place a child at greater risk, prejudice a statutory investigation or conflict with agency advice, the DSL will determine the appropriate approach.
- A parent who remains dissatisfied with the school's handling may use the Complaints Procedure.
- The complaints route does not determine the disciplinary outcome for another pupil and cannot require disclosure of confidential information.

19. Recording, monitoring and review

The Headteacher and Anti-Bullying Lead will maintain oversight of bullying incidents, safeguarding links, support, sanctions and outcomes.

- Records will include the report, dates, locations, people involved, behaviour, impact, evidence, decisions, safeguarding assessment, parent communication, support, sanctions, follow-up and outcome.
- Serious sanctions will also be entered in the serious-sanctions record required by the Independent School Standards.
- Monitoring will consider frequency, repetition, protected characteristic, SEND, age, year group, boarding status, location, time, online platform, attendance, exclusions, effectiveness of support and possible disproportionality.
- Leaders will look for patterns across apparently minor incidents and across pastoral, behaviour, safeguarding, attendance, complaints and online-safety records.
- The proprietor or governing body will receive appropriate assurance about trends, serious cases, policy implementation and actions taken.
- The school will review whether supervision, curriculum, staff practice, technology, environment or culture contributed to the behaviour.
- The policy will be reviewed at least annually and sooner after a serious incident, material legal change, inspection finding or identified weakness.

20. Training and awareness

Staff training will be proportionate to role and will enable staff to prevent, recognise, record and respond to bullying confidently.

- the definition of bullying and distinction from conflict and serious one-off harm;

- child-on-child abuse, harmful sexual behaviour and safeguarding escalation;
- racist, discriminatory, sexual, relational and online bullying;
- SEND, communication and reasonable adjustments;
- how to receive a report and preserve evidence;
- the school's recording and reporting systems;
- safe use of restorative approaches;
- mobile phones, generative AI, deepfakes and making or sharing nudes and semi-nudes;
- boarding or EYFS issues where relevant; and
- how monitoring and pupil voice inform improvement.

21. Policies to be read in conjunction

- Safeguarding and Child Protection Policy
- Behaviour and Discipline Policy
- Admissions and Exclusions Policy
- Attendance and Punctuality Policy
- Non-Discrimination and Inclusion Policy
- Internet Policy
- Images Policy
- PSHCE Policy
- Relationships and Sex Education Policy
- Curriculum Policy
- Complaints Procedure
- Risk Assessment Policy
- Staff Code of Conduct
- Data Protection Policy
- Data Protection Privacy Notice
- Restrictive Interventions Policy
- First Aid Policy
- Supporting Pupils with Medical Conditions Policy
- Boarding policies and procedures, where applicable

22. Source register

Source	Application
Education (Independent School Standards) Regulations 2014	Statutory requirements for registered independent schools.
Independent School Standards Guidance, April 2026	DfE guidance explaining the standards and evidence of effective implementation.
Keeping Children Safe in Education 2026	Statutory safeguarding and safer-recruitment guidance applying from 1 September 2026.
Working Together to Safeguard Children 2026	Statutory multi-agency safeguarding guidance.
Early Years Foundation Stage statutory framework for group and school-based providers, September 2026	Applies where the school provides registered EYFS provision.
Equality Act 2010	Applies to education, admissions, employment and services, including reasonable adjustments.
Human Rights Act 1998	Relevant to proportionate, fair and child-centred decision-making.
UK GDPR, Data Protection Act 2018 and Data (Use and Access) Act 2025	Data-protection framework, including lawful safeguarding information sharing.
Education (Independent School Standards) Regulations 2014, Standard 10	Requires an effective anti-bullying strategy to be drawn up and implemented so far as reasonably practicable.
Preventing and tackling bullying, DfE 2017, publication page updated July 2026	Non-statutory DfE guidance on prevention, response, cyberbullying, support and school powers.
Equality Act 2010 and EHRC Technical guidance for schools in England, updated September 2025	Discrimination, harassment, victimisation and reasonable-adjustment duties.
Relationships Education, Relationships and Sex Education and Health Education statutory guidance for introduction September 2026	Curriculum expectations for respectful relationships, bullying, prejudice, consent, online behaviour and reporting.

Source	Application
Mobile phones in schools, statutory guidance,	Statutory mobile-phone-free default to be followed from 1 September 2026, including proportionate exceptions and response to device misuse
Sharing nudes and semi-nudes: advice for education settings	DSL-led response to sexual imagery and safe handling of devices and evidence.
Boarding schools: national minimum standards, updated May 2026	Boarder safety, reporting, welfare and protection from bullying where boarding is provided.
Behaviour in schools: advice for headteachers and school staff	Behaviour culture, proportionate sanctions, SEND and responding to off-site conduct; used as relevant non-statutory guidance.
Preventing and tackling bullying and harassment of school staff, July 2026	Separate DfE guidance relevant where pupils, parents or adults target staff; this pupil anti-bullying policy does not replace employment and staff-safety procedures.