Special Partnership Trust

ANTI-BULLYING AND HARASSMENT POLICY

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1. Purpose, principles and scope

1.1 Policy Statement

Every member of the SPT community has the right to learn and work in safety, dignity and respect. Bullying, harassment, discrimination and child-on-child abuse are never acceptable.

1.2 Purpose

This policy establishes the Trust-wide framework through which the Special Partnership Trust prevents, identifies, records and responds to bullying and harassment. It preserves a consistent SPT standard while requiring each school to apply the framework in a way that is accessible and appropriate to its pupils, setting and community.

1.3 SPT principles

- All pupils have the right to learn free from intimidation, humiliation, discrimination and fear.
- All staff have the right to work in an environment that protects their safety, dignity and wellbeing.
- Pupils who report bullying or harmful behaviour will be listened to, taken seriously and supported.
- The safety and needs of the pupil who has experienced harm are central to the response.
- A pupil's disability, communication need or level of understanding may affect the assessment of intent and the response required, but does not reduce the school's duty to recognise harm, protect others and provide support.
- Bullying is prevented most effectively through positive relationships, accessible communication, a well-planned curriculum, skilled staff, effective supervision and prompt action.
- Safeguarding and disciplinary action may proceed at the same time. A behaviour response must never delay a safeguarding referral.
- Restorative work or mediation will only be used when it is safe, voluntary and appropriate. It will not be used where there is abuse, coercion, fear or an unresolved power imbalance.

1.4 Scope

This policy applies to conduct involving pupils and members of the SPT community:

- on school premises and during the school day;
- during transport, educational visits, residential activity, work experience and any school-arranged activity;
- online or through personal technology where the conduct affects a pupil's safety, welfare, education or the orderly operation of an SPT school;
- outside school where the school has lawful authority to respond or where safeguarding action is required;
- between employees, and towards staff by pupils, parents, carers or other members of the community.

Safeguarding takes precedence. Where conduct may constitute abuse, sexual harassment, sexual violence, exploitation, significant harm or a criminal offence, the SPT Safeguarding and Child Protection Policy and local safeguarding procedures take precedence.

2. Related SPT policies and statutory framework

2.1 SPT policies and procedures

This policy must be read alongside the current SPT and school-level versions of:

- Safeguarding and Child Protection Policy;
- Behaviour Policy and school-level behaviour procedures;
- Child-on-Child Abuse procedures;
- Online Safety Policy and Acceptable Use Agreements;
- Relationships, Sex and Health Education Policy;
- Equality, Diversity and Inclusion Policy;
- Suspension and Permanent Exclusion Policy;
- Restrictive Interventions and Reasonable Force Policy;
- Staff Code of Conduct;
- Staff Grievance, Disciplinary and Whistleblowing Policies;
- Managing Allegations and Low-Level Concerns procedures;
- Complaints Policy and Parent or Carer Code of Conduct;
- Data Protection and Records Management policies.

2.2 Legal and national framework

- Education and Inspections Act 2006;
- Equality Act 2010, including the Public Sector Equality Duty;
- Children Act 1989 and Children Act 2004;
- Children and Families Act 2014;

- Human Rights Act 1998;
- Protection from Harassment Act 1997;
- Malicious Communications Act 1988, Communications Act 2003 and Public Order Act 1986;
- Keeping Children Safe in Education 2026;
- Preventing and Tackling Bullying, updated July 2026;
- Preventing and Tackling the Bullying and Harassment of School Staff, July 2026;
- Behaviour in Schools;
- Searching, Screening and Confiscation;
- Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement, July 2026.

The Board of Trustees will ensure that SPT arrangements have due regard to applicable statutory guidance. Schools will apply current guidance even where a later update has not yet been reflected in this document.

3. Definitions and forms of bullying

3.1 Definition of bullying

For the purposes of this policy, bullying is behaviour by an individual or group that hurts another person or group physically or emotionally, is repeated or forms a pattern over time, and commonly involves an actual or perceived imbalance of power. It may be direct or indirect, intentional or presented as humour, and may take place face to face or online.

A single harmful incident may not meet this definition of bullying, but it must still be addressed. It may constitute discrimination, harassment, assault, harmful sexual behaviour, child-on-child abuse, a hate incident, a safeguarding concern or a criminal offence.

3.2 Forms of bullying and harmful behaviour

Form	Examples
Physical	Hitting, kicking, pushing, spitting, threatening violence, damaging or taking property, or forcing someone to act against their will.

Form	Examples
Verbal	Name-calling, taunting, threats, intimidation, belittling ability or achievement, or remarks about appearance, speech or personal mannerisms.
Relational or emotional	Exclusion, isolation, rumour-spreading, coercion, manipulation, ignoring, hostile gestures or damaging relationships.
Prejudice-based or discriminatory	Conduct related to actual or perceived race, religion or belief, disability, sex, sexual orientation, gender reassignment, pregnancy or maternity, or association with a person who has a protected characteristic.
Sexual or sex-based	Sexual comments, unwanted conduct, sexualised bullying, sexist conduct, image-based abuse or behaviour that may amount to sexual harassment, sexual violence or harmful sexual behaviour.
Online	Abusive messages, hostile group activity, impersonation, fake accounts, exclusion, sharing private or humiliating material, doxxing, live-streaming, manipulated content, AI-generated images or repeated unwanted contact.
Initiation or hazing	Violence, harassment, coercion or rituals used to initiate a person into a group.
Other prejudice or circumstance	Bullying connected with care experience, adoption, caring responsibilities, health needs, appearance, family circumstances or perceived difference.

3.3 Language

The policy normally uses “pupil who has experienced or reported bullying” and “pupil alleged to have displayed the behaviour”. The terms “victim” and “perpetrator” may be used where appropriate, particularly in safeguarding or criminal contexts, or where a child prefers that terminology.

4. Bullying, harmful incidents and child-on-child abuse

4.1 Child-on-child abuse

Child-on-child abuse can occur between children of any age, inside or outside school and online or face to face. It may involve an individual or group and can continue where children attend different settings. Staff must be alert to under-reporting and must never dismiss harmful conduct as banter, part of growing up or an inevitable consequence of disability.

- bullying, including cyberbullying, prejudice-based and discriminatory bullying;

- abuse within intimate personal relationships between children;
- physical abuse;
- sexual violence and sexual harassment;
- harmful sexual behaviour;
- consensual and non-consensual sharing of nude or semi-nude images or videos;
- upskirting and image-based abuse;
- initiation or hazing-type violence and rituals.

4.2 One-off incidents and patterns

Staff must respond to every harmful incident. The school will link and review related records so that repeated behaviour, cumulative harm, escalation and power imbalance are identified. A safeguarding response must not be withheld because behaviour has happened only once.

4.3 Sexual violence, sexual harassment and harmful sexual behaviour

- Reports must be referred immediately to the DSL or deputy DSL and managed under the SPT Safeguarding and Child Protection Policy.
- Sexual violence and sexual harassment are never acceptable and will not be dismissed as banter or an expected part of growing up.
- The DSL will consider the wishes and feelings of the child who has experienced harm and the safeguarding and support needs of all children involved.
- The school will not place the burden of avoiding another pupil on the child who has experienced harm.
- An immediate, recorded risk and needs assessment will be completed following a report of sexual violence and considered case by case following sexual harassment.
- Staff must not view, copy, print, forward or share an indecent image of a child except in the exceptional circumstances permitted by current safeguarding guidance.

5. Roles and responsibilities

Role	SPT responsibility
Board of Trustees	Approve and review this policy; assure itself that Trust-wide reporting and escalation routes are effective; receive anonymised and thematic oversight; fulfil employer and equality duties.

Role	SPT responsibility
SPT Executive Leadership Team	Maintain the Trust-wide framework; ensure alignment with safeguarding, behaviour, equality and HR arrangements; support schools with serious or systemic concerns; report to Trustees.
Headteacher	Implement the policy locally; establish accessible reporting routes; ensure prompt action, staffing, supervision and training; report themes and impact to the LGB and Trust.
Local Governing Body	Provide local scrutiny and challenge; review anonymised trends, vulnerable groups, timeliness and the effect of preventative work.
DSL / deputy DSL	Lead safeguarding triage and action; determine referrals; ensure risk and needs assessments; oversee safeguarding records and information sharing.
SENCO / SEND lead	Advise on communication, cognition, sensory need, reasonable adjustments, support and the interaction between SEND and behaviour.
All staff	Model respectful conduct; prevent and interrupt harm; listen and reassure; report and record without delay; follow safeguarding instructions.
Pupils	Treat others with respect; use safe reporting routes; avoid sharing harmful content; support others safely and engage with agreed interventions.
Parents and carers	Report concerns promptly; work constructively with the school; support agreed safety and behaviour plans; communicate respectfully.

6. Prevention and education

SPT schools will maintain a whole-school approach suited to their specialist context. Prevention will include:

- a positive culture in which dignity, respect, communication and safety are explicitly taught and modelled;
- developmentally appropriate and accessible teaching through PSHE, Relationships, Sex and Health Education and the wider curriculum;
- teaching about healthy relationships, kindness, boundaries, consent, prejudice, discrimination, online safety, image sharing, safe use of AI and how to report;

- pupil voice through EHCP reviews, school councils, surveys, communication systems and individual planning;
- structured opportunities for positive peer interaction;
- effective supervision of identified locations, transitions, transport and unstructured times;
- planned staff induction and refresher training covering bullying, child-on-child abuse, SEND barriers, online harm and recording;
- participation in relevant local and national initiatives, including Anti-Bullying Week;
- periodic review of curriculum, environment, staffing and supervision in response to records and pupil experience.

Schools will provide accessible, pupil-friendly information explaining what bullying is, how to seek help, who will listen and what the school will do.

7. Reporting concerns

7.1 Pupils

Every school must offer more than one accessible route for pupils to report. This will include a trusted adult and communication approaches matched to individual need, such as speech, signs, symbols, communication aids, writing or digital reporting. A pupil may report on behalf of someone else.

7.2 Staff

A member of staff who witnesses or receives a report must act immediately to secure safety, inform the DSL or deputy DSL where safeguarding may be involved, and make a factual record before the end of the school day. Emergency action must not be delayed while seeking internal agreement.

7.3 Parents and carers

Each school will publish a clear contact route for bullying concerns. A safeguarding concern will be acted upon immediately and will not be held pending completion of the SPT Complaints Policy.

7.4 Immediate danger or suspected crime

Call 999 where anyone is in immediate danger. Where behaviour may constitute abuse, significant harm or a criminal offence, staff must report immediately to the DSL or deputy DSL and follow safeguarding procedures. The DSL will consider referral to

children's social care and the police. An internal investigation must not delay or compromise a statutory investigation.

8. Responding to concerns about pupils

The following process is in place across SPT schools.

1. Immediate safety: stop the behaviour where safe; assess injury, distress and immediate risk; arrange medical or emergency assistance; preserve relevant evidence and prevent further contact where necessary.
2. Listen and reassure: use the pupil's preferred communication method; take the report seriously; explain what will happen next; do not promise confidentiality.
3. Safeguarding triage: notify the DSL or deputy DSL; determine whether the matter is bullying, child-on-child abuse, a safeguarding concern, suspected crime or a combination; make referrals without delay where required.
4. Record: enter a factual account on CPOMS using the agreed category; record the child's own words, context, witnesses, online elements, prejudice factors, immediate action and communication needs.
5. Risk and needs assessment: assess risks to the pupil harmed, the child displaying the behaviour, witnesses and the wider group; consider transport, shared areas, online contact, retaliation and timetable arrangements.
6. Information gathering: gather information proportionately and in a child-centred manner; avoid leading questions and repeated questioning; do not undertake action that may compromise police or social-care enquiries.
7. Parents and carers: inform them promptly unless doing so may place a child at increased risk or prejudice an investigation; record any decision not to inform and its rationale.
8. Decision and action: determine findings on the balance of probabilities for school disciplinary purposes, separately from any safeguarding or criminal process; agree safety, support, teaching and proportionate consequences.
9. Outcome and review: share appropriate outcome information without breaching another child's confidentiality; record decisions and reasons; set review dates; monitor recurrence, retaliation, attendance, wellbeing and learning.

No automatic mediation. Children will not be brought together for mediation or restorative work where there may be abuse, coercion, fear, sexual harm or a significant power imbalance.

8.1 SEND and communication

- The DSL and SENCO or relevant SEND lead will liaise when communication, cognition, sensory need or disability may affect reporting, understanding, risk or intervention.
- A familiar adult may support a pupil where that is in the pupil's interests and does not inhibit disclosure or create a conflict of interest.
- The school will make reasonable adjustments and provide augmentative or alternative communication where needed.
- Intent, impact, risk and support need will be considered separately. Lack of intent does not remove the need to protect pupils and address harm.
- Staff will avoid attributing indicators of bullying or distress automatically to a pupil's disability or presenting need.

9. Support, intervention and consequences

9.1 Pupil who has experienced or reported bullying

- an immediate opportunity to communicate with a trusted adult;
- reassurance, clear information and a named point of contact;
- an individual safety and support plan where appropriate;
- communication support and reasonable adjustments;
- monitoring of wellbeing, attendance, engagement and learning;
- protection from retaliation and review of transport, online contact and shared spaces;
- referral to internal or external support where required;
- planned follow-up, even where the behaviour appears to have stopped.

9.2 Pupil alleged or found to have displayed the behaviour

- a fair opportunity to communicate their account using an accessible method;
- assessment of SEND, communication, mental-health, trauma, contextual safeguarding and unmet need;
- clear boundaries and expectations;
- explicit teaching and personalised intervention;
- review of EHCP outcomes, IEPs, communication plans, wellbeing plans or positive behaviour support plans where relevant;
- proportionate consequences under the Behaviour Policy;
- multi-agency involvement where appropriate;

- monitoring and review to reduce recurrence.

9.3 Witnesses and the wider group

The school will assess the welfare of witnesses and other affected pupils, provide support where needed and protect them from pressure, retaliation or online involvement. Wider teaching or environmental action will be considered where an incident indicates a group, cultural or systemic issue.

9.4 Consequences

Consequences will be lawful, reasonable, proportionate and fair. The school will consider disability, SEND, communication, level of understanding, reasonable adjustments, previous interventions, impact and risk. Safeguarding support and disciplinary action may operate at the same time.

- restorative or reparative action where safe and voluntary;
- review or intensification of behaviour and communication support;
- loss of a privilege or access to an activity where proportionate;
- removal from a classroom in accordance with the Behaviour Policy;
- suspension;
- permanent exclusion as a last resort.

Only the Headteacher may suspend or permanently exclude a pupil. Any decision must follow the current SPT Behaviour Policy and statutory guidance on suspension and permanent exclusion. The Headteacher will consider relevant evidence, safeguarding, SEND and equality duties, reasonable adjustments and appropriate professional advice. Consultation must not fetter the Headteacher's lawful decision-making or delay urgent action required for safety.

10. Online bullying and electronic devices

Online bullying may occur at any time and can rapidly reach a wide audience. SPT schools will respond where online conduct affects pupil welfare, safety, education or the school community, including where it originates outside school.

- Staff will preserve evidence safely without unnecessarily copying or distributing harmful content.
- The DSL will be involved where content may be illegal, indecent, sexually harmful, threatening or linked to exploitation.
- Schools will support pupils and families to use platform reporting or content-removal routes where appropriate.

- Schools will consider immediate online safety measures alongside protection within school.
- Related incidents will be linked in CPOMS to identify patterns and cumulative harm.

Any search, examination, confiscation or disposal of an electronic device or its data must be undertaken only by an authorised member of staff and in accordance with the SPT Behaviour Policy, Online Safety Policy and current DfE Searching, Screening and Confiscation guidance. Where illegal, indecent or harmful images may be involved, staff must seek safeguarding advice. Where evidence of an offence is suspected, the device must be preserved and advice sought from the DSL and police as appropriate.

11. Bullying and harassment of staff

SPT does not accept bullying, harassment, intimidation, abuse or discrimination of staff, online or offline, by pupils, parents, carers, colleagues, governors, trustees or other third parties. Reports will be taken seriously, acted upon promptly and handled sensitively.

SPT is committed to taking all reasonable steps to prevent bullying, harassment and sexual harassment of employees, workers, volunteers and other staff. The Trust recognises that prevention is a shared organisational responsibility and will maintain appropriate systems, training, reporting arrangements and workplace safeguards to minimise the risk of harassment occurring.

The Trust also recognises its duty to take all reasonable steps to prevent harassment of staff by third parties, including pupils, parents, carers, visitors, contractors, suppliers, members of the public and others who interact with employees in the course of their work.

11.1 Conduct by another employee

- Staff should report the matter through the route set out in the Staff Grievance Policy or seek advice from their line manager, Headteacher, SPT HR or recognised trade union.
- Informal resolution or mediation may be considered only with the agreement of the affected member of staff and where appropriate. Serious or unresolved matters may require formal grievance or disciplinary procedures.
- Bullying and harassment are personal grievances and are not normally whistleblowing matters unless the report also discloses wrongdoing in the public interest.

- Where the Headteacher is implicated, the matter must be reported through the alternative route in the Grievance Policy. Where a Trust executive, governor or trustee is implicated, the Trust-level escalation route must be used.
- An investigator must be impartial. HR advice or an independent investigator may be used where necessary.
- Employees may raise concerns with their line manager, another manager, the Headteacher, SPT HR or through the Trust Grievance Policy where appropriate. Concerns about harassment or sexual harassment will be treated seriously and staff will not suffer detriment for raising concerns in good faith.

11.2 Conduct by a pupil

The school will respond through the Behaviour Policy, safeguarding procedures, individual pupil planning and a staff safety or workplace risk assessment as appropriate. The pupil's SEND and support needs will be considered without minimising the harm or risk to staff.

11.3 Conduct by a parent, carer or third party

The school will apply the Parent or Carer Code of Conduct, Complaints Policy and relevant safety procedures. Responses may include agreed communication arrangements, site-access restrictions, police involvement or other lawful action where necessary.

Schools and Trust leaders will take appropriate and proportionate action where a parent, carer or other third party engages in bullying, harassment, discriminatory behaviour, threatening conduct or sexual harassment towards a member of staff. The Trust may implement protective measures, communication restrictions, risk management plans, site-access controls or other lawful actions to protect staff.

11.4 Prevention, training and risk assessment

The Trust will take a proactive approach to preventing workplace bullying, harassment and sexual harassment. This will include:

- maintaining clear standards of professional and respectful conduct;
- providing appropriate induction and refresher training for staff and managers;
- ensuring accessible reporting routes and prompt investigation of concerns;
- considering harassment risks when assessing workplace health, safety and wellbeing risks;
- reviewing lessons learned from incidents, complaints and staff feedback;
- taking reasonable steps to address identified risks and prevent recurrence.

Headteachers, line managers and Trust leaders will consider circumstances in which staff may face an increased risk of harassment, including lone working, home visits, transport arrangements, online engagement, parental interactions, meetings with external parties and public-facing roles, and will implement proportionate measures where risks are identified.

11.5 Support for staff

- a prompt opportunity to discuss the concern with an appropriate person;
- clear information about the process, confidentiality and expected updates;
- a risk assessment and protective measures where required;
- access to occupational health, the employee assistance programme, trade-union support or other specialist support;
- appropriate action to address online content;
- protection from retaliation and secure record keeping under HR and data-protection procedures.

12. Working with parents and carers

SPT values constructive partnership with families. Each school will publish the person or route through which bullying concerns should be reported, including the alternative route where a concern involves the Headteacher.

- Parents and carers will be listened to and concerns will be recorded.
- The school will provide appropriate updates and outcome information while protecting the confidentiality of other children and staff.
- Parents and carers will be invited to contribute to support and safety planning where appropriate.
- Where concerns remain unresolved, the SPT Complaints Policy may be used. This does not delay safeguarding action.
- Families are expected to communicate respectfully and avoid naming or discussing children or staff on social media.
- Where online conduct originates outside school, the school may agree practical safety actions with families and signpost external support.

13. Recording, confidentiality and information sharing

13.1 Pupil records

CPOMS is the primary safeguarding record for pupil bullying and child-on-child abuse concerns unless a Trust-approved local arrangement specifies otherwise. Arbor may be used for behaviour administration, but safeguarding decisions, rationale, referrals and risk information must be recorded or linked within CPOMS so that the safeguarding chronology remains complete.

All concerns, discussions, decisions, actions and reasons for decisions must be recorded. Records must be factual, timely, confidential and secure. They will distinguish allegation, observation, professional judgement and confirmed outcome.

13.2 Information sharing

Information will be shared on a need-to-know basis in accordance with safeguarding requirements, UK GDPR, the Data Protection Act 2018 and SPT policies. Staff must never promise absolute confidentiality. Parents and carers will receive sufficient information to understand the action taken for their child, but will not receive confidential information about another child or employee.

13.3 Staff records

Concerns involving staff will be recorded through the appropriate HR, behaviour or safeguarding system. Records will be retained in line with SPT records-management requirements and access will be restricted to those with a legitimate need.

14. Monitoring, governance and review

14.1 School monitoring

The Headteacher will review bullying information at least termly and report anonymised analysis to the Local Governing Body and the Trust. Analysis will include:

- number and type of reported incidents and outcomes;
- online, prejudice-based and discriminatory incidents;
- protected-characteristic themes and SEND considerations;
- locations, times, recurrence and repeat involvement;
- timeliness of response and review;
- safeguarding referrals and multi-agency involvement;
- support, intervention, suspension and permanent exclusion;
- pupil, parent and staff feedback;

- disproportionality and barriers to reporting;
- actions taken and evidence of impact.

14.2 Trust oversight

The SPT Executive Leadership Team will use aggregated information to identify Trust-wide themes, support schools, review training and advise Trustees. Reports will be anonymised and designed to minimise identifiability, particularly in small settings. Serious, material or systemic risks will be escalated promptly through SPT governance arrangements.

The SPT Executive Leadership Team will also monitor themes, trends and lessons arising from staff bullying, harassment and sexual harassment concerns. This monitoring will be used to identify emerging risks, inform training, review preventative measures and support compliance with employment and equality obligations. Records and reports will be handled confidentially and in accordance with data protection requirements.

14.3 Review

The Board of Trustees will review this policy annually and earlier where statutory guidance changes, learning from a serious incident requires amendment or monitoring shows that the policy is not working effectively. Each school will review its local implementation appendix at least annually and whenever named contacts or reporting arrangements change.

15. School-level appendices

The Trust-wide policy sets the mandatory SPT standard. Each school must complete and maintain Appendix 1 so that local information is accurate, accessible and easy to update. School appendices must not reduce or contradict the requirements of this policy.

Appendix 1: School-level implementation information

Required local information	School entry
School and Headteacher	
DSL and deputy DSLs	
SENCO / SEND lead	
Pupil reporting routes, including accessible methods	
Parent or carer reporting contact	
Alternative route where the concern involves the Headteacher	
School CPOMS categories and local recording instructions	
School behaviour procedures and relevant links	
Local safeguarding referral information	
Local governor with safeguarding oversight	
Date appendix approved and next review	

The school must also make available a pupil-friendly anti-bullying statement and an accessible explanation of how to report concerns.

Appendix 2: SPT response pathway

Stage	Required action	Lead
1.Secure safety	Stop behaviour where safe; assess immediate risk, injury or distress; provide medical or emergency help.	Any staff member
2. Listen and report	Use accessible communication; reassure; do not promise confidentiality; notify the DSL where safeguarding may be involved.	Any staff member
3. Record	Make a factual CPOMS record before the end of the school day and preserve evidence safely.	Reporting staff
4. Triage	Determine bullying, child-on-child abuse, safeguarding and/or suspected crime; make external referral without delay where needed.	DSL / deputy DSL
5. Assess and plan	Complete risk and needs assessment; agree immediate protection, communication support and contact arrangements.	DSL with relevant leaders
6.Gather information	Use a proportionate, child-centred approach; avoid leading or repeated questioning; protect statutory enquiries.	Appointed lead
7. Decide and act	Record findings, reasons, support, teaching, proportionate consequences and referrals.	Headteacher / delegated lead
8. Review	Check safety, recurrence, retaliation, attendance, wellbeing and learning; amend plans and close only when appropriate.	Named review lead

Appendix 3: Minimum CPOMS recording fields

- date, time and location;
- reporting person and source of information;
- pupil's account in their own words and preferred terminology;
- alleged behaviour and people involved;
- whether the behaviour is repeated or linked to previous incidents;
- actual or perceived power imbalance;
- online or offline context and evidence preserved;
- prejudice, discrimination or protected-characteristic category;
- SEND, communication and reasonable-adjustment considerations;
- injury, distress and immediate safety action;
- DSL safeguarding decision and rationale;
- risk and needs assessment;
- external referrals made or considered;
- parents or carers informed, or rationale for not informing;
- information gathered and findings;
- support, intervention and consequences;
- review date, monitoring and closure rationale;
- links to related incidents or records.

Appendix 4: Statutory and non-statutory references

- Keeping Children Safe in Education 2026
- Preventing bullying
- Preventing and tackling the bullying and harassment of school staff
- Searching, screening and confiscation in schools
- School suspensions and permanent exclusions

The current published version of each source should be used. Where national guidance changes, SPT will review this policy and schools must apply any new statutory requirement from its effective date.