



Anti-Bullying Policy

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1. Policy Statement

Storyy Education is committed to providing a safe, inclusive and respectful learning environment where every child and young person feels valued, protected and able to achieve their full potential. Bullying of any kind is unacceptable and will not be tolerated within any Storyy Education provision, activity or service.

As a specialist Alternative Provision provider delivering the RESET and BRIGHT programmes, Storyy Education recognises that many students have experienced disrupted education, adverse childhood experiences, trauma, emotionally based school avoidance (EBSA), special educational needs and disabilities (SEND), social, emotional and mental health (SEMH) needs, or previous experiences of bullying, discrimination or exclusion. These experiences can affect how young people build relationships, regulate emotions, interpret the behaviour of others and respond during conflict. Our approach therefore combines high expectations with high levels of support, recognising that behaviour is communication whilst maintaining clear boundaries that protect everyone within our community.

Storyy Education promotes a culture of kindness, respect, inclusion and belonging where positive relationships are actively taught, modelled and celebrated. Through restorative practice, therapeutic mentoring, emotional regulation, the RESET Drivers, PSHE and RSHE, safeguarding education and everyday interactions, students develop the knowledge, confidence and interpersonal skills needed to build healthy relationships, challenge inappropriate behaviour and contribute positively to their communities.

Bullying is viewed first and foremost as a safeguarding concern. Where bullying presents a risk of harm, discrimination, exploitation or abuse, it will be managed in accordance with the Storyy Education Child Protection and Safeguarding Policy. All concerns will be taken seriously, investigated proportionately, recorded appropriately and responded to promptly, ensuring that both the person experiencing bullying and the person displaying bullying behaviour receive appropriate support.

This policy establishes Storyy Education's approach to preventing, identifying, responding to and monitoring bullying in all its forms. It applies to all students, staff, volunteers, contractors and visitors and covers behaviour occurring within Storyy Education provisions, during outreach, educational visits, transport arranged by Storyy Education, remote learning and online environments where behaviour has an impact on the safety or wellbeing of members of the Storyy community.

2. Vision and Ethos

Storyy Education believes that every student has the right to feel safe, respected and included. Positive relationships form the foundation of effective learning, emotional wellbeing and successful reintegration and are central to the RESET and BRIGHT programmes. Our ambition is not simply to respond to bullying when it occurs but to create a culture where bullying is far less likely to develop because students experience genuine belonging, trusted relationships and consistent adult support.

We recognise that disagreement, conflict and friendship difficulties are a normal part of growing up and provide valuable opportunities for learning. These situations differ from bullying and are usually resolved through discussion, reflection and restorative approaches. Bullying, however, involves behaviour that is deliberate, repeated or likely to be repeated and intended to cause physical or emotional harm where there is an imbalance of power. Staff are trained to distinguish between conflict and bullying so that responses are proportionate, fair and focused on meeting the needs of everyone involved.

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Our approach is underpinned by trauma-informed practice. We understand that some students may display behaviours linked to previous experiences of trauma, unmet needs or emotional distress. Whilst these experiences never excuse bullying behaviour, they help inform how we respond. Storyy Education seeks to understand the reasons behind behaviour, repair relationships where possible and develop the skills needed to make safer and more respectful choices in the future.

Creating a culture of respect is a shared responsibility. Staff, students, parents or carers, commissioning schools, local authorities and partner agencies all have an important role in promoting positive relationships, challenging prejudice and ensuring that every student feels safe, heard and valued. Through consistent expectations, strong safeguarding practice and collaborative working, Storyy Education aims to foster an environment where diversity is celebrated, differences are respected and bullying has no place.

3. Legislative and Regulatory Framework

Storyy Education is committed to maintaining a safe, inclusive and respectful environment in which all students are protected from bullying, harassment and discrimination. This policy has been developed with reference to current legislation, statutory guidance and recognised best practice, ensuring that the organisation's approach remains consistent with national safeguarding expectations and the responsibilities of Alternative Provision providers.

This policy should be read alongside the latest versions of:

- **Keeping Children Safe in Education (KCSIE) 2026;**
- **Working Together to Safeguard Children;**
- **Education Act 2002;**
- **Children Act 1989 and Children Act 2004;**
- **Equality Act 2010;**
- **Human Rights Act 1998;**
- **Special Educational Needs and Disability (SEND) Code of Practice: 0–25 Years;**
- **Alternative Provision Statutory Guidance;**
- **Preventing and Tackling Bullying – Advice for Headteachers, Staff and Governing Bodies (DfE);**
- **Prevent Duty Guidance;**
- **Online Safety Act 2023;**
- **UK General Data Protection Regulation (UK GDPR);**
- **Data Protection Act 2018.**

Storyy Education recognises that bullying may constitute a safeguarding concern, particularly where behaviour involves discrimination, prejudice, child-on-child abuse, exploitation, online harm, harassment, hate incidents or behaviour that places a student at risk of significant harm. The organisation therefore adopts a safeguarding-first approach, ensuring that concerns are managed proportionately and in accordance with the Child Protection and Safeguarding Policy.

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This policy will be reviewed regularly to ensure that it reflects changes in legislation, statutory guidance, safeguarding priorities and recognised best practice, enabling Storyy Education to maintain the highest standards of safeguarding, inclusion and student wellbeing.

4. Storyy Education as an Alternative Provision Provider

Storyy Education is a specialist Alternative Provision provider delivering The RESET, BRIGHT and tutoring programmes to children and young people who may be experiencing barriers to education, including social, emotional and mental health (SEMH) needs, special educational needs and disabilities (SEND), emotionally based school avoidance (EBSA), trauma, adverse childhood experiences, medical needs, disrupted education or other vulnerabilities affecting successful engagement in learning.

Storyy Education is not a registered school and does not replace the statutory safeguarding, behaviour or governance responsibilities of a student's commissioning school or local authority unless these responsibilities have been formally delegated through contractual arrangements. The commissioning school or local authority retains responsibility for the student's overall educational provision and statutory duties, whilst Storyy Education works collaboratively to deliver the commissioned programme and support agreed outcomes.

Promoting positive relationships and preventing bullying is therefore a shared responsibility between Storyy Education, commissioning schools, local authorities, parents or carers and other relevant professionals. Effective communication and partnership working ensure that concerns are identified early, information is shared appropriately and consistent support is provided across all environments in which the student accesses education.

This policy applies to all aspects of Storyy Education's provision, including RESET Primary, RESET Secondary, BRIGHT Outreach, home tuition, community-based learning, educational visits, transport arranged by Storyy Education, remote learning and any activity where the behaviour of a student has an impact upon the safety, wellbeing or dignity of another member of the Storyy community.

Storyy Education recognises that many students accessing Alternative Provision may have experienced bullying themselves, may display behaviours linked to previous trauma or may require additional support to develop positive relationships and emotional regulation. For this reason, the organisation adopts a trauma-informed and restorative approach that seeks to understand behaviour, strengthen relationships and reduce future risk whilst maintaining clear expectations regarding respect, inclusion and the safety of others.

Positive relationships are actively promoted through the RESET Drivers, therapeutic mentoring, emotional regulation, restorative practice, PSHE and RSHE, safeguarding education and the wider curriculum. By embedding these approaches throughout everyday practice, Storyy Education aims to prevent bullying before it occurs, support students to repair relationships where appropriate and create a culture in which every young person feels safe, valued and included.

5. Understanding Bullying

Storyy Education recognises that children and young people will occasionally experience disagreements, conflict, friendship difficulties and behaviour that falls below expected standards. Whilst these situations require support and may need intervention, they do not necessarily constitute bullying. It is therefore important that staff make informed professional judgements when

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responding to concerns, ensuring that behaviour is understood within its context and that appropriate support is provided for everyone involved.

Bullying is defined as behaviour that is deliberately intended to hurt another person, is repeated or has the potential to be repeated over time and involves an actual or perceived imbalance of power. The imbalance of power may relate to age, size, physical strength, popularity, social status, disability, additional needs, race, religion, gender, sexuality, online influence or any other factor that makes it difficult for the person experiencing the behaviour to defend themselves.

Bullying may occur face-to-face or through the use of digital technology and can have a significant impact upon a student's emotional wellbeing, confidence, attendance, engagement in learning and overall sense of safety. Storyy Education therefore regards bullying as both a behaviour concern and, where appropriate, a safeguarding concern requiring timely intervention and ongoing support.

Staff recognise that bullying behaviour may sometimes be linked to unmet needs, trauma, adverse childhood experiences, emotional dysregulation or difficulties with communication and relationships. Whilst these factors help inform how staff respond, they do not excuse bullying behaviour or reduce the organisation's responsibility to protect those experiencing harm. Storyy Education remains committed to supporting both the student experiencing bullying and the student displaying bullying behaviour, ensuring that responses are restorative, educational and proportionate whilst maintaining the safety and dignity of everyone involved.

5.1 What Bullying Is

Bullying is behaviour that is intended to cause physical or emotional harm and is repeated, or likely to be repeated, over time where there is an imbalance of power between those involved. Bullying may occur in person, online or through a combination of both and can be carried out by an individual or a group of people.

Bullying may include physical aggression, verbal abuse, intimidation, deliberate exclusion, spreading rumours, threatening behaviour, discriminatory behaviour, cyberbullying or any other behaviour that causes a student to feel unsafe, isolated or intimidated.

5.2 What Bullying Is Not

Not every disagreement or incident between students should be described as bullying. Storyy Education recognises that conflict and friendship difficulties are a normal part of childhood and adolescence and provide opportunities for learning, reflection and relationship building.

Examples that would not normally be considered bullying include isolated disagreements, one-off arguments, occasional friendship issues, accidental hurt, single incidents of inappropriate behaviour where there is no ongoing pattern, or behaviour resulting from emotional dysregulation that is addressed immediately and does not involve an imbalance of power. These situations will still be taken seriously and managed appropriately through restorative conversations, emotional regulation support, behaviour strategies and ongoing monitoring where required.

Where staff are unsure whether behaviour constitutes bullying, they will consider the context, frequency, intent, impact and any imbalance of power before determining the most appropriate response. The safety and wellbeing of the student will always remain the primary consideration.

5.3 Protected Characteristics and Prejudice-Based Bullying

Storyy Education has a zero-tolerance approach to bullying motivated by prejudice, discrimination or hatred. Bullying directed towards a student because of a protected characteristic, perceived

difference or personal identity is considered particularly serious and will always be investigated promptly.

Prejudice-based bullying may relate to race, ethnicity, religion or belief, disability, special educational needs, sex, sexual orientation, gender reassignment, pregnancy or maternity, or any other characteristic protected under the Equality Act 2010. It may also include bullying relating to appearance, family circumstances, care experience, young carer responsibilities, socio-economic background or other aspects of a student's identity.

Where prejudice-based bullying is identified, Storyy Education will take immediate action to safeguard those affected, challenge discriminatory attitudes, educate students, support positive relationships and record the incident appropriately. Where behaviour indicates a safeguarding concern, hate incident or potential criminal offence, the matter will be managed in accordance with the Child Protection and Safeguarding Policy, with concerns recorded on CPOMS and referred to the Designated Safeguarding Lead (DSL) without delay.

6. Types of Bullying

Bullying can take many forms and may occur in person, online or through a combination of both. Regardless of the form it takes, all bullying has the potential to affect a student's safety, wellbeing, confidence, engagement in education and emotional development. Storyy Education recognises that bullying behaviour is often complex and may involve more than one type of behaviour occurring simultaneously. Staff will therefore consider both the behaviour itself and its impact on the student when determining the most appropriate response.

6.1 Physical Bullying

Physical bullying involves the deliberate use of physical actions intended to intimidate, hurt or control another person. This may include hitting, kicking, pushing, tripping, spitting, damaging belongings, inappropriate physical contact or any other behaviour intended to cause physical harm or fear. Any behaviour resulting in injury or presenting an immediate risk to safety will be managed in accordance with the Storyy Education Child Protection and Safeguarding Policy.

6.2 Verbal Bullying

Verbal bullying involves the repeated use of words to humiliate, intimidate or upset another person. This may include insults, name-calling, teasing, threats, offensive language, mocking, discriminatory comments or repeated verbal intimidation. Staff recognise that repeated verbal abuse can have a significant emotional impact and will respond promptly to prevent further harm.

6.3 Emotional and Social Bullying

Emotional or social bullying is intended to damage a student's confidence, relationships or sense of belonging. This may include deliberate exclusion, spreading rumours, manipulation of friendships, intimidation, public humiliation, controlling behaviour or encouraging others to isolate an individual. Although emotional bullying may not always be immediately visible, Storyy Education recognises that it can have a profound impact on a student's emotional wellbeing and mental health.

6.4 Cyberbullying

Cyberbullying is bullying that takes place through digital technology. It may occur through social media, messaging applications, online gaming, email, websites, artificial intelligence, livestreaming or any other digital platform. Behaviour may include abusive messages, threatening communication,

sharing images without consent, impersonation, spreading rumours, creating fake accounts or deliberately excluding individuals from online groups.

Cyberbullying is treated with the same seriousness as face-to-face bullying and, where appropriate, may also constitute a safeguarding concern. Online incidents will be managed in accordance with the Storyy Education Online Safety, Digital Technology and Acceptable Use Policy and Child Protection and Safeguarding Policy.

6.5 Prejudice-Based Bullying

Prejudice-based bullying targets an individual because of an actual or perceived difference, identity or protected characteristic. This includes bullying related to race, ethnicity, religion or belief, disability, special educational needs, sex, sexual orientation, gender reassignment or any other characteristic protected under the Equality Act 2010.

Storyy Education recognises that prejudice-based bullying may also relate to appearance, culture, family circumstances, care experience, young carer responsibilities, socio-economic background or other aspects of a student's identity. Such behaviour is always taken seriously and will be challenged immediately, with appropriate safeguarding, educational and restorative responses implemented.

6.6 Bullying Outside Storyy Education

Bullying does not always occur within the physical environment of Storyy Education. Behaviour taking place within the community, during transport, on educational visits, within outreach settings or through online platforms may still have a significant impact upon the safety, wellbeing or education of a student.

Where behaviour outside Storyy Education affects members of the Storyy community, the organisation will work collaboratively with parents or carers, commissioning schools, local authorities and relevant agencies to investigate concerns, safeguard those involved and agree appropriate support and intervention.

7. Preventing Bullying and Promoting Positive Relationships

Storyy Education believes that the most effective way to address bullying is to prevent it from occurring. Creating a safe, respectful and inclusive culture is the responsibility of every member of the Storyy community and is embedded throughout the RESET and BRIGHT programmes. Rather than relying solely on reactive interventions, the organisation places significant emphasis on developing positive relationships, emotional wellbeing, belonging and mutual respect through everyday practice.

Preventative work begins with the creation of calm, consistent and nurturing learning environments where young people feel valued, listened to and supported. Staff build positive relationships through trust, consistency and high expectations, recognising that strong relationships are one of the most effective protective factors against bullying, social isolation and exploitation. Every student is encouraged to develop confidence, empathy, resilience and respect for others whilst understanding that diversity is valued and differences should be celebrated.

Storyy Education recognises that many students accessing Alternative Provision have experienced previous bullying, disrupted education, trauma, adverse childhood experiences, emotionally based school avoidance (EBSA), unmet SEND needs or difficulties forming positive relationships. Staff therefore adopt a trauma-informed approach that seeks to understand individual experiences whilst

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helping students develop the emotional regulation, communication and interpersonal skills required to build healthy relationships and resolve conflict safely.

Bullying prevention is embedded throughout the wider curriculum rather than being taught as a standalone topic. Through the PSHE and RSHE curriculum, online safety education, therapeutic mentoring, restorative conversations and everyday learning opportunities, students develop an understanding of respectful relationships, equality, diversity, inclusion, consent, digital citizenship, emotional literacy, conflict resolution and personal responsibility. These themes are reinforced consistently across all aspects of Storyy Education, ensuring that positive behaviour and respectful relationships become part of everyday culture.

The Eight RESET Drivers provide the foundation for developing positive relationships and preventing bullying. Through activities that promote confidence and self-belief, emotional wellbeing, life skills, education and learning pathways, positive relationships and mentoring, purpose and motivation, inclusion and belonging and leadership and voice, students develop the personal and social skills needed to contribute positively to the Storyy community. Staff recognise and celebrate positive behaviours, acts of kindness, teamwork, leadership and empathy, reinforcing the values that underpin respectful relationships.

Student voice also plays an important role in preventing bullying. Students are encouraged to share their views, raise concerns, contribute to discussions about behaviour and help shape the culture of their provision. Staff actively listen to students, respond to concerns promptly and use feedback to improve practice, ensuring that every young person feels heard, respected and involved in their learning environment.

Parents, carers, commissioning schools and local authorities are recognised as key partners in preventing bullying. Storyy Education promotes open communication and collaborative working to ensure that concerns are identified early, support is coordinated effectively and consistent messages are reinforced across home, school and the provision. Where concerns arise, the organisation works proactively with all relevant parties to reduce risk, strengthen relationships and promote positive outcomes for students.

Preventing bullying is viewed as an ongoing process rather than a single intervention. Through consistent expectations, restorative practice, safeguarding education, skilled staff and strong partnerships, Storyy Education aims to create an environment where every student feels safe, respected, included and able to thrive.

7.1 Early Identification

Storyy Education is committed to identifying concerns at the earliest possible opportunity. Staff remain professionally curious and continually observe changes in behaviour, emotional presentation, friendships, attendance, engagement and wellbeing that may indicate a student is experiencing, witnessing or displaying bullying behaviour.

Indicators may include increased anxiety, withdrawal from peers, reluctance to attend sessions, changes in mood, reduced confidence, unexplained injuries, damaged belongings, emotional dysregulation, declining engagement, social isolation or changes in online behaviour. Whilst these signs do not automatically indicate bullying, they may suggest that additional support or investigation is required.

Where concerns emerge, staff will respond promptly by speaking with the student, gathering relevant information, providing appropriate support and working collaboratively with parents or

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carers, commissioning schools and other professionals where appropriate. Early intervention enables Storyy Education to address concerns before they escalate and helps maintain safe, positive relationships across the provision.

7.2 Promoting Respect and Inclusion

Storyy Education actively promotes a culture in which every student is treated with dignity, fairness and respect. Diversity is celebrated, discrimination is challenged and differences are recognised as strengths that enrich the learning community. Staff model respectful behaviour at all times and encourage students to demonstrate kindness, empathy, cooperation and personal responsibility through their everyday actions.

Through positive role modelling, restorative practice and inclusive teaching, students develop an understanding of equality, protected characteristics, respectful language and the importance of creating environments where everyone feels welcome, valued and able to participate without fear of bullying, discrimination or exclusion.

8. Responding to Bullying Concerns

Storyy Education is committed to responding to all concerns about bullying promptly, fairly and consistently. Every report of bullying will be taken seriously and considered on its own merits, recognising that early intervention is essential to protecting students, maintaining positive relationships and preventing further harm. Responses will always prioritise the safety, wellbeing and dignity of those involved whilst remaining proportionate to the nature and severity of the concern.

Staff understand that bullying may present as a safeguarding concern and will remain professionally curious when responding to incidents. Where there is reason to believe that a student may be experiencing abuse, exploitation, discrimination, significant emotional harm or any other safeguarding risk, the concern will be managed in accordance with the Storyy Education Child Protection and Safeguarding Policy.

The organisation adopts a restorative and educational approach wherever appropriate. Whilst bullying behaviour is challenged and addressed, the primary aim is to stop the behaviour, repair relationships where possible, strengthen understanding and reduce the likelihood of future incidents. Responses seek to support both the student experiencing bullying and the student displaying bullying behaviour, recognising that both may require additional intervention, guidance or safeguarding support.

8.1 Immediate Response

When a bullying concern is identified, staff will act promptly to ensure the immediate safety and wellbeing of everyone involved. Where necessary, appropriate action will be taken to separate those involved, de-escalate the situation and provide reassurance and support to any student who may be distressed or at risk.

Staff will listen carefully to all individuals involved, avoid making assumptions or allocating blame before the facts have been established and ensure that every student has the opportunity to explain their account. Responses will be calm, respectful and proportionate, recognising that the way adults respond can significantly influence future confidence in reporting concerns.

8.2 Investigation

All reported concerns will be investigated fairly and objectively. Staff will gather relevant information from those directly involved and, where appropriate, from witnesses or other professionals.

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Consideration will be given to the context, frequency, intent, impact and any imbalance of power before determining whether the behaviour constitutes bullying.

Throughout the investigation, the welfare of the student remains the primary consideration. Staff recognise that some students may require additional support to communicate their experiences and will make reasonable adjustments where necessary to ensure that every student can participate fully in the process.

8.3 Safeguarding and Recording

Where bullying presents, or may present, a safeguarding concern, staff will follow the Storyy Education Child Protection and Safeguarding Policy without delay. Any safeguarding concern will be recorded factually on CPOMS and referred immediately to the Designated Safeguarding Lead (DSL) or Deputy DSL.

Behaviour incidents that do not meet safeguarding thresholds will be recorded in accordance with the organisation's Behaviour Policy and behaviour recording procedures. Recording enables Storyy Education to identify patterns, monitor repeat incidents, recognise emerging concerns and evaluate the effectiveness of interventions.

8.4 Supporting the Student Experiencing Bullying

The wellbeing of the student experiencing bullying remains central throughout the response. Storyy Education recognises that the impact of bullying extends beyond the incident itself and may affect confidence, attendance, engagement, emotional wellbeing and relationships.

Support will be tailored to individual need and may include therapeutic mentoring, restorative conversations, emotional regulation support, increased pastoral contact, adjustments to learning arrangements, enhanced supervision, review of risk assessments or multi-agency working where appropriate. The effectiveness of support will be monitored regularly to ensure that the student continues to feel safe, supported and included.

8.5 Supporting the Student Displaying Bullying Behaviour

Storyy Education believes that lasting change is achieved through education, reflection and positive relationship building rather than punishment alone. Students displaying bullying behaviour will be supported to understand the impact of their actions, take responsibility where appropriate and develop the knowledge, empathy and emotional skills needed to make safer choices in the future.

Support may include restorative practice, mentoring, emotional regulation work, behaviour support planning, targeted interventions, PSHE education, family engagement or referral to additional services where appropriate. Where underlying safeguarding needs or vulnerabilities are identified, these will be addressed alongside the behaviour itself.

8.6 Working with Parents, Carers and Commissioners

Storyy Education values the importance of partnership working when responding to bullying concerns. Parents or carers will normally be informed of bullying incidents involving their child, unless doing so would place the student at increased risk of harm. Where appropriate, commissioning schools, local authorities and other relevant professionals will also be informed to ensure that support remains consistent across all educational settings.

Open communication enables concerns to be addressed collaboratively, promotes shared understanding and supports positive outcomes for all students.

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8.7 Follow-Up and Review

Responding to bullying does not end once the immediate incident has been addressed. Storyy Education will continue to monitor the situation to ensure that the bullying has ceased, relationships are improving and all students continue to feel safe within the provision.

Follow-up discussions, restorative meetings, mentoring sessions and ongoing observations may be used to review progress and identify whether further intervention is required. Where patterns of behaviour continue, support plans, risk assessments or safeguarding arrangements will be reviewed and updated accordingly.

The organisation remains committed to learning from every incident, using information gathered through recording, monitoring and review to strengthen preventative practice, improve relationships and maintain a safe, respectful and inclusive environment for every student.

9. Cyberbullying and Technology-Facilitated Bullying

Storyy Education recognises that bullying can occur through digital technology and may continue beyond the physical learning environment. Online behaviour can have a significant impact on a student's emotional wellbeing, confidence, relationships and ability to engage in education. The organisation therefore treats cyberbullying with the same seriousness as face-to-face bullying and recognises that, in some circumstances, online behaviour may constitute a safeguarding concern or criminal offence.

Technology-facilitated bullying may occur through social media platforms, messaging applications, online gaming, email, websites, livestreaming services, artificial intelligence, image sharing, video platforms or any other form of digital communication. Unlike face-to-face bullying, online behaviour may occur at any time, reach large audiences quickly and remain accessible indefinitely, increasing the potential impact upon those involved.

Storyy Education adopts a safeguarding-first approach to all concerns involving digital technology. Staff understand that online incidents may be linked to wider safeguarding issues including child-on-child abuse, child sexual exploitation, child criminal exploitation, grooming, sextortion, image-based abuse, coercive control, online radicalisation or other forms of technology-facilitated harm. Where these concerns arise, staff will follow the Child Protection and Safeguarding Policy and Online Safety, Digital Technology and Acceptable Use Policy without delay.

9.1 Responding to Cyberbullying

All reports of cyberbullying will be taken seriously and investigated promptly. Staff will work sensitively with those involved, gather relevant information, preserve available evidence where appropriate and consider the wider safeguarding context before determining the most appropriate response.

Where online behaviour presents a safeguarding concern, the incident will be recorded factually on CPOMS and referred immediately to the Designated Safeguarding Lead (DSL). The DSL will determine whether additional safeguarding action, multi-agency working or referral to external agencies is required.

Where appropriate, parents or carers, commissioning schools and local authorities will be informed to ensure that consistent support and safeguarding arrangements are maintained across all settings.

9.2 Education and Prevention

Storyy Education believes that education is the most effective way to reduce online bullying and promote responsible digital behaviour. Through the wider curriculum, PSHE and RSHE, therapeutic mentoring and online safety education, students develop the knowledge, confidence and critical thinking skills needed to participate safely within digital environments.

Teaching supports students to understand respectful online communication, responsible use of social media, digital footprints, privacy, consent, online reputation, the safe use of artificial intelligence and the importance of reporting concerns promptly. Students are encouraged to think critically about the information they access online, recognise manipulative or harmful behaviour and understand that actions within digital environments carry the same expectations of respect, responsibility and accountability as behaviour within the physical learning environment.

9.3 Supporting Students

Storyy Education recognises that students involved in cyberbullying may require support regardless of whether they are experiencing the behaviour, displaying the behaviour or witnessing incidents involving others. Responses are therefore focused on safeguarding, education, emotional wellbeing and relationship repair rather than punishment alone.

Support may include restorative conversations, therapeutic mentoring, emotional regulation work, digital safety education, behaviour support planning, increased pastoral support, family engagement or referral to additional services where appropriate. Staff will continue to monitor students following an incident to ensure that online behaviour has improved, relationships have been restored where possible and all individuals continue to feel safe.

9.4 Professional Curiosity and Emerging Risks

Digital technology continues to evolve rapidly, creating new opportunities alongside emerging safeguarding risks. Staff are expected to maintain professional curiosity, remain informed about developments in technology and recognise that online behaviour may provide important indicators of wider safeguarding concerns.

Storyy Education remains alert to emerging issues including anonymous messaging platforms, livestreaming, artificial intelligence, deepfakes, image manipulation, online scams, financial exploitation, harmful online communities and the misuse of digital technology to bully, intimidate, exploit or control others. These themes are reflected within the curriculum, safeguarding training and ongoing policy review to ensure that the organisation's approach remains current, effective and responsive.

10. Supporting Vulnerable Students

Storyy Education recognises that some children and young people may be more vulnerable to experiencing bullying, discrimination, social isolation or exploitation than others. Whilst every student has the right to feel safe, respected and included, staff understand that individual experiences, additional needs and personal circumstances may increase a student's vulnerability or affect how they experience, report or respond to bullying.

Many students accessing RESET and BRIGHT have experienced disrupted education, adverse childhood experiences, trauma, emotionally based school avoidance (EBSA), special educational needs and disabilities (SEND), social, emotional and mental health (SEMH) needs or previous experiences of bullying and exclusion. These experiences may affect confidence, communication,

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emotional regulation, relationships and the ability to seek help when concerns arise. Storyy Education therefore adopts a personalised, trauma-informed approach that recognises individual strengths whilst providing additional support where required.

Staff remain professionally curious and recognise that changes in attendance, behaviour, emotional presentation, engagement, friendships or wellbeing may indicate that a student requires additional support. Early identification enables appropriate intervention before concerns escalate and supports the organisation's commitment to creating safe, inclusive learning environments.

10.1 Students with SEND and Additional Needs

Students with Special Educational Needs and Disabilities (SEND) may be at increased risk of bullying because of differences in communication, social understanding, emotional regulation, physical needs or vulnerability to manipulation. Storyy Education is committed to ensuring that all students can participate fully in education without fear of discrimination, harassment or exclusion.

Where appropriate, reasonable adjustments will be implemented to support participation, communication and safeguarding. Staff will work collaboratively with students, parents or carers, commissioning schools and relevant professionals to ensure that support reflects each student's individual needs, Education, Health and Care Plan (EHCP) outcomes and recommended strategies.

10.2 Trauma, SEMH and Emotional Wellbeing

Many students attending Storyy Education have experienced trauma or present with social, emotional and mental health (SEMH) needs. Staff recognise that previous experiences may influence relationships, emotional regulation, confidence and responses to conflict. Students may also find it difficult to recognise bullying, communicate concerns or trust adults.

Responses are therefore underpinned by trauma-informed practice, restorative approaches and therapeutic mentoring, ensuring that students feel safe, listened to and supported whilst maintaining clear expectations regarding respectful behaviour and the safety of others.

10.3 Protected Characteristics and Equality

Storyy Education is committed to promoting equality, celebrating diversity and creating an inclusive environment where every student feels valued and respected. Additional support will be provided where students experience bullying related to disability, race, religion or belief, sex, sexual orientation, gender reassignment or any other protected characteristic under the **Equality Act 2010**.

The organisation also recognises that bullying may target students because of appearance, culture, family circumstances, care experience, socio-economic background, young carer responsibilities or other aspects of their identity. All forms of prejudice-based bullying are taken seriously and challenged promptly through safeguarding, education and restorative practice.

10.4 Partnership Working

Supporting vulnerable students requires effective partnership working. Storyy Education works collaboratively with parents or carers, commissioning schools, local authorities and other relevant professionals to identify individual risks, share appropriate information and coordinate support. Where appropriate, Behaviour Support Plans, Risk Assessments, Individual Provision Plans and safeguarding arrangements will be reviewed to ensure that students continue to feel safe, supported and able to participate fully in education.

The organisation recognises that every student's experience is unique. Support is therefore tailored to individual need, reviewed regularly and adapted as circumstances change, ensuring that all young

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people are given the opportunity to develop positive relationships, build confidence and achieve successful outcomes within a safe and inclusive learning environment.

11. Recording, Monitoring and Information Sharing

Storyy Education recognises that accurate recording and effective monitoring are essential to preventing bullying, safeguarding students and evaluating the effectiveness of interventions. Recording enables the organisation to identify patterns, monitor individual and organisational trends, evaluate the impact of support and ensure that concerns are responded to consistently and proportionately.

Where bullying presents, or may present, a safeguarding concern, staff will record the incident promptly, factually and objectively on CPOMS and report it immediately to the Designated Safeguarding Lead (DSL) or Deputy DSL. Records will clearly distinguish between factual information, professional observations and actions taken, ensuring that information is accurate, proportionate and supports effective safeguarding decision-making.

Where behaviour does not meet safeguarding thresholds but requires intervention, incidents will be recorded in accordance with the Positive Behaviour, Relationships and Emotional Regulation Policy. Behaviour records enable staff to monitor emerging concerns, identify repeated behaviours and evaluate whether additional support or intervention is required.

Recording is not intended simply as an administrative process but as a means of improving outcomes for students. Information gathered through safeguarding and behaviour records enables Storyy Education to identify patterns relating to individual students, friendship groups, protected characteristics, attendance, emotional wellbeing, locations, times of day or other contextual factors that may increase the likelihood of bullying. This information informs safeguarding practice, curriculum planning, behaviour support, risk assessments and wider organisational improvement.

Information will be shared only with those who require it to safeguard or support the student and will be managed in accordance with the UK General Data Protection Regulation (UK GDPR), the Data Protection Act 2018 and the Storyy Education Data Protection Policy. Parents or carers, commissioning schools, local authorities and relevant professionals will be informed where appropriate, taking account of the best interests and safety of the student.

Storyy Education recognises that effective communication between professionals is essential to safeguarding. Information will therefore be shared promptly, lawfully and proportionately where this supports the protection, welfare or educational progress of a student, ensuring that appropriate support remains consistent across all settings.

Bullying incidents and safeguarding concerns are reviewed regularly by senior leaders and the Designated Safeguarding Lead to identify emerging themes, evaluate the effectiveness of interventions and determine whether further action is required. Findings from this monitoring contribute to staff training, curriculum development, policy review and continuous improvement, ensuring that Storyy Education maintains a safe, respectful and inclusive environment for every student.

12. Roles and Responsibilities

Preventing bullying and promoting positive relationships is a shared responsibility across the whole Storyy Education community. Every member of the organisation has a role in creating an environment where students feel safe, respected and included and where concerns are identified and addressed promptly.

The **Board of Directors** has strategic responsibility for ensuring that appropriate governance arrangements are in place to promote positive relationships, safeguard students and prevent bullying. The Board monitors compliance with statutory guidance, reviews organisational practice and ensures that sufficient resources are available to support effective implementation of this policy.

The **Managing Director** provides strategic leadership for the organisation's approach to behaviour, safeguarding and anti-bullying practice. They are responsible for ensuring that this policy is implemented consistently across Storyy Education, reflects current legislation and statutory guidance and supports a culture of respect, inclusion and continuous improvement.

The **Designated Safeguarding Lead (DSL)** oversees safeguarding concerns relating to bullying, discrimination and child-on-child abuse. The DSL ensures that safeguarding concerns are managed appropriately, recorded on CPOMS, referred to relevant agencies where necessary and reviewed to identify emerging risks and patterns.

Provision Managers are responsible for the day-to-day implementation of this policy within their provision. They support staff in responding to concerns, promote consistent practice, monitor incidents, oversee restorative approaches and ensure that students receive appropriate support following bullying incidents.

Mentors, Tutors and all Staff are responsible for modelling respectful behaviour, promoting positive relationships, remaining professionally curious, identifying concerns at the earliest opportunity and responding promptly in accordance with this policy. Staff are expected to challenge bullying, support students, maintain accurate records and work collaboratively with families and partner agencies to promote positive outcomes.

Parents and Carers are recognised as important partners in preventing bullying. Storyy Education encourages open communication with families and values their contribution in supporting respectful behaviour, reinforcing positive relationships and working collaboratively to resolve concerns where they arise.

Students are expected to contribute positively to the Storyy community by treating others with kindness, respect and consideration. Students are encouraged to report concerns, support one another, challenge inappropriate behaviour safely and work with staff to maintain an environment where everyone feels safe, valued and included.

Commissioning Schools and Local Authorities remain key partners in supporting students and, where appropriate, retain responsibility for wider statutory educational and safeguarding duties. Storyy Education works collaboratively with commissioners to share relevant information, coordinate interventions and ensure that support remains consistent across all educational settings.

Through this shared commitment, Storyy Education seeks to build a culture where positive relationships flourish, bullying is actively prevented and every student is supported to achieve their full potential within a safe, respectful and inclusive environment.

'We're creating a world where every young person has a brighter future'

13. Monitoring, Evaluation and Quality Assurance

Storyy Education is committed to continually strengthening its approach to preventing bullying, promoting positive relationships and maintaining a safe, inclusive learning environment. Monitoring and evaluation enable the organisation to identify emerging concerns, assess the effectiveness of interventions and ensure that practice reflects current legislation, safeguarding guidance and the needs of students.

Senior leaders and Provision Managers regularly review bullying concerns, safeguarding information, behaviour trends, attendance, student wellbeing, student voice and feedback from parents, carers, commissioning schools and local authorities. This information helps identify patterns, evaluate the effectiveness of preventative strategies and inform future planning.

Quality assurance activities include reviewing the consistency of staff responses, the effectiveness of restorative practice, curriculum delivery, safeguarding procedures and support provided to students. Findings contribute to professional development, curriculum planning, policy review and wider organisational improvement, ensuring that Storyy Education continues to provide safe, respectful and inclusive learning environments.

The organisation also monitors incidents involving protected characteristics to ensure that discrimination, prejudice-based bullying and hate-related behaviour are identified promptly, challenged appropriately and addressed through both safeguarding and educational responses.

This policy will be formally reviewed at least annually, or sooner where changes in legislation, statutory guidance or organisational practice require amendment. Through a culture of continuous reflection and improvement, Storyy Education remains committed to reducing bullying, strengthening positive relationships and ensuring that every student feels safe, valued and able to succeed.

14. Links with Other Policies

This policy should be read alongside the wider suite of Storyy Education policies to ensure a consistent and coordinated approach to safeguarding, behaviour, wellbeing and inclusion.

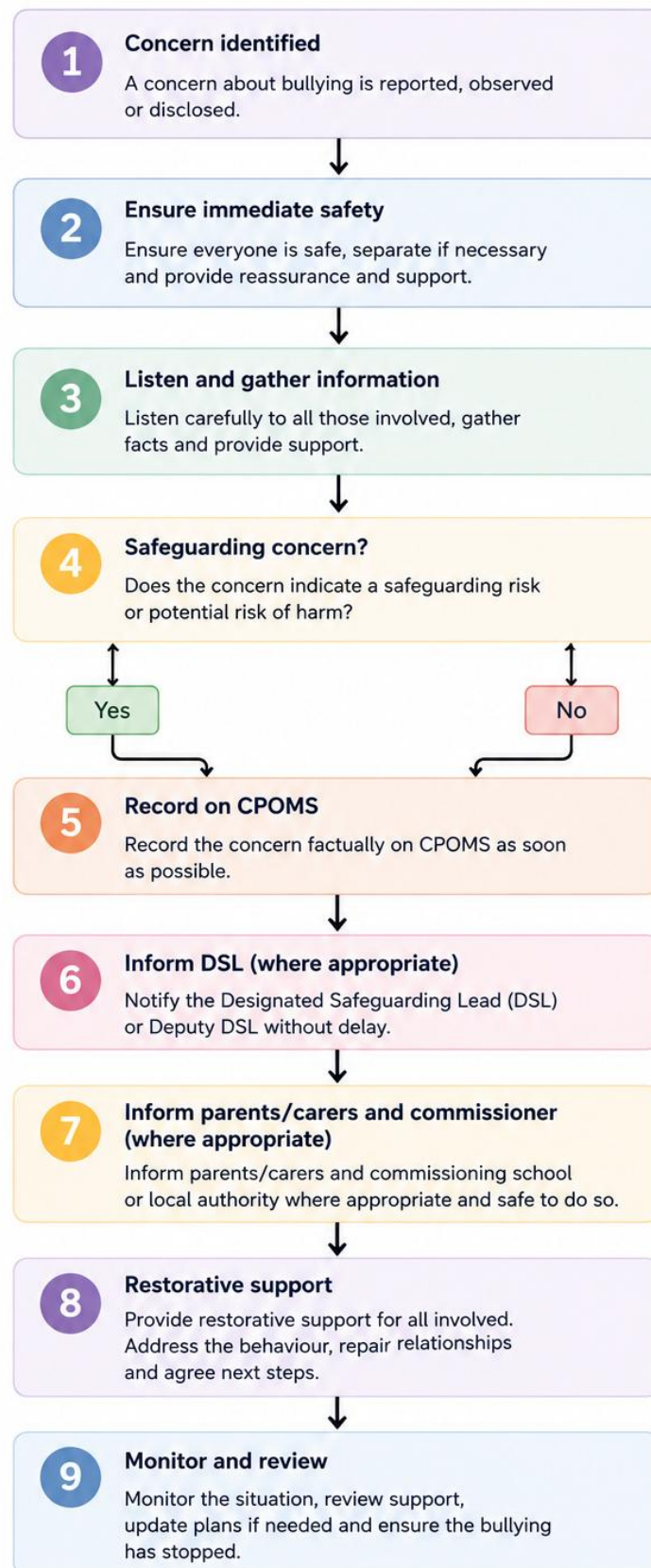
Particular links exist with the:

- Child Protection and Safeguarding Policy
- Positive Behaviour, Relationships and Emotional Regulation Policy
- PSHE and RSHE Policy
- Curriculum Policy
- Online Safety, Digital Technology and Acceptable Use Policy
- Attendance Policy
- Equality, Diversity and Inclusion Policy
- Staff Code of Conduct
- Student Code of Conduct
- Complaints Policy

Together, these policies provide the framework through which Storyy Education promotes safeguarding, respectful relationships, inclusion, emotional wellbeing and positive behaviour, ensuring that every student can thrive within a safe and supportive environment.

Appendix A – Bullying Response Flowchart

Appendix A – Bullying Response Flowchart



Appendix B – Conflict or Bullying?

Appendix B – Conflict or Bullying?

This guide helps staff to distinguish between different types of behaviour and respond appropriately.

	 ONE-OFF CONFLICT	 FRIENDSHIP DIFFICULTIES	 UNKIND BEHAVIOUR	 BULLYING
 WHAT IT LOOKS LIKE	A disagreement or argument between individuals.	Tension, arguments or falling out between friends.	A single act of rudeness, insult, exclusion or thoughtlessness.	Targeted behaviour that is repeated and intended to upset, hurt or intimidate.
 INTENT	Usually not meant to hurt; may be impulsive.	Not usually meant to hurt; often due to misunderstanding or changing friendships.	May be thoughtless or unkind; not usually intended to cause harm.	Intentional – the person means to harm, humiliate or exert power.
 FREQUENCY	Once or twice.	Occasional or ongoing as part of friendship issues.	Once.	Repeated over time. Can be physical, verbal, emotional or online.
 POWER IMBALANCE	No – both people have equal power.	No – generally equal power, even if friendship is upset.	No – generally equal power.	Yes – imbalance of power (physical, social, emotional, age, size, group status or access to support).
 IMPACT	Everyone can move on once resolved.	Can cause upset but is usually resolved with time or support.	Causes hurt or upset, but not long lasting.	Causes ongoing distress, fear, anxiety or harm. Affects wellbeing and ability to learn.
 HOW IT FEELS FOR THE PERSON	Upset in the moment, but feels able to move on.	Upset and confused; may affect confidence.	Hurt or uncomfortable, but it is not repeated.	Scared, intimidated, powerless, isolated, anxious.
 EXAMPLE	Two pupils argue over a game and then make up.	Friends stop talking after a disagreement but might make up later.	A pupil makes a rude comment once and apologises afterwards.	A pupil is repeatedly called names, excluded or threatened by the same person or group.
 STAFF RESPONSE	- Support both pupils to resolve the conflict. - Help them rebuild positive interaction.	- Support both pupils to repair the friendship. - Help develop communication and problem-solving skills.	- Address the behaviour. - Help the pupil understand the impact. - Encourage positive choices.	- Investigate fully. - Ensure safety. - Record on CPOMS. - Inform DSL. - Provide restorative support and ongoing monitoring.



If you are unsure, always take it seriously, listen to the young person, record your concerns and speak to the DSL.

TYPES OF BULLYING

Bullying can happen in many ways.
It is important to recognise it, challenge it and report it.

 PHYSICAL Hurting someone or their belongings.	WHAT IT IS Using physical actions to hurt, intimidate or cause discomfort to another person.	EXAMPLES • Hitting, kicking or pushing • Tripping or spitting • Damaging or stealing belongings • Blocking someone's way	POSSIBLE SIGNS • Unexplained injuries • Damaged clothing or belongings • Avoiding certain areas • Appearing nervous or scared
 VERBAL Saying or writing hurtful things.	WHAT IT IS Using words to hurt someone's feelings, humiliate them or make them feel bad.	EXAMPLES • Name-calling or insults • Teasing or mocking • Threats or intimidation • Spreading rumours • Offensive comments	POSSIBLE SIGNS • Loss of confidence • Appearing upset after conversations • Reluctant to speak • Withdrawn
 EMOTIONAL Hurting someone's feelings or sense of self-worth.	WHAT IT IS Using behaviour to undermine someone, exclude them or make them feel worthless.	EXAMPLES • Ignoring or isolating someone • Spreading rumours • Manipulating friendships • Continual criticism • Humiliating someone	POSSIBLE SIGNS • Low self-esteem • Anxiety or sadness • Feeling lonely • Changes in mood • Loss of interest
 SOCIAL Hurting someone by damaging their relationships or reputation.	WHAT IT IS Using social relationships to exclude someone or damage their reputation.	EXAMPLES • Leaving someone out • Telling others not to be friends with someone • Spreading rumours • Embarrassing someone in public	POSSIBLE SIGNS • Sudden loss of friends • Feeling left out • Reluctant to join in • Avoiding social situations • Appearing upset
 CYBERBULLYING Using technology to hurt, threaten or embarrass.	WHAT IT IS Using digital devices or online platforms to bully, harass or intimidate someone.	EXAMPLES • Hurtful messages or comments • Posting embarrassing photos or videos • Excluding someone online • Spreading rumours online • Threats via social media	POSSIBLE SIGNS • Spending less time online • Becoming upset after using devices • Withdrawal from activities • Changes in sleep or appetite
 PREJUDICE-BASED Bullying someone because of who they are.	WHAT IT IS Targeting someone because of a protected characteristic or personal identity.	EXAMPLES • Racist or homophobic comments • Bullying due to disability, gender, religion or culture • Sexist remarks • Targeting someone's identity or background	POSSIBLE SIGNS • Feeling unsafe • Anxiety or fear • Reluctant to attend school or sessions • Low confidence • Emotional distress



EVERYONE HAS A RIGHT TO FEEL SAFE, RESPECTED AND INCLUDED.

If you experience or witness bullying, tell a trusted adult.

We will listen. We will help. We will act.



APPENDIX D – RECOGNISING POSSIBLE SIGNS OF BULLYING

Bullying can affect children and young people in many ways.

Look for changes in behaviour, emotions or routines.



No single sign means bullying is happening, but noticing patterns or changes over time may indicate a concern.

1



CHANGES IN ATTENDANCE

Possible signs:

- Unexplained absences or frequent lateness
- Patterns of missing specific days or times
- Requests to go home during the day
- Drop in overall attendance

2



WITHDRAWAL FROM FRIENDS

Possible signs:

- Spending more time alone
- Not joining in with group activities
- Loss of interest in friendships
- Appearing isolated or left out

3



EMOTIONAL DISTRESS

Possible signs:

- Persistent sadness or tearfulness
- Irritability or mood swings
- Becoming easily upset
- Expressions of feeling unhappy or unsafe

4



RELUCTANCE TO ATTEND

Possible signs:

- Complaints of feeling unwell before school
- Avoiding getting ready for school
- Anxiety at drop-off or separation
- Verbalising not wanting to go to their provision

5



DAMAGED BELONGINGS

Possible signs:

- Items go missing or are repeatedly damaged
- Clothing torn or damaged
- Belongings hidden or thrown away
- Money/items frequently lost or taken

6



CHANGES IN BEHAVIOUR

Possible signs:

- Acting out or becoming disruptive
- More withdrawn or unusually quiet
- Changes in sleep or appetite
- Loss of interest in activities they usually enjoy

7



REDUCED CONFIDENCE

Possible signs:

- Lack of self-belief
- Putting themselves down
- Avoiding challenges
- Difficulty speaking up or sharing opinions

8



INCREASED ANXIETY

Possible signs:

- Appearing worried or on edge
- Physical symptoms such as stomach aches or headaches
- Restlessness or difficulty concentrating
- Panic, fearfulness or clinginess

9



CHANGES IN ONLINE BEHAVIOUR

Possible signs:

- Spending more or less time online than usual
- Becoming upset after being online
- Reluctance to turn off devices
- Secretive behaviour about online activity



IF YOU NOTICE ANY OF THESE SIGNS:

Trust your instincts, record your observations and speak to the DSL. Early observation and support can make a significant difference.

