Asia Pacific Schools
Anti-Bullying Policy

1. PURPOSE AND SCOPE

This policy sets out Asia Pacific School's approach to preventing, identifying, and responding to bullying involving any member of the school community. It applies to all students, staff, volunteers, and visitors, and covers behaviour that occurs:

- on the school site during the school day
- during school-organised activities, trips, and events, including online platforms used for learning
- outside school hours or off-site where it has a direct impact on the wellbeing or safety of a member of the school community, including cyberbullying originating outside school
- in the same way where one of our students is alleged to have bullied a student enrolled at another school

This policy should be read alongside the ISP Child Protection and Safeguarding Policy, the schools Behaviour Policy, Online Safety and Acceptable Use Policy, and Code of Conduct for Staff. Where bullying behaviour constitutes or discloses a safeguarding concern, the safeguarding policy takes precedence, and the Designated Safeguarding Lead (DSL) must be informed.

2. OUR VALUES AND COMMITMENTS

We believe that:

- every child and young person has the right to learn and grow in a safe, respectful, and inclusive environment
- bullying in any form is harmful, unacceptable, and will not be tolerated
- all members of the school community, students, staff, families, and visitors, share a responsibility for creating a culture in which bullying does not thrive
- students who are bullied deserve prompt, consistent, and compassionate support
- students who bully others also have needs that should be understood and addressed, alongside appropriate accountability measures

We recognise that:

- bullying causes real and lasting harm to a person's health, development, and wellbeing
- in some instances, bullying can cause significant harm and may constitute a safeguarding concern
- all children have the right to equal protection from all types of harm or abuse, regardless of their background, identity, or circumstances
- bullying related to a child's identity - including their nationality, race, ethnicity, religion, disability, gender identity, or sexual orientation - is a particularly serious form of harm and may constitute a hate incident in some jurisdictions

3. WHAT IS BULLYING?

For schools in Malaysia, the Anti-Bully Act 2026 defines bully as **any wilful act, by any means, that causes physical, psychological or social harm to a victim, whether committed repeatedly or as a single severe incident.**

Bullying is often repeated or persistent

Bullying is intended to cause harm, distress, or humiliation

Bullying is often characterised by an imbalance of power between the person or group doing the bullying and the person being targeted

Bullying can be carried out by individuals or groups and can affect people of any age. It can occur in person, online, or through a combination of both.

It is important to note that Malaysian law does not require an imbalance of power, and a single sufficiently serious incident meets the legal threshold on its own.

The Anti-Bully Act's protection also extends to any student enrolled at the school, regardless of age - not only to children under 18.

BULLYING VS. CONFLICT

Bullying	Conflict / Dispute
Repeated or persistent behaviour BUT note a **single sufficiently serious incident meets the legal threshold on its own.**	Usually a one-off or short-term incident
Involves an imbalance of power	Both parties are on a roughly equal footing
Deliberately intended to cause harm	May arise from misunderstanding or disagreement
One person is targeted	Both parties may contribute to the situation
Does not resolve itself naturally	Often resolves with mediation or time

Both bullying and conflict require adult response, but the nature and intensity of the response should be proportionate. A one-off unkind remark requires a different response from either a single server incident or a sustained pattern of targeted behaviour. **If there is uncertainty about whether a situation constitutes bullying, it should be treated as potential bullying until investigation demonstrates otherwise.**

TYPES OF BULLYING

Type	What this covers	Examples
Verbal / Psychological	Use of language that abuses, threatens or demeans a victim and causes psychological harm	Name-calling; insults; threatening language; spreading rumours; humiliating comments about a person or their family
Physical	Any act causing physical harm to the victim or their belongings	Hitting; pushing; kicking; damaging, stealing or hiding belongings
Social / Relational	Acts intended to socially isolate, damage the reputation of, or create a hostile environment for the victim	Deliberate exclusion from friendship groups or activities; manipulation; intimidation; coercion; sustained undermining of confidence
Cyberbullying	Any verbal, social or discriminatory act committed through electronic or digital communication	Sending threatening or abusive messages; sharing embarrassing or malicious images or videos without consent; creating fake profiles or impersonating someone online; excluding someone from online groups; posting on hate sites or abusive polls; trolling
Discriminatory = Identity-based / Prejudice-driven	Acts that humiliate or discriminate on the basis of sex, race, religion or disability ISP extent this acts that humiliate or discriminate on the basis of nationality, ethnicity, gender identity, sexual	Any of the above motivated by a person's actual or perceived race, ethnicity, nationality, religion or belief, gender or disability, gender identity, sexual orientation, special educational need,

	orientation, special educational need, caste, socio-economic status, or family background	caste, socio-economic status, or family background.

IDENTITY-BASED BULLYING

Bullying motivated by prejudice or directed at a child's actual or perceived identity is treated with particular seriousness. Protected characteristics include but are not limited to: race, ethnicity, nationality, religion or belief, disability, gender, gender reassignment, sexual orientation, and pregnancy or maternity. In some jurisdictions, caste and socio-economic background may also be afforded protection.

Identity-based bullying may constitute a hate incident or hate crime under local legislation. Where this is suspected, the DSL must be informed immediately, and the incident must be reported to the relevant authority in accordance with local legal obligations.

For Malaysia: the Anti-Bully Act 2026's statutory discrimination ground covers sex, race, religion and disability only. ISP's broader identity list above remains a policy commitment.

BULLYING VS. CHILD-ON-CHILD (SOMETIMES CALLED PEER-ON-PEER) ABUSE

Some behaviours that may initially be reported as bullying may, on investigation, constitute child-on-child abuse; including sexual harassment, sexual violence, or coercive control between students. Where this is suspected, the matter must be referred immediately to the DSL under the Child Protection and Safeguarding Policy. Peer-on-peer abuse is addressed through safeguarding procedures, not solely through this policy.

Staff must not minimise, dismiss, or handle peer-on-peer abuse as routine bullying. If there is any doubt, the DSL must be consulted.

4. LEGAL AND POLICY FRAMEWORK

This policy is underpinned by internationally recognised children's rights and by the applicable national legislation of the jurisdiction in which the school operates.

INTERNATIONAL FRAMEWORK

Instrument	Relevance
UN Convention on the Rights of the Child (UNCRC)	Article 19: protection from all forms of physical or mental violence; Article 28: right to education; Article 29: education must develop respect for human rights; Article 37: protection from cruel or degrading treatment. All ISP schools operate in countries that have ratified the UNCRC.
UN Sustainable Development Goal 4	Quality inclusive education free from violence and discrimination.
ISP Child Protection and Safeguarding Policy	Group-level safeguarding framework to which this policy is subordinate. Schools must implement this policy in a manner consistent with ISP's group safeguarding standards.

NATIONAL / LOCAL LEGISLATION

Legislation / Guidance	Provision / Relevance	Jurisdiction
Anti-Bully Act 2026 (Act 876)	*Creates the Tribunal for Anti-Bully, which can make binding awards up to RM250,000, order parental*	*Malaysia*

	compensation or counselling attendance, and order removal of bullying-related online content; makes identifying a child in proceedings a criminal offence. Imposes six specific institutional duties on schools • *establish and maintain a Bully Case Committee* • *establish a confidential, accessible, child-sensitive reporting channel* • *provide counselling services and psychosocial support to those involved* • *deliver staff training on prevention and management of bullying* • *meet the compliance standard prescribed by the Minister* *submit to Ministerial audit, with findings reported to SUHAKAM*	
Online Safety Act 2025 (Act 866)	*In force from 1 January 2026; regulates licensed online platforms (not schools directly). Requires platforms to act on priority harmful content, including harassment and abusive communications, and to provide users with reporting and removal mechanisms. The Child Protection Code and Risk Mitigation Code, in force from 1 June 2026, add age verification and child-safety-by-design duties for platforms likely to be accessed by children. Relevant to this policy as the route by which students/parents can report harmful content directly to a platform, alongside the school's own process.*	*Malaysia*
Child Act 2001	*General child protection framework; referenced in the Anti-Bully Act 2026 for institutions under the Act's Second Schedule.*	*Malaysia*
Personal Data Protection Act 2010	*Governs handling and retention of incident records and any personal data collected during a bullying investigation.*	*Malaysia*
Ministerial guidelines under Act 876 (once issued)	*Prescribed form of the Bully Case Committee, complaint form, and compliance standard — outstanding at time of writing; update this row once published.*	*Malaysia*

5. ROLES AND RESPONSIBILITIES

PRINCIPAL / HEAD(S) OF SCHOOL

- Has overall accountability for the implementation and effectiveness of this policy
- Ensures staff receive adequate training to identify and respond to bullying
- Makes the final decision on serious sanctions including suspension or exclusion
- Ensures this policy is reviewed bi-annually

DESIGNATED SAFEGUARDING LEAD (DSL)

- Provides guidance and oversight on the safeguarding dimensions of bullying cases
- Must be informed of all bullying incidents involving a safeguarding element, including identity-based bullying, peer-on-peer abuse, or cases involving staff
- Supports staff in distinguishing between bullying and peer-on-peer abuse
- Ensures incidents are recorded in the school's MyConcern system

PASTORAL LEADS

Pastoral leads (include heads of year, heads of phase / key-stage acting in a pastoral capacity) are the school's day-to-day point of contact for bullying concerns and provide continuity of support to students and families throughout a case. Pastoral leads:

- act as the first point of contact for reports of bullying from students, staff, and parents, and lead the Immediate Response set out in section 9
- normally lead the day-to-day investigation of a reported case, in line with the timelines set out in this policy, working alongside the Bully Case Committee rather than in place of it
- keep the students and parents involved informed of progress and outcomes throughout the process
- inform the DSL immediately where a case has, or may have, a safeguarding dimension, and hand over lead responsibility for that dimension to the DSL
- feed cases into the Bully Case Committee where the Committee's involvement, mediation, or referral function is needed
- deliver or coordinate the anti-bullying elements of the pastoral curriculum for their year group or phase
- maintain accurate and timely records of reported cases in MyConcern
- support the transition back to normal school life for students involved once a case is resolved, including monitoring for recurrence

BULLY CASE COMMITTEE (MALAYSIA)

Schools in Malaysia are required by the Anti-Bully Act 2026 to establish a Bully Case Committee. The Committee:

- advises the school on the prevention and management of bullying cases
- assists the school in handling bullying cases
- receives, handles and mediates bullying complaints reported to the school
- may refer a complaint to the Tribunal for Anti-Bully, but only where the complainant (the student, or their parent or guardian) has given informed consent to that specific referral

The Committee works alongside, not instead of the Pastoral Leads and the DSL. Where a complaint also raises a wider safeguarding concern, the DSL is informed immediately and the safeguarding pathway runs in parallel with the Committee's process.

The Committee:
The **APS Safeguarding Team** will act as the interim Anti-Bullying Committee until the formal Anti-Bullying Committee is established and officially appointed.

The Safeguarding Team will be handling the Members with a personal connection to a student or family involved in a specific case should recuse themselves from that case.

The committee will be meeting monthly and convene in response to case as required.

Note: The Minister's prescribed form and manner for the Committee is still to be issued, until then, the Committee should operate to the functions above.

ALL STAFF

- Are responsible for maintaining a safe and respectful environment at all times
- Must challenge bullying behaviour immediately when they observe it
- Must report all incidents of suspected or confirmed bullying to the designated pastoral lead
- Must not investigate allegations of bullying involving themselves, these must be referred to the DSL / Principal via the MyConcern portal
- Participate in anti-bullying training as required by the school

STUDENTS

- Are expected to treat all members of the school community with respect
- Are encouraged to take positive action themselves to help create and maintain a respectful, inclusive environment, not only to refrain from bullying
- Are encouraged to report bullying, whether it affects them or someone else, without fear of reprisal
- Should not retaliate against bullying behaviour; retaliation may itself be treated as bullying

PARENTS AND CARERS

- Are expected to support the school's approach to anti-bullying
- Should report concerns about bullying to the school promptly
- Will be kept informed of incidents involving their child, whether as the person bullied or as the person displaying bullying behaviour
- Are expected to cooperate with any agreed support or intervention plan

BOUNDARIES: STAFF-ON-STUDENT CONDUCT

This policy applies to behaviour between students. Staff conduct that causes harm or distress to students, including behaviour that could be characterised as bullying, is governed by the Code of Conduct for Staff and, where it constitutes a safeguarding concern, by the Child Protection and Safeguarding Policy. Any allegation that a member of staff has behaved in a way that harms a student must be referred immediately to the Campus Principal.

6. PREVENTION

SCHOOL CULTURE AND CURRICULUM

- The school promotes a culture of respect, inclusion, and belonging through its curriculum, pastoral programme, and school values
- Anti-bullying themes are embedded in the personal, social, health, and/or citizenship education programme across all year groups
- Students are taught to understand the impact of bullying, the difference between banter and bullying, digital citizenship, and how to be an active bystander
- Assemblies, tutor periods, and school events are used to reinforce anti-bullying messages and promote peer support
- **The school organises an Anti-Bullying Week and/or Kindness Week at least once a year** to raise awareness among students about bullying, its impact, prevention strategies, and the importance of treating others with kindness and respect.
- **Anti-bullying education is also integrated into the academic curriculum**, including subjects such as **Art and Languages**, where students explore themes related to bullying, empathy, respect, inclusion, and positive relationships. This helps to reinforce students' understanding of bullying and encourages them to reflect on how their words and actions can affect others.

STAFF TRAINING

- All staff receive induction training that covers this policy, how to recognise bullying, and how to report it

- Training is refreshed at least every two years, or earlier following a significant incident or change in guidance

PEER SUPPORT

- The school actively promotes peer support mechanisms, which may include peer mentoring, buddy schemes, student leadership roles, or student anti-bullying ambassadors
- Peer supporters receive appropriate training and guidance on active listening, respectful communication, maintaining appropriate boundaries, recognising bullying and other concerns, online safety, and knowing when and how to seek help from a member of staff. Students are clearly informed that they are not responsible for investigating or managing safeguarding concerns themselves.
- Peer support activities are overseen by designated members of staff, with regular check-ins and supervision to ensure that students are supported and that any concerns are appropriately escalated. Peer supporters are expected to refer safeguarding, wellbeing or bullying concerns to a trusted adult or the school safeguarding/pastoral team rather than attempting to resolve these matters independently.
- The school regularly reviews the effectiveness of peer support initiatives through student and staff feedback and uses this information to strengthen student wellbeing, inclusion and safeguarding practice.

PHYSICAL ENVIRONMENT AND SUPERVISION

- Staff are deployed to supervise areas of the school site where bullying is more likely to occur, including less supervised zones during break and transition times
- The school regularly reviews supervision arrangements in response to reported incidents
- The online environment, including any school-managed platforms, is subject to filtering, monitoring, and appropriate supervision
- The school provides regular reminders to parents and students on safe and responsible online behaviour, including their rights and reporting routes.

7. RECOGNISING BULLYING - SIGNS AND INDICATORS

Staff and parents should be alert to changes in behaviour that may indicate a student is experiencing bullying. These may include, but are not limited to:

Emotional and Behavioural Signs	Physical and Practical Signs
• Increased anxiety, withdrawal, or distress • Reluctance or refusal to attend school • Diminished self-confidence or self-esteem • Disturbed sleep or nightmares • Talking of running away or expressing hopelessness • Sudden change in peer group or loss of friendships • Uncharacteristic aggression or emotional outbursts • Choosing to spend time with adults rather than peers	• Unexplained cuts, bruises, or physical injuries • Belongings frequently damaged, lost, or missing • Producing unusually poor work or work that appears interfered with • Frequent visits to the school office with physical complaints (headaches, stomach pains) • Erratic attendance or persistent lateness • Reluctance to use phone or be online; sudden withdrawal from social media • Unexplained requests for money

These indicators may have causes other than bullying. The presence of a single indicator should prompt supportive enquiry; a pattern or combination of indicators should prompt a formal investigation. All concerns should be reported to the pastoral lead and/or DSL.

Locations and times where bullying is more likely to occur include: changing rooms; locker areas; toilets; outdoor spaces with limited supervision; online platforms and messaging apps; during transitions between lessons; before and after school.

8. HOW TO REPORT BULLYING

FOR STUDENTS

Students who are being bullied, or who are aware that bullying is happening, are encouraged to report it. We recognise that reporting can be difficult and students will be supported throughout the process. Reports can be made:

- directly to any trusted member of staff
- to a form tutor based in school, head of year, or pastoral lead
- to the DSL or member of the Safeguarding Team
- via the MyVoice concern form
- *The worry box located at respective school lobby.*
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No student will be penalised for making a report in good faith, even if the investigation does not confirm bullying. Students who make malicious false reports may be subject to disciplinary action.

FOR PARENTS AND CARERS

Parents and carers who are concerned that their child is being bullied, or is displaying bullying behaviour, should contact:

Mr.Mohammad Abu (Designated Safeguarding Lead) : qatadah@apschools.edu.my

Ms.Kavita – (APIS Primary - Pastoral) : kavita.aru@apschools.edu.my

Ms.Jaskiran – (APIS Secondary - Pastoral) : jaskiran.kaur@apschools.edu.my

Mr. Luqman (APSS Primary – Pastoral) : luqman.ariff@apschool.edu.my

Mr.Pau Anak Utek (APSS Secondary - Pastoral) : pau@apschools.edu.my

The person in-charge is obligated to raise the concern to the School Anti-Bullying Committee within one working day to start the investigation.

FOR STAFF

Staff who witness or receive a report of bullying must report it to the pastoral lead and/or DSL on the same day, not just by logging a report on MyConcern by speaking to relevant pastoral lead and/or DSL.

Staff must not manage suspected bullying in isolation or agree to keep a student's disclosure confidential if it involves a safeguarding concern.

9. RESPONDING TO BULLYING

IMMEDIATE RESPONSE

When a bullying incident is reported or observed, the member of staff who first becomes aware of it should:

1. Ensure the immediate safety of the student(s) involved, separating parties if necessary
2. Provide reassurance and calm support to the student who has been targeted
3. Avoid requiring the student to confront the person who has bullied them
4. Not attempt to mediate between the parties at this stage
5. Report to the relevant pastoral lead and/or DSL the same day

INVESTIGATION

The relevant pastoral lead will lead the investigation in co-ordination with the committee, which should normally be completed within five school days of the report. The investigation should include:

- Individual interviews with the student who has been targeted and any witnesses, conducted separately from the alleged bully
- Individual interview with the student(s) alleged to have displayed bullying behaviour
- Written accounts from all parties where appropriate and where the student is able to provide one
- Review of any available evidence (digital records, screenshots, witness accounts)

Interviews must be conducted without leading questions. All accounts must be recorded. Where the incident involves a safeguarding dimension, the DSL must lead or co-lead the investigation.

Malaysia: complaints are received, handled and, where appropriate, mediated by the school's Bully Case Committee under the Anti-Bully Act 2026, working alongside the pastoral lead and DSL rather than in place of them.

Investigative timelines:

Note: there may be exceptions to the timeframe below but we will update relevant parties

Action	Expected Timeframe
Acknowledge report to parent/carer	Within 1 school day of report
Initial investigation completed	Within 5 school days
Outcome communicated to parents/carers of both parties	Within 5 school days
Support plan in place for student who was bullied	Within 5 school days
Review of outcome / follow-up	Within 4 weeks

RESPONSE TO CYBERBULLYING

Where the bullying has occurred online or through digital platforms, the following additional steps apply:

- The student who has been targeted should be advised to preserve evidence (screenshots) and must not delete messages or posts before the school has had an opportunity to view them
- The pastoral lead or DSL will review the evidence and advise on reporting to the relevant platform
- If the content is potentially criminal (e.g. sexual images, threatening behaviour, content constituting harassment), the matter must be reported to the relevant authorities in accordance with local law - the DSL will advise
- In Malaysia, licensed platforms have their own statutory duties under the Online Safety Act 2025 (Act 866) to act on harmful content, including harassment and abusive communications, and to provide reporting and removal mechanisms; students and parents may report directly to the platform under these obligations, in addition to reporting to the school. Note that the Tribunal for Anti-Bully (under the Anti-Bully Act 2026) can separately order removal of bullying-related online content once a case has been referred to it; the two routes are complementary, not alternatives to each other

- Where cyberbullying occurs entirely outside school through personal devices, the school will assess whether it has a material impact on the school community and respond proportionately - the school reserves the right to act where off-site behaviour affects students' safety or wellbeing at school
- Parents of both parties will be informed and their support sought in managing device use

SUPPORT FOR THE STUDENT WHO HAS BEEN BULLIED

- Will be kept informed of the progress and outcome of the investigation
- Will be offered appropriate pastoral support, which may include regular check-ins with a trusted adult, access to school counselling, a pastoral support plan, or referral to external services
- Will have a follow-up meeting with the pastoral lead to confirm the bullying has stopped
- Will not be placed in a position where they must interact with the student who bullied them before they are ready to do so

RESPONSE TO THE STUDENT WHO HAS BULLIED

Our approach to students who display bullying behaviour is restorative and rehabilitative as well as disciplinary. We recognise that students who bully others may themselves be experiencing difficulties. The response will:

- Make clear why the behaviour was unacceptable and the impact it had
- Identify the underlying factors that may have contributed to the behaviour
- Set clear expectations for future behaviour
- Provide appropriate support to address those underlying factors
- Apply proportionate and consistent disciplinary sanctions in accordance with the school's Behaviour Policy, which may include loss of privileges, restorative work, internal or external suspension, or in cases of serious or persistent bullying potential permanent exclusion

PARENTAL COMMUNICATION

Parents and carers of both the student who has been bullied and the student who has displayed bullying behaviour will be informed of the outcome of the investigation and the measures being put in place. In more serious cases, parents will be invited to meet with the pastoral lead or School Principal. Their cooperation in supporting the agreed response will be sought.

The school will not share personal information about other students with parents beyond what is necessary to allow them to support their own child.

Malaysia: where a case escalates to the Tribunal for Anti-Bully and is upheld, the Tribunal can order the parent or guardian of a child respondent - not only the child - to pay compensation or reimbursement, or to attend counselling or parenting support sessions alongside the child. Parents should be made aware of this at an early stage where escalation is a realistic possibility.

ESCALATION AND EXTERNAL REFERRAL

In the most serious cases, including where the bullying constitutes a criminal offence, where it has caused significant harm, or where internal procedures have failed to stop the behaviour, the matter may be referred to the relevant authorities. This decision will be made in line with the ISP Crisis Management Policy, with the case being referred to the Regional Managing Director and the Senior Operational Risk Manager.

MALAYSIA: REFERRAL TO THE TRIBUNAL FOR ANTI-BULLY

In Malaysia, the Bully Case Committee may refer a complaint to the Tribunal for Anti-Bully established under the Anti-Bully Act 2026. A referral of this kind requires the informed consent of the complainant, which must be documented before the referral is made.

Some cases can reach the Tribunal without the Committee's involvement: where the incident occurred outside the school's supervision (for example, cyberbullying outside school hours), or where the child involved is not enrolled at any educational institution, the complainant may go directly to the Tribunal. In these cases, the school may first learn of the matter through a notification from the Tribunal after a decision has been made.

A complainant may also lodge a police report at any time, whether or not a complaint has been made to the Committee or the Tribunal. One route does not need to be used before the other, and staff should not suggest to a parent or student that they must choose between them.

10. RECORDING AND DATA

All reported and investigated bullying incidents must be recorded in the school's Safeguarding management information system (MyConcern). Records must include:

- date and nature of the report
- names and year groups of those involved
- summary of the investigation and evidence reviewed
- outcome and any sanctions applied
- support measures put in place
- follow-up actions and dates

The School Principal, DSL and pastoral leads should review aggregated bullying data termly. Trends, including patterns by year group, type of bullying, or protected characteristic and used to inform preventative programmes.

MALAYSIA: CONFIDENTIALITY AND MINISTRY AUDIT

Under the Anti-Bully Act 2026, publishing or causing to be published any information, in any medium, that could identify a child involved in a bullying complaint or Tribunal proceedings is a criminal offence carrying a fine of up to RM50,000, imprisonment of up to two years, or both. This applies personally to any member of staff, not only to the school. No case details are to be shared outside those who need to know in order to progress a complaint.

The school may be audited by the Ministry from time to time to monitor compliance with its duties under the Act. Audit findings are submitted to the Human Rights Commission of Malaysia (SUHAKAM). Records should be maintained to a standard that supports this audit process.

11. MONITORING AND REVIEW

This policy is reviewed bi-annually by the Campus Principal in consultation with the DSL, pastoral leadership team, and where appropriate student and parent representatives. The review considers:

- whether bullying incidents have increased, decreased, or changed in character
- whether response procedures are being followed consistently
- whether staff training and preventative programmes are effective
- any changes to local legislation, guidance, or ISP group policy
- for schools in Malaysia, any Ministerial guidelines or regulations issued under the Anti-Bully Act 2026 (Act 876), including the prescribed form of the Bully Case Committee, the complaint form, and the compliance standard, all of which remain outstanding at the time of writing
- feedback from students, staff, and families

The policy must also be reviewed and updated promptly following any significant bullying incident, any change in relevant national legislation, or any change to ISP group child protection and safeguarding policy.

This policy is published on the school website / parent portal and is available to all students, staff, and families on request.

12. STUDENT-FRIENDLY SUMMARY

A student-facing version of this policy, written in language appropriate to the age groups at the school is provided to students and covers:

- what bullying is and how to recognise it
- what to do if you are being bullied
- what to do if you know someone else is being bullied
- what the school will do when bullying is reported

- the reporting routes available to students

13. RELATED POLICIES AND DOCUMENTS

Document	Relationship to This Policy
Child Protection and Safeguarding Policy	Takes precedence where bullying constitutes a safeguarding concern; governs referrals to external agencies
Behaviour Policy (Students)	Sets out the full range of disciplinary sanctions applicable to bullying behaviour
Online Safety and Acceptable Use Policy	Governs student use of digital devices and platforms; directly relevant to cyberbullying
Code of Conduct for Staff	Governs staff conduct; applies where staff behaviour may constitute bullying or harassment of students
Whistleblowing Policy	Applies where a staff member suspects a colleague of bullying or abusing a student
Pastoral Support Plan (PSP) Template	Used to structure support for students affected by bullying
Complaints Policy	Applies where a parent is dissatisfied with the school's handling of a bullying concern

---------- End of Policy ----------