

POLICY

Education – Anti Bullying

Policy Author	Laura Dickie, Head of Policy Tonia Lewis, Education and Quality Improvement Lead
Approval Date	Feb 2026
Policy Approver	Jo Dunn, Compliance, Regulation and Quality Director
Next Review Date	Feb 2029
Version No.	001
Policy Level	Education
Staff groups affected	All Education

Monitoring and Review

This policy will be monitored on an ongoing basis through the service's established governance and quality assurance systems. Responsibility for ensuring that the policy remains compliant with legislation and regulatory frameworks sits with the Proprietor Representative and Regional Lead.

A formal review of this policy will be undertaken no later than three years from the date of approval, or sooner if changes in legislation, regulatory guidance, or operational requirements necessitate it.

The Head of Policy will support this process by identifying relevant changes in legislation, regulation, national standards and emerging best practice. The Head of Policy will also incorporate learning from inspections, audits and practice developments into future revisions whilst overseeing all proposed amendments to the universal content to ensure accuracy, consistency and compliance.



Andrew Sutherland
Representative, Proprietor- Cambian Group
February 2026



Sean Di Sora
Headteacher
February 2026

Terminology

Our aim is to use consistent terminology throughout this policy and all supporting documentation as follows:

Term	Definition
'Establishment' or 'Site'	A generic term referring to the school/college owned by <i>ROC Northwest & CareTech</i> . Linton is a School.
Learner	Any child or young person under the age of 18, or young adult over 18 who receives education.
Service Head	The senior person with overall responsibility for the school/college.
Tutor/Teacher	Members of staff who have teaching responsibility for learners at the school/college.
Parent/Carer	Parent or person with parental responsibility.
Regulatory Authority	The independent regulatory body responsible for inspecting and regulating services (e.g., Ofsted, Estyn, Education Scotland).
Social Worker	The worker allocated to the individual learner; if none is allocated, the Duty Social Worker or Team Manager is responsible.
Placing Authority	The local authority/agency responsible for placing the learner or commissioning the service.
Local Authority	The local authority for the establishment's location.
Staff	All staff working at the location, including employed staff, students on placement, contractors, agency staff, volunteers and proprietors.

1. Local Site Profile

Linton School is an independent special school who caters for children and young people with social, emotional and mental health needs.

We are located in Freckleton, near Preston, and therefore benefit from some amazing outdoor space where we develop an extensive outdoor curriculum which includes farming, equestrian, horticulture and small animal care. The school provides full time education for up to 12 male or female students aged between 8 - 18 years old. Linton School aims to nurture pupils by offering quality learning experiences so that they can be the best they can be. Pupils are given the opportunity to learn and develop in a supportive and creative environment, ensuring that they feel safe and happy to progress and achieve.

At Linton School we are committed to developing an anti-bullying culture where the bullying of adults, children or young people is not tolerated in any form.

We strive to create a culture based on our core values of respect, honesty and kindness. Students must feel safe and respected if they are to learn effectively. Since we are a school which sets high standards for our students it is important that we create an atmosphere in which bullying cannot thrive and in which no student has to suffer from harassment of any kind.

2. Purpose

Every Learner has the right to learn and work in a safe, respectful environment. This policy sets out our universal approach to preventing, identifying and responding to bullying, including online harm. It applies across all sites, to all Learners (under and over 18), all members of the staff team/education team, Teachers/tutors, volunteers, contractors and visitors.

3. Scope

- Applies to all learning and social contexts linked to the site (on-site, off-site visits, transport arranged by the site, work placements, online spaces and messaging connected to learning).
- Covers bullying between Learners, and between Learners and adults connected to the site.
- Interfaces with safeguarding, behaviour, online safety, equality/inclusion, complaints and data protection arrangements.

4. Legal and Regulatory Context

Linton School is governed by the statutory duties, safeguarding requirements and inspection arrangements of the nation in which it operates. The universal standards in this policy are implemented in line with the correct national framework set out in

Appendices A, which summarise the legal, regulatory and inspection requirements for England

5. Principles (Our Commitments)

- **Relational & trauma-responsive:** We prioritise safety, dignity and connection. Responses aim to stabilise, understand and repair harm, not to escalate distress.
- **Inclusive & equitable:** We recognise that some Learners are more at risk of bullying and require proactive support and reasonable adjustments.
- **Learner voice:** We make it easy, safe and routine to report concerns—privately or with a trusted adult.
- **Preventive culture:** We teach and model respect, digital citizenship, and bystander confidence in every phase/programme.
- **Clear, timely response:** Concerns are taken seriously and addressed promptly, fairly and proportionately.
- **Evidence-informed:** We record, analyse and act on data to reduce recurrence and improve practice.

6. What We Mean by Bullying

Bullying is repeated, intentional or pattern-forming behaviour that aims to cause physical, emotional or social harm, or to exercise power over another person or group. It may be:

- **Verbal/face-to-face:** name-calling, threats, humiliation, coercion, excluding or isolating.
- **Physical:** assault, unwanted contact, damage to property or belongings.
- **Social/relational:** rumours, intimidation, “silent treatment,” pressuring others to act harmfully.
- **Online/cyber:** posts, images, doxxing, impersonation, harassment, non-consensual sharing of content, group-chat pile-ons.
- **Prejudice-based:** involving hostility or derogatory language/actions linked to protected or personal characteristics (e.g., race/ethnicity, religion/belief, disability/ASN/ALN/SE, sex, sexual orientation, gender identity, care-experienced status, socioeconomic background, appearance). Bullying is different from ordinary conflict: it involves a power imbalance (perceived or actual).

7. Roles and Responsibilities

Headteacher – Sean Di Sora

- Sets culture, ensures resourcing, approves local procedures, and assures impact through governance reporting.

Teachers/tutors & staff team

- Teach and model respectful relationships and digital conduct.

- Notice early indicators; respond proportionately; record and escalate concerns.
- Implement agreed supports and reasonable adjustments.

Education leaders/curriculum/programme leads

- Embed anti-bullying education across the curriculum and FE programmes; coordinate workload-aware responses and restoration.

Designated safeguarding lead(s) / Local safeguarding team (*Designated Safeguard Lead – Sean Di Sora. Deputy Safeguard Leads – Andy Cavill and Steph White*)

- Advise on threshold, coordinate with the multi-agency team, maintain oversight of risk and safety plans.

Learners

- Treat others with respect; report concerns for self or others; participate in restorative processes where safe and appropriate.

Parents/carers and partners

- Work with the site to resolve concerns and sustain positive relationships.

Headteacher & Designated Safeguard Lead – Sean Di Sora
Sean.disora@lintonschool.co.uk

Deputy Safeguard Lead – Andy Cavill andy.cavill@lintonschool.co.uk

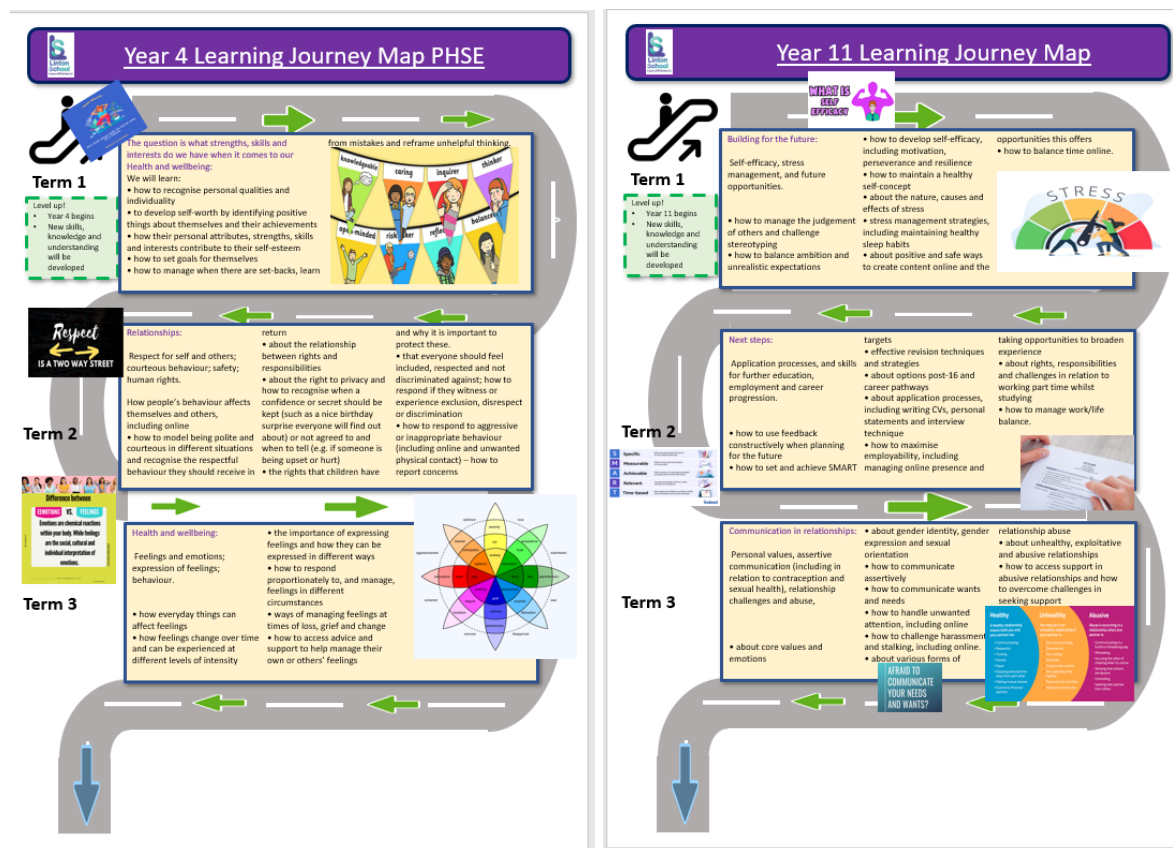
Deputy Safeguard Lead - Steph White steph.white@lintonschool.co.uk

8. Prevention (Culture, Curriculum and Skills)

We build a culture where bullying is unlikely to thrive by:

- **Teaching:** proactive curriculum on respect, consent, digital literacy, bystander action, and prejudice-based bullying (age/phase appropriate, including FE contexts).
- **Environment:** safe supervision zones, visibility on transport and in residences, clear online expectations.
- **Learner participation:** councils/ambassadors, co-designed campaigns, peer mentors.
- **Staff competence:** regular training on trauma-responsive practice, online trends, and prejudice-based harm.

Teaching across the Linton School Curriculum: Example of our Learning Journey from Year 4 to Higher Level in PSHE,



Reporting and Help-Seeking

We make multiple low-barrier routes available: in-person, discreet written alerts, online forms, anonymous options, and trusted-adult reporting. No concern is too small.

Staff, volunteers and Regional Lead/Proprietor Representative must follow the procedures set out below in the event of a safeguarding issue.

Please note – in this and subsequent sections, you should take any references to the DSL to mean “the DSL (or deputy DSL)”.

If you think a child is suffering or likely to suffer harm, or in immediate danger

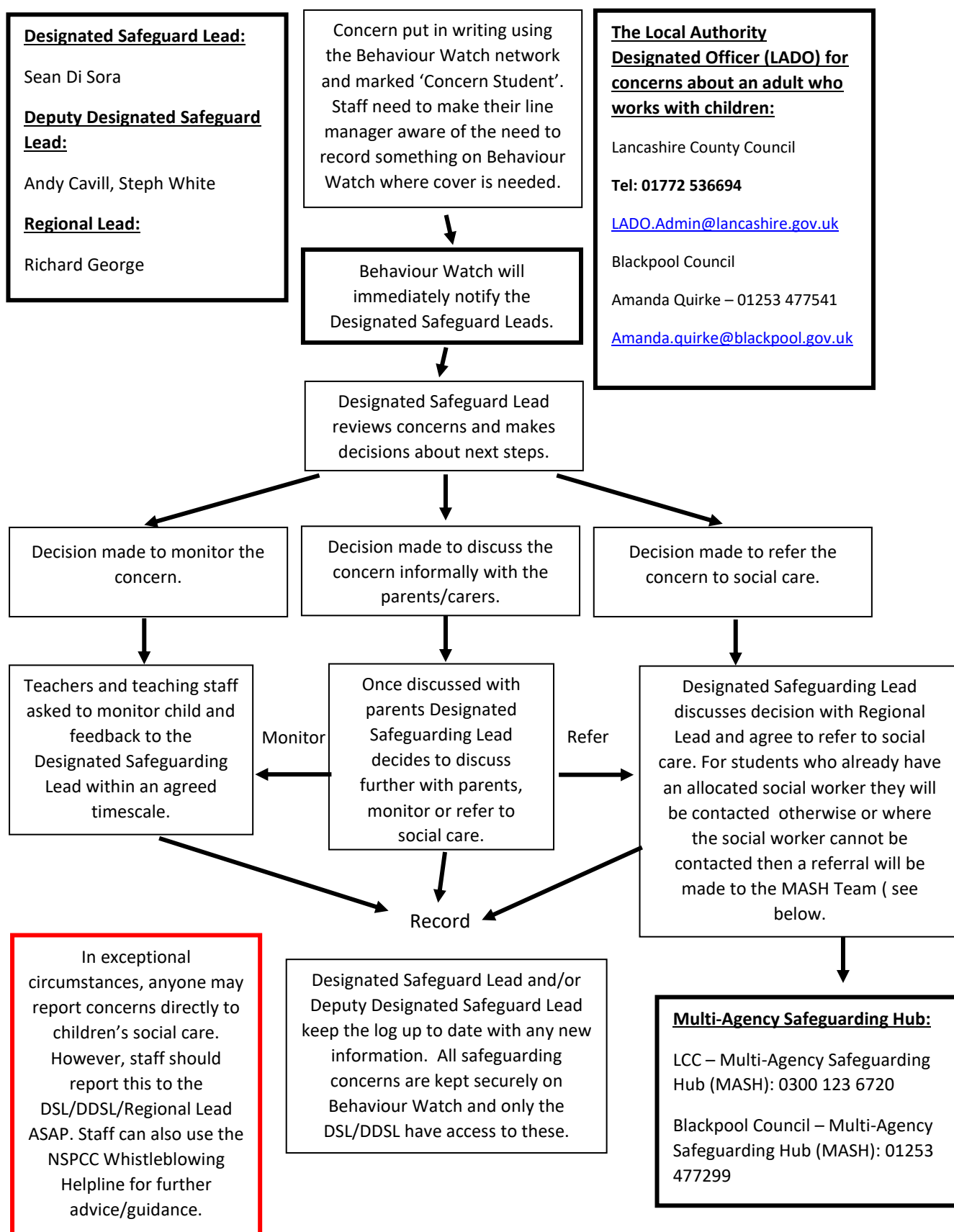
Make a referral to children's social care and/or the police (999) **immediately** if you believe a child is suffering or likely to suffer from harm, or is in immediate danger. **Anyone can make a referral.**

- Lancashire County Council – School Safeguarding Helpline: 01772 531196
- Blackpool Council – Multi-Agency Safeguarding Hub (MASH): 01253 477299

Also see the below the following link to the GOV.UK webpage for reporting child abuse to your local council:

<https://www.gov.uk/report-child-abuse-to-local-council>

Figure 1 - Process that should be followed should you think a child is suffering or likely to suffer harm, or in immediate danger.





- **Report a concern:**

Concern form can be found on the complaints policy which displays the below:

Please complete and return to The Headteacher who will acknowledge receipt and explain what action will be taken.

Your name:

Pupils name (if relevant):

Your relationship to the pupil (if relevant):

Address:

Post code:

Day time telephone number:

Evening telephone number:



Please give details of your complaint, including whether you have spoken to anybody at the school about it.

What actions do you feel might resolve the problem at this stage?

Are you attaching any paperwork? If so, please give details.

Signature:

Date:

Official Use

Date acknowledgement sent:

By who:

Complaint referred to:

Date:

- **Trusted adult routes:** Sean Di Sora (Headteacher, DSL), Richard George (Regional Lead), Andy Cavill (Deputy Head, DDSL), Steph White (DDSL)

Related policies: *Safeguarding/Child & Adult Protection Policy; Online Safety/Acceptable Use; Complaints/Whistleblowing*

9. Responding to Concerns (Trauma-Responsive Process)

Step 1 — Stabilise & listen: Ensure immediate safety; listen without judgment; avoid compelling disclosure; signpost next steps; consider communication needs and reasonable adjustments.

Step 2 — Record & triage (same day): Log accurately; check for indicators of

prejudice-based harm, online harm, exploitation, or group dynamics; review history for patterns.

Step 3 — Plan: Agree proportionate actions—support for the targeted Learner(s), fair process for those alleged to have caused harm, contact parents/carers where appropriate (age/consent-aware), and decide if safeguarding threshold is met.

Step 4 — Act & support: Implement supports (Section 10); consider restorative approaches where safe/appropriate; apply sanctions only where proportionate and educative; address online footprint (takedown/reporting).

Step 5 — Review: Re-check with Learners; adjust support; record outcomes; analyse for learning.

10. Support for Learners (Under and Over 18)

- **Targeted by bullying:** named adult; safe spaces; timetable/placement adjustments; catch-up and assessment flexibility; therapeutic input; digital hygiene coaching; travel/residential safety plan.
- **Those who caused harm:** structured reflection; reparative tasks; coaching on empathy/digital conduct; proportionate consequences; monitored re-integration.
- **Groups/classes:** restorative circles or facilitated discussions, if safe and consented.
- **Online harm:** guidance on evidence capture; platform reporting; privacy/security resets.
- **Further support:** Information from Childline to support the learners can be found at: <https://www.childline.org.uk/info-advice/bullying-abuse-safety/>

11. Online/Cyber Bullying

Expectations apply in all learning-related digital spaces. The site uses approved platforms; staff do not use personal accounts with Learners. Learners are taught how to report, block, preserve evidence and seek help quickly.

Online-safety risks are traditionally categorised as one of the **4 Cs: Content, Contact, Conduct or Commerce** (see KCSIE). These areas provide a helpful approach to understand the risks and potential school response, whether technological or educational. They do not stand in isolation, and it is important to understand the interplay between all three. This is evident in Ofcom's Media and Attitudes Report 2022 which suggests 36% of children aged 8-17 had seen something 'worrying or nasty' online in the past 12 months, with 84% experiencing bullying via text or messaging, on social media, in online games, through phone or video calls, or via other apps and sites. KCSIE highlights additional risks e.g. extra-familial harms where children are at risk of abuse or exploitation to multiple harms in situations outside their families, including sexual and criminal exploitation, serious youth violence, upskirting and sticky design

Linton school will be responsible for ensuring that the schools' infrastructure/network is as safe and secure as is reasonably possible and that policies and procedures

approved within this policy are implemented. It will also need to ensure that the relevant people named in the above sections will be effective in carrying out their online safety responsibilities. Keeping Children Safe in Education obliges schools to “ensure appropriate filters and appropriate monitoring systems are in place [and] not be able to access harmful or inappropriate material [but at the same time] be careful that “over blocking” does not lead to unreasonable restrictions as to what children can be taught with regards to online teaching and safeguarding.”

Additionally, schools will need to liaise and communicate effectively with CareTech/Cambian IT Support Services in order to ensure that all corporate infrastructure/network relevant to the school is as safe and secure as reasonably possible, and in order to ensure that schools can maintain their duty of safeguarding to all pupils.

CareTech/Cambian IT Support Services must ensure that:

- The Schools’ technical systems and infrastructure are managed in ways that ensure that the schools technical requirements meet the required standard to ensure effective safeguarding of all pupils;
- There are regular reviews and audits of the safety and security of schools technical systems;
- Servers, wireless systems and cabling are securely located and physical access restricted;
- All users have clearly defined access rights to a school’s technical systems and devices;
- All users (at KS2 and above) are provided with a username and secure password by IT Support, who will keep an up to date record of users and their usernames. Users are responsible for the security of their username and password and will be required to change their password at a time decided by IT Support;
- The “administrator” passwords for the schools’ ICT systems, used by the Network Manager (or other person) must also be available to the Head Teacher, and kept in a secure place;
- That software licence logs are accurate and up to date and that regular checks are made to reconcile the number of licences purchased against the number of software installations;
- Internet access is filtered for all users. Illegal content (child sexual abuse images) is filtered by the broadband or filtering provider by actively employing the Internet Watch Foundation CAIC list.
- Content lists are regularly updated and internet use is logged and regularly monitored. There is a clear process in place to deal with requests for filtering changes and this is by raising a ticket with the CAE Service Desk that all staff have access to on their laptops, alternatively staff can call 01923 944399.
- Internet filtering/monitoring should ensure that children are safe from terrorist and extremist material when accessing the internet. Note: additional duties exist

for schools under the Counter Terrorism and Securities Act 2015, which requires schools to ensure that children are safe from terrorist and extremist material on the internet;

- The school has enhanced / differentiated user-level filtering (allowing different filtering levels for different ages/stages and different groups of users – staff/pupils/students etc);
- Appropriate security measures are in place to protect the servers, firewalls, routers, wireless systems, work stations, mobile devices etc from accidental or malicious attempts which might threaten the security of the school systems and data. These are tested regularly. The school infrastructure and individual workstations are protected by up to date virus software;

The schools must ensure that:

- School staff regularly monitor and record the activity of users on the schools' systems and users are made aware of this in the Acceptable Use Agreement;
- An appropriate system is in place for users to report any actual or potential incident or security breach to the relevant person, as agreed;
- An agreed policy is in place for the provision of temporary access of "guests" (eg trainee teachers, supply teachers, visitors) onto the school systems;
- An agreed policy is in place regarding the extent of personal use that users and their family members are allowed on school devices that may be used out of school;
- An agreed policy is in place that allows staff to, or forbids staff from, downloading executable files and installing programmes on school devices;
- An agreed policy is in place regarding the use of removable media (eg memory sticks/CDs/ DVDs) by users on school devices. Personal data cannot be sent over the internet or taken off the school site unless safely encrypted or otherwise secured. (see Schools' Data Protection Policy).

Reporting concerns regarding to filtering and monitoring

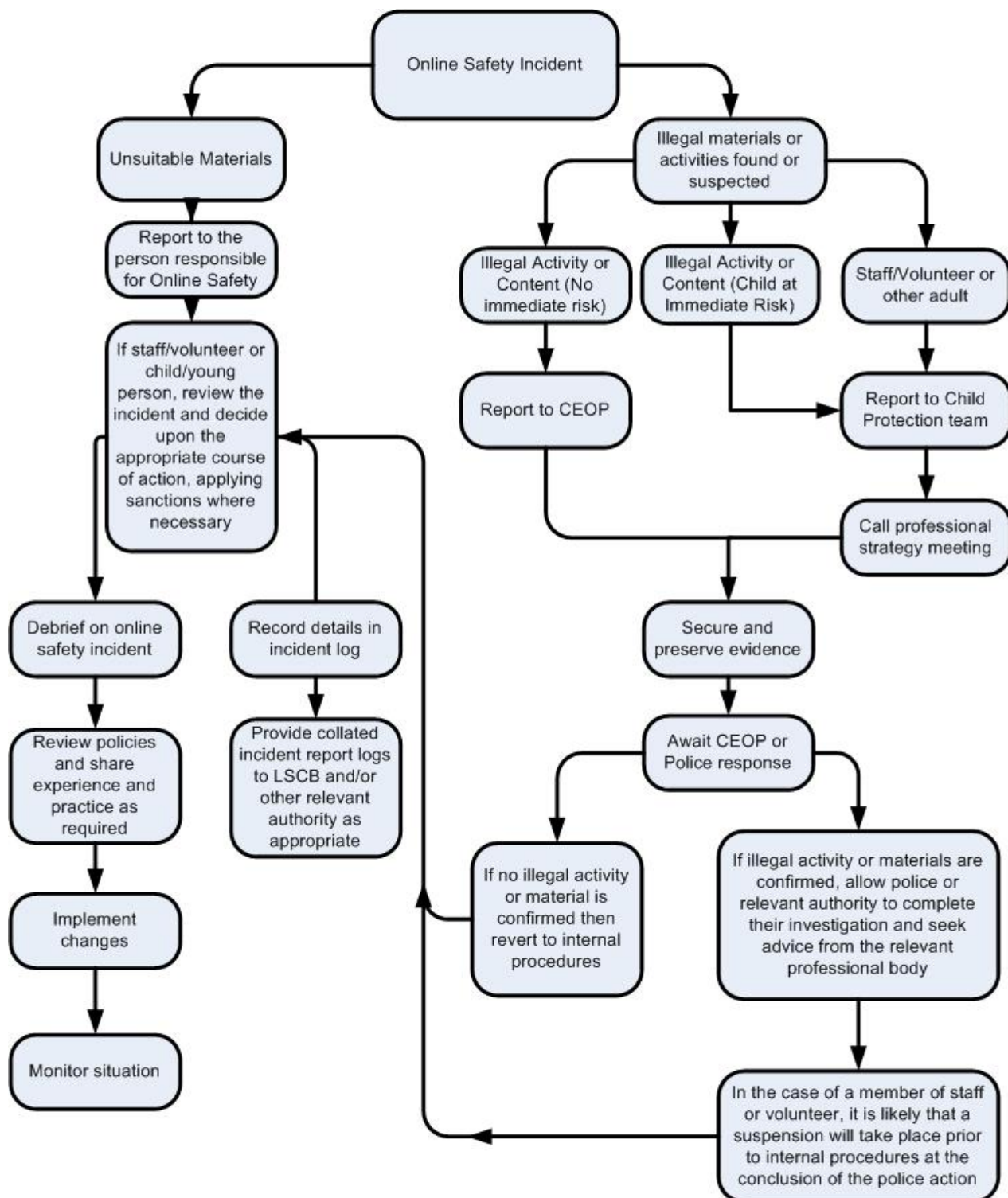
- Staff should speak to the DSL or deputy immediately
- Log their concerns on Behaviour Watch
- The DSL or deputy must call the CAE Service Desk on 01923 944399 open a new ticket and log it as a safeguarding concern
- From there the CAE Service Desk will work with the DSL or deputy and next steps can be established

For making changes or getting websites reviewed

- Staff should speak to the DSL or deputy immediately
- The DSL or deputy must call the CAE Service Desk on 01923 944399 open a new ticket
- From there the CAE Service Desk will work with the DSL or deputy and next steps can be established

Illegal Incidents:

If there is any suspicion that the web site(s) concerned may contain child abuse images, or if there is any other suspected illegal activity, refer to the right hand side of the Flowchart (below) for responding to online safety incidents and report immediately to the police.



12. Prejudice-Based and Targeted Bullying

We take a zero-ambivalence stance on prejudice-based bullying (e.g., disability/ASN/ALN/ASL, race/ethnicity, religion/belief, sex, sexual orientation, gender identity, care-experienced status, socioeconomic background, appearance). Responses consider identity-based impact, power dynamics and wider group effects. Leaders monitor patterns and reduce disparities.

A prejudice based incident is a one-off incident of unkind or hurtful behaviour that is motivated by a prejudice or negative attitudes, beliefs or views towards a protected characteristic or minority group. It can be targeted towards an individual or group of people and have a significant impact on those targeted. All prejudice based incidents are taken seriously and recorded and monitored in school, with the Head Teacher regularly reporting incidents to the governing body. This not only ensures that all incidents are dealt with accordingly, but also helps to prevent bullying as it enables targeted anti-bullying interventions.

13. Reasonable Adjustments and Accessibility

We adapt processes, communications and learning tasks to remove barriers for Learners (including disabilities, neurodivergence, SEMH needs, EAL). Flexible reporting options, accessible formats and adjusted timelines are available.

Please see our Equality and Diversity Policy for further information.

14. Recording, Data and Privacy

- Record concerns/actions/outcomes on the site system (Behaviour Watch); flag repeat patterns.
- Collect the minimum necessary personal data; store securely; follow retention rules.
- Use aggregated data to drive prevention and improvement.
- DSL and DDSL have access to Behaviour Watch reports as well as the Regional Lead for oversight.

15. Safeguarding

Bullying can be a symptom or driver of wider risk (on-site, online, at home, in the community, in residences/work placements). We treat bullying concerns as safeguarding-relevant by default and apply a trauma-responsive approach:

15.1 Early identification & threshold thinking

- Consider indicators of **significant harm** or **risk of harm** (e.g., coercion, sexual harassment/violence, criminal or sexual exploitation, self-harm, hate incidents, persistent online abuse, group pressure, threats to safety).
- For **over-18 Learners**, consider adult-safeguarding concerns, capacity, and consent; balance autonomy with duty to protect.

- Where threshold is met, **escalate immediately** via the site safeguarding procedure.

15.2 Immediate safety & stabilisation

- Safety planning for targeted Learners (environmental tweaks, supervision, timetable changes, contact restrictions, travel/residential adjustments).
- Limit contact between parties while enquiries proceed; avoid actions that escalate distress; prioritise dignity and choice.

15.3 Information sharing & consent

- Share information **lawfully, proportionately and on a need-to-know basis** with the multi-agency team when risk is identified; record rationale.
- For adults, assess capacity and obtain consent where appropriate; override only where justified by risk/serious harm tests.
- Keep Learners informed about what will be shared and why; offer advocacy or a trusted adult.

15.4 Online/contextual safeguarding

- Consider **contexts** (class, residence, transport, local community, online platforms).
- Take steps to reduce ongoing harm (report to platforms; secure evidence; educate peer group; amend access/visibility settings).
- Report to parents to monitor technology equipment for their young person.

15.5 Multi-agency coordination

- Consult/escalate to local safeguarding partners as needed; follow agreed local thresholds and referral pathways.
- Align anti-bullying actions with any child/adult protection plan or early-help plan; avoid duplicated or conflicting actions.

15.6 Documentation & review

- Record decisions, actions, and outcomes; set review points; monitor for recurrence or escalation; capture Learner voice in reviews.

Please see Figure 1 above in regards to the documentation procedure.

16. Training and Competence

All staff receive induction and regular refreshers on: recognising bullying (incl. online and prejudice-based), trauma-responsive conversations, safe documentation, restorative practice, and the safeguarding interface.

Across the academic year staff receive training linked to safeguarding/bullying as linked below:

- KCSiE Update
- Cyber security
- Rights Respecting School
- Pupil Behaviour Plans
- Safeguarding
- Anti Bullying and Supportive Practice
- EHCP Updates

17. Quality Assurance and Governance

Leaders monitor: reporting volumes, response times, repeat incidents, prejudice-based patterns, Learner/parent feedback, staff training completion, and impact of prevention/education. Findings feed improvement planning and governance reporting.

The role of Regional Lead/Proprietor Representative:

- The Regional Lead/Proprietor Representative supports the Head Teacher in all attempts to eliminate bullying from our school. This policy statement makes it very clear that the governing body does not allow bullying to take place in our school, and that any incidents of bullying that do occur are taken very seriously and dealt with appropriately.
- The Regional Lead/Proprietor Representative monitors the incidents of bullying that occur, and reviews the effectiveness of the school policy regularly. The Regional Lead/Proprietor Representative require the Head Teacher to keep accurate records of all incidents of bullying and to report to the Regional Lead/Proprietor Representative on request about the effectiveness of school anti-bullying strategies.
- Regional Lead/Proprietor Representative ensures the implementation of the anti-bullying policy and monitors reports of bullying in the school on a termly basis.
- The Head Teacher responds to any request from a parent to investigate incidents of bullying. In all cases, the Regional Lead/Proprietor Representative notifies the Head Teacher and asks him/her to conduct an investigation into the case and to report back to the Regional Lead/Proprietor Representative.

18. Communication and Publishing Duties

- This policy is on the **site website** in an accessible format; provide alternative formats/languages on request.
- Provide a **plain-language summary** to Learners and parents/carers at induction and re-share annually.
- Display reporting routes around the site and on Learner platforms.

19. Linked Policies and Procedures

- **Safeguarding / Child & Adult Protection** (*core*)
- **Online Safety / Acceptable Use / Filtering & Monitoring**
- **Positive Behaviour Support**



- **Equality, Diversity & Inclusion** (incl. objectives)
- **Inclusion**
- **SEND**
- **Data Protection**
- **Complaints & Whistleblowing**
- **Curriculum** (where anti-bullying education lives)

This policy will be reviewed by the Headteacher every year.

At every review, the policy will be approved by the Richard George, Regional Lead.

This policy will be due for renewal in September 2027.

Appendix A — England

Legislation, guidance and regulatory frameworks underpinning anti-bullying in England

Preventing and Tackling Bullying (DfE) Guidance updated 2017

- **Means:** National guidance for leaders and staff on preventing and responding to bullying (including online); applies to schools and is useful for FE settings.
- **Requires:** A whole-site approach, clear reporting routes, proportionate responses, and targeted support for vulnerable Learners.
- **Our stance:** We embed prevention, early help and equitable access to help-seeking across all programmes and ages.
- **Implementation example:** Site behaviour/relationships policy references this guidance; incident logs show actions, outcomes and learner voice.
- **Links:** <https://www.gov.uk/government/publications/preventing-and-tackling-bullying>
- **Behaviour in Schools (DfE) updated 2024**
- **Means:** Non-statutory guidance that sets behaviour policy expectations, including responses to peer-on-peer abuse and incidents online.
- **Requires:** A published behaviour policy, consistent practice, and proportionate sanctions alongside support to prevent recurrence.
- **Our stance:** Anti-bullying practice is part of the behaviour curriculum and daily routines, not a standalone activity.
- **Implementation example:** Walkthroughs and work scrutiny show how routines, language, and restorative approaches reduce recurrence.
- **Links:** <https://www.gov.uk/government/publications/behaviour-in-schools--2>

Keeping Children Safe in Education (KCSIE) 2025

- **Means:** Statutory guidance for schools and colleges how cater for under 18s on safeguarding; covers child-on-child abuse, sexual harassment/violence and online harm.
- **Requires:** Clear reporting/escalation, DSL oversight, staff training, safe recording, and coordinated support when bullying indicates wider risk.
- **Our stance:** All bullying concerns are triaged through safeguarding; thresholds and multi agency team engagement are applied consistently.
- **Implementation example:** Case files show same-day logging, threshold decisions, parent/carer updates and review points.
- **Links:** <https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

Equality Act 2010

- **Means:** UK-wide law prohibiting discrimination, harassment and victimisation; relevant to prejudice-based bullying and reasonable adjustments.
- **Requires:** Eliminate unlawful conduct, advance equality of opportunity, foster good relations; evidence of accessible anti-bullying processes.
- **Our stance:** We design reporting, responses and curriculum messages to prevent prejudice-based bullying across all characteristics.



- **Implementation example:** Termly review of prejudice-based incident data with actions and communication to Learners and staff.
- **Links:** <https://www.legislation.gov.uk/ukpga/2010/15/contents>

Education (Independent School Standards) Regulations 2014 (ISS)

- **Means:** Standards independent schools must meet (e.g., welfare, health and safety; leadership; complaints); anti-bullying sits within welfare & leadership.
- **Requires:** Safe culture, effective behaviour and anti-bullying arrangements, compliant information/complaints and leadership oversight.
- **Our stance:** Proprietor and Headteacher/Principal review anti-bullying data and compliance at least termly.
- **Implementation example:** Governance minutes and compliance checks link incidents, actions and ISS Parts 3/8 assurance.
- **Links:** <https://www.legislation.gov.uk/uksi/2014/3283>

Ofsted: Education Inspection Framework (schools)

- **Means:** National inspection framework; inspectors consider behaviour, attitudes, personal development and safeguarding culture (bullying included).
- **Requires:** Evidence that Learners feel safe, bullying is rare/handled well, and staff act quickly and proportionately.
- **Our stance:** We maintain an inspection file with live evidence of prevention, response times, outcomes and learner voice.
- **Implementation example:** EIF evidence map: policies, logs, staff training records, learner surveys, and trend analysis.
- **Links:** <https://www.gov.uk/government/collections/ofsted-handbooks-and-frameworks>

Ofsted: Further Education & Skills inspection

- **Means:** Toolkit and operating guides for inspecting FE & skills providers under the EIF; includes whole-provider safeguarding and inclusion.
- **Requires:** Providers show safe culture, effective reporting, and proportionate responses to bullying across adult and 16–19 cohorts.
- **Our stance:** Anti-bullying is embedded in induction, tutorials and programme leadership across FE provision.
- **Implementation example:** FE inspection pack: tutorial plans, incident analysis by programme, reasonable-adjustment records, and learner feedback.
- **Links:** <https://www.gov.uk/government/publications/further-education-and-skills-inspection-toolkit-operating-guide-and-information>