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.

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Marcus Eden

James Imber

Carrie McConomy

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 CareTech.
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

Cambian New Elizabethan School is an independent specialist school that offers placements for students aged 7-19 years with a primary diagnosis of Autism Spectrum Disorder (ASD), and related conditions or diagnoses.

Set in large, private grounds amid a campus of historic buildings in rural Hartlebury, Worcestershire, the school is a relaxing place of learning, where young people receive the specialist education and multi-disciplinary care they need.
The school consists of small class groups, creating a supportive and relaxing environment where students can learn and achieve their personal best.

Students have access to Cambian's diverse, multi-disciplinary clinical team. Having such a range of support available, delivered by experienced practitioners, is a great benefit in supporting our individuals to remove barriers and to reach their full potential.

2. Purpose

Every Learner has the right to learn and work in a safe, respectful, supportive, and secure 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.

Incidents of bullying cause enormous stress to victims. We are therefore strongly committed to the complete avoidance of bullying in all its forms, enforcing a zero-tolerance culture across our provision.

3. Scope

- Applies to all learning, social and residential 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.

This policy applies to all learning, social, and offsite contexts connected to the school. Specifically, this includes:

- **Offsite Learning & Trips:** All educational excursions, community visits, and outdoor learning activities.
- **Transport:** School-arranged home-to-school transport, taxis, and minibus journeys.
- **Work Experience:** Any local work placements, employer visits, or community-based work projects.

4. Local Adaptation Requirement (Adapt Locally)

This policy document has been fully localised by Cambian New Elizabethan School to reflect our current operational boundaries, safeguarding structures, and demographic parameters. All updates are aligned with national legislation, regulatory guidance, and Cambian Group standard values.

All local additions must be:

- Accurate
- Up to date
- Consistent with national legislation and regulator guidance
- Fully aligned with the universal standards in this policy
- Where no local adaptation or local equivalent is required, the universal content remains fully applicable.

5. Legal and Regulatory Context

Cambian New Elizabethan 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 frameworks set out in **Appendices A–C**, which summarise the legal, regulatory and inspection requirements for England, Wales and Scotland.

Although bullying in itself is not a specific criminal act in the UK, certain types of harassing or threatening behaviour or communications constitute a criminal offence under the *Protection from Harassment Act 1997*, the *Malicious Communications Act 1988*, the *Communications Act 2003*, and the *Public Order Act 1986*. If our staff consider that an offence may have been committed, we will seek assistance from the police.

6. 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.

7. 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/SEN, 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).

Because our students have a primary diagnosis of Autism Spectrum Disorder (ASD), distinct care must be taken to differentiate between intentional bullying, online harm, and **"peer conflict" arising from communication differences, social misunderstandings, or sensory overload**.

- **Prejudice-Based Bullying:** At our site, this specifically includes targeting someone based on their Special Educational Needs and Disabilities (SEND) or neurodivergence.
- **Peer Conflict Categories:** staff must cross-reference incidents with our internal *Behaviour Support Framework* to assess whether behaviour stems from distressed communication, sensory dysregulation, or social-communication deficits rather than an intentional power imbalance.

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8. Roles and Responsibilities

Headteacher/Principal – *Carrie McConomy*

- 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 – Abigail Turley (DSL)

- 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.

Current draft placeholder*:* School Main Administration Office

9. 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.

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.

Local Reporting Tracks

- **Digital Reporting Portal:** Dedicated school link: Bullying form
- **In-Person Disclosures:** Staff to whom disclosures are made must initiate the responding procedures themselves or consult the local leadership team immediately.
- **Related Procedures:** [Safeguarding and Child Protection Policy]; [Online Safety and Acceptable Use Policy]; [Complaints & Whistleblowing Tracks].

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10. 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.

Local Operational Routes:

- **Appeals Track:** Complaints Policy.
- **School Case Tracker:** Secure Digital Incident Management System.
- **Data Handling:** Data Protection Policy / Retention Schedule.

11. 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.

Local Referral Tracks:

- **Clinical Offer:** [Wellbeing/Mental Health Offer] *(Direct pathway to internal Speech & Language, Occupational Therapy, and Clinical Psychology)*.
- **External Gateways:** [Early Help/Targeted Support Pathway] *(Worcestershire localised framework links)*.

12. 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.

- **Platform list & controls:** approved tools, reporting & moderation.

Online Safety & Abuse Reporting Policy Sentences

- **Primary Statutory Escalation:** "Where online abuse or harmful content persists on a commercial platform after 48 hours of an initial report, Cambian New Elizabethan School escalates the incident directly to **Report Harmful Content**, the national reporting mechanism operated by the **UK Safer Internet Centre**."
- **Immediate External Escalations:** "Any identified instances of Child Sexual Abuse Material (CSAM) must be reported immediately to the **Internet Watch Foundation (IWF)**, while incidents involving online grooming, exploitation, or suspicious adult-to-child contact must be routed directly to the **CEOP Safety Centre**."
- **Internal Logging & Safeguarding:** "All allegations, disclosures, or discoveries of online abuse involving a student must be logged immediately on the school's internal safeguarding software and flagged directly to the **Designated Safeguarding Lead (DSL)** within the same working day."
- **Evidence Preservation:** "Staff and students are instructed to strictly preserve evidence of online abuse by taking secure screenshots of messages, profiles, and URLs, while ensuring that no illegal or explicit images are duplicated, saved, or distributed during the logging process."
- **Support for the DREAM Framework:** "In alignment with our **DREAM values**, students are actively educated and empowered to use built-in platform reporting tools immediately when they encounter cyberbullying, hate speech, or harassment online."

13. Prejudice-Based and Targeted Bullying

We take a zero-ambivalence stance on prejudice-based bullying. Responses structurally consider identity-based impacts, neurodivergent vulnerabilities, power dynamics, and wider group effects. Local leadership monitors statistics and patterns to actively eliminate disparities.

Local Protocol Tracks

- **Equalities Objectives & Data Cycle:** Formulated, tracked, and reviewed in absolute alignment with our corporate *Equality, Diversity & Inclusion Policy/Objectives*.
- **Reporting Hate Incidents:** All identity-targeted actions must follow our *Prejudice-Based Incident Reporting Guidance*, ensuring separate statistics are kept regarding racist, homophobic, religious, and disability-focused bullying.

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14. Reasonable Adjustments and Accessibility

We continuously adapt processes, communication methodologies, and learning tasks to completely remove barriers for Learners with disabilities, communication deficits, or Social, Emotional and Mental Health (SEMH) needs.

Local Access Planning

- **Recording Adjustments:** Individual communication accommodations, specialised visual timetables, and adjusted restorative timelines are explicitly

recorded within each student's school-based **Individual Education Plan (IEP)** or **Positive Behaviour Support (PBS) Plan**, linked directly to our *Inclusion/SEND Policy*.

- **Assistive Technology & Formats:** Specialised software, text-to-speech tools, and simplified plain-language reporting templates are managed via our site *Assistive Tech Guidance / AT Offer*.

15. Recording, Data and Privacy

- **Case System:** All anti-bullying allegations, triage logs, evidence, actions, and final reviews are recorded on our secure digital incident management system, accessible strictly to authorised education leaders and the safeguarding team.
- **Retention & Privacy:** We collect only the minimum necessary personal data, store it with high-grade security, and follow corporate timelines set in the *Data Protection/Retention Schedule* and *Privacy Notices*.
- **Analytics Cadence:** Incident data is formally reviewed on a termly basis by the Headteacher, Behaviour Lead and Regional Lead to isolate repeating patterns, identify vulnerable cohorts, and direct preventative curriculum resources.

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16. 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:

16.1 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.

16.2 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.

16.3 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.

16.4 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).

16.5 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.

16.6 Documentation & review

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

- **Designated Safeguarding Lead (DSL):** Abigail Turley
- **Deputy Designated Safeguarding Lead(s):** Contactable via the School Main Administration Office
- **Local Authority Safeguarding Thresholds:** Managed in direct accordance with the *Worcestershire Local Thresholds / Referral Form*.
- **Online Filtering & Monitoring:** Managed under the site *Online Safety / Filtering & Monitoring Statement*.

17. 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.

- **Training Matrix:** Detailed schedules are tracked via our *Staff Training / CPD Programme*.
- **Compliance Records:** Individual completion rates are logged and monitored on the central *Training Compliance Dashboard*.

18. 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.

- **QA Calendar:** Anti-bullying tracking arrays, log response times, repeat incident volumes, and stakeholder feedback are audited on a **termly and annual basis** via our *QA/Monitoring Calendar* and *Data Dashboard*.
- **Governance Reports:** Aggregated trend data, compliance metrics, and impact summaries are submitted to the CareTech/Cambian executive board via the *Board/Proprietor Reporting Schedule*

19. Communication and Publishing Duties

- This policy is published on the **Cambian Group / New Elizabethan School website** in an accessible format.
- A plain-language, student-friendly summary is provided to all Learners and parents/carers at induction and re-shared annually (*Policy Summary – Anti-Bullying*).
- Reporting tracks and help-seeking channels are prominently displayed across the school campus, inside classrooms, and on student virtual learning tiles (*Learner Induction / VLE Tile*).

20. Linked Policies and Procedures

- *Safeguarding and Child Protection Policy*
- *Online Safety, Acceptable Use, and Filtering/Monitoring Statement*
- *Positive Behaviour Support / School Behaviour Policy*
- *Equality, Diversity & Inclusion Policy and Objectives*
- *Inclusion and SEND Policy*
- *Data Protection and Records Management / Retention Schedule*
- *Complaints & Whistleblowing Policies*
- *Curriculum and PSHE Tutorial Frameworks*
- *Work-Based Learning and Placement Agreements*

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

Appendix B — Wales

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

Rights, Respect, Equality 2019

- **Means:** Statutory guidance for schools on preventing, recording and responding to bullying, including prejudice-based and online.
- **Requires:** A whole-site strategy, accessible reporting, consistent responses, recording/monitoring and engagement with Learners and parents/carers.
- **Our stance:** We use the guidance to shape the behaviour/relationships policy and incident workflow.
- **Implementation example:** Annual policy review evidences use of RRE definitions, data trends and improvement actions.
- **Links:** https://www.gov.wales/rights-respect-equality-guidance-schools

Keeping Learners Safe 2022

- **Means:** National safeguarding guidance for schools and colleges; bullying escalates where risk indicates harm.
- **Requires:** Clear reporting/escalation, DSP arrangements, information-sharing, and multi-agency coordination for concerns arising from bullying.
- **Our stance:** All bullying concerns are screened against safeguarding thresholds for under-18s and coordinated through the site safeguarding team.
- **Implementation example:** Case records show same-day logging, threshold decisions, referrals where needed, and review of safety plans.

- **Links:** https://www.gov.wales/keeping-learners-safe

Independent School Standards (Wales) Regulations 2024

- **Means:** Standards that independent schools must meet (quality of education, welfare/health/safety, leadership, premises, information, complaints).
- **Requires:** Active promotion of safeguarding, clear behaviour/anti-bullying arrangements, proprietor accountability and transparent complaints handling.
- **Our stance:** Proprietor and Headteacher monitor anti-bullying compliance and publish required information.
- **Implementation example:** Compliance file maps policies, training, incident data and complaints outcomes to the relevant standards.
- **Links:** https://www.legislation.gov.uk/wsi/2024/27/made

Estyn: Inspection (schools and post-16)

- **Means:** Estyn's published approach and resources explain what/how inspection considers wellbeing, care, support, guidance and safeguarding (bullying in scope).
- **Requires:** Evidence of safe culture, effective reporting, consistent practice and improvement planning; applies across schools and post-16.
- **Our stance:** We keep an inspection pack aligned to Estyn's "what/how we inspect" resources (independent schools and independent specialist colleges).
- **Implementation example:** Inspection folder with policy links, incident analytics, learner voice, and QA cycles available via the VIR on request.
- **Links:** https://estyn.gov.wales/inspection-guidance-resources/

Appendix C — Scotland

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

Respect for All: The National Approach to Anti-Bullying (2024)

- **Means:** National framework defining bullying (including online), prevention, response, recording and monitoring for schools across Scotland.
- **Requires:** Whole-school approach, accessible reporting, responsive supports and data-informed improvement on prejudice-based bullying.
- **Our stance:** We use *Respect for All* to shape definitions, processes and staff development.
- **Implementation example:** Termly anti-bullying data review with actions and communication to Learners and the education team.
- **Links:** https://www.gov.scot/publications/respect-national-approach-anti-bullying-scotlands-children-young-people/

National Guidance for Child Protection in Scotland (2021, updated 2023)

- **Means:** Multi-agency guidance on roles, thresholds and processes when risk of significant harm is identified (bullying may be an indicator).
- **Requires:** Prompt escalation, lawful information-sharing and multi-agency planning where bullying concerns reach child-protection threshold.
- **Our stance:** Safeguarding and anti-bullying workflows are integrated; threshold decisions are recorded with rationale.
- **Implementation example:** Child protection records show decisions, referrals and reviews linked to bullying-related risk.
- **Links:**https://www.celcis.org/application/files/2216/9358/2979/national-guidance-child-protection-scotland-2021-updated-2023.pdf

Getting it right for every child (GIRFEC)

- **Means:** National approach for wellbeing, early help and multi-agency working; informs prevention and support when bullying affects wellbeing.
- **Requires:** Named point of contact, coordinated planning and proportionate support to improve outcomes and prevent recurrence.
- **Our stance:** Anti-bullying actions are built into wellbeing planning (National Practice Model) and reviewed with Learners.
- **Implementation example:** Child's Plan/Wellbeing notes show supports, reasonable adjustments and review checkpoints.
- **Links:** https://www.gov.scot/policies/girfec/

How Good Is Our School? (HGIOS4) — HMIE/Education Scotland

- **Means:** National self-evaluation framework; QI 3.1 (wellbeing, equality and inclusion) and leadership/learning QIs underpin inspection of anti-bullying culture.
- **Requires:** Evidence that Learners feel safe, bullying is prevented/handled well, and data and stakeholder feedback drive improvement.
- **Our stance:** We use HGIOS4 to self-evaluate anti-bullying practice and set measurable improvement targets.
- **Implementation example:** Self-evaluation summary with ratings, evidence sources and next-step actions shared with governance.
- **Links:** https://educationinspectorate.gov.scot/inspection-frameworks/hgios4/

Equality Impact Statement

This policy has been developed to promote equality, safeguard individual's rights, and ensure fair and inclusive practice across all services. The potential impact of the policy on children, young people, young adults, families, and staff with protected characteristics has been considered in line with the Equality Act 2010.

No negative impacts have been identified. Staff must apply this policy with sensitivity to individual need and make reasonable adjustments to ensure equitable access, safety, wellbeing, and participation for every individual. Any emerging risks of differential impact should be reported and addressed through ongoing review and quality assurance.