



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.

Written: April 2026
Author: Benjamin Neasom, Headteacher
Reviewed: Benjamin Neasom, Headteacher
Next Review: April 2026
Approved by: April 2029
Rob 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

Hidelow Grange School is an Independent School operating within the Branäs Isaf Company, a subsidiary of CareTech Community Services Ltd., who are the proprietors.

Hidelow Grange School is an independent specialist SEMH school providing education to boys aged 11 to 18 years with social, emotional and mental health (SEMH) needs, who are Looked After Children. The school is registered for up to 20 young people and consists of Key Stage 3, Key Stage 4 classes.

The school specifically caters for boys who present with harmful sexual behaviours (HSB) and a range of complex interpersonal, emotional and behavioural issues. For a more detailed description of what the school offers, see the School Statement of Purpose and School Prospectus.

Our Learners:

All young people at Hidelow Grange School have a history of harmful behaviours, including harmful sexualised behaviours (HSB), and social, emotional and mental health needs, often accompanied by a range of additional learning needs.

Most of the pupils have had interrupted histories in education and care. There are a wide variety of attainments on admission. All have fragile self-esteem and demonstrate difficulties with authority and a lack of trust in adults. Many have experienced loss and trauma, leading to attachment difficulties. As a result, many experience difficulties in forming and maintaining appropriate, positive relationships with others and have a limited ability to work cooperatively.

Learners at Hidelow Grange School:

- Are aged 11 to 18
- Are boys only
- Are placed within the residential setting of Branäs Isaf (Hidelow House and Burley House)
- Are residents from placing authorities throughout the United Kingdom
- All present a range of harmful behaviours, including harmful sexual behaviours (HSB)
- Most are in receipt of an Education, Health and Care (EHC) plan
- All are Looked After Children

We recognise that our learners are especially vulnerable to being bullied and to exhibiting bullying behaviour themselves. Many have witnessed or experienced bullying or abuse previously; many have mental health issues at times as a result of their experiences; they may feel powerless in relation to their current situation; they may have low self-esteem; they may have poor social skills and be anxious about fitting in with their peers; they may be looking to impress other young people or to divert negative attention away from themselves. Many of our learners are all in care and living away from their families and home towns.



Young people with SEND are three times more likely to experience bullying than their peers.

These are all risk factors that can determine whether a young person may present bullying behaviours towards others. We recognise that we are likely to see bullying behaviour in our school at times.

Our young people are supervised closely at all times and will never be left alone with another young person without an adult present.

2. Purpose

Hidelow Grange School does not tolerate bullying in any form. Every learner has the right to learn and work in a safe, respectful environment. This policy sets out our approach to preventing, identifying and responding to bullying, including online harm. All members of our school community share responsibility for ensuring that bullying behaviour is not tolerated and to challenge it whenever it occurs.

This policy provides a consistent framework that each site implements through the marked **Hidelow Grange School** sections.

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).
This includes:
 - On-site at Hidelow Grange School
 - Off-site sports facilities including HALO sports centre at Hereford
 - Friday enrichment activities venues such as Aztec at Upton Warren for sailing
 - Transport arranged by the school
 - Work placements
 - Online spaces and messaging connected to learning
 - Residential settings (Hidelow House and Burley House) in coordination with residential care policies
- 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. Local Adaptation Requirement (Adapt Locally)

Some sections in this policy are marked *Hidelow Grange School*. These sections are completed by each site to reflect local operational procedures or national equivalents (e.g., safeguarding framework, inspection remit, curriculum/quality framework, data protection contacts).**

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

Hidelow Grange School operates under the legal and regulatory frameworks for England as detailed in **Appendix A**, which summarise the legal, regulatory and inspection requirements for England. Key legislation includes the Equality Act 2010, Keeping Children Safe in Education 2025, Education (Independent School Standards) Regulations 2014, and DfE guidance on Preventing and Tackling Bullying.

6. Principles (Our Commitments)

These principles align with our school values of Aspiration, Curiosity, Independence, Innovation, Reflection, Tolerance and Trust. We are committed to creating an environment where every learner feels safe, valued and empowered to report concerns.

- **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, residential peer conflict, 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).
- **We help our learners understand bullying using the STOP acronym:**
 - **S**everal
 - **T**imes
 - **O**n
 - **P**urpose
- **What is NOT bullying:**
 - Friendship fallouts (unless they deteriorate into bullying behaviour)
 - A one-off fight or argument
 - A one-off physical assault (addressed via behaviour policy)
 - Banter between friends of equal power (but staff will monitor to ensure it doesn't cross into bullying)

8. Roles and Responsibilities

Headteacher

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

Teachers/tutors & staff team (including residential/support teams)

- 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

- 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.
- **Contact Hidelow House or Burley House Care Home Managers:**
- **Hidelow House:** 01886884830
- **Burley House:** 01905674500



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).
- **Curriculum:** A broad and rich curriculum, PSHE scheme, SMSC calendar with assemblies for significant events or celebrations.
- **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.

- **Report a concern:** Insert web form / QR / email / phone: [Safeguarding - Branas](#)
- **Trusted adult routes:** Insert names/roles (not personal emails).
- **Out-of-hours & residential:** Insert arrangements and escalation.

Related policies: HGS Safeguarding and child protection policy; HGS Online Safety & Acceptable Use policy; Complaints/Whistleblowing.

How Young People Can Raise Concerns

We provide multiple routes for learners to raise concerns:

In-person:

- Headteacher: Benjamin Neasom - 01886 884832
- Deputy Headteacher: Juliet Smith - 01886 884832
- Your tutor or any trusted staff member
- Mental Health Lead: Juliet Smith

Residential staff:

- Hidelow House: 01886 884830
- Burley House: 01905674500
- Your keyworker

Written/online:

- Email: benjamin.neasom@caretech-uk.com or juliet.smith@caretech-uk.com
- Mind of My Own app - use the 'Safety Link' function if you feel unsafe, scared or unhappy

External:

- National helplines: Childline 0800 1111 (24/7) | NSPCC 0808 800 5000 | CEOP www.ceop.police.uk/safety-centre



- Local Authority representatives: Your social worker, IRO (Independent Reviewing Officer), Virtual School (contact details in your care plan)
- Parents/carers (where appropriate)

School forums:

- School Council
- Tutor times
- Group meetings

Company complaints system:

- Whistleblowing Hotline: 0800 086 9128 (24/7)
- Online portal: caretech.ethicpoints.com

Out-of-hours & residential concerns:

- Hidelow House: 01886 884830
- Burley House: 01905674500
- Herefordshire Emergency Duty Team: 01432 383340
- Emergency services: 999

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.

Response timeframes:

- Initial contact with learner: Same day where possible, within 24 hours maximum
- Investigation commenced: Within 2 working days
- Parents/carers informed: Within 3 working days
- Review meeting: Within 10 working days, then monthly for at least one month

Recording: All incidents recorded on BehaviourWatch and logged as welfare concern in Safeguarding files of all learners involved

Appeal/complaint route: See Complaints Policy & Company complaints system



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.

Wellbeing/therapy access:

- All learners have access to specialist therapy as part of the integrated Branas Isaf model
- Therapists for all learners involved will be informed and may carry out relevant work as required
- **Multi-agency pathways:**
- Care Team (Hidelow House/Burley House) - immediate notification
- Social Worker - notification within 3 working days
- Multi-agency meeting convened if needed involving: Therapy, Care, Education, Social Worker
- Referral to: [Early Help and support for families in Herefordshire - Herefordshire Council](#)

12. Online/Cyber Bullying

12.1 Context for Hidelow Grange School

Students at our school do not have unsupervised access to the internet or social media at school. Access at residential settings (Hidelow House and Burley House) is supervised by care staff in accordance with individual risk assessments. HGS online safety policy 2025-26

Given our cohort of pupils who present with harmful sexual behaviours (HSB) and complex SEMH needs, our online safety approach is more restrictive than mainstream schools, with constant 1:1 supervision, robust filtering/monitoring, and integration with therapeutic interventions addressing HSB. HGS online safety policy 2025-26

12.2 What is Cyberbullying?

Cyberbullying is persistent, anonymous, and harmful. Common forms include texts, images, emails, chat rooms, instant messaging, and websites. Cyberbullying can reach large audiences quickly and anonymously. Most incidents involve peers within the same class or year group. Despite lack of physical evidence, cyberbullying can be deeply harmful. HGS online safety policy 2025-26

HSB-Specific Online Risks:

Our pupils face additional risks including:

- Re-enacting harmful sexual behaviours online HGS online safety policy 2025-26



- Using technology to perpetrate sexual harm or harassment HGS online safety policy 2025-26
- Creating, sharing or requesting sexual images (sexting) HGS online safety policy 2025-26
- Using technology to access victims HGS online safety policy 2025-26

12.3 Prevention and Education

Teaching staff deliver lessons on social networking safety, covering areas such as the risks of uploading personal content and challenges removing content once shared. Lessons also focus on privacy and the risks surrounding sharing personal details. This is pitched to children and students' development and level of understanding. HGS online safety policy 2025-26

Every individual has a personalised online safety risk assessment that is reviewed regularly in line with care and education planning. HGS online safety policy 2025-26
Regular parent/carer sessions are held on cyberbullying and online child protection. HGS online safety policy 2025-26

12.4 Platform Controls and Monitoring

Approved platforms:

- Google Classroom (supervised educational use only)
- [Other approved educational platforms as specified in Online Safety Policy]

Filtering and monitoring:

Our School has robust filtering and monitoring systems in place, however, staff are aware that mobile devices with wireless access can bypass these systems – staff remain alert to any signs of concern. HGS online safety policy 2025-26

Wireless access is proactively managed and secured. HGS online safety policy 2025-26

Filtering and monitoring systems are reviewed to account for AI risks and our digital safety infrastructure is in line with the new DfE guidance/tool 'Plan Technology for Your School'. HGS online safety policy 2025-26

12.5 How to Report Cyberbullying

Learners can report concerns to:

- Headteacher (Benjamin Neasom - DSL)
- Deputy Headteacher (Juliet Smith - Deputy DSL)
- Any trusted staff member
- Residential keyworkers at Hidelow House (01886 884830) or Burley House (01905674500)
- External helplines: Childline (0800 1111), NSPCC (0808 800 5000), CEOP (www.ceop.police.uk/safety-centre)

All staff follow the Acceptable Use Policy and report concerns to the Online Safety Lead. Staff maintain professional communication via official systems. HGS online safety policy 2025-26

12.6 Staff Response to Cyberbullying

All staff must:

- Stay informed on online safety and peer-on-peer abuse HGS online safety policy 2025-26
- Report concerns to the Online Safety Lead HGS online safety policy 2025-26
- Monitor device use and internet access HGS online safety policy 2025-26



- Follow the Whistleblowing, Child Protection and other associated policies HGS online safety policy 2025-26
- Immediately report concerns when they arise HGS online safety policy 2025-26

For incidents involving sexting/sharing nudes:

Staff must respond to disclosures calmly and follow safeguarding procedures immediately. This involves notifying the DSL within one hour. If the incident involves coercion, violence, or individuals under 13 or over 18, police and children's social care must be contacted. If a child is in immediate danger, call 999 or NSPCC at 0808 800 5000. Staff should avoid viewing the content and isolate devices if necessary. HGS online safety policy 2025-26

12.7 Staff Powers to Search Devices

In accordance with the Education Act 2011, staff authorised by the Headteacher can examine and delete files from pupils' personal devices where there is good reason.

Material suspected to be evidence of a criminal offence will NOT be deleted and will be given to police.

All device searches must be recorded and reported to the DSL.

12.8 Recording and Support

All cyberbullying incidents are recorded on BehaviourWatch and logged as welfare concerns in Safeguarding files.

Our School supports victims and educates staff and individuals on prevention and reporting. HGS online safety policy 2025-26

Support includes:

- Immediate safety check and emotional support
- Involvement of therapy team (integrated Branas Isaf model)
- Multi-agency meetings if needed (Education, Care, Therapy, Social Worker)
- Review of online safety risk assessment
- Practical support (blocking users, reporting content, privacy settings)

12.9 AI-Related Risks

Our Designated Safeguarding Lead is alert to AI-related risks including how AI tools might be used to bypass filters, spread conspiracy theories, or deliver content that appears trustworthy but is inaccurate or harmful. HGS online safety policy 2025-26

Specific cyberbullying risks include AI-generated deepfake images or videos used to humiliate or harass.

12.10 Linked Policies

This section must be read alongside the full **Online Safety Policy** and:

- HGS POLICY - Safeguarding & Child Protection Policy
- HGS POLICY – Positive Behaviour Support
- Acceptable Use Agreements (Staff and Pupils)
- Data Protection Policy
- Staff Code of Conduct

13. Prejudice-Based and Targeted Bullying

We take a zero-ambivalence stance on prejudice-based bullying (e.g., disability/ALN, 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.

Equalities objectives & data cycle:

- Termly analysis of prejudice-based incidents by type and protected characteristic
- Annual review of equalities objectives
- Reporting to Governance Committee/Proprietor Representative
- See HGS Equality, Diversity & Inclusion Policy

Reporting hate incidents:

- All prejudice-based incidents recorded on BehaviourWatch with specific flag
- Headteacher reviews weekly
- Reported to Proprietor Representative termly
- Serious incidents reported to Local Authority as appropriate
- See Prejudice-Based Incident Reporting Guidance

14. Reasonable Adjustments and Accessibility

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

Access planning at Hidelow Grange School:

We recognise that our learners are especially vulnerable to being bullied and to exhibiting bullying behaviour themselves. Pupils with SEND are three times more likely to experience bullying than their peers. Our learners may:

- Have witnessed or experienced bullying or abuse previously
- Have mental health issues as a result of their experiences
- Feel powerless in relation to their current situation
- Have low self-esteem and poor social skills
- Be anxious about fitting in with peers
- Be care-experienced and living away from families and home towns

Reasonable adjustments include:

- Communication support (visual aids, simplified language, staff scribing)
- Extended time for responses
- Choice of trusted adult to support reporting
- Alternative reporting methods (verbal, written, via keyworker)
- Adjustments recorded in: EHC Plans, Individual Learning Plans, Risk Assessments
- See HGS POLICY – SEND (England)

Assistive technology & formats:

- Widgit Symbols; Dyslexia Overlays.

15. Recording, Data and Privacy

- Record concerns/actions/outcomes on the site system; flag repeat patterns.



- Collect the minimum necessary personal data; store securely; follow retention rules.
- Use aggregated data to drive prevention and improvement.

Case system:

- Primary system: BehaviourWatch (online incident recording system)
- Access: Headteacher, DSL, teaching staff, [INSERT other roles]
- All incidents flagged as 'bullying' for analysis
- Welfare concern logged in Safeguarding files of all learners involved

Retention reference:

- Bullying records retained in line with Data Protection/Retention Schedule on BehaviourWatch system
- Safeguarding records retained until learner reaches 25 years
- See Privacy Notices

Analytics cadence:

- Weekly: Headteacher reviews all new incidents
- Termly: Full analysis of patterns by type, protected characteristic, location, individuals
- Termly: Report to Governance Committee/Proprietor Representative
- Annual: Review of policy effectiveness
- See Data Dashboard BehaviourWatch

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.

Recording Requirements

All bullying incidents with safeguarding concerns must be recorded on **BehaviourWatch** and logged as welfare concerns in Safeguarding files of all learners involved.

Documentation must capture:

- Initial concern and staff response
- DSL consultation and decision-making
- Multi-agency discussions (Education, Care, Therapy, Social Worker)
- **Learner voice** - views, feelings, and wishes of all learners involved
- Support provided and outcomes
- Review points and monitoring arrangements

Review Schedule

- **Initial review:** Within 10 working days
- **Ongoing:** Weekly check-ins (minimum 4 weeks), fortnightly tutor/keyworker reviews
- **Monthly:** Multi-agency review if concerns continue
- **Termly:** Online safety risk assessment reviews

Escalation triggers: Recurrence, escalation in severity, new concerns, learner distress, changes in behaviour, or concerns from residential/social worker/family.

Learner Voice

All reviews must include one-to-one conversations with learners, opportunity to express views on support, input into safety planning, and choice of trusted adult. Learners can also use **Mind of My Own app** to share views digitally (see Safeguarding & Child Protection Policy, Section 10).

Key Contacts

Safeguarding (School):

- **DSL:** Benjamin J. Neasom - 01886 884832 / benjamin.neasom@caretech-uk.com
- **Deputy DSL:** Juliet Smith - 01886 884832 / juliet.smith@caretech-uk.com

Out-of-hours:

- **Hidelow House:** 01886 884830
- **Burley House:** 01905674500
- **Herefordshire Emergency Duty Team:** 01432 383340
- **Emergency services:** 999

For full contact details (including Regional Lead, Head of Service, Proprietor Representative, IT contacts), see **Safeguarding & Child Protection Policy, Section**

2: School Key Contacts.

Referral Thresholds & External Agencies

Herefordshire MASH:

- **Office hours:** 01432 260800 (Mon-Thu 8:45am-5:15pm, Fri 8:45am-4:45pm)
- **Out of hours:** 01432 383340
- **Email:** mash@herefordshire.gov.uk

Early Help: 01432 260261 / earlyhelpfamilysupport@herefordshire.gov.uk

LADO (allegations against staff): Carol Ifill - 01432 261739 / LADO@herefordshire.gov.uk

Police: 999 (emergency) / 101 (non-emergency)

When to refer: Bullying incidents must be referred to MASH when there is reasonable cause to suspect significant harm, the incident involves sexual violence/harassment, coercion, violence, exploitation, or could be a criminal offence.

For full referral procedures and thresholds, see Safeguarding & Child Protection Policy, Sections 18-19: Child Protection Process.

Online Safety & Risk

Every learner has a **personalised online safety risk assessment** reviewed regularly in line with care and education planning.

Filtering & Monitoring: Fortigate (filtering) and Fastvue (monitoring) systems in place. Real-time alerts sent to DSL, Head of Service and home managers. All alerts reviewed within 24 hours; high-risk alerts escalated immediately.

Risk assessments reviewed: Following any online bullying/cyber incident, following sexting incidents, when circumstances change, and at least termly.

For full online safety procedures, see:

- **Online Safety Policy** (reviewed March 2026)
- **Filtering & Monitoring Policy** (reviewed April 2026)

Whistleblowing

If staff feel unable to raise concerns through normal channels:

Whistleblowing Hotline: 0800 086 9128 (24/7)

Online portal: caretech.ethicspoints.com

See: **Whistleblowing Policy**

Linked Policies

All referenced policies are available:



- On the school website: www.hidelowgrangeschool.co.uk
- From the school office upon request
- On the staff intranet/OnRezume platform

Key policies:

- **Safeguarding & Child Protection Policy** (April 2026) - full contact details, referral procedures, thresholds
- **Online Safety Policy** (March 2026) - online risks, filtering/monitoring, AI risks
- **Filtering & Monitoring Policy** (April 2026) - technical systems, monitoring protocols
- **Child-on-Child Abuse Policy** - peer-on-peer abuse procedures
- **Behaviour Policy** - consequences and support
- **SEND Policy** - additional vulnerabilities
- **Data Protection Policy** - information sharing protocols

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 & cadence:

All staff (teaching and residential):

- Induction: Anti-bullying policy, recognising signs, reporting procedures
- Annual: Refresher training, updates to policy, case study discussions
- AIM 2 training: All staff trained in assessing and responding to sexually harmful behaviour

DSL/Deputies:

- DSL training (every 2 years)
- Peer-on-peer abuse training
- Online safety training

Teaching staff:

- Trauma-responsive practice
- Restorative approaches
- PSHE curriculum delivery on bullying/relationships

Completion records:

- Training log maintained by: Headteacher/Learning & Development
- Compliance monitored via: Your Hippo
- See Staff Training/CPD Programme Calendar

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:

- **Weekly:** Headteacher reviews all new incidents on BehaviourWatch
- **Termly:** Full data analysis (types, patterns, protected characteristics, locations, individuals)



- **Termly:** Staff survey on policy effectiveness
- **Termly:** Learner voice (School Council, individual consultations)
- **Termly:** Report to Governance Committee/Proprietor Representative
- **Annual:** Full policy review with stakeholder consultation
- **Annual:** Feedback questionnaires (learners, care staff, social workers, parents)
- See QA/Monitoring Calendar

Governance reports:

- Termly report to: Education Lead & Director of Education
- Report includes: incident numbers, types, patterns, actions taken, policy effectiveness, training compliance
- See Board/Proprietor Reporting Schedule

19. Communication and Publishing Duties

- Publish this policy 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.

Website location:

- Published at: www.hidelowgrangeschool.co.uk/policies
- Accessible format available on request
- Alternative languages available on request

Learner/parent summary:

- Child-friendly version using STOP acronym and simple language
- Shared at induction and annually

Induction materials:

- Part of learner induction pack
- Discussed in first tutor meeting
- Displayed in: classrooms, common areas, residential homes

20. 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**
- **Records Management**
- **Complaints & Whistleblowing**
- **Curriculum/Tutorial Frameworks** (where anti-bullying education lives)
- **Work-based Learning / Placement Agreements** (where relevant)
- **Young Persons Handbook** (if Learner living in a residential home)
- **Residential home Anti-Bullying and Safeguarding / Child Protection Policy** (if Learner living in a residential home)



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>

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.