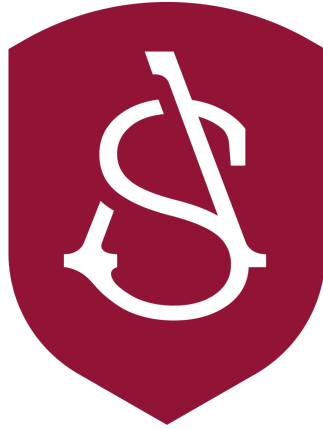




ASHLAWN
SCHOOL

Anti-Bullying Policy

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Version Control

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1. Ashlawn School Anti-Bullying Policy Statement

Ashlawn School is a caring community where every individual is held in high esteem and diversity is celebrated. Sensitivity, acceptance, self-discipline, respect, and kindness are nurtured and encouraged in all and are typified in the day-to-day life and core values of the school. Everyone in the Ashlawn School community is of equal value and has the right to equal opportunities. No one should be discriminated against or bullied in any way. All individuals are expected to treat others as they themselves wish to be treated.

The Ashlawn Community Pledge

At Ashlawn School, we commit to being part of the Ashlawn Community and pledge to:

- Demonstrate kindness to all and help those in need.
- Be proud of our uniqueness and champion the differences of others.
- Celebrate our successes together.
- Express gratitude for things that others do for us.
- Show respect and pride in our words and actions.
- Challenge ourselves and each other to be our best, always.

In addressing the issue of bullying, we aim to ensure that Ashlawn provides a safe learning environment where our students can be successful and confident in their own sense of personal worth. No one in the Ashlawn community should be treated with disrespect or discriminated against because of bullying.

Name-calling and inappropriate banter will not be tolerated at Ashlawn School and may be classed as bullying if it is repeated and sustained.

Everyone has the right to practice their religion, and no individual will at any time be made to feel uncomfortable for doing this. All reasonable adjustments will be made to allow individuals to practice their religion.

Teachers and students should respect each other and seek to establish and build upon positive relationships. A culture of **Restorative Practice** will be embedded across the school to support this.

Anti-Bullying Ambassadors: Ashlawn School operates an active Anti-Bullying Ambassador programme. More information can be found on our [Safeguarding Hub](#).

All students are introduced to and agree to our **Anti-Bullying Charter (Appendix 2)**. Where this is not the case, it is expected a meeting will take place with parents/carers.

2. Definition of Bullying

Ashlawn School adopts the official definition of bullying established by the **Anti-Bullying Alliance**:

"The repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. Bullying can be physical, verbal or psychological. It can happen face-to-face or online."

From the victim's viewpoint, bullying has taken place when an individual or group is left feeling hurt (injured), threatened, or anxious by the unwarranted unkind actions of another individual or group.

Bullying includes, but is not limited to:

- **Rude/aggressive gestures** or hostile, disdainful looks.
- **Verbal abuse**: Name-calling, spreading rumours, humiliation, threats.
- **Physical aggression**: Physical intimidation, assault, kicking, hitting, punching.
- **Extortion** or hiding/theft of property.
- **Exclusion** from peer groups.
- **Sexual harassment**: Sexually abusive or explicit comments, unwanted physical attention or contact.
- **Prejudicial bullying**: Racial harassment (**see Appendix 4**), homophobic, biphobic, transphobic abuse, or targeting an individual's religion, learning needs, or disability.
- **Cyberbullying**: Any form of abuse or intimidation via mobile phones or computer technology (e.g., Instagram, TikTok, Snapchat, or internet platforms).

Youth-Led Definition (Warwickshire Youth Framework)

Young people in Warwickshire define bullying as behavior over a period of time that leaves someone feeling:

- Physically and/or mentally hurt or worried.
- Unsafe and/or frightened.
- Unable to do well and achieve.
- "Badly different", alone, unimportant, and/or unvalued.
- Unable to see a happy and exciting future for yourself.

When a person or group has been made aware of the effects of their behavior on another and continues anyway, this is bullying. Investigation must happen straight away, as it can take a long time to build up the courage to tell.

3. Actions & Responsibilities

All stakeholders must be made aware of our policy on Anti-Bullying and the mechanisms by which bullying incidents should be dealt with. All pupils and staff have a responsibility to immediately report concerns over bullying.

Reporting Channels for Students

Students who witness or experience bullying should report it immediately. We operate a "See it, Hear it, Report it" culture via:

- **"I need to talk"** slips and physical reporting boxes.
- **Online reporting forms** accessible via iPads in the school library or via QR codes which are available on school exits, and to collect from Student Services.
- Dedicated **out-of-hours email support**: safeguarding@ashlawn.org.uk.

Stakeholder Responsibilities

- **Parents:** Advised to inform the school immediately of any concerns. For incidents occurring outside school grounds, parents are also advised to report harassment to the police.
- **Teachers:** Act as role models, handle and report incidents robustly using the **Incident Reporting Form (Appendix 4)**, and maintain consistency via the **Bullying Flowchart (Appendix 1)** and **Classroom Expectations (Appendix 3)**.
- **Heads of Subject / Faculty:** Ensure zero tolerance in their classrooms, reinforce the *Ashlawn Pledge* in departmental meetings, and process department-level incidents.
- **Form Tutors:** Deliver personal development programs, monitor tutee dynamics, and use tutor time to reinforce anti-bullying values.
- **Heads of Year (HOY):** Reaffirm values through assemblies, maintain the year-group bullying log, and initiate formal parental meetings if bullying persists.
- **Key Stage Leaders & Senior Leadership (SLT):** Monitor policy implementation, review data trends, and lead multi-agency or governor disciplinary interventions.

Foundational Principles of Anti-Bullying Interventions

Before outlining consequences, Ashlawn School adheres to five core principles that guide every intervention:

- **Consistency and Clarity:** All students, staff, and parents are made fully aware of this policy and the precise consequences of violating it.
- **Proportionality:** School responses are directly scaled to match the severity, intent, and frequency of the bullying behavior.

- **Restorative Justice:** Interventions focus on repairing the harm caused. This requires perpetrators to acknowledge their actions, apologise, and make genuine amends.
- **Safeguarding:** The ultimate and primary concern is always ensuring the long-term safety and well-being of the victim.
- **Parental Involvement:** Parents and guardians are viewed as integral partners and will be informed and involved at every stage of the process.

Escalated Consequences Pathway

The school reserves the right to initiate this pathway at a higher stage depending on the context, intent, and severity of the incident.

Stage 1: First Incident or Low-Level Bullying

- **Verbal Warning & Investigation:** A staff member (e.g., Teacher, Form Tutor, or HOY) interviews the perpetrator and the victim separately to gather a clear account of events.
- **Immediate Sanction:** Application of a short-term, in-school consequence such as a lunchtime detention, a formal written warning, or loss of break-time privileges.
- **Restorative Conversation:** With the victim's explicit consent, a staff member facilitates a structured meeting. The perpetrator is supported to acknowledge the harm caused and deliver a meaningful apology.
- **Parental Notification:** The perpetrator's parents/carers are contacted to inform them of the incident, ensuring cohesive home-school alignment.

Stage 2: Repeated Incident or More Serious Bullying

- **Formal Consequences:** A heightened sanction is applied. This includes extended after-school detentions, a designated period in an isolation room/behavior support unit, or placement on a daily behavior monitoring "Report Card".
- **Mandatory Anti-Bullying Education:** The student must complete targeted intervention work, including:
 - One-on-one sessions with a pastoral leader or appropriately trained staff member to address root behavioral triggers.
 - Structured modules/worksheets focused on empathy, conflict resolution, and the psychological impacts of bullying.
 - Drafting a formal **Behavior Contract** detailing future expectations and clear consequences for non-compliance.
- **Formal Parental Meeting:** A mandatory meeting is convened with the parents, student, and a senior staff member (e.g., Head of Year or Assistant Headteacher) to formally present evidence and reinforce the gravity of the situation.

- **Restorative Work:** Continued, deliberate efforts are made to repair the emotional or social harm inflicted on the victim.

Stage 3: Persistent Bullying or High-Level Incident (e.g., Assault, Severe Cyberbullying)

- **Internal Exclusion (Suspension):** The student is removed from their regular peer group and lessons for a set period. They complete their academic work within a strictly supervised, isolated school setting.
- **Multi-Agency Referral:** If the incident constitutes a major safeguarding risk (e.g., hate-based crimes, physical violence, or extreme psychological trauma), the Designated Safeguarding Lead (DSL) will escalate the case to external bodies such as Social Care, PREVENT, or the Police.
- **Intensive Support Plan:** Implementation of a targeted pastoral support framework, featuring regular mandatory check-ins with an external mentor or school counselor.
- **Behavioral Improvement Plan (BIP):** A formal documented plan for improvements, co-authored with parents and the student. It outlines required behavioral changes, school-provided support structures, and final warnings for non-compliance.

Stage 4: Failure to Comply or Extremely Severe Bullying

- **Fixed-Term Suspension:** The student is formally banned from attending the school site for a designated number of days. Parents assume legal responsibility for ensuring education continues during this period.
- **Governor Disciplinary Meeting:** A formal review panel comprising a school governor is convened to evaluate the student's future at Ashlawn School.
- **Permanent Exclusion (Expulsion):** Utilised as an ultimate last resort for persistent, unyielding bullying or singular acts of extreme severity. The student is permanently removed from the school roll, and Ashlawn coordinates with the Local Authority to arrange alternative educational placement, prioritising the safety of the wider student body.

4. Advice for Staff Dealing with Bullying

- **Maintain Objectivity:** Remain calm, measured, and objective. Emotional reactions can compromise judgment or reinforce the perpetrator's sense of control.
- **Reassure the Victim:** Listen attentively without leading the student or passing premature judgment. Offer immediate, concrete steps of protection and support.
- **Challenge the Behaviour:** Make disapproval unmistakable. Use the Restorative Justice script format (detailed in the *Positive Behaviour Policy*) to make the perpetrator consider the victim's perspective.
- **Account for Diverse Needs:** Adapt your approach for students with Special Educational Needs and Disabilities (SEND), Children in Care (CiC), or English as an

Additional Language (EAL). Consult the SENDCo or DSL if strategies require tailoring.

- **Log Everything on CPOMS:** Record all incidents accurately on CPOMS. Bullying is often triggered by external traumas (bereavement, family issues, medical context) that need to be captured chronologically.
- **Prevent Recurrence:** Once resolved, strategically alter seating plans, boost staff vigilance during unstructured times (breaks/lunches), and ensure the incident is not re-triggered.

5. Online Safety (Cyberbullying)

Cyberbullying can affect pupils both inside and outside school hours. How it is managed matches our physical anti-bullying pathway whenever it impacts a student's safety or well-being within school.

- **Curriculum Focus:** Online safety modules are integrated within PSHE lessons, the Personal Development Programme, and dedicated whole-school assemblies every term.
- **Infrastructure Security:** The Trust IT Infrastructure team routinely audits filters, internet restrictions, firewall settings, and password protocols on school networks.
- **Device Regulation:** Ashlawn actively updates policies regarding mobile technology, student iPads, and network usage on school premises.
- **Parental Action:** Parents are strongly urged to preserve all digital evidence (screenshots, messages, links) and report malicious communications or illegal media directly to social media platforms and the Police.

6. Preventing Bullying: The Curriculum

Prevention is structurally woven into the fabric of Ashlawn School's curriculum:

- **Curriculum Mapping:** Anti-bullying themes are explored across multiple disciplines, including PSHE, Religious Studies, History, Computing, and Drama.
- **Positive Reinforcement:** Pro-social, empathetic, and collaborative behaviors are systematically recognised and rewarded via our **CARE Pillars**.
- **Expert Integration:** The school regularly brings in external speakers to address diversity, inclusion, and the direct impact of harassment on adolescent mental health.
- **Student Leadership:** Ashlawn utilises the **Diana Award** package to train and maintain a visible team of Student Anti-Bullying Ambassadors and LGBTQ+ Ambassadors.

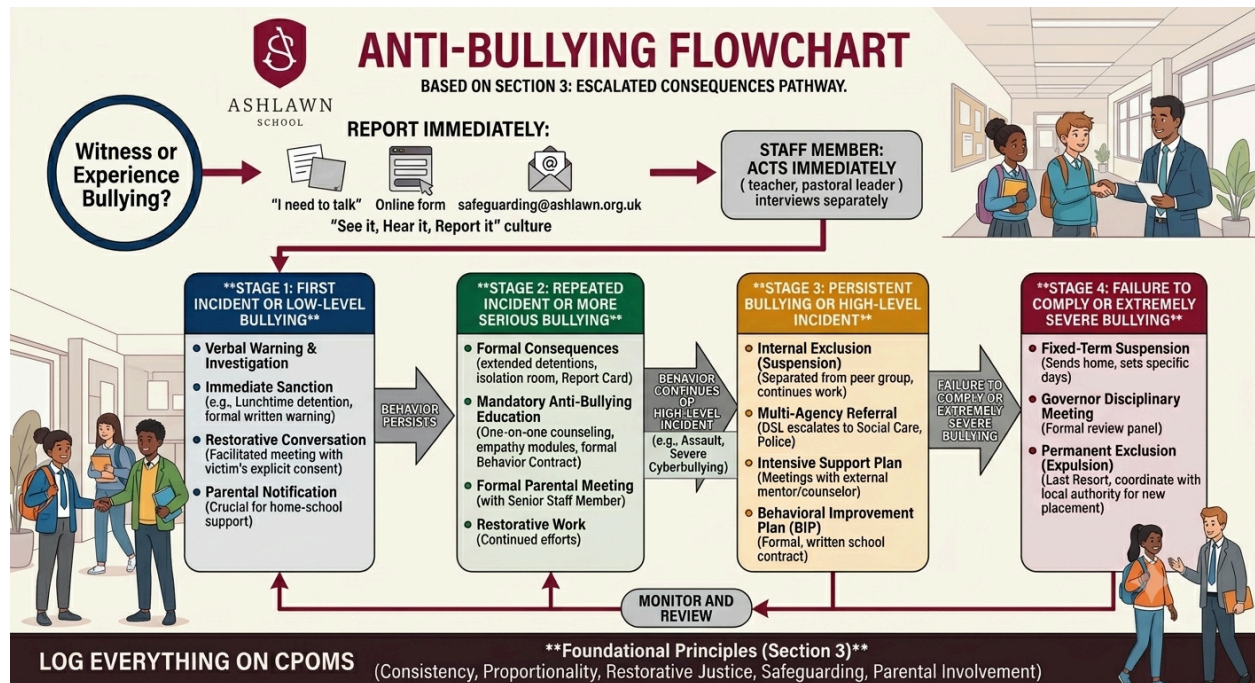
7. Monitoring and Evaluation

The operational ownership of anti-bullying data is overseen by the Assistant Principal (Safeguarding/DSL) and the Vice Principal (Behavior).

Bullying logs are tracked via CPOMS and evaluated by:

- **The Senior Leadership Team (SLT):** To alter structural policies and allocate pastoral resources.
- **Heads of Year & Faculty:** To address specific localised trends or classroom dynamics via standard monitoring pro-formas (**Appendix 4**).
- **The SENDCo:** To ensure students with additional needs are protected and accurately supported.
- **Student Groups:** Data insights are shared with the Student Council and Ambassadors to ensure student-led initiatives remain responsive to emerging trends.

Appendix 1: Anti-bullying Flowchart



Appendix 2: Anti-Bullying Charter

At Ashlawn School, prejudice, bullying, and discrimination of any kind are completely unacceptable. We believe that all students have the right to a safe learning environment.

As a member of the Ashlawn School community, I agree to the following statements:

1. If I see, hear, or witness bullying, I have a responsibility to report it. I may choose to tell someone to stop bullying if it is safe to do so.
2. I understand that the Ashlawn community includes all students, where each individual has the right to feel valued and safely participate in school life.
3. It is my responsibility to behave in a way that does not make others feel unsafe, and to treat all members of the community equally.
4. I understand that discriminatory or prejudicial language is unacceptable and will always be challenged.
5. I know what bullying is and how to report it.



Incident Report

Guidance for staff:

- Allow the student to write a statement first in their own words
- Read the statement back to them to make sure it is clear
- Ask questions to confirm details and write these and the student response on the sheet
- Read back to the student
- Ask them to sign to confirm that is what they have said

Student Name:	Date:	
Who was involved? Give full names of anyone involved.		
Who else saw/heard what happened? Give full names.		
Which area of school did this take place in? Be specific (for example, which corridor/classroom/area of canteen or outside?)		
What time of day did the incident take place?		
(Office use only) Member of staff incident assigned to:		
If you were directly involved, how has this incident made you feel?		
What exactly happened? Give as much detail as possible for example: • Who said what to who? • Why did they say this? • Who did what to who? • Why did they do this? • When did this happen, what time of day? • To the best of your knowledge, has this happened before? • If a member of staff intervened, please give their name		

Prejudicial Incident and specify type		Religion		Physical			
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