

ASHLAWN
SCHOOL

Anti-Bullying Policy

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1. Ashlawn School Anti-Bullying Policy

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.

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 practise 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.

Ashlawn School has an Anti-Bullying Ambassador programme:

<https://www.ashlawn.org.uk/about-us/safeguarding/anti-bullying-ambassadors/>

All students are introduced to and sign to agree to our Anti-Bullying Charter (appendix 1). Where this is not the case, it is expected a meeting would take place with parents/carers.

2. Definition of Bullying:

The Anti-Bullying Alliance and its members have an agreed shared definition of bullying based on research from across the world over the last 30 years.

‘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 it could be said that bullying has taken place when an individual or group is/are left feeling hurt (injured), threatened, or anxious by the unwarranted unkind actions of another individual or group.

Bullying could include, but is not limited to;

- Rude/aggressive gestures.
- Hostile/disdainful looks.
- Verbal abuse – name calling, spreading rumours, humiliation, threats.
- Physical aggression – includes physical intimidation, assault, kicking, hitting, punching.
- Extortion.
- Exclusion from peer group.
- Hiding belongings or theft of property.
- Sexually abusive or sexually explicit comments, unwanted physical attention or contact.
- Racial harassment (see appendix 4)
- Homophobic bullying – physical or verbal abuse focusing on the issue of a person’s sexuality.
- Cyber bullying; any form of abuse or intimidation by means of mobile phone or computer technology e.g.: Facebook comments, Tik Tok, Snapchat or Internet abuse.

Young people in Warwickshire define bullying as:

“When a person’s or group of people’s behaviour, over a period of time, leaves someone feeling one or more of the following:

- 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 of people, has been made aware of the effects of their behaviour on another person, and they continue to behave in the same manner, this is bullying. If someone

feels like this, or if they think someone they know feels like this, it should be investigated. This should happen straight away as it can take a long time to build up the courage to tell.”

3. Actions

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 inform any concerns over bullying. All staff have a responsibility to deal with (where appropriate), incidents which may arise and to tackle them robustly.

- **STUDENTS.** Students who witness any form of bullying should report it to a teacher who **will take the matter seriously and act immediately.** At Ashlawn School we have several forms of reporting:
 - ‘I need to talk’ slips and reporting box
 - Online reporting form via ipad located in school library and QR code access in student toilets
 - Specified, safeguarding@ashlawn.org.uk, email address for reporting concerns out of school hours
 - We ‘see it, hear it, report it’

- **PARENTS.** Parents and carers are advised to inform the school of any concerns regarding bullying or harassment taking place inside or outside of school. Strategies will be put in place to monitor the welfare of children while they are in school. For incidents taking place outside of school, we would also advise parents and carers to report harassment to the police.

- **TEACHERS.** Teachers should, at all times, act as role models to students by acting with respect and courtesy to others and show a definite anti – bullying stance in their dealings with everyone. Teachers, in their lessons, and when around the school always **deal with and report any incidence of bullying.** We actively seek to include all individuals in our compass and to encourage students to do the same. All classrooms and teachers have incident reporting forms available to them. There is a flowchart for guidance, and to ensure consistency, of dealing with incidents of bullying. (appendix 2)

There are agreed expectations for teachers and students to ensure consistency of approach. (appendix 3)

- **Heads of Subject and Heads of Faculty** lead their colleagues in implementing this policy as the quality of learning and teaching is impaired by bullying. No Head of Subject or Faculty will allow bullying to be tolerated in their classrooms. They:
 - Make very clear to students on a regular basis, our attitudes and actions against bullying.

- Remind students regularly of our Ashlawn School Pledge.
- Use departmental meeting time to reinforce such values to colleagues.
- Deal with incidents of bullying within their departments along the lines set out in this document.

When an incident occurs staff will:

1. Interview the bully and the victim separately or together to obtain conciliation (if appropriate)
2. The perpetrator may be excluded from their peer group for a period of time if appropriate.
3. Ensure sanctions are clear and fairly applied without any form of intimidation.
4. Note and date any actions. Send to HOY for information and filing.
5. Review all incidents at a later date.

Form Tutors

See bullying from the victim's point of view and reinforce the values of the school to other tutees and against the bullies.

They will:-

1. Make very clear on a regular basis our attitudes and actions against bullying during tutor time.
2. Remind students regularly of our Ashlawn School Pledge.
3. Deliver those parts of the personal development programme that relate to bullying and prejudicial behaviours.
4. Help students to develop skills and strategies to help them to deal with bullying.

If Tutors see acts of bullying by their tutees they will follow the school protocol regarding incidents of bullying.

Heads of Year

Reaffirm the policy and school values through assemblies, year meetings, bulletins, and notice board displays and take action against bullies which will involve meetings with parents.

HOY will follow the guidelines set down in the process above for Heads of Subject and Heads of Faculty and in addition will:-

1. Contact Parents to set up a meeting where acts of bullying have not ceased after strategies have been adopted.
2. Keep a log of bullying incidents.

Key Stage Leaders

Reinforce the policy and lead and support teams in its implementation.

- regularly monitor the implementation of the processes and procedures involved in this policy by discussing cases with HOY in Team Meetings.
- lead Teams in implementation and modification of this policy.
- lead review discussions at HOY meetings at regular intervals to update the policy.

The school has a clear process for the escalation of incidents involving bullying, depending on context and severity of incidents. The school reserves the right to begin at a higher level of consequence depending on the specific incident.

1. Student may be given a verbal warning
2. Lunchtime detention, parents informed
3. After school detention, parents informed
4. Internal suspension, meeting with parents
5. At this stage, lengthier internal suspensions and fixed term suspensions will be considered for ongoing incidents

Principal and Senior Leaders

Reinforce the policy through their assemblies and other dealings with students and parents. If any member of SLT is involved in dealing with an incident of bullying they will also follow the procedures set down for Middle Leaders.

Governing body responsibility

Sit on a disciplinary panel where and when this is required. They will also support, monitor and evaluate the policy.

4. Advice for staff dealing with issues of bullying

Staff should aim to try at all times to remain calm, objective and measured. Reacting emotionally may add to the bully's fun and give the bully control of the situation or might cloud a staff member's judgement. Staff should take all reports of bullying seriously and take appropriate action as detailed above as quickly as possible.

Staff should reassure the victim(s) without leading or passing judgement. Staff should offer concrete help, advice and support to the victim(s).

Where staff witness bullying they should make it plain to the bully that they disapprove and encourage the bully to see the victim's point of views using Restorative Justice questions (see Positive Behaviour Policy).

Staff dealing with bullying behaviour should explain clearly the consequence or procedure to be followed, and why it is being given. Ashlawn School is a mixed comprehensive school with a wide range of students with varied needs and therefore staff should adapt their approach as appropriate when dealing with pupils with SEN, CiC/PCiC or EAL needs and should consult first with the SENDCo or DSL if unsure on how to do so.

All incidents should be treated on an individual basis. It is important that staff log incidents appropriately on CPOMS in order to inform others if incidents may have been triggered through external factors such as family issues, medical complaints, bereavement etc.

Once the incident has been dealt with, staff must ensure the incident is not revisited and efforts should be made to avoid triggering a recurrence through seating plans, vigilance in social times etc.

5. Online Safety

With the growth of social networking, cyber bullying has become an issue for all schools. The school will not condone this misuse of technology and pupils should be aware this could be regarded as a critical incident.

It is recognised that a large proportion of bullying occurrences may take place through social media. 'Cyberbullying' can affect pupils both inside and outside school. How this is dealt with is the same as in any other kind of bullying where it transgresses into school, as detailed below.

Online safety is an increasingly important facet of education and as such:

- Online Safety is part of Anti – Bullying PSHE lessons, Personal Development Programme, and will be given specific whole school time and assemblies during each school year.
- The Trust ICT Team regularly reviews issues regarding ICT, safe use of the internet and issues such as filters, password security etc. at school.
- Ashlawn has developed an approach which constantly revisits our policy regarding the use of tablets and ICT in school and modifies it as appropriate.
- Parents are encouraged to always report cyberbullying and malicious communications to the relevant external authorities and to keep all evidence of it.

The school reserves the right to engage with outside agencies such as Social Care, PREVENT or the Police, where appropriate

6. Preventing Bullying: The Curriculum

Anti-Bullying themes will be embedded across a number of curriculum areas (PSHE/RS/History/Computing/Drama as examples) assemblies and Tutor Time activities as part

of a prevention programme. The whole curriculum supports the school's aims and supports, where possible, the Anti-Bullying message. Co-operative work and non-aggressive behaviour should be rewarded through our CARE pillars. Regular assemblies, social media and visual reminders around the school site will ensure Anti-Bullying remains a current focus of the school.

The school's personal development curriculum is anchored on values which result in bullying being seen as increasingly worthless and anti-social and for students to clearly articulate their lack of acceptance towards bullying.

Ashlawn School subscribes to the Diana Award package to support our curriculum delivery and implements effective use of Student Anti-Bullying Ambassadors and LGBTQ+ Ambassadors.

7. Monitoring and Evaluation

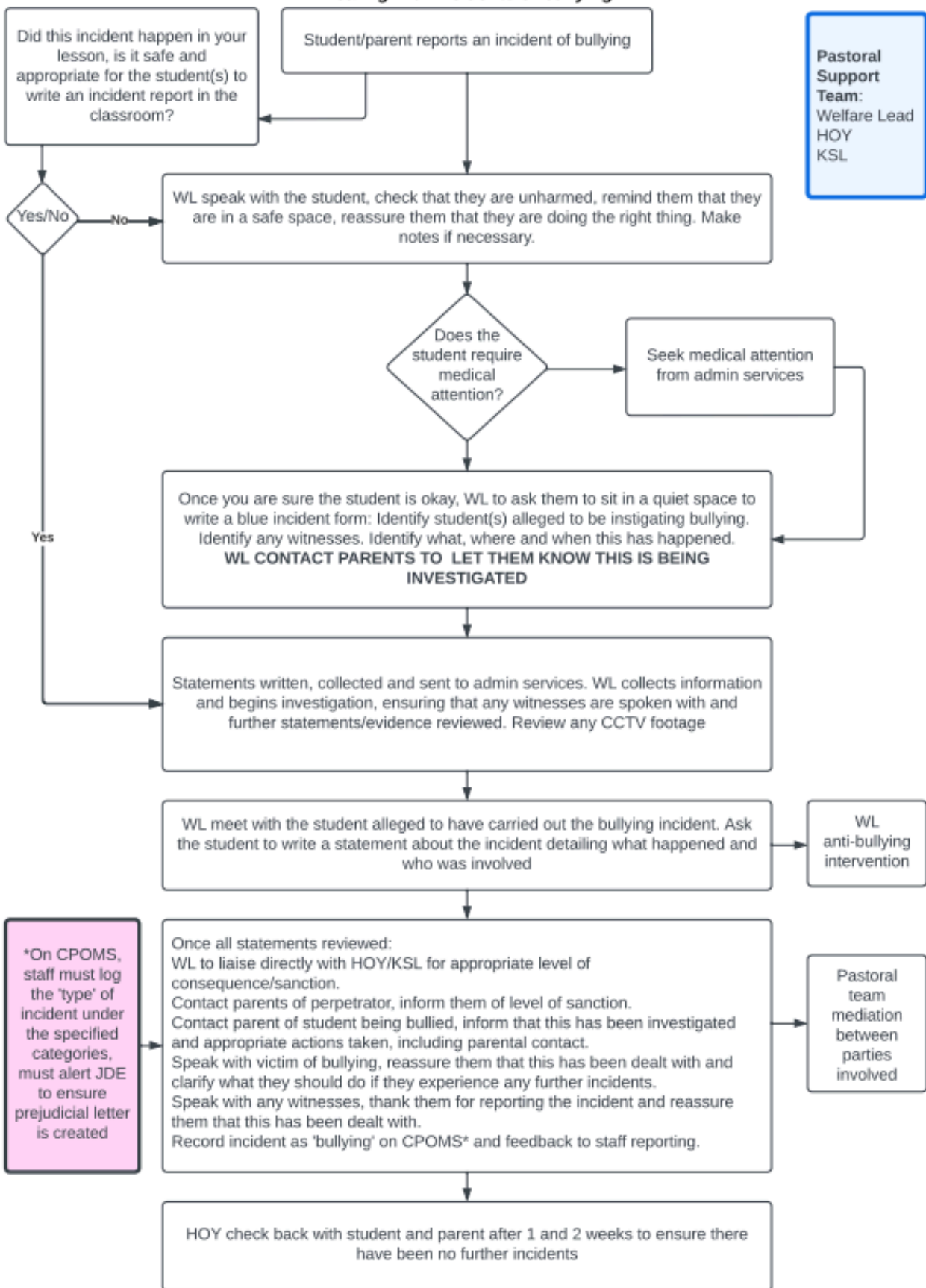
Incidences of bullying are monitored by the Assistant Principal for safeguarding and Vice Principal for behaviour.

Data relating to bullying is shared and used by:

- The Leadership team to inform new practice, raise concerns and successes;
- Student council, student leaders, anti-bullying ambassadors and Tutors in order to address issues;
- Anti – Bullying co-ordinator/DSL, in order to inform response and co-ordinate actions;
- SENDCo in order to understand current needs and support procedures for individual pupils;
- Students themselves through assemblies and lessons, to instil positive values and challenge negative ones and Student Leadership groups in order to consult regarding potential changes;
- The Local Authority or Trust if requests are made for data, i.e. racist incidents;
- Parent/carer(s) where such data is deemed appropriate to share;
- The Principal/Vice Principal to consult with staff, pupils and parent/carer(s) on a regular basis so that the school can respond quickly and appropriately to the changing patterns of bullying within school in order to modify the school's responses to bullying and seek innovative approaches to its reduction.

HOY and HOS/HOF monitor the occurrence of bullying in their areas and the procedures taken against it. To aid this process a pro forma is used which starts with the victim's allegations of bullying and shows what was done and how the situation was resolved. (Appendix 4)

Dealing with incidents of bullying



Anti-Bullying Charter

At Ashlawn School, prejudice, bullying and/or discrimination of any kind is 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 this. I may choose to tell someone to stop bullying if I witness it.
2. I understand that the Ashlawn community includes all students, where each individual has the right to feel valued and to be able to safely participate fully in all aspects of school life.
3. As a member of the Ashlawn community, 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 language is not acceptable and will be challenged.
5. I know what bullying is and how to report it.

Bullying could include any or all of these:-

- Rude/aggressive gestures
- Hostile/disdainful looks
- Verbal abuse – name calling, spreading rumours, humiliation, threats
- Physical aggression – includes physical intimidation, assault, kicking, hitting, punching
- Extortion
- Exclusion from peer group
- Discrimination on basis of ability
- Discrimination on the grounds of religion
- Discrimination on the grounds of social circumstances
- Discrimination on the grounds of physical appearance
- Discrimination on the grounds of age
- Hiding belongings or theft of property

- Sexually abusive or sexually explicit comments, unwanted physical attention or contact
- Racial harassment
- Homophobic bullying – physical or verbal abuse focusing on the issue of a person’s sexuality
- Cyber bullying; any form of abuse or intimidation by means of mobile phone or computer technology e.g.: Facebook comments, Tik Tok, Snapchat or Internet abuse

6. I know that when I choose to report bullying it will be taken seriously.

Name: Signature:

Date:.....



Student Classroom Expectations

'Our best, always'

Entry into the classroom

- Students greet the teacher at the door, enter calmly and quietly, removing coats/outerwear
- Sit where asked with equipment on the desk
- Start 'Do Now' task

During the lesson

- Respect the classroom environment, books and equipment
- Put your hand up if you have a question
- Complete all activities to the best of your ability

Exit from the classroom

- Pack away when instructed, leaving the classroom tidy and presentable
- Quietly stand behind your chair
- Leave when dismissed and move with purpose to your next lesson



Staff Classroom Expectations

'Our best, always'

Entry into the classroom

- Teachers meet and greet students at the door, ensuring coats are removed before work begins
- Ensure students are sat in correct seating plan, equipped to learn and resources are available
- Circulate amongst students to check in during the 'Do Now'

During the lesson

- Circulate and check in regularly with key students
- Use formative assessment to teach responsively
- Ensure students' needs are met by use of appropriate strategies and effective use of any adults present in the room

Exit from the classroom

- Students stand behind their chairs quietly ready to leave
- Only after the bell sounds, bid farewell to the students
- Monitor exit of students at the doorway to ensure purposeful movement to lessons



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: <ul style="list-style-type: none">• 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		

