ASHLEY COLLEGE

Anti-Bullying Policy

Date approved:	10 December 2025
Next review:	Autumn 2026
Legal updates may precipitate changes	
Version:	Final
Status:	Active

Contents

Aim 3

What is bullying? 3

Our approach 4

Preventing bullying 5

Recording and reporting Requirements 5

Generative artificial intelligence (AI) 6

Cyberbullying 6

Partnership with Parents and Carers 7

Anti-bullying curriculum 8

Response to bullying – our disciplinary procedures 9

Supporting Victims of Bullying 10

Supporting Alleged Perpetrators 10

Staff Training and Development 11

Off school premises 12

Monitoring and Evaluation 12

Ofsted requirements 14

Related Policies 14

Ashley College Anti-Bullying Policy

Aim

Our aim at Ashley College is for every member of the school community to feel safe, happy and secure.

What is bullying?

Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or groups physically or emotionally. It may be motivated by prejudice against particular groups and involve an imbalance of power – physical, psychological, intellectual, or through access to a group or capacity to socially isolate. It can result in intimidation through the threat of violence or by isolating students physically or online.

Bullying can be motivated by actual differences between students, or by perceived differences. For example, a student may be bullied because others perceive them to be gay, even if they are not.

Different forms of bullying include:

- bullying related to the race, religion or cultural background of a student
- bullying with sexist language
- sexual bullying including 'sexting' and sexual violence
- homophobic, biphobic and transphobic (HBT) bullying
- bullying of students with special educational needs or disability
- bullying of students who are adopted, in care, or have caring responsibilities
- cyber-bullying (including through social media, messaging apps, gaming platforms, and AI-generated content)
- bullying by stealing
- bullying with physical force
- verbal abuse or derogatory language
- exclusion from groups or activities

All forms of bullying are unacceptable and will be taken seriously at Ashley College.

At Ashley College, we recognise that bullying is a form of child-on-child abuse and a safeguarding issue. We understand that child-on-child abuse can take many forms, as detailed above and also including:

- Sexual violence and sexual harassment
- Abuse in intimate personal relationships between peers
- Causing someone to engage in sexual activity without consent
- Upskirting
- Initiation/hazing type violence and rituals

We assume that child-on-child abuse can happen in our community and, potentially, in school, even in the absence of specific reports. We have therefore established a whole-school approach to tackle it, with staff trained and empowered to deal with child-on-child abuse effectively.

All staff understand that even if there are no reports of child-on-child abuse, it does not mean it is not happening. Staff remain vigilant and create an environment where students feel confident to report concerns.

Our approach

Our students may already have experienced bullying or bullied others at previous schools and so we assume all students are vulnerable and offer full support from the start. We are sensitive to the fact that inappropriate, aggressive or intimidating behaviour can quickly change the atmosphere of a school and so encourage all students to recognise the importance of tolerance, manners and mutual respect. All our staff are expected to lead by example.

We foster empathy as each student has experienced to some extent physical, emotional or mental health problems and it is important that all students are sensitive to others' vulnerabilities as well as to their own. We well understand that any behaviour which can be interpreted as bullying must be dealt with as quickly as possible in the interest of the victim, the perpetrator and entire school community.

Ashley College is committed to creating a positive environment in which bullying, unlawful discrimination, harassment (including sexual harassment), victimisation, physical and/or sexual violence and derogatory language are not tolerated.

Sexual harassment means unwanted conduct of a sexual nature that can occur online and offline. This includes:

- Sexual comments, jokes or taunting
- Physical behaviour such as deliberately brushing against someone, interfering with someone's clothes, or displaying pictures, photos or drawings of a sexual nature
- Online sexual harassment, which may include non-consensual sharing of sexual images and videos, sexualised online bullying, unwanted sexual comments and messages (including on social media), and sexual exploitation, coercion and threats

Sexual violence refers to sexual offences under the Sexual Offences Act 2003, including:

- Rape
- Assault by penetration
- Sexual assault (intentional sexual touching)

We understand that sexual harassment and sexual violence can happen between students of any age and sex, from primary through to secondary stage, and between students and adults. We also recognise that:

- Sexual violence and sexual harassment exist on a continuum and may overlap
- Some students are more vulnerable to sexual harassment and sexual violence than others
- Students who are victims of sexual violence and sexual harassment will find the experience distressing, which may adversely affect their educational attainment and wellbeing

Our response:

- Students feel confident reporting incidents of sexual harassment or sexual violence, knowing they will be taken seriously
- We deal with incidents quickly and effectively so that they are not allowed to spread

- We support students who are affected by sexual harassment or sexual violence so that they feel safe and confident at school
- We never give the impression that a victim is creating a problem by reporting abuse
- We never make a victim feel ashamed for making a report
- We work closely with our Designated Safeguarding Lead (DSL) to ensure appropriate action is taken, which may include referral to children's social care or the police

All incidents of sexual harassment and sexual violence are recorded in line

Preventing bullying

We foster a culture of inclusion and tolerance and a positive cheerful learning environment. We encourage communication and consultation throughout the school to prevent friction, conflict and any form of bullying.

Students are aware that they can alert any member of staff should any incident occur that causes upset. All teaching staff are approachable so students feel free to report any incident immediately. Teaching staff will quickly defuse an incident or ensure that students involved are seen by an appropriate member of staff or SLT and their CAMHS therapist is informed, normally the same day.

A private area is made available to a student reporting a bullying incident (or any distress).

Each student is assigned a Link Tutor who checks in daily during lessons and twice weekly link tutor time, on progress in wellbeing and any concerns, including bullying or intimidating behaviour. Link Tutors encourage students to air concerns.

A monthly Student Council provides an important forum for students to remain vigilant for bullying among their peers. The Council (with discrete adult guidance) encourages strong and active peer relations, a collaborative and lively atmosphere and a spirit of mutual concern for wellbeing and enjoyment at school. Most of our students are quickly disturbed by behaviour that might be interpreted as bullying and report the incident themselves before waiting for staff to discover it.

Recording and reporting Requirements

Bullying incidents must be reported to the relevant agency if it is thought the incident constitutes a child protection concern or could be a criminal offence.

KCSIE recognises bullying as a form of child-on-child abuse, which is a safeguarding issue, and all safeguarding concerns about a child should be recorded in writing.

We will report bullying incidents to the relevant agency if:

- We think the incident constitutes a child protection concern – this would be where there is "reasonable cause to suspect a child is suffering, or is likely to suffer, significant harm"
- The incident could be a criminal offence or pose a serious threat to a member of the public

This applies to bullying incidents on or off the school premises.

We will make sure our Designated Safeguarding Lead (DSL) knows about all incidents, or one of the deputy DSLs if DSL is not available. We will not delay taking action.

We will also check with Brent Local Authority to see if there are any additional reporting requirements, for example to report racist incidents.

Recording all bullying incidents:

All bullying incidents are recorded on CPOMS, as they are safeguarding concerns. If we think an incident is a child protection concern, as defined above, we will follow our safeguarding recording procedures to record it, as well as report it to the relevant agency.

Our recording system includes:

- Date, time and location of the incident
- Names of students involved (victim, perpetrator, witnesses)
- Description of what happened
- Type of bullying (e.g. racist, homophobic, cyberbullying, sexual harassment)
- Action taken
- Follow-up actions and support provided
- Outcomes

All staff are aware of, and follow, our school's recording and reporting procedures as set out in our Child Protection Policy, Behaviour Policy and this Anti-Bullying Policy.

If staff are not sure what they should record or how, they will discuss recording requirements with our DSL or deputy DSL.

Bullying incident records are stored securely and in line with our data protection obligations.

These records are reviewed regularly by the Headteacher and DSL to identify patterns and trends.

Generative artificial intelligence (AI)

Artificial intelligence (AI) tools are now widespread and easy to access. Staff, pupils and parents/carers may be familiar with generative chatbots such as ChatGPT and Google Bard.

Ashley College recognises that AI has many uses to help pupils learn, but may also have the potential to be used to bully others. For example, in the form of 'deepfakes', where AI is used to create images, audio or video hoaxes that look real.

Ashley College will treat any use of AI to bully pupils in line with our anti-bullying / behaviour policies.

Cyberbullying

Cyberbullying is bullying that takes place online or through digital devices. It can include:

- sending threatening or abusive messages via text, email, social media or messaging apps
- posting embarrassing or hurtful content online (including photos or videos)
- excluding someone from online groups or activities

- creating fake profiles to humiliate someone
- sharing private information or images without consent
- using AI to create 'deepfakes' or manipulated images

Our approach to preventing cyberbullying:

- We educate students about cyberbullying through our PSHCE curriculum and E-safety Policy.
- We teach students about responsible and safe use of technology.
- We help students understand that the same expectations of behaviour apply online as they do offline.
- We work with parents/carers to ensure consistent messages about online behaviour at home and school.
- We participate in national initiatives such as Safer Internet Day.

Our response to cyberbullying:

- We treat cyberbullying with the same seriousness as other forms of bullying.
- We will respond to cyberbullying incidents even if they occur outside school hours or off school premises, where appropriate.
- We will work with parents/carers, the police and other agencies as necessary.
- We will support victims and help them to protect themselves online.
- We will take appropriate action against perpetrators in line with our behaviour policy.
- We will preserve evidence of cyberbullying (e.g. screenshots) for investigation.

Students and parents/carers should report cyberbullying incidents to any member of staff, who will ensure the incident is recorded and appropriate action is taken.

Further guidance on online safety can be found in our Digital Safe, Social Media and Acceptable Use Policy.

Partnership with Parents and Carers

At Ashley College, we recognise that parents and carers play a vital role in preventing and addressing bullying. We are committed to working in partnership with families to create a safe and supportive environment for all students.

Communicating our approach

We communicate our anti-bullying approach to parents/carers through:

- our school website (where this policy is published)
- parent meetings and information sessions
- regular newsletters
- individual communications when students join the school

Involving parents when incidents occur

When a bullying incident occurs, we will:

- contact parents/carers of both the victim and the perpetrator as soon as possible (normally the same day)
- explain what has happened and what action we are taking

- discuss how we can work together to resolve the situation and prevent further incidents
- provide information about support available for their child
- keep them informed of any follow-up actions

Supporting parents

We recognise that parents/carers may need support when their child is involved in a bullying incident, either as a victim or perpetrator. We will:

- provide a private space for discussions
- listen to parents'/carers' concerns and take them seriously
- provide information about external support services if appropriate
- work with parents/carers to develop consistent approaches at home and school
- offer guidance on how to talk to their child about bullying

Reporting concerns

We encourage parents/carers to report any concerns about bullying immediately. They can do this by:

- contacting their child's Link Tutor
- contacting a member of the Senior Leadership Team
- emailing or telephoning the school office

We take all reports seriously and will investigate promptly.

Anti-bullying curriculum

A strong PHSCE curriculum addresses key bullying issues and each year's programme is planned to reflect actual and anticipated needs and concerns of our students as well as important social issues.

Early on in the year we consult students about the content of the PHSCE programme. This collaboration enables us to address the recognition and prevention of bullying in many guises. Subjects chosen for the ~~PSHE~~ PHSCE curriculum by students themselves include:

- Bullying
- Stigma and discrimination
- Building resilience and good mental health practice
- Assertiveness and self-image
- Dealing with teenage pressures
- Identity (cultural, sexual) and respect

We arrange visiting speakers and workshops through various outside agencies e.g. Brent MIND, CAMHS, Kooth, Young Minds and through our Safer Schools Officer. Our programme is flexible and we change or adapt sessions where pressing issues arise for students. Individual circumstances and sensitivities are considered on the day of delivery and if a bullying incident has arisen we tailor the session to help resolve it and reinforce the ethos of respect and tolerance.

We work closely with Brent's PHSCE consultant and staff and students attend Anti-Bullying workshops. These have led to School Council initiatives for ~Drop-Boxes to report incidents or issues of concern anonymously. We participate in Brent Anti-Bullying Week conferences/workshops and carry this theme through to school for the anti-bullying week. During the Covid era this became a virtual event with online activities.

Outside agencies also deliver programmes covering knife crime, domestic violence, street safe, internet safety and drug and gang related issues as part of our PHSCE curriculum.

Weekly assemblies also provide an arena for exploring ideas of inclusion, understanding and tolerance through themes, historical events, movements and social issues. Our multi-faith, multi- cultural, cross generational community at Ashley College provides a rich pool of personal, cultural and social experience for sharing and learning.

Response to bullying – our disciplinary procedures

Our Behaviour Policy and Procedures sets out the full range of procedures we use for unacceptable conduct such as bullying. Our 'report card' system provides for sanctions proportionate to the seriousness of the misconduct.

	Concern	Sanction
Level 1	**Low Level Behaviour**	Reminder of content of code of conduct
Level 2	**Persistent Behaviours** • Continued breaking of code of conduct • Disrupting own or others learning • Refusal to cooperate or participate • Disrespectful or hurtful comments • Leaving class without permission	• Reminder of code of conduct • Time out • Follow up discussion with teacher or link tutor • Enable students to understand impact of behaviour on others • Record on communication log
Level 3	**Causing Concerns** • Continuing concerning behaviour and/or deteriorating behaviour • Disrespectful or hurtful comments • Endangering the safety of themselves or others • Verbal abuse not following Esafety guidance and procedures • Losing temper • Damaging property deliberately • Repeatedly leaving class without permission • Serious challenge to authority • Verbal abuse to staff	• Removal from class • SLT intervention • Telephone to parent/carer • Meeting with parent/carer • Student put on report card • Record everything on communication log
Level 4	**Causing Serious Concern** • Verbal aggression/threat • Inappropriate online behaviour • Fighting and /or throwing dangerous objects • Vandalism • Use of drugs, smoking and/or alcohol • Possession and/or use of a dangerous weapon • Leaving the building without permission • Bullying	• Segregate from other students • SLT involvement • Immediate telephone call to parents/carers, mainstream school and involved professional to review provision offered • Possible fixed term exclusion • Possible police involvement

	• Racist/homophobic/sexist comments • Theft • Peer on peer abuse	

Supporting Victims of Bullying

At Ashley College, we are committed to ensuring that students who experience bullying receive appropriate support so that they feel safe and confident at school.

Immediate support:

When a bullying incident is reported, we will:

- listen to the victim and take their concerns seriously
- reassure them that they are being taken seriously and will be supported and kept safe
- never give the impression that they are creating a problem by reporting bullying
- never make them feel ashamed for making a report
- provide a private area for them to discuss the incident
- inform their Link Tutor and, if they have one, their CAMHS therapist (normally the same day) or our part time therapist
- keep them at a reasonable distance from the alleged perpetrator(s) while on school premises

Ongoing support:

We will work with the victim to develop an appropriate support plan, which may include:

- regular check-ins with their Link Tutor
- additional support from our therapist
- adjustments to their timetable or seating arrangements if appropriate
- support from external agencies if needed
- involvement of parents/carers to ensure support continues at home

Taking the victim's wishes into account:

We will listen to the victim and their wishes will inform our response. For example, some victims might prefer that the alleged perpetrator moves class, whereas others may prefer that they stay in their class but are seated away from them. While we will take the victim's wishes into account, we will make the final decision about what action to take, always prioritising the safety and wellbeing of all students.

Monitoring and follow-up:

We will monitor the wellbeing of victims after an incident to ensure:

- the bullying has stopped
- they continue to feel safe at school
- their educational progress is not adversely affected
- any additional support needs are identified and met

Supporting Alleged Perpetrators

At Ashley College, we understand that students who display bullying behaviour may themselves be experiencing difficulties and may need support. We are committed to supporting all students, including those who have engaged in bullying behaviour, to help them understand the impact of their actions and to modify their behaviour.

Our approach:

- We gently but firmly condemn the behaviour, not the student.
- We recognise that sometimes when students demonstrate harmful behaviour towards others, it may be because they are communicating their own experience of abuse or distress.
- We offer them a safe space to explain what may have happened to them and to discuss why their actions were not appropriate.
- We work with them to develop a plan to help them modify their behaviour.

Support may include:

- discussions with their Link Tutor about the impact of their behaviour
- support from our therapist
- counselling or clinical care if appropriate
- restorative approaches to help them understand the victim's perspective
- work with parents/carers to ensure consistent messages at home and school
- referral to external agencies if appropriate

Sanctions alongside support:

We balance the importance of safeguarding other students with the need to support, educate and protect the alleged perpetrator. Sanctions and support will take place at the same time where appropriate. We consider:

- the age and developmental stage of the alleged perpetrator
- the nature and frequency of the alleged incident(s)
- any special educational needs or disabilities
- any safeguarding concerns about the alleged perpetrator themselves

All sanctions are used proportionately and appropriately, as set out in our Response to Bullying section and Behaviour policy.

Staff Training and Development

All staff at Ashley College receive training to ensure they can recognise and respond effectively to bullying.

Induction training

All new staff (including supply staff and volunteers) receive training on:

- our Anti-Bullying Policy and procedures
- how to recognise different forms of bullying
- how to respond to bullying incidents
- recording and reporting procedures
- how bullying relates to child-on-child abuse and safeguarding

Ongoing training

All staff receive regular updates on anti-bullying as part of our continuing professional development programme. This includes:

- annual refresher training on our Anti-Bullying Policy
- training on emerging issues (e.g. online bullying, AI-generated content)
- training on supporting vulnerable groups
- training on restorative approaches
- updates on relevant legislation and guidance

Specialist training

Our Designated Safeguarding Lead and senior leaders receive specialist training on:

- managing serious bullying incidents
- working with external agencies
- supporting victims and perpetrators
- analysing bullying data and trends

Staff who have concerns about their ability to deal with bullying incidents are encouraged to discuss this with the Headteacher or DSL, who will arrange appropriate support and training.

Off school premises

If an incident of bullying outside the school premises is reported, we will investigate and take action on school premises when the pupil is under school control. Further information is available from Department for Education – see Links below.

Links and further information

Keeping Children Safe in education

Behaviour and Discipline in Schools, Department for Education, January 2016

Getting the Simple Things Right – Charlie Taylor, Department for Education

Childnet – Cyberbullying Guidance

Approaches to Preventing and Tackling Bullying

Preventing and Tackling Bullying, Department for Education, July 2017 – includes list of national and other agencies which can advise on good practice

Monitoring and Evaluation

At Ashley College, we are committed to continuously improving our approach to preventing and tackling bullying. We monitor and evaluate the effectiveness of our anti-bullying work to ensure we are meeting the needs of our students.

What we monitor

We maintain detailed records of all bullying incidents, including:

- type of bullying (e.g. racist, homophobic, cyberbullying, sexual harassment)
- location and time of incidents
- students involved (while maintaining confidentiality)
- action taken and outcomes
- support provided to victims and perpetrators

Analysis of data

The Headteacher and DSL review bullying incident records regularly to identify:

- patterns and trends (e.g. particular types of bullying, locations, times, groups of students)
- whether certain groups are disproportionately affected
- whether our interventions are effective
- areas where additional support or resources are needed

This analysis informs our:

- PSHCE curriculum planning
- staff training priorities
- targeted interventions
- whole-school approaches

Evaluation methods

We evaluate the effectiveness of our anti-bullying work through:

- analysis of bullying incident data
- student voice activities (e.g. Student Council, surveys, focus groups)
- staff feedback
- parent/carer feedback
- learning walks and observations
- review of our PSHCE curriculum delivery
- monitoring of attendance and behaviour data

Reporting

The Headteacher/ Deputy Headteacher (Pastoral) reports on bullying incidents and trends to the Management Committee termly. This report includes:

- number and types of incidents
- analysis of patterns and trends
- actions taken
- effectiveness of interventions
- recommendations for improvement

Continuous improvement:

Based on our monitoring and evaluation, we will:

- adapt our anti-bullying strategies as needed
- update our PSHCE curriculum to address emerging issues
- provide additional training for staff where gaps are identified
- strengthen partnerships with external agencies

Ofsted requirements

We maintain records and analysis in a format that can be readily provided to Ofsted inspectors, including records and analysis of bullying, discriminatory and prejudiced behaviour, either directly or indirectly, including racist, sexist, disability and homophobic/biphobic/transphobic bullying, use of derogatory language and racist incidents.

Related Policies

Safeguarding & Child Protection Policy

Behaviour Policy

E safety Policy

SEND Policy

Code of Conduct for pupils and staff