

**ARTSEd DAY SCHOOL AND SIXTH FORM
ANTI-BULLYING POLICY (INCLUDING CYBER BULLYING)**

Section A details the Main Anti-Bullying Policy

Section B details the Cyber-bullying Policy

SECTION A - Main Anti-Bullying Policy

1. STATEMENT OF INTENT

Everyone has the right to feel safe and secure in school. We aim to encourage everyone to respect and value one another. All pupils are entitled to receive their education free from humiliation, intimidation, oppression and abuse. It is the responsibility of all staff to ensure that teaching takes place in an atmosphere that is caring and protective.

2. AIMS OF THIS POLICY

This policy has been produced to co-exist with *The Education and Inspections Act 2006*, *The Equality Act 2010*, and the School's Behaviour, Rewards and Sanctions Policy, Safeguarding Policy, and Code of Conduct. The aim of this policy is to produce a safe and secure environment where all children can flourish, an environment where bullying is unacceptable, and measures are in place to reduce its likelihood.

This Anti-Bullying Policy and the School's Behaviour, Rewards and Sanctions Policy are seen as working towards the same end and both policies were developed concurrently. The following statements from the Behaviour, Rewards and Sanctions Policy provide the rationale behind ArtsEd's Anti-Bullying Policy:

- The School expects a high standard of good behaviour and value is placed on the qualities of self-discipline, independence, initiative and mutual respect. Our aim is to have firm but fair discipline in a relaxed, caring and friendly atmosphere; and
- Pupils are expected to consider other people and their feelings. They should treat others as they would expect to be treated themselves.

BULLYING, OF ANY KIND, VIOLATES THESE STATEMENTS AND, THEREFORE, WILL NOT BE TOLERATED.

3. OBJECTIVES OF THIS POLICY

The objectives are:

- To provide a happy, friendly school environment where bullying is not tolerated.
- To promote an anti-bullying message through the academic and pastoral curriculum and to encourage all members of the School to act with tolerance, courtesy and consideration towards others at all times.
- To involve all staff, parents and pupils in combating bullying and making it unacceptable at ArtsEd.
- To encourage pupils who are being bullied or who observe bullying to inform staff.
- Above all, to try and prevent bullying happening in the first place.

4. WHAT IS BULLYING?

Bullying is behaviour by an individual or group, usually repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms (for instance, cyber-bullying via text messages, social media or gaming, which can include the use of images and video) and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, special educational needs or disabilities, or because a child is adopted, in care or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences. *Preventing and Tackling Bullying (July 2017)*

Bullying is defined as: the repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. It can happen face to face or online. (*Anti-bullying Alliance*).

4.1. Bullying is:

- Persistent
- Intimidating, fearsome, stressful
- Pre-meditated
- Demoralising
- Physical
- Psychological
- Humiliating, demeaning, threatening
- The use of a superior position of strength to intimidate
- A process designed to lower self-esteem
- Carried out by individuals or by groups

4.2. Bullying includes:

- Name calling or mocking
- Physical violence – hitting, kicking, punching, damaging property;
- Demands for money or possessions;
- Hiding someone's possessions
- 'Cancelling' due to perceived or actual events (wrongdoings). Cancelling often turns into bullying resulting in a young person feeling ostracised, socially isolated, and lonely which is associated with higher anxiety and depression
- Pressurising others to do something they do not want to do – for example, another child's homework;
- Threatening behaviour;
- Initiating and spreading nasty or false rumours;
- Deliberately leaving people out or not talking to them;
- Teasing and tormenting a person about their social class, race, gender, personal appearance, school performance, possessions, disabilities or other personal traits;
- Sending unpleasant notes or making someone the subject of graffiti;
- Touching another person against their will;
- Sexual harassment; and
- Using technology such as email, the Internet, texts and the like, to insult, provoke, threaten, demean or otherwise intimidate and upset the victim.
- Using Artificial Intelligence (AI) to create 'deepfakes' to create images, audio or video hoaxes that look real with the aim to humiliate, harass or intimidate individual(s)

4.3. Bullying as child protection

A bullying incident will be addressed as a child protection concern when there is reason to suspect that a child is suffering or is likely to suffer significant harm. Where this is the case, the staff member should report their concerns to the Designated Safeguarding Lead (DSL). See *Safeguarding Policy*

4.4. Cases of bullying are complex

ArtsEd acknowledges that cases of bullying can be very complex with a range of roles involved, the terminology used can be seen in **APPENDIX B** alongside a brief description of these roles.

5. THE CONSEQUENCES OF BULLYING AND RECOGNISING IT IS TAKING PLACE

Children who are bullied can suffer great psychological stress that has even resulted in suicide. There are a number of well-known symptoms, especially if they are the victim of persistent bullying. Behaviour to be aware of is:

- Regularly feeling sick or unwell in the mornings;
- Reluctance to make the journey to and from school;
- Money or possessions going missing;
- Clothes or school bag torn;
- Wanting extra pocket money for no particular reason;
- Unexplained cuts and bruises;
- Taking different routes to school;
- Becoming withdrawn, suffering from loss of self-esteem and negative self-image;
- Unexplained behavioural changes, e.g. moody, bad tempered, tearful;
- Nightmares, depression and impaired concentration;
- Self-harm;
- Not wanting to leave the house or disinclination to attend school; and
- Reluctance to talk openly about school friends.

6. THE DUTIES AND RESPONSIBILITIES OF THE SCHOOL - How the School will work to promote the anti-bullying message

6.1. All staff will:

- Praise and encourage cooperative, caring behaviour;
- Promote positive relationships by demonstrating, through their own behaviour, that it is better for everyone to respect and care for each other;
- Provide an environment where children feel accepted and valued and are able to speak freely;
- Be aware of areas of the School where bullying might take place and be sensitive to the times and situations where it is more likely to happen (for example, in changing rooms, at break time, and in lunchtime queues). Bullying can take place discreetly in classroom situations; teachers should be observant and act firmly and swiftly if they suspect or find evidence of bullying;
- Openly discuss differences between people that could motivate bullying, such as religion, disability, sexuality;
- Treat all allegations of bullying seriously and will investigate each incident irrespective of requests by pupils or parents not to do so for fear of escalation or repercussions. Pupils may see failure to respond to incidents or allegations as evidence that bullying is tolerated. Bullying Incident Report Forms will be completed and forwarded to the Form Tutor, Head of Key Stage or the Head of Sixth Form;
- Will report all incidents of bullying via MyConcern so that the Safeguarding Team are informed of any potential safeguarding concerns
- Watch for signs of distress in pupils. This might present as deterioration of work, late arrival for lessons, hanging back when the lesson is over, regular 'illnesses', isolation, and wanting to be with adults rather than peers;
- Challenge any prejudice-based language from pupils;

- Refer bullying incidents to the DSL if there is reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm (see the ArtsEd Safeguarding Policy); and
- Be alert to pupils who may be vulnerable and at risk of bullying, e.g. SEN and LGBTQ+ pupils.

6.2. The Pastoral Team will:

(The Pastoral Team consists of the Heads of Key Stage, the Head of Sixth Form and the Deputy Headteacher.)

- Use School assemblies to promote this Anti-Bullying Policy;
- Promote anti-bullying strategies across the academic and pastoral curriculum and build resilience within our pupils as part of our Personal, Social, Health and Economic Education (PSHEE) programme. The topics of inter-personal relationships and the effects of attitudes and behaviour on others are covered extensively. In addition, bullying is discussed in tutor groups, in English and Drama lessons and in whole-school assemblies. The Citizenship and PSHEE Coordinator will ensure that (Schemes of Work) SOW reflect the School's anti-bullying approach;
- Notify the Headteacher of any serious cases or of any ongoing situations;
- Ensure that the School's Anti-Bullying Policy is a regular agenda item of meetings of the Pastoral Team;

6.3. The Deputy Headteacher will:

- Maintain a record of all bullying incidents which will be obtained from MyConcern, the log will distinguish any incidents of bullying which are based on protected characteristics;
- Report any bullying incidents to the Day School and Sixth Form Subcommittee at the termly meetings; and
- Conduct an annual review of the bullying log to evaluate the effectiveness of the School's procedures and to enable patterns to be identified. Any suitable actions then taken to reduce the incidence of bullying will be recorded.

6.4. As a School:

- Each department, where appropriate, will incorporate the anti-bullying message into their teaching.
- Anti-bullying statements will be displayed prominently around the School.
- The anti-bullying message will be reinforced at the beginning of each year.
- This Anti-Bullying Policy will be issued to all relevant parties in order to ensure that it is fully understood. It will be discussed amongst staff and pupils, there will be opportunities to ask questions, scenarios will be given, and appropriate courses of action will be discussed.
- This policy will be made available to all parents of pupils at ArtsEd. We will urge parents of Year 7 pupils to discuss the anti-bullying message found in the new pupil Induction Manual.
- Children identified as victims of bullying will be counselled by an appropriately trained member of staff. If necessary, they will also be offered training in assertiveness and how to deal with bullies.
- Every effort will be made to ensure that any sanctions imposed are fair and appropriate and that they are applied in a non-humiliating, non-bullying way.
- During INSET training, staff's awareness will be raised so that the principles of the School's policy are understood.
- Educational elements like drama and dance will be used as platforms to address differences between people and support the School's anti-bullying message; and
- Staff will be given opportunities for training in ways to deal with pupils who bully and those being bullied. The knowledge gained will be disseminated to all staff.

- Record all instances of bullying on MyConcern distinguishing any incidents of bullying which are based on protected characteristics. This will enable the School to monitor our success in meeting other standards such as instilling values of tolerance and respect

7. ADVICE FOR STAFF, PARENTS AND PUPILS AS TO THE BEST WAYS TO WORK WITH BULLIES AND VICTIMS

7.1. Staff

7.1.1. Working with victims

It must be recognised that the first priority is to support and protect the victim of bullying. Staff should also offer support to counter feelings of inferiority and guilt. Ongoing support is crucial. Staff must take notes when speaking to the victim and, if possible, ask them to write down a statement. This must be passed onto the pupil's Form Tutor and to the Pastoral Team. They will then decide the best way to progress. A Bullying Incident Report Form (**Appendix 3**) must be filled out and put in the relevant pupils' files.

It is also important to offer support to witnesses and pupils who join in on the side lines, because they may fear that they will be the next target.

7.1.2. Working with bullies

Bullying is abnormal human behaviour, often caused by insecurities within the bully, such as a need to gain power over another human. They may be bigger and older, have poor school records and be aggressive to teachers and siblings. They may even have been victims of bullying themselves. In later life, bullies may bully in the workplace or become aggressive parents and citizens.

7.1.3. Staff should consider:

- The antecedent conditions making the bully behave as they are;
- The behaviour itself; and
- What the consequences of the behaviour are and whether this might be perpetuating the bullying

7.1.4. Working with parents

Bullying is a highly emotive issue, and the parents of victims can rightly become very distressed on behalf of their child and can feel helpless. The parents of bullies often do not know and also feel very vulnerable and defensive when they find out.

Not every single case of bullying will necessarily be reported to parents, but the expectation is that most will be. It will depend on the circumstances and severity.

Staff should make the actions we are taking, why we are taking them and what they can do to reinforce our actions clear to the parents of victims and bullies.

We urge parents to contact us immediately if they have any suspicion of bullying; we are sometimes unaware of the problem.

7.2. Pupils

7.2.1. Speak up and get Help

- If you are being bullied or you know of someone else being bullied – TELL SOMEONE. Don't blame yourself for what has happened.
- Tell your parents and, in school, tell your Form Tutor or any other chosen adult whom you trust;
- The school takes bullying seriously and will act on all disclosures of bullying

- If it is urgent TELL the nearest adult. If they do not listen, tell someone else. Don't give up; if you don't tell things could get worse. If the person you want to tell is very busy, ask them when they can see you and spend some time with you; and
- Walk away from any dangerous situation and GET HELP.

7.2.2. You can also help to stop bullying

- As well as reporting this, you can help to stop bullying by:
 - Being friendly towards people you know are being bullied, including them in your discussions, games, break times and lunchtimes.
 - Not laughing when someone is being bullied.
 - Stating out loud that you don't like what is going on.
 - Not joining in.
 - Writing your concerns down and emailing/speaking to a teacher; and
 - Not being a bystander.

7.2.3. What will happen if you are found to be bullying someone

In every case, the incident will be taken seriously, and the responses can include some or all of the following:

- You will have to explain your behaviour to a member of staff;
- An account of what you have done will be written down and a copy kept on MyConcern;
- Your parents will be informed of the incident and invited to a meeting (virtual or face-to-face) to discuss the matter;
- The relevant Pastoral Team member will keep a record of the incident for a specified period of time;
- You will have to apologise to the person you bullied;
- You will have to replace or repair any possessions you damaged; and
- You will have to do something to improve things for the person you bullied.

7.2.4. Sanctions

Depending on the severity of the bullying incident you have been involved in, one or more of the following sanctions may be applied:

- You will be interviewed by senior members of staff and the Headteacher and severely reprimanded.
- You may be placed in a detention after school or at break or lunchtime.
- You may be placed on daily or weekly report.
- You may be placed on a Behaviour Contract.
- You may be internally excluded from lessons for a limited period.
- You may be excluded from school for a fixed term or permanently in cases of persistent bullying.
- If you are in receipt of funding (bursary/scholarship), the School reserves the right to withdraw the funding; and
- You may be required to explain your actions to the police if you assault another pupils

7.3. For Parents

7.3.1. What you should do if you think your child is being bullied:

- Talk calmly with your child about their experience;
- Make a note of what your child says, particularly who was said to be involved; how often the bullying has occurred; where it happened, and what has happened. Staff should also collect any evidence, e.g. print outs of emails, texts etc.;
- Reassure your child that they have done the right thing in telling you about the bullying and that there is nothing wrong with them;
- Encourage your child to report any incidents of bullying to a teacher immediately;
- Make an appointment to see your child's Form Tutor or the Head of Key Stage, even if your child is reluctant that you do so;
- We can only do something if we know there is a problem;
- Explain to the teacher the problems your child is experiencing;
- Do not encourage your child to hit back. It will only make matters worse;
- More positively, encourage your child to recruit friends. Children and teens who hang out in groups of two or more tend to not be picked on by bullies;
- Teach your child assertive behaviour and identify ways in which your child should respond to the bully – showing assertive but not aggressive behaviour.

7.3.2. What to do if your child is bullying other children

- Many children may be involved in bullying others at some time or another. Parents are often not aware that their child is involved in bullying and may find it difficult to accept that their child could be involved. Should such a situation arise, we would ask parents to:
 - Talk with your child. Explain that what they are doing is unacceptable and makes other children unhappy;
 - Show your child how they can join in with other children without bullying;
 - Make an appointment to see your child's Form Tutor or the Head of Key Stage. Explain to the teacher the problems your child is experiencing. Discuss with the teacher how you and the School can stop him/her bullying others;
 - Regularly check with your child how things are going at school; and
 - Give your child lots of praise and encouragement when they are cooperative or kind to other people.

8. BULLYING OUTSIDE SCHOOL PREMISES

Where bullying occurs outside of the School, the School will investigate and act upon the incident accordingly and in line with the School's anti-bullying procedures. This will send a strong message to pupils that bullying will not be tolerated and perpetrators will be held to account. In all cases of misbehaviour or bullying, the teacher can only discipline the pupil on the School premises (*Behaviour and Discipline in Schools*, July 2017)

9. SUPPORT FOR STAFF WHO ARE BULLIED

The vast majority of parents, carers and other visitors to ArtsEd are supportive of the School, its teachers, other members of staff, its students, their parents and other visitors, and act in a

reasonable way, ensuring that the School is a safe, orderly environment in which students can learn.

Very occasionally, however, a negative attitude is expressed in an aggressive, verbally abusive, or physically abusive way towards these members of the School community which is unacceptable and will not be tolerated. The school requires its teachers and other members of staff to behave professionally in these difficult situations, attempting to defuse the situation wherever possible, and to seek the involvement of senior members staff as appropriate. However, all teachers and members of staff have the right to work without fear of harassment, violence, intimidation or abuse.

The School expects parents and other visitors to always behave in a reasonable way towards all members of the School community. The School has the right to withdraw the “implied permission” for a parent or visitor to enter or be on the School’s premises if their behaviour while they were previously on the School’s premises was unacceptable. (Please refer to the ***Parent and Visitor Code of Conduct.***)

10. BULLYING BY A STAFF MEMBER

A complaint by a pupil against a member of staff will be investigated in accordance with the Safeguarding Policy – Dealing with allegations of abuse against a staff member. A complaint by one member of staff or ArtsEd employee against another will be investigated in accordance with the **Staff Handbook**.

In order to carry out a formal investigation, the person making the allegation must provide written details of the incident(s) which have led to the complaint.

SECTION B - Cyber-bullying Policy

1. STATEMENT OF INTENT

The possibilities of the Internet and mobile phones are endless. Young people benefit from having opportunities to access one another and communicate in a variety of different forms. With However, not all aspects of ICT are positive and it can enable additional routes for those intent on bullying.

2. DEFINITION OF CYBER-BULLYING

Cyber-bullying is the use of information and communication technologies to support bullying and could involve various media, including:

- Texts, instant messages or calls on mobile phones;
- The use of mobile phone camera images to cause distress, fear or humiliation;
- Posting threatening, abusive, extremist, offensive, or humiliating material or comments on websites (including blogs, personal websites and social networking sites such as TikTok, Instagram, Twitter, Snapchat and YouTube);
- Using email to message others in a threatening or abusive manner; and
- Hijacking or cloning email or other online accounts.

Although similar in many respects to other forms of bullying, cyber-bullying also has some very specific features:

- It invades both home and personal space;
- The size of the audience can be vast;
- Electronically circulated messages can be difficult to control;
- The bully can feel relatively anonymous;
- It can have a large number of 'bystanders' or 'accessories'; and
- Much (if not all) of the bullying may take place out of school.

3. THE AIMS OF THE POLICY

Through this policy, we aim to:

- Raise awareness among pupils and staff about cyber-bullying;
- Provide a safe learning environment in which preventative measures are in place to deter cyber-bullying; and
- Ensure systems are in place to deal with cyber-bullying should it occur.

4. PREVENTION

In order that these aims can be fulfilled, a number of preventative measures will be taken.

4.1. Awareness-raising – pupils

- A number of opportunities have been highlighted as part of the curriculum to help children 'stay safe'. A unit is included in PSHEE medium-term planning, and the School will get in external providers to run training on e-safety. At the beginning of the School year, all classes will discuss the safe use of the ICT equipment during their first appropriate lesson. They will be reminded of the Acceptable Use Guidelines (**Appendix 2**), a copy of which is signed by all new parents and pupils.
- If an issue relating to cyber-bullying has arisen, the subject may be discussed during tutor time. If this is in relation to a particular individual, consideration will be given to how the issue is raised. Pupils will be made aware of the importance of telling an adult, and which adults they can approach in school.

- Cyber-bullying is covered as part of whole-school assemblies and anti-bullying activities in all classes.
- Issues relating to cyber-bullying are raised with the School Council on a regular basis, and they give their view about what the problems are and what the solutions might be.
- Pupils will also attend e-safety training, aimed at equipping them with the skills, knowledge and confidence they need to stay safe and in control while online. This will include raising awareness of cyber-bullying and how to react if they become a victim of cyber-bullying.
- Pupils need to be made aware that the School will take making derogatory remarks about a teacher on social media sites extremely seriously.

4.2. Awareness-raising – parents

- Creating a good school–parent relationship can help to create a relationship of trust that encourages parents to raise concerns in an appropriate manner.
- Information is distributed to parents annually via the School Newsletter and emails outlining the School’s approach to cyber-bullying; information identifying additional support and advice is also included. In addition, parents are invited to discuss any concerns or questions they may have with the child’s Form Tutor or Head of Key Stage.
- Parents are encouraged to help their children engage safely and responsibly with social media by taking notice of their children’s online activities and discussing the risks with them. On occasion, an outside speaker will be invited to update parents on the latest developments regarding e-safety and cyber-bullying.

4.3. Awareness-raising – school staff

- Staff have a duty to ensure that the children in their care stay safe and they remain alert to the dangers of cyber-bullying. All members of school staff can be affected and staff should inform a line manager at the first opportunity should any incident occur.
- Staff inset time is devoted to the issue of bullying on a regular basis, and cyber-bullying is discussed as part of this. It enables new developments of potential sources of bullying to be raised and possible ways of challenging these to be discussed. New terminology used by the pupils is also shared at this session. Staff need to be aware of what the risks are and the potential for implications of misuse.
- On occasion, an outside speaker will be invited to update staff on the latest developments regarding e-safety and cyber-bullying.

5. 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.

We recognise 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.

We will treat any use of AI to bully pupils in line with our Anti-bullying and Behaviour, Rewards, and Sanctions policies.

6. VIRTUAL LEARNING ENVIRONMENT

The schools **Virtual Learning Environment Policy** clearly sets out behaviour expectations *“Treat the teacher and other students with respect and fairness, and not subject them to abusive behaviour or language. Any behaviour that could be perceived as bullying/threatening/indecent/offensive or defamatory will be dealt with in line with the Schools’ Behaviour Rewards and Sanctions Policy and Anti-Bullying Policy.*

7. PROCEDURE

7.1. Dealing with cyber-bullying incidents

There is usually some visual evidence after cyber-bullying has taken place. Pupils should be encouraged to pass this on to a member of staff or their parents. In some cases, it will be necessary to contact mobile phone companies, Internet service providers or social networking sites.

The following advice should be given to those experiencing cyber-bullying:

- Do not retaliate or reply;
- Save evidence of the abuse (take screenshots);
- Block or remove offenders from contact lists;
- Review the information you are giving out;
- Make sure you tell an adult; and
- Try to keep calm and do not let the bully see a reaction.

7.2. Incidents involving distribution of content

Some forms of bullying involve the distribution of content that can extend and prolong the bullying. The school will endeavour to contain the incident and stop the spread of the bullying content by:

- Asking the person who originally posted the inappropriate material to take it down (if they are known to the School);
- Confiscation of the devices containing the offensive content and deleting offensive content where appropriate (Searching, screening and confiscation July 2022);
- Report the offensive content to the social networking site directly; and
- Contact the police in cases of illegal/suspected illegal content as they can advise on what content is needed for evidential purposes.

7.3. Sanctions

If the person responsible for the bullying is identified, sanctions will be applied under the School’s behaviour and bullying policies. In addition, the following sanctions may be implemented, depending upon the nature and severity of the bullying:

- Confiscating equipment such as mobile phones;
- Withdrawing access to the Internet for a set period of time;
- Limiting use of the Internet for a set period of time;
- Contacting the police where the cyber-bullying is sufficiently severe; and
- Informing external agencies, such as social networking or email member sites.

7.4. Support for those involved

Support will be provided for the victim. This may include meeting the bully to discuss what has happened and agree on a way forward.

7.5. Informing parents and carers

It is important that all pupils and staff recognise that when an incident of cyber-bullying takes place it is dealt with swiftly. Parents should be told, in the early stages of any bullying incident, what actions have been taken to remedy it.

7.6. Contacting the police

Relevant offences that may require police involvement are harassment, stalking, threats of harm or violence to a person or property, and any evidence of child sexual exploitation.

7.7. Confiscation of inappropriate items (see the Behaviour, Rewards and Sanctions Policy)

At ArtsEd, staff have the power to search without consent (e.g. bags lockers/pockets) for the following prohibited items:

- Mobile phones/electronic devices:
 - if they contain pornographic images or indecent images of a child;
 - if they contain evidence of cyber-bullying; and
- Any item banned by the School Rules that has been identified in the rules as an item that may be searched for.

8. USE OF THE INTERNET IN SCHOOL (SEE APPENDIX 1)

While in school, no piece of communication technology, be it the Internet, a mobile telephone or other device, may be used to threaten, insult or otherwise bully other pupils. This will be deemed to be a very serious breach of school discipline and will be dealt with according to the guidelines laid out in the School's Anti-Bullying Policy.

This school has its own Acceptable Use Policy for pupils that clearly identify how the ICT equipment and Internet should be used. Children and parents are reminded of this policy annually. Some of the main features are as follows:

- Pupils should be made aware of their own responsibility to report anything they identify that causes them concern; and
- Permission must be given from parents for pupils in Years 7–11 to use the Internet and pupils must also agree to follow the Acceptable Use Guidelines (see **Appendix 2**).

The school uses Senso which is an advanced monitoring platform that tracks and reviews student activity across networks and devices, flagging any potentially harmful behaviour such as cyberbullying, accessing inappropriate content, or displaying signs of distress. See [Online Safety, Filtering and Monitoring Policy](#). It enables the School to set up alerts that will notify us if users are searching for keywords that may be a cause for concern, such as bullying, anorexia, radicalisation, and pornography, to name a few. The school will investigate any reports alerting us to pupils using cyber-bullying vocabulary on the School's Wi-Fi/network.

9. USE OF MOBILE PHONES IN SCHOOL BY CHILDREN (SEE THE MOBILE PHONE POLICY)

Pupils in years 7 – 11 are forbidden from using their phones during the School day and have to hand them in to their form tutors during morning registration and retrieve them at the end of the day. The phones are stored securely in a lockable cabinet. Pupils who wish to contact their parents should normally do so from the School Office, with appropriate permission.

10. USE OF MOBILE PHONES IN SCHOOL BY ADULTS

Although parents will bring mobile phones onto the premises, it must be understood that these should not be used for the purpose of taking photographs and they should be switched onto silent/airplane mode or switched off while on school premises or during a school performance.

All members of staff should avoid giving out their mobile number. Wherever possible, the School's mobile phone should be used for school trips and visits. If any situation arises where staff need to use their own mobile as a contact number, permission from the Headmaster should be secured first.

Staff are not allowed to use their mobile phones or tablets for personal use while teaching.

11. EMAILING AND INSTANT MESSAGING

No member of staff should give a pupil their personal email address. Children and staff should never reply to unpleasant or unwanted emails or open files from people they don't know. All students are issues with an ArtsEd email address and should only communicate with staff members using this email account

When writing emails or instant messages, think carefully about the content. When angry or distressed, you might send something likely to cause further anguish. Leave the computer and discuss the issue with someone else.

Parents should monitor their child's use of apps like WhatsApp

12. BYSTANDERS

The issue of being a bystander or accessory is addressed with all children regularly and pupils are encouraged to respect other people online and offline and to recognise how sharing a secret and passing on numbers and passwords can cause harm and distress to others.

Being a bystander can include:

- Forwarding messages;
- Contributing to discussions; and
- Taking part in an online poll.

13. ONGOING REVIEW – THE SUCCESS OF THE IMPLEMENTATION OF THIS POLICY

During the annual bullying review, particular attention will be given to incidents of cyber-bullying and the following questions will be asked:

- How many incidents of cyber-bullying have been recorded in the past 12 months?
- Is there evidence of actions resulting from pupils reporting incidents of cyber-bullying?
- Have the actions been effective, i.e. has the behaviour reduced or stopped?
- When talking to pupils in the School, is there an awareness amongst them of what cyber-bullying is and what they should do if they encounter it?

Pupil, parent and staff surveys will also include questions about the effectiveness of this policy.

APPENDIX 1

Acceptable Use Policy for Students.

The use of the School's IT resources and services is a facility granted, at the School's discretion, to students. This Acceptable Use Policy is designed to ensure appropriate use of devices, networks and services as well as ensuring students can benefit from using systems.

Use of the network or any service constitutes agreement to comply with this policy.

These rules apply to a student's use of the network and services, whether using ArtsEd's computers or devices or using their own devices as a method to log in. This also applies to accessing the services when off-site.

Students are given a user account to enable them to use the network and services and by continuing to use the network and services, users must abide by the following:

Student Terms of Use

- You are responsible for account access on the network and online services provided by ArtsEd. Any unauthorised use of your account should be reported to the IT helpdesk immediately.
- Use of the network is regularly monitored by the IT department (which includes email access). ArtsEd will monitor any traffic on its networks to prevent threats to the network or services
- You must not use personal email addresses or other non-ArtsEd provided IT services for communicating with staff. This is for the protection of students, staff and the organisation.
- You must not use someone else's username to gain access to the network or any of the services.
- You should not write down or share your password with anyone else.
- You are not permitted to share access details to the network with anyone else.
- You must not attempt to circumvent security of any host, network, account, or service, or penetrate security measures ("hacking") on or accessed through the network or services.
- You must not probe, scan or test the vulnerability of the network or other networks or services.
- You must not try to install any software on systems. It may cause extensive damage to the IT systems and students could be held personally liable for any costs incurred in rectifying the damage.
- Any apps or software that are downloaded onto your personal device whilst using the network is done at your own risk and not with the approval of ArtsEd.
- You must not use the network or services or your own property to access or process inappropriate materials. This includes (but is not limited to) pornographic material, material which may be seen as violent, offensive or discriminatory, inappropriate text files, or files dangerous to the integrity of the networks.
- You must not transmit, re-transmit, publish or store material or messages on or through the network or services which could be perceived as bullying, threatening, abusive, hateful, indecent, harassing, offensive or defamatory.
- You must report any inappropriate messages or information immediately to the IT helpdesk. This report will help protect other pupils and you.
- You must not record, video or take pictures of other students, staff or third parties whilst using School devices without express permission from a senior member of staff.
- Use of own devices is at the risk of the user. ArtsEd cannot accept responsibility for any loss, damage or costs incurred due to use, damage or loss whilst accessing the network or services.

- Storage media, such as USB sticks and hard drives, are prohibited at the School except for specific educational purposes.
- ArtsEd reserve the right to revoke or change any IT service at any time and without notice.

This policy is updated annually and should be reviewed by students at the start of each academic year.

If a student or user account breaches the above rules, their account may be inspected and their access stopped. A breach may also put you at risk of suspension and / or exclusion.

By accessing any ArtsEd IT service using your username or email address and password you are agreeing to and accepting these terms.

Identify the roles involved in bullying



- There is the **'target'**, this is the person the bullying is aimed at.
- There is the **'ringleader'**, and this is the person who is initiating or leading the bullying. They might even be telling other people to join in.
- The **'reinforcer'** is someone who doesn't 'do' any bullying themselves but supports the bullying behaviour by standing by the ringleader and assistants, laughing along and encouraging the behaviour to continue.
- The **'assistant'** is someone who is involved in 'doing' the bullying behaviour led by the ringleader, and might be actively doing the name calling or whatever the bullying might be.
- There is also the **'defender'**, and that doesn't always mean actively standing up to the ones doing the bullying – it could also mean telling a trusted adult what they have seen or even just asking the target if they are ok.
- You also have the **'outsider'** or **'bystander'** role. This is someone who is either unaware of the bullying happening, or is choosing to ignore it and not involve themselves at all.

Review of Anti-Bullying Policy

Document Title	Anti-Bullying Policy
Maintained By	Deputy Head Teacher
Owned By	DSSF
Approving Committee / Ratifying Body	Board of Trustees
Last Reviewed on	November 2025
Review on	November 2026
Current Version	Version 3
Location of master document	Organisational File Shares > Policies > DSSF
Web location	https://artsed.co.uk/day-school-and-sixth-form/policies/