



ARNOLD LODGE

4 - 18 yrs Co-educational Independent Day School

# Arnold Lodge Whole School Anti-Bullying Policy

Approved by the Head: September 2018

Reviewed Annually

Next review date: August 2019

This policy is part of a portfolio of policies associated with 'Safeguarding' and must therefore, be read in conjunction with the other policies. This policy applies to the whole school including EYFS. All policies are available on the website or in school.



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## Arnold Lodge Anti-Bullying Policy

Arnold lodge school operates a 'Zero Tolerance' approach to bullying, in all its forms, across the whole school including EYFS. The aim of this anti-bullying policy is to ensure that everyone can operate in a supportive, caring and safe environment without fear of being bullied or victimised. This policy applies to all members of the school community including teaching/ non-teaching staff, pupils and parents. All are required to understand and be familiar with the school policy. This policy has been drawn up in line with the DfE advice 'Preventing and Tackling Bullying' (July 2017)

As a school, we are committed to ensuring that when a young person speaks out about bullying:

- They are listened to
- Their concerns are taken seriously
- The matter is investigated
- That we tackle the issues
- That we help and support the young person

### What is bullying?

Bullying is any form of deliberate behaviour, by an individual or group, repeated over time which intentionally causes hurt or distress physically or emotionally to another individual or group.

Bullying has many forms – e.g. physical, verbal, emotional or electronic (cyber-bullying). A bully is someone who targets others and makes them unhappy or frightened over a period of time. They may do this by:

- Threatening behaviour (psychological / intimidation)
- Using physical violence
- Using unpleasant words (insults, mocking or verbal abuse)
- Stealing property, taking or demanding money
- Deliberately upsetting people
- Sending unpleasant text messages/images
- Using the internet to spread unpleasant rumours (or other cyber-bullying)
- Peer on Peer abuse

Bullying may involve complicity that falls short of direct participation by, for instance, manipulating a third party to tease or torment someone. It may be overt and intended to intimidate but is often hidden and subtle. It includes actions or comments that are racist, religious or cultural, homophobic, transphobic, sexist, sexual, which focus on disabilities or other physical attributes (such as hair colour, gender or body shape) or any reference to Special Educational Needs, or because a child is adopted or is a carer.

The seriousness of bullying cannot be emphasised enough. Bullying makes the lives of its victims a misery: it undermines their confidence and self-esteem; and destroys their sense of security and can be psychologically damaging. Bullying impacts on its victims' attendance and attainment at school, marginalises those groups who may be particular targets for bullies and can have a life-long negative impact on some young people's lives. At worst, bullying has been a factor in pupil suicide.



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## **Our Approach**

### *Awareness*

We will raise awareness of bullying and the school anti-bullying policies through effective staff training (using both training days, staff meetings and EduCare) to ensure that the legal responsibilities for bullying are known, the correct actions for staff to take are understood and the sorts of support available to staff. In addition, we will use PSHEE, Mentor and Advocacy time, Assemblies and the wider curriculum to provide reinforce the importance avoiding prejudice based language (please see our PSHEE policy for more information on how we deliver anti-bullying messages).

This policy will be placed onto the school website and periodically sent to parents to ensure that our policy is clear for all. Pupils, particularly prefects, are given a role to play in supporting their peers in regards to bullying and we celebrate the success of pupils in this regards through rewards and certificates (please see our Discipline and Behaviour Policy for examples of the rewards we may give).

### *Encouragement*

All pupils are encouraged to feel that it is right to tell someone if they are being bullied or if they know someone is being bullied. Incidents or bullying referred to staff are dealt with quickly and appropriately.

### *Support*

To support pupils, Prefects are available to listen and support and pupils who wish to disclose bullying to them. Prefects are trained in the correct school procedures for dealing with such incidents. Mentors will make sure all pupils are aware of school procedures for dealing with bullying and they will reinforce the anti-bullying guide for pupils (shown later in this document).

### *Process*

Staff suspecting an incident of bullying will reassure the young person that their concerns are taken seriously and that they will be investigated by Mentors or, where applicable, the Pastoral Lead.

## **What will happen?**

Parents will be advised of investigatory proceedings and kept fully informed of outcomes. If, after investigation it is clear that bullying has taken place sanctions will apply.

## **On-going Monitoring**

All cases of bullying (even if unsubstantiated) will be recorded so that the school can evaluate the effectiveness of the approach we adopt and that any patterns can be easily identified.

## **Policy Review**

This policy is monitored and reviewed annually by the Headteacher and Board of Directors.



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## Anti-Bullying Policy: Code of Practice

### Our Commitment

We shall create the environment and provide opportunities where:

- The wrongdoer learns the effect of an action on others
- Those affected are heard and acknowledged
- Responsibility is taken with appropriate actions to make things right
- A positive learning experience is created

### Our Accessibility

**We shall respond to allegations of bullying in a professional, sensitive and timely manner.**

- Mentors are the first point of contact for parents who are concerned about bullying *and*:
  - provide advice, support and assistance for any person reporting bullying
  - accept referrals from members of staff
  - attend any meetings or multi-agency meetings to give feedback on pupils
  - liaise with parents to ensure all parties are aware of any incidents and follow up strategies
  - maintain written records of bullying incidents files
  - support, manage and mentor the Senior Prefects
  - run PSHEE sessions geared to sharing knowledge how to combat bullying in school

**As part of their role our Prefects are the first point of contact for pupils who wish to disclose incidents of bullying to another pupil *and*:**

- are available during break times to support fellow students
- share concerns about vulnerable pupils with Mentors
- provide guidance to pupils to other support which is available
- show commitment to the school's anti-bullying message
- take the lead in promoting good citizenship and inclusion throughout the school

### Our Discipline

In dealing with actual or alleged incidents of bullying we shall follow a practiced discipline of:

- Asking the wrongdoer what happened, and to then identify who has been affected and how
- Asking the harmed person what happened, to express their feelings and needs
- Allowing all pupils involved the chance to write a statement expressing their view on the incident
- Ensuring everyone understands the outcome and individual responsibilities

### Our Approach

In our investigation of actual or alleged incidents we shall avoid:

- Asking 'why?'
- Thinking we already know what happened
- Giving our opinion
- Interrupting
- Losing patience
- Leading interventions

Before questioning pupils on any incident, pupils should be given the chance to write a statement to provide their point of view. Where a pupil does not wish to write, a staff member may scribe for them. After this, if a questioning is required of those involved in any actual or alleged incidents we shall adopt a questioning style geared to producing truthful/factual response. E.g.



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- Could you tell me/us what happened?
- What were you thinking about when this happened?
- What did you think when you realised what had happened?
- How do you think ..... has been affected?
- How do you feel about what happened?
- What do you think needs to happen next?

## **Our Action**

Wherever and whenever an actual or alleged incidence of bullying is identified staff we shall:

- Reassure those involved that such matters are taken seriously and will be investigated
- Record the incident in written form and submit it to the Deputy Head Pastoral (Years 7-13) or Head of Junior School (Years R-6)
- Give every pupil involved the opportunity to provide a written statement
- Interview all involved in the alleged incident and allow every voice to be heard
- In response to an incident of confirmed bullying details of support given to the victim, contact with parents and support and sanctions for the perpetrator shall be documented and recorded.
- Those involved will be monitored by the Prefect Team, the Mentor and the Deputy Head Pastoral/Head of Junior School and a follow up meeting advised.
- Appropriate staff (including external agencies where applicable) will be kept informed of the individual needs of the pupils.

## **Our Response**

**The response and sanctions adopted shall be proportional to the specific incident and may include:**

- An opportunity for those involved to reflect on their behaviour
- Support and advice given related to the incident
- Alterations to seating plans within teaching groups
- School Detention, where appropriate
- Cooling Off Periods (whether this is internal or external will vary depending on the incident)
- Isolation from peer group during form times, break times and lunch times
- A formal written warning from the Pastoral Lead or Head of School
- In the most serious cases, the school will consider a fixed term exclusion
- Permanent exclusion

## **Bullying which occurs outside school premises**

School staff members have the power to discipline pupils for misbehaving outside the school premises. Sections 90 and 91 of the Education and Inspections Act 2006 say that a school's disciplinary powers can be used to address pupils' conduct when they are not on school premises and are not under the lawful control or charge of a member of school staff, but only if it would be reasonable for the school to regulate pupils' behaviour in those circumstances. This may include bullying incidents occurring anywhere off the school premises, such as on school or public transport, outside the local shops, or in a town or village centre.

Where bullying outside school is reported to school staff, it will be investigated and acted on. The headteacher will also consider whether it is appropriate to notify the police or anti-social behaviour coordinator in their local authority of the action taken against a pupil. If the misbehaviour could be criminal or poses a serious threat to a member of the public, the police will always be informed.



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## Anti-Bullying Policy: Cyber Bullying

Cyber-bullying, much like any type of bullying, is an intentional act carried out by a group or individual with the intent to cause harm repeatedly over time involving electronic forms of contact.

### Cyber-bullying might include:

- Bullying by texts, messages or calls to mobile phones
- The use of mobile phone cameras to cause distress, fear or humiliation
- Posing threatening, abusive, defamatory or humiliating material on websites, to include blogs, personal websites and social networking sites.
- Hijacking/cloning accounts
- Making threatening, abusive, and defamatory or humiliating remarks in chat rooms or social media.

Cyber-bullying is a serious issue and will be dealt with in the same manner as any other form of bullying use the bullying procedures in school.

### Legal Issues

Cyber-bullying is generally criminal in character. The law applies to cyberspace.

- It is unlawful to disseminate defamatory information in any media including internet sites.
- Section 127 of the Communications Act 2003 makes it an offence to send, by public means of a public electronic communications network, a message or other matter that is grossly offensive or one of an indecent, obscene or menacing character.
- The Protection from Harassment Act 1997 makes it an offence to knowingly pursue any course of conduct amounting to harassment.

Arnold Lodge, through Mentor time, PSHEE, the wider curriculum and assemblies, educates pupils on the proper use of telecommunications and about the serious consequences of cyber-bullying. In school, we look to block access to inappropriate websites and to monitor pupils' access to internet.

### Personal Electronic Devices

Pupils in Years 7-13 are allowed personal electronic device with them in school such as laptops and tablets. These are for academic use only and are not to be used for any purpose that does not directly relate to the pupils' education. Electronic devices are not to be used to communicate via any social networking/messaging provision. In addition, pupils in year 12 and 13 are allowed to use mobile phones in school, provided that use is appropriate and discrete. Acceptable use of these devices does not include:

- Taking pictures or videos on school property at any time for any reason
- Accessing inappropriate websites or inappropriate material via their device
- Use in lesson times unless **direct permission** is given from the teacher

Pupils in year 11 and below are also allowed to have mobile phones in school as we recognise that these are sometimes used when walking home to contact parents but they **must be switched off at all times**. If a



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pupil misuses any electronic device during the school day, this will be confiscated pending a meeting with parents).

## **Electronic Photographs in School**

Staff may only take photographs of pupils, including EYFS, if they are using official school technology (for example, a school iPad or camera) and for official purposes only. In turn, such photographs should only be transferred to school devices (such as a school computer). At no point, other than where explicit permission is given (during a school production, for example) should a member of staff, parent or pupil using a personal device to take a photograph on school property. Please see our Child Protection Policy for more information.

## **Guidance for Pupils**

If you believe you or someone else is the victim of cyber-bullying, you must speak to an adult as soon as possible. This person could be a parent/guardian, your mentor, your Head of House or the Headteacher.

- Do not answer abusive messages but log and report them
- Do not delete anything until it has been shown to your Mentor, parents/guardian or the Deputy Head Pastoral (even if it is upsetting, the material is important evidence which may need to be used later as proof of cyber-bullying)
- Do not give out personal IT details
- Never reply to abusive e-mails
- Never reply to someone you do not know
- Stay in public areas in chat rooms

## **Guidance for Parents**

It is vital that parents and the school work together to ensure that all pupils are aware of the serious consequences of getting involved in anything that might be seen to be cyber-bullying.

- Parents can help by making sure their child understands the school's policy and, above all, how seriously Arnold Lodge takes incidents of cyber-bullying (or, indeed, any bullying)
- Parents should also explain to their sons or daughters legal issues relating to cyber-bullying
- If parents believe their child is the victim of cyber-bullying, they should save the offending material (if need be by saving an offensive text on their or their child's mobile phone) and make sure they have all relevant information before deleting anything
- Parents should contact the Designated Safeguarding Lead (DSL) as soon as possible. A meeting can then be arranged with the appropriate members of staff
- If the incident falls in the holidays Arnold Lodge reserves the right to take action against bullying perpetrated outside the school which spills over into the school.
- Several sites offer helpful advice to parents, particularly with respect to how they can best monitor their child's use of the computer at home. Important and useful information can be found on the following sites:



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## Anti-Bullying Policy: Peer on Peer abuse

**Introduction:** Arnold Lodge School takes a firm line in relation to possible peer-on-peer abuse. It can take on many forms, including:

- sexual violence and sexual harassment
- physical abuse such as hitting, kicking, shaking, biting, hair pulling
- otherwise causing physical harm
- sexting
- initiating/hazing type violence and rituals

With regard to sexual violence and sexual harassment, Arnold Lodge School pays due regard to Part 5 of KCSIE (September 2018) and the separate DfE guidance “Sexual violence and sexual harassment between children in schools and colleges”. Arnold Lodge School holds and promotes a clear view that sexual violence and sexual harassment are never acceptable and will not be tolerated.

Arnold Lodge School’s procedures in relation to peer on peer abuse follow the DfE advice to adopt a “whole school” approach, involving all staff, pupils, directors and parents, as part of Arnold Lodge School’s broad approach to safeguarding. Central to such an approach are (i) staff training so that staff know what to do if they have a concern about a child and (ii) a planned curriculum and extra-curricular programme, including assemblies, which takes a preventative approach through the setting of values and standards and the promotion of the fundamental British values, notably in this context, of respect and tolerance. Through the wider curriculum, including Sex and Relationships Education and Personal, Social and Health Education (PSHE), Arnold Lodge School aims to provide pupils with an understanding appropriate to their age and stage of development of issues such as:

- healthy and respectful relationships
- what respectful behaviour looks like
- consent
- gender roles, stereotyping, equality
- body confidence and self-esteem
- prejudiced behaviour
- that sexual violence and sexual harassment are always wrong
- addressing cultures of sexual harassment.

Sexual violence and sexual harassment can occur between two children or a group of children of any age and sex. They may be physical and/or verbal and may occur online and offline. Children who are victims will likely find the experience stressful and distressing and their educational attainment could be negatively affected. Sexual violence and sexual harassment are never acceptable and Arnold Lodge School will take all matters seriously and offer victims appropriate support. They will be considered as incidences of abuse and will not be tolerated. In particular, reports will not be allowed to be passed off, either by pupils or staff, as;

- banter
- just having a laugh
- part of growing up
- boys being boys

Research shows that it is more likely that girls will be the victims of sexual violence or harassment and more likely that boys are the perpetrators. Children with SEND are three times more likely to be abused than their peers. Further information is available in Part 1.4 of the DfE guidance, cited above. Such behaviour must be challenged, since it is normalised by being dismissed or tolerated.



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**Definitions:** In this context, *sexual violence* is as defined in the Sexual Offences Act 2003. *Sexual harassment* is defined as unwanted conduct of a sexual nature that can occur online and offline. Sexual harassment is likely to:

- violate a child's dignity
- make him or her feel intimidated, degraded or humiliated
- create a hostile, offensive or sexualised environment.

Sexual harassment creates an atmosphere that, if not challenged, can normalise inappropriate behaviours and provide an environment that may lead to sexual violence. It can include:

- sexual comments, (such as: telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names)
- sexual "jokes" or taunting
- physical behaviour, (such as: deliberately brushing against someone, interfering with someone's clothes and displaying pictures, photos or drawings of a sexual nature)
- online sexual harassment, (which may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence). It may include:
  - non-consensual sharing of sexual images and videos
  - sexualised online bullying
  - unwanted sexual comments and messages (including on social media)
  - sexual exploitation (coercion and threats).

*Harmful sexual behaviour* is a term used to describe behaviour which is beyond that which is normal and developmentally expected, and can be problematic, abusive or violent. It can occur online and/or offline and should be considered in a child protection context. For further information, refer to the NSPCC guidance (<https://www.nspcc.org.uk/preventing-abuse/child-abuse-and-neglect/harmful-sexual-behaviour/>)

**Handling a concern:** A pupil reporting sexual violence or sexual harassment will be offered support and every effort will be made to ensure that his or her education is not disrupted. Reports of sexual violence and sexual harassment are likely to be complex, requiring difficult professional decisions to be made, often quickly and under pressure. Staff are provided with training to facilitate a calm and considered response to any concern.

A member of staff who receives a report of sexual violence or sexual harassment will take action in line with the standard guidance for dealing with disclosures, as identified in this policy. As with all concerns about the welfare of a child, all staff should act in the best interests of the child. The child making the report will be reassured, supported, taken seriously and kept safe. He or she should never be given the impression that reporting causes a problem, or be made to feel ashamed for making a report. In some cases, a third party, such as a friend, rather than the victim, may make the report. In such cases the same procedures will be followed, and it is important that Arnold Lodge School understands why the victim has chosen not to make the report personally.

In overseeing the management of the concern, the DSL will consider, in line with overall safeguarding guidance, whether a referral should be made to children's social care and, where a crime may have been committed, will make a referral to the police.

The principles for handling a report of sexual violence or sexual harassment remain the same if the incident is alleged to have taken place off Arnold Lodge School premises, or to have involved pupils from more than one school. In the latter case, appropriate information sharing and effective multi-agency working are especially important.



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If possible, a report will be managed with two members of staff present, (preferably one of them being the DSL or deputy). However, this might not always be possible. The DSL should be informed as soon as practically possible, if he or she is not involved in the initial report. If the report involves illegal images of children, it is a key consideration that staff should not view or forward such images. If viewing such an image is unavoidable, the UKCCIS advice

([https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/647389/Overview\\_of\\_Sexting\\_Guidance.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/647389/Overview_of_Sexting_Guidance.pdf)) provides more details on what to do.

When there has been a report of sexual violence, the DSL or deputy should make an immediate risk and needs assessment. Where there has been a report of sexual harassment, the need for a risk assessment should be considered on a case-by-case basis. The risk and needs assessment should consider:

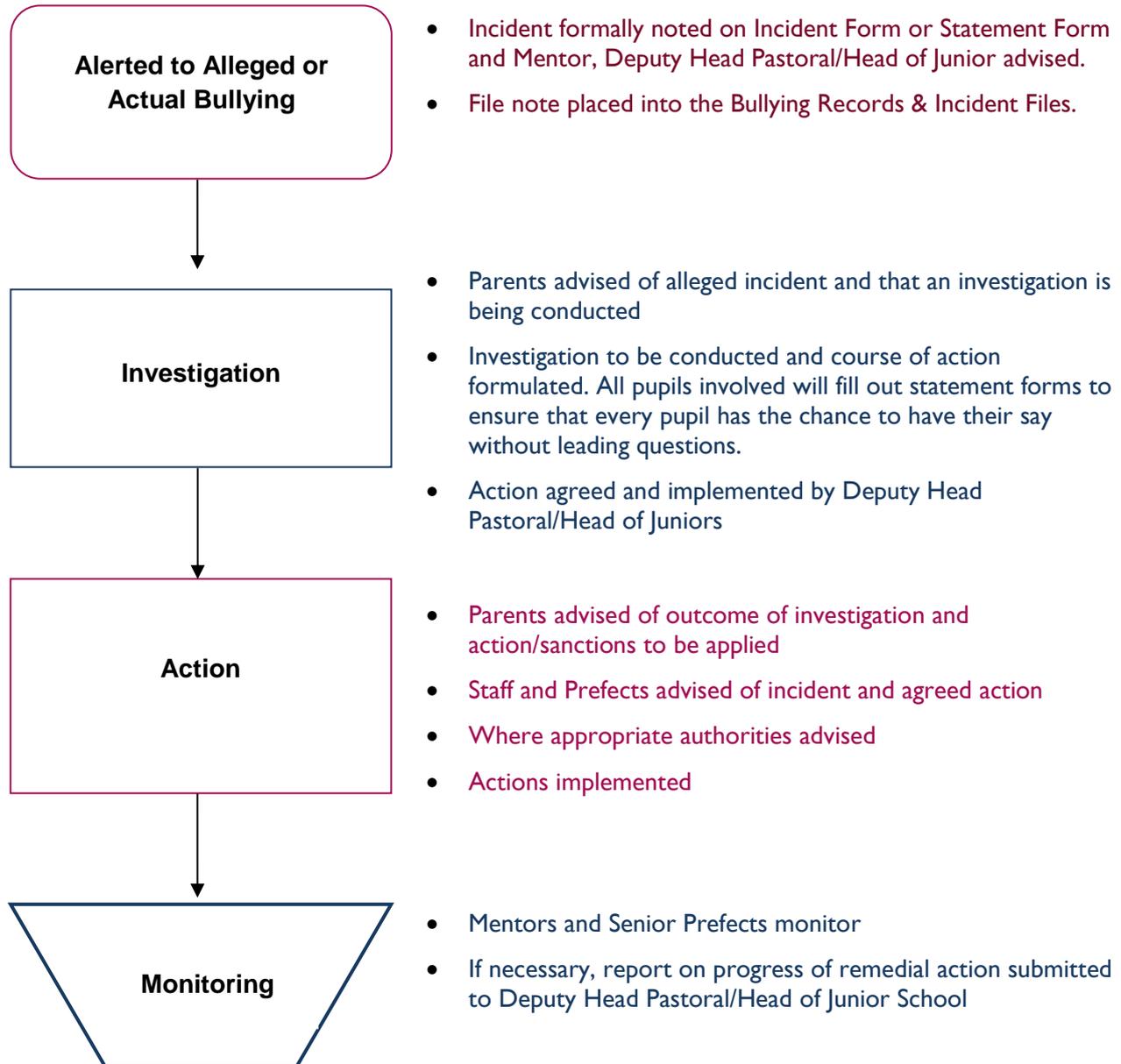
- the victim, especially his or her protection and support
- the alleged perpetrator
- all the other children (and, if appropriate, adult students and staff) at Arnold Lodge School

The risk assessment will be recorded and kept under constant review. Full details of the matters for the DSL to consider in managing a report are given in paragraph 61 onwards of the DfE guidance cited above. In summary these are:

- the wishes of the victim in terms of how he or she wants to proceed
- the nature of the alleged incidents
- the ages and developmental stages of the children involved
- any power imbalance between the children
- whether the incident is a one-off or a sustained pattern of abuse
- any ongoing risks to the victim
- any other related issues and wider context



## Anti-Bullying Policy: Procedural Flow Chart





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## Student Welfare & Incident Form

Pupil Name:	Date:
Recorded by:	
<b>Incident :</b>	



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## ANTI-BULLYING GUIDE

I think there's bullying going on—  
what should I do?

I'm being bullied. What should I  
do?

It's **really** important that you tell someone. Things can only get better if you talk about it and let the school know.

Tell your **parents** so that they can tell the school for you

Tell a **friend** so that they can tell your Mentor

Tell a **Senior Prefect** from so they can tell your Mentor

Tell your **Mentor** or any other adult in school you trust

I've reported the bullying. What will happen next?

Your Mentor will investigate the bullying incident. You might be asked to write a statement. You'll be helped all the time and will have a chance to talk to a Prefect in Year 11 or your Mentor for more advice.

My Mentor has investigated and found it was bullying. What next?

You'll get support and guidance to make sure you feel safe in school. You'll be assigned a Prefect who will be able to guide you

The person bullying will receive sanctions in school and the opportunity to realise how their actions hurt you and how they should act in the future.

I'm still being bullied...what should I do?

Don't be afraid to tell someone again! You have the right to feel safe, secure and happy in school and no-one should be bullied! Remember: TELL!