



ORWELL PARK SCHOOL
Nacton, Ipswich IP10 0ER

ANTI-BULLYING POLICY

Date:	November 2024
Status:	Revised and Approved
Review Date:	November 2025

MO'B 22/03/25

ORWELL PARK SCHOOL ANTI-BULLYING POLICY

I. PURPOSE

The governors and staff at Orwell Park School (the School) are of the firm belief that, although children are generally kind and considerate to each other, there is a need to be constantly vigilant to reduce any instances of behaviour which is upsetting or otherwise stressful to the recipient. This policy applies to the whole school, including the Lower Prep and EYFS. The aims and objectives of this policy are:

1. To define the School's stance in relation to bullying.
2. To provide information and guidance so that all members of staff know how to tackle problems of bullying in a way that takes a fair and consistent approach.
3. To provide information and guidance so that members of staff can create and maintain an environment where children and staff are safe and feel able to report problems of bullying in the knowledge that they will be listened to, taken seriously and protected from physical harm, humiliation or other emotional upset.

This policy has been developed with regard to DfE guidance from [Preventing and Tackling Bullying \(revised July 2017\)](#) and should be followed in conjunction with the School's Behaviour, Safeguarding and Child Protection Policies. It is available to all parents and pupils on the Orwell Park website and pupils regularly receive updates on the acceptable treatment of other pupils from staff in a variety of forums, including Assemblies, Chapel, Form and Tutor time, and Life Skills lessons.

Orwell Park complies with [The Equality Act 2010](#) which has 3 aims. It requires the School to have regard to the need to:

- eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Act;
- advance equality of opportunity between people who share a protected characteristic and people who do not share it; and
- foster good relations between people who share a protected characteristic and people who do not share it.

The Equality Act makes it unlawful for the responsible body of a school to discriminate against, harass or victimise a pupil or potential pupil in relation to admissions, the way it provides education for pupils, provision of pupil access to any benefit, facility or service, or by excluding a pupil or subjecting them to any other detriment.

2. DEFINITION

Orwell Park School does not accept bullying under any circumstances. Bullying is defined as behaviour by an individual or a group, usually repeated over time, that intentionally hurts another individual or group either physically or emotionally.

Bullying may include:

- ❖ Name calling, taunting, mocking or making offensive comments

- ❖ Kicking, hitting or pushing
- ❖ Taking belongings
- ❖ Inappropriate text messaging, emailing or the consensual or non-consensual sharing of nude or semi-nude images or other forms of online bullying or 'cyberbullying'.
- ❖ It may involve so called 'banter', initiation practices or hazing.
- ❖ Producing offensive graffiti
- ❖ Gossiping, excluding people from groups or spreading hurtful and untruthful rumours
- ❖ Coercion into actions contrary to the wishes of the victim(s)
- ❖ Sexual harassment or violence.

Pupils are bullied for a number of reasons. Specifically it can include bullying related to:

- ❖ Race, religion or culture
- ❖ Special educational needs or disabilities
- ❖ Appearance or health conditions
- ❖ Sexual orientation
- ❖ Young carers, looked after children or otherwise related to home circumstances
- ❖ Sexist or sexual bullying

It is important for pupils to learn that one person's good natured 'banter' may, to another person, be unkind or even cruel bullying. Pupils are taught in Life Skills, during assemblies and through a variety of other means to understand that what is meant as good natured 'banter' may not always be received in the same way and that bullying may be unintentional.

It is not necessarily the way in which behaviour is intended, but the way in which it is received that is important in identifying and tackling instances of bullying.

It is understood that children can both bully and be bullied at the same time. Although some children are vulnerable to bullying because of physical or social characteristics, anyone can be bullied for any reason or difference. Individuals may resort to bullying for a range of reasons and the School will seek to support the bully as well as the bullied.

It is essential in Life Skills, in assemblies and in Form or Tutor Time to make the point that all forms of cyber bullying will not be tolerated, whether or not this takes place on school grounds, and that the School has a duty to investigate.

Under the Education Act 2011, senior members of Orwell Park staff may search for and, if necessary, delete inappropriate images (or files) on electronic devices, including mobile phones. The images should only be deleted once the relevant agencies have viewed / had access to them in order to take the appropriate action. If it were suspected that the device contained youth produced sexual imagery then, in line with our guidelines for managing suspected cases of the sharing of nude or semi-nude images, these images would not be viewed but staff would act on information they have been given and decide whether or not the matter should be referred to the police.

Further information about digital safeguarding can be found in our Safeguarding and Child Protection Policy, as well as in Keeping Children Safe in Education 2024.

a) Child on Child Abuse

Bullying (including cyberbullying), gender based violence/sexual assaults or the consensual or non-consensual sharing of nude or semi-nude images may be regarded as a form of abuse and therefore a concern of a safeguarding nature. We recognise that it is not only adults who can abuse children; if it is suspected that a child is suffering, or likely to suffer significant harm as a result of the actions of other children, then this must be reported immediately to the DSL or Deputy DSLs.

The School will not tolerate bullying amongst its pupils and is committed to dealing with all complaints of such a nature. It is important for staff to understand that abuse is abuse and should never be tolerated or passed off as “banter”, “just having a laugh” or “part of growing up”. Staff must understand that different gender issues can be prevalent when dealing with peer on peer abuse. This could, for example, include girls being sexually touched/assaulted or boys being subject to initiation type violence or hazing. Research shows that girls are more likely to be victims and boys perpetrators but all peer on peer abuse is unacceptable and will be taken seriously.

If a child discloses abuse by a fellow pupil and if there are reasonable grounds to believe that a child is or might be at risk of significant harm, the concern will be referred to Customer First by the DSL or directly to the Police. Both sets of parents will be informed by the School, unless Suffolk’s Safeguarding Partnership, having taken account of the particular circumstances, advise otherwise.

Pupil relationships are an area tackled through Life Skills and regular assemblies as well as meetings of boarders. Pupils are not allowed to have any form of intimate physical contact. It is made clear to the older pupils that any form of sexual relationship is illegal and would be reported immediately to the Police and Social Services as a Child Protection incident. Boarders are separated by gender and the School has appropriate supervision and segregation within the boarding accommodation.

b) Sexual violence and sexual harassment between children

Sexual violence and sexual harassment can occur between two children of any age and sex. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children. Sexual violence and sexual harassment exist on a continuum and may overlap, they can occur online and offline (both physically and verbally) and are never acceptable. It is important that all victims are taken seriously and offered appropriate support. Staff should be aware that girls, children with SEND and LGBT children have been identified as being at greater risk. Reports of sexual violence and sexual harassment are extremely complex to manage. It is essential that victims are protected, offered appropriate support and every effort is made to ensure their education is not disrupted.

Staff are made aware of government guidance [Sexual violence and sexual harassment between children in schools and colleges](#) and have received training covering what is meant by sexual violence and sexual harassment between children, our responsibilities as a school, measures to reduce risk and how to manage a disclosure of this nature. Staff have been provided with written guidance on this issue and further information about it can be found on the Safeguarding Notice Board in the Staff Room.

c) Nude and semi-nude images

This is the sending or posting of sexually suggestive images, including nude or semi-nude photographs, via mobiles or over the Internet. Many children would regard it as the writing and sharing of explicit messages with people they know. In some situations, this could lead to the humiliation or emotional harm of another pupil and therefore could be regarded as bullying. If an incident involving nude or semi-nude images comes to the School's attention then the following procedures must be followed:

- The incident should be referred to the DSL as soon as possible
- The DSL should hold an initial review meeting with appropriate school staff
- There should be subsequent interviews with the young people involved (if appropriate)
- Adults should not normally view the images but should act on what they have been told. If devices need to be seized and passed on to the police then the devices should be confiscated, turned off and placed under lock and key until handed to the police.
- Parents should be informed at an early stage and involved in the process unless there is good reason to believe that involving parents would put the young person at risk of harm
- At any point in the process if there is a concern a young person has been harmed or is at risk of harm, a referral should be made to children's social care and/or the police immediately.

d) Children with Special Educational Needs and Disabilities (SEND)

The School acknowledges that additional barriers can exist when recognising abuse and neglect in pupils with special educational needs. Such barriers can include:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
- being more prone to peer group isolation than other children;
- the potential for children with SEND and disabilities being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs; and
- communication barriers and difficulties in overcoming these barriers.

To address these additional challenges, The School considers extra pastoral support for children with SEND and disabilities and our Head of Learning Support works closely with the DSL team.

e) Bullying by members of Staff

Staff must remain aware of the way their own behaviour is received and take care not to bully pupils or other members of staff. Forms of bullying by staff may include:

- ❖ Teasing pupils about physical features or characteristics that they have little or no control over
- ❖ Inappropriate displays of bad temper
- ❖ Shouting or using a loud voice to intimidate or control (unless in an emergency)
- ❖ Ridiculing the work of a pupil in front of others
- ❖ Showing inconsistency in the way punishments or rewards are applied
- ❖ Physically intimidating pupils
- ❖ Insulting or swearing at other members of staff
- ❖ Belittling the actions or work of other members of staff
- ❖ Criticising colleagues in ways that are not constructive, or are unnecessarily personal.

Staff must always remember that an important part of education is to lead by example. Bullying by members of staff will be treated as a disciplinary matter. Any member of staff who feels he/she is being bullied should initially raise the matter with his/her line manager. If the problem persists, he/she should seek help through the School's Grievance Procedure.

f) Bullying and Mental Health

Keeping Children Safe in Education (2024) highlights and emphasises the duty on all staff to be aware of the impact upon pupils' mental health of all adverse experiences, including bullying. All staff should also be aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering bullying. Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem. Staff however, are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one.

It is key that staff are aware of how these children's experiences can impact on their mental health, behaviour and education. If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken, following their child protection policy and speaking to the Designated Safeguarding Lead or a Deputy.

The Department for Education has published advice and guidance on Preventing and Tackling Bullying, and Mental Health and Behaviour in Schools. In addition, Public Health England has produced a range of resources to support teachers to promote positive health, wellbeing and resilience among young people including its guidance [Promoting Children and Young People's Emotional Health and Wellbeing](#).

3. PREVENTION OF BULLYING

The Headmaster has overall responsibility for pupil behaviour. At the start of each school year the Headmaster will address the whole school about bullying, reiterating that it will not be tolerated and stressing that pupils should always tell someone if they see bullying taking place or they are the victims of bullying. Section assemblies also deal with this issue, often involving pupils in role play situations.

Values:

As a whole school community, our overarching value is '*Integrity*', which we define as strength of character and strong moral principles, and we strive to ensure that this underpins everything we do. We have five core values, which are:

Kindness
Collaboration
Courage
Spirit
Respect

Each of these core values have supplementary values associated with them. These provide a common moral framework within which we all seek to conduct ourselves. We aim to embed these values in various ways and we hope that an attempt to live by these principles will help us to foster an environment where bullying becomes a rarity and where it will not be tolerated if it does occur. Further information about our values can be found in our Behaviour Policy.

All staff should be vigilant regarding bullying and should be familiar with the School's Anti-Bullying Policy.

Staff can help prevent bullying in the following ways:

Teaching staff i.e. Teachers and Teaching Assistants, play a major role in both establishing and managing standards of behaviour in the classroom and elsewhere on the School premises, with help and support from the Headmaster, Senior Management Team and members of the Support Staff.

a) Lessons

- Staff should try to arrive punctually for lessons and games sessions. Bullying is more likely to occur when pupils are unsupervised.
- Staff should actively discourage name-calling and should not let unpleasant remarks pass without comment. Ignoring unpleasantness suggests that it is acceptable.
- It is important that staff act consistently and fairly towards all pupils.
- Staff should be aware of pupils who seem unhappy and encourage an atmosphere where pupils are confident in talking to staff about problems.
- Exclusion can be avoided by carefully supervising the picking of teams on the games field and pairs or groups for work in class.
- Staff can mitigate problems by allocating places for pupils in their class rather than allowing pupils to choose where they sit.

- Staff should model positive and inclusive behaviour at all times.
- b) Duties/General supervision
- Staff should remain vigilant around school and intervene quickly where appropriate. Walking past an unpleasant situation or a group acting suspiciously gives a message that such behaviour is condoned.
 - A visible presence in any area of the School is helpful, but evidence suggests that bullying is more common in areas such as the changing rooms.
 - A detailed Staff Duty Rota is produced each term by the Deputy Head (Pastoral) and this seeks to ensure that the pupils are adequately supervised at all times including when enjoying free time outside, when changing for Games or Activities and when eating meals.
 - Expectations for staff undertaking supervisory duties are made clear in various ways including in our Staff Handbook and our Supervision of Pupils Policy.
- c) Activities
- It is important to ensure that activities do not finish early so that pupils are left unsupervised.
 - Activities often have a less formal atmosphere than lessons and sometimes provide an opportunity for pupils to talk to someone about their problems, which may include bullying.
- d) Life Skills
- Bullying is covered as a specific topic as well as through frequent reminders during the year. The following points are made clear to pupils:
 - A game/joke between a group of pupils ceases to be a game/joke the moment that one person fails to see it that way.
 - Everyone watching/listening to gossip is guilty of condoning what is being said, and so they should either walk away or challenge what is being said.
 - Pupils should be taught appropriate entry skills when trying to make friends with others.
 - It is made clear that all forms of cyber bullying are unacceptable and will not be tolerated, whether or not this takes place on school grounds.

Tutors/Form Teachers: Tutors and Form Teachers have the opportunity to talk to pupils on an individual basis and as a group. They can remind pupils that the school encourages them to talk about bullying and to make it clear that what they say will be taken seriously.

Form Teachers in the EYFS: Teachers and Assistants have the opportunity to work with pupils at an early age to develop appropriate skills for learning to play with others. Teachers should encourage pupils in the EYFS to start discussing kindness towards others.

Boarding Staff: Head of Boarding, Head of Girls' Boarding, House Parents, Matrons and boarding support staff all play a major role, acting 'in loco parentis' for pupils during boarding times and providing pastoral assistance and advice to academic staff at all times.

Support Staff: All Support staff have a responsibility to pass on any incidents or reports of bullying. If they witness or suspect that a child is being bullied then they should report this

to their line manager or to the Deputy Head, Pastoral. If the such a concern is reported to a line manager then it should always be passed on to the Deputy Head, Pastoral.

Prefects/Boarding Captains: Prefects and Boarding Captains will be encouraged to talk to and support younger pupils as part of their leadership role in the School; also to set a good example in the way they behave towards each other. They are expected to take an active role in upholding the standards of behaviour expected by the School and to report any instances of bullying to a member of staff.

Peer Listeners: A group of Year 8 pupils are selected to take on the role of Peer Listeners and to listen to the concerns of younger pupils. Peer Listeners are given guidance and training by staff and they give assemblies to the school in order to ensure all pupils understand their role. Peer Listeners are given special badges to wear and photographs of them are displayed to ensure that all younger children know who they are.

Pupils: All pupils are taught to take responsibility for their own behaviour and actions and to treat one another with respect and kindness. Pupils are also taught that they have a responsibility to report any incidents of bullying to a member of staff.

Parents: Parents' are expected to support the School in the implementation of its Anti-Bullying Policy.

4. PROCEDURES

Any child at the School who feels bullied, or is unhappy in any way about the way that he or she is being treated by another pupil(s) or staff, should feel able to speak to any member of the academic or support staff as well as a range of people outside school and they should be confident that their concerns will be taken seriously and treated sensitively, without fear of reprisals.

a) Independent Listeners and Complaints Procedures for Pupils:

It is made clear to pupils through the document 'Who Can I Talk To if I Have a Problem' that there are a range of different people they can turn to if they have a problem that they would like to discuss. It also informs pupils about how they can contact either of our two Independent Listeners. This document is displayed prominently throughout the school. The same information is available in a display case in one of the main corridors where photographs of the relevant adults are also available to ensure that pupils are in no doubt about who they can turn to for help if need be. Further details about how children are able to raise a concern are contained in our 'Complaints Procedure for Pupils'.

The procedure in Appendix I provides a framework for pupils that they are encouraged to follow if they are worried and need to seek help. However, it is understood that every child and every situation is different. Pupils may seek help in many different ways and staff must remain alert at all times to calls for help, both direct and indirect.

Pupils are encouraged to report bullying at all times, including cyber-bullying and bullying outside school and records are kept to evaluate the effectiveness of the approach adopted, and to enable patterns to be identified.

b) Cyber-bullying

Cyber-bullying is the use of modern communication technologies to embarrass, humiliate, threaten, or intimidate an individual in the attempt to gain power and control over them.

The term 'cyber-bullying' covers:

- Text messaging
- Picture clips via mobile phone, cameras and other electronic devices including School iPads
- Mobile phone calls
- Emails
- Unpleasant, hurtful or humiliating comments or images posted on social media or the setting up of malicious websites or webpages.
- Consensual and non-consensual sharing of nude or semi-nude images

Cyber Bullying is a serious offence and could constitute criminal behaviour.

Pupils are not allowed in chat rooms, nor are they permitted to use social networking sites, blogs, forums or online communication platforms.

Online safety is taught through Digital Skills lessons, assemblies, Life Skills and workshops with outside agencies. The DSL is responsible for monitoring and controlling online bullying and for overseeing online safeguarding and is supported by our Head of Digital Strategy.

Any form of cyber-bullying will be dealt with initially by the Deputy Head, Pastoral before being referred to outside agencies if necessary. If the School becomes aware of a bullying incident that has occurred away from School, but involves our pupils, it will need to investigate.

The procedure in Appendix 2 is to be followed by staff when dealing with incidents of suspected or actual bullying.

5. MONITORING AND REVIEW

The Bullying Log is maintained by the Deputy Head, Pastoral. Incidents of bullying at the School will be monitored by the Deputy Head, Pastoral in conjunction with the Headmaster to identify any patterns, i.e.

- ❖ Recurring complaints of bullying against a particular pupil or group of pupils.
- ❖ Evidence that a particular child is, for some reason, becoming a target for bullies.
- ❖ Particular times of the School day/week when bullying is tending to occur.
- ❖ Particular situations where bullying may be occurring.

Procedures will be reviewed by the Headmaster and Pastoral Committee each term and a pupil questionnaire will be undertaken on a regular basis.

6. TRAINING AND SUPPORT FOR STAFF

All academic staff will be made aware of the School's Behaviour and Anti-Bullying policies and procedures as well as the Safeguarding and Child Protection Policy as part of their general induction to the School and regular updates and reinforcement will be given through INSET sessions and during staff meetings.

Instances of bullying or suspected bullying will be discussed at weekly Staff Briefings and weekly Early Help Meetings and staff will be informed, consulted and given guidance in respect of particular problems and/or general School policy.

Strategies that prove effective in helping bullies or the bullied should be shared with colleagues as a regular part of staff briefings and by other more informal means as appropriate.

7. GUIDANCE FOR PARENTS

Parents who have concerns will be listened to carefully and sensitively. Parents who request it will also be given copies of the School's Behaviour policy and procedures, Anti-Bullying policy and procedures, Safeguarding and Child Protection Policy and the Complaints Procedure for parents, all of which are published on the School's website.

Appendix I

Complaints Procedure for Pupils

While you are at School, we hope that you will be as happy and content as possible, but life does not always go as smoothly as we would like. Often our grumbles are about little things but occasionally a situation is more serious and we get worried.

What should you do when you want to complain or just talk to somebody about something that has happened or that you are worried about?

What to do if you just want to talk to someone

Remember you have friends who may be able to help you or a brother or sister in the School. You may feel able to turn to an older boy or girl for advice. Some Year 8 pupils are chosen to be 'Peer Listeners' and so you could go and ask one of these older children for help. Your Form Teacher or Tutor is always ready to help and so are other members of staff.

There may be times when you feel you can't talk to anybody at School and this is perfectly alright and quite natural. You can talk, telephone or write to any of the following:

- Your parents or other relatives or friends
- The Children's Right's Commissioner (Dame Rachel de Souza)
- Childline
- Independent Listeners (Judith Wyndham and Paula Warner)

You will see posters around the School entitled "WHO CAN I TALK TO IF I HAVE A PROBLEM". The aim of these posters is to make it clear who you can turn to for help if need be. You will see that you have lots of options and their contact information is clearly displayed in order to make it as easy as possible for you to get the help you need.

What to do if you want to complain about someone or something

You may find it easier to write down your feelings rather than talking about them. If so, you may want to write to your Form Teacher or Tutor, or any other member of staff. If you do this, the following things will happen:

- Your letter or email will be passed on to the Headmaster, Deputy Head, Pastoral or Head of Lower Prep.
- You will be invited to talk things over with Headmaster, Deputy Head, Pastoral or Head of Lower Prep. You may bring a friend with you if you wish.
- If you are not happy after this, you may contact any of the other people whose names are on this sheet and they will do all they can to help you.

Alternatively, you could put a message in one of the 'worry boxes' around the School or email the following address: worry@orwellpark.org

Addresses and telephone numbers:

School Doctors Ravenswood Medical Centre	24 Hening Avenue, Ipswich IP3 9QJ Telephone: 01473 271122
Independent Listener Mrs Paula Warner	Orwell Stores, The Street, Nacton Telephone: 01473 659231
Independent Listener Mrs Judith Wyndham	Shorwood, Nacton, Ipswich Telephone: 01473 659432
Childline	0800 11 11
Independent Schools Inspectorate	020 7600 0100
Children's Rights Commissioner Dame Rachel de Souza	Telephone: 020 7783 8330
Internal email	worry@orwellpark.co.uk

Appendix 2

Dealing with incidents of suspected bullying

1. First Response

Pupils (or their parents) might choose any member of staff to talk to if they are being bullied, not necessarily someone in direct charge of their pastoral welfare. Staff must always take a potential victim seriously and seek to offer support; **the worst reaction to a report of bullying is to do nothing.**

- i) Give them time to explain the situation and to state their/the child's case (if time is not available, arrange an alternative time at the earliest opportunity).
- ii) Listen carefully and make notes, but pass no immediate judgement (ie try not to agree or disagree with what is being said).
- iii) Make it clear that the problem will be treated seriously and looked into as a matter of urgency, but ask them to be patient as investigations might well take some time to complete.

2. Initial Investigation

All incidents of suspected bullying must be reported as soon as possible to the Form Teacher (Lower Prep) or Tutor (Upper Prep) of the potential victim. If the Form Teacher / Tutor can resolve the problem, they should proceed, but they should always inform the Head of Lower Prep or the Deputy Head, Pastoral as applicable. If pupils in more than one Form or Tutor group are involved, the matter should be referred directly to the Head of Lower Prep or Deputy Head, Pastoral as appropriate. The Head of Lower Prep will always inform the Deputy Head, Pastoral whenever a case of bullying comes to their attention.

3. Full investigation (usually by the Head of Lower Prep or Deputy Head, Pastoral)

- Speak to the alleged victim and obtain a written account of the reported incident.
- Speak to the alleged perpetrators, separately at first if more than one, and record what they say in writing. If they agree that the victim does indeed have a grievance, the next step is to get them to agree to how they can improve the situation. If they make a counter-allegation, assure them that this will be dealt with, but separately.
- The child who feels bullied should be counselled about what they can do and what they would like to happen in order to resolve the situation.
- Wherever possible, both parties should be brought together to discuss the way forward, how the situation will be monitored and the consequences if the agreed course of action is not followed.
- Parents of the victim(s) and the perpetrator(s) will be kept informed.
- Colleagues will be informed at the weekly Staff Briefing (or immediately if the matter is urgent/serious) and advised if the situation arose out of circumstances where everyone needs to be vigilant e.g. breaks, lunchtimes, boarding times.
- All incidents of bullying and discussions with staff and children will be recorded in writing and placed on pupil files and Form Teachers/Tutors will be informed.

- The incident will be added to the Bullying Log where the victim, perpetrator, location and additional information will be recorded.

4. Formal Strategies / Procedures for continuing problems

1. The situation should be monitored closely by the Form Teacher or Tutor who will co-ordinate the assistance of other staff as appropriate. For first time incidents, there may be no formal sanction, though in serious cases sanctions are available (see below).
2. If further incidents occur, the parents of the pupil involved in bullying must be contacted, usually in writing, and the Headmaster informed.
3. All incidents and discussions with staff, children and/or parents should be recorded in writing.

5. Sanctions for continued bullying

The full range of sanctions are available:

1. Detention
2. Internal Suspension
3. External Suspension
4. Exclusion

The Chairman of Governors would be notified about any proposed suspension or permanent exclusion of a pupil. Further information about our sanctions can be found in our Behaviour Policy.

6. Support for the Victim and/or the Pupil involved in Bullying

Victims of bullying may well need support. One specific tactic is to try to teach them to ignore the bullying using techniques such as fogging or deflecting, which can actually be practised once they understand them. The victim may be asked to keep a diary of any incidents. At the very least, it is essential that all individuals involved in bullying learn from their experience. In some circumstances, support from outside agencies may be needed, the most likely of which is some form of counselling, perhaps for anger management. If an instance of bullying was deemed to be a safeguarding issue then we may contact children's social care, Suffolk Safeguarding Partnership or other agencies.