



IPSWICH HIGH SCHOOL

WOOLVERSTONE HALL
SUFFOLK, ENGLAND

Anti-Bullying Policy

2024 – 2025

Anti-Bullying Policy

Ipswich High School is a proprietorial school owned by Ipswich Education Limited (IEL), whose Board has the legal responsibility to ensure that all regulatory requirements are met. This means that the Proprietorial Board has a role that is different to many independent schools. It is the role of the Proprietorial Board to provide the school with strategic guidance and oversight. The Proprietorial Board, therefore, have powers of scrutiny and are enabled to make recommendations for change and improvement. The Proprietorial Board are supported by voluntary advisors who will offer their advice as a “critical friend”. Board meetings are held every term.

The policy was ratified by the Proprietorial Board on 7th February 2023.

Statement of Philosophy:

- At Ipswich High School, our school community is based on an ethos of mutual respect and consideration. The school is committed to providing a safe and happy learning environment for all
- We do not tolerate bullying, harassment, victimisation, or discrimination of any kind and work hard to prevent these or to tackle them if they occur
- Bullying is a whole school issue, and we take a whole school approach in response. Any member of the community may bully or be a victim of bullying: we regard all incidences of bullying equally seriously and in turn expect all staff, pupils, and parents to play their part in preventing and tackling bullying.
- This policy is applicable to all pupils, including those in the EYFS and boarders.
- This policy is made available to parents on the website and on request.
- This policy has been informed by the DfE non-statutory guidance *Preventing and Tackling Bullying (2017)*, *Cyberbullying: Advice for Headteachers and School Staff (2014)* and *Advice for Parents and Carers on Cyberbullying (2014)*.
- This policy reflects the difference that boarders are not going home as often as day pupils and so cannot escape their bullies for long periods of time.
- Cyber-bullying content is included in the Online Safety Policy.

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1 Aims of Policy

This policy aims to:

- Try and prevent bullying, as far as possible; and
- Help staff, pupils and parents deal with bullying when it occurs.

2 What Do We Mean By Bullying?

Keeping Children Safe in Education 2024 (KCSiE) makes specific reference to child on child abuse in the document that can be accessed through the link below:

[Keeping children safe in education 2024](#)

Annex B of KCSiE makes it clear what constitutes child on child abuse and how this affects the concept of bullying. This is included in Annex A of this policy. The school has a separate policy on Child on Child abuse that must be read in conjunction with this.

The Department for Education defines bullying as 'behaviour by an individual or group, usually repeated over time, that intentionally hurts another individual or group either physically or emotionally'.

This can include:

- Physically hurting or attempting to hurt, harm or humiliate another person or damaging their property
- Verbal abuse such as name-calling, taunting, mocking, or writing unkind notes
- Emotional manipulation such as excluding someone or spreading malicious rumours about them, building negative alliances based on gossip, or deliberately betraying former confidences to humiliate or isolate another pupil
- Cyberbullying, i.e., via social networking websites, phone calls, text messages, photographs, or emails
- Unpleasant remarks or actions related to any of the following:
 - Race, religion, or culture
 - Sex (i.e., talking to or touching someone in a sexually inappropriate way)
 - Gender, gender identity or perceived gender identity
 - Sexual orientation (e.g., homophobic bullying)
 - Disability or Special Educational Needs
 - Intellectual or other abilities
 - Appearance or health conditions
 - Being adopted or a carer

Any behaviour that a reasonable bystander would say was intended to hurt or upset the victim is wrong and could constitute bullying, including complicity that may fall short of participating directly in the bullying. It is no justification that the perpetrator says or believes that the victim is not upset or hurt by his or her actions or words.

Much bullying is performed in subtle ways, which are not easy to detect; a bully can use a simple look, word, or gesture to a victim to signal an intended threat or insult. Some pupils are adept at changing a bullying situation into an apparently harmless one when an adult approaches. This makes it all the more important for the victim or another pupil to be able to come forward to report bullying, and for staff and parents to be alert to symptoms of bullying.

Bullying is always hurtful to the victim and damaging to the whole school community. Anyone and everyone who is involved in or witnesses bullying is affected by it. It can cause great distress, unhappiness and psychological damage and at its worst lead to suicide. It can also be a criminal offence, for example if the behaviour amounts to harassment or threatening behaviour.

Whatever its nature, bullying is treated seriously at Ipswich High School because:

- it is against our ethos and values
- it is hurtful to others and to the school community
- it can cause great distress, unhappiness, and psychological damage. At its worst, persistent and severe bullying can even lead to suicide, which is why it is taken so seriously
- it can also be a criminal offence, for example if the behaviour amounts to harassment or to threatening behaviour

3 How Does Bullying Differ From Teasing Or Friendship Difficulties

Sometimes pupils can feel hurt or upset because they have been teased or have fallen out with a friend. This is not the same as bullying. Bullying:

- Is deliberately intended to hurt or humiliate
- Involves a power imbalance that makes it hard for the victim to defend themselves
- Is usually persistent
- Often involves no remorse or acknowledgement of the victim's feelings

School staff are ready to help and support pupils who have fallen out with friends, but such situations will not be treated in the same way as a case of bullying. However, the strategies we use may be similar because we acknowledge that over a period the impact on the pupil may be the same, and the situation could become bullying if it escalates.

4 Preventing Bullying

We aim to prevent bullying by:

- Fostering a whole school ethos of good behaviour, mutual respect, and consideration. We aim to create a safe, happy, and inclusive environment for learning, and encourage pupils to value diversity and difference, protect the vulnerable, and appreciate how their actions might affect others
- Developing a culture in which diversity is championed and celebrated and in which the school takes a proactive role in educating pupils and other members of the school community in issues around equality
- Developing a culture in which the vulnerable are protected and incidents which might demonstrate prejudice or intolerance are tackled and addressed, for example by challenging inappropriate or prejudicial language
- Encouraging all members of the school community to have high expectations and model how to behave towards each other
- Raising awareness about bullying through opportunities in the curriculum; which incorporates the PSHE program, assemblies, and form time; and national events such as Anti-Bullying Week, amongst others
- Utilising other lessons, such as Religious Studies, History, English and Drama to highlight the issue of bullying and reinforce this message by teaching moral and spiritual values that show bullying to be unacceptable and by developing social skills
- Developing pupils' social skills, confidence, resilience, and self-esteem, and defining the value of assertiveness in relationships as opposed to aggression, whether direct or indirect
- Ensuring all members of the school community understand the effective procedures for reporting, investigating, and tackling bullying, and encouraging pupils to report instances of anything they perceive to be bullying
- Educating pupils and other members of the school community about how to keep themselves safe when online or using social media or other electronic means of communication, so they take maximum precautions to help prevent themselves being victims of cyberbullying
- Making it clear to all that there are effective procedures for reporting, investigating and tackling bullying, and encouraging pupils to report instances of anything they perceive to be bullying
- Also making it clear to all that incidents of cyberbullying, or bullying of any kind that occur off the school premises but have an impact on the classroom environment or relationships between pupils, will be pursued with the same seriousness as bullying occurring within school
- Making it as easy as possible for pupils who are being bullied to talk to someone they trust and get help confidentially, identified in safeguarding posters in the school and reinforced by assemblies
- Having a strong pastoral team dedicated to pupil welfare and experienced in dealing with bullying issues, therefore making it as easy as possible for pupils to talk to someone they trust if they have bullying concerns

- Ensuring staff are trained in recognising and responding to bullying: staff awareness is raised through training and regular discussion of pupil issues in pastoral meetings. Action is taken to reduce the risk of bullying where and when it is known to be most likely to occur and, where necessary, the school will invest in specialised skills to understand the needs of our pupils, including: those with special educational needs or disabilities; homosexual, bisexual, non-binary, and transgender pupils. The member of staff with overall responsibility for anti-bullying work is the Head of Senior School and the Head of Sixth Form and Boarding, in the Senior School, and the Head of the Prep School
- Taking pupils' views into account through the school council, and developing the roles that pupils can play in anti-bullying work, for example through the Prep House leadership team, Prep class council representatives, Prefects, Anti-bullying Ambassadors – The Diana Award, Peer Mentors and Y7 Buddies
- Ensuring that the IT filtering and monitoring systems are effective in protecting members of the school community – the school uses Smooth wall filtering system
- Ensuring all pupils sign up to the school's Acceptable Use Agreement, which makes it clear that cyberbullying is unacceptable. This message is regularly reinforced in lessons, including PSHE and Computer Science lessons, and pastoral sessions, presentations for both pupils and parents from external speakers and is a key component of the school's Mobile Phone and Digital Device Policy. Advice is also displayed around the entire school site including as to where pupils can seek advice, including details of confidential help lines and web sites connecting to external specialists, such as Childline, NSPCC, KOOOTH, It'sOK, Kidscape, Get Connected, Samaritans and this includes information provided by the police liaison officer who visits the school monthly.
- The school places emphasis on the part pupils can play to prevent bullying, including when they find themselves as bystanders, particularly emphasised during Anti-Bullying Week in campaigns such as 'All Different, All Equal', 'One Kind Word', and the online 'Don't be a bystander' in the Prep School. In the senior school staff work in partnership with Suffolk Safeguarding and Suffolk Police to deliver termly peer on peer abuse awareness and prevention assemblies reinforced by pastoral teams and in PSHE.
- Working in line with national guidance, and the requirements of our regulatory bodies.
- We welcome feedback from parents and guardians on the effectiveness of our preventative measures. We believe working with parents/guardians is essential to establishing the school's anti-bullying ethos and helps to resolve any issues that arise. Parents are asked to let staff know directly if they have a cause for concern, either on behalf of their own children or if they have heard rumours about others. In serious cases, parents will be informed by the school and may be invited in to discuss the matter. We will keep in regular contact with parents until the issue is resolved.

5 Being Aware – Possible Signs Of Bullying

Changes in behaviour that may indicate a pupil is being bullied include:

- Unwillingness to go to school or return after a break
- Failure to produce work, or producing unusually bad work, work that appears to have been copied, or interfered with or spoilt by others
- Belongings suddenly going missing or being damaged
- Change to established habits (e.g., giving up music lessons, sitting in the library instead of going out at playtime)
- Diminished levels of self confidence
- Inability to concentrate
- Anxiety, depression, becoming withdrawn or unusually quiet
- Repressed body language and poor eye contact
- Frequent absence, erratic attendance, late arrival to class
- Reluctance to leave the classroom at the end of lessons or school day
- Choosing the company of adults
- Frequent visits to the medical centre with symptoms such as stomach pains or headaches, especially at times or during lessons
- Unexplained cuts and bruises
- Difficulty in sleeping, nightmares
- Talking of suicide or running away

Although there may be other causes for these symptoms, teachers, parents and fellow pupils should be alert for these possible signs of bullying and contact a member of the pastoral team if they are concerned.

Sadly, some individuals are more vulnerable to bullying, and less likely to speak out – these include LGBTQ pupils and those with SEND. Again, staff, parents and peers should bear this in mind in cases of possible or suspected bullying. Further guidance for staff on preventing, identifying and dealing with such types of bullying can be found in the Anti-Bullying Guidance, on the staff drive.

6 Dealing With Bullying If You Are Being Bullied

- Stay calm and try to appear confident. Tell the bully to stop and get away from the situation as quickly as you can
- Do not suffer in silence: talk to a member of staff. This could be your class teacher, tutor or year group head, the school nurse or counsellor, or any other member of staff you trust. If you are unhappy about taking to a member of staff directly, you could talk to someone in your family, a friend, a Pastoral Prefect or a 6th Form Mentor. Telling does not make you a 'grass' or 'snitch': not telling means that the bullying is likely to continue. Remember you may not be the only victim
- Be assured that we take every report of bullying seriously and will act upon it, even if it occurred outside the school. We will keep records of what has happened, and consult you and support you in whatever action we take
- Remember being bullied is not your fault – nobody ever deserves to be bullied

- If you feel you are being bullied by a member of staff you should take the same action as if it were another pupil, that is, report the matter to someone you trust. All forms of bullying are unacceptable, and all reports of bullying are investigated and dealt with irrespective of who the person responsible for the bullying incident might be

7 Dealing With Bullying If You Know Someone Else Is Being Bullied

- Talk to a member of staff, so that the school can take steps to help the victim
- Stand up for the person being bullied – studies show that one of the most effective ways of stopping bullying is for fellow pupils to show their support for the victim
- Be skeptical about rumors concerning other pupils. Don't add to them. Put yourself in the position of the person targeted
- Don't be drawn into simply standing by. Many perpetrators will not persist in bullying unless they have an audience to play to, and by not acting it could be argued you are condoning what is happening

8 What The School Will Do

The exact course of action will vary with each situation. The immediate objective should be that bullying incidents are brought into the open and strategies agreed to help resolve the problem, encouraging all involved to return to responsible, caring behaviour.

- All reports of bullying will be taken seriously, reported on CPOMS, and investigated immediately
- It is not possible for any person who receives a report of a bullying incident to promise that it will be kept confidential. However, the action to be taken will be discussed with the victim at every stage
- Everything that happens will be carefully recorded and bullying incidents will be documented in the bullying log
- The most important thing is to stop the bullying and ensure the victim is safe
- We aim for a peaceful resolution: revenge is not helpful or for the victim, or appropriate
- The victim will be supported throughout the process
- Guidance and help will be available for the perpetrator to help change his/her behaviour
- Sanctions may be imposed (see below) but guidance and help will also be available for the perpetrator(s) to help change his/her/their behaviour
- Staff will monitor the situation to ensure that the bullying does not continue. If bullying recurs, further action will be taken
- The school will keep a log of all bullying incidents which is monitored in order to identify trends and inform preventative work in the school and future development of policies and procedures.

- In any serious case of bullying, the Head will be informed, and the school will work with the parents of both the victim and the perpetrator(s). The school will remain in regular contact with parents until the situation is resolved.

9 Sanctions

It is important that those found responsible for bullying are held to account and accept responsibility for the harm caused. Action taken in response to bullying will be intended to communicate unambiguous disapproval of the bully's activities, and this will usually include sanctions. Sanctions help reassure the victim that the bullying will stop; they help those responsible recognise the harm caused by their behaviour and deter them from repeating it; they demonstrate to the school community that bullying is unacceptable and that the school has effective ways of dealing with it, so deterring others from behaving in a similar way.

If sanctions are warranted, the person(s) responsible will receive a sanction in accordance with the school's behaviour policy. Any sanctions imposed will be fair, proportionate and reasonable, take account of any special educational needs or disabilities that pupils may have, and consider the needs of vulnerable pupils.

In any serious case of bullying, the Head will be informed, and the school will work with the parents of both the victim and the perpetrator. The school will remain in regular contact with parents until the situation is resolved.

In the most serious cases, the sanction may be fixed term or permanent exclusion.

A bullying incident will be regarded as a child protection concern when there is 'reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm' (Children Act 1989). Where this is the case, after the Head has been involved, it may be necessary to make a report to the Social Services and, in certain cases, the police.

10 Partnership With Parents

We believe that working with parents/guardians is essential to establishing the school's anti-bullying ethos and resolving any issues that arise

- Parents are encouraged to reinforce the principles of the Anti-Bullying Policy at home
- Parents are asked to let Tutors, Heads of Year or the Assistant Head (Wellbeing) know directly if they have cause for concern, either on behalf of their own children or because of rumors about others
- In any serious case of bullying parents will be informed by the school and may be invited in to discuss the matter. We will keep in regular contact with parents until the issue is resolved

11 Links To Other Policies

This policy operates in conjunction with:

- Behaviour Management and Discipline Policy
- Safeguarding and Child Protection Policy
- Child on Child Abuse Policy
- Acceptable Use Agreements
- Inclusion Policy
- Exclusions Policy
- Equal Opportunities Policy
- Online Safety Policy
- Mobile Phone and Digital Device Policy
- PSHE Scheme of Work

12 Monitoring & Evaluation

The effectiveness of this policy and the school's anti-bullying strategies will be evaluated annually through a review of the bullying log and consultation with the school council.

13 Key Contacts

- SLT member with lead responsibility for anti-bullying:
 - Ms Kaye Extance: k.extance@ipswichhighschool.co.uk (Seniors)
 - Mr Tom Collishaw: t.collishaw@ipswichhighschool.co.uk (Seniors and boarding)
 - Mrs Imogen Vickers: [r\(.vickers@ipswichhighschool.co.uk](mailto:r(.vickers@ipswichhighschool.co.uk) (Sixth Form)
 - Mrs Lisa Finch: l.finch@ipswichhighschool.co.uk (Prep School)
- EYFS staff member with responsibility for anti-bullying
 - Mrs Lisa Finch: l.finch@ipswichhighschool.co.uk
 - Miss Ruth Hatcher: r.hatcher@ipswichhighschool.co.uk

Actions	Person	Role	Date
Written by:	Joanna Fox	AHT – Wellbeing	August 2018 Uploaded 08/2021
Reviewed by	Kaye Extance	Head of the Senior School	September 2024
The policy was ratified by the Proprietorial Board on 7 th February 2023.			
Next Review	Kaye Extance	Head of the Senior School	September 2025

14 Annex A

Child on Child abuse

The following is an extract from Keeping Children Safe in Education 2023 Part B that provides additional information on peer-on-peer abuse, sexual harassment, and sexual violence. All staff signed to confirm that they have read and understood Annex B of KCSiE 2023.

“Children can abuse other children (often referred to as peer-on-peer abuse) and it can take many forms. It can happen both inside and outside of school/college and online. It is important that all staff recognise the indicators and signs of peer-on-peer abuse and know how to identify it and respond to reports. This can include (but is not limited to):

- bullying (including cyberbullying, prejudice-based and discriminatory bullying).
- abuse within intimate partner relationships.
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm.
- sexual violence and sexual harassment.
- Consensual and non-consensual sharing of nude and semi-nude images and/or videos.
- causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party.
- upskirting and initiation/hazing type violence and rituals.

Addressing inappropriate behaviour (even if it appears to be relatively innocuous) can be an important intervention that helps prevent problematic, abusive and/or violent behaviour in the future.

Sexual violence and sexual harassment between children in schools and colleges

Sexual violence and sexual harassment can occur between two children of any age and sex from primary to secondary stage and into colleges. It can also occur online. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children. Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. This will, likely, adversely affect their educational attainment and will be exacerbated if the alleged perpetrator(s) attends the same school or college.

Sexual violence and sexual harassment exist on a continuum and may overlap, they can occur online and face to face (both physically and verbally) and are never acceptable. It is essential that all victims are reassured that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making

a report. Staff should be aware that some groups are potentially more at risk. Evidence shows girls, children with special educational needs and disabilities (SEND) and LGBT children are at greater risk.

- Staff should be aware of the importance of:
- challenging inappropriate behaviours
- making clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up
- not tolerating or dismissing sexual violence or sexual harassment as “banter”, “part of growing up”, “just having a laugh” or “boys being boys”; and,
- challenging physical behaviours (potentially criminal in nature), such as grabbing bottoms, breasts, and genitalia, pulling down trousers, flicking bras and lifting up skirts.

Dismissing or tolerating such behaviours risks normalising them.

What is sexual violence and sexual harassment?

Sexual violence: It is important that school and college staff are aware of sexual violence and the fact children can, and sometimes do, abuse their peers in this way and that it can happen both inside and outside of school/college.

When referring to sexual violence we are referring to sexual violence offences under the Sexual Offences Act 2003 as described below:

Rape: A person (A) commits an offence of rape if: he intentionally penetrates the vagina, anus, or mouth of another person (B) with his penis, B does not consent to the penetration and A does not reasonably believe that B consents.

Assault by Penetration: A person (A) commits an offence if: s/he intentionally penetrates the vagina or anus of another person (B) with a part of her/his body or anything else, the penetration is sexual, B does not consent to the penetration and A does not reasonably believe that B consents.

Sexual Assault: A person (A) commits an offence of sexual assault if: s/he intentionally touches another person (B), the touching is sexual, B does not consent to the touching and A does not reasonably believe that B consents. (Schools should be aware that sexual assault covers a very wide range of behaviour so a single act of kissing someone without consent or touching someone's bottom/breasts/genitalia without consent, can still constitute sexual assault.)

Causing someone to engage in sexual activity without consent: A person (A) commits an offence if: s/he intentionally causes another person (B) to engage in an activity, the activity is sexual, B does not consent to engaging in the activity, and A does not reasonably believe that B consents. (This could include forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party.)

What is consent? Consent is about having the freedom and capacity to choose. Consent to sexual activity may be given to one sort of sexual activity but not another, e.g. to vaginal but not anal sex or penetration with conditions, such as wearing a condom. Consent can be withdrawn at any time during sexual activity and each time activity occurs. Someone consents to vaginal, anal, or oral penetration only if s/he agrees by choice to that penetration and has the freedom and capacity to make that choice.

A child under the age of 13 can never consent to any sexual activity. It is important school and college staff (and especially designated safeguarding leads and their deputies) understand consent. This will be especially important if a child is reporting they have been raped or sexually assaulted in any way. The age of consent is 16. Sexual intercourse without consent is rape.

Sexual harassment: When referring to sexual harassment we mean 'unwanted conduct of a sexual nature' that can occur online and offline and both inside and outside of school/college. When we reference sexual harassment, we do so in the context of child-on-child sexual harassment.

Sexual harassment is likely to: violate a child's dignity, and/or make them feel intimidated, degraded, or humiliated and/or create a hostile, offensive or sexualised environment. Whilst not intended to be an exhaustive list, sexual harassment 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 (schools and colleges should be considering when any of this crosses a line into sexual violence - it is important to talk to and consider the experience of the victim) and displaying pictures, photos, or drawings of a sexual nature; and
- online sexual harassment.

Online sexual Harassment.

This may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence.

It may include:

- consensual and non-consensual sharing of nude and semi-nude images and/or videos. As set out in UKCIS Sharing nudes and semi-nudes: advice for education settings working with children and young people (which provides detailed advice for schools and colleges) taking and sharing nude photographs of U18s is a criminal

offence. It is important to differentiate between consensual sexual activity between children of a similar age and that which involves any power imbalance, coercion, or exploitation. Due to their additional training, the designated safeguarding lead (or deputy) should be involved and generally speaking leading the school or college response. If in any doubt, they should seek expert advice. Project deSHAME from Childnet provides useful research, advice, and resources regarding online sexual harassment.

Consensual image sharing, especially between older children of the same age, may require a different response. It might not be abusive – but children still need to know it is illegal- whilst non-consensual is illegal and abusive.

‘Upskirting’ is where someone takes a picture under a person's clothing (not necessarily a skirt) without their permission and or knowledge, with the intention of viewing their genitals or buttocks (with or without underwear) to obtain sexual gratification, or cause the victim humiliation, distress, or alarm. It is a criminal offence. Anyone of any sex, can be a victim. The response to a report of sexual violence or sexual harassment. The initial response to a report from a child is incredibly important. How the school or college responds to a report can encourage or undermine the confidence of future victims of sexual violence and sexual harassment to report or come forward. Schools and colleges not recognising, acknowledging, or understanding the scale of harassment and abuse and/or downplaying of some behaviours can actually lead to a culture of unacceptable behaviour.

It is essential that all victims are reassured that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report. If staff have a concern about a child or a child makes a report to them, they should follow the referral process as set out from paragraph 55 in Part one of this guidance. As is always the case, if staff are in any doubt as to what to do, they should speak to the designated safeguarding lead (or a deputy)."

Ratified by Chair of the Proprietorial Board

Signature: -----

Date: -----

Mr Jamie Smith