



Mayfield School

# Anti-Bullying Policy

Believe. Achieve. Succeed.

Respectful, Resourceful, Responsible, Reflective, Resilient, Ready

## Our School Vision

Our vision is to create a family ethos that raises aspirations and makes a real difference to the life chances of our young people.

## Our mission

All stakeholders, together, will create an environment of respect and inclusion where all young people are valued, supported, inspired and future ready.

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### 1. Aims

At Mayfield, the 6Rs are fundamental to our school ethos. We believe that these are the essential threads that run through the school and our rewards and consequences are based on these. We believe that all pupils and staff must be able to model behaviour that supports learning and promotes good relationships across the whole of the school community.

Our vision is of an inclusive school where the community can thrive because they feel valued and nurtured. We believe in the power of positive relationships and teach this through being:

- Ready
- Reflective
- Responsible
- Resilient
- Resourceful
- Respectful

This policy aims to:

- Provide a consistent approach to managing allegations of bullying that is applied equally to all pupils
- Define what we consider to be unacceptable behaviour, including bullying and discrimination
- Outline how pupils are expected to behave
- Identify any safeguarding concerns that are the root of any unacceptable behaviour

- Summarise the roles and responsibilities of different people in the school community with regards to behaviour management
- Outline our system of consequences that lead to rewards and sanctions
- Consider what extra support can be offered to groups of pupils who are at a higher risk of suspension and exclusion, or pupils who are particularly vulnerable to the impacts of suspension and exclusion.

## 2. Principles behind this policy

Mayfield is committed to providing a caring, friendly and safe environment for all pupils so they can Learn and flourish in a caring, relaxed and secure atmosphere. Bullying of any kind is unacceptable at our school. If bullying does occur, all members of the school community (teachers, pupils, support staff and governors) know that incidents will be dealt with promptly, appropriately and effectively. Everyone has a responsibility in ensuring that bullying does not take place, and anyone who knows that bullying is happening is expected to inform appropriate members of staff.

All members of the school community are given training on how to spot bullying and how to deal with it when it occurs, and we are proud of the work undertaken to ensure we are promoting a tolerant, kind and accepting community through sessions on Diversity through the pastoral and tutor programme, as well as our PSHE curriculum. These were implemented to ensure that staff pupils are more aware of the potential impact of their actions on others and more informed on the difference they may encounter within the school community.

Where bullying does occur, pupils know that all reported incidents will always be taken seriously. Support will be provided for affected pupils – they will be listened to and provided with positive strategies to help them cope. Appropriate sanctions and challenge will be put in place to help bullies change their behaviour and restore relationships between the affected parties. All incidents of bullying are reported on CPOMs and analysed by the school's leadership team to identify patterns and trends. Staff access resources on the Portsmouth Education Partnership (PEP) website to support tackling prejudice, police partners will provide termly hate crime data for the city, and there will be a working group established within the city to create further guidance, resources and support for schools on all protected characteristics.

### 2.1 Objectives of this policy

- All community stakeholders should have an understanding of what bullying is.
- All community stakeholders should know what the school's policy is on bullying and how we follow it when bullying is reported.
- All children and parents should know what the school's policy is on bullying and what they should do if bullying has taken place, and that as a school we take bullying seriously. They should be assured that they will be supported when bullying is reported.

### 2.2 Staff responsibilities

- To confront bullying of any form.
- To listen to all parties involved in incidents
- To investigate incidents and take appropriate action/ refer to the behaviour team promptly and as fully as possible, so parents of the victim and bully are aware of incidents of serious and /or persistent bullying.
- To promote the use of a range of learning styles and strategies which challenge bullying behaviour.
- To promote the use of interventions which are least intrusive and most effective

### 3. Definition of Bullying

**Bullying** is defined as the repetitive, intentional harming of 1 person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence or deliberate act to hurt someone
Prejudice-based and discriminatory, including: <ul style="list-style-type: none"><li>• Racism</li><li>• Anti-religious behaviour</li><li>• Sexism</li><li>• Anti sexual identity behaviour (i.e. Homophobia/ biphobia)</li><li>• Anti-gender identity behaviour (i.e. Transphobia)</li><li>• Anti-disability behaviour/ ablism</li></ul>	Taunts, gestures, graffiti, physical abuse or any act that targets one of the nine characteristics protected under the 2010 Equality Act (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

#### 3.1 Forms of Bullying

As defined above, bullying can take many forms and includes (but is not limited to):

- name-calling;
- taunting;
- mocking;
- making offensive comments;
- kicking;
- hitting;
- pushing;

- taking belongings;
- inappropriate text messaging and emailing;
- sending offensive or degrading images by phone or via social media;
- producing offensive graffiti;
- gossiping;
- being unfriendly and excluding people from groups;
- spreading hurtful and/or untruthful rumours.

The school will use the above definitions in deciding whether or not incidents are classified as bullying. It is important to note that although one-off incidents of these nature will not be classified as bullying, support will be given to all affected pupils as well as sanctions where appropriate.

### 3.2 Signs of Bullying

The following list are many of the indicators that bullying may be occurring. It is not exhaustive but a good guide for stakeholders:

- is frightened of walking to or from school;
- doesn't want to go on the public bus;
- asks to be driven to school;
- changes their usual routine;
- is unwilling to go to school (school phobic);
- begins to truant;
- becomes withdrawn anxious, or lacking in confidence;
- starts stammering;
- attempts or threatens suicide or runs away;
- cries themselves to sleep at night or has nightmares;
- uses excuses to miss school (headache, stomach ache etc);
- begins to suffer academically;
- comes home with clothes torn or books damaged;
- has possessions which are damaged or " go missing";
- asks for money or starts stealing money (to pay perpetrator);
- has dinner or other monies continually "lost";
- has unexplained cuts or bruises or shows signs of being in a fight;
- comes home starving (money / lunch has been stolen);
- becomes aggressive, disruptive or unreasonable;
- is bullying other children or siblings;
- changes their eating habits (stops eating or over eats);
- goes to bed earlier than usual;
- is unable to sleep;
- is frightened to say what's wrong;
- gives unlikely excuses for any of the above;
- is afraid to use the internet or mobile phone;
- is nervous and jumpy when a text message or email is received.

It should be noted that it is also not always the case that bullying is occurring when these behaviours are exhibited. In all cases, and where stakeholders feel that the behaviours of pupil(s) are different over time; unusual, or any other cause for concern, they must take appropriate action as defined in section 3.

### 3.3 Cyberbullying

The misuse of technology and social media is become an increasingly common form of bullying.

Where this is the case, we will work with the families of the affected pupils to ensure that sanctions are put into place by parents, to support the victim and ensure that they are safe at school and, where relevant,

ensure that the relevant authorities are contacted.

Advice for parents and pupils on how best to deal with cyberbullying are placed on the school website.

Where you suspect that cyberbullying has taken place it is important to still inform your child's class teacher in Primary or house tutor in seniors (or in their absence, the Head of House) as the bullying may also be taking place in other forms. We can inform you of the best actions to take and whether or not to report the incidents to the relevant authorities.

"Advice for parents and carers on cyberbullying" (Department for Education 2014) is an extremely useful document for parents and will be placed on the school website for parents to read.

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<sup>1</sup> Cyberbullying: Advice for headteachers and school staff, DfE (November 2014)

## 4. Procedures for reporting incidents of bullying or anti- social behaviour

### 4.1 Primary Section Staff

All incidents of suspected bullying should be reported to the class teacher straight away. It is the responsibility of all staff to identify and respond to any concerns of bullying and to follow the routine of, 'Listen, Believe, Act,' whenever it is thought bullying might have occurred. Staff will make sure that the victim is safe and feels safe. In order to support children, staff on duty wear high-vis clothing so that it is easy for pupils and/ or parents to seek out staff immediately if they need to report an incident during the school day or when pupils are collected at the end of the day. When a bullying incident is discovered, the school will go through a number of steps. The exact nature of each step will be adapted to suit the nature and severity of the bullying.

The school will support all involved by;

- talking the incident through with all parties involved using a restorative approach
- supporting the person who has been bullied to express their feelings.
- supporting the person displaying the bullying behaviour in recognising why and how their behaviour needs to change through restorative practice.
- discussing which of our school rules have been broken have been broken.
- discussing and agreeing strategies for making amends or dealing with any further incidents.
- monitor impact and revisit if necessary.

Appropriate members of staff will listen and speak to all children involved in the incident separately and details logged on CPOMS. The problem will be identified, and possible solutions suggested. Parents will be informed and will be invited to come into school for a meeting to discuss the problem. An anti-bullying contract may also be put in place.

Appropriate action will be taken quickly to end the bullying behaviour or threats of bullying and staff will reinforce to the perpetrator that their actions are unacceptable. Pupils will be made aware of the impact of their behaviour on others and an agreement made to not repeat these behaviours. Support will be given to help the perpetrator or perpetrators to understand and change his/her/their behaviour and they will be asked to genuinely apologise. This is likely to take place as a restorative meeting with a trained member of staff.

### 3.2 Senior Section Staff

All incidents of alleged bullying or behaviour must be reported straight away. Staff must also record the details using CPOMS as soon as possible after the event. At this point staff will make sure that the victim is safe and feels safe and may take appropriate action or ensure that other staff do so if this is necessary. The following steps will be taken;

- A member of the pastoral team will interview all involved parties (separately) as soon as possible to determine the extent of the problem. Initial support will be offered to the victim and sanctions applied to the perpetrator.
- Details of the incident will be passed to the relevant Heads of House. At this point the victim will be offered appropriate further levels of support in agreement with the pupil's parents.
- The perpetrator will receive a sanction and may be placed on an anti-bullying contract - appropriate further sanctions (as listed in section 4 (page 8)) will be outlined to the pupil and their parents.

### 3.3 Parents (Primary Section and Senior Section)

Parents of pupils in both the Primary and Secondary section should contact school if they feel bullying has occurred or if they have any causes for concern (as defined in section 2.2 above):

- Be alert for any changes in your child's behaviour.
- If you suspect that your child is the victim of bullying, then please reassure them and listen to their concerns.
- It is important to report the incident(s) to any member of staff: ideally your child's class teacher in the primary section, or form tutor or Head of House in the senior section.
- Even though it is the case that if your child doesn't want you to – although these sometimes diminish by themselves this does not address the perpetrator's behaviour and prevent it happening again.
- Under no circumstances should parents confront suspected perpetrators or their family members – this never calms a situation down and will often result in the bullying becoming worse for your child.

### 3.4 Pupils

Where a pupil feels or suspects that any form of bullying has taken place towards themselves or another pupil it is always the case that this must be reported to any member of staff who will then take appropriate action as defined above. But they may, where appropriate, also offer the following actions:

- Intervene to protect the pupil who is being bullied (unless it is unsafe to do so).
- Offer emotional support to the pupil being bullied – ask them if they are ok and if there is anything that can be done to support them.
- Encourage and support them to report the incident themselves to a parent or member of staff.

## Section 4 - Interventions, Support and Sanctions

### 4.1 Support for Targets of Bullying

- Pupils who are the victims of bullying will be offered the following targeted support (where appropriate):
  - The opportunity to have a restorative meeting (led by a member of staff) with the perpetrator.
  - The opportunity to tell the perpetrator how they felt throughout the bullying (either in person, in writing or through a third party (i.e. a member of staff));
  - The opportunity to discuss what happened with their class teacher or form tutor (or a member of staff of their choice);
  - The opportunity to discuss with a young leader or prefect the incidents so they can develop some positive coping strategies;
  - The opportunity to attend supervised break or lunchtime clubs (for example 'Buddy Club and Lunch Club');
  - Referral to local authority children's services;
  - Referral to the Mental Health Support Team;
  - Referral to Child and Adolescent Mental Health Services (CAMHS).

### 4.2 Preventative measures

We will undertake all of the following to help raise awareness of, and prevent, bullying:

- Deliver a curriculum which raises the awareness of bullying and teaches pupils about all aspects of individual difference and diversity (lessons, stories, circle time and assemblies) using PSHE, P4C and other resources.
- E-Safety regularly addressed and taught.
- Annually run an anti-bullying week
- Biannually review our anti-bullying policy (as part of anti-bullying week where possible)
- Develop a shared understanding of bullying and how to deal with it effectively in our school community by promoting a common anti-bullying approach.
- Promoting an ethos of 'It's good to tell.'
- Use School Council Representatives
- Undertake an annual audit of bullying including a pupil and parent survey and analyse it to inform school improvement planning, practice and policy.
- Communicate about and update on any incidences of bullying at weekly SLT meetings and House meetings.
- Work with outside agencies
- Running various pastoral programmes for selected pupils
- SLT to report at least annually, analysis of bullying and any actions to take through the Headteacher's report to Governors.
- Ensuring that all pupils and parents are aware of how and when to report bullying;
- Using PSHE, circle time and tutor time sessions to reinforce awareness and prevention of bullying.
- Continuing work in pastoral/ tutor time on Diversity and the difference in the school community.
- Using PSHE, circle time and tutor time sessions to have regular discussions about bullying and why standing up to it matters.
- Having visible displays around school that promote anti-bullying and make it clear to all pupils that it is not tolerated at Mayfield School.
- Ensuring that all pupils (through circle time, tutor time and assemblies) are aware of the rights of others, why they should show respect towards these and what this respect should look and sound like.
- Introducing playground improvements and initiatives
- Using praise and rewards to reinforce good behaviour;
- Recording incidents of prejudicial behaviour so we are aware of growing and changing trends in behaviour, to enable us to act accordingly to address any issues arising.
- Ensuring that this policy is supported by regular activities within the curriculum such as writing stories or taking part in drama-based activities about bullying;
- Raising awareness by supporting national events such as Anti-Bullying Week.

#### 4.3 Interventions and sanctions (Primary section)

- Sanctions will be given in line with our behaviour policy but other actions may include;
- Loss of playtimes and spend these with an adult;
- Be withdrawn from participation in school visits and clubs not essential to the curriculum;
- Missing another activity
- Meeting, phone call or letter to parents
- Be place on a Pastoral Support Plan or Individual Behaviour Plan
- Change of placement
- Fixed term suspension or permanent suspension



- Any other sanction deemed appropriate.
- Safeguarding procedures will be followed when child protection concerns arise.

#### 4.4 Interventions and sanctions (Senior Section):

- Detention;
- Loss of break or lunchtimes for a fixed time and to spend these with an adult;
- No permission in certain areas of school premises;
- Be withdrawn from participation in school visits and clubs not essential to the curriculum;
- Internal suspensions;
- Extended internal suspensions;
- Be placed on a House Intervention Plan, Individual Behaviour Plan or Pastoral Support Plan;
- Fixed-term Suspensions;
- Change of Placement;
- Alternative provision;
- Alternative 2 Suspension (At another school)

In both sections of the school, pupils who have been identified as perpetrators will be required to undertake some/all of the following targeted interventions (where appropriate):

- To make a written apology to the victim;
- To make a face-to-face apology to the victim;
- The opportunity to discuss with a member of the pastoral team the reasons behind their behaviour. Where appropriate, support will be put in place to help the perpetrator positively correct their behaviour. For example: behaviour plan, Emotional Literacy Support Assistant (ELSA), anger management, targeted work with the Educational Psychologist or Mental Health Support Team. In addition, signing, with parents, an anti-bullying contract.

## Section 5 - Continuing Professional Development of Staff

All staff will have annual training on how to spot, prevent and report bullying. This will include strategies that staff can use when working with potential victims of bullying.

### Useful guidance

In writing this report the following publications were used:

Safe to Learn, Department for children, schools and families (2007)

Bullying at school, Gov.uk, 2015

Advice for parents and carers on cyberbullying, Department for Education (2014)

Cyberbullying: Advice for headteachers and school staff, Department for Education

(2014) Preventing and tackling bullying, Department for Education (2014)

School support for children and young people who are bullied, Department for Education (2014)

## Appendix - A Anti-Bullying Contract

### **The principles of this contract:**

- Mayfield is committed to providing a caring, friendly and safe environment for all pupils so they can learn and flourish in a caring, relaxed and secure atmosphere.
- Bullying of any kind is unacceptable at our school. If bullying does occur, all members of the school community (teachers, pupils, support staff and governors) know that incidents will be dealt with promptly, appropriately and effectively.
- Everyone has a responsibility in ensuring that bullying does not take place, and anyone who knows that bullying is happening is expected to inform appropriate members of staff.

### **By signing this contract, I understand that:**

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power, and that:

- Bullying can be physical, verbal, or emotional.
- Bullying consists of, but is not limited to: name-calling, taunting, mocking, making offensive comments, kicking, hitting, pushing, taking belongings, inappropriate text messaging and emailing, sending offensive or degrading images by phone or via social media, producing offensive graffiti, gossiping, excluding people from groups, spreading hurtful and untruthful rumours.
- Pupils should all be treated with courtesy and equality regardless of age, gender, race, religion, sexual identity, gender identity, size, disability, intelligence, athletic ability or popularity.

### **I also understand that my behaviour has been:**

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

### **In signing this contract I agree:**

- To not instigate, be part of, or encourage any bullying towards another pupil.
- To abide by the school's policy concerning bullying.
- To report incidents of bullying to a trusted teacher or staff member.
- To stand up for victims of bullying.
- To encourage others to treat all pupils with respect and courtesy.
- To help make the school a place where everyone feels safe, heard, and respected.

**I understand that further involvement with incidents of**

**bullying will mean:**

1. Detention
2. Time with the House Team or SLT.
3. Fixed term suspension
- 4.
- 5.

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(Child's Signature)

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(Date)

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(Parent's/ SLT/HoH Signature)

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(Date)