



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, or Learning Superpowers, 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 'Bee kind' initiative and 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 ClassCharts 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">• Racism• Anti-religious behaviour• Sexism• Anti sexual identity behaviour (i.e. Homophobia/ biphobia)• Anti-gender identity behaviour (i.e. Transphobia)• Anti-disability behaviour/ ablism	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 bully);
- 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.

Whilst the government have identified that the school have a responsibility to investigate and act upon reported incidents of bullying (including cyberbullying) it is important to note that we can only sanction pupils anywhere that they are "on school premises or under our 'lawful control' " ¹. This means that we cannot sanction pupils for any bullying whilst they are under the lawful responsibility of their parents. We can, however, 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.

3.4 Other potential areas of bullying within school

Although this policy deals with incident of pupil vs pupil, where there is an allegation of staff vs pupil or pupil vs staff bullying, the following procedure(s) must be undertaken:

- In the case of a member of staff making a bullying allegation against a pupil, this needs to be brought to the attention of the member of staff's line manager as soon as possible. The allegation will be referred to the Headteacher/ Head of Seniors/ Head of Primary for further investigation and where appropriate, evidence and statements from other members of staff and pupils will be taken. The parents of the pupil(s) will be informed of the allegation and ongoing enquiry, and if it is proven that bullying has taken place, appropriate action will be taken towards the pupil(s) at the discretion of the Headteacher/ Deputy Head of Seniors/ Head of Primary.
- In the case of a pupil making a bullying allegation against a member of staff, either the pupil/ other pupils, or parents of the pupil need to bring their concerns to the attention of a member of staff as soon as possible. The allegation will be referred to the Headteacher/ Head of Seniors/ Head of Primary for further investigation and where appropriate, evidence and statements from other members of staff and pupils will be taken, as well as further measures such as changes to teaching classes if appropriate. The member of staff will be informed of the allegation and ongoing enquiry, and if it is proven that bullying has taken place, appropriate action will be taken towards the member of staff at the discretion of the Headteacher/ Deputy Head of Seniors/ Head of Primary.
- In both above statements, if another member of staff witnesses incidents of bullying, then they also have a responsibility to report this.

¹ Cyberbullying: Advice for headteachers and school staff, DfE (November 2014)

Section 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 to recognize why and how their behaviour needs to change through restorative practice.
- discussing which of our school rules have been violated.
- 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 Classcharts and CPOMS as alleged bullying. The problem will be identified, and possible solutions suggested. If this is a confirmed case of bullying, it will be amended by the Pupil Support Team on CPOMS ; parents will be informed and will be invited to come into school for a meeting to discuss the issue. 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 bully 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/s understand and change his/her/their behaviour and they will be asked to apologise. This is likely to take place as a restorative meeting with a trained member of staff.

4.2 Senior Section Staff

All incidents of alleged bullying or behaviour must be reported by staff to the Duty Manager 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 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. This could mean referring the pupil to talk with a 'safe' member of staff or placing them in a room or space which is deemed 'safe'. The following steps will be taken (for further details see Appendix B):

- A member of the Pupil Support 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 aggressor.
- If the incident is deemed to be bullying:
 - The incident will be upgraded by a member of the Pupil Support team or SLT on CPOMS to a confirmed incident.
 - 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 (as listed in section 4 (page 10) in agreement with the pupil's parents.
 - The bully 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.

Should the bullying not cease after these steps, then suspension or time in our alternative provision may be applied.

4.3 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 things sometimes reduce entirely by themselves this does not address the bully's behaviour and prevent it happening again.
- Under no circumstances should parents confront suspected bullies or their family members – this never calms a situation down and will often result in the bullying becoming worse for your child.

4.4 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 5 - Interventions, Support and Sanctions

5.1 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 bully;
 - The opportunity to tell the bully 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).

5.2 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, Year Team 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;
- Monitoring the 'stop bullying' email (stopBullying@mayfield.portsmouth.sch.uk) and ensure that all reported incidents are investigated and taken seriously;
- 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/lunchtime improvements and initiatives in primary;
- 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.
- Using the Bee Kind initiative to encourage the whole school community to model appropriate behaviour towards one another;
- 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.

5.3 Interventions and sanctions (Primary section)

Sanctions will be given in line with our behaviour system 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 placed on a Pastoral Support Plan or Individual Behaviour Plan
- Change of placement
- Fixed term suspension or permanent exclusion
- Any other sanction deemed appropriate.
- Safeguarding procedures will be followed when child protection concerns arise.

5.4 Interventions and sanctions (Senior Section):

- Detention;

- Loss of break or lunchtimes for a fixed time and to spend these with an adult;
- Exclusion from certain areas of school premises;
- Internal exclusions;
- Extended internal exclusions;
- Be placed on a House Intervention Plan, Individual Behaviour Plan or Pastoral Support Plan;
- Refocus;
- Fixed-term exclusions;
- Change of Placement;
- Alternative provision.

In both sections of the school, pupils who have been identified as bullies 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 behaviour team the reasons behind their behaviour. Where appropriate, support will be put in place to help the bully 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 6 - Continuing Professional Development of Staff

All staff will have annual training/refreshers on how to spot, prevent and report bullying. This will include strategies that staff can use when working with potential victims of bullying. The procedure for dealing with bullying and how/when to report it will be placed into the staff planner so that all staff can refer to it if needed.

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

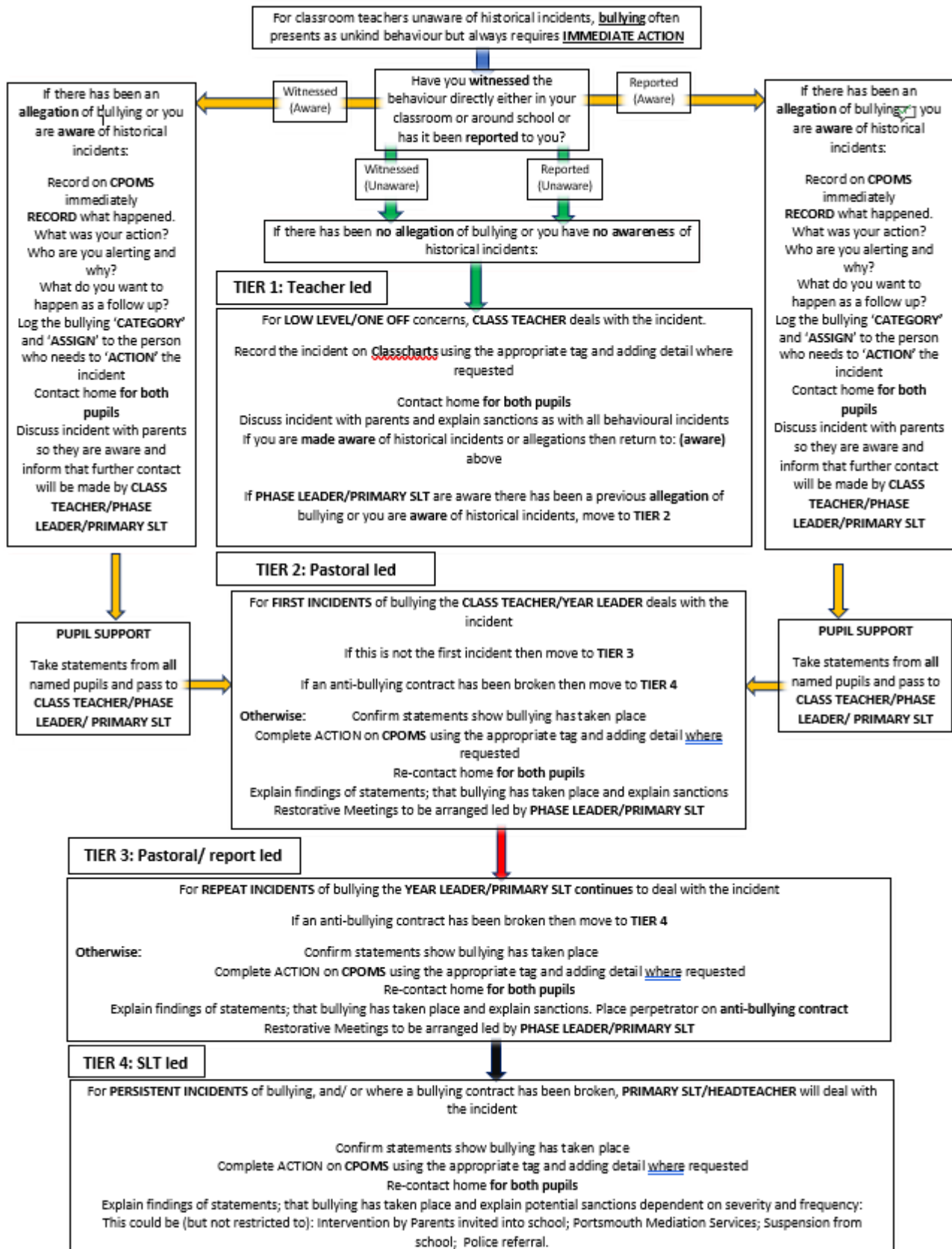
Advice for parents and carers on cyberbullying, Department for Education (2014)

Cyberbullying: Advice for headteachers and school staff, Department for Education (2014)

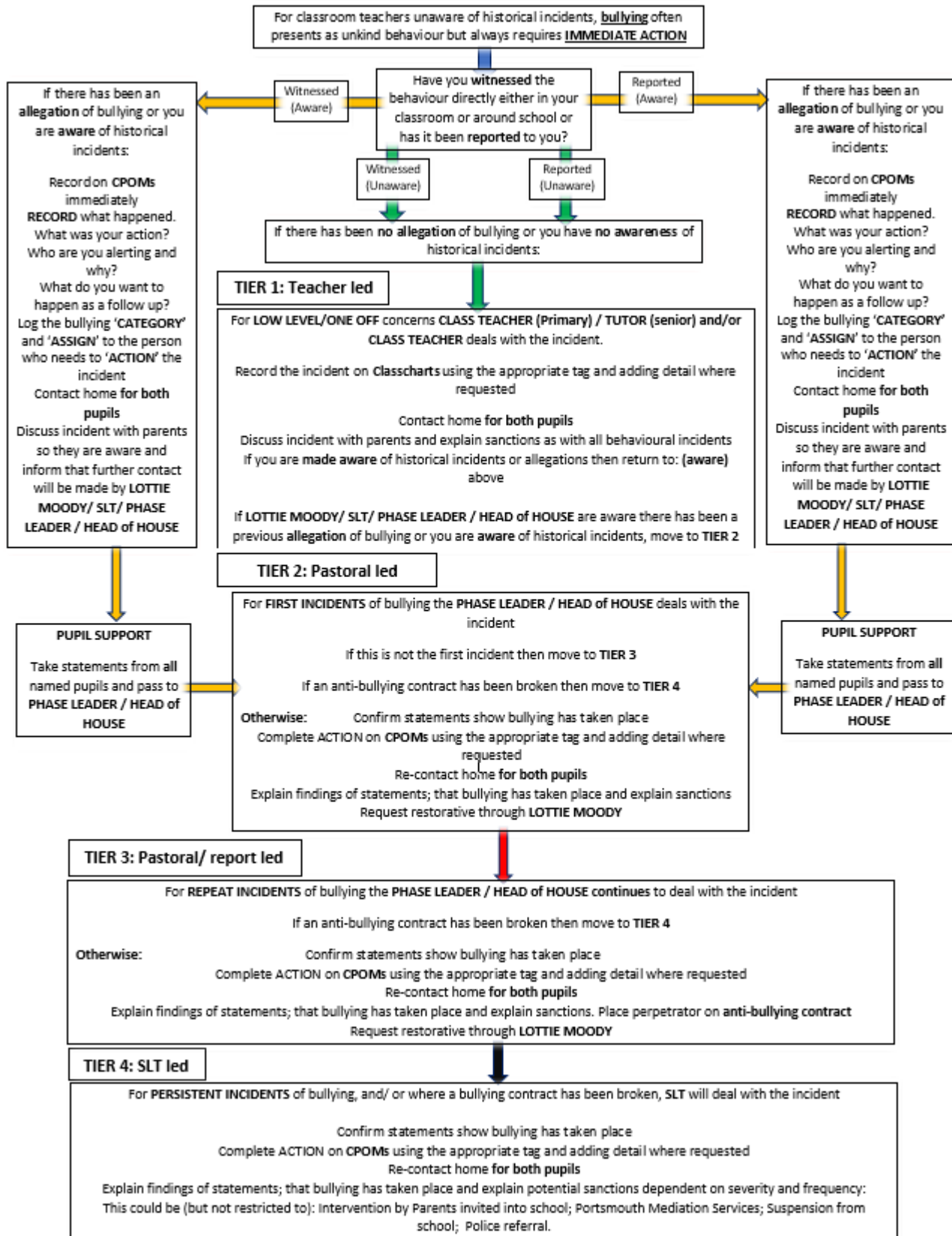
Preventing and tackling bullying, Department for Education (2014)

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

Appendix A – Procedures for primary section staff dealing with suspected/ alleged/ confirmed bullying



Appendix B – procedures for senior section staff dealing with suspected/alleged/confirmed bullying





Appendix - C 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 exclusion

(Child's Signature)

(Date)

(Parent's/ SLT/HoH Signature)