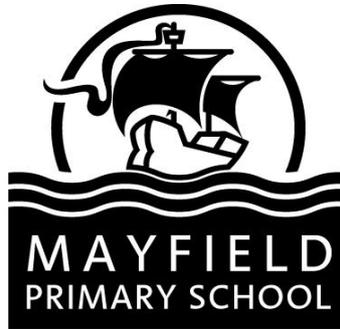


# Mayfield Primary School



## Policy

### Anti-Bullying

Governor committee to review policy:	Premises & Pupil Wellbeing
Staff member with responsibility for review:	PSHE Co-ordinator
Date of last review:	May 2017
Date of next review:	May 2019

Mayfield Primary School's Anti-bullying Policy  
May 2017

Definitions of bullying

Bullying is defined as a persistent, deliberate attempt to hurt or humiliate someone which is repeated over a period of time. One-off incidents do not fall within the definition of 'bullying'.

There are various types of bullying, but most have three things in common:

1. It is deliberately hurtful behaviour.
2. It is repeated over time.
3. There is an imbalance of power, which makes it hard for those being bullied to defend themselves.

Bullying may take various forms including

- Physical, e.g. kicking, hitting, pushing, intimidating behaviour or interference with personal property
- Verbal/Psychological, e.g. threats, taunts, shunning/ostracism, name-calling/verbal abuse or spreading of rumours
- Cyber Bullying, e.g. abuse on-line or via text message, interfering with electronic files, setting up or promoting inappropriate websites and inappropriate sharing of images from webcams/mobile phones
- Racist Bullying, e.g. physical, verbal, written, on-line or text abuse or ridicule based on differences of race, colour, ethnicity, nationality, culture or language
- Faith-based Bullying, e.g. negative stereotyping, name-calling or ridiculing based on religion
- Sexist Bullying, e.g. use of sexist language or negative stereotyping based on gender
- Sexual Bullying, e.g. unwanted/inappropriate physical contact or sexual innuendo
- Homophobic Bullying, e.g. name-calling, innuendo or negative stereotyping based on sexual orientation or use of homophobic language
- SEN/Disability Bullying, e.g. name-calling, innuendo, negative stereotyping or excluding from activity based on disability or learning difficulties
- Gifted/Talented Bullying, e.g. name-calling, innuendo, ostracism or negative peer pressure based on high levels of ability or effort
- Appearance-based Bullying, e.g. name calling, negative stereotyping based on physical characteristics.

Anti-Bullying Statement

At Mayfield Primary School bullying is not seen as acceptable in any way and we seek to eradicate it wherever possible in the following ways:

- By providing a caring overview of pupils at all times and in all places
- By openly encouraging pupils to confide in someone that they trust should they feel that bullying is taking place (for example parents, friends, class teachers or other members of staff working within the school). We encourage pupils to do this through regular discussions between class teachers and pupils on the subject of good relations, through the medium of school assemblies and in PSHE lessons.
- By listening to and responding to allegations of bullying promptly
- By protecting pupils who have reported bullying from victimisation by the alleged bully/bullies

- By involving parents and any other relevant bodies in order that we can investigate as soon as possible, helping to find a happy solution to any case that may arise
- By keeping a record of any incidences

#### Aims & Principles:

- To develop a whole school ethos in which bullying is regarded as unacceptable
- To provide a safe and secure environment where all can learn without anxiety
- To provide a system of support for anybody who feels that they are being bullied
- To provide a system of support for those who bully by helping them to address and modify their own behaviour
- To provide preventative action through the appropriate units of work from within the PSHE Scheme of Work

#### The implementation of the Policy

##### Procedures

- In the event of an observed or reported instance or bullying, the facts will be ascertained from the victim(s), alleged perpetrator(s) and witness(es). A record will be made on Class Charts (our online behaviour recording system) of who was involved, what happened, when and where.
- Incidences of bullying will be investigated without apportioning any blame at the time
- Unless the incidence warrants further involvement, the class teacher will deal with the situation at the time. Where necessary the class teacher will then inform the appropriate Key Stage Leader. Should the problem be particularly urgent, violent or persistent then the Deputy Head or Headteacher will be informed immediately
- In serious or persistent cases parents of all pupils involved will be informed
- If a parent of a victim has brought the initial allegation of bullying to the attention of the school, that parent will be kept informed of developments
- Any negative behaviour recorded on Class Charts will be shared with parents as soon as possible.

##### Modes of Inquiry

- Where possible the victim and alleged perpetrator(s) will be seen separately
- No blame will be apportioned during the initial stages of the investigation, for example, "Child A seems upset. Can you think of any reason why?"
- If the perpetrator(s) admit to upsetting a pupil they should be asked how the victim might be feeling as a consequence of their actions. They should also be asked how they could make the victim feel better about it
- If the perpetrator(s) do not admit to anything being wrong then they can be asked to help suggest ideas as to how to deal with the situation so that the victim can feel safe and happy at school
- If the victim agrees to it a joint meeting may be arranged in which all parties can express their views and a positive way forward can be agreed
- The situation will be monitored by the staff concerned

This policy works in conjunction with Mayfield Primary School's Behaviour Policy