



# MAYHILL JUNIOR SCHOOL

## Anti- Bullying Policy

### Introduction

Mayhill Junior School's aim is to create an environment in which all children feel happy and secure and able to develop academically, emotionally and socially.

Bullying of any kind is always unacceptable and all pupils have a right not to be bullied.

We recognise that children must be able to express their worries or concerns knowing that these will be taken seriously and that the appropriate support will be given. We promote an understanding across the school community that bullying is unacceptable and action will be taken against it. We recognise that in any school community there will be disagreements between children which may result in verbal or physical aggression. Such incidents will be addressed initially through the provisions of the schools' Behaviour Policy. Contents of this policy should be read alongside the Safeguarding Policy.

### Definition

Bullying is defined as: “

*Behaviour that is usually repeated over time, and physically or emotionally hurts another individual or group. One person or a group can use bullying behaviours towards others.”*

### Types of bullying behaviour

- Emotional - being unfriendly, excluding, tormenting, threatening behaviour
- Verbal - name calling, spreading rumours, teasing
- Physical - pushing, kicking, hitting, punching or any use of violence
- Extortion - demanding money/goods with threats
- Cyber - areas of internet, email and internet chatroom misuse. Threats using mobile phones, text messaging and calls. Misuse of associated technology i.e.: camera and video facilities including those on mobile phones.
- Racist - racial taunts, graffiti, gestures
- Sexual - unwanted physical contact, sexually abusive comments
- Homophobic - because of, or focussing on the issue of sexuality

### Preventing Bullying

We foster a clear understanding that bullying, in any form, is unacceptable. This can be done by:

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- Developing an effective anti-bullying policy and practice.
- The regular praise of positive and supportive behaviour by all staff.
- Work in school which develops empathy and emotional intelligence e.g., PSHE, assemblies, circle time, peer mediation, playground buddies. Ensuring playground and mid-day staff are offered training to support peaceful play
- Alternative play options at lunch, including Chill Out with immediate access to ELSA support on hand.
- Any incidents treated seriously and dealt with immediately.
- Offering training to all staff around bullying, including specific guidance on those groups who are most likely to be bullied.
- Providing positive role models.

### Dealing with Bullying

If you believe your child is being bullied, or the child believes they are being bullied, these steps should be taken:

1. Encourage your child to inform their class teacher each time an incident occurs. If they are reluctant to do so, parents may wish to help them communicate this with the teacher. It is vital this is communicated on the same day or the next morning and not left to build up over time.
2. If, after discussing this you, or the child, do not feel the actions have stopped, arrange an appointment to discuss the alleged bullying. At this time the class teacher might:
  - a. Start keeping a regular record of all future incidents in order to create a historical picture. The more information we have, including actions taken by the school, the more we are able to help.
  - b. Inform other staff including lunchtime staff to be extra vigilant
  - c. Create friendship links with the peer mentors or Prefects so they have other responsible children to turn to at lunchtime
  - d. Speak with other class teachers to investigate the behaviours of the 'person who is using bullying behaviour'.
  - e. Explain what sanctions have been given following previous allegations and what might happen moving forward – see below.
3. If, after this meeting, you, or the child, do not feel the actions have stopped, please do arrange an additional meeting. Another member of staff will often join this meeting and a clear and agreed plan of actions will be confirmed.

### Sanctions

Sanctions should be used where bullying is clearly proven or 'beyond reasonable doubt'. We will operate the sanctions by:

- Explaining the behaviours that are not acceptable, and how they make the other child feel.
- Alternative ways of handling conflict or difficult situations, if appropriate.

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- Making it clear that we disapprove of bullying.
- Explaining clearly the consequences of this behaviour and why sanctions have been given.

In cases of one-off incidents where no physical harm occurs or in cases of continuous or more frequent bullying:

- A restorative conversation may be sufficient
- Parents will be informed and often invited in to discuss the behaviours and agreed actions moving forward
- Free time or privileges may be withdrawn e.g. lunchtimes or breaktimes.
- Loss of free time over a longer period
- Behaviour plans could be drawn up
- Involvement of outside agency support

In very serious cases, a pupil may be excluded. If the exclusions need to be for fixed periods of the day e.g. lunchtimes. This will involve the parents and potentially the Governors.

#### Considerations for parents

Before progressing, it may be useful for parents/carers to consider the following:

Q. Has the incident with the same person or people occurred several times within a reasonably short period of time?

Q. Is it a 'falling out of friends' matter?

Q. Are you sure your child has not had at least partial responsibility for the incident?

Q. Can you recognise a pattern to the incidents?

Q. Have you noticed a change in your child's behaviour?

#### Cyber bullying

Where cyber bullying takes place during school time, the school will deal with it by referring to this policy and the sanctions outlined above. In the majority of cases, however, cyber bullying takes place outside of school time and may also involve pupils from other schools. The school expects parents to take responsibility for monitoring their children's online activity and limiting their access to social media on an age-appropriate basis. School will work with parents and in more serious cases, the school may consider contacting the police.

#### Prejudice-based bullying

Prejudice-based bullying refers to bullying that is targeted at a child's:

- Disability

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- Race
- Religion
- Gender identity
- Sexual orientation

This can be evidenced by:

- threatened or actual physical assault
- derogatory name calling, insults, for example racist jokes or homophobic language
- hate graffiti (e.g. on school furniture, walls or books)
- provocative behaviour e.g. wearing of badges or symbols belonging to known right wing, or extremist organisations
- verbal abuse
- inciting hatred or bullying against pupils who share a protected characteristic
- prejudiced or hostile comments in the course of discussions within lessons
- teasing in relation to any protected characteristic e.g. sexuality, language, religion or cultural background
- refusal to co-operate with others because of their protected characteristic, whether real or perceived

We will respond by:

- clearly identifying prejudice-based incidents and monitor the frequency and nature of them within the school
- taking preventative action to reduce the likelihood of such incidents occurring
- recognising the wider implications of such incidents for the school and local community
- providing regular reports of these incidents to the Governing Body
- ensuring that staff are familiar with formal procedures for recording and dealing with prejudice-based incidents
- dealing with perpetrators of prejudice-based bullying effectively
- supporting victims of prejudice-based bullying
- ensuring that staff are familiar with a range of restorative practices to address bullying and prevent it happening again

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Monitoring and evaluating the success of the policy

The policy will be monitored and evaluated by:

Senior Leadership Team (SLT).

Advisors, inspectors and governors.

The policy and/or procedures will, where necessary be revised in light of these evaluations. At all times, safeguarding procedures will be followed when child protection concerns arise.

This policy should be read in conjunction with all other school policies, in particular Special Educational Needs, Safeguarding, IT and E-Safety, Behaviour, and taking account of the Single Equality Scheme

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