



Mayfield School

Anti-Bullying Policy

Believe. Achieve. Succeed.

Ambition. Inclusion. Respect.

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.

Approved by: Ashley Howard	Date: 17 th September 2025
Review frequency: 2 years	Statutory requirement: Yes
Last reviewed: September 2025	Next review due: September 2026

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1. Aims

At Mayfield, our core values of **Ambition**, **Inclusion**, and **Respect** are fundamental to our school ethos. These values form the essential threads that run through every aspect of school life, guiding our approach to learning, relationships, rewards, and consequences.

We believe that all students and staff should model behaviour that supports learning, fosters mutual respect, and promotes positive relationships across our school community.

Our vision is of an inclusive school where everyone feels valued, nurtured, and empowered to thrive. We recognise the power of positive relationships and teach this through our commitment to:

- **Ambition** – striving for excellence and encouraging everyone to achieve their full potential.
- **Inclusion** – celebrating diversity, ensuring every member of our community feels welcome and supported.
- **Respect** – valuing ourselves, others, and our environment through kindness, empathy, and responsibility.

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

Section 2. Principles behind this policy

At Mayfield, we are committed to providing a caring, friendly, and safe environment where all students can learn and flourish in a secure and supportive atmosphere. Bullying of any kind is unacceptable within our school community.

If bullying does occur, all members of the school community — including teachers, students, support staff, and governors — understand that incidents will be dealt with promptly, appropriately, and effectively. Everyone shares the responsibility for ensuring that bullying does not take place. Any individual who becomes aware of bullying is expected to report it to an appropriate member of staff.

All members of the school community receive training on recognising and responding to bullying. We are proud of the proactive work undertaken to promote a tolerant, kind, and inclusive environment through:

- Diversity education delivered via our secondary pastoral and tutor programmes,
- Our assemblies programme,
- Our Personal Development days, and
- Our PSHE curriculum.

These initiatives aim to ensure that staff and students are aware of the impact of their actions on others and are informed about the diversity within our community.

When bullying does occur, students know that all reported incidents will be taken seriously. Affected students will be listened to, supported, and provided with positive strategies to help them feel safe and regain confidence. Appropriate sanctions and restorative actions will be applied to help those responsible for bullying reflect on and change their behaviour, and to rebuild positive relationships between all parties involved.

All incidents of bullying are recorded on CPOMS and regularly analysed by the school's leadership team to identify any emerging patterns or trends. Staff also access resources from the Portsmouth Education Partnership (PEP) website to support work on tackling prejudice. In addition, our police partners provide termly hate crime data for the city.

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 actively challenge and address all forms of bullying.
- To listen carefully and fairly to everyone involved in any reported incident.
- To investigate all reports thoroughly and take appropriate action, ensuring that the parents or carers of both the victim and the perpetrator are informed in cases of serious or persistent bullying.
- To promote a variety of learning approaches and strategies that challenge bullying behaviour and encourage empathy, respect, and inclusion.
- To implement interventions that are proportionate, effective, and minimally intrusive, focusing on restoring positive relationships and preventing recurrence.

Section 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: • 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

TYPE OF BULLYING	DEFINITION
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 this nature will not be classified as bullying, support will be given to all affected students 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 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 a student(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 has become an increasingly common form of bullying. Whilst the government have identified that the school has a responsibility to investigate and act upon reported incidents of bullying (including cyberbullying) it is important to note that we can only sanction students anywhere that they are “on school premises or under our ‘lawful control’ ”¹. This means that we cannot sanction students for any bullying whilst they are under the lawful responsibility of their parents. We can, however, work with the families of the affected students 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 students 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 secondary (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 primarily addresses incidents of child-on-child bullying, there may be occasions where allegations involve staff or concern staff–student interactions. In such cases, the following procedures must be followed:

- **Allegation by a member of staff against a student:**
If a member of staff believes they are being bullied by a student, the concern must be reported to their line manager as soon as possible. The allegation will then be referred to the Headteacher, Deputy Headteacher of Secondary, or Head of Primary for investigation. Where appropriate, evidence and statements may be gathered from other members of staff and students. The parents or carers of the student(s) involved will be informed of the allegation and the ongoing enquiry. If bullying is found to have occurred, appropriate action will be taken at the discretion of the Headteacher or relevant leaders above.
- **Allegation by a student against a member of staff:**
If a student, group of students, or their parents/carers believe that a member of staff has engaged in bullying behaviour, the concern should be reported to a member of staff as soon as possible. The allegation will be referred to the Headteacher, Deputy Headteacher of Secondary, or Head of Primary for investigation. Where necessary, statements and evidence will be collected from students and staff, and additional measures — such as adjustments to class allocations — may be considered to protect the student's wellbeing. The member of staff concerned will be informed of the allegation and the enquiry. If the allegation is substantiated, appropriate action will be taken in line with school policies and procedures, at the discretion of the Headteacher.

- **Duty to report:**

In all cases, any member of staff who witnesses or suspects bullying behaviour — whether between students or involving staff — has a responsibility to report the incident to a member of the leadership team without delay.

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

Section 4. Procedures for Reporting Incidents of Bullying

4.1 Whole-School Procedure for Managing Bullying Incidents

All members of staff have a shared responsibility to identify, respond to, and report any concerns relating to bullying. Whenever it is suspected that bullying may have occurred, staff must follow the principle of “Listen, Believe, Act.”

Reporting and Initial Response

- All incidents or suspicions of bullying must be reported immediately.
- The safety and wellbeing of the student(s) are the first priority. Staff must ensure that the student feels safe and supported, taking immediate steps if needed (e.g., identifying a ‘trusted adult’, or providing a safe space).
- All incidents should be recorded promptly on CPOMS under the category of ‘child-on-child’

Investigation and Restorative Process

A member of staff will investigate all reported incidents. This includes:

- Speaking to all parties involved, individually and in a fair and sensitive manner.
- Using a restorative approach to encourage reflection and understanding of the impact of behaviours.
- Identifying which of the school’s values or rules have been breached.
- Agreeing appropriate next steps or strategies to repair relationships and prevent recurrence.
- Monitoring progress and revisiting if necessary to ensure the issue has been resolved.

Outcomes and Follow-Up

If the incident is confirmed as bullying;

- The parents or carers of all students involved will be informed and may be invited to a meeting to discuss the incident and agree next steps.
- Appropriate consequences will be applied in line with the school’s Behaviour Policy, alongside supportive measures to help the student(s) displaying bullying behaviour understand and change their actions.
- Where necessary, additional interventions may include restorative meetings, mentoring, or targeted emotional support.
- Persistent or serious cases may result in suspension or placement in alternative provision, at the discretion of the Headteacher.

Prevention and Visibility

To support students in reporting concerns:

- Staff on duty wear high-visibility clothing, ensuring they are easily identifiable to students and parents.
- Students are regularly reminded that they can approach any trusted adult if they feel unsafe or are worried about bullying.

4.2 Parents and carers

Parents and carers play a vital role in supporting the school's commitment to preventing and addressing bullying. If you believe that bullying has occurred, or if you have any concerns about your child's wellbeing, please contact the school as soon as possible.

Parents and carers are encouraged to:

- Be observant for any changes in your child's behaviour, mood, or willingness to attend school.
- Listen carefully to your child's concerns and reassure them that they have done the right thing by speaking up.
- Report any suspected incidents to a member of staff — ideally your child's class teacher (Primary) or form tutor/Head of House (Secondary). The school will ensure that the matter is investigated promptly and sensitively.
- Avoid confronting any suspected students or their families directly. Such action can escalate the situation and may make things more difficult for the children involved.
- Work in partnership with the school by supporting agreed strategies and follow-up actions to help resolve the issue and prevent recurrence.

Even if a concern appears to lessen on its own, it is still important to report it so that staff can address the behaviour and prevent it from happening again.

4.3 Students

Every student at Mayfield has the right to feel safe and respected. If you experience or witness bullying, it is essential that you tell an adult — even if you are unsure whether it counts as bullying. Staff will always listen, believe, and act.

If you think someone is being bullied:

- Report it to any trusted adult in school — such as your teacher, form tutor, or any member of staff. They will ensure your concern is taken seriously.
- Offer support to the student being bullied if it is safe to do so. Let them know they are not alone.
- Encourage them to speak to a teacher, form tutor, or other trusted adult — or offer to go with them.
- Never retaliate or join in — speak up, stay calm, and seek help instead.

By working together, students help to make Mayfield a place where everyone feels safe, included, and respected.

Section 5 - Interventions, Support and Sanctions

5.1 Support for Students Who Have Experienced Bullying

Students who are the target of bullying will be offered a range of support, as appropriate to their needs. This may include:

- The opportunity to take part in a restorative meeting, led by a member of staff, with the student responsible for the bullying behaviour.
- The opportunity to express how the bullying made them feel — in person, in writing, or through a trusted staff member.

- Time to discuss the incident with their class teacher, form tutor, or another staff member of their choice.
- Access to supervised break or lunchtime clubs (e.g. *Buddy Club* or *Lunch Club*).
- Referrals to external support services where appropriate, such as:
 - Local Authority Children's Services
 - The Mental Health Support Team (MHST)
 - Child and Adolescent Mental Health Services (CAMHS)

The school will ensure that every student who has experienced bullying is listened to, supported, and safeguarded, and that their ongoing wellbeing is monitored.

5.2 Preventative Measures

Mayfield is committed to promoting a culture of respect, kindness, and inclusion. We use a range of proactive strategies to raise awareness of bullying and prevent it from occurring. These include:

- Delivering a curriculum that raises awareness of bullying and celebrates diversity through PSHE, assemblies, circle time, and other learning opportunities.
- Teaching E-safety regularly and reinforcing safe online behaviour.
- Running an annual Anti-Bullying Week and reviewing the school's Anti-Bullying Policy at least every two years.
- Promoting a consistent whole-school approach to identifying and addressing bullying.
- Embedding the message that "It's good to tell."
- Involving Student Council Representatives in discussions and initiatives about wellbeing and inclusion.
- Conducting annual surveys of students and parents to monitor attitudes and experiences, with findings used to inform school improvement planning.
- Discussing incidents and trends at Executive Leadership Team Meetings, weekly senior Leadership Team Meetings, and Pastoral/Inclusion meetings.
- Collaborating with external agencies to provide specialist advice and support.
- Delivering pastoral programmes for identified students who need additional support.
- Including a summary report on Behaviour (including bullying) in the Headteacher's annual report to Governors.
- Ensuring all students and parents are aware of how and when to report concerns.
- Reinforcing anti-bullying messages through PSHE, circle time, and tutor sessions.
- Continuing our pastoral work on diversity and difference within the school community.
- Displaying visible messages around school to promote awareness of Respect.
- Encouraging students to understand and respect the rights of others, and what positive behaviour looks and sounds like.
- Implementing playground and lunchtime initiatives in the Primary phase to support inclusion and positive play.
- Using praise and rewards to reinforce positive behaviour.
- Recording and analysing incidents to identify emerging patterns or concerns.
- Embedding anti-bullying themes within the curriculum through writing, drama, and creative projects.
- Supporting national awareness events such as *Anti-Bullying Week* and *Safer Internet Day*.

5.3 Interventions and Sanctions

Where bullying is confirmed, sanctions will be applied in line with the school's Behaviour Policy. The nature of the response will depend on the severity, frequency, and context of the behaviour, as well as the age and understanding of those involved.

Possible actions include:

- Loss of break or lunchtimes, to be spent with a supervising adult.
- Detentions or withdrawal from non-essential activities such as trips or clubs.
- Restorative meetings to repair relationships and reflect on behaviour.

- Exclusion from certain areas of the school site.
- Internal exclusion
- Extended internal exclusion for repeated or serious cases.
- Placement on a Pastoral Support Plan or Individual Behaviour Plan.
- Change of class or placement, if appropriate.
- Referral to alternative provision.
- Suspension or permanent exclusion, in the most serious cases.
- Where child protection concerns arise, safeguarding procedures will be followed immediately.

All sanctions will be accompanied by supportive interventions aimed at helping the student understand the impact of their behaviour, make amends, and prevent recurrence.

Section 6 - Continuing Professional Development of Staff

All staff will receive annual training and refresher sessions on recognising, preventing, and reporting bullying. This training will also include practical strategies for supporting students who may be at risk of, or affected by, bullying.

6.1 Useful guidance

The following publications were used:

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](#)

[Preventing and tackling bullying, Department for Education \(2017\)](#)