



MAYVILLE
HIGH SCHOOL
Founded in 1897

Anti-Bullying Policy

This policy applies to pupils in the EYFS, Junior School, Senior School and Wyvern House.

This policy is based on the DfE non-statutory guidance Preventing and Tackling Bullying 2017 and Cyber bullying: Advice for Headteachers and school staff (2014)

The Trustee Board acknowledges their overall responsibility in ensuring that this policy is effective in its implementation and meets all current regulatory requirements. An annual review of this policy and associated procedures and the efficiency with which associated duties have been discharged will be undertaken so that any deficiencies or weaknesses can be remedied without delay.

Once a term the Chair of Trustees or her representative reads, signs and dates the anti-bullying log.

All pupil / parent communication will be recorded on CPOMS.

Statement of Philosophy

- Our school community is based on an ethos of mutual respect and consideration. The school is committed to providing a safe and happy learning environment for all.
- We do not tolerate bullying, harassment, victimisation or discrimination of any kind and work hard to prevent these or to tackle them if they occur.
- Bullying is a whole school issue and we take a whole school approach in response. Any member of the community may bully or be a victim of bullying: we regard all incidences of bullying equally seriously and in turn expect all staff, pupils and parents to play their part in preventing and tackling bullying.

Aims of Policy

This policy aims to:

- Try and prevent bullying in and outside of School, as far as possible, and
- Help staff, pupils and parents deal with bullying when it occurs.

What do we mean by bullying?

Mayville High School has registered and completed the Diana Award Anti-Bullying Ambassador training, with Anti-Bullying Ambassadors in both the Junior and Senior schools.

The Diana Award defines bullying behaviour as "repeated, negative behaviour that is intended to make others feel upset, uncomfortable or unsafe."

Types of bullying can be categorised as V.I.P:

Verbal bullying is the repeated, negative use of speech, sign language, or verbal gestures to intentionally hurt others, e.g. using hurtful words, discriminatory or offensive language, or swear words. This also includes unpleasant remarks related to any protected characteristics, such as:

- Race, religion or culture
- Sex (i.e. talking to in a sexually inappropriate way)

- Gender
- Age
- Sexual orientation (e.g. homophobic bullying)
- Disability / SEN
- Intellectual or other abilities
- Being adopted or a carer

Indirect bullying is the repeated, negative use of actions, which are neither physical nor verbal, to intentionally hurt others e.g. spreading rumours, purposefully excluding another person, damaging or stealing someone's property, or cyberbullying.

Physical bullying is the repeated, negative use of body contact to intentionally hurt others, e.g. kicking, punching, slapping, inappropriate touching, or spitting.

Cyberbullying is the repeated, negative use of technology to intentionally hurt others e.g. posting unwanted pictures or messages, accessing another person's account without permission, creating fake accounts to impersonate or harass someone, and sharing other people's private information online.

Single instances of bullying will be taken just as seriously and an appropriate record will be kept. This will assist the School in spotting patterns and ensuring that a single incident does not become the first of a series.

Bullying can have a serious, long-term impact on psychological well-being.

Schools are required to comply with the Disability Act 2010 and its Equality Duty which has three aims:

- Eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the act.
- Advance equality of opportunity between people who share protected characteristics and people who do not share it.
- Foster good relations between people who share protected characteristics and people who do not share it.

The anti-bullying log will distinguish clearly where bullying due to a protected characteristic has taken place.

Sexual violence and harassment and child on child abuse between children

When referring to sexual violence, we are referring to sexual offences under the Sexual Offences Act 2003.

Unfortunately, children can abuse their peers in this way. With Sexual acts, consent needs to be considered. The age of consent is 16, can never be given by a child under the age of 13 and cannot be given if a person is under the influence of alcohol or drugs. Consent can also be withdrawn at any time. Any sexual activity without consent is a crime.

Child-on-child abuse is most likely to include, but may not be limited to:

- bullying (including cyberbullying, prejudice-based and discriminatory bullying);
- abuse in intimate personal relationships between peers;
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse);

- sexual violence, such as rape, assault by penetration and sexual assault; (this may include an online element which facilitates, threatens and/or encourages sexual violence);
- sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse;
- causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party;
- consensual and non-consensual sharing of nudes and semi-nude images and or videos (also known as sexting or youth-produced sexual imagery);
- upskirting, which is a criminal offence, typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm; and
- initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element).

How the School minimises child on child abuse

The PSHE programme teaches the legislation governing consent. The programme trains pupils in anti-bullying strategies, defines the categories of abuse, addresses issues such as up-skirting and cyber-bullying etc. The school has an anti-bullying team in association with the Diana Award and we promote respect for all, well-being and tackle issues that arise through PSHE lessons and workshops and assemblies. There is a diversity group that promotes respect for disabilities, religions, LGBTQ and multicultural issues.

Any behaviour that a reasonable bystander would say was intended to hurt or upset the victim is wrong and could constitute bullying, including complicity that may fall short of participating directly in the bullying. It is no justification that the perpetrator says or believes that the victim is not upset or hurt by his or her actions or words.

A lot of bullying is performed in subtle ways, which are not easy to detect; a bully can use a simple look, word or gesture to a victim to signal an intended threat or insult. Some pupils are adept at changing a bullying situation into an apparently harmless one when an adult approaches. This makes it all the more important for the victim or another pupil to be able to come forward to report bullying, and for staff and parents to be alert to symptoms of bullying.

Bullying is always hurtful to the victim and damaging to the whole school community. Anyone and everyone who is involved in or witnesses bullying is affected by it. It can cause great distress, unhappiness and psychological damage and at its worst, lead to suicide. It can also be a criminal offence, for example if the behaviour amounts to harassment or threatening behaviour.

Although bullying in itself is not a specific criminal offence in the UK, it is important to bear in mind that some types of harassing or threatening behaviour or communications – could be a criminal offence for example under the Protection from Harassment Act 1997, the Malicious Communications Act 1988, the Communications Act 2003, and the Public Order Act 1986.

If school staff feel that an offence may have been committed, they should report it to the Headteacher, who will then decide whether to seek assistance from the police. For example, under the Malicious Communication Act 1988, it is an offence for a person to send an electronic communication to another person with the intent to cause distress or anxiety or to send an electronic communication which conveys a message which is indecent or grossly offensive, a threat, or information which is false and known or believed to be false by the sender.

Staff have the power to discipline pupils for misbehaving outside the school premises "to such an extent as

is reasonable." This relates to any bullying incidents occurring anywhere outside of school premises, such as on school or public transport or outside the local shops. Where bullying outside school is reported to staff, it will be investigated and acted upon. The Headteacher will also consider whether it is appropriate to notify the police or anti-social behaviour co-ordinator in the local authority of the action taken against a pupil. If the misbehaviour could be criminal or poses a serious threat to a member of the public, the police will always be informed.

Cyberbullying

This should be read alongside our E-safety policy. Cyberbullying is bullying through the medium of ICT.

The rapid development of, and widespread access to, technology has provided a medium for 'virtual' bullying, which can occur in or outside school. Cyberbullying is a different form of bullying and can happen at all times of the day, with a potentially bigger audience, and more accessories, as people forward on content at a click.

It includes:

- Bullying by texts or messages or calls on mobile phones or other mobile devices
- The use of mobile device cameras to cause distress, fear or humiliation
- Posting threatening, abusive, defamatory or humiliating material on websites, to include blogs, personal websites, social networking sites
- Using email to message others
- Hijacking/cloning email accounts
- Making threatening, abusive, defamatory or humiliating remarks in chat rooms or via instant messaging

There are particular features of cyberbullying that differ from other forms of bullying and these need to be taken into account when considering cyberbullying:

- It can begin as a joke or relatively innocently and quickly escalate into a very destructive and upsetting means of targeting individuals.
- The potential 24/7 nature of the bullying with the invasion of home and personal space. Much of the bullying (if not all) might take place out of school.
- Unlike other forms of bullying, a single incident can be experienced as a multiple attack, for example, a video posted to a website can be copied to many different sites.
- The difficulty in controlling electronically circulated messages.
 - It can reach a vast number of people very quickly.
 - This magnifies the potential size of the audience and number of participants, and makes the target uncertain that the event has been contained and will not recur. It can be harder for the target to gain closure, as abusive content can reappear online at any time.
- The bullying can feel relatively anonymous. It may not be readily obvious to the target who is bullying them, which can be very distressing and can lead them to distrust people with whom they have relationships.
- There can be a large number of 'bystanders' or 'accessories'.
- The motivation behind the bullying: some cyberbullying can be accidental or with unintended consequences of an online action. There is evidence of the occurrence of bullying. This is important to keep and can assist with the response.

As with all forms of bullying, the School will take firm action against pupils involved in cyberbullying. Cases of cyberbullying will be dealt with through the School's Anti-bullying policy. However, unlike other forms of bullying, the target of the bullying is likely to have evidence of its occurrence. All evidence should be saved until an investigation has taken place and action has been agreed.

See also the Cyberbullying and Mobile phones and personal device sections in the School's e-safety policy.

How does bullying differ from teasing, friendship difficulties or relationship conflict?

Sometimes pupils can feel hurt or upset because they have been teased or have fallen out with a friend. This is not the same as bullying. Bullying:

- Is deliberately intended to hurt or humiliate
- Involves a power imbalance that makes it hard for the victim to defend themselves
- Is usually persistent
- Often involves no remorse or acknowledgement of the victim's feelings

School staff are ready to help and support pupils who have fallen out with friends, but such situations will not be treated in the same way as a case of bullying. However, the strategies we use may be similar because we acknowledge that over a period of time, the impact on the pupil may be the same, and the situation could become bullying if it escalates.

Preventing Bullying

We aim to prevent bullying by:

- Fostering a whole school ethos of good behaviour, mutual respect, and consideration. We aim to create a safe, happy, and inclusive environment for learning, and encourage pupils to value diversity and difference, protect the vulnerable, and appreciate how their actions might affect others
- Developing a culture in which diversity is championed and celebrated and in which the school takes a proactive role in educating pupils and other members of the school community in issues regarding equality
- Developing a culture in which the vulnerable are protected and incidents which might demonstrate prejudice or intolerance are tackled and addressed, for example by challenging inappropriate or prejudicial language (being an upstander, not a bystander)
- Encouraging all members of the school community to have high expectations and model how to behave towards each other
- Raising awareness about bullying through opportunities in the curriculum, the PSHE and RSE programme, assemblies, and national events such as Anti-Bullying Week, amongst others
- Educating pupils and other members of the school community about how to keep themselves safe when online or using social media or other electronic means of communication, so they take maximum precautions to help prevent themselves from being victims of cyberbullying
- Ensuring all pupils sign up to the school's Acceptable Use Agreements, which make it clear that cyberbullying is unacceptable. This message is regularly reinforced in lessons and pastoral sessions (the school also makes more detailed information on how to deal with cyberbullying available to pupils and parents through PSHE, Computer Science lessons and information sessions on e-safety). Please see the E-safety policy for more information. We also robustly filter and regularly monitor pupils' online activity using Securly, and offer a parent briefing on e-safety.
- Developing pupils' social skills, confidence, resilience and self-esteem; and defining the value of

assertiveness in relationships, as opposed to aggression, whether direct or indirect

- Making it clear to all that there are effective procedures for reporting, investigating and tackling bullying
- Making it clear to all that incidents of cyberbullying or bullying of any kind that occur off the school premises but have an impact on the classroom environment or relationships between pupils will be pursued with the same seriousness as bullying occurring within school
- Making it as easy as possible for pupils who are being bullied to talk to someone they trust and get help confidentially
- Having a strong pastoral team dedicated to pupil welfare and experienced in dealing with bullying issues. The School is committed to raising the awareness of its staff through training, so that the principles of the school policy are understood, legal responsibilities are known, action is defined to resolve and prevent problems, and sources of support are available. All our staff are trained in recognising and responding to bullying and staff awareness is raised through regular discussion of pupil issues in pastoral meetings. Action is taken to reduce the risk of bullying where and when it is known to be most likely to occur, and, where necessary, the School will invest in specialised skills to understand the needs of our pupils, including those with special educational needs or disabilities, and lesbian, gay, bisexual and transgender pupils. The members of staff with overall responsibility for anti-bullying work are the Assistant Heads Pastoral.
- Taking pupils' views into account through the School Council and developing the roles that pupils can play in anti-bullying work, for example, peer counsellors
- The School places emphasis on the part pupils can play to prevent bullying, including when they find themselves as bystanders, particularly emphasised during Anti-Bullying or Kindness Week campaigns. Ensuring that the IT filtering and monitoring systems are effective in protecting members of the school community
- Working in line with national guidance and the requirements of our regulatory bodies.
- Having a team of pupil Anti-Bullying Ambassadors who have been trained to support their peers should they be suffering from or witnessing bullying behaviour. They are identifiable by their green Diana Award badges and will regularly meet with the pastoral team to feed back on what is working well within the school community and what could be improved.
- Pupils will have use of YouHQ - a wellbeing platform designed to check in with them regularly regarding their mood and wellbeing. Within this, they have access to report bullying behaviour to the pastoral team directly.

Being aware – possible signs of bullying

Changes in behaviour that may indicate a pupil is being bullied include:

- Unwillingness to go to school or return after a break
- Failure to produce work, or producing unusually bad work, work that appears to have been copied, or interfered with or spoiled by others
- Belongings are suddenly going missing or being damaged
- Change to established habits (e.g. giving up music lessons, sitting in the library instead of going out at playtime)
- Diminished levels of self-confidence
- Inability to concentrate

- Anxiety, depression, becoming withdrawn or unusually quiet
- Repressed body language and poor eye contact
- Frequent absence, erratic attendance, late arrival to class
- Reluctance to leave the classroom at the end of lessons or school day
- Choosing the company of adults
- Frequent visits to the medical room with symptoms such as stomach pains or headaches, especially at particular times or during particular lessons
- Unexplained cuts and bruises
- Difficulty in sleeping, nightmares
- Talking of suicide or running away

Although there may be other causes for these symptoms, teachers, parents and fellow pupils should be alert for these possible signs of bullying and contact a member of the pastoral team if they are concerned.

Sadly, some individuals are more vulnerable to bullying and less likely to speak out – including LGBT pupils and those with SEND. Again, staff, parents and peers should bear this in mind in cases of possible or suspected bullying.

Dealing with Bullying

If you are being bullied:

- Stay calm and try to appear confident. Tell the bully to stop and withdraw from the situation.
- Do not suffer in silence: talk to a member of staff. This could be your class teacher, tutor, the school nurse/counsellor, or any other member of staff you trust. If you are unhappy about talking to a member of staff directly, you could talk to someone in your family, a friend, or an anti-bullying ambassador.
- Telling does not make you a 'grass' or 'snitch': not telling means that the bullying is likely to continue. Remember, you may not be the only victim.
- Be assured that we take every report of bullying seriously and will act upon it, even if it occurred outside of school. We will keep records of what has happened, and consult you and support you in whatever action we take.
- Remember, being bullied is not your fault – nobody ever deserves to be bullied.
- If you feel you are being bullied by a member of staff you should take the same action as if it were another pupil, that is report the matter to someone you trust. All forms of bullying are unacceptable and all reports of bullying are investigated and dealt with, irrespective of who the person responsible for the bullying incident might be.

If you know that someone else is being bullied:

- Talk to a member of staff, so that the school can take steps to help the victim.
- Stand up for them – studies show that one of the most effective ways of stopping bullying is for fellow pupils to show their support for the victim
- Be sceptical about rumours concerning other pupils. Don't add to them. Put yourself in the position of the person targeted.

- Don't be drawn into simply standing by. Many perpetrators will not persist in bullying unless they have an audience to play to, and by not taking action, it could be argued that you are condoning what is happening.

What the school will do

The exact course of action will vary with each situation but the main objectives should be that bullying incidents are brought into the open and strategies agreed to help resolve the problem.

- All reports of bullying will be taken seriously and investigated immediately
- Everything that happens will be carefully recorded and bullying incidents will be recorded on CPOMS and logged on the anti-bullying log.
- The most important thing is to stop the bullying and ensure the victim is safe
- We aim for a peaceful resolution: revenge is not helpful for the victim or appropriate
- The victim will be supported throughout the process
- Guidance and help will be available for the perpetrator to help change his/her behaviour
- Staff will monitor the situation to ensure that the bullying does not continue. If bullying recurs, further action will be taken
- In any serious case of bullying, the Head will be informed and the school will work with the parents of both the victim and the perpetrator. The school will remain in regular contact with parents until the situation is resolved
- A bullying incident will be regarded as a child protection concern when there is 'reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm' (Children Act 1989). Where this is the case, after the Head has been involved, it may be necessary to make a report to the Social Services and in certain cases the police
- The school will keep a log of all bullying incidents in the anti-bullying log. This log will be reviewed half-termly by the Head, in order to inform preventative work in the school and future development of policies and procedures.

Where appropriate, the School may use restorative justice to resolve the issue. Restorative justice uses the incident of misconduct as an educative opportunity for repairing the harm, by fostering socially responsible relationships and behaviours that take others' perspectives into account.

This is achieved through carefully structured opportunities for individuals to understand the impact of their actions, recognise their social responsibilities and make amends to those who have been affected.

The most common form of restorative justice is community conferencing. Others include the 'Method of Shared Concern', the 'No Blame' approach, restitution, and the formal apology.

The key principles of these methods in anti-bullying work are:

- To develop empathy and concern for others.
- The dynamics that sustain bullying and harassment can be shifted by working with the perpetrators, and often their family and/or peer group.
- A shift in behaviour can be achieved by developing a sense of shared concern for the bullied or harassed persons.

Restorative justice require these factors to be in place first:

- Support for the victimised person who needs to have identified that he/she is being bullied and is confident that the approach advocated will work.
- Preliminary investigation to clearly understand the issues before the process is implemented.
- Staff guidelines and professional development to build understanding, skills and confidence in using the strategies
- Agreement that the goal is to solve the problem rather than to interrogate, punish, blame or label individuals
- Follow-up monitoring of the agreement.

Sanctions

Action taken in response to bullying will be intended to communicate unambiguous disapproval of the bully's activities, and this will usually include sanctions. Sanctions help reassure the victim that the bullying will stop; they help those responsible recognise the harm caused by their behaviour and deter them from repeating it; they demonstrate to the school community that bullying is unacceptable and that the school has effective ways of dealing with it, so deterring others from behaving in a similar way.

If sanctions are warranted, the person(s) responsible will receive a sanction in accordance with the school's behaviour policy. Any sanctions imposed will be fair, proportionate, and reasonable, taking into account any special educational needs or disabilities that pupils may have, and considering the needs of vulnerable pupils.

In any serious case of bullying, the Head will be informed and the school will work with the parents of both the victim and the perpetrator. The school will remain in regular contact with parents until the situation is resolved.

In the most serious cases, the sanction may be a fixed term or permanent exclusion.

A bullying incident will be regarded as a child protection concern when there is 'reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm' (Children Act 1989). Where this is the case, after the Head has been involved, it may be necessary to make a report to the Social Services and in certain cases, the police.

Partnership with Parents

We believe that working with parents/guardians is essential to establishing the school's anti-bullying ethos and resolving any issues that arise

- Parents are encouraged to reinforce the principles of the Anti -Bullying Policy at home
- Parents are asked to let Tutors, Deputy Heads or Assistant Heads know directly if they have cause for concern, either on behalf of their own children or because of rumours about others

In any serious case of bullying parents will be informed by the school and will be invited in to discuss the matter. We will keep in regular contact with parents until the issue is resolved.

Please click on the link below to access advice on bullying.

[Advice for parents](#)

Links to other policies

This policy operates in conjunction with other relevant policies: [Policy Page](#)

Monitoring and evaluation

The effectiveness of this policy and the school's anti-bullying strategies will be evaluated annually through a review of the serious concerns log and consultation with the school council.

Key Contacts

Pastoral team: Mrs Ramsey, Mrs Graham, Mrs Hall, Mr Wilcox, Miss Perry, Mrs Williams, Mrs George

Pupil welfare officer: Mr Meli

Childline – 0800 1111

NSPCC – 0808 800 5000

DfE Behaviour and Discipline in Schools Guidance

<http://www.education.gov.uk/schools/pupilsupport/behaviour/f0076803/advice-for-headteachers-and-school-staff-on-behaviour-and-discipline>

Make Them Go Away (SEND DVD)

Let's Fight it Together (Cyberbullying DVD)

Legislative links:

Schools' duty to promote good behaviour (Education and Inspections Act 2006 Section 89) Power to tackle poor behaviour outside school (Education and Inspections Act 2006 Section 89(5) The Equality Act 2010.

SPECIALIST ORGANISATIONS:

The Anti-Bullying Alliance (ABA):

Founded in 2002 by NSPCC and National Children's Bureau, the Anti-Bullying Alliance (ABA) brings together over 100 organisations into one network to develop and share good practice across the whole range of bullying issues.

Beatbullying:

A bullying prevention charity with an emphasis on working directly with children and young people. In addition to lesson plans and resources for parents, Beatbullying have developed the Cybermentors peer support programme for young people affected by cyberbullying.

Kidscape:

Charity established to prevent bullying and promote child protection. Advice for young people, professionals and parents about different types of bullying and how to tackle it. They also offer specialist training and support for school staff, and assertiveness training for young people.

Restorative Justice Council:

Includes best practice guidance for practitioners.

CYBERBULLYING:

ChildNet International:

Specialist resources for young people to raise awareness of online safety and how to protect themselves.

LGBT:

EACH:

A training agency for employers and organisations seeking to tackle discrimination on the grounds of gender and sexual orientation.

Schools Out:

Offers practical advice, resources (including lesson plans) and training to schools on LGBT equality in education.

Stonewall:

An LGB equality organisation with considerable expertise in LGB bullying in schools, a dedicated youth site, resources for schools, and specialist training for teachers.

This website will be updated shortly to provide links to further information and organisations on transgender and other issues.

SEN/D:

Mencap:

Represents people with learning disabilities, with specific advice and information for people who work with children and young people.

APPENDIX 1 - EDUCATIONAL INPUT TO PREVENT BULLYING

Senior School

Mayville's school ethos is about the right to be an individual – the school believes that it is the happy child who will learn, the one with self-respect who will best meet his or her potential. The school's key words are **caring, respect** and **tolerance**.

The School's Code of Conduct promoting these values are displayed in each classroom.

Bullying would damage the school's ethos and aims and this message is constantly reinforced throughout the school in posters, messages and slogans.

Assemblies regularly focus upon appropriate behaviour to peers, emphasising again the school's aims.

All Remove (year 7) pupils are provided with an Anti-bullying leaflet and a talk from Headteacher within the first week or two within the senior school.

The anti-bullying message is reinforced across the curriculum – for example:-

PSHE lessons.

English – Texts in English that lead to discussions about bullying include:-

"Oliver Twist" – abuse of children

"Carrie's War" – Mr. Evans' stern treatment of the children and his sister.

"Holes" – Harsh regime of the detention centre.

"The Boy in the Striped Pyjamas" racial bullying by Nazis

"Noughts and Crosses" racial bullying

At Key Stage 4:

"Great Expectations" – with particular focus on Chapter 8 – the 'bullying' of Pip by Miss Havisham and Estella.

"Lord of the Flies"

"Of Mice and Men"

NB: the texts studied change from year to year but this is a sample of what may be studied.

Drama – Improvisations based on bullying

History – Work on World War II would cover the killing of Jews in the Holocaust.

Junior School

The Junior School Code of Conduct is displayed in each classroom and highlighted in the Information Booklet to parents. At the start of their junior years, Mayville Junior School aims to uphold these five codes of conduct in everyday life at school.

- Take care of each other
- Always be friendly
- Always be kind
- Never say something to hurt someone else

- Never do anything to hurt someone else.

On many occasions, assemblies focus on showing respect for others. In PSHE lessons at every age level, there is a topic which teaches the children not to undermine the actions of others; show sensitivity towards peers; value the opinions of others; share problems with others and the meaning of bullying in every form.

Throughout the curriculum, pupils work at times in pairs and in groups. They learn to respect each other's opinions as they work, to share ideas and to help one another.

Bullying is touched on specifically in some areas, such as when studying class rules in History.

Pre-Prep Department

The code of conduct is the same as the junior code.

Each class teacher develops the concept of appropriate behaviour within their classroom as a specific topic within PSHE and as need arises e.g. after an incident in the playground.

Issues concerning how we treat each other are regularly dealt with in assemblies.

The term 'bullying' is introduced in Lower II, as pupils gain the ability to really understand the concept.

If there is a recurrent problem with a child or group of children, this is referred to the Head of Pre-Prep and, if appropriate, the Headteacher. Incidents are recorded on CPOMS and, if necessary, parents are advised of the situation and work with the school to ensure our high standards of behaviour are achieved by all.

APPENDIX 2 PUPIL FRIENDLY DIARY INSERTS

The Mayville High School Senior Anti-bullying Policy

- **Think** before you say, send, act,
- **See it, Report it.** It is NOT snitching,
- A smile goes a mile,
- It takes nothing to be kind,
- **Remember** you are not alone.

Bullying is not just Physical, it's also Verbal and Indirect.

If you ever need to talk you can find an Anti-Bullying Ambassador. We will keep it private unless you or someone else is in danger.

How to support a peer

1. Make it clear that you cannot keep it a secret if they or someone else is in danger.
2. It is difficult for someone to talk about their experience so congratulate them for their bravery. It is important to listen; say, "in your own time, tell me what is going on."
3. Encourage them to come up with their own solution and always speak to a member of staff if you are concerned.

I pledge to support all my peers who are being bullied and will not bully.

Sign here.....

WHAT IS BULLYING



Bullying is not just banter.

Bullying is intentional, it's done on purpose.

Bullying can happen face to face or online.

Bullying involves an imbalance of power.

**Bullying is repetitive.
It happens again and again.**

APPENDIX 3 - ANTI-BULLYING POLICY.

Mayville High School

How to Deal with Child on child abuse

We want you to always feel happy and safe at Mayville. While we hope that it will NEVER happen, sometimes children experience behaviour and treatment from other children (their peers) that is so serious it is called **child on child abuse**.

What is child on child abuse?

This can include, but is not limited to, serious bullying (including cyber-bullying). However, it also includes any form of abuse between children (including physical, sexual, emotional and financial abuse, coercive control, exploitation and misuses of power, victimisation, youth violence and prejudice-based violence). It also includes being asked to send inappropriate images online.

You need to talk about it

Although it is not easy, it is important that you talk to an adult if something like this happens to you or if you are worried it is happening to one of your friends. You should talk to any adult you trust, either in school or at home. Please never accept this type of behaviour by saying nothing. You will always be listened to and taken seriously. We will not tolerate any form of abusive behaviour here at Mayville. This type of behaviour only thrives in places where nobody is prepared to speak up about it.

What happens next?

- The member of staff will have to discuss what you have told them with the pastoral team, one of whom will carry out a thorough investigation.
- You will be supported throughout by a nominated member of staff.
- Once the investigation is complete, sanctions will be put in place in line with the school's behavioural policy.
- In very serious cases it may be necessary to involve children's services and/or the police.
- If you are happy to do so, mediation will take place between you and the other pupil(s) involved so that you are all able to move forward.
- Any continuation of the abusive behaviour should be reported immediately.

Remember

if you ignore

child on child abuse

you are accepting it

and normalising it.

Child on child abuse should NEVER be accepted.