



Mayfield Primary School

I A. Anti-Bullying

Date: September 2025

Next Review: Autumn 2 FGB 2026



START WITH WHY

Our Vision. Our intention. Always start with why!

Valuing

Every Achievement

Social - Academic - Moral - Personal

We know that intention can be easy words that look and sound effective. Our true intention is one that is enabled and implemented by the actions we take to show that we mean what we say. Mayfield is committed to building a school that is viewed from the children's eyes. We ask ourselves: How will they approach this? What do they already know? What skills will they bring? Which groups require input? How do we need to teach this? What will engage them? How long do they need? What do they need us to teach them now?

So....

we know our children must be the busiest people in any room. Children must have 'active purpose' and we must erase 'learned helplessness'. Our children's starting points are a vital consideration. We must keep teaching groups as small and precise as possible. Their independence and resilience is imperative. Their strong attendance and punctuality is paramount. We want **everyone** to embrace mistakes and never be afraid to learn from them. We will draft, repeat, refine and polish to achieve lasting progress. Learning is not a rapid, one stop shop. We will talk, listen, perform and present to foster confidence. We must rapidly build vocabulary. Marking **must** have a clear purpose, a response and be as 'live' as possible. We are constantly developing a curriculum that meets our children's needs and it must utilise and embrace our unique location. Classroom layout and design is essential. A unique environment must be generated. We must provide a flexible and responsive timetable and lesson structure. Our teachers must adopt and explore many teaching styles. Social times are a chance for new ideas and to be viewed as a new opportunity and we must be insistent and consistent to foster positive behaviours. We are not afraid to change. We will dare to do and learn. We will challenge established thinking.

We will use common sense. We accept the fallibility of being human. We are not perfect.

We are proud to accept and respect everyone.

Enabling

Every Achievement

Genuine. Honest. Passionate. Take our hand. Change the landscape.

*** Mayfield Primary School is committed to valuing diversity and to equality of opportunity. We aim to create and promote an environment in which pupils, parents/carers and staff are treated fairly and with respect, and feel able to contribute to the best of their abilities. We recognise that it is unlawful to take into account anyone's gender, marital status, colour, race, nationality, ethnic or national origin, disability, religious beliefs, age or sexual orientation. ***



ANTI-BULLYING POLICY

At Mayfield, we believe that all pupils have a right to learn in a supportive, caring and safe environment without the fear of being bullied. We promote good behaviour. It is made clear that bullying is a form of anti-social behaviour. It is wrong and will not be tolerated. Our pupils have a right to be happy, safe and feel respected.

1. Introduction

1.1 What is bullying?

Bullying is any deliberate, hurtful, frightening, threatening behaviour by an individual or a group towards other people/persons either physically or emotionally, on a regular basis. It is persistent over a clear period of time, involves an imbalance of power, is one sided and happens on purpose, and encompasses all forms of communication (including social media).

Bullying behaviour includes:

Physical e.g. hitting, kicking, spitting, pushing, pinching, throwing stones or any other forms of violence;

Verbal e.g. name calling, swearing, spreading rumours, threats, teasing;

Emotional e.g. being unfriendly, excluding, tormenting, ridicule and humiliation;

Cyber-bullying e.g. texting, emailing, social networking;

Damage to property, or theft e.g. pupils may have their property damaged or stolen.

These actions may be directed towards gender identity, sexual identity, ethnic origin, physical/social disability, personality etc...and may therefore be prejudice based bullying or discriminatory bullying.

2 Aims and objectives

2.1 Bullying is wrong and damages individual children. We therefore do all we can to prevent it, by developing a school ethos in which bullying is regarded as unacceptable.

2.2 We aim, as a school, to produce a safe and secure environment where all can learn without anxiety.

2.3 This policy aims to produce a consistent school response to any bullying incidents that may occur.

2.4 We aim to make all those connected with the school aware of our opposition to bullying, and we make clear each person's responsibilities with regard to the eradication of bullying in our school.

3 The role of governors

3.1 The governing body supports the Headteacher in all attempts to eliminate bullying from our school. This policy statement makes it very clear that the governing body does not allow bullying to take place in our school, and that any incidents of bullying that do occur are taken very seriously and dealt with appropriately.

3.2 The governing body monitors the incidents of bullying that occur, and reviews the effectiveness of the school policy regularly. The governors require the Headteacher to keep accurate records of all incidents of bullying and to report to the governors on request about the effectiveness of school anti-bullying strategies.

4 The role of the headteacher

4.1 It is the responsibility of the headteacher to implement the school **anti-bullying strategy** and to ensure that all staff (both teaching and non-teaching) are aware of the school policy and know how to deal with incidents of bullying. The Headteacher reports to the governing body about the effectiveness of the policy on request.

4.2 The Headteacher ensures that all children know that bullying is wrong, and that it is unacceptable behaviour in this school. The Headteacher draws the attention of children to this fact at suitable moments. For example, if an incident occurs, the Headteacher may decide to use assembly as a forum in which to discuss with other children why this behaviour was wrong, and what the consequences are.

4.3 The Headteacher ensures that all staff receive sufficient training to be equipped to deal with all incidents of bullying

4.4 The Headteacher sets the school climate of mutual support and praise for success, so making bullying less likely. When children feel they are important and belong to a friendly and welcoming school, bullying is far less likely to be part of their behaviour.



5 The role of the teacher

5.1 Teachers in our school take all forms of bullying seriously, and intervene to prevent incidents from taking place. They keep their own records of all incidents that happen in their class and that they are aware of in the school.

5.2 If teachers witness an act of bullying, they do all they can to support the child who is being bullied. If a child is being bullied over a period of time, then, after consultation with the Headteacher, the teacher informs the child's parents.

5.3 If, as teachers, we become aware of any bullying taking place between members of a class, we deal with the issue immediately. This may involve counselling and support for the victim of the bullying, and punishment for the child who has carried out the bullying. We spend time talking to the child who has bullied: we explain why the action of the child was wrong, and we endeavour to help the child change their behaviour in future. If a child is repeatedly involved in bullying other children, we inform the Headteacher. We then invite the child's parents into the school to discuss the situation. In more extreme cases, for example where these initial discussions have proven ineffective, the Headteacher may contact external support agencies.

5.4 Teachers attempt to support all children in their class and to establish a climate of trust and respect for all. By praising, rewarding and celebrating the success of all children, we aim to prevent incidents of bullying.

6 The role of parents

6.1 Parents who are concerned that their child might be being bullied, or who suspect that their child may be the perpetrator of bullying, should contact their child's class teacher immediately.

6.2 Parents have a responsibility to support the school's anti-bullying policy and to actively encourage their child to be a positive member of the school.

7 Monitoring and review

7.1 This policy is monitored on a day-to-day basis by the Headteacher, who reports to governors about the effectiveness of the policy on request.

7.2 This anti-bullying policy is the governors' responsibility and they review its effectiveness annually. They do this by examining the school's records, and by discussion with the Headteacher. Governors analyse information with regard to gender, age and ethnic background of all children involved in bullying incidents



MAYFIELD PRIMARY SCHOOL: ANTI-BULLYING STRATEGY

3 Clear Stages

If the school, children or parents/carers raise a concern then the following process will be deployed:

Stage One

- The class teacher/s will carry out an initial investigation (including scrutiny of behaviour records).
- The concern will be recorded on the behaviour log – anti-bullying records within school. (CPOMS)
- The identified children's class teacher/s will discuss concerns with parents/carers and outline the immediate course of action, support and timescales associated with these.
- Class teacher/s will meet with the identified children either together or individually (this must be considered case-by-case) to identify and resolve the problem. The system for monitoring will then be shared with the children.
- The class teacher must inform the Behaviour Leader of their findings and daily actions from this point forward.
- An informal, daily check of the identified children will be made to ensure they feel safe, supported, happy and respected.
- Agreed timescales for monitoring progress will be set by class teachers and parents/carers with regular communication between the two as required (this may be daily, weekly or as concerns emerge).
- Should the problem be successfully resolved, the class teacher will de-escalate the process and inform all parties. Should concerns persist or re-emerge then this will require the re-introduction of this stage or the escalation to Stage Two. The Behaviour Leader will be part of this decision making process. The Headteacher will be informed throughout.
- All staff will be made aware of the scenario and updated weekly through staff briefing information.

Stage Two

- The Behaviour Leader will hold an individual discussion with all parents/carers concerned to outline the current situation, reasons for escalation and the supporting processes from here.
- The Behaviour Leader will meet immediately with the children concerned.
- A 'Happy and Safe Plan' (this may be given a different title depending upon context) will be created with the children concerned. This includes a main aim, steps to achieve this and identifying support systems. From this point a daily monitoring system will be established. This will involve a daily post-lunchtime discussion between the children and the Behaviour Leader.
- This stage may involve the deployment of other staff to become an identified point of contact and/or monitor of playground behaviours for the children concerned.
- Class teachers will now act as a support for the process and will record any concerns with the Behaviour Leader at the first opportunity.
- A weekly behaviour log record will be completed and stored on the school system.
- Communication between home and school to check progress and to register incidents or new concerns.
- Should timescales require this, parents/carers will be updated about progress each half-term.
- Decisions to de-escalate/escalate will be taken only by the Behaviour Leader after discussion with Parents/Carers.
- All staff will be made aware of the scenario and updated weekly through Staff Briefing.
- There is no set timescale for this level of support. Each situation must be measured based upon current evidence.
- Social skills intervention may be deployed to support any of the children in this process.
- The Headteacher will meet with the Behaviour Leader weekly for a formal update on progress.

Stage Three (Stage Two aspects will remain and be supported, enhanced and supplemented in the following ways.)

- Failure to resolve the situation will now require a more formal discussion with the children, parents/carers, class teacher, Behaviour Leader and/or Headteacher. The format and approach taken will depend upon each context and the most appropriate way to proceed.
- This may involve support from external agencies should it be deemed appropriate.
- Playground or social time 'Mentors' may be deployed to assist the management of the situation.
- The 'Happy & Safe Plan' will now include clear goals and timescales related to them.
- Agreed, short-term milestones must be set and progress reviewed through regular contact with those involved.
- Timescales set by the Headteacher & Behaviour Leader.

*** Should concerns persist from here with no resolution being found then the Headteacher will refer to wider behaviour and discipline procedures within school.**

*** The school behaviour recording system holds all bullying related instances – these are fully inclusive of all forms of bullying related to the protected characteristics.**

*** PLEASE NOTE: Parents/carers must contact the class teacher in the first instance, prior to stage one being initiated.**