Mayflower Community Academy

Anti-Bullying Policy

This Policy was adopted and ratified by the Full Governing Body of Mayflower Community Academy at the meeting held in Term 4 2023

Policy for Review: March 2024

"We require every member of the Academy to behave in a
considerate way and to respect the rights of others."

Under the Children's Act 2004, all professionals who work with children and young people
are expected to work towards the five national outcomes for children:

• Be healthy
• Stay safe
• Enjoy and achieve
• Make a positive contribution
• Achieve economic well-being

Mayflower Community Academy believes that its policy against bullying must be seen as an
integral part of its whole school aims which are:

• to celebrate similarities and differences in each other;
• develop mutual respect for one another;
• to provide a broad and balanced curricular experience leading to both academic
achievement and an effective preparation for the skills and flexibility demanded by life after
compulsory education;
• to educate all our pupils to their full potential in a caring, constructive atmosphere in
which there is mutual respect and positive pupil/teacher relationships;
• to develop partnerships which encourage wide support, with help from and for pupils,
staff, governors, parents and the wider community;
Our approach to bullying is a 'whole school' approach. We do expect everyone to act with
courtesy and consideration to others at all times and to always try to understand the other
person's point of view. Neither staff nor pupils will condone or ignore bullying of any nature
and anti-social behaviour will not be tolerated.
"It is important to distinguish between bullying behaviour and an outright condemnation of
the whole person. Bullying behaviour is often an expression of inward distress, the passing
on of negative behaviour, confusion about one's own worth or an extreme need to bolster
self-esteem."
All members of the school will be encouraged not to accept bullying of any form and if they
ever experience, see or suspect bullying is taking place to ALWAYS speak up and TELL
someone.

ALL OF US WILL LISTEN and ALL OF US WILL ACT by involving staff and parents.

Our school will (Preventative Intervention):

• support staff to identify and respond to bullying
• make pupils aware that we listen, and all bullying issues will be dealt with sensitively and
effectively;
• work towards creating an anti-bullying culture;
• ensure that parents/carers expressing concerns about bullying have their concerns taken
seriously

• learn from effective anti-bullying work elsewhere;
• discuss, monitor and review incident of bullying.
• Report, where necessary, incidents of bullying to the local authority.
Mayflower Community Academy recognises that in any large group of people there may be some bullying and however undesirable, it needs to be recognised as a reality. Equally, we need to work together to understand that negative behaviour is not always bullying and that in any human society, there will always be negative behaviour. We, together, will support each other to understand how the behaviour of each of us can impact on others.
Our policy of preventative intervention is intended to create a safer climate where we can maintain our friendly, caring, yet hard-working atmosphere and where all pupils can feel confident that, as an individual, they are important.

Statement of Intent

We are committed to providing a caring, friendly and safe environment for all of our students so they can learn in a relaxed and secure atmosphere where safeguarding and welfare of all pupils is paramount. Bullying of any kind is unacceptable at our school. If bullying does occur, all students should be able to tell and know that incidents will be dealt with promptly and effectively. This means that anyone who knows that bullying is happening is expected to inform members of staff.

Objectives of this Policy

● All governors, teaching and non-teaching staff, students and parents should have an understanding of what bullying is.

● All governors and teaching and non-teaching staff should know what the school's policy is on bullying and follow it when bullying is reported.

● All students and parents should know what the school's policy is on bullying and what they should do if bullying arises.

● As a school we take bullying seriously. Students and parents should be assured that they will be supported when bullying is reported.

● Bullying will not be tolerated in our school.

Staff Responsibilities

● To implement procedures to confront bullying of any form

● To listen to all parties involved in incidents

● To investigate incidents promptly and as fully as possible

● To take appropriate action and to refer to SLT as appropriate

● To share with parents of the victim and bully, incidents of serious and /or persistent bullying

● To promote the use of a range of learning styles and strategies which challenge bullying behaviour

● To promote open management styles which facilitate communication and consultation within school and relevant agencies when appropriate

● To promote the use of interventions which are least intrusive and most effective.

What Is Bullying?

Bullying is the repetitive use of aggression with the intention of hurting another person either physically or emotionally, by intimidating or demeaning others. It is usually persistent and is often covert, and is a conscious attempt to hurt, threaten or frighten someone. Bullying results in pain and distress to the victim.

Bullying and bullying behaviours can be, but not limited to:

Emotional: Derogatory name calling of an insulting and/or personal nature. Demanding money, material goods or favours by means of threat or force.

Physical: Pushing, kicking, hitting, punching or any use of violence because of some perceived physical, economic, sexual, intellectual, cultural or racial difference.

Racist: racial taunts, graffiti, gestures, name calling, incitement, making comments about a person's country, culture, religion or appearance, commenting on parents, spreading rumours.

Faith based bullying: Making a person feel unwelcome and making comments with regard to their faith or beliefs.

Sexual: Unwanted physical contact or sexually abusive comments.

Homophobic: Name calling or making comments because of, or an assumption about a person's sexual orientation, commenting on slandering parents or other relations/friends, spreading rumours. Threat of 'outing' or 'emotional blackmail' because of, or focussing on, the issue of sexuality. Homophobic, biphobic and transphobic (HBT) bullying is unacceptable.

Verbal: Name-calling, sarcasm, spreading rumours, teasing, abuse and threats. Ridiculing an individual. Any words (e.g. Racial, sexual, homophobic, disability, etc.) used in a sexual or aggressive manner designed to hurt or cause offence to others. In addition, any comments made about the size, appearance, clothing, odour, academic ability or other abilities, home life, social circumstances, financial circumstances, or any other comments designed to be hurtful, or words used to intimidate.

Written: Any insults contained in note passing, threatening letters, graffiti, defacing any property belonging to another; or any message passed electronically by text or via the computer.

Interferences with another person - Theft, extortion, vandalism, defacing property, ruling games, blackmail or any other activity designed to intimidate or hurt.

Incitement with another person: Encouraging or forcing others to engage in bullying or bullying behaviours e.g. blackmailing, excluding or use of threatening behaviours. Sexist comments or observations that are derogatory to a different sex.

Disablist bullying: Bullying a person because of their disability, or perceived disability.

Cyber: Cyberbullying is using the Internet, email, online games, social media or any digital technology to threaten, tease, upset or humiliate someone else.
All areas of the internet, such as email & internet chat room misuse. Mobile threats by text messaging & calls. Misuse of associated technology, i.e. camera & video facilities

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

- Bullying (including cyberbullying, prejudice-based and discriminatory bullying)
- 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)
- Abuse in intimate relationships between peers
- Sexual violence and sexual harassment
- Causing someone to engage in sexual activity without consent
- Upskirting, which typically involves taking a picture under a person's clothing without their permission, to obtain sexual gratification or cause the victim humiliation, distress or alarm
- Consensual and non-consensual sharing of nude and semi-nude images and/or videos (also known as sexting or youth produced sexual imagery)
- Initiation/hazing type violence and rituals, which 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

Concerns or allegations of child-on-child abuse will be dealt with in line with the procedures listed within this policy and in line with the schools Child Protection and Safeguarding Policy and Positive Behaviour Policy.

Signs of Bullying

- Sudden changes in behaviour or demeanour of children and young people near others
- Children and young people do not want to go to school, use public transport/school bus
- Sudden gatherings or flows of children and young people in one or two directions

- The children and young people are frightened of walking to or from school or particular activities
- Sudden activity dispersal of groups of children and young people when adults approach
- Changes to usual routines
- A beginning to lack confidence or sudden loss of self esteem
- Increased evidence or heightened tensions e.g. children and young people look cagey, are embarrassed, shout, make poor eye contact and are wary of staff
- Attempted suicide
- The children and young people cry themselves to sleep and/or have nightmares
- Excuses are made not to go to certain activities or areas- a change in pattern
- Stammering starts
- Attendance is poor or attendance drops at activities. May follow a specific pattern throughout the week/month
- Sudden bouts of unexplained sickness
- Truancy
- Money is stolen or is unexpectedly asked for
- A sudden change in punctuality to activities e.g. early or late arrival and departure from activities
- A reluctance to talk about what is wrong
- Sudden change in achievement
- Indication of self-harming
- Excuses for any of the above are given
- Children/young people come home from events and activities hungry when food/money has been provided for them.
- Loitering may occur when the children/young people feels that there are adults and where there is a perception of safety.
- Changes to attitudes with regard to other children/young people which are sudden.

Preventative measures to stop bullying

All children are taught to use STOP which stands for 'Several times on purpose' and 'Start telling other people.' This is discussed in PHSE sessions, in class discussions, during Anti bullying week and as part of assemblies and classroom training including sessions led by Childline/ NSPCC.

A regular PHSE programme is in place which emphasises positive relationships. Through this programme children will be taught:

Empathy; the ability to see and feel another's persons situation
Ability to relate behaviour to outcomes
Ability to see alternative solutions
Ability to recognise critical moments in extreme situations
Ability and motivation to speak up, to be able to make an adult listen and to insist on being heard

A language of emotions

The ability to recognise one's own feelings and to know when to use that knowledge and when not to let it take control

Ability to reflect on all this and to learn from the reflection.

E-safety sessions cover online safety, consideration of the words we use online and how to deal with cyberbullying. It is recognised that sexting can be a form of bullying and pupils are taught about not sending images to other people online/ through mobile devices.

Procedures for dealing with bullying and bullying behaviour

- All parties involved will be asked individually what happened- older children will be asked to record their version of events.
- Explain to those responsible why the incident is unacceptable.
- Record the incident on CPOMs.
- Inform parents/carers and/or other relevant parties.
- Set a sanction and repeat that the behaviour is unacceptable and will not be tolerated. The sanctions will be in line with the school Behaviour Policy. Consider making a contract with the child/children.
- In some circumstances it may be necessary to consider a suspension or to involve the police/ Gateway and record any action points which have been taken on CPOMs
- Check up on the victim, initially on a daily basis and gradually lessen the number of times, to support the harmed child and to establish what (if anything) is improving in their relationship with the other child/children.
- In the event of persistent bullying, outside agencies will be contacted to provide additional support.

Monitoring

The Headteacher and Safeguarding Team monitor incidents of bullying via CPOMs. This policy will be reviewed in line with Safeguarding and Child Protection policies on an annual basis.