

MAYVILLE HIGH SCHOOL  
ANTI-BULLYING POLICY  
RESPECT FOR OTHERS

The aim of Mayville's anti-bullying policy is to ensure that pupils learn in a supportive, caring and safe environment without fear of being bullied. Bullying is antisocial behaviour which affects everyone; it is unacceptable and will not be tolerated. Only when all issues of bullying are addressed will pupils be able to fully benefit from the opportunities available here. Mayville states that it is the happy child who learns, the child with self-respect who will reach his or her potential – bullying will obviously adversely affect this.

The School's Code of Conduct emphasises the importance of respect, tolerance and caring – a copy of the Code is attached and is in each classroom in the junior and senior buildings with a revised, simplified version in each Pre-prep classroom.

Bullying is defined as deliberately hurtful behaviour, repeated over a period of time, where it is difficult for those being bullied to defend themselves. The main types of bullying are:-

- Physical (hitting, kicking, theft)
- Verbal (name calling, racist remarks)
- Indirect (spreading rumours, excluding some from social groups)
- Sexual
- Cyber-bullying (see annex 1)

Pupils who are being bullied may show changes in behaviour, such as becoming shy and nervous, feigning illness, taking unusual absences or clinging to adults. There may be evidence of changes in work patterns, lacking concentration or truanting from school.

Mayville encourages pupils to report bullying incidents at school, whether it relates to them or to others. (see pupil leaflet).

Instructions to Staff

- a) slight suspicions or concerns are noted in the School Behaviour/Comments Diaries – this will help to build up a pattern of behaviour.
- b) If specific incidents of bullying are suspected or reported the incident must be dealt with immediately by the member of staff who has been approached. If they consider this to be a serious and definite bullying issue the matter must be referred to a member of the Senior Management team. They will normally take the following action, but will use their judgement to decide the best way forward:-
  - The victims and those accused of bullying will be interviewed separately
  - Independent witness information will be obtained
  - A written record will be made of the incident, investigation and outcome. Parents will be informed.

The aims of the intervention are –

- To prevent further incidents
- To restore the well-being of and rectify any damage to the self-esteem of the victim.
- To educate the bully so as to permanently change his or her behaviour.

- c) Anti-bullying messages should form part of the PSHE and general curriculum. Attached at Annex 2 are illustrations of how the antibullying message is enforced at Mayville. Think carefully about how you can include this message in the curriculum for your subject/age group.

#### c) Sanctions

Punishment will depend on the severity of the situation and the degree of the intent. The school will use its full range of traditional punishments which range from bad house marks, detentions, loss of privileges through to expulsion.

If appropriate a mentor will be appointed to provide counselling for the bully – this will be negotiated with parents.

#### d) Support for the victim

If considered appropriate and as agreed with parents, a mentor may be appointed to provide 1:1 support for the victim of bullying.

#### Whole class intervention

In practice Mayville has found over the years that there is not one bully but often groups of pupils who do not get on with each other and can cause upset to one pupil or to another group. Often in these situations class intervention is preferable using a variety of tools –

- One to one mentoring by form teacher
- Anonymous listing of concerns by all pupils which are then dealt with in class discussion.
- Writing of class rules/expectations of each other.
- Involvement of member of senior management team to organise and promote discussion.

This course of action may also be used when a request has been made and it has been agreed to keep the situation confidential.

#### Action by Parents

Mayville does take its claim to be a caring school extremely seriously and encourages parents to contact us as soon as they have any concerns about a possible or definite issue of bullying. This will be dealt with as agreed with you and as defined within the policy. You may contact any member of staff or approach the Headteacher directly.

Try to reassure your son or daughter that they are right to tell you and that it is correct for the information to be passed on to the school. Try to obtain as much specific information about the bullying incidents as possible.

In the case of cyberbullying it is recommended that pupils do not have computers in their own rooms, but that these are in a communal area of the home. Have strict guidelines about the use your child may make of the internet and the time they may spend on it.

Parental control software can limit who your child sends emails to and who he or she receives them from.

Moderated chat rooms are supervised by trained adults. Your ISP will tell you whether they provide moderated chat services.

Further useful information can be found on the website for the Department of Children, Schools and Families.

[www.dfes.gov.uk/bullying](http://www.dfes.gov.uk/bullying)

#### Review

The success of any intervention will be reviewed regularly by the Senior Management Team.

Useful websites:-

[www.stoptextbully.com](http://www.stoptextbully.com)

[www.parentlineplus.org.uk](http://www.parentlineplus.org.uk)

[www.teachernet.gov.uk/wholeschool/behaviour/tacklingbullying](http://www.teachernet.gov.uk/wholeschool/behaviour/tacklingbullying)

## ANNEX 1 – CYBERBULLYING

A definition of cyberbullying?

“Cyberbullying is an aggressive, intentional act carried out by a group or individual, using electronic forms of contact, repeatedly over time against a victim who cannot easily defend him or herself.”

Mobile, internet and wireless technologies have increased the pace of communication and brought benefits to users worldwide. Unfortunately, however, their popularity provides opportunity for misuse through ‘cyberbullying’.

Research by Goldsmiths College has identified seven categories of cyberbullying:

- Text message bullying
- Picture/video bullying via mobile phone cameras
- Phone call bullying via mobile phone
- Email bullying
- Chat room bullying
- Bullying through instant messaging
- Bullying via websites.

Unlike other forms of bullying, cyberbullying can follow children and young people outside of school hours and into their own homes, which have previously been a refuge for those being bullied. Cyberbullies can remain unseen and unidentifiable.

Mayville does not allow mobile phones to be used during the working hours, indeed only pupils in Upper V are permitted to retain mobile phones in their possession. Chat rooms are filtered and cannot be used on the school’s network.

Lessons are given to all pupils on the dangers of cyberbullying and the necessity to inform parents/teachers of any incidents.

Stop Text Bullying – top 10 tips poster attached.

**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 first week or two within the senior school.

**SENIOR SCHOOL**

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

PSHE	Is regularly timetabled into the curriculum + will be dealt with in lessons as need arises.
English	<p>Texts in English that lead to discussions about bullying include:-</p> <p>“Buddy” – racial bullying</p> <p>“Welcome Home Jellybean” – re disability</p> <p>“Oliver Twist” – abuse of children</p> <p>“Carrie's War” – Mr. Evans' stern treatment of the children and his sister.</p> <p>“Holes” – Harsh regime of the detention centre.</p> <p>At Key Stage 4 – “Great Expectation” – with particular focus on Chapter 8 – the ‘bullying’ of Pip by Miss Havisham and Estella.</p> <p>“I'm the King of the Castle” – Edmund's bullying of Charles which leads to suicide.</p>
Drama	Improvisations based on bullying
History	Work on World War II covers the killing of Jews etc. by Germans

## 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 are centred around 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 Victorians in History.

## PRE-PREP DEPARTMENT

All Pre-prep classrooms have a copy of the Pre-prep code of conduct – this is in pictorial form for Transition.

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 Department and, if appropriate, the Headteacher. Incidents are recorded in the departmental behaviour incident book 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.

## **MAYVILLE HIGH SCHOOL**

### **CODE OF CONDUCT**

**SHOW RESPECT FOR YOURSELF**

**SHOW RESPECT FOR MEMBERS OF STAFF**

**SHOW RESPECT FOR PEOPLE IN THE COMMUNITY**

**SHOW RESPECT FOR SCHOOL BUILDINGS AND  
EQUIPMENT**

**BE POLITE**

**BE TOLERANT**

**BE CARING**

**BE CONSIDERATE**

**BE PUNCTUAL, SMART AND ORGANISED**

**ALWAYS WORK TO THE BEST OF YOUR ABILITY**