



Mayflower
High School

Anti-Bullying Policy

DOCUMENT CONTROL SHEET

Policy	Amendment	Staff Member	Committee/ Date	FGB Approved:	Start Review On:
Anti-Bullying	Amendments to pages 3 - 6	James Smalley, Assistant Headteacher	Curriculum 25 November 2019	9 Dec 2019	Autumn 2021
Anti-Bullying	Amendments as tracked changes	Assistant Headteacher: Student Standards	Curriculum 22 November 2021	6 Dec 2021	Autumn 2023
Anti-Bullying	Amendments throughout	Assistant Headteacher: Student Standards	CRSM 8 January 2024	8 January 2024	November 2025
Anti-Bullying	Policy has been rewritten and updated throughout	Senior Assistant Headteacher	Policy 13 October 2025	1 December 2025	1 October 2027

This policy is effective until superseded

ANTI-BULLYING POLICY

Statement of Intent

At Mayflower High School, we are committed to providing a caring, friendly, and safe environment for all our students, enabling them to learn in a relaxed and secure atmosphere. Bullying of any kind is unacceptable in our school. If bullying does occur, all students should be able to safely tell, confident in the knowledge that the incident will be dealt with promptly and effectively. We encourage staff, parents/carers and students to promote the ethos of 'telling' in order that all members of our community feel safe, secure and supported. The school will always strive to help resolve any social/friendship issues between students through our pastoral support, provided by Heads of Year and Year Managers. We expect students to follow the advice given, including about social media. Friendship issues are investigated promptly and thoroughly in order to minimise the distress these cause and also to ascertain whether bullying is involved.

This policy is implemented alongside the DfE document "[Preventing and Tackling Bullying – Advice for Headteachers, Staff and Governing Bodies](#)" (July 2017)

Definition

"Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. (Preventing and Tackling Bullying, DfE 2017)

It is important to understand that bullying/harassment is defined by the impact on the person being bullied, not just the intention of the perpetrator. Bullying/harassment is the intentional, repetitive or persistent hurting of one person by another, where the relationship involves an imbalance of power. However, single incidents of hurtful behaviour may still leave the targeted student fearful of repetition and should always be addressed. This is particularly relevant to cyberbullying, when a single incident may have an ongoing impact

Bullying can be:

- Emotional being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures)
- Physical pushing, kicking, hitting, punching or any use of violence,
- Racist racial taunts, graffiti, gestures
- Sexual unwanted physical contact or sexually abusive comments
- Homophobic because of, or focusing on, the issue of sexuality

- Transphobic because of, or focusing on, the issue of sexuality
- Verbal name-calling, sarcasm, spreading rumours, teasing, use of aggressive language
- Exclusion excluded from discussion, activities, group work, being ignored
- Cyber All areas of internet, such as email & internet chat rooms misuse
Mobile threats by text messaging & calls
Misuse of associated technology, i.e. camera & video facilities
With the advances in new technologies, school is aware there is an increased risk of cyberbullying using e-mails, instant messenger, social networking sites, and public websites inappropriately. Therefore, our school has an ICT acceptable use policy, along with a separate eSafety policy.
- Biphobic having or showing a dislike of or prejudice against bisexual people
- Disablist occurs when bullying is motivated by a prejudice against people with any form of disability

Harmful sexual behaviour: this may include physical, verbal or visual sexual harassment or violence and must always be reported to the DSL or DDSL

All staff and students should show respect to each individual and aim to make everyone feel comfortable both on their way to and from school and within it. There must not be any fear of, or intimidation from, other people, either physically or psychologically. Staff must also be aware of their own actions, language and body language, and the effect these can have on a student's confidence.

If there is an incident regarding a protected characteristic as defined by the [Equality Act 2010](#) then it should be recorded as such.

Roles and Responsibilities

All members of the school community are encouraged to take responsibility for their personal behaviour and actions and treat one another with respect and kindness. Everyone should contribute to creating a positive working atmosphere within school where bullying is regarded as unacceptable, difference is celebrated, and discrimination is actively challenged. Teachers, staff, governors and parents/carers should model positive attitudes and relationships. It is important that all members of the school community take responsibility for creating a climate where students who are being bullied, or those who know about it, feel that they will be listened to and believed, and that action taken will be swift but sensitive to their concerns.

Students

Students are encouraged to speak directly with their Form Tutor, Year Manager or Head of Year if they are being bullied or if they believe that another student is experiencing bullying/harassment. Form Tutors should discuss with their Head of Year and Year Manager. Students who are buddies, peer mentors or prefects are encouraged to explore any concerns about bullying/harassment and to report these

to the Form Tutor, Year manager or Head of Year or other member of staff immediately.

Form Tutors

Form Tutors should be aware of any unusual patterns of behaviour or attendance with respect to the students in their form and should investigate these as a priority. Where bullying/harassment is identified or suspected, they should discuss this with the students and then meet with the Head of Year to decide how best to proceed. A record should be kept of these discussions, including accounts written by the students. Form Tutors should continue to monitor situations closely. It should never be assumed that the bullying/harassment has stopped.

Subject teachers

Subject staff should always be aware of the possibilities of bullying/harassment and note any concerns that might arise. These should be discussed with the students, if this seems appropriate, and with the form tutor/Year Manager/Head of Year as a priority. A change of seating plan in the short term should be considered. A record should be kept of any discussions with the student, and this should be passed on to the Form Tutor.

Where information is received about bullying/harassment, the subject teacher should monitor the students carefully and report any further concerns immediately to the relevant year team email or the safeguarding email address.

Heads of Year and Year Managers

Pastoral Leaders may identify patterns of absence, a change in conduct or a decline in results. These should be investigated as a priority and explored with the Form Tutor and Pastoral team. Where bullying/harassment is identified as a cause, this should be dealt with immediately. The action taken by the Pastoral team will vary according to the nature of the incident—normally the victim will receive support and the perpetrator some form of sanction, but also appropriate support. It may be appropriate for the students to meet face to face with the Head of Year/Year Manager/Head of Pastoral, present as an intermediary; this should only be arranged with the agreement of the victim and after discussion as to how the meeting should be managed. Parents/carers of the bully and the bullied student must be informed of the incident and the action taken. It may be appropriate for a member of SLT to be present at any meetings with parents/carers. Pastoral leaders, in conjunction with appropriate SLT staff, will involve external agencies (including police and independent mediation or advocacy services) as appropriate to respond to incidents.

The Pastoral team will often take the lead in investigating bullying. Statements should be taken, and the relevant staff should be informed of any subsequent action. Often, concerns raised are friendship issues, not bullying, resulting from navigation through normal adolescent relationships, and these can be mediated swiftly by Pastoral staff.

If a student does not feel confident to approach staff to report a problem, they can use the 'Tell Us' button on the school's website

Lifeskills Coordinator

SLT, in conjunction with the subject leader of Lifeskills, should ensure that the Lifeskills programme includes opportunities for students to explore the themes of bullying/harassment and ways in which they can develop strategies to combat bullying/harassment. The assembly programme and form time will offer additional opportunities to deliver the anti-bullying message throughout the year.

All staff are responsible for ensuring accurate records are kept of incidents, along with how the school responded. Bullying incidents should be logged on My Concern

Parents and Carers

Parents/carers are encouraged to contact the Form Tutor or Head of Year/Year Manager if they have any concerns about their child or about another student in the school. The member of staff should record these concerns and investigate them as a priority. Parents/carers should allow the school to look into concerns and act accordingly, ever mindful that friendship issues occur and that the school is best placed to investigate thoroughly and objectively. Any continued concerns should be brought to our attention as soon as possible. Parents and carers should not discuss concerns on social media.

Preventing and Responding to Bullying Incidents

Preventing bullying

The school has a strong ethos which encourages all members of the school community to take responsibility for personal behaviour and actions and treat one another with respect and kindness. This is reinforced through the school's core values.

Be Respectful, Be Safe, Be a Learner

These values are promoted in school through, for example, assemblies and form time. An anti-bullying ethos is also reinforced through curriculum opportunities, particularly in the Lifeskills programme. We follow guidance from The Anti-Bullying Alliance.

The school addresses bullying with staff and students by:

- equipping staff to pre-empt or deal with bullying through CPD and support
- educating students about bullying via the Lifeskills curriculum, the Year assembly programme.

Responding to bullying

- Sit down with the student and listen to her/his account of the incident, allowing the student to fully express her/his feelings relating to the incident. Reassure the student that they have done the right thing by reporting the incident(s)
- Agree with the student what steps will be taken and when they will be given feedback about what has happened as a result of this
- Make a decision as to whether the student is able to return to class or needs to remain with a member of staff while the incident is being investigated
- Gather evidence and keep written accounts from everyone who has been involved or who has witnessed the incident, and involve /carers at the earliest opportunity. Record information on MyConcern
- Draw up a list of actions to be taken to deal with the perpetrator(s). This may include discussion, restorative justice and/or sanctions
- Inform the student and parents/carers how the incident is being dealt with, and check that they are satisfied that it has been dealt with effectively
- Talk to the student about how they feel and ask whether they require further support
- Speak to the student at regular intervals to ensure the incident has not started again

A record of action taken should be completed by the Head of Year/Year manager on My Concern, along with any other documentation relating to the incident. The Head of Year.

The support given to students who have been bullied will be decided by the Head of Year/Year Manager and Assistant Headteacher. Possible support includes access to a peer mentor, behaviour mentor or the school counsellor.

The sanctions applied to each case of bullying/harassment will depend on the extent and severity of the incident. The Head of Year and Year Manager will discuss this with the relevant member of SLT, and possible sanctions will include after-school detentions, internal suspension, suspension and the possibility of a permanent exclusion in cases of serious and persistent bullying/harassment.

It should also be recognised that students who bully often need support as well. There may well be personal, social, intellectual, physical and other individual reasons why students bully, and reactions to bullying should be guided by individual needs.

In managing such situations, the school will have regard to current legislation with regard to equal opportunities.

Bullying that occurs outside of school

The Headteacher has a specific statutory power to discipline students for poor behaviour outside of the school premises (Section 89(5) of the Education and Inspections Act 2006).

Where bullying outside school is reported to school staff, and is likely to have an impact on the school's ability to maintain a safe and orderly environment for all, it should be investigated and acted on, using the procedures as above. Where appropriate, parents/carers may be advised to inform the police for them to determine the necessary steps to take. In some cases, where bullying involves children from other schools, the school may share information gathered from parents/carers with other schools.

Incidents involving mobile phones and social networks may also be investigated if students and parents/carers have followed initial guidance about age restrictions, blocking and reporting.

SLT should also consider whether it is appropriate to notify the Police of the actions taken against a student. If the misbehaviour could be criminal or poses a serious threat to a member of the public, the police should always be informed.

Monitoring and Review:

The school uses a range of information to determine levels of bullying, the extent to which students feel safe at school and the extent to which staff feel confident in identifying and addressing bullying. For example:

- there is regular review and monitoring of bullying/harassment incidents, records and data by DSL, Pastoral team and SLT
- this review and monitoring allows regular reports to be made to Governors
- the views of students are sought, for example, through student questionnaires and focus groups
- the views of parents/carers are sought, for example, through meetings and questionnaires
- the views of staff are sought, for example, through questionnaires and the meeting schedule of the school, including Whole School Meetings, Subject Meetings and Pastoral Team Meetings
- evaluation and review of the Lifeskills Schemes of Work and RSE