



Anti-bullying Policy and Procedures

Date Agreed	Approved by	Review Date
January 2017	FGB	January 2018

1. Policy Statement

At Manor Fields School we believe children have the right to go about their daily activities, lessons and playtimes without encountering any form of bullying.

We believe that bullying affects everyone, not just the bullies and the victims. It also affects those other children who witness it and can be affected by the outcomes. Bullying can affect self-esteem, happiness, security and academic and personal achievement. Our school operates a **zero tolerance** approach to bullying.

Our school 'Behaviour Policy' states the importance of providing a happy, caring environment in which all pupils have the opportunity to achieve their full potential. Our principal aim is to ensure that incidents of hurtful behaviour are dealt with in a way that prevents escalation into bullying.

Our school 'Child Protection Policy' also underpins our practice when dealing with an allegation of bullying and the school will remain mindful of the guidance detailed relating to peer on peer abuse.

2. What is Bullying?

Bullying is the systematic, sustained and repeated attempt to undermine an individual's personality, normal behaviour patterns and self esteem. Bullying can occur through several types of anti-social behaviour, for example:

- a) Physical
A child can be physically punched, kicked, hit, spat at, etc.
- b) Verbal
Verbal abuse can take the form of name calling. It may be directed towards gender, ethnic origin, physical/social disability, or personality, etc.
- c) Exclusion
A child can be bullied by repeatedly being excluded from discussion/activities with those they believe to be their friends. Alternatively this can occur if a child is not 'allowed' to play with other children on several occasions.
- d) Manipulation

Using 'psychological' means to harass, torment, intimidate or make another child feel uncomfortable.

e) Damage to or theft of another child's property

f) 'Cyber- bullying'

'Cyber-bullying' is the use of mobile phones, email accounts, websites or any other kind of electronic communication devices to send bullying messages.

If a child or children are suspected of 'Cyber-bullying' then the Headteacher or representative named by him/ her will reserve the right to view the content of the devices owned by those under suspicion.

3. How will the school deal with an allegation of bullying?

Initial Investigation into allegation of bullying

The school follows Herts County procedures for dealing with allegations of bullying. This will involve completion of the form 'Initial investigation into an allegation of bullying' (Appendix 1). Completion of the form will involve discussions with both the victim and child or children accused of bullying, and will also involve discussions with their parents.

Initial investigation of possible prejudice-related incident

A prejudice-related incident is an incident which is perceived by the victim or any other person, to be motivated by hostility, prejudice or ignorance, based on a person's perceived or actual ethnicity, gender, disability, religion, beliefs, sexual orientation or gender identity or their association with someone from one of these groups.

These incidents can also include indirect prejudice driven behaviour that is not targeted at one individual. The impact of this expression of prejudice against an equality group whether intentional or not can be damaging and must therefore be recorded and responded to as a prejudice based incident.

If the school believes that an incident is 'prejudice related' the initial investigation will involve the completion of the form 'Integrated bullying and racist incident form' (Appendix 2)

If the initial investigation determines that bullying has taken place the following strategies will be employed.

Strategies: The Victim

The school works with the victim by:

- Listening to the victim.
- Suggesting short term strategies to deal with immediate situations.
- Talking to the child or children involved.
- Making all supervisory staff aware of potential situations.
- Talking with the victim's parents so that the problem can be understood and explain the strategies the school is putting in place to help the victim.
- Encouraging support from peers where possible.
- Seeking to build self-esteem and confidence and strategies for assertiveness.
- In cases where the Head teacher deems it appropriate, external agencies, counsellors, social workers, may be called upon for advice and guidance.

Strategies: The Perpetrator

The school works with the perpetrator by:

- Indicating anti-social and undesirable behaviour by adult and peer disapproval.
- Making all supervisory staff more aware of 'potential bullying' situations.
- Talking to the child or children involved.
- Separating offenders within school, e.g. withdrawal of play, working alone etc.
- Speaking with offender's parents and seeking consistency of an adult approach to the problem.
- Devising an Individual Behaviour Programme (IBP) which will help the child to learn appropriate social behaviour.
- Referral to outside agencies if deemed appropriate by the Headteacher.
- Aiming to create an atmosphere in school that fosters a child's self respect and confidence.

4. How will the school review the effectiveness of support arrangements?

The emphasis from DfE is increasingly focused on the need to ensure quality incident follow up that resolves issues for all parties and provides appropriate support for the child on the receiving end of hurtful behaviour as well as the child/ren who have been hurtful.

The school will audit and review the effectiveness of support arrangements by completing the following documentation:

Follow- up and evaluation form; child who has been bullied (Appendix 3)

Follow- up and evaluation form: child who has bullied (Appendix 4)

