



Title and Description	Anti-Bullying Policy
Date of last review	October 2017
Approved by	Local Governing Board
To be reviewed by	Personal development, behaviour and welfare Working Group
Responsibility	Deputy Head Teacher
Review period	Annual
Date of next review	October 2018

Anti-Bullying Policy

1. Introduction

- 1.1 This Policy on bullying behaviour is linked with and reinforced by other school policies such as those on Equality, Diversity and Community Cohesion and the Position Statement on Dealing with Sensitive Issues. The Policy on anti-bullying is embedded in the general aims and values of the school as well as procedures for promoting a positive culture for learning behaviour management.
- 1.2 Bullying can be defined as the sustained misuse or abuse of power by an individual or group which causes distress to another person. It may be physical, sexual, verbal or psychological in nature. Bullying is characterised by offensive, intimidating, malicious or insulting behaviour that undermines, humiliates, frightens, denigrates or injures the recipient. It may take place in person or 'remotely' through, for example, mobile phone text messages and the internet (cyber bullying). Not all aggressive behaviour is bullying. Bullying takes place over a prolonged period of time rather than being isolated incidents. Behaviour which appears to be bullying may be exhibited by some children without the intention or awareness that it causes distress. Some individuals may feel they are being bullied, even when there is no intention from others to cause distress. Any complaints of bullying should be taken seriously as the student has a grievance which must be dealt with regardless of whether or not their complaint accords with a standard definition of bullying. Bullying behaviour does not just affect the victim and the perpetrator. Those who witness or know of bullying may be affected too.
- 1.3 Some bullying may be prejudice – related. For example, racist or homophobic. The school recognises its role in promoting an understanding and inclusive environment for all in terms of 'protected characteristics'. The school also recognises its general duty to eliminate discrimination, advance equality of opportunity and foster good relations. (As noted in our Single Equality Scheme).

2. Aims

- 2.1 One of our aims is to lead students towards an understanding of their own feelings, as well as the feelings and sensitivities of others. Promoting 'emotionally literate' young people includes helping them to have empathy for others. At Framwellgate School Durham we accept that bullying can have a long term damaging effect upon all those involved.
- 2.2 Other aims include promoting:-
- respect for the dignity and worth of all members of the school community, as well as tolerance of diversity and the promotion of community cohesion.
 - safeguarding of our students and trying to ensure they are educated in an environment that is safe and caring.

3. Principles

- 3.1 The school will work to ensure that all students, staff and parents/carers are aware that:-
- Students have the right to be safe at school and that bullying is unacceptable.
 - Telling someone in authority about bullying is the right thing to do.
 - Clear procedures will be followed when bullying does occur and that problems will be addressed, as appropriate.
 - Responses to allegations of bullying will be made with due regard for considerations of safeguarding and confidentiality/information sharing

- In cases where parents/carers chose to report issues to the Police the Policy of the school is to cooperate with any subsequent Police investigation by sharing with them any relevant information held by the school.

4. Implementation

4.1 This work to promote understanding happens in curriculum time and in a number of other ways. Framwellgate School Durham will strive to:

- Provide good role models of behaviour throughout the school community.
- Address bullying as a regular theme within PSHCE courses and other enrichment activities such as professionals from external agencies. (PSHCE courses are regularly reviewed and adapted by year group teams of teachers. Lessons are flexible enough to deal with issues raised by students).
- Use Assemblies and tutor time to raise awareness about bullying.
- Use the Tutor Group system to provide opportunities for positive relationships to form between younger and older students.
- Use various enrichment activities and programmes to support positive relationships.
- Deploy support staff to respond to allegations of bullying.
- Make referrals to other professionals (such as the school Counsellor) as appropriate.
- Monitor the use of e-mails on the school ICT system to ensure that school facilities are not mis-used to bully others.

4.2 Peer supporters in school provide advice and guidance.

4.3 Students, parents/carers, governors, and staff will be informed of our anti-bullying policy and procedures through media such as the school website, induction procedures and the School Prospectus.

5. Monitoring & Evaluation

5.1 This Policy will be reviewed each year in line with the annual cycle of whole school improvement planning. This review will be led by the appropriate member of SLT. Monitoring of the impact of this policy will be linked to the established processes of self-evaluation, including the role of student leaders and anti-bullying peer supporters.