Forge Valley School & Sixth Form

Antibullying Policy

Policy version control

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Author In consultation with	Mark Barker, Assistant Headteacher
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Linked policies	This policy should be read alongside: • Behaviour Policy • Child Protection and Safeguarding Policy • SEND Policy • Online Safety Policy / Acceptable Use arrangements • Restrictive Interventions Policy • Suspension and Permanent Exclusion Policy • Attendance Policy • Equality arrangements/policy, where applicable.
Description of changes	See table for version history

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Version	Section	Amendments	Date	Authors
September 2026	6 Cyber bullying	Included a section on Generative artificial intelligence (AI).	14/9/26	MB
September 2025	Pastoral Incident Form	Updated with new Pastoral Incident Form	31/8/25	JC
September 2025	Important contact	Updated contacts	31/8/25	JC
September 2024	Important contacts	Updated contacts	9/9/24	KS
September 2024	Prevention	Added a section to P6 Prevention of bullying.	9/9/24	KS
September 2024	When bullying is reported	Added a section to P8 when bullying is reported and the consideration of a victim led approach where there is a focus on support for the victim.	9/9/24	KS
September 2024	What is cyberbullying	Further information added as to what constitutes cyber bullying. The school does not tolerate bullying in any form There is no order of severity as all bullying is treated seriously.	12/9/24	MB
September 2024	Bullying outside school premises	Clarity around reporting bullying which occurs outside of the school and the right for families to approach the police.	12/9/24	MB

1. Important Contacts

Role	Name	Contact Details
Executive Headteacher	Dale Barrowclough	0114 234 8805 dbarrowclough@inovamat.org
Head of School	John Watson	0114 234 8805 jwatson@forgevalley.sheffield.sch.uk
Assistant Headteacher	Mark Barker	0114 234 8805 mbarker@forgevalley.sheffield.sch.uk
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Designated Safeguarding Lead (DSL)	Rachel Moorwood	0114 234 8805 x 2653 rmoorwood@forgevalley.sheffield.sch.uk
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Local Authority Designated Officer (LADO)		LADO@sheffield.gcsx.gov.uk 0114 273 4850
Chair of Governors	Steve Andrews	0114 234 8805 sandrews@taptontrust.org.uk
Sheffield Safeguarding Hub		0114 273 4855
West MAST Team North MAST Team East MAST Team		0114 250 6865 0114 233 1189 0114 205 3635

2. Aims of this Policy

Forge Valley School promotes a safe learning environment, where everyone is able to enjoy and achieve because young people thrive and learn best when they feel safe. Forge Valley School does not tolerate bullying in any form, however, the resolution when bullying occurs may differ due to contextual factors.

Statement of Intent
We believe our school should be a place where pupils, staff, families and visitors are treated with respect. All children and young people have the right to protection from harm, neglect and abuse. Pupil well-being is of paramount importance.

The school has a system of rewards which aim to motivate and encourage pupils as well as helping to build individual self-confidence and self-esteem. Forge Valley School values everyone's unique contribution to our community.

At Forge Valley School everyone has a responsibility for safeguarding and promoting the well-being of others. With this in mind, all members of the school community have a duty of care, to ensure our pupils are protected from harm.

This policy aims to follow our whole school pledge:

- **Ambition**: We want to learn and develop in a kind and caring community
- **Endeavour**: We will always be upstanders and THINK about our actions and words
- **Success**: We will have a bullying free school

We have carefully considered and analysed the impact of this policy on equality and the possible implications for pupils with protected characteristics, as part of our commitment to meet the Public Sector Equality Duty (PSED) requirement to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations

3. What is Bullying

Bullying is behaviour by an individual or group that is repeated over time and intentionally hurts another individual or group, either physically or emotionally. Bullying involves an imbalance of power between the perpetrator and the person or group experiencing the bullying. This imbalance may be physical, psychological, social or intellectual and may arise from access to information, technology or the capacity to socially isolate another person.

One-off incidents, whilst they may be very serious and will always be addressed, do not ordinarily fall within the definition of bullying. However, a single incident may constitute serious misbehaviour, harassment, discrimination, sexual harassment, violence or a safeguarding concern and will be responded to under the appropriate school policy.

Bullying is:

- Repeated, often over a period of time
- Deliberately hurtful
- Difficult to defend against
- There is an imbalance of power, which makes it hard for those being bullied to defend themselves

Bullying can include:

Forge Valley School does not tolerate bullying in any form, however, the resolution when bullying occurs may differ due to contextual factors.

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: • Racial • Faith-based • Gendered (sexist) • Homophobic /biphobic • Transphobic • Disability-based	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites. It is an attack or abuse, using technology, which is intended to cause another person harm, distress or personal loss.

TYPE OF BULLYING	DEFINITION
Generative artificial intelligence (AI)	Artificial intelligence (AI) tools are increasingly widespread and accessible. Forge Valley School recognises that generative AI can have positive educational uses but can also be misused to harm, harass, intimidate, humiliate or bully others. AI-related bullying may include, but is not limited to, the creation, manipulation or sharing of false or misleading images, audio, video or written content; impersonation; AI-generated abusive or discriminatory content; and the creation or distribution of 'deepfakes' which falsely depict a pupil as saying or doing something. The use of AI to bully, harass or abuse another pupil will be treated in accordance with this Anti-Bullying Policy, the Behaviour Policy and, where appropriate, the Safeguarding and Child Protection Policy. Where AI-generated or manipulated content is sexual or intimate in nature, or where there is a safeguarding concern, this will be reported immediately to the Designated Safeguarding Lead (DSL) or a deputy and managed in accordance with Keeping Children Safe in Education and the school's safeguarding procedures. The fact that content has been artificially generated or manipulated does not reduce the seriousness of its impact on the pupil concerned. The school will consider the nature, intent, impact, distribution and persistence of the content when determining its response. Where appropriate, the school may preserve relevant evidence, request the removal of content, involve parents/carers and refer matters to external agencies, including the police.

3.1. Signs of Bullying

The lives of pupils who are bullied are made miserable; they may:

- Appear unusually withdrawn and uncommunicative
- Exhibit a change in behaviour e.g. lowered participation/poor attendance/truancy
- Display a loss of confidence, concentration and/or self-esteem
- Unexplained injuries (including self-abuse)
- Have unaccountable and repeated damage or loss to bags, books, equipment and money
- Display psychosomatic tendencies (unhappiness, fear, distress or anxiety)

3.2. Prevention

"A school's response to bullying should not start at the point at which a child has been bullied. The best schools develop a more sophisticated approach in which school staff proactively gather intelligence about issues between pupils which might provoke conflict and develop strategies to prevent bullying occurring in the first place. (Department for Education, Preventing and Tackling Bullying: Advice for headteachers, staff and governing bodies, July 2017).

Preventing bullying behaviours can be possible through a range of proactive measures. At Forge Valley School, we look for every opportunity to prevent bullying type behaviours from happening. Some of the actions the school takes to prevent bullying include:

- The issue of bullying is included in the curriculum and classwork e.g. Drama, Form Time activities
- Bullying is addressed through the PSHE programme and is aligned with the standards of the PSHE Association.
- The Form Time and Assembly programmes reinforce British Values and the ethos of the school.
- Anti-bullying week is dedicated to raising awareness of bullying and reminding staff and pupils of their responsibilities to report it.
- Pupils are not permitted to use their mobile phones around the school. This is partly to prevent cyber-bullying.
- Duty staff have been trained to be vigilant and to watch and listen for any bullying type behaviours, no matter how small.
- Duty points have been carefully considered to ensure there are no 'dead spaces' where bullying can take place undisturbed.
- Seating plans in lessons are carefully considered using any relevant information about the relationships between specific pupils.
- The Anti- Bullying Ambassadors regularly consider new ways to prevent bullying through their whole school projects, linking in with other pupil representatives within school.
- External speakers raise awareness of issues such as racism and homophobia.
- Posters in form rooms emphasise the importance of diversity in the school community.
- Working with the wider community such as the police/children's services where bullying is particularly serious or persistent to send a strong message that bullying is unacceptable within our school.

Forge Valley School recognises that specific groups of pupils are particularly vulnerable to bullying. These include children and young people with Special Educational Needs and Disabilities (SEND), young carers, pupils from minority ethnic backgrounds, those who are, or thought to be lesbian, gay, bisexual, transgender, queer, questioning, intersex, asexual or pansexual (LGBTQ+). As such, prevention of bullying considers the specific patterns of discrimination these groups face.

4. Roles & Responsibilities

4.1. The Governing Body

The governing board is responsible for monitoring the effectiveness of this Anti-Bullying Policy and holding the Headteacher to account for its implementation.

4.2. The Headteacher / Head of School

The Headteacher, supported by the Head of School, is responsible for ensuring that this policy is implemented effectively, that the school maintains a culture in which bullying is not tolerated, and that staff respond appropriately to reported or suspected bullying.

4.3. The Assistant Headteacher (Behaviour Lead)

The Assistant Headteacher with responsibility for pupil behaviour has been designated to oversee the anti-bullying policy's implementation.

- To ensure all staff are aware of the contents of the 'Anti-Bullying Policy' and that its procedures are adhered to, through regular training
- To liaise with appropriate staff to ensure the implementation of whole school initiatives to highlight aspects of bullying, including Anti-Bullying Week
- To ensure the use of appropriate assemblies/ Thought for the Day to highlight aspects of bullying, including Anti-Bullying Week
- To liaise with head of PSHE to ensure curriculum has suitable opportunities to both directly explore issues around bullying as well as focus on values that build a culture of good behaviour and is updated as necessary
- To develop roles of anti-bullying ambassadors in delivering **skills, practical ideas, knowledge** and **confidence** to effectively tackle bullying
- Termly analysis of bullying incidents recorded on Bromcom with relevant actions
- To monitor the recording of all incidents of bullying on Bromcom
- To ensure the appropriate Head of Year monitors pupils involved in bullying and keeps the parents/carers informed
- To regularly review all reporting and procedures quality assuring with Parent, pupils and staff that incidents have been dealt with and have not been repeated.

4.4. Designated Safeguarding Lead (DSL)

To liaise with the Headteacher on all matters regarding the safeguarding of children

4.5. Heads of Year

- To clarify the facts through thorough investigation and taking statements from the bully, any victims and witnesses

- To inform all parents / carers of the incident, record the incident and liaise with the Assistant Headteacher with responsibility for pupil wellbeing regarding the sanction
- To review impact of actions in line with review date

4.6. Staff

- To be highly visible and model how to build positive relationships based on mutual respect
- To be alert to any potential incident of bullying and intervene when instances are noticed
- To address minor incidents of disagreement using the schools Golden Rule 'Pupils are expected to show consideration and respect to all members of the school and local community at all times'
- To promptly refer instances that constitute bullying to the Head of year (same day where possible)

4.7. Parents

- To communicate with school when there are concerns regarding a pupil's well-being both in and outside of school
- To collaborate with school in supporting this policy and its processes

4.8. Pupils

- To make good decisions and take personal responsibility for their actions
- To THINK about words and actions in line with our whole school pledge
- To be an upstander when someone is being bullied and make it clear to the bully that their actions are wrong
- To inform a member of staff that bullying is happening
- To encourage the victim to join in activities and groups
- To discuss and consider bullying issues in PSHE lessons and Tutor time

5. Bullying & Safeguarding

Bullying may constitute a safeguarding concern and can be a form of child-on-child abuse. All staff must remain alert to the possibility that bullying may indicate that a child is suffering, or is at risk of suffering, harm.

Where a member of staff has a safeguarding concern about a child arising from bullying, including online bullying, prejudice-based bullying, sexual harassment, violence, coercion, threats or AI-

generated or manipulated content, they must report the concern to the Designated Safeguarding Lead (DSL) or a deputy without delay and follow the school's Child Protection and Safeguarding Policy.
Safeguarding concerns will not be managed solely as behaviour or bullying incidents. The school will adopt a child-centred approach and consider the needs and safety of all children involved.

6. When is Bullying Reported?

6.1. Investigation

The investigation into the bullying incident(s) will be conducted by the most appropriate member of staff, depending on the severity of the allegation. This may include their Form Tutor, Head of Year, Pastoral member of staff, Assistant Headteacher, or may include external agencies such as the Police. This member of staff or agency will determine whether this is bullying or a standalone incident.

Any investigation in to alleged bullying will be discreet, sensitive, timely and thorough. A Pastoral Incident form will be completed and shared with the most appropriate member of staff depending on the severity of the allegation.

The exact timeline of investigations will vary depending on the scenario but will usually include:

- The victims will be talked to along with other witnesses and statements will be taken
- The accused will be talked to, to get their version of events
- Other staff, pupils and parents will be involved, where needed
- Parents/carers will be kept fully aware
- A record will be placed in all the involved pupils' files
- All pupils will be made aware that such behaviour will not be tolerated

6.2. Outcomes

- The school will take a child-centred and victim-informed approach when responding to bullying. The views and wishes of the pupil who has experienced bullying will be carefully considered, alongside the school's safeguarding responsibilities and its duty to provide a safe environment for all pupils.
- The pupil who has been bullied will be offered support if they feel they need it. This may depend on the nature and severity of the incident and may include counselling through the school counselling service or in more extreme cases, referral to external agencies such as CAMHS.
- Pupils who have displayed bullying behaviour will be issued sanctions in line with the school's Behaviour Policy. Depending on the seriousness and circumstances of the

behaviour, sanctions may range from detentions and internal sanctions to suspension or permanent exclusion.
- Parents of those bullied and bullying will be notified of the outcomes of the investigation.
- Where appropriate, and where the pupil who has experienced bullying wishes to participate, a restorative or 'Repair and Restore' approach may be considered. Restorative approaches will not be used where they may place a pupil at further risk of harm or where they are inappropriate because of the nature of the behaviour, the imbalance of power between those involved or safeguarding considerations. A pupil who has experienced bullying will not be required to take part in a restorative meeting with the pupil responsible.

All substantiated incidents of bullying will be recorded on Bromcom in accordance with the school's recording procedures. Where an incident also constitutes a safeguarding concern, it will additionally be recorded and managed through the school's safeguarding recording system in accordance with the Safeguarding and Child Protection Policy.

The appropriate pastoral leader will follow up with the pupil who has experienced bullying after the initial intervention to establish whether the bullying has stopped, whether they feel safe and whether further support or action is required. Where appropriate, further reviews will be arranged.

6.3. Responses and Sanctions

Bullying is regarded as serious misbehaviour under the school's Behaviour Policy. Following appropriate investigation and consideration of the circumstances and history, one or more of the following responses may be applied (this is not an exhaustive list):

- Mediation / restorative approaches
- Where necessary, proportionate interim arrangements may be put in place while an investigation is completed to safeguard pupils, prevent further incidents and maintain an orderly environment. Such arrangements will not imply that a conclusion has been reached about the allegation.
- Detention
- Suspension
- Permanent exclusion
- Referral for counselling / victim support
- Written or verbal apology
- Parent/carer interview with Head of Year and SLT member leading to parental assistance in applying support or strategies or deterrents as necessary
- Continued monitoring of victim/bully individually
- Referral to external agencies e.g. Social Services, Educational Psychologist, Youth and Community Police

6.4. Bullying outside school premises

- Forge Valley staff have the power to discipline pupils for misbehaving outside the school premises. Sections 90 and 91 of the Education and Inspections Act 2006 say that a school's disciplinary powers can be used to address pupils' conduct when they are not on school premises and are not under the lawful control or charge of a member of school staff, but only if it would be reasonable for the school to regulate pupils' behaviour in those circumstances. This may include bullying incidents occurring anywhere off the school premises, such as on school or public transport, outside the local shops, or in a town or village centre.
- Where bullying outside school is reported to school staff, it should be investigated and acted on. The Head of School will consider if it is appropriate to notify the police or relevant authorities
- While school staff members have the power to discipline pupils for bullying that occurs outside school, they can only impose the disciplinary sanction and implement that sanction on the school premises or when the pupil is under the lawful control of school staff, for instance on a school trip.
- Anyone can make a complaint to the police about bullying but it's usually a good idea to speak to the school first.

Bullying and harmful online behaviour which occurs outside school where it has an impact on pupils within school, poses a threat to another pupil or adversely affects the orderly running or reputation of the school. This may include content shared through social media, messaging services, gaming platforms, image or video sharing services and generative AI tools. Where appropriate, the school will consider whether the matter should be referred to the police or another relevant agency.

All sanctions will be applied fairly, consistently and reasonably – after careful consideration of possible contributing factors such as special educational needs, disabilities or other vulnerabilities of both the victim and perpetrator.

The school will support the victim upon finding out about bullying, but will also seek to work with the perpetrator of the bullying in order prevent further incidents in the future.

7. Allegations against staff

Forge Valley School believes that all members of the school community are entitled to protection from bullying. Inappropriate behaviour between pupils or staff will not be tolerated and any concerns or allegations of impropriety will be dealt with quickly, fairly and sensitively through the Safeguarding Policy. Any staff disclosing information, regarding inappropriate behaviour by colleagues, will be listened to and supported by the senior leadership team, in line with the 'Whistle Blowing Policy.

8. Links with other policies

This policy should be read alongside:

- Behaviour Policy
- Child Protection and Safeguarding Policy
- SEND Policy
- Online Safety Policy / Acceptable Use arrangements
- Restrictive Interventions Policy
- Suspension and Permanent Exclusion Policy
- Attendance Policy
- Equality arrangements/policy, where applicable.

9. Evaluation & Monitoring

This policy is a dynamic document and will be updated as new guidance is produced or, in response to research, review or other events that have not previously been covered in depth. Monitoring of the policy will involve consideration of the following data; any reduction in the number of incidents referred for attention; monitoring individual victims/bullies with a view to improved circumstances; positive feedback from parents, pupils and staff; monitoring of the willingness in pupils to report instances of concern; tracking of incidents to inform future decisions on availability of network and infrastructure that can access the internet.

10. National Guidance

This policy has been developed with regard to relevant legislation and national guidance, including:

- Department for Education, Preventing and Tackling Bullying: Advice for headteachers, staff and governing bodies
- Department for Education, Keeping Children Safe in Education 2026
- Department for Education, Behaviour in Schools: Advice for headteachers and school staff
- Department for Education, Generative Artificial Intelligence (AI) in Education
- Equality Act 2010
- Education and Inspections Act 2006
- Education Act 2011

The school will review this policy in response to significant changes in legislation or national guidance.

11. Further sources of information

- The Anti-Bullying Alliance (ABA): Founded in 2002 by NSPCC and National Children's Bureau, the Anti-Bullying Alliance ABA) brings together over 100 organisations into one network to develop and share good practice across the whole range of bullying issues. Advice for parents can be found on the website: https://www.anti-bullyingalliance.org.uk/

- The Diana Award: Anti-Bullying Ambassadors programme to empower young people to take responsibility for changing the attitudes and behaviour of their peers towards bullying. It will achieve this by identifying, training and supporting school anti-bullying ambassadors. https://diana-award.org.uk/

- Kidscape: Charity established to prevent bullying and promote child protection providing advice for young people, professionals and parents about different types of bullying and how to tackle it. They also offer specialist training and support for school staff, and assertiveness training for young people. https://www.kidscape.org.uk/

- ChildNet International: Specialist resources for young people to raise awareness of online safety and how to protect themselves. Website specifically includes new cyberbullying guidance and a practical PSHE toolkit for schools. https://www.childnet.com/

- Digizen: provides online safety information for educators, parents, carers and young people. http://www.digizen.org/

- Internet Matters: provides help to keep children safe in the digital world. https://www.internetmatters.org/

- Think U Know: resources provided by Child Exploitation and Online Protection (CEOP) for children and young people, parents, carers and teachers. https://www.thinkuknow.co.uk/

- The UK Council for Child Internet Safety (UKCCIS) has produced a range of resources for schools, colleges and parents about how to keep children safe online https://www.gov.uk/government/groups/uk-council-for-child-internet-safety-ukccis

LGBTQA+

- Barnardos: through its LGBTQ Hub, offers guidance to young people, parents and teachers on how to support LGBTQ pupils and tackle LGBT prejudice-based bullying

- EACH: (Educational Action Challenging Homophobia): provides a national freephone Actionline for targets of homophobic or transphobic bullying and training to schools on sexual orientation, gender identity matters and cyber-homophobia.

- Proud Trust: helps young people empower themselves to make a positive change for themselves and their communities through youth groups, peer support, delivering of training and events, campaigns, undertaking research and creating resources.

- Schools Out: Offers practical advice, resources (including lesson plans) and training to schools on LGBTQ equality in education.

- Stonewall: An LGBQA+ equality organisation with considerable expertise in LGB bullying in schools, a dedicated youth site, resources for schools, and specialist training for teachers.

SEND

- Mencap: Represents people with learning disabilities, with specific advice and information for people who work with children and young people.

- Changing Faces: Provide online resources and training to schools on bullying because of physical difference.

Race, Religion and Nationality

- Anne Frank Trust: Runs a school's project to teach young people about Anne Frank and the Holocaust, the consequences of unchecked prejudice and discrimination, and cultural diversity.

- Educate Against Hate: provides teachers, parents and school leaders practical advice and information on protecting children from extremism and radicalisation.

- Show Racism the Red Card: Provide resources and workshops for schools to educate young people, often using the high profile of football, about racism.

- Kick It Out: Uses the appeal of football to educate young people about racism and provide education packs for schools.

- Tell MAMA: Measuring Anti-Muslim Attacks (MAMA) allows people from across England to report any form of Anti-Muslim abuse, MAMA can also refer victims for support through partner agencies.

- Anti-Muslim Hatred Working Group: Independent members of this group are representatives from the Muslim community and will assist and advice on all relevant issues.

Appendix 1- Pastoral Incident Form

Incident No. (Pastoral Admin only):

Forge Valley School Pastoral Incident Form

All reported bullying incidents will be recorded in accordance with the school's pastoral recording procedures. Substantiated bullying incidents will be recorded on Bromcom. Where an incident raises a safeguarding concern or constitutes child-on-child abuse, it must also be reported without delay to the DSL or deputy and recorded on CPOMS in accordance with the Child Protection and Safeguarding Policy. The use of a Pastoral Incident Form must not delay an immediate safeguarding referral.

Definitions

Child-on-child abuse can take many forms and may occur inside or outside school and online. It can include bullying (including cyber-bullying, prejudice-based and discriminatory bullying), abuse in intimate personal relationships between children, physical abuse, sexual violence and sexual harassment, causing someone to engage in sexual activity without consent, consensual and non-consensual sharing of nude or semi-nude images, including AI-generated or manipulated images, upskirting and initiation/hazing-type violence and rituals.

Bullying is 'unwanted, aggressive behaviour that involves a real or perceived power imbalance. The behaviour is repeated, or has the potential to be repeated, over time.'

Is this an incident of Child-on-Child abuse / Bullying / Continuous Behaviour Incidents?	This section must be completed – Tick all that apply	
Child on Child abuse is most likely to include, but may not be limited to:		
• Bullying (including online bullying, social bullying, verbal bullying, prejudice-based and discriminatory bullying, e.g. disability, homophobic, racist) or continuous behaviour incident, said directly or indirectly (including the above as well as misogyny	Yes (Complete the Bullying Incident / Continuous Inappropriate Behaviour section of this form below)	
• 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)	Yes (Complete the Bullying Incident / Continuous Inappropriate Behaviour section of this form below)	
• Abuse in intimate relationships between peers	Yes (report on CPOMS)	
• Consensual and non-consensual sharing of nude or semi-nude images and/or videos, including content generated or manipulated using artificial intelligence (AI), deepfakes or other digital technologies.	Yes (report on CPOMS)	
• 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	Yes (report on CPOMS)	
• Sexual violence and sexual harassment	Yes (report on CPOMS)	
• Causing someone to engage in sexual activity without consent	Yes (report on CPOMS)	

• Up-skirting, 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	Yes (report on CPOMS)	

Bullying Incident / Continuous Inappropriate Behaviour

Location/Event:				
Date/dates of the incident:				
Time of the incident:				

Who is involved?

	Name	Year	Form	Role*
1				
2				
3				
4				
5				
6				
7				
8				

Victim's Current Attendance %

Has the alleged incident affected their ability to attend school YES / NO

Are there any indications that the incident was related to any of the following: (Tick all those that apply)			
General Appearance / Body Image		Race / Ethnic Group	
Disability / SEND		Home Circumstances	
LGBTQ+		Religion	
Gender		Other (please state)	

Brief Summary of the incident			
Agreed next steps & with whom – including any sanctions, parental involvement, external agencies involved			
Suspension	Off-site Direction	Restorative Conversation	Parent / Carer Meeting

Parent / Carer contacted of V and P? Yes / No Date:
Time:

Form completed by:

Role:

Reviewed	
Date:	Time:
Comments or Any Further Actions	Yes / No