ANTI-BULLYING POLICY

Date of Issue:	September 2025
Member of Staff Responsible:	TBC
Ratified on:	September 2025
Ratified by:	Full Governing Body: *S.Andrews* Mr S Andrews Chair of Governors
Review Date:	September 2026

Version	Section	Amendments	Date	Authors
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 the focus is 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 that occurs outside of school and the right for families to approach the police.	12/9/24	MB

Contents

Important Contacts

Role	Name	Contact Details
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Assistant Headteacher (Behaviour Lead)	Mark Barker	0114 234 8805mbarker@forgevalley.sheffield.sch.uk
Bullying Lead	TBC	0114 234 8805
Community Engagement and Family Support Worker	Katy Walker-Fretwell	0114 234 8805 kwalker-fretwell@forgevalley.sheffield.sch.uk
Designated Safeguarding Lead (DSL)	Helen Jackson	0114 234 8805 × 2653 hjackson3@forgevalley.sheffield.sch.uk
SENCO and DSD	Steph Benson & Kate Heaton (PT)	0114 234 8805 sbenson@forgevalley.sheffield.sch.uk kheaton@forgevalleyschool.sheffield.sch.uk
Local Authority Designated Officer (LADO)	(not listed)	LADO@sheffield.gcsx.gov.uk0114 273 4850
Chair of Governors	Steve Andrews	0114 234 8805 sandrews@taptontrust.org.uk
Sheffield Safeguarding Hub	(not listed)	0114 273 4855
West MAST Team	(not listed)	0114 250 6865
North MAST Team	(not listed)	0114 233 1189

The 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.

1. 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

What is Bullying
Bullying is defined as the **repetitive**, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power. Bullying is also a form of peer on peer abuse and will be serious misbehaviour.

One- off incidents, whilst they may be very serious and always be dealt with, do not fall within the definition of 'bullying'

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	5
Emotional	Being unfriendly, excluding, tormenting	
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence	
Prejudice-based and discriminatory, including:	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, intended to cause harm, distress or personal loss.	

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)

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, 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, Black and Minority Ethnic (BME), those who are, or thought to be lesbian, gay, bisexual, transgender, queer, questioning, intersexual, asexual or pansexual (LGBTQ+). As such, prevention of bullying considers the specific patterns of discrimination these groups face.

Roles and Responsibilities
The Governing Board
The governing board is responsible for monitoring this behaviour policy's effectiveness and holding the headteacher to account for its implementation.

The Head of School
The headteacher is responsible for reviewing and approving this behaviour policy.

The headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

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.

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

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

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)

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

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

When Bullying is Reported
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

Outcomes
- The school take a victim led approach to resolving bullying in all its forms.
- 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 behaviour policy. These sanctions range from detentions to fixed and even permanent exclusion where it is deemed bullying has been extreme and particularly damaging.
- Parents of those bullied and bullying will be notified of the outcomes of the investigation.
- A 'Repair and Restore' meeting will be set up to take place as soon as possible. This is the process where both parties get an opportunity to achieve closure through mediation by trained staff and/or pupils.

Sanctions

Bullying is a serious offence in the schools Behaviour Policy and following appropriate investigation and considering the circumstances and history, any of these strategies can be applied with (this is not an exhaustive list):
- Mediation / restorative approaches
- Internal exclusion, including during break and lunchtime, until investigation completed
- Detention
- Fixed term 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

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 Headteacher 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.

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.

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.

Links with other Policies

This policy has been developed and evaluated with a view to safeguarding and promoting the wellbeing of all our pupils. It links with the following policies which can be read in conjunction:

- Behaviour Policy which includes rewards & Physical Restraint
- Attendance Policy
- Recruitment and Selection Policy
- Teaching and Learning Policy
- Spiritual and Personal Development Policy (inc. PSHE)
- Pupil Guidelines for Network and Internet Use and Responsible Internet Use Policy (published in the pupil planners)
- Staff ICT Acceptable Use Policy
- Safeguarding

Evaluation and 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.

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

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.

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.

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.

Internet Matters: provides help to keep children safe in the digital world.

Think U Know: resources provided by Child Exploitation and Online Protection (CEOP) for children and young people, parents, carers and teachers.

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.

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

Forge Valley School Pastoral Incident Form To be completed by the member of staff with the concern. If it doesn't need to be recorded on CPOMS it must be sent by email to: pastoralincidentform@forgevalley.sheffield.sch.uk

All incidents of Child-on-Child Abuse which may include Bullying should be recorded on this form initially and once an investigation has been completed by pastoral staff, it will be uploaded onto CPOMS.

Definitions:
Child on Child Abuse is the 'physical, emotional & sexual abuse of a child or young person by their peers which may include bullying or incidents of a sexual nature.' ALL incidents of a sexual nature must be reported to the Safeguarding Team.

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 and semi-nude images and / or videos (also known as sexting or youth produced sexual imagery)	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)	
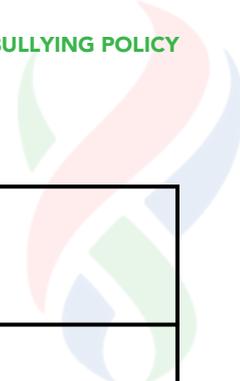
Location/Event:	
Date/dates of the incident:	
Time of the incident	

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 by:	
Date and Time:	
Comments or Any Further Actions Yes / No	