



THE FORGE

TRUST

Anti-Bullying Policy

Written by	L Connolly
Date for Review	September 2021
Approving Body	Principal
Signed Principal	

Our Mission: To improve the communities we serve for the better
Vision:

*Challenging educational orthodoxies so that every child makes good progress in core subjects;
all teachers are committed to personal improvement and fulfil their responsibilities;
all children receive a broad and balanced curriculum;
all academies strive to be outstanding.*

CONTENTS

1	Our Vision
2	Statement of Intent
3	Introduction
4	Pupil Voice
5	Roles and Responsibilities
6	Definition of Bullying
7	Prejudice Related Bullying
8	Where Does Bullying Take Place?
9	Reporting and Responding to Bullying
10	Procedures
11	Strategies for Preventing Bullying
12	Useful Organisations
Appendix 1	The Forge Trust Prejudice Related Incident Form

1. Our Vision

To provide a positive learning environment where pupil well-being is central creating a climate in which all pupils can thrive in line with the Trust aim of: *"All pupils make at least good progress no underperforming cohorts, groups or academies; all teachers enable good or better learning."*

2. Statement of Intent

We are committed to providing a caring, friendly and safe environment for all pupils. Bullying of any kind is unacceptable at our school and will not be tolerated. If bullying does occur, all pupils should feel able to tell an adult and know that incidents will be dealt with promptly and effectively. This means that *anyone* who knows that bullying is happening is expected to tell a member of staff. All members of staff are responsible for dealing promptly with issues brought to their attention.

3. Introduction

All academies within the FORGE TRUST aim to provide a safe, caring and friendly environment for all pupils to allow them to learn effectively, improve their life chances and help them maximise their potential. We would expect pupils to feel safe in the academy and have an understanding of the issues relating to safety, such as bullying. We would expect that they feel confident to seek support from school should they feel unsafe. The academy is aware of its legal obligations and role within the local community supporting parents and working with other agencies outside the school where appropriate.

4. Pupil Voice

The ideas and experiences of pupils are valued within academies belonging to the FORGE Trust

- Pupils through Academy Council, circle time/ class discussions and lessons will have regular opportunities to learn about different types of bullying as well as discussing appropriate responses. Individual academies will also regularly assess how well this policy is working through pupil voice activities such as pupil interview/ questionnaires.
- Parents will also be given regular opportunities to give their views through the Termly Parent Forums/ Parent View.

This policy is available both on academy websites and upon request in individual academies.

5. Roles and Responsibilities

The Principal – Has overall responsibility for the policy and its implementation and for ensuring that their academy liaises with parents/carers, The Forge Trust and outside agencies as appropriate. The Principal in each academy will nominate an Anti-bullying Lead.

Their responsibilities are:

- Implementing the policy and monitoring and assessing its effectiveness in practice;
- Ensuring evaluation takes place and that this informs policy review;
- Managing bullying incidents alongside the SLT;
- Managing the reporting and recording of bullying incidents: working with the SLT;
- Assessing and coordinating training and support for pupil and parents/carers where appropriate;
- Coordinating strategies for preventing bullying behaviour.

6. Definition of Bullying

The repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. Bullying can be physical, verbal or psychological. It can happen face-to-face or through cyberspace. <http://www.anti-bullyingalliance.org.uk/about-us.aspx>

How does bullying differ from teasing/falling out between friends or other types of aggressive behaviour?

- There is a deliberate intention to hurt or humiliate.
- There is a power imbalance that makes it hard for the victim to defend themselves.
- It is usually persistent.

Occasionally an incident may be deemed to be bullying even if the behaviour has not been repeated or has not yet become persistent – if it fulfils all other descriptions of bullying. This possibility should be considered, particularly in cases of hate crime related bullying and cyberbullying. If the victim might be in danger then intervention is urgently required.

What does bullying look like?

Bullying can include:

- Name calling
- Threats
- Nasty teasing
- Taunting
- Mocking
- Making offensive comments
- Physical assault
- Taking or damaging belongings
- Cyber bullying - inappropriate text messaging and emailing; sending offensive or degrading images by phone or via the internet including social networking sites
- Producing offensive graffiti

- Gossiping and spreading hurtful and untruthful rumours
- Excluding people from groups
- Racial bullying
- Homophobic or transphobic bullying

Although bullying can occur between individuals, it can often take place in the presence (virtually or physically) of others who become the 'bystanders' or 'accessories'.

Pupils in FORGE Trust Academies consider the following to be bullying behaviours:

"Bullying is when everyday a group or individual goes out of their way to make you feel bad. It's not bullying if someone loses their temper, you have a fall out or it only happens once."

"Bullying is using power in the wrong way."

"Bullying is when someone constantly hurts you physically or emotionally."

Why are pupils and young people bullied?

Specific types of bullying include:

- Prejudice related bullying of pupils with special educational needs or disabilities, homophobic and transphobic bullying or bullying related to race, religion or culture;
- Bullying related to appearance or health;
- Bullying of young carers or looked after pupil or otherwise related to home circumstances;
- Sexist or sexual bullying.

There is no hierarchy of bullying – all forms should be taken equally seriously and dealt with appropriately.

7. Prejudice Related Bullying

Under the Equalities Act 2010 it is against the law to discriminate against anyone because of:

- Age
- Being or becoming a transsexual person
- Being married or in a civil partnership
- Being pregnant or having a child
- Disability
- Race including colour, nationality, ethnic or national origin including Gypsy ,Roma, Travellers
- Religion, belief or lack of religion/belief
- Sex /gender
- Sexual orientation

These are called 'protected characteristics'.

As part of the requirement on schools to promote fundamental British values, schools must proactively challenge derogatory and discriminatory language and behaviour including that which is racist, homophobic, bi-phobic, transphobic and disabilist in nature.

We will record these types of bullying on THE FORGE TRUST Prejudice Related Incident Form (appendix 2) in all cases.

Other vulnerable groups include

- Bullying related to appearance or health;
- Bullying of young carers or looked after pupils or otherwise related to home circumstances.

Although the above do not currently receive protection under the Equality Act 2010, bullying for these reasons is just as serious. There is no hierarchy of bullying – all forms should be taken equally seriously and dealt with appropriately.

Prejudice Related Language

Racist, homophobic, biphobic, transphobic and disabilist language includes terms of abuse used towards people because of their race/ethnicity/nationality; because they are lesbian, gay, bisexual, or transsexual, or are perceived to be, or have a parent/carer or sibling who is; because they have a learning or physical disability. Such language is generally used to refer to something or someone as inferior and may also be used to taunt young people who themselves are perceived as different or their friends, family members or their parents/carers.

In the case of homophobic, biphobic and transphobic language particularly, dismissing it as banter is not helpful as even if these terms are not referring to a person's sexual orientation or gender identity they are using the terms to mean inferior, bad, broken or wrong. We will challenge the use of prejudice related language in our Academies even if it appears to be being used without any intent. Persistent use of prejudice related language and/or bullying will be dealt with as with any other form of bullying.

8. Where Does Bullying Take Place?

Bullying is not confined to the school premises. Advice for academy leaders to help with this problem and its effects on pupils, acknowledges that it may also persist outside school, in the local community and on the journey to and from school.

Cyberbullying

The increasing use of digital technology and the internet has also provided new and particularly intrusive ways for bullies to reach their victims. We will ensure that our pupils are taught safe ways to use the internet (See our Internet Safety and Acceptable Use Policy) and encourage good online behaviour.

Whilst most incidents of cyberbullying occur outside school we will offer support and guidance to parents and their children particularly those who experience online bullying and will treat cyberbullying the same way as any other forms of bullying.

9. Reporting and Responding to Bullying

Our academy has clear and well publicised systems to report bullying this includes those who are the victims of bullying or have witnessed bullying behaviour (bystanders). In the first instance, allegations of bullying are investigated by the class teacher. All information is passed to the class teacher, if it was reported to a different member of staff. The class teacher records his or her investigation and actions through the CPOMS system so that there is a written account ensuring that he/ she records the type of incident and details of what happened; any actions taken and details of any pupils involved and the nature of their involvement -victim, ringleader, associate, bystander-. This is then uploaded to CPOMS (N.B in Academies not yet accessing the CPOMS system please complete The Academy Anti-Bullying Form: Appendix 1.) The school behaviour policy is then implemented as appropriate.

In the case of bullying, in relation to protected characteristics, it remains the role of the class teacher to investigate but a member of the Senior Leadership Team must be informed and a Prejudice Related Incident Form completed and submitted to the Local Authority.

It is the responsibility of the Principal to monitor the number of instances of bullying

Any complaints regarding the handling of bullying would be dealt with through the school's usual complaints procedure.

10. Procedures

All reported incidents will be taken seriously and investigated; this will involve speaking to all parties. The staff is aware of and follows the same procedures:

- Interviewing all parties, and recording their findings on CPOMS;
- Implementing appropriate disciplinary sanctions in accordance with the Academy's Behaviour Policy, the severity of sanctions being appropriate to the bullying behaviour displayed (At this stage consider whether it is appropriate to inform the relevant member of SLT/ the principal.)
- Communicating with the parents of the pupil/ pupils involved, as is appropriate to the incident;
- Responses may also vary according to the type of bullying and may involve other agencies where appropriate;
- Considering the need for ongoing work in school with either the perpetrator or the victim, including interventions;
- Liaising with the wider community if the bullying is taking place off the school premises i.e. in the case of cyberbullying or hate crime;
- Using the EHAF process where appropriate to involve other agencies who may be able to support.

Recording bullying and evaluating the policy

Bullying incidents will be recorded by the member of staff who deals with the incident and this will be monitored by the Anti-bullying Lead who will report to the Principal.

The information stored will be used to ensure individuals incidents are followed up. It will also be used by the Anti-bullying Lead to identify trends and inform preventative work in school and the development of the policy. This information will be discussed by staff in staff meetings (as part of staff agenda) and necessary actions agreed and taken if parts of the policy appear not to be working.

11. Strategies for Preventing Bullying

As part of our ongoing commitment to the safety and welfare of our pupils across The FORGE TRUST we have developed the following strategies to promote positive behaviour and discourage bullying behaviour:

- PSHE/Citizenship lessons and cross curricular work;
 - Specific curriculum input on areas of concern such as cyberbullying and internet safety;
 - Students have a voice through democratically elected Academy Councillors in each class;
 - Promoting a nurturing learning environment, including the running of interventions to address specific issues.
 - Low class sizes and effective relationships between adults and pupil;
1. Support for parents/carers
 - Information on website signposting helpful websites;
 - Open door policy allows parents to communicate with staff as often as they choose;
 - Effective referral routes to other agencies.
 2. Support for all school staff
 - Staff training and development for all staff including those involved in lunchtime and before and after school activities.

12. Useful Organisations

Anti-bullying Alliance (ABA) - www.anti-bullying.org

Brings together more than 65 organisations with the aim of reducing bullying and creating safer environments in which pupil and young people can live, grow, play and learn.

Mencap – www.mencap.org

Mencap is a learning disability charity that provides information and support to pupil and adults with a learning disability, and to their families and carers.

Stonewall – www.stonewall.org.uk

The lesbian, gay and bisexual charity

Educational Action Challenging Homophobia (EACH) – www.eachaction.org.uk

Educational Action Challenging Homophobia (EACH) is a charity and training agency helping people and organisations affected by homophobia. The website gives guidance, contact details and a freephone helpline.

School's Out – www.schools-out.org.uk

Beatbullying – www.beatbullying.org.uk

Beatbullying is the leading bullying prevention charity in the UK and provides anti-bullying resources, information, advice and support for young people, parents and professionals affected by bullying.

Childnet International – www.childnet-int.org

Childnet International - The UK's safer internet centre

References Documents and Related Policy/Guidance

National Documents

Safe to Learn- DCSF Guidelines

Embedding anti-bullying work in schools – DCSF-00656-2007

Homophobic bullying – DCSF – 00668-2007

Cyberbullying – DCSF – 00658-2007

Bullying Involving Pupil with Special Educational Needs and Disabilities – DCSF 00372-2008

Cyberbullying - supporting school staff –Cyberbullying - A whole school community issue -

www.education.gov.uk/publications

(All pre 2010 documents previously available on teachernet may now be found in the National archive which can be accessed through this website)

APPENDIX 1 - The Forge Trust Possible Bullying Incident Form

Date of Incident: _____ **Time of Incident:** _____

Nature/Type of Incident:

(please tick)

Extortion	
Isolation/Being ignored	
Physical	
Verbal (name-calling, taunting, mocking)	
Cyber	

Personal possessions taken/damaged	
Forced into something against their will	
Written	
Spreading rumours	
Other (please specify)	

Details of the pupils involved:

Names	Year Group	Gender	Ethnic Origin	Role*

V = Victim

R = Ring leader

A = Associate

B = Bystander

Location of Incident:

For example: classroom, library, to/from school, corridor etc.

Motivation for the incident:

(please tick)

Appearance	
Disability/SEN	
Sexist, sexual or transphobic	
Religion	
Race	

Cultural	
Sexual orientation (homophobic)	
Home circumstances	
Other (please specify)	

Summary of the incident:

Action Taken:

Form completed by:

Date:

Any Further Action Taken:

Appendix 2: THE FORGE TRUST Prejudice Related Incident Form

Date of Incident: _____ **Time of Incident:** _____

Details of the pupils involved:

Victim	Year Group	Gender	Ethnic Origin

Incident believed to be related to:	Race/ethnicity/ Nationality	Homophobic/ bi-phobic	Transphobic	Disablist

Perpetrator/Perpetrators	Year Group	Gender	Ethnic Origin

<p>Location of Incident: <i>For example: classroom, library, to/from school, corridor etc.</i></p>
--

Nature/Type of Incident:
 (please tick)

Extortion	
Isolation/Being ignored	
Physical	
Verbal (name-calling, taunting, mocking)	
Cyber	

Personal possessions taken/damaged	
Forced into something against their will	
Written	
Spreading rumours	
Other (please specify)	

Circumstances Leading Up to Actual Incident:

Summary of the incident:

Action Taken:

Form completed by:

Date:

Any Further Action Taken: