

Anti Bullying Policy

2023-25



Document Control

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Document Reference:	SGS Anti Bullying Policy	
Version	01	
Status	Approved	
Updated	NA	
Related Policies	Behaviour Policy Safeguarding and Child Protection Policy	
Relevant Legislation/Guidance	DfE: Behaviour in schools July 2022 Preventing and Tackling Bullying 2017 Anti-Bullying Alliance	
Review Date/Frequency	Biennial or upon legislative change. October 2025	
Approved/Ratified By		

Anti-Bullying Policy

Statement of intent

The Stockland Green School PRIDE Values are the driving force behind everything the school does and hopes to achieve. We aim to create a safe and supportive learning environment in which all members of the school are working together to develop their maximum potential. The Stockland Green School PRIDE Values are designed to incorporate our vision and develop a key ethos which makes it clear to everyone that all forms of bullying including online is unacceptable, will be confronted and stopped.

The aim of the anti-bullying policy is to ensure that pupils learn in a supportive, caring and safe environment without fear of being bullied and that the Stockland Green School PRIDE Values are upheld. Bullying is anti-social behaviour and affects everyone; it is unacceptable. We are committed to providing a caring, friendly and safe environment for all our pupils so they can learn in a relaxed and secure atmosphere. If bullying does occur, all pupils should be able to tell and know that incidents will be dealt with promptly and effectively. Our goal must be to eliminate bullying from Stockland Green School. This policy has been informed by research into best practice and the guidelines provided by The Anti-Bullying Alliance.

Why do we need an Anti-Bullying Policy?

Persistent bullying can severely inhibit a child's ability to learn effectively. The negative effects of bullying can have an impact on a person for their entire life. Stockland Green School wishes to promote a secure and happy environment free from threat, harassment and any type of bullying behaviour. Therefore this policy promotes practices within the school to reinforce our ethos and culture, and to remove or discourage practices that negate them.

What is Bullying?

The ABA (Anti-Bullying Alliance) defines bullying as: "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."

Bullying occurs when an individual or a group uses strength, power or aggression to hurt, either physically or emotionally, by intimidating or demeaning others. Bullying can be emotional, physical, racist, homophobic, biphobic, transphobic, verbal or cyber. It is usually persistent and is often covert, and is a conscious attempt to hurt, threaten or frighten someone. A bully has a wilful, conscious desire to hurt/threaten/frighten someone else.

Bullying may start from an individual or from a group and girls and boys are equally involved in bullying/being bullied. We know that bullying occurs more frequently when there is less teacher supervision, before or after school, during break and lunch-hour, in toilets, PE changing rooms, or other times when such behaviour is more difficult to detect. Most bullying is hidden from teachers; they may be the last to learn about incidents of bullying taking place in their own environment.

Pupils who are being bullied, may show changes in behaviour, such as becoming shy and nervous, feigning illness, taking unusual absences or clinging to adults. There may be evidence of changes in work patterns, lacking concentration or truanting from school. Students being bullied tend to be isolated, anxious, feel inadequate, and are unable to make and maintain friendships and have a low self-image. Bullying can also lead to risky behaviours such as self-harm and may make students vulnerable to exploitation.

Bullying can take many forms including:

- Physical bullying which can include kicking, hitting, pushing and taking away belongings;
- Verbal bullying which includes name calling, mocking and making offensive comments;
- Emotional bullying which includes isolating an individual or spreading rumours about them;
- Cyber-bullying where technology is used to hurt an individual – for instance text messaging or posting messages/images on the internet or any form of social media, this includes Smoothwall alerts on all school and loan devices.
- Racist bullying occurs when bullying is motivated by racial, ethnic or cultural prejudice.
- Sexual bullying is where someone makes unwanted physical contact or makes sexually abusive comments.
- Homophobic and biphobic bullying occurs when bullying is motivated by a prejudice against lesbian, gay or bisexual people.
- Transphobic bullying occurs when bullying is motivated by a prejudice against people who identify as trans.
- Disablist bullying occurs when bullying is motivated by a prejudice against people with any form of disability.
- Sexist bullying occurs when bullying is motivated by a prejudice against someone because of their gender.

Stockland Green School is aware there is an increased risk of cyber bullying using e-mails, instant messenger, social networking sites, and public websites inappropriately due to increased engagement with technology amongst our cohort particularly with the iPad roll out. Therefore, our school has an ICT acceptable use policy which all students sign when using school platforms and devices.

Some warning signs that a student is being bullied

- Changes in academic performance
- Appears anxious
- Regularly feeling sick or unwell. Wanting to visit the nurse regularly. Reluctance to come to school
- Comes home with clothes torn or books damaged
- Money/possessions going missing
- Has unexplained cuts and bruises
- Unexplained behaviour changes, e.g. moody, bad-tempered, tearful. Unhappiness.
- Loss of appetite. Not sleeping. Loss of weight
- Becomes withdrawn anxious, or lacking in confidence
- Not very talkative
- Changes their usual routine
- Becomes aggressive, disruptive or unreasonable
- Is bullying other children or siblings
- Gives improbable excuses for any of the above.

Some reasons why people bully

- Desire to appear powerful
- Unhappiness
- Feelings of inadequacy
- Difficulties at home
- Learned behaviour (they too have been bullied)

In keeping with our commitment to Trauma-Informed practice, it is important that we understand that the victim of bullying is likely to find this experience traumatic but equally that the behaviour *may* stem from insecure attachment and/or a desire for attachment on the part of the aggressor.

Strategies for dealing with bullying

A consistent whole staff approach to dealing with bullying is essential. All staff should be committed to watching out and listening for incidents of bullying and dealing with any incident, however trivial or serious it may seem. All staff, including non-teaching staff, must ensure that the safeguarding of students is at the forefront of their conduct when dealing with issues of bullying. It is important that lunchtime and break time duty staff should be aware and alert, keeping a watchful eye upon quiet corners and students who might be at risk.

It is vital that we use the vehicles at our disposal, be that The Stockland Green PRIDE Values, Personal Development lessons and citizenship programme or our work with outside agencies to make it clear to all students that Stockland Green School will not condone bullying and that all incidents of bullying will be dealt with appropriately, through intervention and education.

All staff will be made aware of the signs of bullying identified above and be vigilant in challenging, supporting and educating as necessary in response to instances of bullying.

It is important that students know that appropriate action will be taken and that they feel comfortable in challenging behaviour that falls short of the standard that we expect.

How to get help

Students should feel able to approach any member of staff for support. However, it is most likely that they will wish to speak to a trusted adult.

Students can feel confident that any member of staff will listen to their problem. Pupils who have been bullied will be supported by:

- Discussion
- Reassurance
- Continuous support
- Support to restore self-esteem and confidence through PRIDE Support or other appropriate sources of guidance
- Referrals to external agencies if required.

It is also important that those who have bullied:

- provide an account of their involvement and the events that happened
- discuss wrongdoing
- are given an opportunity for mediation with other parties
- are given support and education to alter their behaviour in the future
- are subject to an appropriate sanction.

Anti-Bullying Procedures

Stockland Green School makes it clear that bullying in any form is unacceptable. It will be taken seriously and dealt with promptly. Appropriate communication with parents, carers and any relevant agencies will take place in a timely and appropriate fashion.

Staff Responsibilities

- To implement school policies to confront bullying in any form
- To listen to all parties involved in incidents
- To investigate incidents promptly and as fully as possible
- To take appropriate action or to refer to Tutor/Pastoral Staff/Leadership as appropriate
- To record in the appropriate students' files and in the racist/HBT (homophobic, biphobic, transphobic) record if appropriate
- To share with parents of the victim and bully any incidences of bullying, including incidents of persistent and/or serious bullying
- To implement appropriate procedures for a member of staff
- To promote the use of a range of learning styles and strategies which challenge bullying behaviour
- To promote communication and consultation within the school and relevant outside agencies when appropriate
- To model the pride values and our ethos
- To act in a Rights Respecting and Trauma-Informed manner
- To promote the use of effective interventions
- To record incidences of bullying on the most appropriate platform

Practicalities & Communication

- All staff should record incidents of bullying on My Concern and inform the House Pastoral Team.
- Pastoral House Team members will record how incidents of bullying are dealt with on My Concern.
- Pastoral House Team members should monitor victims of bullying to check for reoccurrence.
- Parents/carers of bullies/victims should be kept informed and in serious cases, invited in to participate in counselling sessions.

Anti Bullying Strategies

- Promotion of anti-bullying in assemblies and through wellbeing weeks.
- Use of opportunities within curriculum time to highlight our values and to challenge prejudice.
- Use of CCTV within the school grounds to help with the prevention of bullying.
- A duty rota for staff so they patrol key areas before school, break, lunchtime and after school
- Gathering student voice to inform practice in relation to bullying, including through student leaders.
- Citizenship and Personal Development lessons on anti-bullying, the Bystander Approach and equality and diversity.
- Counselling and intervention through PRIDE Support, the Pastoral House Team and outside agencies
- Strong teacher-student relationships so students feel comfortable in reporting any issues
- Use of the school Police Liaison Officer
- CEOP training for staff (Child exploitation & online protection)

Anti-bullying advice to Students and Parents / Carers

- Be proud of who you are and tell yourself no one deserves to be bullied
- It is best to tell an adult you trust straight away and you will get immediate support
- Be assertive – say ‘no’ and walk confidently away. Go straight to a member of staff
- If you know someone is being bullied- take action by reporting it. Watching and doing nothing looks as if you are on the side of the bully. Teachers have a way of dealing with the bully without them knowing who reported the incident
- It is important you tell your child NOT to fight back. It can make matters worse
- Parents/carer or relatives are NOT recommended to approach (physically approach or via social media communication) other students to resolve an issue. This must be left to the school or external agencies (example – police etc.)
- A great deal of bullying is CYBER-BULLYING. Please regularly monitor your child’s use of texting, TikTok, Snapchat, Instagram and other social media sites. Access to these is out of the schools control when your child is not in school
- TALK to your child on a regular basis, so any problem is easier to share
- LISTEN to what they say
- ENCOURAGE your child to feel good about themselves, realising that we are all different and equally important
- Be realistic in your expectations, sometimes on-going problems can take time to resolve
- TRY to be patient and co-operative. Without a good working relationship between parents and the school the situation could deteriorate, which won’t help you or them
- ALWAYS remember that children can’t solve bullying on their own. They NEED the support of parents/carers and our school.

Sanctions and Outcomes

It is important for the victim of bullying, the perpetrator and the school community as a whole that there are clearly defined sanctions and consequences for any act of bullying. The bully (bullies) maybe asked to genuinely apologise alongside other consequences and mediation may be used where appropriate to reconcile the students. In serious cases suspension may be considered. After the incidents have been investigated and dealt with, each case will be monitored by form tutors and Pastoral Leaders to ensure repeated bullying does not take place. Each case will be dealt with individually but in line with the school Provision and Intervention Stages (Appendix A below).

The law

Some forms of bullying are illegal and should be reported to the police. These include:

- violence or assault
- theft
- repeated harassment or intimidation, e.g. name calling, threats and abusive phone calls, emails or
- text messages
- hate crimes

Call 999 if you or someone else is in immediate danger.

Anti-discrimination law

Schools must also follow anti-discrimination law. This means staff must act to prevent discrimination, harassment and victimisation within the school. This applies to all schools in England and Wales, and most schools in Scotland. Northern Ireland has different anti-discrimination law.

Reporting bullying

You should report bullying to your school in the first place to their Pastoral Leader

Emails can be sent to:

enquires@stockgrn.bham.sch.uk

Tell the police if the bullying involves a crime.

Schools - reporting bullying

School staff will deal with bullying in different ways, depending on how serious the bullying is.

They might deal with it in school, e.g. by disciplining bullies, or they might report it to the police or social services. Any discipline must take account of special educational needs or disabilities that the pupils involved may have.

Police - reporting bullying

Anyone can make a complaint to the police about bullying but it's usually a good idea to speak to the school first.

If you're reporting cyberbullying, keep a record of the date and time of the calls, emails or texts - don't delete any messages you receive.

Bullying which occurs outside school premises

School staff members 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 public transport, outside the local shops, or in a park.

Monitoring, evaluation and review

The school will review this policy annually and assess its implementation and effectiveness. The policy will be promoted and implemented throughout the school.

Appendix A

Transition Point Year 6-Year 7		Data and Information : Monitoring and Tracking (all year groups)			
Stage	Triggers	Intervention	Issued	Monitored	Time
Stage 1 Recorded on G4S Stage 1 by House Pastoral Team	Year 7 transition Information Behaviour for Learning concern	Emotional Coaching Model- TIAAS approach Parent/ Carer Partnership- Home School Agreement Tutor and Faculty Behaviour Take Away/ G4S Trusted adults and wellbeing opportunities		FT House Pastoral	Autumn Term 1
	Three or more negative logs in a week	Phone call home from form tutor Form Tutor 'Green' or Faculty Tracker	House Pastoral	FT	2 Week Review
	One off serious incident	Parental phone call from House Pastoral Team- sanction and intervention assigned Form Tutor 'Green' or Faculty Tracker	House Pastoral HoF	FT	2 Week Review
A student should be moved to Stage 2 if they have unsuccessfully engaged with Stage 1 intervention. Maximum 4 Week Intervention cycle. Successful Intervention removal from BfL stages.					
Stage 2 Recorded on G4S Stage 2 by House Pastoral Team	Unsuccessful Stage 1	Student Profile created and shared with key staff Parent/ Carer Partnership- Meeting Tutor and Faculty Behaviour Take Away/ G4S	HoF / House Pastoral	FT/ PL/ HL	2 Week Review
	Six or more negative logs in a week	Parental contact from House Pastoral Team Pastoral/ House Leader 'Amber' or Faculty Tracker Intervention Menu referral if appropriate	HoF/ House Pastoral	HoF/PL/ HL	2 Week Review
	One off serious incident	Parental meeting from House Pastoral Team Pastoral/ House Leader 'Amber' tracker Intervention Menu referral if appropriate	PL/ HL B2A	HoF/PL/ HL	2 Week Review
A student should be moved to Stage 3 if they have unsuccessfully engaged with Stage 2 intervention. Maximum 4 Week Intervention cycle. Successful Intervention return to Stage 1					
Stage 3 Recorded on G4S Stage 3 by Pastoral Leader	Unsuccessful Stage 2	Student Conference Student Profile created and shared with all staff SEND observation and assessment Intervention Menu referral Parent Partnership- regular communication Respite Re-focus Offer	House Pastoral	PL/ HL	2 Week Review
		Bespoke Behaviour for Learning focused intervention package- Fresh Start	PL/ HL	PL/ HL B2A	2 Week Review
		Potentially an early intervention referral to external agencies- could include sports intervention, police, Erdington Locality Hub	PL/ HL Family Support	PL/ HL	6 Week Review
A student should be moved to Stage 4 if they have unsuccessfully engaged with Stage 3 intervention. Maximum 6 Week Intervention cycle. Successful Intervention return to Stage 2					
Stage 4 Recorded on G4S Stage 4 by Pastoral Leader	Unsuccessful Stage 3	Assigned Behaviour Support Plan (BSP) Lead	House Pastoral/ LG		
	Persistent negative logs, unsuccessful engagement with support and intervention through BfL stages	Behaviour Support Plan (BSP) Parental meeting arranged with feedback from class teachers and students' books, SENCo contribution, possible Ed Psych BSP Tracker Intervention Menu referral- internal or external Respite Re-focus Offer	Identified BSP Lead LG	BSP Lead See BSP Flow Chart	BSP Review 3 weeks 6 weeks 9 weeks
	Unsuccessful BSP targets, persistent or 'one off' incident	Emergency BSP Review Escalated to Stage 5	BSP Lead LG	BSP Lead	3 Weeks
A student should be moved to Stage 5 if they have unsuccessfully engaged with Stage 4 intervention. Maximum 12 Week Intervention cycle: See BSP Flow Chart. Successful Intervention return to Stage 3					
Stage 5 Recorded on G4S Stage 5 by Pastoral Leader	Unsuccessful Stage 4	Leadership Panel including SENCo Risk of Suspension Plan (RSP)	BSP Lead /LG	LG	3 Weeks
		Emergency RSP Review: Not on Track Managed Move, Offsite Direction, Alternative Provision, long term isolation and/or suspension	LG	Pastoral LG	
	Maximum 6 Week Intervention cycle: See BSP Flow Chart Successful Intervention return to Stage 4				