



MAGNUS
CHURCH OF ENGLAND
ACADEMY

Anti-Bullying Policy

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Date of next review: September 2025

Signed by:

A Martin

Principal

Date: September 2024

M O'Connell

Chair of Governors

Date: September 2024

VERSION CONTROL			
VERSION	DATE	AUTHOR	CHANGES
2024	September 2024	LJT	Page 4. Governors to confirm any changes. No other changes

Vision

Developing people of good character who achieve excellence and make a positive contribution to their communities.

Mission

Our mission is to ensure that:

- students develop the knowledge, skills and character to live happy, healthy and successful lives
- all are included and work hard to fulfil their potential regardless of background or starting point – student choices are not limited by self-belief, opportunity or circumstance.

This can be achieved at Magnus through world class learning, high expectations and through encouraging personal, moral and spiritual development within a Christian framework.

Our Core Values...

All our work will be underpinned and driven by the following core values:

• Determination

- Have the courage to work hard and keep going with a relentless drive to achieve excellence.

“Run in such a way that you may win” 1 Corin 9 v 24

• Integrity

- Have the strength of character to choose honesty and truth at all times and be accountable for our actions.

**“ We are taking pains to do what is right not only in the eyes of the Lord
but also in the eyes of man” 2 Corin 8 v21**

• Ambition

- Have the belief and drive to succeed, placing no limits on what can be achieved

“ I can do all things through Christ who strengthens me” Phillips 4 v 13

• Humility

- Recognise and respect the value of everyone and celebrate success together.

“Be completely humble and gentle; be patient, bearing with one another in love”

Ephesians 4v2

• Compassion

- Comfort and support all those in need and offer grace to all in our community.

**“Be like minded, be sympathetic, love one another, be compassionate
and humble” 1 Peter 3 v 8**

Introduction

At Magnus Church of England Academy, we aim to provide a supportive, caring, and friendly environment which allows all our students to learn in an atmosphere which is focussed on improving their life chances and helping them to maximise their potential. This policy sits in line with our vision, mission and core values.

We expect our students to act safely, and feel safe, in and outside of school – we do not tolerate any form of bullying and we are committed to preventing and tackling it. We recognise that as children learn and grow together, they may experience fallouts with their peers, but we are committed to supporting our students to resolve these ‘relational conflicts’ and stop them from progressing to bullying behaviours. If an incident of bullying does occur, we believe our students, parents/carers and staff should feel confident in reporting it and know that that all incidents will be dealt with promptly and effectively. Bullying will never be tolerated at our school.

At Magnus Church of England Academy, we encourage open discussions around differences between people, we actively challenge prejudice, and we celebrate diversity. We adopt a contextual safeguarding, trauma-informed and strengths-based approach to bullying and child-on-child abuse, and we are committed to working with families and outside agencies where appropriate.

Policy Development

This policy has been developed to reflect the most recent Keeping Children Safe in Education (KCSiE) Statutory Guidance (September 2024) and has been written to reflect the Equality Act 2010. It shows our commitment to preventing and responding to the bullying of protected and vulnerable groups of children including disabled children/children with SEN, those who are or perceived to be LGBT, race and religion targeted, young carers, looked after children, appearance targeted, sexist and sexual bullying.

It was formulated in consultation with the whole school community with input from:

- Members of staff (through staff meetings, consultations, surveys)
- Parents/carers (through parents evening meetings and focus groups)
- Students (through the student leader team and surveys)
- Governors (through governor meetings and governor training) - Other partners (including our local

safeguarding partners) This policy is available:

- Online at <https://www.magnusacademy.co.uk/our-academy/policies/>
- In the school prospectus
- From the school office
- Child friendly versions are on display and in welcome packs for new students

This policy is reviewed and evaluated throughout the academic year. It is updated annually.

Roles and Responsibilities

All staff at our school are aware that children may bully other children, and that this can happen both inside and outside of school, and online. All staff understand the school’s Anti-Bullying strategy and approach and know the important role that they each have in preventing and tackling bullying.

The Principal (Anna Martin) has overall responsibility for Anti-Bullying at our school. They are responsible for appointing an Anti-Bullying Coordinator and liaising with the Governing body, parents/carers, the Local Authority, and outside agencies when appropriate.

The Vice Principal for Inclusion (Laura Donaldson) holds the role of ‘Anti-Bullying Coordinator’ and is responsible for:

- Policy development and review (ensuring that students, staff, governors, and parents/carers have opportunities to contribute)
- Implementing the policy and monitoring/assessing its effectiveness
- Managing the reporting and recording of bullying incidents
- Coordinating Anti-Bullying training and support for staff and parents/carers where appropriate - Monitoring the effectiveness of strategies for preventing bullying behaviour

The nominated Governor with responsibility for Anti-Bullying and Behaviour is **Louisa Harris.**

What is bullying and how does it differ to relational conflict?

At Magnus Church of England Academy, we have adopted the definition of bullying provided by the Anti-Bullying Alliance:

“Bullying is the repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. It can happen face to face or online.”

We recognise that bullying can take many forms and can affect any child. It is often motivated by prejudice against particular groups (for example on grounds of race, religion, gender, sexual orientation, special educational needs, or disabilities, or because a child is adopted, in care or has caring responsibilities). Bullying can be motivated by actual differences between children, or perceived differences.

However, we also recognise that incidents may occur between students, which may not be deemed as ‘bullying’ but still require support or intervention from trusted adults. These incidents may be referred to as ‘relational conflicts’ or falling out. Relational conflict differs to bullying in the fact that it is usually between individuals or groups who are relatively similar in power and status (a power balance), and the behaviours or incidents occur occasionally (not repetitive) or occur by accident (not intentional). Usually, following a relational conflict incident, students show remorse and there is a general willingness to make things right or to resolve the conflict.

Not all relational conflict or falling out leads to bullying, but our school is aware occasionally some can, and we are mindful that unresolved bad feelings or relationship problems left unaddressed can be the start of a pattern of behaviour in which the intention becomes to cause harm or distress.

Although bullying and relational conflicts can take place between individuals, we recognise that it often takes place in front of others (either physically or virtually), students who witness these incidents/behaviours are often referred to as ‘bystanders’.

Regardless of whether an incident or situation is deemed as ‘relational conflict’ or ‘bullying’, our school will address the situation and support the students to resolve any negative feelings. Our school will monitor children following a relational conflict to ensure that the situation has been resolved and does not escalate to bullying. Our school will challenge, address, and monitor any incidents of bullying, to ensure that it does not continue and that all students feel supported (this will include the target, the alleged perpetrator, any bystanders, and the wider school community).

What does bullying behaviour look like?

At Magnus Church of England Academy, we consider the context within which incidents and/or behaviours of concern occur. We will consider the motivations behind the behaviours and will take into account the age and stage of development of the students involved. Our focus will always be the safety and welfare of all children involved.

Bullying behaviour may include, but is not limited to:

- Physical – pushing, poking, kicking, hitting, biting, pinching etc.
- Verbal – name calling, sarcasm, spreading rumours, threats, teasing, belittling
- Emotional – isolating others, tormenting, hiding books/belongings, threatening gestures, ridicule, humiliation, intimidating, excluding, manipulation, and coercion

- Sexual – unwanted physical contact, inappropriate touching, abusive comments, homophobic abuse, exposure to inappropriate films etc.
- Online / Cyber – posting on social media, sharing photos, sending nasty text messages, social exclusion etc.
- Indirect – can include the exploitation of individuals such as ‘false friendships’, criminal exploitation, sexual exploitation, and radicalisation
- Prejudice-related – derogatory and discriminatory language and behaviour including that which is racist, homophobic, biphobic, transphobic and disablist in nature. This language and behaviour may be directed towards people because of their race/ethnicity/nationality; because they are lesbian, gay, bisexual, or trans, or are perceived to be, or have a parent/carers, sibling, or friend who is, because they have a learning or physical disability. Such language and behaviour are generally used to refer to something or someone as inferior.

There is no hierarchy of bullying, all forms of bullying are taken equally seriously and will be dealt with appropriately.

Where does bullying take place?

At Magnus Church of England Academy, we understand that bullying is not confined to the school premises. Bullying can take place outside of school, on the journey to and from school and in the local community. Bullying may also take place online (this is sometimes referred to as cyberbullying).

We will offer support and guidance to students, parents/carers and families who have experienced any type of bullying whether this has taken place inside school, outside of school or online. We are committed to working with outside agencies where appropriate to prevent and tackle all forms of bullying.

How to report bullying concerns

At Magnus Church of England Academy, we want students, parents/carers, staff, and visitors to confidently report bullying and know that their concerns will be taken seriously. We remain committed to supporting and safeguarding all children involved including the target, the alleged perpetrator, any bystanders/witnesses to the bullying behaviour and the wider school community.

We have clear reporting systems for each group of our school community, the effectiveness of these reporting systems is reviewed throughout the academic year and may be expanded to meet the needs of all members of our community.

Students, including bystanders/witnesses

We ask that all students report concerns of bullying or bullying behaviour to a member of school staff – this can be any member of teaching or non-teaching staff, including a class teacher, an LSA, the Principal, a lunchtime supervisor, or a member of the office team. We talk about trusted adults regularly in class and in assemblies to remind our students of who they can report concerns to.

The member of staff will listen to the student and make an initial note of their concerns, they will then discuss next steps with them and reassure them that they will be supported. The member of staff will make a formal record of the bullying report on the school's recording system (CPOMs) and other relevant members of staff will be alerted. The member of staff will directly alert the school's Designated Safeguarding Lead if the report is deemed urgent or if a student is considered at risk.

We understand that some students may find it difficult to tell a member of staff about their concerns verbally, we therefore have additional reporting mechanisms in place. Our school also has a specific email address to report bullying concerns (concern@magnusacademy.co.uk) – if a student feels unable to tell a member of staff about their bullying verbally, they could send an email with their concerns, and these will be followed-up/responded to by the school's AntiBullying Coordinator.

Alternatively, students can email the Vice Principal for Inclusion, Mrs L Donaldson directly on ldonaldson@magnusacademy.co.uk.

Even if the behaviour/incident which has been reported is deemed 'not bullying' and is thought to be 'relational conflict', school staff will still support the students involved and help them to resolve any concerns.

Parents/carers

We understand that it can be very difficult for a parent/carer to be concerned or hear that their child has been the target of bullying, has experienced bullying behaviour or is an alleged perpetrator of bullying.

We ask that if parents/carers have concerns about their child experiencing or perpetrating bullying, that they contact a member of school staff. Initially we ask parents/carers to contact their child's tutor (via the school office) to explain their concerns. The tutor will take an initial note of the concerns but may ask to schedule a meeting to allow for more time to discuss the concerns in detail. Following the report and/or the meeting, the tutor will make a formal record of the bullying report on the school's recording system (CPOMs) and other relevant members of staff will be alerted. The member of staff will directly alert the school's Designated Safeguarding Lead if the report is deemed urgent or if a student is considered at risk.

Alternatively, parents/carers can email the Vice Principal for Inclusion, Mrs L Donaldson directly on ldonaldson@magnusacademy.co.uk.

We ask that parents/carers come directly to the school with their concerns rather than discussing them with other members of the school community in person or online.

Our school remains committed to supporting students and their families in all instances of bullying and relational conflict and will respond to reports promptly. Even if the behaviour/incident which has been reported is deemed 'not bullying' and is thought to be 'relational conflict', school staff will still support the students involved and help them to resolve any concerns.

We will endeavour to ensure that all parties are kept informed of progress and any developments, but we will also need to show due regard to GDPR. This may mean, at times, that we are not able to provide or share information or updates.

School staff

Our staff work closely with our students and therefore may notice a change in a student's behaviour or attitude that might indicate that something is wrong before receiving a report from a student or a member of the school community. If staff have any concerns about a student's welfare or are concerned that a student is displaying behaviours that may show they are the target of bullying or perhaps perpetrating bullying, they should act on them immediately rather than wait to be told.

We ask that staff report their concerns via our safeguarding platform, CPOMs. The member of staff must directly alert the school's Designated Safeguarding Lead if the report is deemed urgent or if a student is considered at risk.

Alternatively, school staff can email the Vice Principal for Inclusion, Mrs L Donaldson directly on ldonaldson@magnusacademy.co.uk.

Visitors

We ensure that all visitors to our school are aware of our Child Protection and Safeguarding procedures and which staff member they should report any concerns to (the member of staff may differ depending on the purpose of the visit e.g., supply teacher, governor, external agency etc.).

We ask that if a visitor to our school has any concerns about bullying behaviour that they have witnessed, or been told about, that they report their concerns at the earliest opportunity. We ask that visitors report their concerns in person by the end of the school day. For example, it would not be appropriate to wait until the following day or leave a written note with concerns. The member of staff receiving the report will take an initial note of the concerns and will then make a formal record of the bullying report on the school's recording system (CPOMs.) and other relevant staff members will be

alerted. The member of staff will directly alert the school's Designated Safeguarding Lead if the report is deemed urgent or if a student is considered at risk.

Alternatively, visitors can email the Vice Principal for Inclusion, Mrs L Donaldson directly on ldonaldson@magnusacademy.co.uk.

How our school will respond to reports of bullying

At Magnus Church of England Academy, all reports of bullying or reported concerns of bullying behaviours will be taken seriously and investigated. Even if an incident is deemed 'not bullying' or a 'relational conflict', our school remains committed to supporting all students who have been involved and effected.

Our school keeps records of all reports of bullying, this information is stored on our school's recording system (CPOMs). These records are used to identify trends and inform our school's preventative work. Information from these records is discussed regularly at staff meetings to ensure that all staff are kept up-to-date and are alert to any ongoing concerns.

Our staff use a contextual approach to safeguarding and each incident will be dealt with on a case-by-case basis. Some of our school's responses may include, but may not be limited to:

- Talk to all students involved in the reported incident – this may include the target, the alleged perpetrator, and any bystanders/witnesses
- Talk to the parents (of the target and/or the alleged perpetrator)
- Implement appropriate sanctions in accordance with our school's behaviour policy. These sanctions will be graded according to the seriousness of the incident, but will send out a message that bullying is unacceptable
- Discuss the report/incident/case with other agencies and organisations when appropriate and make referrals to those organisations when appropriate
- Liaise with the wider community if the bullying is taking place off the school premises (e.g., the Police, Town Council etc.)
- Keep in touch with the person who reported the incident/behaviour to inform them that action has been taken – this may include a student, a parent/carer/guardian, a member of staff or visitor, or another member of the school community. We will endeavour to ensure that all parties are kept informed of progress and any developments, but we will also need to show due regard to GDPR. This may mean, at times, that we are not able to provide or share information or updates.
- Implement a range of follow-up support/interventions appropriate to the situation (this may include informal or formal restorative work with the target and alleged perpetrator, solution-focused meetings, individual or group work with the target, individual or group work with the alleged perpetrator, individual or group work with any witnesses/bystanders, group work with the wider-school community etc.)
- Monitor the effectiveness of actions taken and reassess/take more actions if appropriate.
- Liaise with the Designated Safeguarding Lead if there are safeguarding issues or concerns – a DSL may then refer to the Nottinghamshire MASH.
- Refer to the Nottinghamshire County Council 'Pathways to Provision' document and complete an EHAF if appropriate

These actions are applicable to bullying that happens in school, online, or on the way to and from school.

If a parent/carer is not satisfied with our school's actions, we ask that they follow our school's complaint policy and procedures. This is available online from our school website and on request from the school office.

Strategies for preventing bullying

At Magnus Church of England Academy, we are committed to the safety and welfare of our students, and therefore we have developed the following strategies to promote friendly and positive behaviours and discourage bullying behaviours. Throughout the academic year, the effectiveness of these strategies is reviewed, and the variety of strategies may be expanded to address specific concerns or meet the needs of all members of our community.

The strategies we use include, but are not limited to:

Active school council / school parliament with representatives from each year groups

- Student Leadership Team
- Peer mentoring scheme
- Taking part in Anti-Bullying week annually (November)
- Taking part in Safer Internet Day annually (February)
- Robust PSHE and RSE curriculum for all year groups
- Specific curriculum inputs for online safety and cyberbullying
- Drop down days / themed days to promote equality and tackle prejudice
- End of term / end of academic year celebration events
- Opportunities for students to share their voice and opinions – through surveys etc.
- Inclusive displays throughout the school with a diverse range of work, photographs etc.
- Inclusive books throughout the school raising awareness of and celebrating differences, including a wide range of texts in the library, and set texts that promote diversity on whole-school reading lessons for Y7-10.
- Lego therapy, counselling and other interventions for identified students
- Specific initiatives for identified individuals or groups
- Parent information area on the school website
- Parent events, including parent participation groups
- Regular staff training and development for all staff
- All staff model expected behaviour and our Core Values
- Guidance to students on the remit of bullying. It does not just happen inside school, and bullying that happens online or on the journey to and from school should be reported, in the same way that bullying is reported in school.

Breaches / Complaints

Breaches to this policy will be dealt with in the same way that breaches of other school policies are dealt with, as determined by the Head teacher and Governing Body.

If a parent/carer is not satisfied with our school's actions, we ask that they follow our school's complaint policy and procedures. This is available online from our school website, and on request from the school office.

Links with other policies

You may find it helpful to read this Anti-Bullying policy alongside the other following school policies:

Policy	How it may link
Child-on-child Abuse Policy	Includes links to bullying – specifically sexualised bullying and exploitation
Behaviour for Learning Policy	Includes details about the rewards and sanctions for students
Safeguarding Policy	Includes information about child protection procedures and contextualised safeguarding
Online Safety / E-Safety / Acceptable Use Policies	Includes information about children's online behaviour and details about online bullying/cyberbullying
Equalities Policy	Includes information about our school's approach to tackling prejudice and celebrating differences. Links to prejudice-related language and crime and the protected characteristics
RSE Policy	Includes information about our school's RSHE programme and how we teach about relationships, friendships, and bullying

Monitoring and Review

This policy is reviewed and evaluated throughout the academic year. It is updated annually.

Date of issue: September 2024

Date to be reviewed: September 2025