

MAGDALEN COLLEGE SCHOOL

ANTI-BULLYING POLICY

Non-Statutory Policy – Annual Review

Adopted By:	Governing Body
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1. Introduction

Keeping Children Safe in Education (KCSIE) states that 'Child-on-child abuse is most likely to include, but may not be limited to:

- Bullying (including cyberbullying, prejudice-based and discriminatory bullying).
- Abuse in intimate personal relationships between children (sometimes known as 'teenage relationship abuse').
- Physical abuse which can include hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm.
- Sexual violence, such as rape, assault by penetration and sexual assault.
- Sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment.

Abuse should always be treated seriously and never just dismissed as a part of growing up.

At Magdalen, we recognise that bullying is a safeguarding issue which can significantly impact on those being bullied.

This policy has been developed in consultation with staff, governors, students and parents. It is reviewed and updated every year.

2. Definition

Bullying is the repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power.

3. Methods and Practices of Bullying

The following are some examples of the many different forms of bullying, but do note that this is not an exhaustive list:

- **Physical** - For example, kicking, hitting, spitting, pushing, taking and damaging belongings, or threatening to do any of these things.
- **Verbal** - For example name calling, taunting, threats, offensive or discriminatory remarks, whether about people or objects.
- **Indirect, emotional or relational** - For example, spreading hurtful and untruthful rumours or nasty stories, gossiping, excluding from social groups, forcing someone to do something against their will, tormenting, "dirty looks", or producing offensive graffiti.
- **Cyber** - For example, sending offensive text messages, using pictures or video clips (eg of upskirting), Instant Messaging, emails, social networking sites or other electronic contact to cause harm, embarrassment or discredit to students or staff of the school. 'Cyber-bullying is an aggressive, intentional act carried out by a group or individual using electronic forms of contact repeatedly over time against a victim who cannot easily defend him or herself'.¹
- **Prejudice-related** - For example, bullying or harassment that is homophobic / biphobic, gender based, sexist, sexual or transphobic, racist or discriminating against religion, Special Educational Needs, disabilities, health conditions or a person's home circumstances, such as

being looked after, or caring for a family member. This includes actions or language that discriminates against people for any of these reasons, or other reasons relating to a person's identity.

- **Sexual** - For example inappropriate or unwanted physical contact, verbal comments or cyber messages of a sexual nature.

4. Off-Site Bullying

The school has an enduring interest in the welfare and conduct of its students and will respond supportively to any information it receives about bullying outside school, for example in journeys to and from school, in after school activities, or through use of technology such as the internet or mobile phones outside of school hours. The Education and Inspections Act 2006 gives Headteachers the power:

“to such an extent as is reasonable to regulate the behaviour of students when they are off the school site (which is particularly pertinent to regulating cyberbullying)”.

To help prevent and reduce bullying off-site, the school will:

- Talk to the local community Police Officer about known problems.
- Talk to the Headteachers of other schools whose children may be involved in bullying.
- Map out safe routes to school for children.
- Discuss coping and preventative strategies with parents, such as alternative routes and alternative travel arrangements to school.
- Educate students about how to handle or avoid bullying outside the school premises, including cyberbullying and e-safety information.

5. Prejudice-Related Incidents

Prejudice-related incidents, including discriminatory language of any kind is not acceptable and will be challenged, whether verbal, written (including graffiti) or electronic. Education about diversity will be delivered through the curriculum, displays, assemblies and tolerance will be modelled by all staff. In particular we will not accept any derogatory language that is:

- Sexual
- Sexist
- Relating to special educational needs, disabilities or health conditions
- Gender based
- Homophobic / biphobic
- Transphobic
- Racist
- Relating to religion
- Classist
- Relating to a person's home circumstances
- Relating to a person's appearance

6. How Bullying Incidents will be Dealt With

Bullying will be investigated and dealt with quickly, sensitively, fairly and firmly, using the checklist in Appendix A. Students can report it to any member of staff or online, via our Whisper platform, in the knowledge that it will be taken seriously and dealt with effectively. If a member of staff feels that they are being bullied, they should report it to their line manager or the Headteacher.

7. Strategies to Support Those Bullied

The following strategies are in place to support students and staff who have been bullied:

- Offering an immediate opportunity to discuss the experience with a member of staff of their choice
- Providing reassurance that the bullying will be addressed
- Offering continuous support such as counselling and training to develop self-esteem, assertiveness and confidence
- The use of specialist interventions and/or referrals to other agencies e.g. school counsellor, Pastoral Team and Inclusion Support for young people affected by crime, where appropriate
- A 'safe place' can be made available, e.g. the Pastoral Inclusion Team or the Library
- A named person of the affected person's choice who can be 'instantly' available for one-to-one support within a confidential relationship or "Hand of Help"
- The opportunity to meet with the person bullying for a restorative justice meeting if appropriate.

The following strategies are in place to support and work with students who have been bullying:

- Discussing what happened with a member of staff, including an exploration of how and why the student became involved, and what they need to resolve the situation
- Providing reassurance that their needs will be addressed
- Offering continuous support such as counselling and training to develop self-esteem, empathy, assertiveness and confidence
- The use of specialist interventions and/or referrals to other agencies e.g. school counsellor, Pastoral team for young people affected by crime, where appropriate
- A 'safe place' can be made available, e.g. Student Services or the Inclusion Hub
- A named person of the affected person's choice who can be 'instantly' available for one-to-one support within a confidential relationship
- The opportunity to meet with the person bullied for a restorative justice meeting if appropriate
- Opportunities to turn their behaviour around including consideration of the student becoming a Student Leader if they show an ongoing commitment to engage in education and change their behaviour.

In addition, peer support schemes can be used to provide follow up support to either party, such as:

- Group work amongst peers, led by staff to tackle underlying issues

8. Preventative Strategies

8.1 Monitoring and Review

The school regularly monitors levels of bullying through the following measures:

- Recording all incidents
- Undertaking regular questionnaires and surveys for the whole school community to monitor the extent of bullying in the school and the effectiveness of the anti-bullying policy

8.2 Spotting Bullying Early

A young person may indicate by signs or behaviour that he or she is being bullied. To those who know the young person this may simply be a feeling that 'things aren't quite right'. Parents/carers and students are encouraged to let school know if they see any of the signs below. Staff are trained to be aware of these possible signs and will investigate if a young person:

- Is frightened of walking to or from school.
- Doesn't want to go on a bus.
- Begs to be driven to school.
- Changes their usual routine.
- Is unwilling to go to school.
- Begins to truant.
- Becomes withdrawn, anxious, or lacking in confidence.
- Starts stammering.
- Attempts or threatens suicide or runs away.
- Cries themselves to sleep at night or has nightmares.
- Feels ill in the morning.
- Comes home with clothes torn or books damaged.
- Has possessions which are damaged or "go missing".
- Asks for money or starts stealing money (to pay person who is bullying).
- Has dinner or other monies continually "lost".
- Has unexplained cuts or bruises.
- Comes home hungry (money / lunch has been stolen).
- Becomes aggressive, disruptive or unreasonable.
- Is bullying other children or siblings.
- Stops eating.
- Is frightened to say what's wrong.
- Gives improbable excuses for any of the above.
- Is afraid to use the internet or mobile phone.
- Is nervous & jumpy when a cyber message is received.
- Becomes withdrawn and is reluctant to say why.
- Reduces their educational attainment.
- Perceives comments from others as hurtful.
- Displays challenging behaviour, which could be the result of intimidation or enforced isolation from others.

These signs and behaviours could indicate other problems, but bullying should be considered a possibility and should be investigated.

8.3 Education and Information

Education and awareness-raising about diversity, discrimination and bullying is delivered through:

- The curriculum (PSHE Lessons and Tutor Time), where issues surrounding bullying and any ideas to make situations better can be discussed, for example exploring:
 - Diversity, acceptance and discrimination.
 - Why do people bully each other?
 - What are the effects of bullying on those being bullied, those doing the bullying, and on bystanders?
 - What can we do to stop bullying?
 - How students can constructively manage their relationships with others.
- Assemblies where children will be informed of the school's zero-tolerance policy and the actions that will be taken to prevent bullying taking place.
- Making national Anti-Bullying Week a high profile event each year.
- Non-teaching adults available to listen and support students. Close liaison with teaching staff when necessary.
- Drama: can be part of a drama lesson, with role play a powerful vehicle to help children be more assertive and teach them strategies to help them deal with bullying situations.
- Theme for the week: highlighted in Tutor time and assemblies.
- IT lessons covering e-safety and cyberbullying.
- Adults model appropriate behaviour towards each other to students.
- Weekly Tutor PP provide news and updates about bullying are mentioned periodically in the school newsletter to all students and their parents.

8.4 Other Prevention Strategies

- Trained adults available to listen and support students.
- Introducing playground improvements and initiatives.
- Using praise and rewards to reinforce good behaviour and generate a positive school culture including:
 - House Points
 - Certificates at Assembly
 - Letters home
- Encouraging the whole school community to model appropriate behaviour towards one another.
- Staff will constantly reinforce the message to children that bullying is unacceptable and will take positive action to prevent and control it.
- Children who are felt to be at risk of bullying (or who have suffered from bullying in the past) will be offered additional support and guidance.
- Extra supervision available to reduce the risk of bullying incidents at particularly vulnerable times such as lunch and break times and the beginning and end of the school day; and in particularly vulnerable areas around school.
- Children will be encouraged to talk to staff about incidents of bullying which they experience or of which they may be aware.
- The Student Leaders meets regularly and can represent students concerns and pass them onto the Senior Leadership Team. It regularly reviews anti-bullying development and procedures.

- An Equality Policy is in operation in the school, covering what is meant by racial, homophobic, disablist, classist, gender-based, sexual, transphobic, religious or other identity-based harassment. It states that such harassment will not be tolerated and specifies how the school will respond to any such incidents. This is supported by our Equality Objectives, which are reviewed and updated regularly.
- Staff use restorative approaches to help resolve issues where appropriate.

9. Where Students and Parents / Carers can find more Information

The contents of this policy are brought to students' attention at the start of each school year. It is also discussed with the School Council.

Parents / Carers: Parents / carers should contact their child's tutor if they suspect bullying is going on. If they are unhappy with the way it is dealt with, or wish to make a complaint, they should contact their child's Head of Year. Comments from parents / carers will be welcomed and it is expected that all parents/carers will support the school in maintaining these standards.

This anti-bullying policy is available on our school website.

10. Other Relevant Policies and Documents

- MCS Child Protection & Safeguarding policy
- MCS Behaviour policy, including Sexual Abuse and Harassment policy
- MCS Equality policy

Appendix 1: Checklist for Managing a Bullying Incident

NB: Follow the interview guidelines below for all parties

1. Young person tells you he/she is being bullied or incident is observed	
2. Report to a Head of Year or a Senior member of staff	
3. Ensure that an appropriate adult meets with the target of the bullying. Follow interview guidelines and record.	
5. Listen to other young people who may have observed the incident. Follow interview guidelines and record.	
6. Ensure that appropriate adult meets with the young person alleged to be responsible. Follow interview guidelines and record.	
7. If there is evidence or admission of bullying, issue appropriate sanctions following anti-bullying policy and behaviour policy. If you are using a restorative approach provide opportunity for young person to reflect and consider how they might make amends.	
8. Inform the target of outcomes and actions taken. Keep them informed throughout. Provide on-going support	
9. Inform the young person responsible of outcomes and actions taken. Keep them informed throughout. Provide on-going support	
10. Contact the parent/carers of the target of the bullying. Inform them of the incident and offer appropriate support. Keep them informed throughout.	
11. Contact the parent/carers of the young person responsible for the bullying. Inform them of the incident and offer appropriate support. Keep them informed throughout.	
12. Where a criminal offence has been committed, consider reporting the incident to the police or inform parents of the target that they may want to do so.	
13. Consider what additional input is required in terms of: work with class or year group, assembly, individual or group work with young people concerned, referral to outside agencies etc.	
14. Monitor the situation and review with all parties to ensure the bullying has stopped.	
15. Review how successful your approach has been. What additional preventative measures need to be in place?	
16. If no bullying has taken place, or there is insufficient evidence, consider what further action is needed to reassure and meet the needs of those concerned	