



Magisters
Education

Anti-Bullying Policy

Company Policy No: 6AP

Company: Nutrix Personnel t/a Magisters Education Ltd

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Introduction

We believe that every child and young person has the right to a safe and secure environment in which to learn and achieve their potential. This policy outlines our strategies for dealing with bullying. This policy will provide advice, guidance and support to staff, parents and carers, students in all matters relating to bullying in our provision.

Aims

- To provide a safe and secure environment for all our students
- To always encourage respect for the individual, celebrating the differences between us
- To prevent bullying behaviour
- To protect those subjected to bullying and support all those involved to ensure that bullying stops

Definition

Bullying is defined 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 online. (Anti Bullying Alliance definition)

Bullying is not one-off acts of aggression or nastiness, such behaviours if repeated, however, may be viewed as bullying. In this policy and in our anti-bullying work we try to avoid referring to bullies and victims as these label pupils in unhelpful ways

Positive Action

Awareness of bullying is covered in our work with students through:

- Anti-bullying week every November
- Student Anti-bullying leaflet
- Anti-bullying questionnaires
- Group Time in the classroom
- One to one and group discussions
- Dealing with situations promptly

A restorative approach to dealing with problems and conflict with a focus on repairing any harm that may have been done through "Rebuilding Relationships" opportunities.

In the classroom, consideration is given to:

- Room layout
- Availability of resources
- Guidelines for classroom behaviour, consistent with those set out in the school's Behaviour Policy
- Consideration of student voice is crucial in agreeing and maintaining rules and routines
- Use of positive reinforcement
- Use of group time in the classroom enabling students to discuss problems and possible resolutions

- Developing our students' self-esteem so they feel confident to speak up for themselves.
- Monitoring and addressing inappropriate behaviour
- Flexible learning practices
- Co-operative rather than competitive practices
- Promotion of independent learning

Out of the classroom, consideration is given to:

- Positive promotion of restorative principles to encourage all to respect themselves as well as others
- Encouraging students to choose appropriate free association activities and providing break time activities daily
- Providing an alternative safe play option
- Careful supervision of all areas, ensuring opportunities to bully are minimised
- Adults providing positive role models
- Use of restorative principles in school
- Profiles of Lead Teachers and all staff regarding supervision and support
- Policy and practice in relation to gender, race, citizenship, special educational needs and disabilities etc.

Identifying Bullying

We acknowledge that friendship problems and bullying behaviour can be upsetting for both pupils and parents and carers, but it is important to distinguish between the two, as the responses to friendship problems will be different to the strategies used to address bullying behaviour.

Pupils will fall in and out with each other, have arguments, stop talking to each other and have disagreements. This relational conflict can be a normal part of growing up. During a relational conflict or friendship problem groups of pupils may disagree, be very upset and find it difficult to resolve the disagreement without adult help. It is unlikely however, to be repeated behaviour and may even be accidental, but pupils will make an effort to resolve the problem and will want to resolve the problem. However, we recognise that repeated friendship problems or relational conflict can sometimes lead to bullying behaviour particularly when there is an imbalance of power [when a group acts against an individual for example].

Students often do not report bullying when it happens to them. It is, therefore, particularly important for all adults to be alert to some factors that might indicate that bullying has taken place or is occurring. These include:

- Sudden changes to patterns of absence
- Unexplained changes in a student's personality e.g., a normally outgoing student becoming sullen, withdrawn, or aggressive.
- Passive acceptance of inappropriate behaviour and/or language
- Possessions go missing or work is defaced.
- A decrease in student progress and levels of achievement, which are not easily explained.
- A student who stops participating in favourite activities
- Students who stay close to members of staff during free association when this has not been the case previously.

This list is not exhaustive, neither is it always evidence that bullying is taking place. Staff should use their professional judgment when deciding to take matters further.

Types of bullying

There are several types of bullying that we need to be aware of. Some of these are:

- Non-verbal gestures which are meant to threaten and intimidate.
- Physical bullying (hitting, punching, finger jabbing, any inappropriate touching, pinching, jostling, breaking, damaging or taking property)
- Verbal bullying (name calling, taunts put downs, threats, teasing, ridiculing, belittling, excessive criticism or sarcasm.)
- Emotional / psychological (rumours or stories, exclusion from a group, shunning, invading privacy, graffiti designed to embarrass)
- Cyber-bullying (sending nasty phone calls, text messages or in e-mails/chat rooms/social media.)

Prejudice-based bullying

Bullying is often motivated by prejudice against particular groups, on the grounds of ethnicity, religion and belief, sex, gender identity, sexual orientation or disability. It might be motivated by actual differences, perceived differences or as a result of association with someone else.

Prejudiced based / hate incident

This is a one-off incident which is perceived by the victim or any other person, to be motivated by hostility, prejudice or ignorance, based on a person's perceived or actual ethnicity, gender, disability, religion, beliefs, sexual orientation or gender identity or their association with someone from one of these groups. These can also include indirect prejudice driven behaviour that is not targeted at one individual. The impact of this expression of prejudice against an equality group whether intentional or not can be damaging and must therefore be responded to as a prejudice based or hate incident

Procedures for dealing with bullying

Guidelines for staff

General procedures for dealing with bullying will follow these principles:

They make sure that students know they are ready to listen and are ready to provide immediate support. They remain calm and make it clear that the incident will be investigated. There will always be a member of staff available to give time to a student requiring support. Incidents of bullying are followed up with a 'Rebuilding Relationships Meeting.'

1) Incidents are investigated

Every incident is investigated as soon as possible, by way of a restorative enquiry. All those involved are interviewed individually to avoid intimidation and to produce an accurate report. All incidents are reported to a member of the senior leadership team and are recorded on our MIS under Safeguarding.

2) Records are kept

Records of bullying are kept on our MIS, which are then compared to other forms of behaviour. This behaviour assessment is carried out by the senior leadership team and is reported to the Headteacher.

3) There is a response. Following a restorative enquiry:

- a. To the person doing the bullying – they will be spoken to regarding the seriousness and widespread effects of their behaviour. They will be given an opportunity to take part in a Rebuilding Relationships Meeting to gain an understanding of the impact of their behaviour, accept responsibility for their actions and to work on finding solutions to repairing the damage that they have done. Parents/Carers will be involved, if appropriate, and strategies to help the students behave more appropriately in the future will be put in place and followed up.
- b. To the person being bullied – they will be assured that the situation is being dealt with. They will also be given strategies to help deal with the situation and an opportunity to take part in a Rebuilding Relationships Meeting, as appropriate.
- c. Staff will emphasise that the student is right to tell an adult in school if they are having a problem with another student.

4) Review and follow up takes place

This will be carried out as appropriate to the situation. As in our Relationships and Positive Behaviour Policy, praise and encouragement will always be given to the student's individual efforts to improve their behaviour. All concerned are made aware of and helped to deal with the **causes of bullying** as well as the **consequences of bullying**. There is always a reason behind why a person makes a choice to bully another. Part of dealing with an incident of this nature must include support for the student engaged in the bullying, ensuring they are given opportunities to talk about how they are feeling and why they feel they may be behaving in this way, as well as supporting the victim.

Guidelines for Students

If you are being bullied here are some things you might want to try.

- a. Most important of all is to tell someone you trust as soon as possible.
- b. Get together with some friends and support one another.
- c. Get support from the adults around you at times when you feel unsafe.
- d. Try to be confident and celebrate your successes.
- e. Keep telling yourself that it is not your fault and you do not deserve it.

Guidelines for Parents / Carers

If you are concerned that your child is being bullied the following may help.

- a. In the first instance parents/carers should contact the provision and relay relevant information and or seek a call-back as appropriate.
- b. Encourage your child to talk about the situation but be patient.
- c. Stay calm.
- d. Try not to dwell on sensitive issues.

- e. Reassure your child that you understand and will support them.
- f. Discuss with your child the kinds of things that he/she would like to happen now.

If the bullying is violent and constitutes an assault then other measures, in line with provision policy, should be taken and students should be warned that this will be the case. This may include contact with the police who may initiate further action.

Other Relevant Policies:

- Magisters Education Safeguarding Policy
- Magisters Education Behaviour Policy
- Magisters Education Online Safety Policy