ASPIRATIONS

Magna Academy

Anti-Bullying Strategy

Version Control	
Anti-Bullying Strategy July 2026	Change to schools within schools terminology and addition of anti-bullying ambassadors.
Anti-Bullying Strategy July 2025	Updated staff members and inclusion of HOH in decision making
Anti-Bullying Strategy September 2023	Updated procedures for how the academy responds to bullying. Inclusion of a new email address to report bullying.
Anti-bullying Policy February 2022	

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1. Aims

At Magna Academy we are committed to providing a caring, friendly and safe environment for all of our students so they can learn in a safe, secure and supportive atmosphere, free from oppression and abuse.

All types of bullying are unacceptable at our academy and will not be tolerated. All students and staff will be vigilant in identifying bullying incidents. All students should feel that when bullying behaviour is brought to our attention, prompt and effective action will be taken to work with victims, bullies and any others involved. Any disciplinary action considered appropriate must be fair, consistent and proportional.

The aim of our strategy is to

- Define what we mean by bullying in our academy and make everyone aware of that definition.
- Make people aware that bullying is not tolerated in our academy.
- Make sure that students know how to seek help if they are being bullied.
- Explain how we deal with bullying.
- Support the perpetrator and offer restorative work for them so they can begin to understand and make positive changes to their behaviour.

2. Legislation

Magna Academy has a duty of care to protect all their students and provide a safe and healthy environment. The Education Act 2002 Section 175 placed a legal duty on academies to safeguard and promote the welfare of children. Section 89 of the Education and Inspections Act 2006 states that

academies must have measures to encourage good behaviour and prevent all forms of bullying amongst students.

The Education (Independent School Standards) Regulations 2014 The Education (Independent School Standards) Regulations 2014 provide that the proprietor of an academy or other independent school, ensures that bullying is prevented in so far as reasonably practicable, by the drawing up and implementation of an effective anti-bullying strategy.

3. What is bullying?

Bullying is considered to be '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' (Anti-Bullying Alliance). There are many variations on the precise definition of bullying, but there are four key characteristics of bullying:

- Repetitive and persistent
- Intentionally harmful
- Involving an imbalance of power
- Causing feelings of distress, fear, loneliness or lack of confidence

Bullying can include:

- Name-calling, taunting, mocking and making offensive comments
- Kicking, hitting, pushing, taking belongings
- Inappropriate text messaging and emailing, sending offensive or degrading images by phone or via the internet
- Producing offensive graffiti
- Gossiping
- Excluding people from groups
- Spreading hurtful and untruthful rumours. Although sometimes occurring between two individuals in isolation, it quite often takes place in the presence of others

Sustained bullying can be:

- Physical - hitting, kicking, pushing, punching, or any use of violence, unwanted physical contact, taking or breaking someone's things
- Verbal - name calling, racist/sexist remarks, sarcasm, spreading rumours, teasing, threatening to cause harm
- Emotional - being unfriendly, excluding, tormenting
- Sexual harassment - sexually abusive comments, unwanted physical contact, looks and comments about appearance, attractiveness, emerging puberty
- Online - all areas of internet misuse, such as nasty and/or threatening emails, misuse of blogs, gaming websites, internet chat rooms and instant messaging, mobile threats by text messaging and calls, social media such as TikTok, misuse of associated technology, i.e. camera and video facilities

Bullying negatively impacts its victims' attendance and attainment at the academy, marginalises those groups who may be particular targets for bullies and can have a life-long negative impact on some young people's lives. At worst, bullying has been a factor in student suicide. It is acknowledged that bullies may have complex reasons for their behaviour and may well need help. It should also be recognised that the consequences of being allowed to 'get away with it' can be detrimental to them as well as to their victim.

The difference between Bullying and Relational Conflict. Conflict is a disagreement or a difference of opinion or interests between equals. The people involved in a conflict may disagree strongly and emotions may run high. When conflict is badly managed, it may result in aggression. In a conflict, both parties have power to influence the situation. Students exchanging unpleasant comments via social media is an example of such conflict, and may not represent an instance of bullying. Conflict may be an inevitable part of group dynamics, but bullying is not. Both relational conflict and bullying require intervention, however they will often take different forms. When trying to determine whether an issue should be regarded as bullying the STOP acronym can be helpful; this stands for 'Several Times On Purpose'.
Section 89 of the Education and Inspections Act gives the Principal the right to regulate students' conduct when they are not on academy premises. This can relate to bullying incidents occurring on academy or public transport, outside local shops or in any other public place when students are in academy uniform. Bullying can also take place beyond the academy.

4. Signs of bullying

There are many warning signs that may indicate that someone is affected by bullying, either being bullied or bullying others. Recognising the warning signs is an important first step in taking action against bullying. Not all children who are bullied or are bullying others ask for help.

Students who are being bullied may show some of the following:

● Unexplainable injuries
● Lost or destroyed clothing, books, electronics, or jewellery
● Frequent headaches or stomach aches, feeling sick or faking illness
● Changes in eating habits, like suddenly skipping meals or binge eating. Students may come home hungry because they did not eat lunch in the academy
● Difficulty sleeping or frequent nightmares
● Declining grades, loss of interest in work or not wanting to come into the academy ● Sudden loss of friends or avoidance of social situations
● Feelings of helplessness or decreased self esteem
● Self-destructive behaviours such as running away from home, harming themselves or talking about suicide

Students who are bullying others may:

● Get into physical or verbal fights
● Have friends who bully others

● Are increasingly aggressive
● Get detentions frequently
● Have unexplained extra money or new belongings
● Blame others for their problems
● Do not accept responsibility for their actions
● Are competitive and worry about their reputation or popularity

5. Bullying outside the academy and online

Academy staff have a responsibility to ensure that bullying doesn't happen anywhere off the academy premises, for example on public transport, in a town centre or online. Academy staff can also choose to report bullying to the Police or local council.

Cyberbullying is bullying that takes place over digital devices like cell phones, computers, and tablets. Cyberbullying can occur through SMS, Text, and apps or online in social
media platforms, forums or gaming where people can view, participate in, or share content. Cyberbullying includes sending, posting, or sharing negative, harmful, false, or mean content about someone else. It can include sharing personal or private information about someone else causing embarrassment or humiliation. Some cyberbullying crosses the line into unlawful or criminal behaviour.

The most common places where cyberbullying occurs are:

● Social Media, such as Facebook, Instagram, Snapchat, and Tik Tok
● Text messaging and messaging apps on mobile or tablet devices
● Instant messaging, direct messaging, and online chatting over the internet
● Online forums, chat rooms, and message boards, such as Reddit
● Email
● Online gaming communities

Cyberbullying can harm the online reputations of everyone involved – not just the person being bullied, but those doing the bullying or participating in it. Cyberbullying has unique concerns in that it can be:

● Persistent. Digital devices offer an ability to immediately and continuously communicate
24 hours a day, so it can be difficult for students experiencing cyberbullying to find relief
● Permanent. Most information communicated electronically is permanent and public, if not reported and removed. A negative online reputation, including for those who bully, can impact college admissions, employment, and other areas of life
● Hard to Notice. Teachers and parents may not overhear or see cyberbullying taking place, it is harder to recognise

6. How to prevent bullying

All academy staff and parents have a role to play in preventing bullying. They can:

● Help students understand bullying. Talk about what bullying is and how to stand up to it safely. Tell students bullying is unacceptable and make sure students know how to get help
● Keep the lines of communication open. It is important to regularly check in with students, listen to them, know their friends and understand their concerns
● Encourage students to do what they love. Taking part in enrichment activities, interests and hobbies can boost confidence, help make friends and protect them from bullying behaviour
● Model how to treat others with kindness and respect. All academy staff and parents should treat others with kindness and respect, adults show the students in their lives that there is no place for bullying.

Should you wish to contact the academy in conjunction with any bullying issue/incident, do so by emailing the academy's specific anti bullying email address; antibullying@magna-aspirations.org. or by contacting your child's pastoral support lead.

7. How the academy will respond to bullying

When academy staff respond quickly and consistently to bullying behaviour they send the message that it is not acceptable. The following will occur:

1. Victim, witness or third party reports an incident. Reports may be made in person, by phone, through the Academy's Anti Bullying email (antibullying@magna-aspirations) or directly onto MyConcern by staff.
2. Incident is formally logged and the HOS or Anti-bullying champion or PSL will delegate for the incident to be investigated by a Behaviour or Pastoral Support Worker, Tutor.
3. Alleged perpetrator(s), witnesses and victims are interviewed separately and a written record taken. Care will be taken not to expose the identity of anyone who wishes to remain anonymous.
4. Any witness information will be collected and written statements taken
5. The incident will be investigated to ascertain if it constitutes a bullying or relation conflict.
6. Relation conflict or isolated incidents will be dealt with by the relevant Head of School or a Pastoral Support Worker, issuing appropriate sanctions in accordance with the academy behaviour policy and ensuring the victims receive support as necessary.
7. Incidents deemed to be bullying will be reported to the academy Anti-Bullying Champion or PSL or HOS or SLT member, where actions can be taken to prevent further incidents taking place. These actions may include:
a. Imposition of sanctions
b. Teaching or tutor group changes
c. Restorative conversations

d. Obtaining an apology
e. Behaviour contracts
f. Informing parents of both victim and bully
8. Incidents will be reviewed after 2 weeks and 6 weeks to ensure that victims have not been subject to further incidents.

The academy will keep a written/electronic record of the incident, investigation and outcomes. Magna Academy's anti-bullying champion is Miss Hannah Ridge. Magna Academy's deputy anti-bullying champion is Mrs Rachel Caples.

8. Roles and responsibilities

All members of the academy must be alert to the signs of bullying and should act promptly and firmly against it. The way to stamp out bullying is for people to be aware of the issues involved and to be clear in their own minds what action to take should cases arise. Tackling bullying is everyone's responsibility, including all academy staff, students and parents.

8.1 The Principal

The Principal will ensure

● The anti-bullying strategy is implemented in the academy. Both teaching and support staff are aware of the anti-bullying strategy and know how to identify and deal with incidents of bullying
● All staff receive sufficient training to be equipped to identify and deal with all incidents of bullying
● All incidents of bullying and the parties involved will be recorded and retained on a student file
● Report the number of specific types of bullying that take place in the academy
● All students know that bullying is wrong and that it is unacceptable behaviour in the academy

8.2 All Staff

Staff will

● Actively promote anti-bullying strategies
● Take a proactive approach to preventing discriminatory or derogatory language and physical alterations.
● Report any bullying to our anti-bullying champion
● Respond appropriately and record the incident
● Record any bullying and safeguarding concerns using the 'MyConcern' portal
● Investigate any bullying, ensuring parents and carers are informed and issues are resolved in a robust, effective and timely manner. Appropriate action will be taken in each case and this will vary from incident to incident
● Action may include, but is not limited to, restorative justice meetings, detentions, inclusion, exclusion or police involvement where necessary
● Educate students on both the advantages and risks involved with social media

8.3 Pastoral staff/ anti bullying team (Heads of house/ Phoenix team/ Bullying lead)

● Will take statements from those involved including witnesses using appropriate discretion not to further jeopardise position of alleged victim or identify who has reported incident.

● Take appropriate action such as holding restorative conversations and issuing sanctions as necessary.
● Inform parents of all parties about findings and next steps.
● Carry out review after two weeks and six weeks to ensure no further incidents

8.4 SLT Pastoral lead

The SLT pastoral lead (Assistant Principal) will

● Review bullying and harassment log monthly to ensure appropriate steps are complete and follow up check ins are timely.
● Share ongoing or persistent incidents with wider SLT during SLT briefings.

8.5 Students

All students deserve the opportunity to be helped to understand what acceptable behaviour is.
Students are educated through Personal Development, assemblies, and curriculum subjects to raise awareness, also with staff ethos to address good practice, discussions of differences between people and the importance of avoiding prejudice.

Students should

● Speak to a trusted adult such as their form Tutor, Pastoral Support Worker or Teaching Assistant if they are experiencing or witnessing bullying.
● Speak to a Student Leader.
● Support anyone being bullied by offering your friendship and make it clear that in your opinion what is happening to them is wrong .
● Encourage anyone to share how they are feeling with a member of staff, if necessary accompany them when speaking with an adult .

Students will also have the opportunity to become anti-bullying ambassadors. Students will have the opportunity to nominate themselves or their peers, and a selection process—such as voting or a student-led panel—will be used to ensure diverse and representative ambassadors. This approach empowers students to take active ownership of anti-bullying efforts, fosters peer support and strengthens a culture of respect and accountability throughout the school community.

8.6 Parents/Carers

If parents and carers suspect their child is being bullied they should

● Contact the child's tutor in the first instance
● Parents and carers must leave the initial investigation to the academy. Any attempt to resolve the issue themselves may make the matter worse
● Parents and carers must understand that the academy may have access to information that they do not have.
● The academy will take all reasonable steps to investigate the allegations of bullying thoroughly. The academy does not have the powers of the Police, and does not operate in the same way. Conclusions are reached on the balance of probabilities.
● Parents and carers should encourage their child to talk to their tutor or other members of staff.
● The academy expects parents and carers to monitor their child's access to social media and ensure that such access is age-appropriate.
● Parents and carers may also report concerns to the Police and restrict or cease their child's access to social media.
● In line with its behaviour policy, the academy expects the full support of parents and carers in managing their child's behaviour, including online.

9. Support for Parents/Carers

Parents and Carers have a vital role to play in supporting their child who may be at risk of being bullied or is being bullied. Like siblings, they can help identify and monitor incidents of bullying behaviour, but can also be called upon to reinforce or reassert anti-bullying strategies with their child at home. Anti-bullying alliance - www.anti-bullyingalliance.org.uk engages young people, parents/carers and teachers to change the attitudes, behaviour and culture of bullying by building skills and confidence to address different situations, both online and offline.

Kid scape - www.kidscape.org.uk is a charity established to prevent bullying and promote child protection by providing advice for young people, professionals and parents about different types of bullying and how to tackle it. They also offer specialist training and support for academy staff and assertiveness training for young people.

10. Quality assurance

The anti-bullying strategy will be reviewed every two years. This review will include its effectiveness by examining the academy's anti-bullying log, where incidents of bullying are recorded and by discussing information for patterns of involvement of students, places or groups. They look out in particular for racist bullying, sexual harassment or bullying directed at children with disabilities or special educational needs, having regard to the Equality Act 2010. The anti-bullying champion will also perform a half termly quality assurance of the log.

Appendix 1 - Flowchart of procedures

1. Incident of possible bullying reported by student via any method of communication

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2. Phone call home to make parents aware within 48 hours (by victim's **Pastoral Support Lead**)

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3. Statements completed and investigated by victim's **Pastoral Support Lead**

▼

4. Parents contacted for all parties with findings and actions (Is support needed?)

Head of School informed by PSL

▼

5. If meets policy definition or significant imbalance of power – Entered on bullying log

▼

6. Ongoing monitoring before 2-week check (by **Pastoral Support Lead**) – Enter on log

If still happening: further support, sanctions, or parental contact

▼

7. Ongoing monitoring before 6-week check (by **Pastoral Support Lead**) – Enter on log

If still happening: further support, sanctions, or parental contact

▼

Quality assurance of bullying log half-termly by **Anti-Bullying Champion** and further QA in team meetings

Key Questions for pastoral staff?

Does the incident meet the academy's definition of bullying?

Has there been contact with parents? Is this regular and informs parents?

Are the statements of enough detail? Do I need more information?

Do I need support from the Anti Bullying Champion?

Has the bullying stopped? If not why?

Have the sanctions had the desired impact?