

Anti-Bullying Policy 2026

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1. Introduction

Learning, teaching, and the wellbeing of the community are strengthened when positive attitudes prevail within the school. However, these can be compromised when attitudes are incompatible with the school's values and expectations.

The MAGNO International School Values Statement makes it clear that the school is:

“characterised by a happy and purposeful environment in which all members of the community are valued,” and that “everyone in the MAGNO community can expect to be treated with honesty, fairness, and respect.”

The school is a place free from prejudice, discrimination, and intimidation. All parents, students, and staff members are committed to upholding these values.

We will take firm action against anyone who compromises the learning or wellbeing of others and maintain a zero-tolerance approach to bullying, including bullying based on race, religion, culture, sex, sexual orientation, disability, or special educational needs.

This policy should be read alongside:

- MAGNO Mission Statement
- MAGNO Behaviour Policy
- MAGNO Safeguarding and Child Protection Policy
- MAGNO Staff and Student Handbooks
- MAGNO Complaints Policy

2. What is Bullying?

Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying may cause severe distress and can lead victims to refuse to attend school or, in extreme cases, attempt or commit suicide.

Types of Bullying

Physical

- Hitting
- Slapping
- Kicking
- Pushing
- Spitting
- Taking or hiding belongings

Verbal or Written

- Name-calling
- Teasing
- Threats
- Rumours and slander
- Offensive notes or messages
- Cyberbullying

Emotional

- Deliberately hostile behaviour
- Social exclusion
- Ignoring or isolating someone
- Intimidating gestures

- Spreading rumours

Cyberbullying

- Harassment through text messages, email, social media, or websites
- Sharing photos, videos, or content without consent
- Creating false online profiles or websites to target individuals

The school recognises that not all disagreements or unkind behaviour constitute bullying.

Conflict occurs when individuals of similar power or status disagree, argue or have a one-off incident. Conflict may involve upset, poor choices or inappropriate behaviour, but there is no ongoing pattern of deliberate harm or significant imbalance of power. Conflict can usually be resolved through discussion, mediation, restorative conversations and behaviour support.

Bullying is behaviour that is:

- Deliberate and intended to cause harm;
- Repeated, or likely to be repeated, over time;
- Characterised by an imbalance of power that makes it difficult for the targeted person to defend themselves.

When concerns are reported, the school will investigate carefully to determine whether the situation represents conflict, relational difficulties or bullying. The feelings of those involved will always be taken seriously, while decisions will be based on the available evidence and the criteria outlined above

2.1 Signs and Symptoms of Bullying

A child who is being bullied may:

- Experience a decline in academic performance
- Be reluctant to attend school
- Return home with damaged clothes or books
- Lose possessions
- Frequently feel unwell in the mornings
- Become withdrawn, anxious, or lacking confidence
- Cry at night, have nightmares, or bedwetting incidents
- Stop eating
- Develop a stammer
- Have unexplained cuts or bruises
- Threaten self-harm or attempt it
- Be afraid to tell anyone what is happening
- Change their usual route to or from school because of fear

All staff should remain vigilant and immediately report concerns to the Designated Safeguarding Lead (DSL) and the relevant Head of Primary or Secondary.

2.2 Responding to Bullying Incidents

Research indicates that bullying is best addressed immediately by those who witness it. Witnesses should make it clear that such behaviour is unacceptable.

Zero-Tolerance Approach

MAGNO adopts a **zero-tolerance policy**. No student or staff member should tolerate or ignore bullying.

Students

Students are expected to:

- Treat others with respect.
- Speak to a member of staff if they are distressed or experience inappropriate behaviour.
- Challenge bullying by refusing to provide an audience.
- Report all incidents to their tutor or another staff member, even if they believe the issue has been resolved.

Staff

Staff must:

- Help create a respectful community.
- Model appropriate behaviour.
- Monitor for signs of bullying and discrimination.
- Investigate suspected incidents immediately.
- Complete the Bullying Incident Form.
- Notify the relevant Head of Section of any concerns involving discrimination or racism.

Senior Leadership

The Head of Section must:

- Interview all parties involved.
- Record all information accurately.
- Inform tutors and relevant staff.
- Develop an action plan.
- Consult regarding appropriate sanctions.
- Inform parents.
- Monitor implementation and review progress.

2.3 Sanctions

Bullying, including cyberbullying, is classified as a **serious breach** of the Behaviour Policy.

Possible sanctions include:

- Written apology
- Separation within class
- Loss of break or lunchtime privileges
- Removal of technology privileges
- Exclusion from trips or extracurricular events
- Individual Action Plan
- Weekly Behaviour Report
- Formal warning regarding exclusion
- Internal suspension (1-3 days)
- External suspension (1-3 days)
- Indefinite suspension while investigations continue
- Permanent exclusion (expulsion)

Serious cases may require referral to police or regulatory authorities. External counselling support may also be offered.

2.4 Review and Appeal

Review and appeal procedures for serious disciplinary cases are governed by the school's Complaints Policy.

2.5 Support for Students

All students involved should participate appropriately in finding solutions and should not feel isolated. Support should be provided both to victims and those responsible for bullying.

Support for Victims

Staff should:

- Offer reassurance and emotional support.
- Help students feel safe.
- Develop strategies to prevent repetition.
- Monitor wellbeing and progress.

Support for Students Who Bully

While sanctions are necessary, support should also be provided to help them understand the impact of their actions and develop positive social behaviours.

Bullying Between Adults

Bullying among adult members of the school community is not tolerated and must be reported directly to the Principal.

2.6 Reporting and Record Keeping

All bullying incidents must be recorded using the Bullying Incident Form and submitted to the appropriate Head of Section. Records will be securely maintained by the Designated Safeguarding Lead (DSL).

3. Strategies for Bullying Prevention

The school addresses bullying through:

- PSHE and Citizenship programmes
- Assemblies
- Tutor time
- Student Council activities
- Curriculum integration where appropriate

These programmes develop:

Knowledge

- Understanding what bullying is
- Knowing school procedures
- Understanding the harm bullying causes

Attitudes

- Fairness
- Empathy
- Cooperation
- Resilience
- Resistance to negative peer pressure

Skills

- Assertiveness without aggression
- Conflict resolution
- Effective communication
- Supporting victims
- Responding appropriately to bullying

Cyberbullying Guidance

Victims should:

- Not respond to abusive messages.
- Save evidence.
- Report incidents immediately.
- Protect passwords.
- Avoid sharing personal information online.

Working with Parents

Parents, staff, and students should understand that the school has a proactive and preventative approach to bullying. Parents will be informed about the policy and procedures and are expected to support the school's anti-bullying efforts.

Statement: "Caring for One Another"

All members of the school community contribute to a happy, supportive environment by showing respect and appreciation for others as unique individuals. The school values diversity, including differences in:

- Age
- Appearance
- Race and nationality
- Cultural and family background
- Language and accent
- Religious beliefs
- Gender
- Sexual orientation
- Abilities and disabilities

Discrimination, prejudice, stereotyping, and harassment are unacceptable and will always be challenged.

Staff Anti-Harassment Measures

The school is committed to:

- Providing a positive working environment.
- Promoting mutual trust, dignity, and respect.
- Encouraging open communication.
- Preventing violence, bullying, harassment, and psychosocial risks.
- Supporting victims.
- Applying disciplinary action, including termination of employment where appropriate.

Key Principles for Investigating Bullying

When investigating:

- Keep everyone involved separated.
- Gather information from multiple sources.
- Listen without assigning blame.
- Avoid immediately labelling behaviour as bullying.
- Determine whether there is:
 - Repetition
 - Intentional harm
 - Power imbalance
 - Fear of recurrence

Investigators should support victims, address behaviour, involve parents appropriately, and follow up persistently until the matter is resolved.

Appendix

Procedure for Suspected Bullying and Cyber bullying (Comunitat Valenciana- Decreto 195/2022)

PHASES AFTER BECOMING AWARE OF A POSSIBLE CASE OF BULLYING OR CYBERBULLYING

PHASE 1: DETECTION AND REPORTING TO THE HEAD OF SECTION

The report should specify what happened, the students involved, the location, date/time, and any immediate measures that have been taken. It should also include any information that helps to provide context and explain why the incident is considered not to be an isolated event.

PHASE 2: INITIAL ACTIONS

- 2.1. Organise protection for those involved, provide support to the potential victim, and increase supervision of relevant areas where appropriate.
- 2.2. Establish the intervention team within 24 hours: Head of Section, academic tutor, pastoral tutor (where applicable), and DSL (Designated Safeguarding Lead).
- 2.3. Assign tasks and responsibilities to members of the intervention team.
- 2.4. Record the case in PREVI-ITACA (where applicable).

PHASE 3: INFORMATION GATHERING

- 3.1. Gather information from the students involved and their families.
- 3.2. Maintain a record of all actions taken.

PHASE 4: ASSESSMENT OF THE SITUATION

- 4.1. Intervention team meeting to analyse and evaluate the information collected.

Key criteria for determining whether bullying exists:

- **Intentionality – ESSENTIAL**
- **Repetition – ESSENTIAL**
- **Power imbalance – ESSENTIAL**
- Personal targeting.
- Group involvement.
- Bullying occurring outside adult supervision.
- The alleged victim is unable to remove themselves from the situation independently.
- The phenomenon of perceived bullying should also be taken into account (students, parents, etc.).

PHASE 5: DECISION OF THE INTERVENTION TEAM

If the criteria are NOT MET

If the criteria for bullying under current regulations are **not met**, or there is insufficient evidence to confirm bullying, the matter will be treated as a **behavioural or relationship conflict**. An intervention plan will be developed outlining:

- The actions to be implemented.
- Who will carry them out.
- When they will be implemented.

This decision will be communicated clearly and transparently to the parents of the students involved.

If the criteria ARE MET

If the criteria are compatible with a bullying situation, the **ordinary procedure established by Decree 195/2022** will be initiated.

Once the intervention team confirms the existence of bullying or cyberbullying and identifies those responsible, the ordinary procedure regulated by **Decree 195/2022 of 11 November**, concerning equality and coexistence within the Valencian education system, comes into effect.

Ordinary Procedure for Cases of School Bullying

1. Awareness and Initiation of the Procedure (Articles 20 and 21)

Notification

Any behaviour constituting bullying or seriously damaging school coexistence must be reported immediately to the school leadership.

Timeframe for Initiation

The school leadership must formally initiate the procedure within a maximum of **three working days** from becoming aware of the incident.

Written Agreement

The initiation must be formalised in writing and must include:

- Identification of the students allegedly involved.
- Description of the facts giving rise to the procedure.
- Classification of the behaviour and possible educational measures.
- Appointment of an investigating officer (a member of staff who was not part of the initial intervention team).

Notification and Record Keeping

- The school leadership will inform the Equality and Coexistence Committee of the School Council.
- The incident will be recorded digitally in the PREVI module of the ITACA platform.

Interim Protective Measures

A decision will be made regarding the adoption, continuation, or removal of temporary protective measures, such as changes of class group or precautionary suspensions, in order to protect the victim.

2. Investigation and Continuation of the Procedure (Article 22)

Transfer of Information

The school leadership will immediately transfer the case file and all information gathered by the intervention team to the investigating officer.

Evidence Gathering

The investigating officer will gather the necessary information and evidence, conducting interviews with those involved and any witnesses.

Right to Be Heard

The students involved and their families (parents or legal guardians) will be given the opportunity to present their views and any relevant representations.

Possibility of Mediation

During the process, consideration may be given to referring the case to a restorative or conciliatory procedure, in line with school policies, provided that:

- The victim's best interests remain the priority.
- The case is suitable for restorative resolution.
- The case does not fall within exclusions applicable to serious or ongoing bullying.

3. Recommendation and Final Decision

Proposed Resolution

Once the investigation is complete, the investigating officer will prepare a reasoned recommendation based on the degree of responsibility and any aggravating or mitigating circumstances.

Submission

The recommendation, together with any representations made by the parties, will be formally submitted to the school leadership.

Final Resolution

The school leadership will issue the final decision, determining the appropriate educational and restorative measures. This may include:

- Disciplinary measures.

- An intervention plan.

4. Communication and Appeals (Articles 24 and 25)

Formal Notification

The decision will be formally communicated in writing to the students involved and their families.

Right of Appeal

Families or legal representatives may submit complaints or appeals as provided for under the decree if they believe their rights have been affected by decisions made by the school leadership.