



Anti-Bullying and Hate (Student) Policy

DENE MAGNA SCHOOL

Policy name	Anti-Bullying and Hate (Student) Policy
Version date	December 2025
Owner	KBe
Approval date	9th December 2025
Approver	Governors
Review frequency	Bi-Annually
Review date	9th December 2027

Statement of Aim

To enable the Dene Magna School community to feel safe and enjoy a positive experience, and to model positive behaviour. To promote being an effective citizen for the community.

Statement of Intent

We are committed to attaining a bullying free environment for all of our students and staff, so they can work in a relaxed and secure atmosphere. Bullying or harassment of any kind is unacceptable at our school.

Bullying is contrary to the values held at Dene Magna School , which include courtesy, compassion and integrity, and will not be tolerated in any form. Every member of the Dene Magna School community has the right to feel and stay safe and bullying prevents this. It is unacceptable in whatever form it takes and will be assertively challenged at Dene Magna School .

If bullying does occur, all students and staff should be able to report it, in the knowledge that incidents will be dealt with promptly and effectively. We are therefore a TELLING school. This means that anyone who knows that bullying is happening to themselves or to anyone else, is expected to use one of the channels detailed in this policy. A member of the Leadership Group will lead on Anti-Bullying. The Safeguarding Link Governor will support this work.

We have decided to rebrand our Anti bullying work as Safe@ School instead as we feel that this reflects how students might be feeling sometimes as a result of being around others. This also removes the stigma of bullying and may encourage children to be more likely to report issues they are having, irrespective of whether this is categorized as bullying.

The information in this policy is available to all staff, students, parents and governors. A copy will be available on the school's website. This policy should also be read in conjunction with the following documents:

- Child Protection Policy
- Equal Opportunities Policy
- Behaviour Policy
- Disciplinary Policy
- Internet User Policy
- Special Educational Needs Policy
- Home/School Partnership Agreement
- Physical Intervention Policy
- RSHE Policy
- Bullying and Harassment Policy (employees)

Roles and responsibilities

Kellie Beale is the named member of the Leadership group responsible for coordinating anti-bullying work at Dene Magna School. However, every member of the school community has the responsibility to treat bullying seriously.

The Anti-bullying lead for the school has the following responsibilities:

- To coordinate all aspects of anti-bullying work across the school.

- To provide training for all staff on strategies to deal with issues of bullying
- To liaise with members of teaching staff to develop anti-bullying work as and when appropriate
- Has overall responsibility for ensuring that parents and students are aware of anti-bullying procedures.

Objectives

We will achieve this by:

- making it clear that all forms of bullying are unacceptable
- supporting / safeguarding victims of bullying
- supporting bullies, in order to change their behaviour and applying sanctions where appropriate
- acting upon the recorded incidents in a reasonable, proportionate and consistent manner
- communicating all instances of bullying to relevant persons
- raising awareness of what bullying is and how we deal with it
- recognising the signs of bullying
- triggering sources of support, for both victim and bully
- ensuring Anti-Bullying Week activities take place in November of each year
- ensuring staff are trained to deal with bullying
- To work with parents and the wider community to develop an holistic approach to tackling bullying and conflict between students
- To make Forest of Dean Trust 'Telling' school and bring any bullying out in the open. All members of the community are actively encouraged to speak out about any incidents of bullying.

What is Bullying?

The National Anti-Bullying Alliance defines bullying as:

"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".

Prejudice –based bullying can include bullying targeting:

- race, religion or culture
- special Educational Needs or disabilities
- appearance or health
- sexual orientation, Trans
- young carers, looked after children, or other home circumstances
- sexist, misogynistic or sexual bullying

Bullying can take many forms:

1. physical: pushing, kicking, hitting, any form of violence, threats
2. verbal: name calling, sarcasm, spreading rumours, persistent teasing
3. emotional: tormenting, threatening, ridicule, humiliation, exclusion from groups or activities
4. racist / Cultural: racial, religious and cultural abuse
5. sexual: unwanted physical contact, abusive comments, comments about gender/sexuality
6. electronic: unpleasant/negative text messages, letters, emails, social network sites, instant

messaging.

What Constitutes Bullying at Dene Magna School

Within the definition outlined above, the following can be bullying behaviours:

- pushing/shoving/blocking someone's way
- name calling about sexuality/Trans
- name calling about race
- name calling about other things
- deliberately ignoring, excluding or ostracising someone
- threatening
- hitting/kicking/punching
- spreading rumours
- taking/damaging other people's belongings
- demanding food/money
- making people do things against their will
- intimidating
- making people embarrassed/uncomfortable when they do well at something
- insulting someone's family
- teasing repeatedly
- swearing
- ganging up on someone
- inciting other people to bully
- hiding other people's belongings
- writing unpleasant graffiti
- spitting
- making hurtful or unnecessary comments
- writing unpleasant notes
- making fun of personal appearance/clothing/hair /belongings
- getting older brothers/sisters/friends to bully for you
- mimicking
- vandalising property

Please be aware that this list is not exhaustive and is subject to change.

It is also important to recognise that students fall out with each other and we cannot instruct or impose friendships on young people who have fallen out. We work hard with students to mediate friendship issues; part of the skill of growing up is the ability to make the correct friendship choices.

How do we prevent bullying?

The key to prevention is the development of positive relationships. Staff model positive relationships to students. When conflict arises our default position is one of "de-escalation" and moving towards a win-win situation. Staff will raise awareness of bullying and strategies to prevent it through tutor time and RSHE lessons. Anti-bullying assemblies will take place throughout the year and we are actively involved in the Anti-bullying week every year. The students are also educated on how to keep themselves safe via e safety RSHE sessions and assemblies.

We encourage students to report anti-social behaviour so that it does not escalate into bullying. Students are made aware that we take bullying seriously and we will do all that we can to make it

stop when it is reported.

We employ preventative methods to discourage bullying and encourage positive citizenship:

- A positive ethos
- Tutors, Heads of House and Student Support Mentors
- Peer Mentoring
- Student Coaches
- Student Council
- Anti-Bullying Group
- Anti-Bullying Governor
- Anti-Bullying Charter
- Relationship, Social Health Economic education [RSHE] lessons
- Anti-Bullying Week in November
- Assemblies by staff and students
- A safe at school charter in every classroom that has been discussed and agreed to by all students.

How can parents/guardians/carers, staff and students recognise that bullying of a student may be taking place?

We can all be vigilant for any of the following signs:

- being frightened of walking to or from school
- being reluctant to go on the school / public bus
- begging to be driven to school
- being unwilling to go to school (school phobic)
- beginning to truant
- becoming withdrawn, anxious, or lacking in confidence
- starting to stammer
- submitting damaged or incomplete work
- having possessions which are damaged or "go missing"
- asking for money or starts stealing money (to pay bully)
- having dinner or other monies frequently "lost"
- having unexplained cuts or bruises
- becoming aggressive, disruptive or unreasonable
- beginning to bully other children and/or siblings
- stopping eating
- being frightened to say what is wrong
- giving improbable excuses for any of the above
- being afraid to use the internet or mobile phone
- being nervous and jumpy when a cyber-message is received

What can students do about bullying?

If a student is being bullied, they must tell someone. This could be the tutor, Head of House, SSM, teacher, parent, guardian, mentor, prefect, buddy, school nurse, friend, brother, sister ie anyone you trust. Students should also report bullying again if it continues.

Students should avoid isolated areas in school, avoid being alone if they are worried about being bullied and seek a place of safety. Eg library.

Staff are trained to understand what is meant by contextual safeguarding and will unpick areas of school or the community where students may be at risk or may not feel safe and make reasonable measures to change this. This may result in contacting community Police in some cases.

If a student sees someone being bullied or suspects that this may be happening, they must tell a member of staff. A Dene Magna School student should never stand by and watch another student being bullied; they should fetch help or intervene directly. If a student offers silent support or laughter to the bully when bullying takes place, that student will be considered to be part of the bullying [as outlined in DFES publication "Safe to Learn".] and as such will also be subject to the school's disciplinary code.

If a student knows that s/he is bullying and wants help, s/he should talk to one of the people listed above and seek help. We will support a student who wants to change their behaviour.

What else can students do?

- Students can also join the Safe @ School ambassador group
- Students should also make sure that they complete the annual Anti-Bullying Survey published online every November.
- Students can submit ideas for the Anti-Bullying week to their tutors through the student council.

What can parents/guardians/carers do about bullying?

Some children can be very good at hiding their feelings. Children may show any of the signs above that something is not right. Being sensitive to changes and communicating with the school is important. Help is also available on the internet. If cyber-bullying is taking place, keep the messages as evidence. If a parent/guardian/carer has any concerns or if a child has disclosed bullying, they should contact the school and speak to a Tutor, Head of House, Student Support Mentor, or the Assistant Head, Student Support and Guidance.

We hope parents/guardians/carers will:

- Talk to their children about school and how students relate to each other
- Talk about bullying from time to time, using a secure website as a focus
- Teach children not to exclude others and to stand up for others
- Model positive relationships with others
- Take bullying seriously if a child raises it

What should staff do if they witness bullying or it is reported to them?

Staff must take action with all incidents of bullying, even if it appears to be low level. They should, in the first instance, listen to the person who has been bullied or reported being bullied and take a written statement. If, for example, the report is made at the end of a lesson and the member of staff has to teach again immediately, the situation should be referred immediately to the relevant Head of House, Student Support Mentor, who will implement the strategy outlined in the next section.

Staff must also:

- Set an example for students in the way we interact with each other and with students

- Avoid the use of casual slang and derogatory terms in conversation with each other when students are present or might be able to overhear
- Organise teaching areas to ensure that all students feel safe
- Act on requests for changing seating plans etc to support students to feel comfortable in lessons.
- Use a range of teaching and learning styles and strategies inclusive of all students

Tutors / Heads of House should:

- Monitor their groups closely and share information with others in their team [HOH/SSM]
- Use a variety of techniques to ensure positive relationships develop within their groups
- Listen to individuals and never make judgements until all students have been heard
- Celebrate positive behaviour and achievements
- Involve tutor groups in anti-bullying work during November
- Ensure that tutor groups respond to school council initiatives regarding bullying
- Heads of House should also identify any work necessary either in tutor groups or assemblies as a result of any incidents.

Mentors

Every Y7 tutor group has a team of Y11 mentors who are trained to work with the tutor groups on a variety of issues. They meet regularly with the Head of House. This system has been in place for many years and has proved successful. Mentors set an example for students in the way we interact with each other and with students and they should:

- Avoid the casual use of slang/ derogatory terms in conversation with each other when students are present or might be able to overhear
- Monitor their groups closely and share information with others in the pastoral team
- Use a variety of techniques to ensure positive relationships develop within their groups
- Involve tutor groups in anti-bullying work during November
- Involve tutor groups in discussions about the data generated by the annual surveys.

What should happen when bullying is seen or reported?

Students should be encouraged to report all cases of bullying to parents/guardians/carers, Heads of House, tutors, teachers, Teaching Assistants, Student Support Mentors, other responsible adults in school, student mentors, prefects, coaches or buddies. They can do this in person by visiting the relevant Head of House office, via email to safeguarding@denemagna.gloucs.sch.uk

- The student should have the opportunity to talk about the situation, with a member of staff in a quiet place, not overheard by others.
- The student should be reassured that the school takes bullying very seriously.
- The student has the right to ask for it to go no further BUT the student's welfare must be taken into consideration, especially if there are clear and detrimental effects to the student's emotional and mental well-being.
- Once the situation has been discussed and further action deemed necessary, a written statement should be taken from the victim, the bully and any third party witnesses, including members of staff, who should give their statements separately.
- Particular attention should be paid to any bullying which involves a discriminatory element i.e. any racist, homophobic, Transphobic, ethnic, religious or cultural abuse. Special consideration should also be given to sexual harassment or sexual violence and appropriate

measures taken (see behaviour and safeguarding policy).

- The incident will be recorded on My Concern and discussed in Pastoral meetings taking place each week.
- Data on bullying will be analysed and appropriate action plans are put in place to address any trends in types of bullying.
- Parents/guardians/carers will be informed, usually via a telephone call, by either the Head of House or Student Support Mentor
- The tutors of students involved should be informed.
- The SENCO [Special Educational Needs Co-Ordinator] should be informed if any student on the SEN register is either a victim or a perpetrator.
- The lead professional should be informed by the HOH if a student involved has any input from outside agencies such as early help/TAC/TAF etc.

What sanctions may take place?

If a criminal offense has been committed, the Head teacher must be informed. The Head teacher will take action according to legislation and the school disciplinary policy.

Sanctions may include:

- Interventions such as Police talks, assemblies or workshops delivered by external agencies e.g Chelsea's Story, Calling it out etc.
- Restorative conversations
- Break time or lunchtime detention / isolation
- Formal Friday Detention
- Internal Suspension
- Suspension
- Off site direction
- Permanent exclusion

It is important to recognise that each case will be considered separately and that the above sanctions are not automatic. Each student is an individual and has individual needs. Students may be experiencing difficult circumstances eg family health issues and these may be taken into account. Particular care must be taken when dealing with a student who has been subjected to bullying and subsequently becomes involved in disciplinary situations as a result.

In addition, if cyber-bullying has taken place in school, sanctions may include suspension of internet use in school. If cyber-bullying has taken place outside school, parents/guardians/carers and students will be advised to keep the evidence and parents/guardians/carers will be advised to consider placing the matter in the hands of the police. Students will also be advised to report all abuse on social networking sites to the site management as well as taking reasonable measures such as blocking the account to avoid further harm or upset.

How do we support the victims of bullying after an incident has been reported / investigated?

- follow –up “check-ins” agreed with the student e.g. next day, same week, following week
- tutors to monitor for “signs and symptoms” and verbal check on student’s well-being
- regular meetings with HOH/SSM 1:1 to develop strategies
- referral possible to School Nurse, School counsellor/Blaine/Wellbeing practitioner
- referral possible to outside agencies
- check with parents/guardians/carers as to progress following the reported incident

- all Year 7 students have mentors allocated
- a mentor can be allocated to anyone not in year 7
- referral to our support unit in school [RAIS - Raising Achievement in School]

How do we work with bullies after an incident has been reported or an investigation has taken place?

The following actions may take place, depending on circumstance:

- working with a HOH/SSM 1:1 to understand the causes and consequences of his/ her actions especially if racist, religious, cultural, homophobic or cultural abuse is involved.
- possible referral to School Nurse, School counsellor/Wellbeing practitioner
- possible referral to outside agencies
- check with parents/guardians/carers as to progress, following the reported incident. For students not in year 7, a mentor be offered
- use of restorative conversation
- Implementation of a Behaviour Support Plan.

If bullying persists, then this will be handled in line with our disciplinary policy according to the circumstances of all those involved. Repeated bullying would constitute a higher level offense and may result in suspensions or exclusion from school.

Data from annual survey and incident records continues to provide a focus for the work done in school. Students report regularly that they feel safe in school. This is supported by the data gathered at Parents'/Carers' Evenings. Bullying of adults or by adults or parents/guardians/carers.

Any allegation made of bullying of a student by a member of staff must be referred immediately to the Headteacher who will investigate thoroughly. If a parent/guardian/carer raises the issue in a conversation with any member of staff, the member of staff must stop the conversation and explain that it has to be referred to the Head teacher; no discussion regarding the allegation can take place.

Dene Magna School anti-bullying policy applies to everyone. Bullying of colleagues will not be tolerated. Staff must model positive behaviour to students. Any allegations of bullying by staff of staff will be investigated by the Headteacher. If the Headteacher is accused of bullying, the Chair of Governors will investigate.

Bullying of adults by students

Any allegation of bullying of a member of staff by students or parents/guardians/carers must be referred immediately to the Headteacher who will investigate thoroughly. Following such an investigation appropriate measures will be put in place to support staff one of these measures could be a risk assessment is written and staff informed.

Staff training

Staff training takes place regularly. The Assistant Head Pastoral will ensure that any new members of staff receive training and that all who wish to can join the new members of staff for updates.

Staff must ensure that they are aware of the lines of communication within the school and use them. Any concerns about bullying should be passed to tutors and the Head of House. All staff will be able to access the policy on the network.

The Anti-Bullying lead will ensure that any new information and strategies are made available to all staff and that the information on the school's website is up to date.

Anti-Bullying Week NOVEMBER

There will be a focus on Anti-Bullying week each November. Assemblies will take place. The Assistant Head will ensure that the event is a focus for the Anti-Bullying Group's work and involve as many departments as possible in supporting activities.

An annual survey will be placed on the website and all students will be expected to complete the survey and timetabled into an ICT to complete it during November. In the Spring term, to raise awareness, students will review the data created for their year group, tracked over time. Students will discuss and feedback to the Anti-Bullying lead who will review the comments and disseminate to the Student Support and Guidance team, including tutors, as necessary.

In addition, anti-bullying work is covered in every year group during RSHE.

In addition, the Anti-Bullying lead will monitor the record of bullying events on a termly basis and respond accordingly to any trends identified.

How will the policy be reviewed?

The policy will be reviewed bi-annually by the designated Anti-Bullying governor, Assistant Head teacher, students and parents/guardians/carers. every two years by the Board of Trustees, All students will be involved – they will be informed via assemblies requesting their feedback regarding anti bullying work across the school.

All staff will be emailed for their feedback and this will be reviewed by the Anti-Bullying Group. Parents/guardians/carers will also be consulted at parents evening using the feedback survey.

Appendix A is an example that we are trialling to provide a more consistent approach in dealing with bullying. This is supported by pastoral staff.

SAFE @ SCHOOL

Name of student:

Lead professional:

Date:

1.	Safe @ School submission made by a student or staff member about a student	
2.	Meet with the targeted student. <i>Aim for this student to continue school as normal. Do not remove from lessons unless unavoidable</i>	
3.	Listen to other young people/staff who can provide more information on the incident	
4.	Meet with the aggressor/responsible person in the incident. Ask open questions, interview before asking them to write a statement	
5.	Summarise the evidence. Main aggressors:	
6.	Judge whether the incident meets the school's criteria for a bullying incident. <i>Consult with senior leader if required and then if so record on My Concern</i>	
7.	Decide on action: a) Consequence: discuss with senior leader if necessary b) Restorative meeting if agreed by both parties. Led by trained colleague Inform the person responsible of the outcome. Aim for him/her to take responsibility and agree to change behaviour	
8.	If no bullying has taken place or there is insufficient evidence make sure all parties are reassured	
9.	Inform the target of the outcome and arrange a time in the future to follow up with them. See 13 below	
10.	Contact parents of target and aggressor	
11.	Where a criminal offence has been committed involve the School's Police Liaison Officer. <i>Senior staff decision</i>	
12.	Consider whether additional input is required to make sure the work is secure	
13.	Monitor the situation by checking in with the target until they feel secure: min 3x check in over 2-3 weeks. Arrange min 3 contacts to check over 2-3 weeks, record dates	
14.	Inform KBe/CFr to close the case. Synopsis to Tutor via email	

Staff	Action	Date completed

SAFE @ SCHOOL

Statements should be written in the first person, e.g. "I was on the playground when...", signed and dated.

Statements can also be scribed by an adult on a student's behalf but this must also be signed and dated.

Name:	
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Today's date:	
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Names of others involved:
What happened?
Where did it happen?
How did you react?
How did you feel at the time?
What do you think should be done about this?

Signed:		Date:	
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