



# Anti-Bullying Policy

## 2025-26

Chair of Governors signature:

Headteacher's signature:

**Ratified: subject to ratification**

**Review: September 2026**

**Person responsible for overseeing implementation:** Associate Assistant Headteacher (DSL) and Assistant Headteacher (Behaviour and Ethos)



Stowe Valley

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# **Kineton High School**

## **Anti-Bullying Policy**

Governors Committee	Curriculum & Welfare
Owner	Assistant Headteacher
Statutory	Yes
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# ANTI-BULLYING POLICY

## 1. Statement of intent

Kineton High School has and will maintain a zero-tolerance approach to Bullying.

Kineton High School operates a 'No Put Down Zone' philosophy creating an ethos where everyone should feel safe from criticism. Effort and progress should be celebrated and staff vigilant on negativity (e.g. Swot, Geek, Snake). Mistakes are part of the learning process and students should never be ridiculed in our supportive learning environment.

We also operate a 'No hands on' policy so that students do not physically engage with one another in anyway, rather they learn to talk and communicate as young adults.

## 2. Aims

The aim of the anti-bullying policy is to ensure that students learn in a supportive, caring, and safe environment without fear of being bullied, and that staff are free from fear of bullying by students. Bullying is anti-social behaviour and affects everyone; it is unacceptable and will not be tolerated. Only when all issues of bullying are addressed will students be able to fully benefit from the opportunities available at school

## 3. Objectives

- Make sure that all students and adults mean the same thing when they are talking about bullying
- Help students to understand how bullying feels for the person being bullied and create a supportive climate where bullying is not tolerated
- Make sure that students know exactly what they need to do if they are being bullied, and to feel confident that something will be done to stop it.
- Make sure that all students feel able to tell an adult when they know that bullying is going on
- We aim to ensure that all cases of bullying are dealt with consistently, fairly and in a timely manner to minimise the risk of reoccurrence.
- Help students enjoy, celebrate, and respect the ways in which we are all different and to feel good about themselves
- To minimise the number of instances of bullying through increasing awareness and understanding of this behaviour, its causes and consequences with the students, staff, parents, and all others who make up the school community.

## 4. Definition of bullying

This school has chosen to adopt Warwickshire Safeguarding Children definition:

*"When a person's or group of people's behaviours, over a period, leaves someone feeling one or more of the following:*

- *Physically and/or mentally hurt or worried*
- *Unsafe and/or frightened*
- *Unable to do well and achieve*
- *'Badly different', alone, unimportant and/or unvalued*
- *Unable to see a happy and exciting future."*

It could be bullying. When a person, or group of people, has been made aware of the effects of their behaviour on another person, and they continue to behave in the same manner, this is bullying. If someone is made to feel like this, or if they think someone, they know feels like this, it should be investigated. This should happen straight away as it can take a long time to build up the courage to tell. However, lots of things can make people feel bad, sometimes it depends on the situation we are in, and it is not always bullying – so we think the following definition, adapted from one written by the Anti-bullying Alliance, is also useful:

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.

There are four key elements to this definition:

- is meant to hurt – the person or people doing the bullying know what they are doing

- happens more than once – there will be a pattern of behaviour, not just a ‘one-off’ incident
- involves an imbalance of power – the person being bullied will usually find it very hard to defend themselves
- It is intentional – they mean to do it

It can be:

- Physical, e.g., pushing, poking, kicking, hitting, biting, pinching etc.
- Verbal / intimidation / harassment e.g., name calling, sarcasm, spreading rumours, threats, teasing, belittling.
- Emotional / Relational e.g., isolating others, tormenting, hiding books, threatening gestures, ridicule, humiliation, intimidating, excluding, manipulation and coercion.
- Extortion e.g., taking personal items or money from someone else
- Ethnic-cultural e.g., inappropriate comments based on ethnic background, skin colour, or religious beliefs
- Sexual e.g., unwanted physical contact, inappropriate touching, sexual innuendos and propositions, abusive comments, comments about someone’s appearance or attractiveness, graffiti with sexual content, creation of internet porn sites, spreading films of sexual abuse exposure to inappropriate films etc. A separate risk assessment may be completed by a member of the safeguarding team.
- Sexist / homophobic e.g., behaviour based on a person’s sexuality or gender which may involve verbal abuse, malicious gossip, intimidation, isolation, assault malicious gossiping
- LGBTQ+ bullying e.g., being derogatory about someone’s sexuality or the LGBTQ+ community
- Disablist e.g., such as malicious comments because of a perceived or actual disability
- Online /cyber e.g., posting on social media, sharing photos, sending nasty text messages, social exclusion

Any of these types of bullying may be direct e.g., between the bully and the targeted victim or indirect e.g., actions designed to inflict psychological harm on the targeted victim by damaging his or her reputation with peers, relationships with peers or self-esteem.

All students should learn in a supportive, caring, and safe environment without fear of being bullied, and that staff are free from fear of bullying by students. Bullying is anti-social behaviour and affects everyone; it is unacceptable and will not be tolerated. Only when all issues of bullying are addressed will students be able to fully benefit from the opportunities available at school.

We believe that all students have the right to be protected from bullying and abusive behaviour in school and on school trips. We will work in partnership with students and their parents to help to resolve bullying that takes place outside of school.

This is an integral part of the Behaviour Policy and has been developed by working with parents, the student school council, and staff.

## **5. Identifying and reporting concerns about bullying**

All concerns about bullying will be taken seriously and investigated thoroughly. Students who are being bullied may not report it. However, there may be changes in their behaviour, such as becoming shy and nervous, feigning illness, taking unusual absences, or clinging to adults. There may be evidence of changes in work patterns, lacking concentration or truanting from school. School teaching and support staff will be alert to the signs of bullying and act promptly and firmly against it in accordance with this policy.

Students who are bullying others also need support to help them understand and change their behaviour.

Students who are aware of bullying (‘bystanders’) can be a powerful force in helping to address it and will be encouraged to do so in a safe way. Assemblies, lessons, posters, and Anti-Bullying Week activities will include the responsibility of bystanders to report bullying and certainly not act as ‘reinforcers’.

Why witnesses don’t tell:

- They worry that they will become targets themselves
- It is not ‘cool’ to be seen as a ‘tell-tale’

- It is hard to go against a crowd

All students will be encouraged to report bullying by:

- Reassurance that their report will be kept anonymous
- Highlighting the dangers of bullying

Reporting methods:

- Talking to a member of staff of their choice (particularly Tutor, Head of Year, Engagement tutor, Student Services, Assistant Head teacher (DSL) and Deputy Headteacher (Head of Pastoral System)
- *Completing an incident account form and handing this into Student Services or to the Head of Years.*
- *Completing an online 'Student Voice' report available on the website also available on a QR code.*
- Contacting local and national support agencies for advice/support
- Talking to parents/carers and this information being passed to Head of Year

## **6. Responding to reports about bullying**

### **School**

The school will take the following steps when dealing with concerns about bullying:

- If bullying is suspected or reported, it will be dealt with immediately by the member of staff who has been made aware of it
- A clear account of the concern will be recorded and given to the Head of Year
- The Head of Year will take accounts from everyone involved and keep a detailed record and enter the incident on to Class charts or CPOMS system if that has not been completed by the member of staff
  - Consult behaviour policy to establish Level 2 or Level 3 repeated incidents
  - Establish the root cause of the bullying.
  - Determine a timeline to establish the period the bullying has been going on.
  - Contact parents/carers of all students concerned in the incident
  - Provide support for the victim, arranging a restorative meeting if all parties are comfortable with this
  - Provide support, information and advice as needed for the student who has bullied others to ensure no further reoccurrence, involving outside agencies if necessary
  - Feedback to students and parents
  - Continue to monitor over several weeks to ensure that there are no further incidents and that the student who has been a victim of bullying feels safe and comfortable
- For persistent cases the Deputy Head and Safeguarding team should be kept informed as they may wish to involve external agencies if deemed appropriate (report to Police/ MASH referral)
- Form tutors will be kept informed and if it persists the form tutor will advise the appropriate subject teachers
- As this is such an emotive and dangerous subject, parents and other relevant adults will be kept informed. All communication with home should be recorded.
- Where bullying occurs outside school, any other relevant schools, or agencies (e.g., youth clubs, transport providers, PCSOs) will be informed about the concerns and any actions taken where appropriate, or parents will be given advice about who they can contact.
- Punitive measures will be used as appropriate

### **Students**

Students who have been bullied will be supported by:

- Offering an opportunity to discuss the experience with a member of staff of their choice as soon as they are available
- providing reassurance that the bullying will be addressed and in a manner that will not exacerbate the problems they are experiencing
- restorative justice meetings should only take place if the student feels sufficiently confident to meet in the same room as the bully/bullies
- offering continuous support

- providing them with a notebook to record any future incidents and check with them regularly
- restoring self-esteem and confidence
- developing anti bullying techniques
- employing the use of specialist interventions and/or referrals to other agencies where appropriate (Counselling)

Students who have bullied will be helped by:

- discussing what happened
- discovering why they became involved
  - establishing the wrongdoing and the need to change and support them in doing so
- looking at the dangers/consequences of bullying
- give them the opportunity to make amends to the victim
- informing parents to help change the attitude of the student
- the use of specialist interventions and/or referrals to other agencies where appropriate

**The following escalatory disciplinary steps can be taken:**

- official warning to cease offending and educate on impact of behaviours placed on school file
- detention/s
- exclusion from certain areas of school premises
- loss of social time
- refocus time
- internal exclusion
- home-school contract
- period at another school
- minor and major fixed-term suspension
- permanent exclusion

**Parents**

- As mentioned previously, bullying is very emotive, and it is therefore vital that parents feel listened to and that action points are carefully recorded, and their implementation passed on
- Most concerns about bullying will be resolved through discussions between home and School, however, where a parent feels their concerns have not been resolved, they are encouraged to use the Formal Complaints Procedure.
- Where a student is involved in bullying others outside school, e.g., in the street or using the internet at home, parents will be asked to work with the school in addressing their child's behaviour, for example restricting/monitoring their use of the internet or mobile phone.
- Referral of the family to external support agencies will be made where appropriate

## **7. Preventative measures**

The school will:

- Raise awareness of the nature of bullying through inclusion in Character and Culture, ICT, tutorial time, assemblies, subject areas such as drama, mentoring and informal discussion, as appropriate, to eradicate such behaviour.
- By using the Skills for Success Framework (PLTS/SEAL and SMSC) to promote citizenship.
- By developing a common language of power phrases: "I don't like it please stop" or "I don't know why you are doing this, but I would like it to stop. Please leave me alone now", this is a 'no hands-on school'
- Participate in national and local initiatives such as Anti-Bullying Week and the work of Warwickshire's Anti-Bullying Partnership. Anti-Bullying Week will promote our strong anti-bullying message and the national theme for Anti Bullying Week.
- Ensure close communication with our primary schools to identify potentially vulnerable students and bullies. Share effective strategies.
- Seek to develop links with the wider community that will support inclusive antibullying education
- Conduct parent and student voice activities and act on the information accordingly.
- Use all support and training available to the school. For example, PCSO, counselling, external speakers and external facilitators and training providers

- Ensure that social times are well staffed and that year specific social areas are available.
- Provide 'safe' area for vulnerable students such as the Library, Refocus and Horizon.

## 8. Bullying Records

Heads of Year will maintain the Bullying Records on the Class Charts and CPOMS electronic system and discuss these each term with their Pastoral Line Manager using the bullying incident form, to ensure effective measures have been taken for individual cases and to look for patterns emerging within the statistics concerning vulnerable groups or types of bullying. The Deputy Head in charge of coordinating Anti-Bullying will collate an annual report on Bullying and regularly reports to SLT and the Headteacher.

Sexual abuse may require a separate risk assessment. The local authority is informed of racist, sexual, sexist, or transphobic bullying.

Type of bullying	Example	Recorded on		Consider notifying LEA (Warwickshire)
		Class charts	CPOMS	
Physical	pushing, poking, kicking, hitting, biting, pinching	✓		
Verbal / intimidation / harassment	name calling, sarcasm, spreading rumours, threats, teasing, belittling	✓		
Emotional / Relational	isolating others, tormenting, hiding books, threatening gestures, ridicule, humiliation, intimidating, excluding, manipulation and coercion	✓		
Extortion	taking personal items or money from someone else	✓		
Racial / Cultural	inappropriate comments based on ethnic background, skin colour, or religious beliefs		✓	
Sexual	unwanted physical contact, inappropriate touching, sexual innuendos and propositions, abusive comments, comments about someone's appearance or attractiveness, graffiti with sexual content, creation of internet porn sites, spreading films of sexual abuse exposure to inappropriate films		✓	✓
Sexist / Homophobic	behaviour based on a person's sexuality or gender which may involve verbal abuse, malicious gossip, intimidation, isolation, assault malicious gossiping		✓	✓
LGBTQ+ bullying including transphobic	being derogatory about someone's sexuality or the LGBTQ+ community		✓	✓
Disablist	such as malicious comments because of a perceived or actual disability		✓	✓
Online /cyber	posting on social media, sharing photos, sending nasty text messages, social exclusion		✓	

**A 'one-off' statement should be addressed by teachers and recorded on Class Charts**

## 9. Responsibilities of Stakeholders

### We expect our students to:

- Not become involved in any kind of bullying, even at the risk of becoming temporarily unpopular.
- Intervene to protect another student who is being bullied unless it is unsafe to do so.
- Tell a member of staff if they have seen or think someone is being bullied
- Be caring and respectful
- Be proactive in joining in with anti-bullying schemes such as mentoring or activities.
- We would please ask that anyone who finds themselves a victim of bullying to not suffer in silence, but have the courage to speak out, to put an end to their own suffering and that of other potential targets

### We expect our staff to

- Develop our students' self-esteem, self-respect, and respect for others
- Demonstrate by example the high standards of personal and social behaviour we expect of our students
- Discuss bullying regularly, so that every student learns about the damage it causes to both the child who is bullied and to the bully and the importance of telling a teacher about bullying when it happens.
- Be alerted to changes in the behaviour of students e.g., signs of distress, withdrawn behaviour, and other possible indications of bullying
- Listen to students who have been bullied or think they may be a victim of bullying and always take what they say seriously and act to support and protect them
- Look into and deal with an incident of bullying or report it to either the tutor or Head of Year and record on Class Charts or CPOMs as appropriate
- Follow up any complaint by a parent about bullying, and report back promptly and fully on the action which has been taken
- Always refer to the unwanted behaviour as unacceptable rather than the student
- Deal with observed instances of bullying promptly and effectively, in accordance with the agreed procedures

### We ask our parents to:

Reinforce the definition of bullying in order that unwanted behaviour is correctly named

- Advise their children to report any bullying to their tutor, Head of Year, or a member of staff they feel comfortable talking to
- Explain the implications of allowing the bullying to continue unchecked, for themselves and for other students, reassuring them that action will be taken and that the school will take strong measures to ensure there are no repercussions because of sharing their concerns
- Watch for signs of distress or unusual behaviour in their child, which might be evidence of bullying
- Advise their child not to retaliate to any form of bullying
- Inform the school immediately where appropriate of any suspected bullying, even if their children are not involved
- Work in partnership with the school to support the implementation of this policy

## 10. Terminology

Term	Definition
Bully	One who is habitually cruel to others through words or actions. Bullying is an ongoing misuse of power in relationships through repeated verbal, physical and/or social behaviour that intends to cause physical, social and/or psychological harm.
Victim	A person who has been affected by a bully through words or actions.
Bystanders	A person who witnesses an act of bullying and does nothing to stop it or to get help. There Are No Innocent Bystanders. If you're

	<p>standing around watching, you are part of the problem not the solution.</p> <ul style="list-style-type: none"> <li>• assistants who join in and assist the bully.</li> <li>• reinforcers who do not actively attack the victim but give positive feedback to the bully, providing an audience by laughing and making other encouraging gestures.</li> <li>• outsiders who stay away, not taking sides with anyone or becoming involved, but allowing the bullying to continue by their 'silent approval'.</li> <li>• defenders who show anti-bullying behaviour, comforting the victim, taking sides with them, and trying to stop the bullying. Sometimes called active bystanders.</li> </ul>
Five rungs on the ladder of prejudice	speech, avoidance, discrimination, attack, extermination
Prejudice	To prejudge someone or something without knowing anything about them.
Discrimination	The act of treating an individual person or group of people differently because of colour, race, religion, or another distinguishing characteristic of a group.
Things to do if you witness someone being bullied	<p>Tell a trusted adult.  Go for help.  Tell the bully to stop.  Help the victim walk away.</p>
Things you can do to help stop the problem of bullying in our school.	<p>Do not participate in bullying.  Don't be a bystander unless you are a defender.  Tell an adult or go for help.  Stand up and let the bully know what they are doing is wrong.  Get the word out that we will not tolerate bullies at our school.  Participate in anti-bullying activities.  Appreciate one another for our differences.</p>