



# Anti-Bullying Policy

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incorporating NSE Flourishing for All Guidance

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## Statement of intent

Kineton C of E Primary School is deeply committed to its Christian vision and the principle of **flourishing for all**. We believe that every child and adult within our school community is made in the image of God and deserves to live life in all its fullness (John 10:10). Bullying of any kind is unacceptable and fundamentally contradicts our caring ethos and our aim to ensure everyone feels a sense of belonging and can work, play, and express themselves, free from the fear of being bullied.

We do not accept that bullying is a phase children go through, part of growing up, or something that teaches them to stand up for themselves. Kineton C of E Primary School acknowledges that bullying may happen from time to time, and we are committed to dealing with incidents as promptly and effectively as possible.

Through the implementation of this enhanced policy, we seek to ensure that:

- There is a shared understanding of what constitutes bullying, including specific forms such as homophobic, biphobic, transphobic (HBT) bullying and race-based bullying, how we prevent bullying, and how we respond to reports of bullying. Our approach is underpinned by the Church of England's Vision for Education, which emphasises dignity, community, hope, and wisdom.
- Pupils know how to report actual and perceived bullying incidents and have the confidence to do so. We will ensure there are safe, accessible, and confidential ways for pupils to report bullying.
- Our curriculum equips pupils with strategies to be able to talk about anything that worries them in any area of their lives. This includes developing an understanding of difference and the positive contributions of individuals from all backgrounds, including LGBT+ and **Global Majority Heritage** (GMH) / UK Minority Ethnic (UKME) figures.
- Reported bullying incidents, including those related to protected characteristics, are thoroughly documented and monitored so that the effectiveness of Kineton C of E Primary School's anti-bullying work can be evaluated and adapted where necessary. We will aim to separate data on different types of bullying to track patterns and target responses effectively.

'Believe, grow, achieve' along with our school rules of 'Be respectful' and 'Be our best' form the basis of all relationships within our school community and behaviours for learning. Underpinned by a relational restorative ethos, this enables us to build and maintain healthy relationships and ensure the creation of a secure and safe environment to improve the emotional well-being of all.

Our staff genuinely care for all pupils and regularly check in with them. They listen carefully, provide thorough support, encourage their development, and advocate for them so they can reach their full potential. We are committed to embracing and valuing diversity.

## What is bullying?

Kineton C of E Primary School uses a definition of bullying based upon one from the Anti-Bullying Alliance:

Bullying includes a range of behaviour that is:

- Repeated.
- Intended to hurt someone either physically or emotionally.

We use the acronym **STOP** to remind children that while bullying behaviour can be a one-off incident, bullying is when the behaviour carries on **Several Times On Purpose** and the child should **Start Telling Other People**.

Bullying can take many forms, including:

- Use of discriminatory or offensive language, name-calling, including language that is homophobic, biphobic, or transphobic or racist. We will challenge harmful and discriminatory language or behaviour at any age.
- Physical harm, including threats of physical harm.
- Coercive and harmful sexual behaviour. Evidence indicates that young people who are LGBTQ+ are at higher risk of sexual harm.
- Damage to property or stealing.
- Repeated exclusion from groups, games, and other activities.
- Intentional ignoring to cause hurt.
- Sharing of untrue or private information without permission.
- Cyberbullying, including unkind messaging, rumour-spreading, and harmful targeting via electronic communication.
- Repeated mis-naming which is deliberate and intended to cause harm towards gender questioning children and transgender adults.

We are mindful of intersectionality, recognising that pupils with multiple vulnerabilities (e.g., being Lesbian, Gay, Bisexual (LGB) / Gender Questioning (GQ) and from a United Kingdom Minority Ethnic (UKME)/ Global Majority Heritage (GMH) background, or having Special Educational Needs and Disability (SEND) and experiencing socio-economic disadvantage) are at a higher risk of bullying. We will be aware of and adjust our strategies to take account of the cumulative impact on individuals who experience multiple forms of discrimination.

We recognise that:

- Bullying causes real distress and affects a person's health and development.
- In some instances, bullying can cause significant harm.
- All children and young people, regardless of age, disability, gender reassignment, race, religion or belief, sex or sexual orientation, socio-economic background, or any other characteristic, have the right to learn in a safe environment free from bullying.

- Bullying can also occur on the way to and from school, during educational visits, when pupils use transportation, through virtual or cyber-bullying, or at any other time children are together. We will ensure our policies address online safety and the potential for cyberbullying.

## We believe:

- Children and young people should never experience abuse of any kind.
- We have a responsibility to promote the welfare of all children and young people, ensuring their safety and operating in a manner that protects them.
- Bullying can have an impact on everyone involved.
- Children and young people who are bullied are at a higher risk of developing problems, including depression and anxiety, having fewer friendships, experiencing peer rejection, being wary and suspicious of others, facing difficulties in adjusting to school, and achieving less academically.
- Children and young people who engage in bullying behaviour are at an increased risk of substance misuse, academic problems, and violent behaviour in later life.
- Children and young people who witness bullying may exhibit similar signs to those who are being bullied. They may become reluctant to go to school, feel frightened, unable to act, and experience guilt for not intervening to help.

## What we will do to prevent bullying

Our approach to preventing bullying is rooted in our Christian vision and the desire for flourishing for all. We will:

- Adhere to our Positive Behaviours, Relationships and Wellbeing Policy, which outlines the expected conduct for all individuals involved in our organisation, whether in face-to-face interactions or online, and both within and outside of our activities.
- Conduct frequent discussions with all stakeholders (pupils, staff, parents, governors) concerning bullying and strategies for its prevention.
- Remain vigilant in identifying potential bullying behaviours.
- Offer support and training to all staff and volunteers to address all forms of bullying, including specific training on identifying, understanding, and addressing Homophobic, Biphobic and Transphobic (HBT) and race-based bullying, the Equality Act, and the Public Sector Equality Duty (PSED).
- Put clear and robust anti-bullying procedures in place.
- Articulate what action will be taken by staff if bullying is reported or suspected.
- Cultivate a school ethos that rejects bullying as acceptable, integrating this principle into the school curriculum, PSHE, RSHE, No Outsiders, assemblies, including as well as using posters, signposts, and shared information about bullying. This will clearly promote understanding and respect for diversity. We will actively remove any negative presentations

of LGBT+ people and UKME/GMH individuals from the curriculum and resources and replace these with positive role models and language.

- Foster children and young people's confidence in approaching any staff member if they experience bullying, ensuring they understand that their concerns will be taken seriously, addressed, and followed up. We will ensure there is a clear process for reporting bullying, including anonymous reporting mechanisms.
- Thoroughly document and analyse all incidents of bullying, reporting on recurring patterns and maintaining precise records of bullying incidents, including types, locations, and times. We will aim to separate data on different types of bullying to better understand and address specific issues.
- We will implement programmes that not only intervene in bullying cases but also engage in long-term prevention by addressing the root causes of bullying, such as not perpetuating stereotypes and fostering curiosity and understanding about other cultures.
- We will explicitly teach pupils about the importance of positive relationships and standing up for others.
- We will ensure the statutory guidance for Relationships Education, Relationships and Sex Education, and Health Education is implemented, including teaching awareness and respect towards LGBT people and different types of families.
- We will work to create a culture where difference is welcome and valued, and pupils and staff are well-trained in navigating this well.
- Use CPoms to thoroughly document and analyse all incidents of bullying, reporting on recurring patterns and maintaining precise records of bullying incidents, including types, locations, and times.

## Diversity and inclusion

We recognise that bullying is closely related to how we respect and recognise the value of diversity. We will be proactive about seeking opportunities to learn about and celebrate differences, increasing diversity within our staff, volunteers, children and young people and welcoming new members to our organisation. We will use the No Outsiders program to teach about the protected characteristics as detailed in the Equality Act 2010.

We plan positive action to identify and support vulnerable pupils and work with all relevant staff members, providing additional support where necessary. This might include extra supervision at break times,, use of the curriculum to develop an understanding of differences, or access to structured interventions such as Thrive, to reduce vulnerability.

## How to report bullying

We will thoroughly investigate reports made by anyone, including the child being bullied, another pupil, a family member, or a staff member. Reports can be made to any member of staff, and they will ensure that the most suitable person investigates the matter. Additionally, reports can also be made by:

- Confiding in a friend or someone at home and asking them to report it to an adult.
- Sending a letter or email to the school office.
- Contacting a helpline such as Childline at 0800 1111.
- Utilising anonymous reporting mechanisms such as suggestion boxes.

We encourage pupils to speak to a 'safe' staff member they trust.

## How we will respond to bullying incidents

We are committed to taking all reports of bullying seriously. In response, we will follow an established procedure (see Appendix 1) consistently, impartially, and promptly for addressing all allegations and incidents. Our response will be guided by the Challenge, Support, Report framework.

- **Challenge:** We will challenge unacceptable behaviour quickly and robustly, including setting clear standards of acceptable behaviour and reinforcing a culture of dignity and respect. This includes making it clear that discriminatory language, including homophobic, biphobic and transphobic and racist language, is not acceptable.
- **Support:** Throughout the investigation and resolution process, our staff will ensure the protection and support of all children and young people involved. Everyone affected will have the opportunity to be heard, and we will swiftly take appropriate action to put an end to any bullying behaviour or threats of bullying. We will provide appropriate advice and support to help victims and reinforce to perpetrators that their behaviour is unacceptable, providing them with support to understand and change their behaviour. We will 'check in' on the victim regularly after the incident and offer signposting to additional support where needed.
- **Report:** We will document all reported incidents of bullying on CPOMS, including details of the incident, the victim(s), perpetrator(s), and any witnesses. We will share outcomes with the parents of all pupils involved, meeting individually where appropriate. We will keep an accurate log of the types and frequency of bullying, and aim to track patterns and target responses effectively.

If possible and appropriate, we will utilise restorative practices to reconcile victims and perpetrators. We will discuss the incident and outcomes with classroom staff, SLT, and Thrive Licensed Practitioners. After the incident has been investigated and dealt with, each case will be monitored to ensure repeated bullying does not take place. If necessary and appropriate, we will consult in-school designated safeguarding leads, Social Services, or the Police.

We recognise the vital role of governors in overseeing our anti-bullying efforts. The safeguarding governor will oversee the monitoring of bullying incidents and provide feedback to the Local Academy Council. Governors will receive training on understanding and addressing different forms of bullying, the Equality Act.

We are committed to working in partnership with parents and carers to address bullying. Our strong approach to tackling all forms of bullying, including HBT and race-based bullying, will be

clear in our written policies and day-to-day procedures, accessible on the school website. We will work with parents to help their children understand what it looks like to live well with difference and will address any concerns through the school's normal complaints procedures.

## Monitoring and Evaluation of the policy

To ensure the effectiveness of this policy, we will implement regular monitoring and evaluation. This will encompass the analysis of bullying reports, as well as the use of questionnaires and surveys. Following our annual review of monitoring, we will evaluate our policy and introduce any necessary improvements to enhance our anti-bullying initiatives.

## Appendix 1: Procedure for Responding to Bullying Allegations and Incidents

1. Make sure the victim, bystander and bully feel safe and are in a safe place.
2. Ask those reporting bullying to briefly describe what happened/is happening. (See some suggested questions on the next page.)
3. Listen and speak to all children/young people involved about the incident separately.
4. Assess the information to consider whether the report is a bullying incident. If bullying is suspected, ensure that class teachers and / or Thrive practitioners are involved at this stage. The Headteacher should be involved where necessary.
5. Provide appropriate advice and support to help victims. Refer to a Thrive Licensed Practitioner for support to process the experience and to develop self-esteem and trust in others.
6. Reinforce to perpetrators that their behaviour is unacceptable and provide them with support to understand and change their behaviour. Issue developmentally appropriate sanctions in line with our behaviour policy. Refer to a Thrive Licensed Practitioner for support to address bullying behaviours if needed.
7. If possible, reconcile victims and perpetrators using restorative practices.
8. Discuss the incident and outcomes with classroom staff, SLT, Thrive Licensed Practitioners and pastoral care leads.
9. Log bullying incidents using CPoms.
10. Share outcomes with the parents of all pupils involved. Where appropriate, meet individually with the parents of all pupils involved to discuss the allegation, investigation and outcome.
11. After the incident has been investigated and dealt with, each case will be monitored to ensure repeated bullying does not take place. This may include discussion with pupils, staff and parents.
12. If necessary and appropriate, consult in-school safeguarding officers, Social Services or the Police.

## Kineton Primary School Restorative Conversation

Restorative conversations can be employed when the individuals involved have reached a level of development that enables them to comprehend cause and effect, articulate their feelings and emotions effectively, and empathise with others. These conversations are valuable for resolving conflicts, fostering relationships, and instilling a sense of community and accountability. Although there is no one-size-fits-all script, below is a basic framework for a restorative conversation that can be customized to meet the specific needs of the child or young person:

**Introduction:** Begin by creating a comfortable and secure environment for all participants. Extend a warm welcome to everyone involved in the restorative process, including any facilitators. Lay down the ground rules for the conversation, highlighting the importance of respect, active listening, and honesty.

**Opening Statements:** Allow each participant, including the person who has been harmed (if applicable) and the person responsible, to provide an opening statement. The person who has been harmed can express their feelings and experiences, concentrating on how the incident has affected them. The person responsible may acknowledge their actions, show remorse, and, if suitable, offer their perspective.

**Empathy Circle:** Promote participants to contemplate each other's statements. Pose open-ended questions that foster empathy. Make certain that the person responsible genuinely comprehends the harm they've caused, and the person harmed feels listened to and acknowledged.

**Discussion and Exploration:** Ask open-ended questions to promote a deeper understanding of the situation. Encourage participants to express their feelings, needs, and concerns. Explore the underlying causes and factors that contributed to the incident. Facilitate a discussion about what can be done to repair the harm and prevent it from happening again.

**Agreement and Resolution:** Collaborate to formulate a plan for restitution or resolution. This plan may involve issuing apologies, and other measures to address the harm caused. It's crucial to ensure that the resolution is perceived as fair and agreeable by all participants. Establish clear expectations and timelines for carrying out the actions agreed upon.

**Closure:** Summarise the agreement and express gratitude to the participants for their willingness to engage in the process. Emphasise the importance of following through on the agreed-upon actions. Invite participants to express their thoughts or feelings about the process and the resolution.

**Follow-Up:** Schedule a follow-up meeting to review the progress of the agreed-upon actions. Ensure that participants have ongoing support as needed. Remember, restorative conversations may vary depending on the specific context, and it's crucial to adapt the script to the particular situation and the needs of the individuals involved. The goal is to promote understanding, healing, and accountability in a constructive and empathetic way.