



King's Cross Academy

# Anti-bullying Policy

Chair of Governors: Alexandra Woolmore

Headteacher: Stephen Mitchell

Date Ratified: December 2024

Review Date: December 2027

## Key Contacts for Anti-Bullying at King's Cross Academy

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**Nominated member of leadership staff responsible for the policy:** Stephen Mitchell, Headteacher

**Designated Safeguarding Lead:** Kay Baxter, Deputy Headteacher

**Named Governor with lead responsibility:** Jane Roberts, Safeguarding Link Governor

### 1.) King's Cross Academy Anti-Bullying Policy

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This policy is based on DfE guidance "Preventing and Tackling Bullying" July 2017 and supporting documents. It also considers the DfE statutory guidance "Keeping Children Safe in Education" 2024 and 'Sexual violence and sexual harassment between children in schools and colleges' guidance.

The setting has also read Childnet's "Cyberbullying: Understand, Prevent and Respond: Guidance for Schools".

### 2.) Policy objectives

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- This policy outlines what King's Cross Academy will do to prevent and tackle all forms of bullying.
- King's Cross Academy is committed to developing an anti-bullying culture where the bullying of adults, children or young people is not tolerated in any form.

### 3.) Link to other school policies and practices

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This policy links with several school policies, practices and action plans including:

- Positive behaviour policy
- Complaints Policy
- Safeguarding Policy
- Online Safety Policy (AUP)
- Curriculum information, such as: PSHE and computing

### 4.) Links to legislation

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There are several pieces of legislation which set out measures and actions for schools in response to bullying, as well as criminal and civil law. These may include (but are not limited to):

- The Education and Inspection Act 2006, 2011
- The Equality Act 2010
- The Children Act 1989

- Protection from Harassment Act 1997
- The Malicious Communications Act 1988
- Public Order Act 1986

## 5.) Responsibilities

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It is the responsibility of:

- The headteacher to communicate this policy to the school community, to ensure that disciplinary measures are applied fairly, consistently and reasonably, and that a member of the senior leadership team has been identified to take overall responsibility.
- Governors to take a lead role in monitoring and reviewing this policy.
- All staff, including: governors, senior leadership, teaching and non-teaching staff, to support, uphold and implement this policy accordingly.
- Parents/carers to support their children and work in partnership with the school.
- Pupils to abide by the policy.

## 6.) Definition of bullying

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Bullying can be defined as “behaviour by an individual or a group, repeated over time that intentionally hurts another individual either physically or emotionally”. (DfE “Preventing and Tackling Bullying”, July 2017)

**S**everal  
**T**imes  
**O**n  
**P**urpose

Bullying can include name calling, taunting, mocking, making offensive comments; kicking; hitting; taking belongings; producing offensive graffiti; gossiping; excluding people from groups and spreading hurtful and untruthful rumours. This includes the same unacceptable behaviours expressed online, sometimes called online or cyberbullying. This can include: sending offensive, upsetting and inappropriate messages by phone, text, instant messenger, through gaming, websites, social media sites and apps, and sending offensive or degrading photos or videos.

Bullying is recognised by the school as being a form of peer on peer abuse. It can be emotionally abusive and can cause severe and adverse effects on children’s emotional development.

## 7.) Forms of bullying covered by this policy

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Bullying can happen to anyone. This policy covers all types and forms of bullying including:

- Bullying related to physical appearance
- Bullying of young carers, children in care or otherwise related to home circumstances
- Bullying related to physical/mental health conditions
- Physical bullying
- Emotional bullying
- Sexual bullying
- Bullying via technology, known as online or cyberbullying
- Prejudicial bullying (against people/pupils with protected characteristics):
  - Bullying related to race, religion, faith and belief and for those without faith
  - Bullying related to ethnicity, nationality or culture
  - Bullying related to Special Educational Needs or Disability (SEND)
  - Bullying related to sexual orientation (homophobic/biphobic bullying)
  - Gender based bullying, including transphobic bullying

## 8.) School ethos

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The King's Cross Academy community recognises that all forms of bullying, especially if left unaddressed, can have a devastating effect on individuals; it can create a barrier to learning and have serious consequences for mental wellbeing.

By effectively preventing and tackling bullying our school can help to create a safe and disciplined environment, where pupils are able to learn and fulfil their potential.

### **Our Community:**

- Monitors and reviews our anti-bullying policy and practice on a regular basis.
- Supports staff to promote positive relationships to help prevent bullying.
- Recognises that some members of our community may be more vulnerable to bullying and its impact than others; this may include children with SEND. Being aware of this will help us to develop effective strategies to prevent bullying from happening and provide appropriate support, if required.
- Will intervene by identifying and tackling bullying behaviour appropriately and promptly.
- Ensures our pupils are aware that bullying concerns will be dealt with sensitively and effectively; that everyone should feel safe to learn and abide by the antibullying policy.
- Requires all members of the community to work with the school to uphold the anti-bullying policy.

- Recognises the potential impact of bullying on the wider family of those affected so will work in partnership with parents/carers regarding all reported bullying concerns and will seek to keep them informed at all stages.
- Will deal promptly with grievances regarding the school response to bullying in line with our complaints policy
- Seeks to learn from good anti-bullying practice elsewhere.
- Utilises support from the Local Authority and other relevant organisations when appropriate.

## 9.) Responding to bullying

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The following steps may be taken when dealing with all incidents of bullying reported to the school:

- If bullying is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached or witnessed the concern.
- The school will provide appropriate support for the person being bullied – making sure they are not at risk of immediate harm and will involve them in any decision making, as appropriate.
- The headteacher/Designated Safeguarding Lead (DSL) or another member of leadership staff will interview all parties involved (see Appendix B for guidance on how this should be conducted).
- The DSL will be informed of all bullying issues where there are safeguarding concerns.
- The school will speak with and inform other staff members, where appropriate.
- The school will ensure parents/carers are kept informed about the concern and action taken, as appropriate and in line with safeguarding and confidentiality policies.
- Sanctions, as identified within the school behaviour policy, and support will be implemented in consultation with all parties concerned.
- If necessary, other agencies may be consulted or involved, such as the police, if a criminal offence has been committed, or other local services including early help or children’s social care, if a child is felt to be at risk of significant harm.
- Where the bullying of or by pupils takes place off school site or outside of normal school hours (including cyberbullying), the school will ensure that the concern is fully investigated. If required, the DSL will collaborate with other schools. Appropriate action will be taken, including providing support and implementing sanctions in school in accordance with this policy and the school’s behaviour policy.
- A clear and precise account of bullying incidents will be recorded by the school in accordance with existing procedures. This will include recording appropriate details regarding decisions and action taken. This will be documented on Arbor.

**Appendix B includes a model process for dealing with bullying incidents at King’s Cross Academy**

### Cyberbullying

When responding to cyberbullying concerns, the school will:

- Act as soon as an incident has been reported or identified.
- Provide appropriate support for the person who has been cyberbullied and work with the person who has carried out the bullying to ensure that it does not happen again.
- Encourage the person being bullied to keep any evidence (screenshots) of the bullying activity to assist any investigation.
- Take all available steps where possible to identify the person responsible.

This may include:

- looking at use of the school systems;
- identifying and interviewing possible witnesses;
- Contacting the service provider and the police, if necessary.
- Work with the individuals and online service providers to prevent the incident from spreading and assist in removing offensive or upsetting material from circulation.
- Ensure that sanctions are applied to the person responsible for the cyberbullying; the school will take steps to change the attitude and behaviour of the bully, as well as ensuring access to any additional help that they may need.
- Inform the police if a criminal offence has been committed.
- Provide information to staff and pupils regarding steps they can take to protect themselves online.

This may include:

- advising those targeted not to retaliate or reply;
- providing advice on blocking or removing people from contact lists;
- helping those involved to think carefully about what private information they may have in the public domain.

## **Supporting pupils**

Pupils who have been bullied will be supported by:

- Reassuring the pupil and providing continuous pastoral support (including ELSA, if appropriate)
- Offering an immediate opportunity to discuss the experience with their teacher, the designated safeguarding lead, or a member of staff of their choice.
- Being advised to keep a record of the bullying as evidence and discuss how to respond to concerns and build resilience as appropriate.
- Working towards restoring self-esteem and confidence.
- Providing ongoing support; this may include: working and speaking with staff, offering formal counselling, engaging with parents and carers.
- Where necessary, working with the wider community and local/national organisations to provide further or specialist advice and guidance; this could include support through Early Help or Children Social Work Service, or support through the Children and Young People's Mental Health Service (CYPMHS).

Pupils who have perpetrated bullying will be helped by:

- Discussing what happened, establishing the concern and the need to change.

- Informing parents/carers to help change the attitude and behaviour of the child.
- Providing appropriate education and support regarding their behaviour or actions.
- If online, requesting that content be removed and reporting accounts/content to service provider.
- Sanctioning, in line with school behaviour policy; this may include official warnings, removal of privileges (including online access when encountering cyberbullying concerns), and fixed-term or permanent suspensions.
- Where necessary, working with the wider community and local/national organisations to provide further or specialist advice and guidance; this may include involvement from the Police or referrals to Early Help, Children Social Work Service, or the Children and Young People's Mental Health Service (CYPMHS).

## 10.) Supporting adults

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Our school takes measures to prevent and tackle bullying among pupils; however, it is equally important to recognise that bullying of adults, including staff and parents, whether by pupils, parents or other staff members, is unacceptable.

Adults who have been bullied or affected will be supported by:

- Offering an immediate opportunity to discuss the concern with the designated safeguarding lead, a senior member of staff and/or the headteacher.
- Advising them to keep a record of the bullying as evidence and discuss how to respond to concerns and build resilience, as appropriate.
- Where the bullying takes place off school site or outside of normal school hours (including online), the school will endeavour to investigate the concern and ensure that appropriate action is taken in accordance with the schools' behaviour and discipline policy.
- Reporting offensive or upsetting content and/or accounts to the service provider, where the bullying has occurred online.
- Reassuring and offering appropriate support.
- Working with the wider community and local/national organisations to provide further or specialist advice and guidance.

Adults who have perpetrated the bullying will be helped by:

- Discussing what happened with a senior member of staff and/or the headteacher to establish the concern.
- Establishing whether a legitimate grievance or concern has been raised and signposting to the school's official complaints procedures.
- If online, requesting that content be removed.

## 11.) Preventing bullying

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## **Environment**

The whole school community will:

- Create and support an inclusive environment which promotes a culture of mutual respect, consideration and care for others, which will be upheld by all.
- Recognise that bullying can be perpetrated or experienced by any member of the community, including adults and children (peer on peer abuse).
- Recognises the potential for children with SEN and disabilities to be disproportionately impacted by bullying and will implement additional pastoral support as required.
- Openly discuss differences between people that could motivate bullying, such as: children with different family situations, such as looked after children or those with caring responsibilities, religion, ethnicity, disability, gender, sexuality or appearance related difference.
- Challenge practice and language (including 'banter') which does not uphold the school values of tolerance, non-discrimination and respect towards others.
- Be encouraged to use technology, especially mobile phones and social media, positively and responsibly.
- Work with staff, the wider community and outside agencies to prevent and tackle concerns including all forms of prejudice-driven bullying.
- Actively create "safe spaces" for vulnerable children and young people.
- Celebrate success and achievements to promote and build a positive school ethos.
- Model acceptable behaviour with peers in the school community.

## **Policy and Support**

The whole school community will:

- Provide a range of approaches for pupils, staff and parents/carers to access support and report concerns.
- Provide a digital mechanism for concerns to be raised via the school website
- Regularly update and evaluate our practice to consider the developments of technology and provide up-to-date advice and education to all members of the community regarding positive online behaviour.
- Take appropriate, proportionate and reasonable action, in line with existing school policies, for any bullying brought to the schools' attention, which involves or affects pupils, even when they are not on school premises; for example, when using school transport or online, etc.
- Implement appropriate disciplinary sanctions; the consequences of bullying will reflect the seriousness of the incident, so that others see that bullying is unacceptable.
- Use a variety of techniques to resolve the issues between those who bully, and those who have been bullied.

## **Education and Training**

The school community will:

- Train all staff, including: teaching staff, support staff (e.g. administration staff, lunchtime support staff and site support staff) and pastoral staff, to identify all forms of bullying and take



appropriate action, following the school's policy and procedures, including recording and reporting incidents.

- Consider a range of opportunities and approaches for addressing bullying throughout the curriculum and other activities, such as: through displays, assemblies, peer support, the school/student council, etc.
- Collaborate with other local educational settings as appropriate, and during key times of the year, for example during transition.
- Ensure anti-bullying has a high profile throughout the year
- Provide systematic opportunities to develop pupils' social and emotional skills, including building their resilience and self-esteem.

## **12.) Involvement of pupils**

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King's Cross Academy will:

- Involve pupils in policy writing and decision making, to ensure that they understand the school's approach and are clear about the part they play in preventing bullying.
- Ensure that all pupils know how to express worries and anxieties about bullying.
- Ensure that all pupils are aware of the range of sanctions which may be applied against those engaging in bullying.
- Involve pupils in anti-bullying campaigns in schools and embedded messages in the wider school curriculum.
- Utilise pupil voice in providing pupil led education and support
- Offer support to pupils who have been bullied and to those who are bullying to address any friendship problems they have.

## **13.) Involvement and liaison with parents and carers**

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King's Cross Academy will:

- Take steps to involve parents and carers in developing policies and procedures, to ensure they are aware that the school does not tolerate any form of bullying.
- Make sure that key information about bullying (including policies and named points of contact) is available to parents/carers in a variety of formats, including via the school website
- Ensure all parents/carers know who to contact if they are worried about bullying and where to access independent advice.
- Work with all parents/carers and the local community to address issues beyond the school gates that give rise to bullying.
- Ensure that parents work with the school to role model positive behaviour for pupils, both on and offline.
- Ensure all parents/carers know about our complaints procedure and how to use it effectively, to raise concerns in an appropriate manner.

## 14.) Monitoring and reviewing

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- The school will ensure that they regularly monitor and evaluate mechanisms to ensure that the policy is being consistently applied.
- Any issues identified will be incorporated into the school's action planning.
- The headteacher will be informed of bullying concerns, as appropriate.
- The named Governor for bullying will report on a regular basis to the governing body on incidents of bullying, including outcomes.
- This policy will be reviewed every 3 years by the Conditions for Learning committee.

## 13.) Appendix A: Child version of anti-bullying policy

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### Feeling safe and happy at school

At King's Cross Academy we want to make sure that you feel looked after, safe and happy when you are in and out of school.

Sometimes we don't know if something bad is happening, so you need to tell us.

This policy looks at bullying, and what you can do when you feel you are being bullied, or when you notice someone else being bullied.

We can help you by:

- Helping you to know what bullying is.
- Teaching you what to do if you feel like you are being bullied, or if someone else is being bullied.
- Telling you names of grown-ups that you can speak to.

### What is bullying?

A bully is someone who **hurts** another person **more than once**, by using behaviour which is meant to **scare, hurt** or **upset** that person.

At KCA school, we use the word '**STOP**' to identify bullying:

**S**everal  
**T**imes  
**O**n  
**P**urpose

It is important to remember that **single problems** and **falling out with friends** are **not bullying**.

Bullying is behaviour which is **repeated** on purpose and is meant to **upset** someone.

### Types of bullying

Bullying can be different things, and isn't just hitting or kicking another person.

**Emotional bullying** is hurting someone's feelings, leaving them out or bossing them about. This can include 'banter'.

**Physical bullying** is punching, kicking, spitting, hitting or pushing someone.

**Verbal bullying** is teasing someone, calling them names or using hand signs. People can also use verbal bullying to be **racist** or **homophobic**.

**Racist** means bullying someone because of their skin colour, race or what they believe in.

**Homophobic** means bullying someone because of their gender or sexuality; calling someone gay or lesbian would be homophobic.

**Sexist** means bullying someone because of their sex (whether they are a boy or a girl).

**Cyber bullying** involves sending unkind or hurtful messages over the internet or by text message.

Bullying can be done through **another person**, by one person sending another person to say nasty things.

## What should I do if I am being bullied?

If you are being bullied, the first thing you should do is tell the bully to **stop**. You can also:

- Tell the bully, in a loud clear voice, to leave you alone.
- Ignore the bully and walk away.
- Tell a grown-up, such as your parent, carer or teacher.
- Report it on the digital 'bravery box' on the school website

You should try not to:

- **Do** what the bully says.
- Let what the bully says or does **upset** you.
- Get **angry** or hit them.

Always remember that if you are being bullied, it is **not your fault** and you are **never alone**.

You shouldn't be scared to **talk to someone** if you are being bullied. If you talk to a grown-up, we can help **make the bullying stop**.

## What should I do if I see someone else being bullied?

If you see someone else being bullied, it is important that you **help** that person.

You should **never walk away** and **ignore** the bullying if you see someone else being bullied, because the bully might keep on upsetting that person.

If you can, and it is **safe**, tell the bully to **stop**, but never get angry or hit them.

**Tell a grown-up**, such as a teacher, as soon as you've seen someone being bullied.

Grown-ups can help **stop the bullying** and make that person feel **happy** again.

You should **never feel scared** to tell someone about bullying.

## Who can I talk to?

It is important that you **tell someone** as soon as you are being bullied, or you notice someone else being bullied.

Speaking to someone like your **adult at home** or **teacher** will mean that we can make sure the **bullying stops** and doesn't happen again.

## How can I help stop bullying from happening?

We can all help stop bullying at our school by:

- Making sure we keep to the **rules** in this guide.
- **Helping others** when they are in need.
- Being **kind, friendly** and **respectful** to others.
- Thinking about people's **feelings** before we say or do something.

## 14. ) Appendix B: How to investigate and record bullying allegations

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It is important that a thorough picture of the bullying incident be recorded on Arbor. When dealing with bullying incidents, the following information **must** be included as a minimum throughout a full case:

- The children and young people involved, as well as staff or other adults
- What was the nature of the bullying behavior experienced
- Where and when alleged bullying behaviour has taken place
- The type of bullying experienced, e.g. name-calling, rumours, threats etc.
- Is there any potential underlying prejudice(s), including details of any protected characteristics associated with the people involved
- Whether the impact of the incident experienced indicates any personal wellbeing concerns or the need for additional support for those involved
- The outcome, including if the issue was *resolved*, *not resolved* or *unfounded*
- Actions taken, including resolution at an individual or organisational level.
- Any contact made with parents/carers as a result of the incident.

Step	Action
1	The adult who the incident is reported to will record it on Arbor and answer the following, at a minimum:

	<ul style="list-style-type: none"> <li>- The children and young people involved, as well as staff or other adults</li> <li>- What was the nature of the bullying behavior experienced</li> <li>- Where and when alleged bullying behaviour has taken place</li> <li>- The type of bullying experienced, e.g. name-calling, rumours, threats etc.</li> <li>- Is there any potential underlying prejudice(s), including details of any protected characteristics associated with the people involved</li> <li>- Whether the impact of the incident experienced indicates any personal wellbeing concerns or the need for additional support for those involved</li> </ul> <p>The class teacher(s) and SLT will be notified the staff member recording the incident.</p> <p>The case will then be considered to be open on Arbor. At each step, the school-based adult will update the incident log on Arbor.</p>
2	The class teacher will speak to all children involved to establish facts. <b>This will be done separately.</b> This includes witnesses and bystanders. Where it is not possible for the teacher to carry this out, it will be done by a member of the leadership team or inclusion team.
3	The teacher will explain to all those involved that the incident is a form of bullying. Where it involves a protected characteristic, this will be explained.
4	The teacher will give the targeted child to express how they feel about being bullied. This should happen 1:1. These feelings should be acknowledged as valid by the class teacher.
5	The teacher will give the perpetrator an opportunity to account for their behaviour, to express the reasons why they targeted the individual(s) and what they understand about the impact of their words and, or actions. This should happen 1:1.
	At this stage, it may be possible to facilitate an apology. This should only happen with the consent of all parties involved.
6	The teacher will inform all sets of parents of the incident and the sanctions applied.
7	The teacher will ask all the parents/carers of the children involved to speak to their child about the seriousness of the incident.
8	Following this (usually the next day), a member of the leadership team will contact the perpetrator's parents to follow up on the outcomes of the conversation, ensuring it took place and that the perpetrator understood the seriousness of the incident as explained by their parent/carer.
9	A member of the leadership team will make a decision as to whether further support is required for the targeted child or perpetrator. If required, this will be organised in consultation with the parents/carers.
10	A member of the leadership team will speak to the targeted child's parents to summarise

	the impact of the sanction and the parental conversation with the perpetrator - rearranging them that the incident has been taken seriously, appropriately addressed, and understood by the perpetrator and their parent/carer.
11	A member of the leadership team will ensure they are happy with the detail of recording on Arbor. When this is the case, they will mark the incident as closed.