



King's Cross Academy

Anti-Bullying Policy

Introduction

- Bullying is an emotional issue for both parents and children. The Academy needs to approach bullying in a calm, rational yet determined way.
- The whole school community needs to work together to give a clear message that bullying behaviour is unacceptable.
- There must be clear and effective procedures in place to deal with bullying which are known by children, parents and staff.

1. What is 'bullying'?

- At King's Cross Academy, we agree that bullying means:
'Repeatedly treating someone badly without provocation'.
- Bullying can be physical, verbal or emotional. Not all unacceptable behaviour is bullying.

Examples of bullying behaviour are:

- name-calling,
- making fun of someone's physical appearance,
- violence or threats of violence,
- extorting money or other items,
- getting other children to ignore another child,
- isolating a child,
- cyber-bullying (computers and mobile phones),
- racism, sexism, homophobia.

Behaviour that is not usually bullying includes:

- an argument,
- a fight following some sort of provocation,
- one child getting angry and over-reacting to something.

Bystander responsibility – telling someone is always the right choice:

- **Bullying should never be ignored by staff or children: we all have a responsibility to challenge bullying behaviour.**
- All staff are expected to deal with bullying appropriately, which will usually mean a referral to Restart where the matter can be explored more thoroughly.
- Children also have a responsibility to report any bullying or suspected bullying to an adult, Peer Mentor or through the 'social and emotional post boxes' in classrooms.
- Bystanders are supporting bullying if they do not report it: to do nothing about bullying is to make a choice to allow bullying to continue.

2. How are potential bullying issues identified?

It is vitally important that King's Cross Academy is a 'listening and telling school' where it is okay to report your worries and you know you will be listened to.

- A child may report an issue to any member of staff or tell another child who reports it. We encourage children always to tell an adult when they have a problem so we can deal with it as quickly as possible and investigate properly. Some children feel uncomfortable telling an adult, so we also encourage children to tell Peer Mentors if they have any problem. This message is reinforced in assemblies and by staff in class e.g. through Circle Time.
- Staff may observe issues in class, around the Academy or in the playground and report these to the SENCO.
- Parents may report an issue to a member of staff.
- An issue may arise in the weekly class meeting.
- A child may complete a yellow form in class or pass it to a member of staff / deposit in the 'social and emotional post box'.
- In the process of dealing with extreme behaviour, the Restart system identifies potential bullying issues and the nine steps (below) can then be followed.
- In deciding whether to follow the nine steps (below), we need to decide whether the issue is a one-off argument, rough play, an instance of poor anger management, a mutual issue between children or bullying.

3. King's Cross Academies Approach to Dealing with Bullying

Nine steps in dealing with bullying

Each step continues as long as is necessary and steps may overlap; for example, steps 1 to 5 will continue to be used as necessary even once steps 6 to 9 are being implemented. At all stages, the Restart system should be used to ensure that there are immediate consequences for bullying behaviour. In most cases the SENCO, Learning Mentor or Behaviour Support Assistant (when in post) will work through the steps as follows:

Steps 1-4 may be completed rapidly, usually within a few days or two weeks.

Step 1 listen to the parent/carer or child affected and record the details using our bullying record sheet. Explain to the victim's parents/carers that the anti-bullying policy will be followed (provide a copy). Bullying issues can also be raised by staff who can refer to the SENCO. Midday Supervisors can refer to the Behaviour Support Assistant if they are concerned.

Step 2 talk to relevant staff: class teacher, midday supervisors, teaching assistants etc to see if there is a pattern of behaviour or other useful information. Collect as much information relating to the situation as possible and be specific e.g. when do problems occur? Are there records of previous incidents on the MIS?

Step 3 explore the issue with the children concerned, usually separately at first. Again, ensure that information is specific in order to form an accurate picture of what is happening.

Step 4 set up support programmes (e.g. mentoring, group work, counselling) for the child experiencing the bullying behaviour. The child displaying bullying behaviour may also require counselling (the SENCO will arrange this where necessary).

Steps 5-6 may last between 2 weeks (if there is no observed improvement at all) and several months (if there is initial improvement which is not sustained or sporadic).

Step 5 monitor the situation initially over about two weeks – if there is improvement, continue monitoring at regular intervals and encourage the child experiencing bullying to share any concerns with named adults or peer mentors. If the issue has not improved at all, and there is no response to the measures taken, continue to step 6.

Step 6 set up a meeting with parents of the bullying child to explain that the bullying has not diminished and that the child is at risk of fixed term exclusion.

Steps 7-9 would be expected to last between 1-3 months as a series of fixed term exclusions are used; only if there is no observed improvement would permanent exclusion be considered.

Step 7 if there remains no improvement or very limited improvement, fixed term exclusion should be considered. At each of stages 7,8 and 9, there should be meetings with the parents of the bullying child to inform them of the situation, to set clear targets with review dates and to seek their support in changing their child's bullying behaviour.

Step 8 a series of fixed term exclusions can be used by the Headteacher if the school judges that there has not been an adequate response or there has been no observable change in behaviour.

Step 9 ultimately, if a child does not respond to support, clear boundaries and consistent consequences including a series of fixed term exclusions, the Headteacher would have to consider seeking permanent exclusion. This decision would need to follow intensive work to remedy the situation sustained over a reasonable time period. There would need to be clear evidence collected by the school over time that there has been an inadequate response to the strategies implemented and that the bullying issue remained extremely serious.

4. The Restart System

All staff have a responsibility to focus on supporting positive behaviour across the Academy.

Children who display extreme behaviour (e.g. violence, extreme rudeness, racism etc), which is rare, are sent to the Restart room to explore what happened. Incidents are recorded on the MIS system and appropriate consequences decided on; parents/carers are informed whenever a child visits Restart during class time.

The aim of Restart is not merely to punish children but to work through what went wrong and how it could be avoided in future. For example, some children find it difficult to keep calm and need to work on managing their anger. Targets will be set with and for the children and then followed up to see how they are doing with the child, the class teacher and often the SENCO; this is often enough to help children change their behaviour.

Sometimes some mentoring is required e.g. talking through regularly with the child how they are doing. The 'victim' of any violence or extreme behaviour will be supported by talking it through with them and then providing any follow-up support if required. Peer mentors (When the Academy has Year 2, 5 and 6 children will be trained in supporting and listening to children) also provide support to other children in the playground.

5. Exploratory phase (steps 1 to 4): our initial aim is to understand the situation

At King's Cross Academy, our bullying approach begins with an exploratory phase – steps 1 to 4. This means that the reasons behind the bullying are explored with all those involved in the issue. Most bullying results from a poor self-image or negative experiences e.g. being bullied oneself. Children showing bullying behaviour can respond to careful exploration of their motivations alongside support in changing behaviour. Skills that need to be developed often include: making friends positively, taking turns in games, and social talk and chatting. Children need to understand the effect they have on others through their behaviour and that the bullying behaviour is their choice for which they must take responsibility.

Key approaches at the exploratory phase:

a). Behaviour Support Assistant, Learning Mentor or Teacher talks to the child experiencing bullying behaviour. Try to ascertain exactly what has happened (when?, where?, who? etc). Be supportive and explain that we are working to stop the bullying and that it is unacceptable.

b). Behaviour Support Assistant, Learning Mentor or Teacher talks to the child displaying bullying behaviour about the actual behaviours that are causing distress to others. Be very specific. If there is no acknowledgement of the impact of the child's behaviour or the child is defensive then the Restart system may be needed.

c). If the child experiencing bullying behaviour feels able, there should be a meeting of all those involved mediated by the Behaviour Support Assistant, Learning Mentor or teacher. The bullying child is asked to describe their actions and then what they think the recipient might have felt like. The child experiencing bullying then expresses how they feel. If they are not ready for such a meeting, the Behaviour Support Assistant, Learning Mentor or teacher should work with the bullying child to understand how the other child felt and separately work with that child to express their feelings. The bullying child must be confronted in some way with the impact of their chosen actions.

d). A peer support group is formed from a group of children the child experiencing bullying behaviour feels comfortable with (and those selected by the Behaviour Support Assistant, Learning Mentor or teacher). There should be no more than six children in the group as well as the bullying child and child experiencing bullying behaviour. The teacher, Learning Mentor or Behaviour Support Assistant explains what has been happening and its impact. This is done quite neutrally in a problem-solving manner. Each child states what they personally can do to help resolve the situation positively

e). g. 'I can keep an eye out and if X is on their own, I'll ask them to play with me', 'I'll make sure X is ok in the dining hall and stand next to him/her in the line' etc. The actions are written down and signed by all present. The teacher, Learning Mentor or Behaviour Support Assistant sets a date for review (perhaps one week or two).

e). Peer support group review: the teacher, Learning Mentor or Behaviour Support Assistant meet to review how the group has functioned and whether there have been further incidents of bullying. If there have been no further problems, the whole group is praised and a further review date is set. If there have been further problems, these are explored in the group. If the teacher, Learning Mentor or Behaviour Support Assistant feel that the bullying child will not respond to the support group, the matter should move to step 6.

5. Monitoring the system

In order to ensure that our approach to identifying, stopping and preventing bullying is working as effectively as it should, the following monitoring and evaluation measures are employed:

- The Headteacher/Learning Mentor monitors Restart records regularly to spot patterns in behaviour and possible bullying issues.
- The SENCO liaises regularly with the Peer Mentors in order to identify possible bullying issues.
- The SENCO and Headteacher meet monthly, review cases which may involve bullying issues and also evaluates the effectiveness of communication within the school and with external agencies.
- The Senior Leadership considers any current bullying issues, if there are any, during its weekly meetings and reviews progress and next steps.
- The Headteacher liaises regularly with the Learning Mentor (when in post) and the SENCO to discuss any bullying issues and to plan strategies, using the nine steps (above) as a guide.
- The Headteacher regularly consults the School Council on its perceptions of bullying in the school and discusses possible further measures to prevent bullying.
- The SENCO or Headteacher reports annually to Governors on the effectiveness of this Policy in practice.
- The school completes the Index for Inclusion every two years to collect the views of children, parents and staff on a range of issues including bullying.
- Other shorter surveys of pupils, parents/carers and staff are carried out periodically to ascertain perceptions e.g. 'do you feel safe at school?'
- Harassment data is collected and reviewed by the governing body.

- This Policy is reviewed by Governors annually in the light of practical experience of its implementation. It is expected that amendments will be needed as new or more effective practice is developed.



How do we tackle bullying at King's Cross Academy?

What is bullying?

- Bullying is when someone treats another person badly.
- It happens more than once.
- There is no reason for it. It is not provoked.

What kinds of behaviour are bullying?

- name-calling
- making fun of someone's physical appearance
- violence or threats of violence
- taking money or other items
- getting other children to ignore another child
- isolating a child
- cyber-bullying (computers and mobile phones)
- racism, sexism, homophobia.

What kinds of behaviour are NOT usually bullying?

- An argument
- A disagreement leading to fighting
- A child getting angry and over-reacting to something.

What are yellow forms and why do we have them?

- In every class from Year R to Year 6, there is a locked box in the classroom and you can fill out a yellow form to post in.
- The yellow form gives you the chance to say if you have a problem with friendship, bullying or something else.
- You can say whether you want to discuss the problem in class meeting or not.
- You can also write down if you have solved a problem which is always great to hear!

- We have yellow forms because it is not always easy to talk to an adult; writing things down can be easier and can be done at any time.

What are class meetings and why do we have them?

- Every Friday, classes from Reception to Year 6 hold a meeting to talk about any issues that have come up in the class to do with friendship, bullying or anything else.
- Issues on yellow forms can be discussed in class meetings.
- If there are no issues, the class can explore its social and emotional skills.
- We have class meetings to make sure that children are involved in solving problems together supported by staff.

What happens to yellow forms?

- Teachers note down how issues on yellow forms have been handled and whether they have been solved successfully.
- The forms go to the Headteacher who checks whether any more support is needed to help the child sort out their problem.
- If the problem in the yellow form looks very difficult or serious, the senior leaders will look at them. They discuss what action needs to be taken to support the child.

What does the school do if there is bullying?

- We try to find out as much information as possible.
- We talk to the children involved and to staff.
- We talk to the parents.
- We watch the children at different times to see exactly what is happening.
- We set up a support group to make sure that children are working together to stop the problem.
- If the bullying does not stop, we warn the child and their parents that they could be excluded from school.
- If there is no improvement, the child could be excluded from the Academy.

Record of Anti-Bullying Action

In support of : _____



Date started:

Lead person:

ACTION	DATE/COMMENTS	NEXT STEPS
<p>1: Listen to the parent/carer or child affected and record the details using our bullying record sheet and MIS.</p> <p>Explain to the victim's parents/carers that the anti-bullying policy will be followed (provide a copy). Bullying issues can also be raised by staff, who can refer to the Headteacher / SENCO</p> <p>Midday Supervisors can refer to the Headteacher / Behaviour Support Assistant if they are concerned.</p>		
<p>2: Talk to relevant staff: class teacher, midday supervisors, teaching assistants etc to see if there is a pattern of behaviour or other useful information.</p>		
<p>3: Explore the issue with the children concerned, usually separately at first.</p>		
<p>4: Set up support programmes (e.g. mentoring, counselling) for the 'victim' and for the bully (see the 'No Blame' approach).</p>		

<p>5: Monitor over a week or two – if the issue has improved, continue monitoring at regular intervals and encourage the victim to share any concerns with adults or peer mentors. If the issue has not improved, continue to step 6.</p>		
<p>6: Use Restart to ensure that there are immediate consequences for bullying behaviour. Set up a meeting with parents to explain that the bullying has not diminished and that the bully is at risk of fixed term exclusion.</p>		
<p>7: If there remains no improvement, fixed term exclusion should be considered. At each of stages 7,8 and 9, there should be meetings with the parents/carers to inform them of the situation, to set clear targets with review dates and to seek their support in changing the bully's behaviour.</p>		
<p>8: A series of fixed term exclusions can be used by the Head Teacher if there is no response from the bully or no observable change in behaviour.</p>		
<p>9: Ultimately, if a child does not respond to support, clear boundaries and consistent consequences including a series of fixed term exclusions, the Head Teacher would have to consider seeking permanent exclusion.</p>		

Document Control

Written by	Emyr Fairburn
Approved by Governors	May 2015
Date for Review	May 2018
Signed – Chair of Governors	
Signed – Headteacher	

Love Learning Together
