

King's Academy Northern Parade Anti-Bullying Policy

Reviewed: January 2025 | Next Review Due: January 2026

Ratified: November 2022

Rationale

King's Academy Northern Parade is committed to providing a secure, inclusive and respectful learning environment where all pupils feel safe, valued, and empowered to thrive. Bullying of any kind is unacceptable and will not be tolerated. All reports of bullying will be taken seriously and responded to in line with our safeguarding duties under the Keeping Children Safe in Education (KCSIE) 2025 and the Equality Act 2010.

Definition of Bullying

Bullying is defined as:

“Behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. It often involves an imbalance of power, which makes it difficult for the victim to defend themselves.”
— DfE, Preventing and Tackling Bullying (updated 2017)

To help pupils and families recognise bullying, we use the acronym STOP:

- Several
- Times
- On
- Purpose

To encourage reporting: Straightaway Tell Other People.

Distinction Between Bullying and Relational Conflict

Bullying	Relational Conflict
Repeated, intentional harm	Happens occasionally
Power imbalance	Equal power
No remorse	Shows remorse
Deliberate	Accidental
No effort to solve	Willingness to solve

Forms of Bullying

- Physical – hitting, kicking, taking belongings
- Verbal – name-calling, insults, racist or homophobic remarks
- Non-verbal – gestures, body language, intimidation through staring
- Indirect – spreading rumours, social exclusion
- Cyber – misuse of technology (e.g., messaging, gaming, or social media platforms)

Who Might Be Bullied?

In accordance with the Equality Act 2010, it is unlawful to discriminate against individuals based on any of the nine protected characteristics:

- Age
- Disability
- Gender reassignment
- Marriage and civil partnership
- Pregnancy and maternity
- Race

- Religion or belief
- Sex
- Sexual orientation

This policy also recognises that bullying can occur in multiple contexts:

- Pupil to pupil
- Staff to pupil or vice versa
- Parent to staff or pupil
- Staff to staff
- Parent to parent

The Role of Bystanders

- Report bullying to a trusted adult (this can be anonymous)
- Challenge unacceptable behaviour
- Show support to the target
- Promote inclusion and kindness

Bullying Outside the School Premises

The school has the authority (under the Education and Inspections Act 2006, Sections 90–91) to respond to incidents of bullying that occur off-site, when pupils are under the lawful control of a staff member. This includes behaviour:

- On journeys to/from school
- During school-organised events or visits
- Online interactions that impact a child's welfare at school

Aims of the Anti-Bullying Policy

- Ensure all children feel emotionally and physically safe at school
- Promote a culture of mutual respect, empathy, and kindness
- Provide clear systems for pupils to report concerns
- Intervene promptly and appropriately to incidents of bullying
- Educate children and the wider community on the impact of bullying

- Develop a whole-school approach involving staff, pupils, parents, and governors
- Support both the victim and the child who has engaged in bullying behaviour

Procedures and Response

- All pupils and parents are informed that bullying is taken seriously
- Any report is investigated promptly, objectively, and in line with safeguarding procedures
- Staff will respond calmly and consistently, using restorative and relational practice when appropriate
- Victims are supported through pastoral systems (e.g., ELSA, Dragon's Nest)
- Perpetrators are supported in developing pro-social behaviours
- Staff document all incidents on CPOMS to ensure safeguarding oversight
- Interventions are regularly reviewed for impact and sustained behaviour change
- PDL and RSE lessons embed anti-bullying education as part of a whole-school preventative approach

Five-Stage Response Framework

- Be Available – Provide a safe and open environment for disclosures
- Listen – Listen attentively, gather facts, and validate the pupil's feelings
- Record – Document the incident in line with safeguarding protocols
- Respond – Address the behaviour promptly with appropriate consequences/support
- Follow Up – Monitor the situation, review outcomes, and adjust interventions

Safeguarding Links

Bullying may be an indicator of wider safeguarding concerns, including:

- Child-on-child abuse
- Online harms
- Discriminatory abuse
- Mental health difficulties

In line with KCSIE 2025, any bullying which raises safeguarding concerns will be dealt with under the school's Child Protection and Safeguarding Policy and reported to the Designated Safeguarding Lead (DSL).

Relevant Guidance and Legislation

- [Keeping children safe in education 2025](#)
- [Equality Act 2010: guidance - GOV.UK](#)
- [Working together to safeguard children 2023: statutory guidance](#)
- [Preventing and tackling bullying](#)
- [Behaviour in Schools - Advice for headteachers and school staff - GOV.UK](#)
- [Mental Health and behaviour in schools. Gov.UK](#)
- [Portsmouth anti-bullying guidance and resource pack for schools](#)