



King's Academy Northern Parade School's Anti-Bullying Policy

Policy Date	May 2026
Review Date	May 2027
Approved by	LGB

Statement of Intent

At our King's Academy Northern Parade Infant and Junior Schools, we are committed to providing a safe, inclusive, and respectful environment where all children feel valued and protected. Bullying of any kind is unacceptable and will not be tolerated. This policy aligns with statutory safeguarding guidance, including Keeping Children Safe in Education (KCSIE) 2026, and reflects our duty to safeguard and promote the welfare of all pupils.

We recognise that bullying can have a significant impact on a child's emotional wellbeing, attendance, and achievement. Therefore, we take a proactive, preventative, and restorative approach.

Definition of Bullying

Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally.

Bullying can include:

- Physical: hitting, kicking, pushing
- Verbal: name-calling, teasing, threats
- Emotional: exclusion, intimidation, spreading rumours
- Cyberbullying: use of digital technologies to harm others
- Prejudicial bullying: based on race, religion, gender, disability, or sexual orientation

We recognise that children with SEND or vulnerabilities may be more at risk of bullying.

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

Who Might Be Bullied

In line with the Equality Act 2010, our school recognises that bullying can be linked to discrimination. It is unlawful to treat individuals unfairly 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

We are committed to ensuring that all members of our school community are treated with respect and dignity. We recognise that some children may be more vulnerable to bullying, including those with SEND, those who have experienced trauma, or those who may be perceived as 'different' in any way.

Bullying can occur in a range of relationships and contexts, including:

- Pupil to pupil
- Staff to pupil, or pupil to staff
- Parent/carer to staff or pupil
- Staff to staff
- Parent/carer to parent/carer

Procedures and Response

At King's Academy Infant and Junior Schools - all reports of bullying are taken seriously and responded to in a timely, consistent, and safeguarding-led manner.

- All pupils and parents/carers are made aware that bullying is not tolerated and will be addressed promptly and effectively.

- Any report of bullying is investigated thoroughly, objectively, and in line with the school's safeguarding and child protection procedures.
- Staff respond calmly and consistently, using a relational and restorative approach where appropriate, focusing on repairing harm and rebuilding relationships.
- Pupils who have experienced bullying are supported through the school's pastoral systems (e.g. ELSA support, Dragon's Nest/Den provision, trusted adults), ensuring their safety, wellbeing, and voice are prioritised.
- Pupils displaying bullying behaviours are supported to understand the impact of their actions and are guided to develop pro-social, respectful behaviours through targeted interventions.
- All incidents are recorded on My Concern to ensure accurate documentation, effective monitoring, and safeguarding oversight by the Designated Safeguarding Lead (DSL) and senior leaders.
- Interventions and support strategies are regularly reviewed to ensure they are effective and lead to sustained behavioural change.
- Anti-bullying education is embedded within the curriculum through Personal Development Learning (PDL) and Relationships and Sex Education (RSE), forming part of a whole-school preventative approach.

Five-Stage Response Framework

All staff follow a consistent, relational approach when responding to concerns or disclosures of bullying:

- **Be Available** – Create a safe, calm, and approachable environment where pupils feel able to share concerns or disclosures.
- **Listen** – Listen actively and without judgement, gather relevant facts, and validate the pupil's feelings.
- **Record** – Accurately document the incident in line with safeguarding procedures using My Concern, ensuring clear, factual recording.
- **Respond** – Take prompt and appropriate action to address the behaviour, which may include restorative approaches, sanctions, and targeted support.
- **Follow Up** – Monitor the situation over time, review the effectiveness of interventions, and make adjustments where necessary to ensure sustained resolution and wellbeing.

Safeguarding Links

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

- Child-on-child abuse
- Online harms (including cyberbullying and exposure to inappropriate content)
- Discriminatory abuse
- Mental health difficulties

In line with *Keeping Children Safe in Education (KCSIE 2026)*, any bullying concerns that indicate a safeguarding risk will be managed under the school's Child Protection and Safeguarding Policy. These concerns must be reported immediately to the Designated

Safeguarding Lead (DSL) or a deputy DSL, in accordance with school safeguarding procedures.

Relevant Guidance and Legislation

[Keeping children safe in education 2025](#)

[NSPCC Working Together 2026](#)

[Equality Act 2010: guidance - GOV.UK](#)

[Preventing and tackling bullying](#)



