



ANTI-BULLYING & RESPECT POLICY

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Current version: 2.0

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Next scheduled review: 13 July 2027

Policy owner: Designated Safeguarding Lead

Approved by: Andrew Banks, CEO

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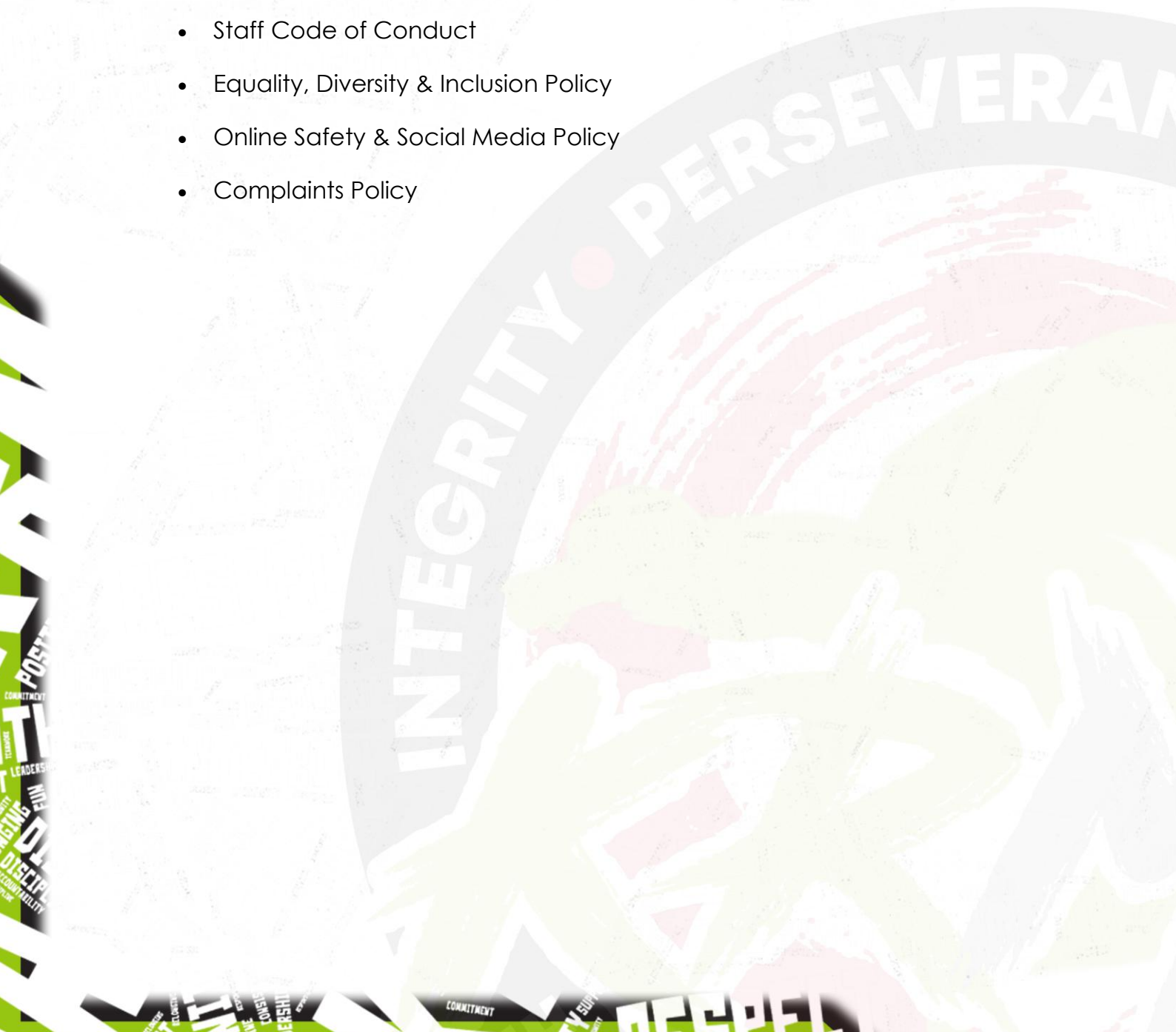
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Related Policies

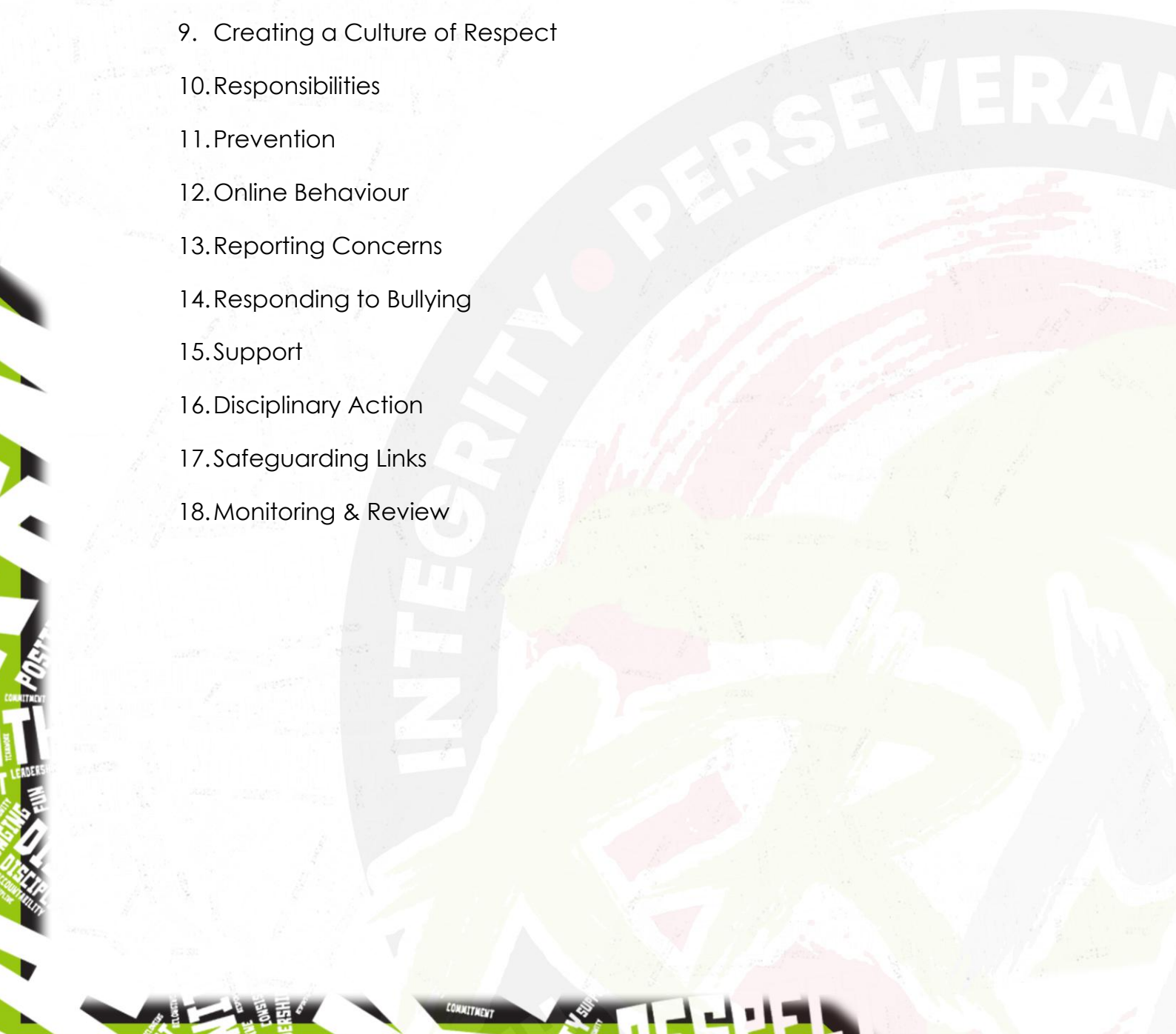
This policy should be read alongside:

- Safeguarding & Child Protection Policy
- Safeguarding Adults at Risk Policy
- Trauma-Informed Coaching Policy
- Special Educational Needs, Disabilities & Inclusion (SENDI) Policy
- Behaviour Management Policy
- Student Code of Conduct
- Parent Code of Conduct
- Staff Code of Conduct
- Equality, Diversity & Inclusion Policy
- Online Safety & Social Media Policy
- Complaints Policy



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1. Purpose

Koku-Ryu Martial Arts (KRMA) believes that every individual has the right to train in an environment where they feel:

- safe;
- respected;
- included;
- valued;
- supported; and
- free from intimidation.

Bullying has no place within KRMA.

We are committed not only to responding to bullying when it occurs, but to creating a culture where bullying is less likely to develop.

Through martial arts we teach:

- respect;
- self-control;
- discipline;
- courage;
- kindness;
- responsibility; and
- leadership.

These values extend beyond the dojo into school, work, home and the wider community.

This policy explains how KRMA prevents, identifies, responds to and records bullying, whilst promoting positive relationships between students, instructors, parents, volunteers and staff.

2. Scope

This policy applies to every activity organised or delivered by KRMA.

This includes:

- Dragon Tots
- Junior Dragons
- Senior Dragons
- Traditional Karate
- Freestyle Martial Arts
- Kickboxing
- KRMA Komбат MMA
- Hyper Training
- Weapons Training
- Jiu-Jitsu
- Instructor Training
- Competitions
- Demonstrations
- Gradings
- Private Tuition
- School Programmes
- Holiday Activities
- Community Events
- Social Events
- Online Activities

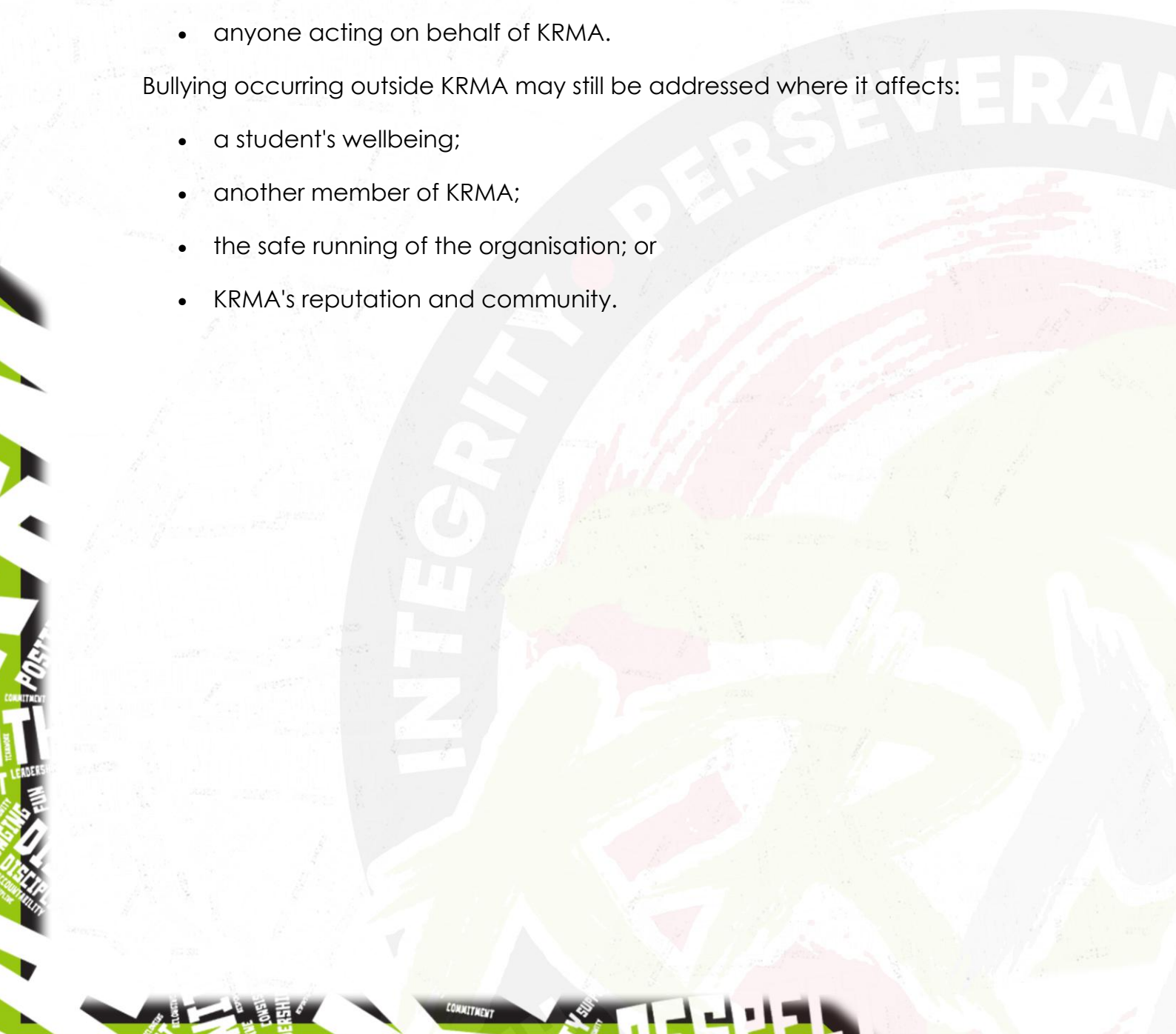
This policy applies to:

- students;

- instructors;
- assistant instructors;
- junior instructors;
- volunteers;
- employees;
- parents;
- carers;
- contractors;
- visitors; and
- anyone acting on behalf of KRMA.

Bullying occurring outside KRMA may still be addressed where it affects:

- a student's wellbeing;
- another member of KRMA;
- the safe running of the organisation; or
- KRMA's reputation and community.



3. KRMA Philosophy

At KRMA we teach students how to defend themselves.

More importantly, we teach them when **not** to fight.

True strength is demonstrated through:

- respect;
- courage;
- kindness;
- integrity;
- self-control; and
- responsibility.

Every member of KRMA has a responsibility to contribute positively to our community.

We expect students to:

- support one another;
- celebrate each other's progress;
- encourage those who struggle;
- respect differences;
- challenge inappropriate behaviour safely; and
- seek help when needed.

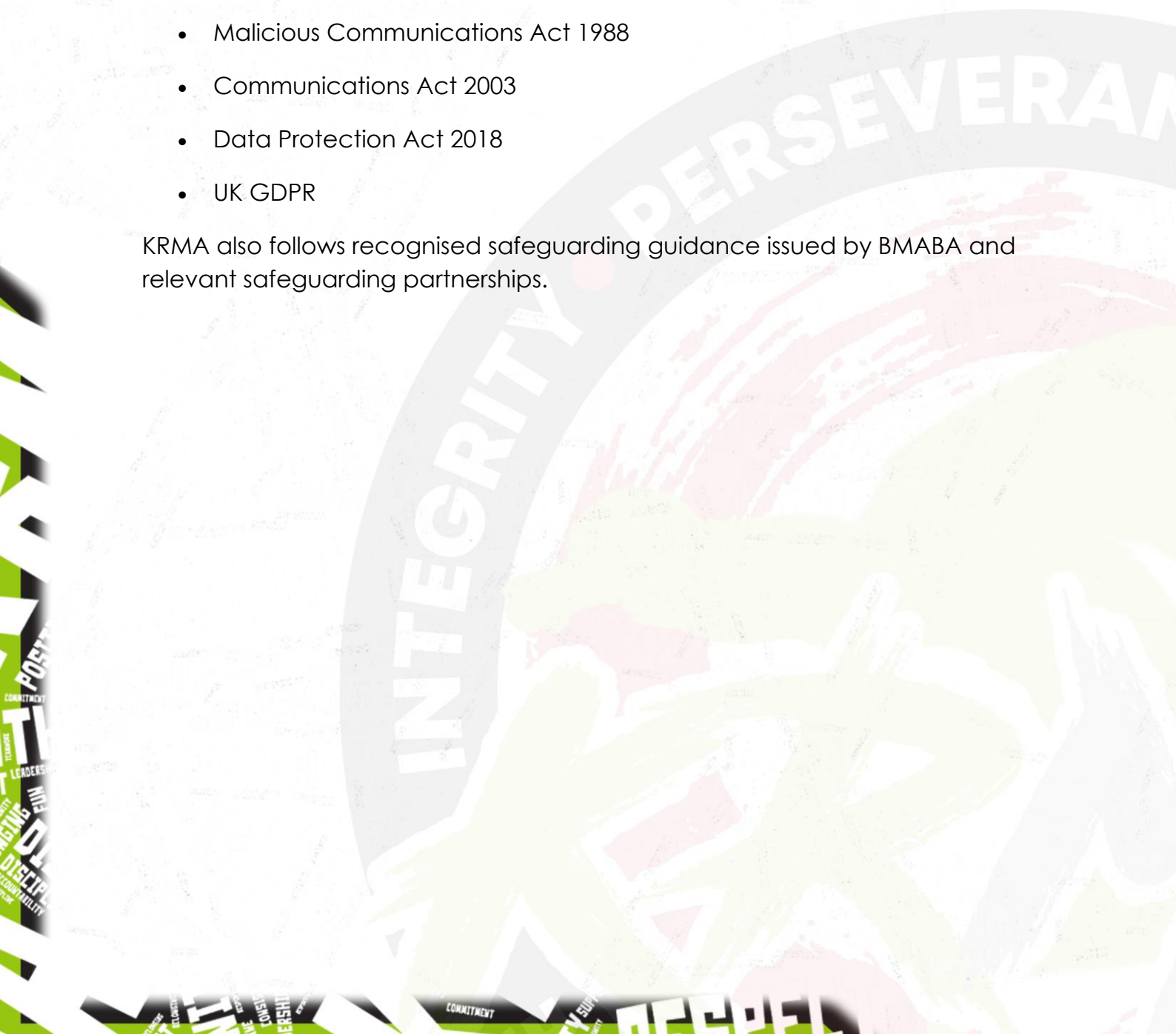
We believe that preventing bullying is everyone's responsibility.

4. Legal Framework

This policy has been developed having regard to:

- Equality Act 2010
- Children Act 1989
- Children Act 2004
- Working Together to Safeguard Children (2026)
- Care Act 2014
- Human Rights Act 1998
- Protection from Harassment Act 1997
- Malicious Communications Act 1988
- Communications Act 2003
- Data Protection Act 2018
- UK GDPR

KRMA also follows recognised safeguarding guidance issued by BMABA and relevant safeguarding partnerships.



5. Definition of Bullying

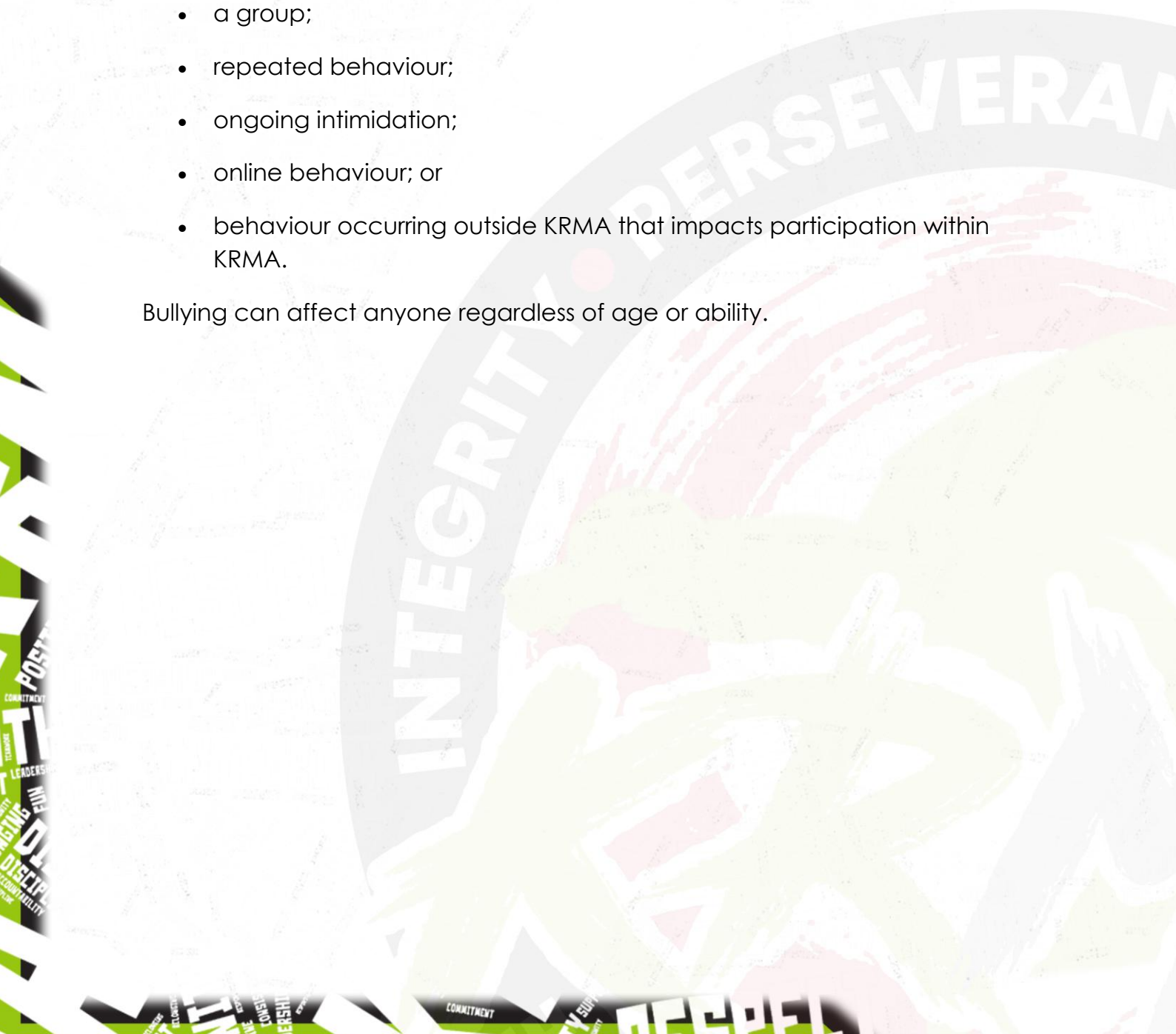
Bullying is behaviour that is:

- intentional or reckless;
- hurtful;
- repeated or has the potential to become repeated; and
- involves an imbalance of power that makes it difficult for the person affected to defend themselves.

Bullying may involve:

- one individual;
- a group;
- repeated behaviour;
- ongoing intimidation;
- online behaviour; or
- behaviour occurring outside KRMA that impacts participation within KRMA.

Bullying can affect anyone regardless of age or ability.



6. Types of Bullying

Bullying may include, but is not limited to:

Physical Bullying

Examples include:

- hitting;
 - kicking;
 - pushing;
 - tripping;
 - damaging belongings;
 - intimidating physical behaviour;
 - deliberate roughness during training; or
 - misuse of martial arts techniques.
-

Verbal Bullying

Examples include:

- insults;
 - teasing;
 - name-calling;
 - threats;
 - offensive jokes;
 - discriminatory language;
 - mocking someone's appearance;
 - mocking ability; or
 - repeated criticism intended to humiliate.
-

Emotional or Psychological Bullying

Examples include:

- deliberate exclusion;
 - intimidation;
 - spreading rumours;
 - manipulation;
 - humiliation;
 - encouraging others to exclude someone;
 - silent treatment;
 - coercion; or
 - controlling behaviour.
-

Social Bullying

Examples include:

- excluding someone from friendship groups;
 - refusing to partner with someone without reasonable cause;
 - encouraging others to ignore an individual;
 - excluding someone from activities;
 - organised isolation; or
 - damaging another person's reputation.
-

Cyberbullying

Cyberbullying includes behaviour using:

- WhatsApp;
- Facebook;

- Instagram;
- Snapchat;
- TikTok;
- Discord;
- gaming platforms;
- email;
- text messages; or
- any other digital communication.

Examples include:

- abusive messages;
- threatening messages;
- fake accounts;
- sharing embarrassing images;
- spreading rumours;
- excluding individuals from online groups;
- anonymous abuse;
- harassment; or
- encouraging others to target an individual online.

Cyberbullying connected to KRMA will be treated as seriously as bullying occurring within the dojo.

7. Bullying, Conflict and Banter

KRMA recognises that not every disagreement constitutes bullying.

Understanding the difference helps ensure concerns are managed fairly.

Conflict

Conflict usually involves:

- a disagreement between individuals of relatively equal power;
- isolated incidents;
- both parties contributing;
- willingness to resolve matters.

Conflict should be managed positively through communication and problem-solving.

Bullying

Bullying generally involves:

- repeated behaviour;
- deliberate harm or intimidation;
- an imbalance of power;
- fear or distress;
- difficulty escaping the behaviour.

Bullying requires formal intervention.

Banter

Friendly humour and banter can form part of positive relationships.

However, behaviour stops being banter when:

- someone is upset;
- someone asks for it to stop;

- it becomes repeated;
- it targets personal characteristics;
- it humiliates someone; or
- there is an imbalance of power.

Statements such as:

"It was only a joke."

or

"They need to toughen up."

do not excuse inappropriate behaviour.



8. Bullying Related to Protected Characteristics

KRMA has zero tolerance for bullying based upon any protected characteristic under the Equality Act 2010.

This includes bullying relating to:

- disability;
- race;
- ethnicity;
- nationality;
- religion;
- belief;
- sex;
- gender reassignment;
- sexual orientation;
- pregnancy;
- age; or
- marriage and civil partnership where applicable.

Bullying motivated by prejudice or hate may also constitute a safeguarding concern or criminal offence.

Such incidents will always be taken seriously and may be reported to external agencies where appropriate.

9. Creating a Culture of Respect

Preventing bullying begins with creating a positive culture.

KRMA promotes respect through:

- positive role modelling;
- clear expectations;
- consistent boundaries;
- inclusive coaching;
- trauma-informed practice;
- SENDI-informed coaching;
- celebrating effort and progress;
- teamwork;
- peer support;
- leadership opportunities;
- restorative conversations where appropriate; and
- recognising acts of kindness and good character.

Students are encouraged to support one another and to demonstrate the values expected of martial artists both inside and outside the dojo.



10. Prevention of Bullying

KRMA believes that the most effective way to tackle bullying is to prevent it from occurring wherever possible.

Prevention is achieved through:

- promoting a culture of respect;
- consistent expectations;
- positive role modelling;
- inclusive coaching;
- trauma-informed practice;
- SENDI-informed coaching;
- strong safeguarding procedures;
- clear communication with families;
- early intervention; and
- teaching positive character values alongside martial arts skills.

Every lesson provides an opportunity to reinforce KRMA's values of:

- Respect
- Integrity
- Courage
- Kindness
- Self-Control
- Leadership
- Responsibility

Students should understand that these values apply both inside and outside the dojo.

Character Development

Character development forms part of every KRMA programme.

Instructors should actively encourage:

- kindness;
- empathy;
- encouragement;
- teamwork;
- honesty;
- resilience;
- accountability;
- inclusion;
- humility; and
- respect for others.

Positive behaviour should be recognised and celebrated regularly.

Early Intervention

Concerns should be addressed at the earliest opportunity.

Small incidents that are ignored may develop into more significant problems.

Instructors should intervene whenever behaviour has the potential to:

- intimidate;
- embarrass;
- isolate;
- humiliate;
- exclude; or
- undermine another participant.

Early conversations often prevent escalation.

11. Responsibilities

Creating a respectful environment is everyone's responsibility.

Students

Students are expected to:

- treat others with respect;
- use appropriate language;
- encourage fellow students;
- report bullying;
- refuse to join in bullying behaviour;
- include others where possible;
- respect differences;
- use social media responsibly;
- follow instructor guidance; and
- demonstrate good sportsmanship.

Students should understand that remaining silent when someone is being bullied may allow bullying to continue.

Parents and Carers

Parents and carers play an important role in supporting KRMA's positive culture.

Parents are expected to:

- encourage respectful behaviour;
- support club expectations;
- report concerns promptly;
- avoid gossip;

- avoid spreading rumours;
- communicate concerns directly with KRMA;
- support investigations;
- monitor children's online behaviour; and
- model respectful communication.

Parents should avoid discussing disputes publicly or through social media before allowing KRMA an opportunity to investigate concerns.

Instructors

All instructors are expected to:

- model respectful behaviour;
- challenge bullying immediately;
- create inclusive lessons;
- promote teamwork;
- identify emerging concerns;
- listen carefully to students;
- take reports seriously;
- maintain confidentiality;
- follow safeguarding procedures;
- record incidents appropriately;
- support all individuals involved; and
- promote restorative learning where appropriate.

Instructors should remain impartial during investigations.

Volunteers and Junior Instructors

Volunteers and Junior Instructors should:

- report concerns immediately;
- avoid attempting to investigate;
- support instructor decisions;
- promote positive behaviour;
- challenge inappropriate conduct where safe to do so; and
- act as positive role models.



12. The Role of Bystanders

Bullying often continues because other people remain silent.

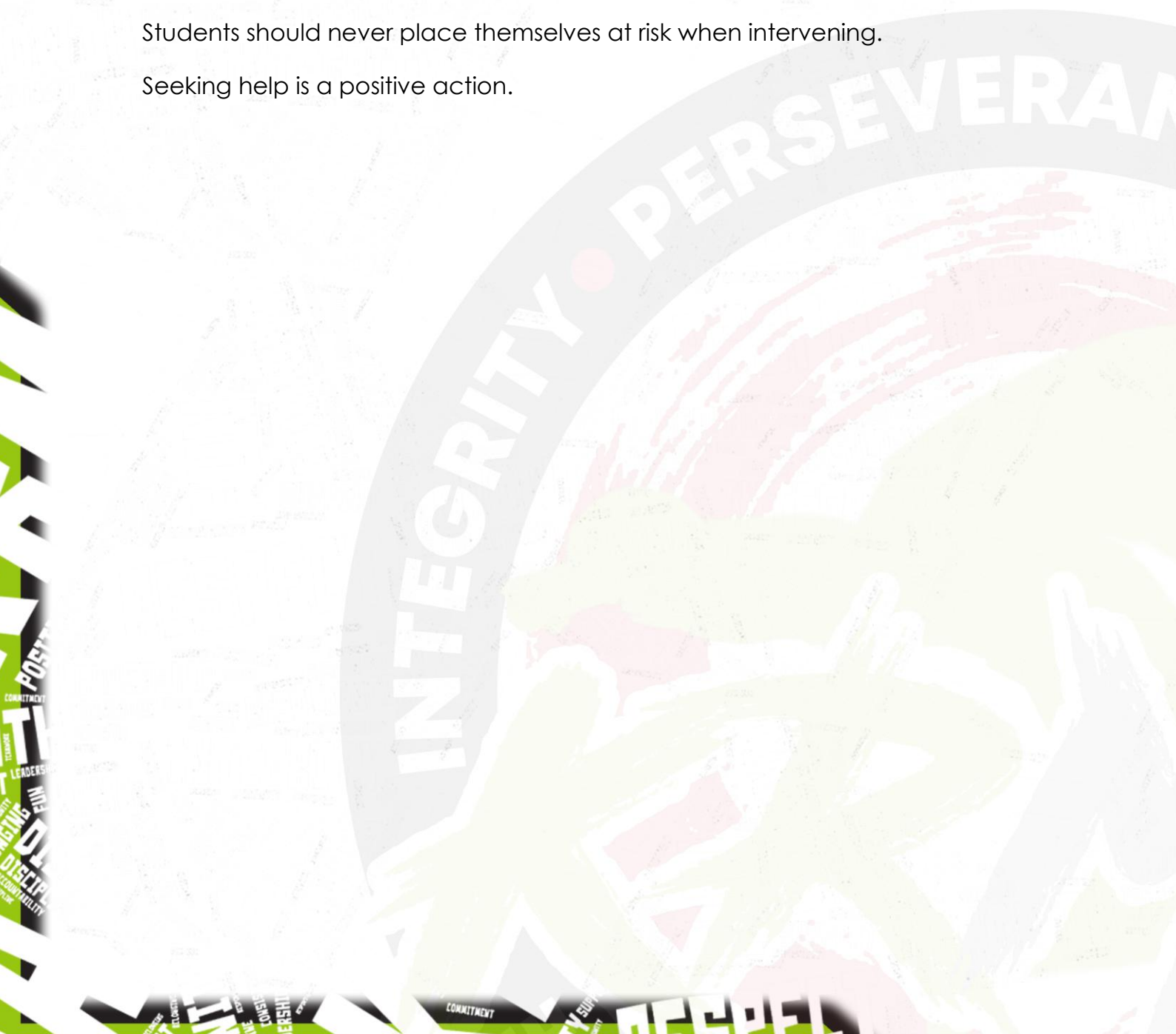
KRMA encourages students to become positive bystanders.

Students witnessing bullying should:

- avoid joining in;
- support the person affected where appropriate;
- seek assistance from an instructor;
- report concerns promptly; and
- help promote a respectful environment.

Students should never place themselves at risk when intervening.

Seeking help is a positive action.



13. Parent Behaviour

KRMA recognises that inappropriate behaviour by adults can have a significant impact upon the wellbeing of students and the wider club community.

Examples of unacceptable behaviour include:

- gossiping about students or families;
- spreading rumours;
- online arguments;
- abusive messages;
- intimidating other parents;
- undermining instructors;
- encouraging exclusion;
- making malicious allegations;
- posting harmful comments online; or
- behaviour likely to damage relationships within KRMA.

Parents are expected to resolve concerns through KRMA's procedures rather than through social media or informal discussion groups.

Failure to do so may result in action under KRMA's Parent Code of Conduct.

14. Online Behaviour and Social Media

Respect applies equally online.

All members should use digital communication responsibly.

Examples of inappropriate online behaviour include:

- abusive comments;
- offensive language;
- threats;
- exclusion from online groups;
- sharing confidential information;
- posting embarrassing photographs;
- impersonating another person;
- encouraging others to target an individual;
- repeated unwanted messaging; or
- creating a hostile online environment.

Cyberbullying occurring outside KRMA may still be addressed where it impacts:

- student welfare;
- safeguarding;
- participation in KRMA activities;
- relationships within KRMA; or
- the reputation of the organisation.

WhatsApp and Group Chats

Group messaging should be used responsibly.

Members should not:

- ridicule others;
- encourage gossip;
- share rumours;
- post offensive material;
- exclude individuals deliberately; or
- use KRMA-related groups to intimidate others.

Parents are encouraged to supervise children's use of messaging platforms.

Social Media

Members should remember that:

- online behaviour can affect real-world relationships;
- deleted messages may still be recoverable;
- screenshots may be shared;
- inappropriate posts may become safeguarding concerns; and
- online behaviour reflects upon KRMA where club involvement is identifiable.

Students should demonstrate the same respect online as they would within the dojo.

15. Building an Anti-Bullying Culture

Preventing bullying requires more than responding to incidents.

KRMA seeks to build a community where bullying is less likely to occur.

This includes:

- welcoming new students;
- encouraging friendships;
- recognising acts of kindness;
- celebrating diversity;
- promoting inclusion;
- teaching empathy;
- developing leadership;
- encouraging teamwork;
- discouraging cliques;
- recognising positive role models; and
- creating opportunities for students to support one another.

Respect should become part of everyday behaviour rather than simply a rule within the dojo.

Marital Arts-Specific Expectations

Students should demonstrate respect during all martial arts activities.

Examples include:

- selecting partners fairly;
- training safely with everyone;
- respecting different abilities;
- avoiding excessive contact;
- helping beginners;

- encouraging nervous students;
- celebrating others' achievements;
- respecting belt grades;
- accepting instructor decisions respectfully; and
- using martial arts knowledge responsibly.

Martial arts techniques must never be used to intimidate, threaten or bully another person.

Such behaviour may result in immediate disciplinary action.



16. Recognising the Signs of Bullying

Possible indicators that someone may be experiencing bullying include:

- reluctance to attend classes;
- sudden loss of confidence;
- withdrawal from friends;
- unexplained injuries;
- damaged equipment;
- anxiety before training;
- changes in behaviour;
- tearfulness;
- reduced participation;
- deterioration in performance;
- requests not to train with certain individuals;
- unexplained absences;
- loss of enjoyment; or
- emotional distress after online activity.

The presence of one indicator does not necessarily mean bullying has occurred.

However, concerns should always be explored appropriately.

17. Reporting Bullying Concerns

KRMA encourages all members to report concerns about bullying as early as possible.

Reports may be made by:

- students;
- parents or carers;
- instructors;
- assistant instructors;
- junior instructors;
- volunteers;
- employees;
- visitors; or
- any person with a genuine concern.

Concerns may be reported:

- verbally;
- in writing;
- by email;
- through KRMA's safeguarding procedures; or
- directly to the Designated Safeguarding Lead.

Anonymous reports will be considered where sufficient information is available, although they may be more difficult to investigate fully.

Every report will be taken seriously.

No individual will be criticised or disadvantaged for raising a genuine concern in good faith.

18. Responding to Bullying

Every concern should be considered individually.

The response will depend upon:

- the seriousness of the behaviour;
- the age of those involved;
- whether the behaviour is isolated or repeated;
- safeguarding considerations;
- the wishes of the person affected where appropriate; and
- the level of ongoing risk.

When bullying is reported, KRMA will normally:

1. Listen carefully to the concern.
2. Ensure immediate safety where necessary.
3. Record the concern.
4. Gather relevant information.
5. Speak with those involved separately where appropriate.
6. Consider any safeguarding issues.
7. Decide upon an appropriate course of action.
8. Communicate outcomes where appropriate.
9. Monitor the situation to ensure bullying has ceased.

Investigations will be conducted fairly, objectively and without unnecessary delay.

All individuals will be treated respectfully throughout the process.

19. Supporting the Person Being Bullied

The wellbeing of the individual experiencing bullying is the priority.

Support may include:

- providing reassurance;
- listening without judgement;
- agreeing a safety plan where appropriate;
- monitoring future sessions;
- adapting training arrangements temporarily where necessary;
- identifying trusted adults;
- maintaining regular communication with parents or carers where appropriate;
- referring safeguarding concerns where necessary; and
- reviewing progress.

KRMA will seek to ensure that the individual feels safe to continue participating in martial arts.

No student should feel that they must leave KRMA because of another person's behaviour.

20. Supporting the Person Displaying Bullying Behaviour

Where appropriate, KRMA will seek to understand the reasons behind bullying behaviour.

This does **not** excuse the behaviour but may help prevent it from recurring.

Support may include:

- restorative conversations;
- behaviour reflection;
- coaching regarding respectful behaviour;
- additional supervision;
- parental involvement where appropriate;
- individual behaviour targets;
- mentoring;
- safeguarding referrals where appropriate; and
- additional support where underlying needs are identified.

Individuals displaying bullying behaviour remain responsible for their actions.

Support will be balanced with appropriate accountability.

21. Restorative Practice

Where appropriate and safe, KRMA may use restorative approaches to repair relationships and encourage learning.

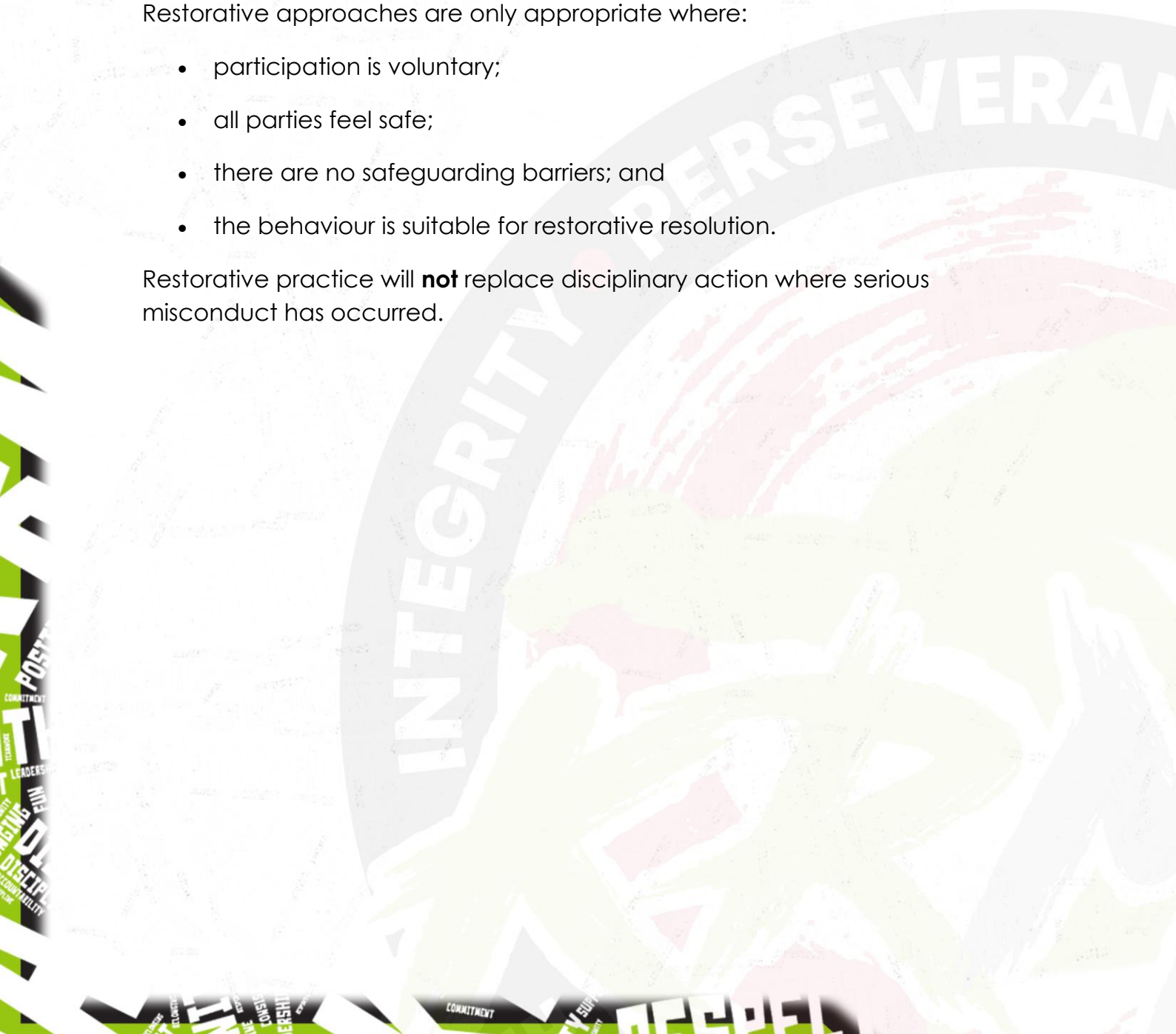
Restorative practice aims to:

- encourage accountability;
- promote empathy;
- rebuild trust;
- repair relationships; and
- reduce the likelihood of repeated behaviour.

Restorative approaches are only appropriate where:

- participation is voluntary;
- all parties feel safe;
- there are no safeguarding barriers; and
- the behaviour is suitable for restorative resolution.

Restorative practice will **not** replace disciplinary action where serious misconduct has occurred.



22. Disciplinary Action

Where bullying is serious, persistent or poses a risk to others, disciplinary action may be necessary.

Possible outcomes include:

- verbal warning;
- written warning;
- behaviour agreement;
- temporary removal from activities;
- increased supervision;
- suspension;
- permanent exclusion from KRMA; or
- referral to statutory agencies where appropriate.

The severity of the response will reflect:

- the seriousness of the behaviour;
- previous incidents;
- safeguarding considerations;
- willingness to change behaviour; and
- the ongoing safety of others.

Any disciplinary action will be proportionate, fair and consistent with KRMA's disciplinary procedures.

23. Bullying and Safeguarding

Bullying can become a safeguarding concern.

Examples include:

- repeated emotional abuse;
- hate incidents;
- discriminatory bullying;
- sexual harassment;
- online exploitation;
- coercive behaviour;
- physical assault;
- abuse related to disability;
- abuse involving vulnerable adults; or
- behaviour causing significant emotional harm.

Where bullying raises safeguarding concerns, KRMA's Safeguarding Policies will take precedence.

The Designated Safeguarding Lead must be informed immediately.

Where necessary, referrals will be made to:

- Children's Social Care;
- Adult Social Care;
- Police;
- Local Authority safeguarding services; or
- other relevant agencies.

24. Record Keeping

All bullying concerns should be recorded accurately.

Records should include:

- date and time;
- location;
- individuals involved;
- witnesses;
- factual description of the incident;
- action taken;
- support provided;
- outcome;
- follow-up arrangements; and
- name of the person completing the record.

Records should distinguish clearly between:

- fact;
- opinion; and
- professional judgement.

All records will be stored securely in accordance with KRMA's Data Protection Policy.

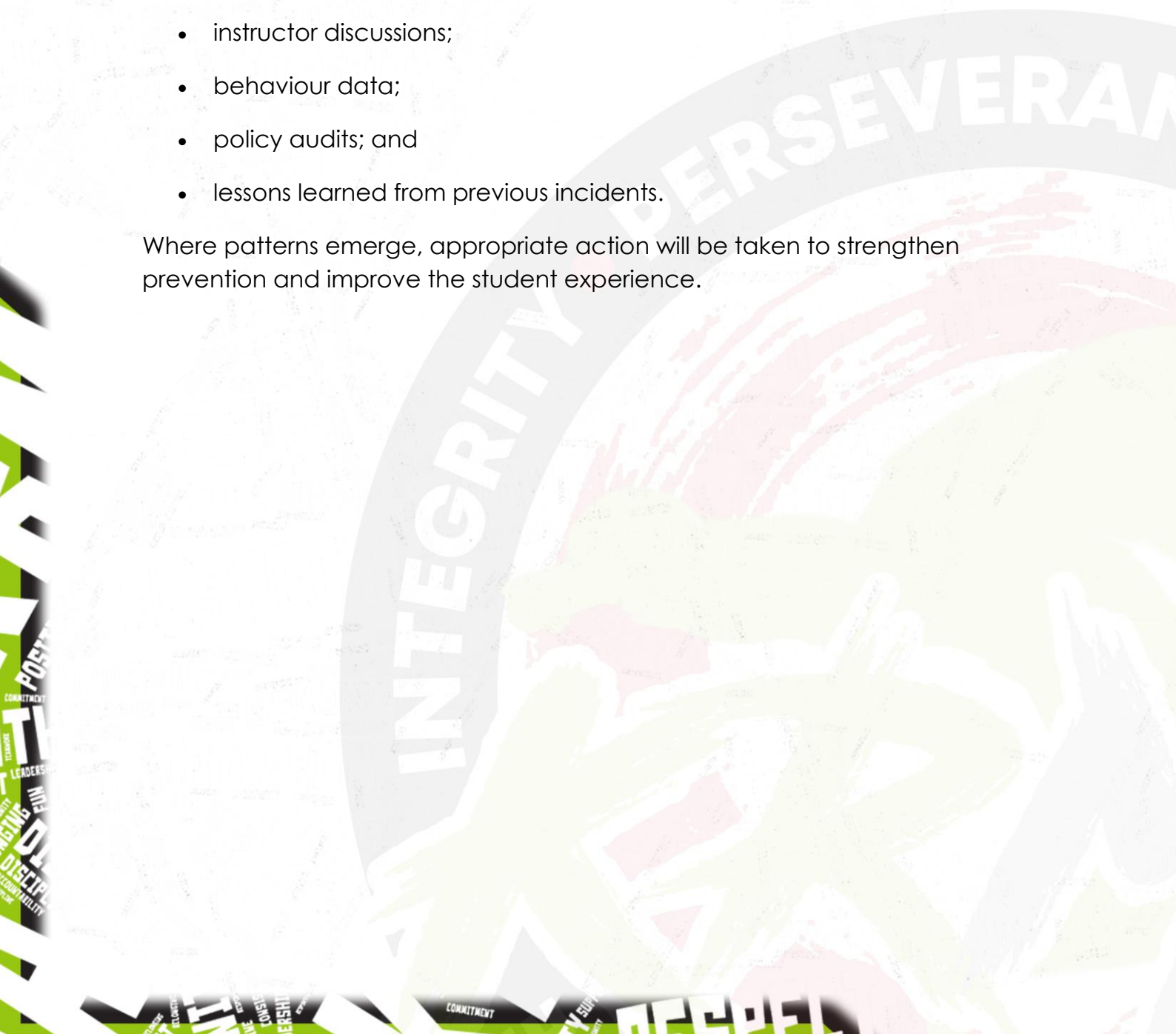
25. Monitoring and Continuous Improvement

KRMA is committed to continually improving its anti-bullying practice.

Monitoring may include:

- incident trends;
- safeguarding records;
- complaints;
- student feedback;
- parent feedback;
- lesson observations;
- instructor discussions;
- behaviour data;
- policy audits; and
- lessons learned from previous incidents.

Where patterns emerge, appropriate action will be taken to strengthen prevention and improve the student experience.

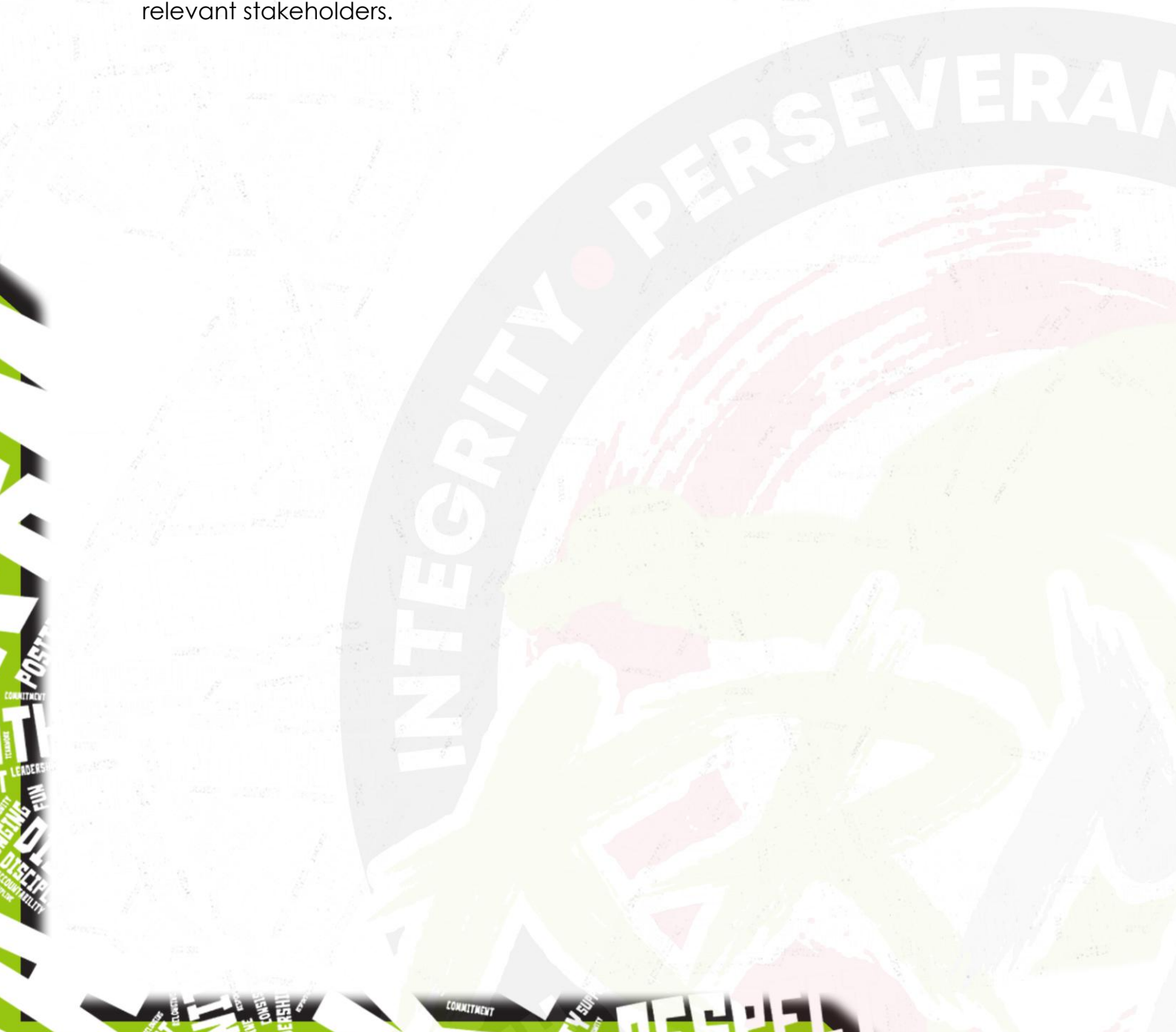


26. Policy Review

This policy will be reviewed:

- annually;
- following significant bullying incidents;
- following changes in legislation or statutory guidance;
- following safeguarding reviews;
- following changes to recognised good practice; or
- whenever considered necessary by KRMA leadership.

Updated versions will be communicated to instructors, volunteers and relevant stakeholders.



27. Policy Approval

Policy Title: Anti-Bullying & Respect Policy

Organisation: Koku-Ryu Martial Arts (KRMA)

Version: 2.0

Policy Owner: Designated Safeguarding Lead

Approved By: Andrew Banks – CEO & Chief Instructor

Effective Date: 13 July 2026

Next Review Date: 13 July 2027

Declaration

Koku-Ryu Martial Arts is committed to providing a safe, welcoming and respectful environment where every individual can participate free from bullying, intimidation, harassment or discrimination.

We believe that martial arts should develop not only physical skill, but also strong character, empathy and integrity. Through high expectations, positive role modelling and a culture of mutual respect, KRMA seeks to prevent bullying before it occurs and to respond promptly, fairly and compassionately whenever concerns arise.

Every member of the KRMA community shares responsibility for creating an environment where kindness, courage and respect are valued as highly as technical ability.

Bullying has no place within KRMA, and every individual has the right to train with confidence, dignity and respect.