Littlemoor Infant Academy

ANTI-BULLYING POLICY

VERSION	AUTHOR	SUMMARY OF CHANGES	DATE PUBLISHED	DATE OF NEXT REVIEW
1.0	DG/GB	UPDATE – NEW POLICY FORMAT	Nov 2026	Nov 28

Anti-Bullying Policy
Askern Littlemoor Infant Academy

1. Policy Statement

At Askern Littlemoor Infant Academy, we are committed to providing a caring, safe and happy environment for all our children so they can learn and play in a relaxed and secure atmosphere. We believe that every child has the right to feel safe, valued and respected. Bullying of any kind is unacceptable and will not be tolerated at our school.

This policy applies to all members of our school community and covers bullying behaviour that occurs on school premises, during school-organised activities, and in some circumstances, outside of school where it affects the wellbeing of our pupils.

2. Our School Values

We promote:

- **Kindness** - being friendly and considerate to others
- **Respect** - valuing everyone's differences and treating others as we wish to be treated
- **Inclusion** - ensuring everyone feels they belong
- **Safety** - creating an environment where children feel secure and protected

3. What is Bullying?

Definition for Young Children

Bullying is when someone deliberately and repeatedly hurts, upsets or makes another person feel uncomfortable. It happens more than once and the person doing it means to cause upset.

For our infant-aged children, we explain bullying as: **"Being mean to someone on purpose, again and again, and making them feel sad or scared."**

Types of Bullying Behaviour in Infant Settings

At infant age (3-7 years), bullying behaviours may include:

Physical bullying:

- Hitting, kicking, pushing, or pinching
- Taking or damaging someone's belongings
- Making threatening gestures

Verbal bullying:

- Name-calling or teasing repeatedly
- Making unkind comments about appearance, family, or abilities
- Threatening words

Relational/Social bullying:

- Deliberately leaving someone out repeatedly
- Encouraging others not to play with someone
- Spreading unkind stories about someone
- Making faces or rude gestures

Prejudice-based bullying: Bullying related to:

- Race, religion or culture
- Special educational needs or disabilities
- Appearance or health conditions
- Family circumstances
- Gender

What Bullying is NOT

It's important to distinguish bullying from other behaviours common in early years:

- **Falling out with friends** - occasional disagreements are normal
- **One-off incidents** - a single act of unkindness, while unacceptable, is not bullying
- **Rough play that goes wrong** - accidental hurt during play
- **Developmental behaviour** - young children learning social skills may occasionally act unkindly without understanding the impact

These behaviours still need addressing but require different approaches focused on teaching and learning rather than sanctions.

4. Why This Policy is Important

KCSIE recognises bullying as a form of child-on-child abuse. This is a safeguarding issue, and all safeguarding concerns about a child should be recorded in writing. Bullying incidents
Early intervention in the infant years helps children:

- Develop positive relationships
- Learn empathy and emotional regulation
- Understand the impact of their actions
- Build confidence and self-esteem
- Feel safe and able to learn

5. Prevention Strategies

Creating a Positive School Culture

We will:

- Promote our school values consistently across all areas of school life
- Celebrate kindness, inclusion and positive behaviour
- Use assemblies, stories and circle time to discuss feelings, friendships and treating others well
- Display anti-bullying messages and children's work about kindness around school
- Ensure all staff model respectful behaviour and positive relationships

Teaching and Learning

We will teach children about bullying through:

PSHE curriculum:

- Feelings and emotions
- Friendship skills
- What to do if someone is unkind
- How our actions affect others
- Celebrating differences

Stories and role play:

- Using age-appropriate books about friendship, feelings and bullying
- Role-playing scenarios to practice responses
- Puppet shows to explore situations

Circle time:

- Regular discussions about feelings and relationships
- Problem-solving friendship issues together
- Practising kind words and actions

Visual supports:

- Emotion charts and feeling faces
- "Kind hands" and "kind words" displays
- Social stories for individual children who need extra support

Playground and Social Times

We will:

- Provide structured play activities and equipment
- Train midday supervisors to spot and address unkind behaviour
- Establish "friendship benches" or "buddy stops"
- Teach playground games that encourage inclusion
- Ensure adequate supervision at all times

Working with Parents/Carers

We will:

- Share this policy with all families
- Provide information about supporting positive behaviour at home
- Hold parent workshops on friendships and behaviour in early years
- Maintain open communication channels
- Work in partnership when concerns arise

6. Signs a Child May Be Being Bullied

Staff and parents should be alert to possible signs, including:

Behavioural changes:

- Becoming withdrawn, anxious or lacking confidence
- Not wanting to come to school or frequent tummy aches/headaches
- Changes in eating or sleeping patterns
- Becoming aggressive or unreasonable
- Regression in behaviour (e.g., toileting accidents)

Physical signs:

- Unexplained bruises, scratches or damaged belongings
- Coming home hungry (if lunch is being taken)

Emotional signs:

- Appearing upset, distressed or tearful
- Nightmares or disturbed sleep
- Saying things like "nobody likes me" or "I have no friends"

Social signs:

- Being isolated or playing alone when they usually play with others
- Being chosen last for activities
- Not being invited to parties when others are

7. Reporting Bullying

For Children

We teach children to:

- **Tell a trusted adult** - teacher, teaching assistant, midday supervisor, or parent
- Use simple language: "Someone is being mean to me" or "I don't feel safe"
- Know that telling is not "tattling" - it's keeping themselves and others safe

We provide multiple ways for children to report:

- Speaking to any member of staff
- Using "worry boxes" in classrooms
- Drawing or writing about their feelings
- Parents/carers reporting on their behalf

For Parents/Carers

Parents should:

- **Contact the class teacher first** - arrange a meeting or phone call
- Provide specific details: what happened, when, who was involved
- **If the class teacher is unavailable or the issue is serious**, contact the Key Stage Leader or Headteacher
- Work with school to resolve the issue

Contact details:

- Class teachers: Available at drop-off/pick-up or via the school office
- School office: [insert phone number and email]
- Headteacher: [insert contact details]

For Staff

Report bullying incidents to the relevant agency if you think the incident constitutes a child protection concern – this would be where there's "reasonable cause to suspect a child is suffering, or is likely to suffer, significant harm" or the incident could be a criminal offence or pose a serious threat to a member of the public. Make sure you let your designated safeguarding lead (DSL) know, but don't delay taking action if your DSL isn't available. Bullying incidents

All staff must:

- Take all reports seriously, no matter how minor they seem
- Listen carefully to the child and reassure them they've done the right thing by telling
- Record the incident using our bullying incident form (see Section 9)
- Report to the class teacher and/or DSL immediately
- Not promise to keep secrets - explain that we need to tell people who can help

8. Responding to Bullying Incidents

Immediate Response

When bullying is reported or observed, staff will:

1. **Ensure immediate safety** - separate children if needed, provide comfort

2. **Listen to all children involved** - individually and calmly
3. **Record the incident** - using our bullying incident form
4. **Inform parents/carers** - of all children involved, on the same day where possible
5. **Inform the DSL** - if there are safeguarding concerns

Investigation Process

The class teacher (or senior leader for serious incidents) will:

1. **Gather information:**
    - Speak to the child who has been bullied
    - Speak to the child/children accused of bullying
    - Speak to witnesses (other children or staff)
    - Consider any patterns of behaviour
2. **Determine if it is bullying:**
    - Was it deliberate?
    - Has it happened more than once or is there intent for it to continue?
    - Is there a power imbalance?
3. **Consider developmental stage:**
    - Does the child understand the impact of their actions?
    - Is this part of normal social development or deliberate unkindness?

Support for the Child Who Has Been Bullied

We will:

- Reassure them that they were right to tell someone
- Explain what will happen next
- Provide emotional support and check in regularly
- Help them develop strategies to stay safe
- Involve parents in creating a support plan
- Consider additional support (e.g., nurture group, 1:1 time, social stories)
- Monitor the situation closely

Addressing the Child/Children Who Have Bullied

Our approach is **restorative and educational**, appropriate for young children:

Understanding and empathy:

- Help the child understand how their actions affected others
- Use age-appropriate language: "How do you think that made [name] feel?"
- Read stories or use visual aids to develop empathy

Making amends:

- Encourage a genuine apology (when the child understands why)
- Help them think of ways to make things better
- Support them in rebuilding the relationship

Teaching alternative behaviours:

- Teach appropriate ways to express feelings
- Practice kind words and actions
- Role-play different choices they could have made

Consequences (when appropriate): For repeated or serious incidents:

- Loss of privileges (e.g., choosing time, golden time)
- Time away from the situation to reflect
- Supervised play times
- Individual behaviour plan

Support:

- Investigate why the behaviour is happening
- Provide support for any underlying issues (e.g., communication difficulties, emotional regulation, home circumstances)
- Involve parents in behaviour support strategies
- Consider additional interventions if needed

Support for Witnesses/Bystanders

We will:

- Praise children who report bullying or support others

- Teach children how to be "upstanders" not bystanders
- Provide reassurance if they are worried
- Use incidents as teaching opportunities for the whole class

Monitoring and Follow-up

After an incident:

- **Short-term monitoring** (1-2 weeks): Daily check-ins with the child who was bullied
- **Medium-term monitoring** (half term): Weekly check-ins, observation during unstructured times
- **Review meetings**: With parents after 2 weeks and half-termly if needed
- **Adjustments**: Modify support plans based on progress

9. Recording and Reporting

Recording Requirements

All safeguarding concerns about a child should be recorded in writing. If you think an incident is a child protection concern, you'll need to follow your safeguarding recording procedures to record it, as well as report it to the relevant agency. Bullying incidents

All bullying incidents must be recorded using our **Bullying Incident Report Form** (see template below).

Records should include:

- Date, time and location of incident
- Names of children involved (child bullied, child/children who bullied, witnesses)
- Description of what happened
- Type of bullying (physical, verbal, relational, prejudice-based)
- Action taken
- Parents informed (date and method)
- Follow-up actions and monitoring plan
- Outcomes

Who Records?

- The staff member who dealt with the incident completes the form
- The form is passed to the class teacher (if not already involved)
- The DSL is informed and signs off on the record
- Records are stored securely in line with our child protection procedures

Reporting to External Agencies

Report bullying incidents to the relevant agency if you think the incident constitutes a child protection concern or the incident could be a criminal offence or pose a serious threat to a member of the public. Bullying incidents

We will report to:

- **Children's Social Care** - if there are child protection concerns
- **Police** - if a criminal offence may have been committed
- **Local Authority** - in line with any additional LA reporting requirements (e.g., racist incidents)

Data Analysis

The DSL and Senior Leadership Team will:

- Review all bullying records termly
- Identify patterns or trends (types of bullying, locations, times, individuals)
- Use data to inform prevention strategies and staff training
- Report to governors annually

Ofsted inspectors will want to see your school's records and analysis of bullying, discriminatory and prejudiced behaviour at the start of an inspection. Bullying incidents

10. Bullying Incident Report Form

ASKERN LITTLEMOOR INFANT ACADEMY
Bullying Incident Report Form

Date of incident: _____ **Time:** _____ **Location:** _____

Reported by: ☐ Child ☐ Parent ☐ Staff member (name: _____) ☐ Other: _____

Recorded by: _____ **Date recorded:** _____

SECTION 1: CHILDREN INVOLVED

Child who has been bullied:

- Name: _____ Class: _____ Year: _____

Child/children who bullied:

- Name: _____ Class: _____ Year: _____
- Name: _____ Class: _____ Year: _____

Witnesses:

- Name: _____ Class: _____ Year: _____
- Name: _____ Class: _____ Year: _____

SECTION 2: INCIDENT DETAILS

Is this the first incident? ☐ Yes ☐ No

If no, when did previous incidents occur? _____

Description of incident (what happened, in the child's/reporter's words where possible):

Type of bullying (tick all that apply):

- ☐ Physical (hitting, kicking, pushing, taking belongings, etc.)
- ☐ Verbal (name-calling, teasing, threats)
- ☐ Relational/Social (exclusion, encouraging others not to play with someone)
- ☐ Prejudice-based - specify type:
  - ☐ Racist ☐ Disability/SEN ☐ Appearance ☐ Gender ☐ Family circumstances
  - ☐ Other: _____

SECTION 3: IMMEDIATE ACTION TAKEN

☐ Children separated and made safe
☐ First aid administered (if needed)
☐ Child who was bullied reassured and comforted
☐ All children involved spoken to individually
☐ DSL informed
☐ Other: _____

SECTION 4: ASSESSMENT

Is this bullying? ☐ Yes ☐ No ☐ Unclear - needs further investigation

If no, what is it? ☐ Friendship issue/falling out
☐ One-off incident
☐ Rough play gone wrong
☐ Developmental behaviour
☐ Other: _____

Is this a safeguarding concern? ☐ Yes ☐ No
If yes, DSL action taken: _____

SECTION 5: SUPPORT AND INTERVENTION
Support for child who was bullied:

Intervention with child/children who bullied:

Consequences applied (if appropriate):

Class/whole school actions:

SECTION 6: PARENTAL INVOLVEMENT
Parents of child who was bullied:

- Informed: ☐ Yes ☐ No Date: _____ Method: ☐ Phone ☐ Meeting ☐ Email
- Parent response/comments: _____

Parents of child/children who bullied:

- Informed: ☐ Yes ☐ No Date: _____ Method: ☐ Phone ☐ Meeting ☐ Email
- Parent response/comments: _____

SECTION 7: MONITORING PLAN
Short-term monitoring (1-2 weeks):

- ☐ Daily check-ins with child who was bullied
- ☐ Observation during playtimes
- ☐ Other:
  _____

Medium-term monitoring (half term):

- ☐ Weekly check-ins
- ☐ Review meeting with parents - Date scheduled: _____
- ☐ Other:
  _____

Additional support needed:

SECTION 8: OUTCOMES AND REVIEW
Follow-up date: _____
Outcome of monitoring:

Has the bullying stopped? ☐ Yes ☐ No ☐ Partially
Further action needed:

SIGNATURES
Completed by: _____ **Signature:** _____ **Date:** _____
Reviewed by (DSL): _____ **Signature:** _____ **Date:** _____
Headteacher (if appropriate): _____ **Signature:** _____ **Date:** _____

CONFIDENTIAL - Store securely in line with child protection procedures

11. Cyberbullying

While our pupils are very young, we recognise that some children may have access to technology at home.

Prevention:

- Educate parents about online safety for young children
- Teach children about being kind online as part of our computing curriculum
- Provide resources for parents on age-appropriate use of technology

If cyberbullying occurs:

- Follow the same procedures as for other bullying
- Advise parents on how to report to platforms
- Provide support for appropriate online behaviour
- Work with parents to establish safe technology use at home

12. Roles and Responsibilities

The Governing Body will:

- Ensure the school has an effective anti-bullying policy
- Review the policy annually
- Monitor bullying incidents and the school's response through termly reports
- Ensure staff receive appropriate training

The Headteacher will:

- Implement and monitor this policy
- Ensure all staff understand their responsibilities
- Report to governors on bullying incidents and trends
- Ensure parents and pupils are aware of the policy
- Lead on serious or complex cases

The Designated Safeguarding Lead (DSL) will:

- Oversee all bullying records and ensure proper recording
- Identify patterns and trends
- Ensure appropriate referrals to external agencies
- Support staff in responding to incidents
- Coordinate training for staff

All Staff will:

- Model positive behaviour and respectful relationships
- Be vigilant for signs of bullying
- Take all reports seriously and respond promptly
- Record and report incidents appropriately
- Implement prevention strategies in their teaching
- Support children involved in bullying situations

Midday Supervisors will:

- Supervise children effectively during lunch and playtimes
- Be alert to bullying behaviour
- Intervene appropriately and report to class teachers
- Promote positive play and inclusion

Parents/Carers will:

- Support the school's anti-bullying policy
- Discuss friendship and kindness with their children
- Report concerns promptly to school
- Work in partnership with school to resolve issues
- Model respectful behaviour

Children will:

- Treat others with kindness and respect
- Tell an adult if they or someone else is being bullied
- Not join in with bullying behaviour
- Be a good friend and include others

13. Training

All staff will receive training on:

- Recognising bullying behaviour in young children
- Understanding child development and social skills in 3-7 year olds
- Responding to and recording incidents
- Restorative approaches appropriate for infant age
- Supporting children's emotional wellbeing
- Safeguarding responsibilities

Training will be provided:

- During induction for new staff
- Annually for all staff as part of safeguarding training
- As needed in response to specific incidents or concerns

14. Links to Other Policies

This policy should be read alongside:

- Child Protection and Safeguarding Policy
- Behaviour Policy
- Online Safety Policy
- Equality and Diversity Policy
- SEND Policy
- PSHE Policy

15. Monitoring and Review

This policy will be:

- Reviewed annually by the Headteacher and DSL
- Approved by the Governing Body
- Shared with all staff, parents and (in age-appropriate ways) children
- Monitored for effectiveness through:
    - Analysis of bullying incident records
    - Staff feedback
    - Parent and pupil voice
    - Ofsted readiness