GRINDON INFANT SCHOOL

Anti Bullying & Cyber Bullying Policy

Policy Statement and Scope

At Grindon Infant School, every child and adult has the right to feel happy, safe and respected. Bullying—offline or online—will not be tolerated. We will prevent, identify and respond to bullying consistently and proportionately, placing children's welfare first and working closely with families.

This policy should be read alongside our Safeguarding, Online Safety, Behaviour, SEND and Complaints policies.

Legal & Guidance Framework

This policy is informed by: Keeping Children Safe in Education (KCSIE) 2025; Equality Act 2010 and the Public Sector Equality Duty; DfE Preventing & Tackling Bullying guidance; DfE Behaviour in Schools (2024); UKCIS Education for a Connected World framework; and ICO guidance on sharing information to safeguard children.

Definition of Bullying. (This includes cyber bullying)

Bullying is deliberate, repeated behaviour that creates an imbalance of power and makes a child feel unhappy, frightened or less valued; it may be physical, verbal, emotional or online (cyber).

Prejudice-based bullying includes bullying related to protected characteristics (e.g., race, religion or belief, disability, sex, sexual orientation, gender reassignment, pregnancy/maternity), and to children's family circumstances or perceived differences.

Cyber-bullying is bullying via technology (messages, images, apps, games, social platforms). In our school, it may involve simple messaging/apps or content seen at home; we work with families to respond.

Not bullying: one-off rudeness or falling-out between peers of equal power (still addressed through our behaviour curriculum).

Roles & Responsibilities

• All staff & volunteers: Vigilant at all times (classrooms, corridors, toilets, playground, lunchtimes); report concerns promptly; record incidents; follow this policy.
• Designated Safeguarding Lead (DSL): Oversees triage, risk assessment, actions, monitoring and data; liaises with external agencies; reports patterns to SLT and governors.
• Senior Leadership Team (SLT): Ensures consistent practice, staff training and termly reviews; informs governors; updates policy.

• Class teachers/TAs/Lunchtime Supervisory Assistants: Prevent, notice, support early intervention; use age-appropriate tools (worry boxes, visuals, circle time).
• Parents/carers: Partner with school; report concerns; support agreed actions at home, including online safety routines.
• Governing Board: Monitors policy effectiveness via reports and reviews.

Prevention: Creating a Kind, Safe Culture

We take a proactive, age-appropriate approach:

- Behaviour curriculum: explicit teaching of kindness, respect, taking turns, safe play; visual rules and routines.
- PSHE/RSHE & assemblies: friendship, feelings, safe choices, how to get help; class worry boxes; trusted-adult posters.
- KidSafe UK Programme: Trained staff deliver KidSafe UK sessions across EYFS and KS1 to teach children—through fun, age-appropriate lessons—how to recognise worried feelings, speak to a trusted adult, make kind/safe choices, and stay safe offline and online (including cyber-bullying). KidSafe complements our PSHE/RSHE and online safety curriculum and supports a culture of early disclosure.
- Structured playtimes: OPAL, play leaders; supervised problem-solving and restorative conversations.
- Online safety: progressive curriculum mapped to Education for a Connected World strands (e.g., Online Bullying, Managing Online Information) taught simply for KS1; this is done by following 2BeSafe Purplemash online-safety curriculum.
- Whole-school awareness: Anti-Bullying Week, Safer Internet Day.
- Staff training & refreshers: induction + annual updates.
- Equality & inclusion: promote positive attitudes to difference; tackle prejudice-based language immediately.

Reporting Concerns

Children are encouraged to tell a trusted adult using simple phrases ("Please stop," "I'll tell an adult") or by placing a note/name/picture in the class worry box. Adults also report suspected bullying (even if a child struggles to articulate). Parents/carers can report via class staff, office, email or phone. We acknowledge within one school day.

Responding to Incidents — Our Process

Immediate steps (all staff):

1) Listen to each child separately and reassure.
2) Record facts objectively (Appendix 1).
3) Inform Class Teacher and DSL/SLT the same day.

Investigation & actions (DSL/SLT): gather information; decide whether criteria for bullying are met; agree proportionate actions: education/restorative work; increased supervision; behaviour plan; meetings with parents; where appropriate, sanctions consistent with the Behaviour Policy. Record decisions, actions and outcomes; set a review date (typically 2–4 weeks).

Working with parents/carers: contact families of all involved children early; share the plan; agree home–school strategies (including online routines).

Off-site/online incidents: we act where behaviour impacts pupils in school; we may apply school sanctions and work with parents/external services.

Emergency safeguarding: if a child may be at risk of significant harm, the DSL follows safeguarding procedures immediately, sharing information lawfully with appropriate agencies.

Recording, Data Protection & Information Sharing

• All incidents are recorded on the Bullying Incident Form (Appendix 1) and stored securely by the Head Teacher.
• We share information when necessary to protect a child, in line with UK GDPR (data protection enables proportionate sharing; it is not a barrier).
• Termly data reviews consider patterns (location/time/groups) to improve prevention.

Support for Children

For children experiencing bullying: named trusted adult; regular check-ins; nurture support; social skills groups; safe play arrangements; curriculum reinforcement; home–school communication.

For children displaying bullying behaviours: restorative conversations; behaviour plan with clear goals; emotion-regulation support; teaching empathy and safe choices; close supervision; review meeting with parents/carers.

SEND, Vulnerability & Reasonable Adjustments

We recognise that communication, social-interaction or regulation needs can affect behaviours. The SENDCo is involved in planning adjustments, ensuring fair, supportive responses while maintaining safety and boundaries for all.

Cyber-Bullying: School & Home Partnership

• Simple online safety messages for KS1 (tell an adult, block/report, be kind online) using Education for a Connected World strands; this is done by following 2BeSafe Purplemash online-safety curriculum.
• If cyber-bullying starts at home/personal devices, we support families (guidance, signposting), liaise with platforms/ISPs as appropriate, and apply school actions where pupils are impacted.

• Staff model professional online conduct; inappropriate staff social media use is subject to disciplinary procedures.

Sanctions (Proportionate & Educational)

Where bullying is proven, sanctions aligned with the Behaviour Policy (e.g., loss of privilege, supervised play, parental meeting) are used alongside teaching and restorative approaches to change behaviour.

Monitoring, Evaluation & Governance
• SLT/DSL review incident data termly and report patterns/actions to governors at least annually.
• Governors scrutinise data and effectiveness of prevention and response.
• Policy reviewed annually or earlier if guidance changes or monitoring indicates need.

GRINDON INFANT SCHOOL
Record of reported bullying incidents

Name of Child/Children	
Date of Incident	
Location	
Adult witnesses	Yes No
Adult reporting incident	
Teacher investigating	

Details of incident

Type of behaviour: physical / verbal / emotional / online / prejudice-based (specify)	
Provide an account from child and adult of what actually happened.	

Action Taken

What action has investigating Teacher taken (include who was informed and when)	
Outcome	
Sanctions (if any)	
DSL/SLT decision: bullying / behaviour concern (not bullying)	
Review Date (2-4 weeks after incident)	
Plan & support: restorative/education, supervision, behaviour plan, online steps, SEND adjustments.	
Outcome of Review	

Please complete this form and hand the original to the Head Teacher

Anti-Bullying and Cyber Bullying Policy

Author's Name	Grindon Infant School
Review Date	January 2026

Date Ratified by Governing Body	January 2025

SIGNATURES:

Head Teacher	
Chair of Governors	