



LAUDE SAN PEDRO
INTERNATIONAL
COLLEGE

iSP International
Schools
Partnership

Anti-bullying Policy

2025

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1.0 Introduction

At Laude San Pedro we want all members of our community to have a shared understanding of our vision, values, standards, policies and procedures so that we can all work towards creating a positive and ambitious learning environment for the pupils in our care:

Vision

"Safe, Happy, Learning"

Missions

We inspire students to become motivated, respectful learners in our inclusive and vibrant international school community. We empower our students to reach their individual potential through building positive relationships in a safe, happy and nurturing environment.

Core values

Resilience
Empathy
Aspiration
Courage
Honesty

2.0 Purpose and Ethos

Laude San Pedro International College is committed to creating a safe, respectful, and inclusive environment for every member of our community. Bullying in any form is unacceptable and will not be tolerated.

Our approach is guided by:

- the school's mission to promote wellbeing, respect, and integrity.
- compliance with Spanish law (Ley Orgánica 8/1985, LOMLOE 3/2020, LOPIVI 8/2021) and Andalusian convivencia escolar regulations.
- international best practice and the principles of safeguarding, restorative justice, and child-centred care.
- The use of MyConcern to ensure accurate, confidential, and chronological record keeping of all bullying-related concerns.

This policy applies to all members of the school community and covers:

- Behaviour occurring on the school site.
- Behaviour during school activities (trips, residentials, sporting events).
- Behaviour on school transport.
- Online behaviour that affects student wellbeing, regardless of where or when it occurs.
- Any situation where the school has a duty of care to safeguard a student.



3.0 Roles and responsibilities

3.1 Senior Leadership Team

- Ensure consistent application of the policy
- Oversee serious cases and ensure legal protocols are followed
- Allocate resources for training and prevention

3.2 Designated Safeguarding Lead

- Review and monitor all bullying concerns recorded on My Concern
- Coordinate investigations and ensure compliance with safeguarding and regional protocols
- Liaise with external agencies when required

3.3 Teachers, Tutors and Support Staff

- Model respectful behaviour
- Respond immediately to bullying concerns
- Record incidents accurately
- Support students affected by bullying

3.4 Students

- Treat others with respect and kindness
- Report bullying and support peers
- Use technology responsibly

3.5 Parents

- Support the school in promoting respectful behaviour
- Report concerns promptly to school staff
- Avoid direct contact with other families regarding incidents

4.0 Definition of Bullying

Bullying is behaviour that is repeated, intentional, and involves an imbalance of power, causing physical, emotional, or psychological harm.

Bullying can take many forms, including:

- **Physical:** hitting, kicking, taking belongings, spitting, rude hand gestures
- **Verbal:** name-calling, threats, teasing, inappropriate sexual comments
- **Social/Relational:** exclusion, spreading rumours, embarrassing someone in public
- **Cyberbullying:** online harassment, posting or sharing harmful content, impersonation.
- **AI and deepfake** abuse such as creating digitally altered images, videos or audio designed to mislead or impersonate and bully, harass or damage reputation
- **Prejudice-related bullying:** based on race, nationality, culture, gender, sexual orientation, language, religion, disability, or any protected characteristic.



Given the international and bilingual context of the school, bullying related to **language**, **nationality**, or **cultural identity** will be treated as a serious safeguarding concern.

The school takes a **zero tolerance approach** towards these behaviours, which will not be passed off as "just joking", "banter" or "part of growing up".

5.0 Aims and Objectives

This policy aims to try and prevent bullying, as far as possible, and to help staff, pupils and parents deal with bullying when it occurs. Our main objectives are:

- To prevent bullying through education, awareness, and a positive school culture.
- To identify and respond promptly and effectively to all allegations or suspicions.
- To support and safeguard those affected by bullying, including both victims and perpetrators.
- To maintain a secure chronology of all actions on MyConcern.
- To align with all related policies: Safeguarding & Child Protection, Behaviour, and Equality & Diversity.

6.0 Prevention Strategies

Laude San Pedro International College adopts a whole-school approach to prevent bullying:

Curriculum and Education

- PSHE programmes include lessons on empathy, respect, digital citizenship, and restorative communication.
- Assemblies and tutor sessions promote kindness, inclusion, and respect for diversity.
- Annual participation in international awareness events such as Anti-Bullying Week and Safer Internet Day.

Staff Training

- All staff should receive annual training on anti-bullying and safeguarding, including digital and cross-cultural issues.
- New staff are trained in the use of MyConcern for recording and tracking incidents.

Student Participation

- The Student Council promotes inclusion and peer support.
- Student voice is encouraged in reviewing and shaping anti-bullying initiatives.

Environment and Supervision

- Regular supervision in social spaces (playgrounds, dining hall, online platforms).
- Reporting options available via MyConcern or email

Being aware - possible signs of bullying:

- Unwillingness to go to school or return after a holiday



- Failure to produce work, or producing work below their normal standard, work that appears to be copied or interfered with or spoilt by others
- Belongings suddenly going missing or being damaged
- Change to established habits (eg giving up extra curricular activities, sitting in the library instead of going out at playtimes)
- Diminished levels of self confidence
- Inability to concentrate
- Anxiety, depression, becoming withdrawn or unusually quiet
- Acting out, getting into trouble where there were previously no behaviour concerns
- Frequent absence, erratic attendance, late arrival to class
- Reluctant to leave the classroom at the end of lessons or school day
- Choosing the company of adults
- Frequent visits to the infirmary with symptoms such as stomach pains or headaches, especially at particular times or during particular lessons
- Unexplained cuts and bruises
- Difficulty sleeping, nightmares
- Talking of suicide or running away

Although there may be other causes for these symptoms, teachers, parents and student peers should be alert for these possible signs of bullying and contact the Key Stage leader or DSL if they are concerned.

7.0 Reporting and Recording Procedures

How to Report

Any member of the school community can raise a concern with a teacher, tutor, or the DSL, and students are encouraged to speak to a trusted adult or use the dedicated email address wellbeing@laudesanpedro.com

Use of MyConcern

- All incidents or suspicions of bullying must be logged on MyConcern.
- The DSL reviews all entries, ensures actions are followed up and recorded, and monitors for patterns or escalation.
- This record forms a chronological account of interventions and outcomes.

Confidentiality and Data Protection

Records are maintained securely in line with GDPR and Spanish data protection law (LOPDGDD 3/2018).



8.0 Response to incidents

8.1 Students

If you are being bullied:

- Stay calm and try to appear confident. Tell the person to stop and get away from the situation as quickly as you can
- Do not suffer in silence: talk to a member of staff. This could be your class teacher, tutor or Head of Key Stage, the school nurse, counsellor or any other member of staff that you trust. If you are not happy talking to a member of staff, you could talk to someone in your family or a friend. Telling does not make you a "snitch"; not telling means that the bullying is likely to continue. Remember, you may not be the only one affected
- We will take every report of bullying seriously and will act upon it, even if it occurred outside of the school. We will keep records of what has happened, and consult you and support you in whatever action we take
- Remember being bullied is not your fault - nobody ever deserves to be bullied
- If you feel you are being bullied by a member of staff or other adult, you should take the same action as if it were another pupil - report the matter to someone you trust. All forms of bullying are unacceptable and all reports of bullying are investigated and dealt with irrespective of who the person responsible for the bullying incident might be

If you know that someone else is being bullied:

- Talk to a member of staff or help the person being bullied to talk to a member of staff, so that the school can take steps to help
- Defend the individual and question the bullying behaviour - studies show that one of the most effective ways of stopping bullying is for fellow students to show their support for the person being bullied
- Try to defuse the situation: intervene as a group, walk away taking the person being bullied with you, take away the audience, distract the perpetrator
- Leave the chat if online
- Be sceptical about rumours concerning other pupils. Don't add to them. Put yourself in their position
- Spend time with the person being bullied and be kind to them
- Don't be a bystander. Many perpetrators will not continue bullying unless they have an audience, and by not taking action it could be argued you are agreeing with what is happening

8.2 Parents

We understand that discovering or suspecting your child is being bullied can be distressing. We are committed to working in partnership with parents to resolve any concerns swiftly, sensitively, and effectively.



1. Listen and Reassure

- Stay calm and give your child your full attention.
- Listen carefully to what they say and take their concerns seriously.
- Reassure them that bullying is never acceptable and that the school will help.
- Avoid encouraging retaliation — instead, focus on supporting your child to feel safe and confident again.

2. Gather Information

- Note down key details such as what happened, who was involved, when, and where it occurred.
- Keep copies of any relevant messages, screenshots, or evidence if the issue involves online bullying.

3. Contact the School Promptly

- Speak with your child's class teacher or tutor in the first instance.
- If the issue is serious or ongoing, contact the Designated Safeguarding Lead (DSL) or a member of the Senior Leadership Team.
- You can also request that a concern be logged formally through the MyConcern platform, ensuring that a secure record and chronology of actions are maintained.

4. Work in Partnership

- The school will investigate all concerns thoroughly and sensitively.
- You will be kept informed of progress and outcomes as appropriate.
- Please allow time for the process to be completed and avoid contacting other families directly — this can complicate matters and may breach confidentiality.

5. Support Your Child at Home

- Encourage your child to talk about their feelings and maintain normal routines.
- Reinforce the message that seeking help is a sign of strength, not weakness.
- Help them develop strategies for staying safe and confident — e.g. avoiding unsafe spaces, staying with trusted peers, or reporting further incidents immediately.
- For online issues, support them in using privacy settings, blocking/reporting tools, and balancing screen time.

6. Seek Additional Help if Needed

If your child is struggling emotionally or psychologically, the school can arrange pastoral or counselling support.



8.3 Staff

When bullying is reported or observed, staff must act swiftly, consistently and in full compliance with regional legal protocols - please refer to the Andalusia protocol as outlined in Appendix 1. This ensures the protection of the person experiencing the bullying, accountability for the behaviour, and prevention of recurrence.

1. Immediate Response

- If staff witness or are informed of bullying behaviour, they must intervene immediately in a calm and safe manner to stop the behaviour and ensure the physical and emotional safety of all involved.
- Ensure the target is removed from further harm (if required) and reassure them that the incident will be addressed.

2. Reporting Procedures

- The situation must be reported through **My Concern** swiftly and documented factually: date/time, persons involved (including witnesses), nature of behaviour (verbal, physical, cyber, etc.), context, initial response.
- The school will activate the official protocol for bullying/ harassment ([see Appendix 1](#))
- Maintain confidentiality of all parties throughout. Staff must respect the privacy and dignity of the target, alleged perpetrator(s), and witnesses.

3. Investigation

- Upon activation of the protocol, a designated investigation team (including the Key Stage Leader, Head of Primary or Secondary and the DSL) will review the case.
- The investigation must:
 - Interview the person targeted by bullying, separately and safely, giving them the opportunity to speak freely and be supported
 - Interview the alleged perpetrator(s) and any witnesses, in a formal but supportive environment.
 - Review relevant evidence: messages, social-media posts, witness statements, prior incident history, context of the behaviour.
 - Determine whether the incident constitutes bullying according to the definitions in the policy (repetition, imbalance of power, intention, etc).
- The school must document all steps and conclusions, maintaining a chronology through My Concern with the findings, actions taken and the monitoring plan.
- If the investigation reveals a serious incident (e.g., persistent harassment, potential criminal behaviour, self-harm risk) the school must immediately inform external authorities (e.g., Education Inspector, Social Services, police) in accordance with the applicable regulations in Andalusia.
- The investigation should conclude with a written summary of findings and recommended next-steps, shared appropriately with the principal and Regional Safeguarding Lead (and where appropriate, with the family).



- It must be ensured that the investigation is fair, transparent (within confidentiality constraints) and sufficiently independent

4. Support and Follow-Up

- For the person who has been bullied (the target):
 - Provide immediate emotional support and ensure they know who to contact (tutor, orientation service, external counsellor).
 - Offer a safe place for them to speak about the incident, and assess whether they might require specialised psychological or external support (for example if there is risk of self-harm).
 - Develop and implement a monitoring plan: regular check-ins with the student, tutor/mentor, orientation staff. Document progress, review whether the situation improves.
 - Maintain confidentiality while also ensuring the student's family is kept informed (in line with their rights and data-protection obligations).
- For the person(s) who engaged in bullying behaviour:
 - Provide an educational discussion about the impact of their behaviour, ideally facilitated by the Head of Key Stage or the counsellor
 - Develop a corrective behavioural plan: set expectations, indicate consequences, offer guidance or counselling if required.
 - Monitor their progress and behaviour after the incident to ensure there is no recurrence.
- For the wider community:
 - Carry out class- or year-group debriefings (without naming individuals) about bullying behaviours, promoting empathy, respect, and peer support.
 - Ensure the incident is a learning point: implement or reinforce preventive strategies (anti-bullying sessions, peer mentoring, digital safety education).
- Follow-up after resolution:
 - Conduct a review meeting (after e.g. 4–6 weeks) to assess whether bullying behaviour has ceased, the target is feeling safe, and no new incidents have arisen.
 - If the monitoring reveals recurrence, the school must re-open the investigation process, escalate support, and review disciplinary and preventive measures.
 - Document all follow-up steps in the case file.

5. Disciplinary and Restorative Measures

It is important that those found responsible for bullying are held to account and accept responsibility for the harm caused. Action taken in response to bullying will be intended to communicate unambiguous disapproval of their activities, and this will usually include a sanction.



- If consequences are given, they will align with the school's code of conduct and the centre's disciplinary framework (warning, exclusion from activities, suspension, etc.).
- Wherever appropriate, we will adopt restorative practices: facilitate a mediated discussion (with support) between target and perpetrator (if safe and voluntary), emphasising responsibility, repair of harm, reintegration.

Consequences for bullying will be proportionate, consistent, and aligned with the Behaviour Policy. Depending on severity, these may include:

- Verbal warning or reflective conversation.
- Restorative meeting.
- Contact with families.
- Removal from playground or online privileges.
- Behaviour contract.
- Internal suspension.
- Fixed-term suspension.
- Permanent exclusion (for severe, repeated, or dangerous behaviour).

Cases of bullying are reported to the Education Inspector through Seneca, including the documentation of all steps taken.

6. Documentation and Review

- All incidents, investigations, measures and follow-up must be recorded within the case in My Concern
- The senior management team will review patterns of incidents annually as part of the coexistence plan review to identify trends (locations, types of behaviour, repeat perpetrators) and adjust prevention strategies accordingly.
- Periodic training will be provided for staff (tutors, orientation staff, leadership) in detection, intervention and follow-up of bullying / cyberbullying.

7. Compliance with Andalusian Legal Requirements

- In Andalusia, the Orden de 20 de junio de 2011 establishes the obligation for schools to adopt protocols for bullying, harassment, cyber-bullying and violence in the educational environment.
- This includes: (a) identification and communication of the situation; (b) immediate action; (c) investigation and documentation; (d) support and follow-up.
- The regional law (for example Ley 8/2017 de 28 de diciembre on rights and equality for LGBTI persons) further requires that discrimination-based bullying (e.g., based on sexual orientation, gender identity) is specifically addressed via protocols in educational centres.
- Therefore, all staff must ensure that their actions, from initial reporting to investigation and follow-up, align with the centre's adopted protocol in line with Andalusian regulatory requirements.



9.0 Support for Students

For Victims

- Access to pastoral care, counselling, or peer mentoring.
- Regular check-ins by the pastoral team and DSL.
- Ongoing monitoring through MyConcern.

For Students Exhibiting Bullying Behaviour

- Behavioural reflection and support plan.
- Restorative education to understand the impact of their actions.
- Counselling or intervention where underlying issues exist.

For the Wider Community

Awareness campaigns and parental workshops on respectful communication and online safety.

10.0 Cyberbullying

Given the prevalence of technology in education, the school follows guidance from Childnet International, CEOP, and the Anti-Bullying Alliance.

- All online concerns are treated with equal seriousness.
- Pupils are educated in responsible digital behaviour.
- The school works with parents to manage incidents occurring beyond school hours where they affect student wellbeing.

Cyberbullying can be defined as "the use of technology by an individual or by a group of people to deliberately and repeatedly upset someone else.

Cyberbullying is taken seriously and the school will take action whether it takes place in or out of school, during or outside of school hours in line with our coexistence policy. Criminal laws also apply to a range of behaviours linked to cyberbullying including stalking, threats, accessing computer systems without permissions and circulating sexual images. Where cyberbullying could potentially constitute a crime, the case will be reported to the police.

10.1 AI and Deepfake abuse

Deepfakes, or digitally altered images, videos or audio designed to mislead or impersonate could be used to bully, harass, or damage reputations. Such behaviour is not tolerated and will be treated as a serious safeguarding or behaviour concern.

10.2 Forms of cyberbullying

Cyberbullying can include (but is not limited to):



- Threatening messages, intimidation, or blackmail.
- Harassment or repeated unwanted contact.
- Defamation or spreading harmful rumours.
- Doxxing (sharing personal information without consent).
- Impersonation or account hacking.
- Peer exclusion through online groups.
- Posting embarrassing images or videos.
- Deepfake image, audio or video manipulation.
- Encouraging self-harm or dangerous behaviour.

10.3 Investigation of cyberbullying

Cyberbullying investigations will include:

- Reviewing digital evidence (screenshots, messages, emails, social-media activity).
- Interviewing all involved parties separately and sensitively.
- Considering patterns of behaviour across platforms.
- Determining whether online actions meet the definition of bullying.

Where the behaviour involves deepfakes, impersonation, sexualised images, or coordinated harassment, the school will apply safeguarding and legal protocols immediately.

10.4 Reporting Cyberbullying

- Any student, parent, or staff member may report online bullying to a teacher, tutor, DSL, or via wellbeing@laudesanpedro.com.
- Students are encouraged to keep screenshots, messages, or links as evidence.
- Staff must record all cyberbullying incidents promptly in MyConcern.
- Reports involving possible criminal activity (e.g., threats, extortion, sexualised content, identity theft) will be referred to law enforcement.

10.5 Responding to Cyberbullying

Responses may include:

- Educational interventions on digital responsibility.
- Behavioural contracts or restriction of device privileges.
- Restorative meetings when appropriate and voluntary.
- Disciplinary actions aligned with the Behaviour Policy.
- Support for affected students, including counselling and ongoing monitoring.

The school will act even when cyberbullying occurs off-site if it impacts the wellbeing or safety of a member of the school community.

11.0 Bullying and Safeguarding Thresholds

Some bullying behaviours may constitute safeguarding concerns, including:

- Physical violence.



- Harassment based on protected characteristics.
- Sexual harassment or harmful sexual behaviour.
- Online exploitation or sharing of sexual images.
- Extreme or repeated emotional abuse.

When a safeguarding threshold is met:

- The DSL will activate child-protection procedures.
- External agencies may be contacted.
- A safety plan will be implemented.

12.0 Malicious Allegations

- Deliberately false or malicious allegations are taken seriously.
- Students will be supported to understand the seriousness of false claims.
- Appropriate consequences will be applied.
- Support will be provided to individuals falsely accused to ensure their wellbeing.

13.0 Bullying involving staff

Bullying can occur between students, staff or parents.

13.1 Student to Staff bullying

- Investigated by SLT.
- Recorded in MyConcern.
- Consequences applied in accordance with behaviour policies.

13.2 Staff to Student bullying

- Treated as a safeguarding concern.
- Investigated by the Principal and DSL.
- Actions align with child-protection laws and HR procedures.

13.3 Parent to Staff bullying

The school will not tolerate aggressive or abusive behaviour towards staff. SLT will intervene, document and escalate where necessary.

13.4 Staff to Parent bullying

Parents should not tolerate aggressive or abusive behaviour from staff. SLT will intervene, document and escalate where necessary.



14.0 SEND and Vulnerable students

Students with SEND or other vulnerabilities may be at higher risk of bullying. The school will:

- Take additional care when investigating incidents.
- Ensure that communication support is provided.
- Adapt interventions and consequences to individual needs.
- Involve the Learning Support department where appropriate.

15.0 EYFS considerations - (refer to Appendix 2)

Young children may display pre-bullying behaviours linked to developmental stages. The school will:

- Focus on early intervention, modelling and emotional literacy.
- Address behaviours quickly to prevent escalation.
- Communicate clearly with families when patterns emerge.
- Record concerning behaviours in a developmentally appropriate framework (see Appendix 2)

16.0 Monitoring, Evaluation and Review

- The SLT and DSL review bullying trends annually.
- MyConcern data is analysed to identify patterns.
- Findings inform improvements to the school's preventive strategies.
- This policy is reviewed every two years or sooner if legislation changes.
- Approved by the Principal and published on the school website.



Appendix 1 - 12 Steps of the Andalusian Anti-Bullying Protocol

Identification, Communication & Reporting

Any member of the school community (students, teachers, support staff, family) who knows or suspects a bullying case must report it to the tutor, the orientation service, or the school management.

Immediate Action

Upon receiving the report, the school's management team, tutor, and other relevant staff should meet immediately to assess the situation and determine an initial response.

Urgent Measures / Provisional Measures

If necessary, adopt immediate protections: ensure the targeted student's safety, prevent continuation of the behavior, and impose provisional measures for the alleged bully if justified.

Informing Families / Legal Guardians

The tutors, designated staff, or management must inform the families of all involved students (victim(s) and alleged aggressor(s)) via an interview, with care and caution.

Notification to Other Professionals / Internal Staff

Confidentially inform, where appropriate, the teaching staff, or other professionals (such as counsellor) who work with the affected students, so support and consistency can be ensured.

Gathering Information from Multiple Sources

The management team, in coordination with other staff and tutor, collects evidence from varied sources: interviews, observations, records, social media or digital data, peer statements, etc.

Analysis, Contrast & Verification

Analyze the gathered information, cross-check testimonies, verify evidence, and ensure that all parties' perspectives are heard impartially.

Disciplinary or Corrective Measures

Based on the findings, the school director must apply appropriate disciplinary or corrective measures for the aggressor(s), aligned with the school's code of conduct and the institution's "Plan de Convivencia".

Reporting to the Convivencia / Coexistence Committee

The incident, findings, and measures taken are communicated to the Regional Safeguarding Lead and Operational risk team (in Andalusia, it should be reported to the Convivencia Committee, or equivalent internal body) for oversight and record-keeping.

Notification to the Education Inspectorate / Provincial Service



The school sends the formal report of the case (incident, investigation, measures) to the Provincial Education Inspection Service (Inspección Educativa) per protocol requirements.

Development or Implementation of an Action Plan

The school leadership must formulate (or activate) a concrete "Plan of Action / Intervention" concerning the case: monitoring, support, reintegration, follow-up, restorative practices, etc.

Follow-up, Monitoring & Reassessment

After measures are applied, the case is monitored over time (weeks or months) to verify that bullying has ceased, the victim feels safe, and no recurrence occurs. If necessary, the protocol is reopened, more intensive support is deployed, or additional measures are taken.

Appendix 2 - EYFS behaviour, conflict & early bullying prevention protocol

1. Purpose of this Protocol

This protocol outlines how Laude San Pedro International College identifies, manages, records, and responds to conflict, unkind behaviour, and emerging bullying patterns within the Early Years Foundation Stage (EYFS).

It ensures that responses are **developmentally appropriate**, safeguarding-led, and consistent across all EYFS classrooms.

2. Principles

Young children (ages 3–5):

- Are still developing social, emotional, and communication skills
- Learn through modelling, repetition, and co-regulation
- May display conflict behaviours that are *typical* for their stage
- Require proactive teaching of empathy, turn-taking, and sharing
- Should not be labelled as "bullies" or "victims"

The priority is **prevention, early support, and the development of prosocial skills**, rather than punishment.

3. Definitions for EYFS Context

3.1 Developmentally Expected Behaviour

Behaviours that stem from normal developmental stages, including:

- Snatching toys
- Pushing due to limited impulse control
- Crying instead of expressing needs verbally
- Difficulty sharing or taking turns



- Saying "you can't play" impulsively

These do not constitute bullying.

They require modelling, guidance, and practice in social skills.

3.2 Pre-Bullying Behaviour

Behaviours that are **repetitive** or **directed toward the same child**, but may still be connected to emerging social skills or communication difficulties. Examples:

- Frequently excluding one specific peer
- Repeated name-calling of the same child
- Attempting to dominate a particular peer
- Recurrent grabbing, pushing, or control behaviours toward the same child

These may indicate early risk factors, and require monitoring.

3.3 Bullying in EYFS

True bullying is **rare** in EYFS because it requires clear intent and power imbalance. However, if an EYFS child displays clearly:

- **Repeated** harmful behaviours
- **Directed intentionally** at the same child
- With a **power imbalance** (language ability, size, confidence, social dominance)
- And the targeted child shows **fear, avoidance, or distress**

Then EYFS staff must follow the school's full anti-bullying and safeguarding procedures.

4. EYFS Early Intervention Framework

EYFS staff use a staged approach:

Stage 1: Immediate Response to Conflict (Developmentally Expected)

Staff will:

1. **Intervene promptly and calmly**
2. **Ensure safety** of involved children
3. **Label feelings** ("You're angry because you want the toy")
4. **Teach language** ("Say: 'Can I have a turn?'")
5. **Model problem-solving** (turn-taking timers, sharing choices)
6. **Praise repaired behaviour** (e.g., "Well done for giving a turn")

No formal record required unless patterns emerge.

Stage 2: Monitoring Pre-Bullying Indicators



If behaviour is repetitive or directed at a specific peer:

- Staff increase **proactive supervision** in high-risk areas
- Use **social stories, role play, and visual prompts**
- Support structured cooperative play between the children
- Speak with parents of involved children to ensure partnership
- Begin a **simple observation record** for patterns

Recording:

- MyConcern (low-level) if patterns persist or emotional impact is noted

Stage 3: Escalation to Possible Bullying

If behaviour shows signs of intentionality, repetition, or causing significant distress:
Staff must:

- Notify the **EYFS Lead** and **DSL**
- Begin a **Bullying Risk Assessment (EYFS)**
- Interview staff who witnessed behaviour
- Speak with parents sensitively and factually
- Create an **Individual Support Plan** for affected children
- Increase monitoring across classroom and playground
- Implement early restorative approaches (adapted to age)

Recording:

- All incidents logged on **MyConcern**
- Chronology maintained
- DSL decides if child protection threshold is met

Stage 4: Bullying Confirmed (Rare in EYFS)

If bullying is determined:

- Full school anti-bullying protocol is activated
- A tailored behaviour plan is developed with parents
- Interventions focus on education, emotional development, and co-regulation
- Additional support may include:
 - Pastoral support
 - Language development work
 - Emotional regulation strategies
 - Counsellor involvement (if appropriate)

Consequences for EYFS children will always be **developmentally appropriate, educational, and supportive**, not punitive.

5. Recording Procedures



Staff must record:

- **Factual descriptions** of behaviours
- **Context** (fatigue, transitions, communication challenges)
- **Actions taken** by staff
- **Impact on each child**
- **Next steps/interventions**

Staff must NOT record:

- Interpretations ("aggressive", "bully", "mean")
- Speculation about motives
- Emotional judgments

6. Communication With Parents

The school commits to:

- Early, sensitive communication
- A supportive, non-blaming approach
- Shared strategies to support social development at home
- Clear feedback on progress
- Ensuring confidentiality (no details about other children are shared)

Parents will be involved in any monitoring or support plan.

7. Support for Children in EYFS

7.1 For the child displaying concerning behaviour

Support may include:

- Emotion coaching
- Visual supports for communication
- Additional Learning Support input
- Structured peer-play activities
- Modelling and guided play
- Social skills small-group sessions

7.2 For the child affected by the behaviour

Support may include:

- Extra adult contact and reassurance
- Safety planning in the classroom
- Confidence-building activities
- Relationship-building support
- Regular monitoring of wellbeing



8. Preventive Strategies in EYFS

The school proactively teaches:

- Turn-taking, sharing, and cooperation
- Empathy and emotion recognition
- Using words instead of physical behaviour
- Respectful language
- Problem-solving skills
- Digital citizenship (age-appropriate)
- Inclusion and kindness

These principles are reinforced daily through modelling and the EYFS environment.

9. Review of EYFS Behaviour and Pre-Bullying Patterns

- EYFS Lead reviews observations weekly
- Concerns are escalated to the DSL if patterns or distress appear
- The DSL and EYFS Lead reviews EYFS trends annually
- Strategies are updated based on data and professional judgement