



Alderbury & West Grimstead CE Primary School

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Headteacher: Mrs E Woolf

Alderbury & West Grimstead CE Primary School

Anti-Bullying Policy

Approved: March 2026

Due for Review: March 2027

Headteacher: Emily Woolf (head@alderbury.wilts.sch.uk)

Chair of Governors: John Fuller (JFuller.Governor@alderbury.wilts.sch.uk)

Safeguarding Governor: Claire Jackman (CJackman.Governor@alderbury.wilts.sch.uk)

Designated Safeguarding Lead (DSL): Emily Woolf (head@alderbury.wilts.sch.uk)

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1. Statement of Intent

Alderbury & West Grimstead CE Primary School (AWGS) is committed to providing a safe, inclusive and respectful learning environment where all children feel valued and protected. *"We have a zero-tolerance approach to bullying, including prejudice-based and discriminatory bullying."*

We recognise the serious impact bullying can have on wellbeing and educational outcomes. All concerns are taken seriously and acted upon promptly and consistently.

This policy should be read alongside:

- Safeguarding & Child Protection Policy
- Behaviour Policy
- Online Safety Policy
- SEND Policy
- Equality Information and Objectives
- Staff Code of Conduct

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2. Legal and Statutory Framework

This policy reflects:

· Keeping Children Safe in Education · Working Together to Safeguard Children · Equality Act 2010 · Children and Families Act 2014 · Education Act 2011 · DfE Behaviour in Schools Guidance (2022) · DfE Prevent Duty Guidance (2023 update)

Under the Equality Act 2010, the school must prevent discrimination, harassment and victimisation related to protected characteristics.

3. Definition of Bullying

The DfE defines bullying as behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group, physically or emotionally.

AWGS uses the child-friendly definition: **STOP – Several Times On Purpose.**

Bullying may include:

· Physical (hitting, kicking, pushing) · Verbal (name-calling, threats, offensive comments) · Emotional/psychological (excluding, spreading rumours) · Cyberbullying · Prejudice-based bullying · Sexual harassment or harmful sexual behaviour

"Bullying is different from occasional relational conflict. However, all harmful behaviour is taken seriously and addressed appropriately."

4. Child-on-Child Abuse

Bullying can be a form of child-on-child abuse.

Staff understand that this may include:

· Bullying (including cyberbullying) · Sexual violence or harassment · Physical abuse · Initiation/hazing · Prejudiced behaviour · Sharing nudes/semi-nudes

All staff are trained to recognise, record and respond to concerns.

5. Roles and Responsibilities

Governing Body

Governors will:

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· Ensure compliance with statutory guidance · Monitor bullying data and trends · Ensure policies reflect equality and safeguarding duties · Challenge and support leaders

Headteacher

The Headteacher will:

· Ensure consistent implementation · Ensure staff training · Monitor incidents and patterns · Report to governors · Maintain secure records

All Staff

All staff will:

· Promote a culture where children feel safe to speak up · Take all reports seriously · Record concerns appropriately · Challenge inappropriate behaviour · Model respectful behaviour

6. Prevention

Prevention is central to the school's approach.

This includes:

· Behaviour Curriculum · PSHE (including relationships and online safety) · Teaching about protected characteristics · Restorative practices · Assemblies and awareness days · Pupil voice and School Council

Children with SEND may be more vulnerable to bullying; appropriate adjustments will be made.

7. Reporting Bullying

Children are encouraged to:

· Say "Stop – I don't like that" · Tell a trusted adult

Parents/carers can report concerns via:

· Class teacher · Senior Leader · Headteacher · Email/telephone

Anonymous concerns will be investigated where possible.

8. Responding to Bullying

When bullying is reported:

1. The concern is listened to and recorded.
2. DSL informed where appropriate.
3. Investigation takes place promptly.

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4. All parties are supported.
5. Parents/carers informed.
6. Outcomes recorded.

Responses may include:

· Restorative conversations · Protective measures · Consequences in line with Behaviour Policy · Support plans · Referral to external agencies · Safeguarding referral if required

Sanctions will be proportionate and never degrading.

9. Support

For the child experiencing bullying:

· Emotional support · Pastoral check-ins · Confidence-building interventions · Safety planning

For the child displaying bullying behaviour:

· Behaviour reflection · Restorative work · Social skills intervention · Safeguarding assessment if needed

10. Recording and Monitoring

All incidents are recorded in line with safeguarding procedures.

Senior leaders monitor:

· Frequency · Type · Location · Groups affected · Protected characteristics

Patterns inform training and curriculum planning.

11. Online Safety

Cyberbullying may occur outside school but still impact learning. The school will act where online behaviour affects school life.

Online safety education is embedded in the curriculum.

12. Staff Training

Staff receive regular training on:

· Safeguarding and child-on-child abuse · Behaviour management · Equality and inclusion · Online safety · Trauma-informed practice

Training is reviewed annually.

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13. Complaints

If concerns remain unresolved, parents/carers should follow the school's Complaints Procedure.

14. Monitoring and Review

This policy is reviewed annually or sooner if statutory guidance changes. Governors receive termly safeguarding and behaviour updates.

