ALTRINCHAM CE AIDED PRIMARY SCHOOL

ANTI-BULLYING POLICY

Altrincham CE
Aided Primary School

'Some fell on good earth, and produced a harvest beyond his wildest dreams.'

Matthew 13:8, The Message

Grow Strong and Bear Fruit

Reviewed: October 2026 | Scheduled Review: October 2027

Ratfied: Oct 26

1. Vision, Ethos & Statutory Grounding

At Altrincham CE Primary School (ACE), our foundation is firmly rooted in our Christian ethos and school motto: **"Grow Strong and Bear Fruit"**. We believe that every pupil is entitled to learn and flourish in a safe, supportive, inclusive, and nurturing environment—completely free from all forms of bullying, harassment, and discrimination. All pupils, staff, and parents work together to promote tolerance, mutual respect, and empathy across our school community.

Statutory Framework: This policy operates under Section 89 of the Education and Inspections Act 2006, which requires schools to have measures in place to encourage good behaviour and prevent all forms of bullying among pupils. It fully complies with statutory guidance and legislation including Keeping Children Safe in Education (KCSIE), the Equality Act 2010, the Protection from Harassment Act 1997, the Malicious Communications Act 1988, the Communications Act 2003, the Human Rights Act 1998, and the Education Act 2011.

A 'TELLING' School with Zero Tolerance: Altrincham CE Primary School operates a strict zero-tolerance policy towards bullying and child-on-child abuse. We are proud to be a **TELLING school**. This means that anyone—pupils, parents, or staff—who knows or suspects that bullying is occurring is expected and empowered to tell a member of staff, confident in the knowledge that incidents will be dealt with promptly, thoroughly, and sensitively.

Distinguishing Spontaneous Conflict from Systematic Bullying: We recognise that children occasionally experience friendship fallouts or display spontaneous acts of aggression as they learn

to navigate social relationships. While all negative behaviour is challenged, staff take careful care to distinguish between spontaneous, reactive conflict (addressed via circle time and restorative resolution) and deliberate, repetitive, systematic bullying. It is the latter which requires structured investigation, formally logged interventions, and targeted monitoring.

2. Objectives of this Policy

- To ensure all governors, teaching and support staff, pupils, and parents have a clear, shared understanding of what constitutes bullying.
- To establish a transparent, unified school-wide procedure for reporting, investigating, logging, and addressing all allegations of bullying.
- To assure pupils and parents that all reports of bullying will be taken seriously, investigated impartially, and supported fully.
- To enforce a zero-tolerance approach to child-on-child abuse, sexual harassment, cyberbullying, and prejudicial discrimination across all protected characteristics.
- To provide continuous emotional and pastoral support to victims while implementing effective behavioural rehabilitation and appropriate sanctions for perpetrators.
- To systematically monitor incident data on CPOMs to identify patterns, evaluate preventive strategies, and maintain a safe school culture.

3. Definitions & Categories of Bullying

Definition of Bullying: At Altrincham CE Primary School, bullying is defined as the persistent, repetitive, intentional behaviour by an individual or group with the intention of verbally, physically, or emotionally harming another person or group, where the relationship involves a real or perceived imbalance of power. Bullying is characterised by Repetition (frequent over time), Intent (willful desire to cause harm), Targeting (focused on specific individuals), and Power Imbalance.

Forms and Manifestations of Bullying

- **Emotional Bullying:** Being deliberately unfriendly, excluding, isolating, ostracising, tormenting, or hiding personal belongings.
- **Physical Bullying:** Pushing, kicking, hitting, punching, pinching, or any deliberate use of physical violence or assault.
- **Verbal Bullying:** Name-calling, sarcasm, spreading malicious rumours, teasing, or using derogatory language.
- **Cyberbullying (Online):** Misuse of mobile phones, social media, messaging apps, email, or digital learning platforms (e.g., Google Classroom). Includes sending threatening or abusive texts, sharing private/embarrassing photos or videos, defamatory posts, and misuse of technology such as Artificial Intelligence (AI). Under the Education Act 2011, staff have statutory power to examine and delete files on pupils' devices without parental consent where good reason exists.
- **Racist Bullying:** Bullying based on ethnic background, skin colour, nationality, or culture. Racist bullying is a criminal offence under the Crime and Disorder Act 1998.
- **Homophobic, Biphobic & Transphobic Bullying:** Bullying based on actual or perceived sexual orientation, gender identity, or non-conformity to dominant gender stereotypes.
- **Sexist & Sexual Bullying:** Demeaning attitudes based on sex or gender, unwanted physical contact, sexualised comments, or sexual harassment.

- **Ableist Bullying:** Targeting an individual's disability, special educational needs (SEND), or support requirements, including mocking or deliberate exclusion.
- **Prejudicial & Socioeconomic Bullying:** Bullying based on religion, mental health, or perceived socioeconomic status (e.g., family income, free school meal status, housing, or clothing quality).

Child-on-Child (Peer-on-Peer) Abuse

ACE maintains a strict zero-tolerance approach to all forms of child-on-child abuse, including sexual harassment, sexual violence, upskirting, sexting, and hazing. Staff never dismiss abuse as 'banter' or 'boys being boys'. Any report of sexual harassment or physical abuse triggers immediate safeguarding procedures under the Child Protection and Safeguarding Policy, with potential referrals to Children's Social Care Services (CSCS) and the police.

Vulnerable Groups & What Bullying Is NOT

Vulnerable Pupils: Staff exercise heightened vigilance regarding vulnerable groups who may be targeted, including adopted pupils, young carers, socioeconomically disadvantaged children, Specific ethnic minorities, LGBTQ+ pupils, and children with SEND or SEMH needs.

What Bullying Is NOT: Bullying is NOT occasional falling out with friends, minor name-calling, one-off arguments, or playing tricks on an isolated basis. Managing conflict and navigating relationships are crucial aspects of child development, and children are supported through restorative principles and circle time to repair broken friendships.

4. Responses to Bullying

a) Prevention

- **Curriculum Integration:** Bullying prevention is embedded across the RSE curriculum, weekly PSHE lessons, collective worship, and national Anti-Bullying Week campaigns.
- **Positive Culture:** School and playground charters promote honesty, respect, tolerance, and self-discipline. Classroom seating arrangements and working groups are structured to protect potential targets.
- **Emotional Regulation:** Zones of Regulation tools support pupils to recognise emotions and understand the impact of their words and actions on others.

b) Reporting Procedure

- **Staff Immediate Action:** Any report from a pupil or parent must be taken seriously and passed to the Class Teacher and DSL/Head of School immediately.
- **Standardised Logging:** Allegations are investigated using the Alleged Bullying Investigation Form (Appendix 1). Confirmed cases are logged on the Bullying Incident Form (Appendix 2) and entered onto CPOMs.

c) Investigation Procedures

- **Private & Separate Interviews:** The victim, alleged perpetrator, and witnesses are interviewed separately in private rooms, ensuring no contact or electronic communication occurs between parties during the process.

- **Non-Judgmental Fact-Finding:** Staff listen impartially, obtain written statements where appropriate, collect electronic evidence for cyberbullying, and consult a First Aider immediately if physical injuries exist.

d) Sanctions & Rehabilitation

- **Age-Appropriate Sanctions:** Sanctions are tailored to the child and circumstances, including altered seating, loss of Golden Time or Play Times, daily report cards, or fixed-term exclusion.
- **Avoiding Criminalisation:** The focus remains on helping perpetrators understand the harm caused, engaging in restorative reflection, and developing positive behaviour while avoiding unnecessary criminalisation.

e) Victim & Perpetrator Support

- **Victim Care:** Reassurance, emotional therapy, resilience building, buddy support, and structured separation from perpetrators in shared spaces.
- **Perpetrator Guidance:** Structured reflection, mentoring, SEMH support, and ongoing parental involvement.

f) Escalation & Bullying Outside School Premises

- **Statutory Authority:** Under Section 89(5) of the Education and Inspections Act 2006, the Head of Schoolf has statutory power to discipline pupils for bullying or misbehaviour occurring off school premises (e.g., public transport, community, online).
- **External Agencies:** If criminal offences or significant harm risks are identified, the school immediately escalates matters to Children's Social Care Services (CSCS) or the Police.

5. Monitoring, Evaluation & Record Keeping

Robust CPOMs Record Keeping: All reported allegations, investigation forms, incident logs, and action records are securely maintained on CPOMs. The Head of School reviews CPOMs data termly to evaluate school culture, identify emerging patterns, and strengthen preventive measures.

DSL Follow-Up Schedule: Following a confirmed incident, the DSL informally monitors involved pupils over the next half-term. In addition, the Designated Safeguarding Lead (DSL) conducts **formal monthly review meetings** with the victim (Appendix 3A) until both the DSL and victim are entirely confident that the bullying has permanently ceased.

Policy Review: This policy is formally reviewed annually by the Head of School and Governing Body. Scheduled Next Review: **October 2027**.

POLICY APPENDICES: STANDARDISED FORMS

Appendix 1: Alleged Bullying Investigation Form

Section 1: Incident Details	Date of Incident: [/ /] Time: [ ] Location: [ ] Alleged Victim(s): _____ Alleged Perpetrator(s): _____ Witness(es): _____
Section 2: Reported By	Reporting Person: _____ (Staff / Pupil / Parent) Date of Report: [/ /] Contact Info: _____
Section 3: Incident Description	Detailed Account of Alleged Bullying (Actions, words used, context): _____
Section 4: Initial Investigation	Investigator(s): _____ Date Begun: [/ /] Initial Findings (Interviews & Evidence Summary): _____
Section 5: Immediate Actions	Safety Measures Implemented: Interventions & Support Offered (Victim & Perpetrator): _____
Section 6: Conclusion & Next Steps	Investigation Conclusion (Substantiated / Unsubstantiated): Recommended Sanctions & Support Measures: _____
Section 7: Follow-Up Review	Follow-Up Date: [/ /] Summary of Follow-Up Actions & Outcome: _____
Section 8: Signatures	Investigator Signature: _____ Date: [/ /] Head of School Signature: _____ Date: [/ /]

Appendix 2: Bullying Incident Form (Confirmed Incident)

Reporter & Pupils Involved	Reporter Name: _____ Class: _____ Pupil(s) Involved: _____ Class: _____ Role: [ ] Target / Victim [ ] Alleged Perpetrator
Nature of Bullying (Select all)	[ ] Verbal Abuse [ ] Physical Violence [ ] Emotional / Isolating [ ] Cyberbullying [ ] Racist (LA form) [ ] Homophobic/Biphobic [ ] Transphobic [ ] Sexist / Sexual [ ] Ableist / SEND [ ] Prejudicial [ ] Socioeconomic [ ] Demand Money/Items
Location of Incident	[ ] Playground [ ] Classroom [ ] Corridors / Toilets [ ] To / From School [ ] Online / Home [ ] Community
Action Taken	[ ] Reprimand [ ] Written/Oral Apology [ ] Time Out / Missed Play [ ] Daily Report Card [ ] Seating Rearranged [ ] SEMH Therapy Details of Action/Referral: _____
Reporting & Distribution	Reported To: [ ] Class Teacher [ ] Phase Leader [ ] Headteacher/DSL Copies To: [ ] CPOMs Profile [ ] Anti-Bullying File [ ] Parent/Carer
Signatures	Staff Signature: _____ Date: [/ /] Headteacher Signature: _____ Date: [/ /]

Appendix 3: Monitoring Bullying Incident - Record of Interview

Interview Administrative Info	Interviewer Name: _____ Date: [/ /] Pupil(s) Interviewed: _____ Class: _____ Reported By: _____ Witness(es): _____
Incident Background & Context	Details of Incident: _____ Duration / Frequency: _____ Bystanders / Others Involved: _____
Perceptions & Feelings	How does victim feel: _____ How does perpetrator feel: _____
Agreed Action Plan	Action to be taken: _____ Person Responsible & Target Date: _____ Parties Satisfied with Outcome? [ ] Yes [ ] No (If No, why?): ___
Review & Signatures	Scheduled Review Date: [/ /] Adult Signature: _____ Pupil Signature: _____

Appendix 3A: Monitoring Bullying Incident - Monthly Review Form

Review Meeting Details	Review Date: [/ /] Meeting No: ____ (Monthly DSL Review) Pupil(s) Involved: _____ Class: _____ Persons Present at Review: _____
Progress & Situation Evaluation	How has situation developed over past month? _____ Is victim happy with actions & safety? [ ] Yes [ ] No Does perpetrator accept & follow course of action? [ ] Yes [ ] No
Further Support / Action Required	Further Action Required: _____ Is further monthly DSL review required? [ ] Yes [ ] No (Ceased)
Signatures & Distribution	DSL/Adult Signature: _____ Date: [/ /] Pupil Signature: _____ Date: [/ /] Copies To: [ ] CPOMs Profile [ ] Anti-Bullying Incident File