

The Good Shepherd Catholic Primary School



*Following Jesus,
The Good Shepherd,
in all we say and do*

**Anti-Bullying Policy
2025 - 2026**



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This is a live document and will be reviewed as necessary where changes are needed to current practice. This policy should be read in conjunction The Good Shepherd Positive Behaviour & Relationships Policy.

WHAT ARE OUR KEY PRINCIPLES AND AIMS?

The Good Shepherd is a community based upon the strong Catholic Virtues of Faith, Hope, Forgiveness, Love and Trust. The ethos of our school is that it promotes inclusion and the valuing of each individual, encouraging self-esteem, self-discipline, and mutual respect.

We believe it is every child's right to enjoy their school life feeling safe, secure and free from hurtful or harmful experiences. We aim to provide a safe, caring and friendly environment for all our pupils, to allow them to learn effectively, improve their life chances and help them to maximise their potential. We are committed to fostering healthy personal relationships and create a positive, caring and supportive community.

Our mission statement lies at the heart of all we do and underpins our overarching core aims:

- To ensure God's will is achieved by empowering our children to develop as happy, safe, confident and successful learners who are able to make informed choices that are in their own and others best interests.
- To enable children to work with a joy and love for learning, acquiring the knowledge, skills and behaviours needed to make a positive contribution to society.
- To enable children to play with an inquisitive and exploratory mind as they imagine, collaborate and create. They will take ownership of their learning journey and know that limitations are also opportunities for growth, showing courage to sometimes be wrong.
- To inspire children to grow, day by day, in their knowledge and understanding of the virtues to live by, reflecting our Gospel Virtues of Faith, Hope, Forgiveness, Love, and Trust, whilst continuing to flourish and discover their unique God given potential.

This policy, alongside our Safeguarding and Child Protection Policy (with particular reference to the section on Child on Child abuse), Positive Behaviour Policy and all other relevant policies, is designed to ensure that as a school we are alert to the signs of bullying and act promptly and fairly against it. Bullying is always undesirable behaviour and is never tolerated.

This policy aims to:

- Ensure all staff, pupils and parents have a clear understanding of what bullying is;
- Inform pupils and parents of the school's expectations and to foster a productive partnership, which will help to maintain a bully free environment;



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- Show commitment to overcoming bullying by taking all incidents of bullying seriously and laying out processes for dealing with them consistently and effectively;
- Promote a secure and happy environment free from threat, harassment and bullying.

We are an open, caring school and encourage pupils to share their concerns or worries with adults within the school, including members of our pastoral team. Anyone who knows or suspects that bullying is happening is expected to tell the staff.

Everyone has a right to be treated with respect and no one deserves to be a victim of bullying. Pupils who are bullying need to learn different ways of behaving. We take our role very seriously in tackling bullying outside the school premises and ensure that we follow similar procedures to prevent bullying.

WHAT RESPONSIBILITY DO WE HAVE?

At The Good Shepherd, we believe everybody has a responsibility to act, notice, report and prevent bullying. It is the responsibility of:

- The head teacher to communicate this policy to the school community, to ensure that disciplinary measures are applied fairly, consistently and reasonably, and that a member of the senior leadership team has been identified to take overall responsibility
- Governors to take a lead role in monitoring and reviewing this policy
- All staff, including governors, senior leadership, teaching and non-teaching staff, to support, uphold and implement this policy accordingly
- Parents/carers to support their children and work in partnership with the school
- Pupils to abide by the policy

The head teacher works alongside the inclusion team, which includes The Inclusion & Behaviour Lead, Family Support Worker, Deputy Designated Safeguarding Leads and SENDCO. Collectively, their responsibilities are:

- Policy development and review, involving pupils, staff, parents, governors and relevant local agencies,
- Coordinating strategies for preventing bullying behaviour
- Implementing the policy and monitoring and assessing its effectiveness in practice
- Ensuring evaluation takes place and that this informs policy review
- Managing bullying incidents
- Managing the reporting and recording of bullying incidents
- Assessing and coordinating training and support for staff and parents/carers where appropriate
- Coordinating strategies for preventing bullying behaviour

WHAT IS THE DEFINITION OF BULLYING?

However hard we try, it is inevitable that conflicts will sometimes occur. In these conflicts, children may hurt each other's feelings. This behaviour is never desirable but it does happen. We believe that it is more appropriate to help children understand how they may have hurt each other, and to consider different ways to behave differently in future, than it is to 'punish' the behaviour.



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Occasionally, hurtful behaviour can become bullying. Bullying differs from teasing or falling out with friends, or other types of aggressive behaviour, when it is persistent and either:

- There is a **deliberate intention** to hurt or humiliate, or
- There is a **power imbalance** that makes it hard for the victim to defend them self.

Bullying can be defined as 'behaviour by an individual or a group, repeated over time that intentionally hurts another individual either physically or emotionally' (DfE 'Preventing and Tackling Bullying').

Friendship fall outs are seen as accidental or occasional, with no power imbalance or hierarchy. In friendship fallouts, those involved show remorse and want to resolve the situation. At The Good Shepherd, we teach pupils the acronym 'STOP' (Several Times On Purpose) to help them differentiate between bullying and other situations as not all hurtful behaviour is bullying.

Although bullying can occur between individuals, it can often take place in the presence of others (virtually or physically) who become the 'bystanders'.

The role of a bystander:

A bystander is "a person who does not become actively involved in a situation where someone else requires help" and in this way is understood to be a passive observer, an onlooker who watches something happening, but stays on the side-lines and doesn't intervene or get help, even if someone needs it. At The Good Shepherd, we encourage all our pupils not to be bystanders, and teach that all have a responsibility to report bullying, or other unkind behaviour, if they see it. They also have a responsibility not to get involved in the bullying behaviour and to stand up to the perpetrators.

Types of bullying

Bullying can include physical and emotional abuse such as name calling, taunting, mocking, making offensive comments, kicking, hitting, taking belongings, producing offensive graffiti, gossiping, peer isolation (e.g. excluding people from groups) and spreading hurtful and untruthful rumours.

The same unacceptable behaviours can be expressed online; this is sometimes called online bullying or cyberbullying. Specifically, this can include sending offensive, upsetting and inappropriate messages by phone, text, instant messenger, through gaming, websites, social media sites and apps, and sending offensive or degrading photos or videos.

Other forms of bullying can be:

- Relational - causing harm to a person by damaging friendships and feelings of group acceptance. This can include behaviours that are much more hidden than other forms of bullying, and are often tied up among friendship groups. For example, the spreading of rumours, gossiping, being excluded from groups and social events or using friendship as a bartering tool.



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- Racial – this can be identified by the motivation of the bully, the language used and/or by the fact that victims are singled out because of the colour of their skin, the way they talk, their ethnic grouping or by their religious or cultural practices;
- Sexual;
- Sexist, Homophobic, bi-phobic, transphobic, question-phobic - comments, taunting or rumours;
- Cyber – inappropriate messages, sharing or sending offensive and/or degrading photographs or video clips, inappropriate comments on social media and gaming sites;
- SEND related– bullying that targets a child because of their Special Educational Needs and Disability.

All forms of bullying are treated swiftly and equally.

HOW DO WE PUT OUR PRINCIPLES INTO PRACTICE?

At The Good Shepherd we recognise that bullying can be emotionally abusive and can cause severe and adverse effects on pupil's emotional development. Therefore, bullying is recognised by The Good Shepherd as being a form of child on child abuse; children can abuse other children.

Abuse is abuse and it should never be tolerated. We recognise that even if there are no reports of bullying, it does not mean it is not happening and it may be the case that it is just not being reported.

All victims will be taken seriously and offered appropriate support, regardless of where the abuse takes place. This type of abuse will not be passed off as "banter", "just having a laugh" or "part of growing up". The Good Shepherd work in a proactive way to teach pupils the essential social and emotional skills they need to make happy and effective relationships. To fulfil our aim of providing a friendly and safe environment for all pupils, so that they can learn in a secure environment to which everyone belongs.

The following strategies are used:

- **Restorative approaches:** All staff have received training to ensure a consistent, positive and mediatory approach is used to deal with issues between pupils in the school;
- **Raising awareness of bullying:** Bullying is discussed regularly including in Computing, PSHE and assemblies;
- **Our Mission Statement:** Regularly revisiting our Mission Statement 'Following Jesus, The Good Shepherd, in all we say and do' and encourage pupils to list ways in which this is lived out;
- **The Good Shepherd Virtues:** Pupils are encouraged to think about our school virtues and how they should be lived through assemblies and class discussions, which are regularly linked to anti-bullying;
- **PSHE programme:** Pupils are informed of their right to be and feel safe through our PSHE scheme of work (Heart Smart)
- **Regular e-safety updates:** These are communicated to parents in the newsletter, on our website, through our ParentMail system and via our Social Media Pages.
- **E-safety training:** Pupils learn about this in computing and PSHE lessons and their understanding is built up throughout the school;



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- **Positive, active play** is encouraged at lunchtimes through effective deployment of lunchtime supervisors;
- **Celebrating success:** through our weekly Celebration assemblies.

HOW DO WE RESPOND TO BULLYING CONCERNS?

Our school community understands the importance of challenging inappropriate behaviours between peers and we encourage pupils to share their concerns or worries with a trusted adult. Pupils who see others being bullied should also report this to a member of staff (see above about pupil bystanders).

When bullying incidents are reported to the school, the following steps will be taken:

- If bullying is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached or witnessed the concern.
- The Headteacher and Safeguarding Team will be informed of all bullying concerns, especially where there may be safeguarding issues.
- Bullying is a usually a Tier 3 behaviour, as detailed in the school's behaviour policy. See the flowchart (Appendix 1: Responding to a concern) for The Good Shepherd 's procedure for dealing with allegations of bullying.
- The headteacher, Designated Safeguarding Lead (DSL) or another appropriate member of leadership staff will interview all parties involved.
- A clear and precise account of bullying incidents will be recorded by the school via our online monitoring system. This will include recording appropriate details regarding decisions and action taken.
- The school will ensure parents/carers are kept informed about the concern and action taken, as appropriate and in line with child protection and confidentiality policies. Appropriate sanctions and support, for example as identified within the school behaviour policy and child protection policy, will be implemented in consultation with all parties concerned.
- If necessary, other agencies may be consulted or involved, for example the police if a criminal offence has been committed, or Early Help if a child is felt to be at risk of significant harm.
- Incidents and patterns of behaviour are also tracked through our school behaviour and safeguarding tracking system. The analysis is used to impact practice and policy. For example, identifying and addressing potential bullying hotspots.
- Where bullying is of a sexual nature, we will follow the school's child protection procedures;
- We report Bullying Incidents termly to the Local Academy Committee and the Board of Trustees;
- Where a serious assault or wounding has occurred, we will inform the police.
- Any reported bullying or harassment of staff will be dealt with through the Trust's Harassment Policy.
- Where the bullying of or by pupils takes place off school site or outside of normal school hours (including cyberbullying), the school will ensure that the concern is fully investigated and responded to in line with this policy and the school behaviour policy. If required, the DSL will collaborate with DSLs at other settings.

Support for pupils involved in bullying incidents:



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At The Good Shepherd, we provide support for all pupils, in order for them to feel safe, valued and have a sense of belonging. In the case of confirmed bullying incidents, we provide support for both the victim and the bully, using a range of resources such as restorative justice techniques and pastoral support. If appropriate, we may offer support from our Family Support Worker, Inclusion Team or other outside agencies. This support will be tailored to the individuals as needed. Our PSHE programme, school virtues and ethos all centre on fostering positive relationships and caring for one another.

Pupils who have been bullied will be supported by:

- Reassuring the pupil and providing immediate pastoral support.
- Offering an immediate opportunity to discuss the experience with their teacher, the DSL, or a member of staff of their choice.
- Being advised to keep a record of the bullying as evidence and discuss how to respond to any further concerns.
- Working towards restoring self-esteem and confidence.
- Providing ongoing support. This may include working and speaking with staff, offering formal counselling, engaging with parents and carers.
- Where necessary, working with the wider community and local/national organisations to provide further or specialist advice and guidance; this could include support through Early Help or Integrated Children Services or support through the Child and Young Adolescent Mental Health Service (CAMHS).

Pupils who have perpetrated bullying will be helped by:

- Discussing what happened, establishing the concern and the need to change.
- Informing parents/carers to help change the attitude and behaviour of the child.
- Providing appropriate education and support regarding their behaviour or actions.
- If online, requesting that content be removed and reporting accounts/content to service provider. Sanctioning, in line with school behaviour policy. This may include:
 - official warnings
 - detentions/internal exclusions
 - removal of privileges (including online access when encountering cyberbullying concerns)
 - in extreme or repeated cases, fixed-term or permanent exclusions.
- Where necessary, working with the wider community and local/national organisations to provide further or specialist advice and guidance; this may include involvement from the Police or referrals to Integrated Children Services or Early Help or support through the Children and Young Adolescent Mental Health Service (CAMHS).

HOW DO WE ENSURE WE ARE INCLUSIVE?

All pupils at The Good Shepherd are explicitly taught to value and respect each other irrespective of sex, gender, race, religion or disability. This is underpinned by the pupil's personal, social, health and economic (PSHE) education and relationships and sex education (RSE) through the 'Ten: Ten' programme, our whole school virtues and the school's commitment to spiritual, moral, social and cultural (SMSC) development.

Equality Act



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Schools are classified as public bodies and are required by law to comply with the Equality Act of 2010 by:

- Eliminating unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Act;
- Advancing equality of opportunity between people who share a protected characteristic and people who do not share it;
- Fostering good relations between people who share a protected characteristic and people who do not share it.

Protected characteristics are age, disability, gender reassignment, marriage and civil partnerships, pregnancy and maternity, race, religion or belief, sex and sexual orientation.

Vulnerable groups

Certain groups of pupils are known to be particularly vulnerable to bullying by others. These may include pupils with SEND, young carers, looked after children, previously looked after children, those from ethnic and racial minority groups and those young people who are perceived as lesbian, gay, bisexual, transgender or questioning their gender role.

HOW CAN WE CREATE AN ANTI-BULLYING CULTURE ACROSS THE SCHOOL?

In line with our Catholic identity and Virtues, The Good Shepherd community recognises that we are all made in the image of God and should, therefore value and respect each other, treating each other as we wish to be treated.

With this in mind, we value our inclusive community and recognise that all forms of bullying, especially if left unaddressed, can have a devastating effect on individuals; it can create a barrier to learning and have serious consequences for mental wellbeing. By effectively preventing and tackling bullying our school can help to create a safe, disciplined and inclusive environment, where all pupils are valued and are able to learn and fulfil their potential.

Environment: The whole school community will:

- Create and support an inclusive environment which promotes a culture of mutual respect, consideration and care for others, which will be upheld by all.
- Recognise that bullying can be perpetrated or experienced by any member of the community, including adults and children (child on child abuse).
- Recognise the potential for pupils with Special Educational Needs and Disabilities (SEND) to be disproportionately impacted by bullying and will implement additional pastoral support as required.
- Recognise that bullying may be affected and influenced by gender, age, ability and culture of those involved.
- Openly discuss differences between people that could motivate bullying, such as: pupils with different family situations, such as looked after children or those with caring responsibilities, religion, ethnicity, disability, gender, sexuality or appearance related difference.
- Challenge practice and language (including 'banter') which does not uphold the school values of tolerance, non-discrimination and respect towards others.



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- Be encouraged to use technology, especially mobile phones and social media, positively and responsibly.
- Work with staff, the wider community and outside agencies to prevent and tackle concerns including all forms of prejudice-based and discriminatory bullying.
- Actively create “safe spaces” for vulnerable children and young people.
- Celebrate success and achievements to promote and build a positive school ethos.

Policy and Support: The whole school community will:

- Provide a range of approaches for pupils, staff and parents/carers to access support and report concerns.
- Regularly update and evaluate our practice to consider the developments of technology and provide up-to-date advice and education to all members of the community regarding positive online behaviour.
- Take appropriate, proportionate and reasonable action, in line with existing school policies, for any bullying brought to the schools’ attention, which involves or effects pupils, even when they are not on school premises; for example, when using school transport or online, etc.
- Implement appropriate disciplinary sanctions; the consequences of bullying will reflect the seriousness of the incident, so that others see that bullying is unacceptable.
- Use a variety of techniques to resolve the issues between those who bully, and those who have been bullied.

Education and Training: The school community will:

- Train all staff, including teaching staff, support staff (e.g. administration staff, lunchtime support staff and site support staff) and pastoral staff, to identify all forms of bullying and take appropriate action, following the school’s policy and procedures, including recording and reporting incidents.
- Consider a range of opportunities and approaches for addressing bullying throughout the curriculum and other activities, such as: through displays, assemblies, peer support, , etc.
- Collaborate with other local educational settings as appropriate, and during key times of the year, for example during transition.
- Ensure anti-bullying has a high profile throughout the year, reinforced through key opportunities such as anti-bullying week
- Provide systematic opportunities to develop pupils’ social and emotional skills, including building self-esteem.

Involvement of Pupils: The school will:

- Involve pupils in policy writing and decision making, to ensure that they understand the school’s approach and are clear about the part they play in preventing bullying.
- Regularly canvas pupils’ views on the extent and nature of bullying.
- Ensure that all pupils know how to express worries and anxieties about bullying.
- Ensure that all pupils are aware of the range of sanctions which may be applied against those engaging in bullying.
- Involve pupils in anti-bullying campaigns in schools and embedded messages in the wider school curriculum.
- Utilise pupil voice in providing pupil led education and support
- Publicise the details of internal support, as well as external helplines and websites.



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- Offer support to pupils who have been bullied and to those who are bullying to address the problems they have. Involvement and Liaison with Parents and Carers: The school will:
- Take steps to involve parents and carers in develop policies and procedures, to ensure they are aware that the school does not tolerate any form of bullying.
- Make sure that key information about prejudice-based and discriminatory bullying (including policies and named points of contact) is available to parents/carers in a variety of formats, including via the school website.
- Ensure all parents/carers know who to contact if they are worried about bullying and where to access independent advice.
- Work with all parents/carers and the local community to address issues beyond the school gates that give rise to bullying.
- Ensure that parents work with the school to role model positive behaviour for pupils, both on and offline.
- Ensure all parents/carers know about our complaints procedure and how to use it effectively, to raise concerns in an appropriate manner.

HOW WILL WE MONITOR AND REVIEW: PUTTING POLICY INTO PRACTICE?

The school will ensure that they regularly monitor and evaluate mechanisms to ensure that the policy is being consistently applied. Any issues identified will be incorporated into the school's action planning. The headteacher will be informed of bullying concerns, as appropriate and a report shared on a regular basis to the governing body on incidents of bullying, including outcomes.

WHAT POLICIES AND LEGISLATION DOES THIS POLICY LINK TO?

This policy links with several school policies, practices and action plans including:

- Behaviour policy
- Complaints policy
- Safeguarding and Child Protection policy
- Curriculum planning, such as, RSE/RSHE, PSHE, citizenship and computing

There are several pieces of legislation which set out measures and actions for schools in response to bullying, as well as criminal and civil law. These may include (but are not limited to):

- The Education and Inspection Act 2006, 2011
- The Equality Act 2010
- The Children Act 1989
- Protection from Harassment Act 1997
- The Malicious Communications Act 1988
- Public Order Act 1986.



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Appendix 1

Conflict	Rude
<ul style="list-style-type: none">• Happens Occasionally• Not planned• Everyone is upset• Everyone wants to make it better through talking.• Everyone learns where they went wrong. 	<ul style="list-style-type: none">• Happens Occasionally.• Often un-intentional (not done on purpose)• Can hurt and cause upset.• Rude person should accept responsibility and say sorry. 
Mean	Bullying
<ul style="list-style-type: none">• Once or twice• Intentional (on purpose)• Can hurt and upset deeply.• Often said in anger• Behaviour is often regretted.• Apology is often sufficient. 	<ul style="list-style-type: none">• Is repeated• Often planned and done on purpose.• Can cause serious life-long emotional damage.• Bully blames target.• Needs to be reported to an adult. 