



Anti Bullying Policy

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1. Aims

At Little Way Catholic Educational Trust, we are rooted in Gospel values and inspired by our shared Catholic mission to nurture every child across our family of schools in a loving, respectful and inclusive community. We are committed to ensuring that every member of our school communities feels safe, valued and able to learn in secure and supportive environments. Bullying of any kind is wholly unacceptable and will be addressed promptly, consistently and effectively.

This policy aims:

- To prevent bullying behaviour through a whole-school approach that integrates curriculum content, staff training, and pupil voice.
- To uphold a Catholic, respectful and inclusive school culture that celebrates difference and challenges prejudice.
- To provide clear procedures for responding to bullying.
- To support and educate both victims (those who have been harmed) and perpetrators (those who have caused harm).

2. Legislation and Guidance

This document meets the requirements under the following legislation:

This policy is developed with reference to:

- The Education and Inspections Act 2006
- The Equality Act 2010
- Keeping Children Safe in Education (KCSIE, 2024)
- Working Together to Safeguard Children (2023)
- The Children Act 1989
- Catholic Education Service (CES) guidance, including "Made in God's Image"

It supports the Trust's mission to provide an education where Christ is at the centre, and where all individuals are respected, nurtured, and enabled to flourish.

3. What is Bullying

Bullying is the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power. Bullying is contrary to the Gospel message of love, peace, and justice.

Types of bullying include:

- **Physical** – hitting, kicking, taking belongings.
- **Verbal** – name-calling, insults, discriminatory remarks.
- **Indirect** – excluding from groups, spreading rumours.
- **Online (cyberbullying)** – harmful behaviour via digital platforms, including harassment, intimidation, or exclusion.
- **Prejudice-based and discriminatory bullying** – bullying linked to a person's actual or perceived identity, including race, religion or belief, sex, disability, SEND, sexual orientation, gender reassignment, pregnancy or maternity, or any other protected characteristic. This includes racist, sexist, homophobic, biphobic and transphobic bullying, and bullying linked to LGBT+ identity or perceived LGBT+ identity.

- Sexual bullying, sexual harassment and harmful sexual behaviour – bullying may include unwanted sexual comments, sexual name-calling, spreading sexual rumours, sharing sexual images, sexualised online behaviour, coercive behaviour, or other harmful sexual behaviour. Where behaviour may constitute sexual harassment, sexual violence, harmful sexual behaviour or child-on-child abuse, this will be treated as a safeguarding matter and managed in line with the Safeguarding and Child Protection Policy, Behaviour Policy, Online Safety Policy and relevant statutory guidance.

• ~~Prejudice-based~~ – related to race, religion, gender, disability, SEND, or other protected characteristics.

Hate incidents and Hate Crime

A hate incident is any incident which the victim, or anyone else, believes is motivated by hostility or prejudice towards a person because of their actual or perceived identity, including disability, race, religion, sexual orientation or transgender identity.

A hate crime is a criminal offence which the victim, or anyone else, believes is motivated by hostility or prejudice towards a person because of their actual or perceived disability, race, religion, sexual orientation or transgender identity.

Some bullying incidents may also be hate incidents or hate crimes. Where this may be the case, the school will respond in line with its safeguarding, behaviour and reporting procedures. Where appropriate, this may include seeking advice from the Trust, local authority, police or other relevant agencies.

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We also help pupils understand the difference between:

- **Bossiness vs Bullying** – the former is immature behaviour, the latter is a wilful desire to hurt.
- **Boisterousness vs Bullying** – playful energy vs deliberate harm.
- **Bullying behaviour vs Bullying** - playing in a way which deliberately spoils other children's activities, often showing violence and hostility.

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When behaviours become bullying

Socially unacceptable behaviour becomes bullying behaviour when, based on the information gathered, TRIP criteria are confirmed:

TARGETED

When the behaviour is TARGETED at a specific pupil or group of pupils

REPEATED

When the behaviour is REPEATED over a period of time.

INTENTIONAL

When the behaviour is deliberately INTENDED to cause harm.

PSYCHOLOGICAL/PHYSICAL

When the behaviour causes PSYCHOLOGICAL, EMOTIONAL or PHYSICAL harm.

4. Why it is Important to Respond to Bullying

There are a number of very important reasons for challenging bullying behaviour in school:

- **The safety and happiness of pupils** - When pupils are bullied, their lives are made miserable, and their mental well-being suffers. They may suffer injury. They may be unhappy about coming to school. Over time, they are likely to lose self-confidence and self-esteem.
- **Educating in alternative responses** - Pupils who are bullying need to learn different ways of behaving, and those who witness bullying need to learn that to observe bullying behaviour and not report it is also unacceptable.
- **Educational achievement** - The unhappiness of bullied pupils is likely to affect their concentration and learning.
- **Providing a model for responsible behaviour** - If the children observe bullying behaviour going unchallenged, other pupils may learn that bullying is a quick and effective way of getting what they want. Those pupils who are being bullied may interpret the school's inaction as condoning unacceptable behaviour. They will feel badly let down by those adults in authority.
- **Earning a reputation as an effective, caring school** - No school can confidently claim that "there is no bullying". Every school has some degree of bullying, even if only slight and infrequent. Parents know this. They will be reassured by a school which demonstrates, both through policy and action, that it will respond positively and effectively to bullying.

5. Roles and Responsibilities

5.1 Trust Board and Directors:

- Ensure there is a Trust-wide commitment to preventing and addressing bullying.
- Review anti-bullying strategies across all schools in the Trust.
- Monitor safeguarding reports and behaviour trends at governance level.
- Support a culture of inclusion, dignity and respect across the Trust community.

5.2 Local Governing Committee:

- Ensure the policy is in place, implemented and reviewed.
- Monitor the effectiveness of policy through school evaluation processes.

5.3 Headteacher:

- Implement the policy and ensure staff are trained.
- Maintain a climate of vigilance, consistency and compassion.

5.4 All Staff:

- Take all allegations seriously.
- Intervene early to prevent escalation.
- Record and report incidents.
- Promote kindness, inclusion and Gospel values.
- Work with both parties to educate and change behaviours for the future.

5.5 Pupils:

- Treat others with kindness and respect.
- Speak up if they or someone else is being bullied.

5.6 Parents:

- Support the school in promoting positive behaviour and the education of all.
- Report concerns promptly.

6. Responding to Incidents

When bullying is reported or observed:

- Those who have been harmed and caused harm are both supported and heard.
- Parents are informed, where appropriate.
- Incidents involving prejudice, discrimination, hate-related behaviour or potential hate crime are recorded clearly, monitored for patterns and escalated in line with safeguarding, behaviour and reporting procedures.
- The school uses restorative and relational approaches to rebuild relationships and educate all involved.
- Repeated or serious incidents may lead to sanctions per the school Behaviour Policy.
- Incidents involving sexual harassment, sexual violence, harmful sexual behaviour or child-on-child abuse will be referred to the DSL and managed as safeguarding concerns. The school will consider the needs of all children involved, including those who have been harmed, those who have caused harm and any witnesses, and will seek external advice where appropriate.

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7. Monitoring and Evaluation

- The policy is reviewed by the Trust Board as part of its oversight of safeguarding and wellbeing across the Trust.
- The Headteacher and Local Governing Body are responsible for monitoring the implementation of the policy at the school level.
- Monitoring activities may include regular review of bullying records, staff and pupil feedback, and analysis of incident trends.
- Schools are encouraged to use pupil surveys and structured class discussions to understand the lived experience of pupils and evaluate the school climate.

8. Linked Policies

This policy should be read alongside the following documents, which support its aims and implementation:

- Behaviour Policy
- Safeguarding & Child Protection Policy
- Online Safety Policy
- Equality Information and Objectives Policy
- Relationships and Health Education (RHE)

This policy should be read in conjunction with 'Made in God's Image': Challenging homophobic and biphobic bullying in Catholic Schools (CES).