St Gregory's CATHOLIC SCHOOL

Anti-Bullying Policy
2026 - 2027

'Every child is known, loved and called to greatness.'

We provide every student in our care with a world-class Catholic education, welcoming them into our inclusive and caring community in which every child is known and loved.

We teach students to understand their own unique value and dignity, so they may recognise and realise their God-given potential and, inspired by the life of St Gregory, we empower them to approach the opportunities of their education with vigour. We aim for our students to adopt the role of servant leaders, acting with empathy and integrity to make unique and positive contributions to society and the world.

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Contents

Aims and purposes of the policy 2
Roles and Responsibilities 3
What is bullying? 4
Our community 5
Reporting bullying 5
Responding to bullying when bullying has been reported 5
Bullying outside of school – Working together with parent/carers 5
School Holidays 5
Unsure of what support is required 6
Crisis help 6
Counselling 6
GP Support 6
Cyberbullying 6
School initiatives 7
Training, monitoring and reviewing 7
Appendix 1 - Checklist for Managing a Bullying Incident 8

Aims and purposes of the policy

Each person, animal and plant has been created by God, meaning we are all connected together, living with one another in solidarity. This bond allows us to feel a responsibility to care for each other, but it goes much deeper than this. We are connected through God's love and the mission of Christ, called to use our own gifts to ensure this solidarity is maintained and everyone is treated with dignity.

The dignity of the human person is central to the life and teaching of the Catholic Church and foundational to any policy on bullying. Human dignity originates from God – every person has an inherent dignity because we are made in God's own image and likeness. The pursuit of peace is jeopardised when a person's right to human dignity is taken away. This school is a place where every person has the right to be themselves and to be included in a safe and happy environment. Everyone at our school is equal and should be treated with respect.

This policy is based on Department for Education (DfE) guidance 'Preventing and Tackling Bullying' July 2017 and supporting documents. It also considers the DfE statutory guidance 'Keeping Children Safe in Education' 2023. This policy outlines what we will do to prevent and tackle all forms of bullying. The policy has been drawn up through the involvement of the Equality, Diversity and Inclusivity working group that involves a variety of key stake holders. As a school we are committed to growing and sustaining an anti-bullying culture where bullying of any kind is unacceptable. At our school the safety, welfare, and well-being of all students and staff is a key priority. We take all incidences of bullying seriously, and it is our duty as a whole school community to take measures to prevent and tackle any bullying, harassment, or discrimination.

We actively promote values of respect, equity, diversity and inclusion and we ensure that differences are acknowledged across the whole school community. We want to enable our students to become responsible citizens and prepare them for their adult life. These values reflect those that will be expected of our students by society when they leave school, and enter the world of work or further study. We are committed to improving our school's approach to tackling bullying by regularly monitoring, reviewing, and assessing the impact of our preventative measures.

This policy links with several other school and KCSP policies:
Behaviour Policy
KCSP Complaints and Procedure Policy
KCSP Child Protection and Safeguarding Policy
Online Safety Policy
Relationship and Sex Education Policy
Equality statement and objectives
KCSP Equality Policy
Whistleblowing Policy

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 Children Act 1989
Crime and Disorder Act 1998
Communications Act 2003
The Education and Inspection Act 2006, 2011;
The Equality Act 2010;
Human Rights Act 1998
The Malicious Communications Act 1988
Protection from Harassment Act 1997
Public Order Act 1986

Roles and Responsibilities

- It is the responsibility of the senior leadership team to communicate this policy across the school community, to ensure that disciplinary measures are applied fairly, consistently and reasonably.
- It is the responsibility of the Governors to take a lead role in monitoring and reviewing this policy.
- It is the responsibility of all staff, including: governors, senior management, teaching and non- teaching staff, to support, uphold and implement this policy accordingly.
- It is the responsibility of parents/carers to support their children and work in partnership with the school.
- It is the responsibility of all stakeholders to abide by the policy.

Staff: All school staff, both teaching and non-teaching have a duty to report bullying, to be vigilant to the signs of bullying and to play an active role in the school's efforts to prevent bullying. If staff are aware of bullying, they should reassure the students involved and inform a relevant member of the pastoral team.
Senior Staff: The Headteacher and the Senior Leadership Team have overall responsibility for ensuring that the anti-bullying policy is followed by all members of staff and that the school upholds its duty to promote the safety and well-being of all young people.
Parents and Carers: Parents and carers should look out for potential signs of bullying such as distress, lack of concentration, feigning illness or other unusual behaviour. Parents and carers should tell their child not to retaliate and support and encourage them to report the bullying to a member of staff in school. Parents and carers can report an incident of bullying to the school by phoning our reception or emailing the pastoral team. If parents/carers wish to discuss this in person then they should ensure they make an appointment. Our reception team will be more than happy to help facilitate this.
Pupils: Pupils should not take part in any kind of bullying and should watch out for potential signs of bullying among their peers. They should never be bystanders to incidents of bullying. If pupils witness bullying, they should support the victim, encourage them to report the bullying and, if possible, accompany them to tell a trusted adult. Pupils can go to a member of the pastoral team if they are unable to find their form tutor or trusted adult. There are post-boxes around the school site that students can use if they do not feel they are able to verbalise what is happening. Alternatively, students can report a concern using the anonymous reporting forms that are distributed to students via email regularly.

What is bullying?

Bullying can be emotional, physical, psychological or online. It can be subjective and based upon personal opinion. Bullying is hurtful and / or unkind behaviour which is deliberate and repeated. Bullying can be carried out by an individual or a group of people towards another individual or group, where the bully or bullies hold more power than those being bullied. It may be an incident or two or a pattern of repeated behaviour over time. In some schools nationwide, bullying has resulted in serious physical and/ or psychological damage for the victim and, in the most tragic of circumstances has led to self-harm or suicide. Its effects can be long-term and should never be underestimated. Bullying can seriously damage a person's confidence and sense of self-worth, and they will often feel that they are at fault in some way. Students who are being bullied may show changes in behaviour, such as becoming shy and nervous, feigning illness or taking unusual absences. There may be evidence in work patterns, lacking concentration or truanting from school. These signs and symptoms may indicate other problems, but bullying should be considered a possibility and should be investigated.

Below in the table are some examples of bullying. Please note that the below is **not** an exhaustive list.

Type of bullying	Examples
Attacking Property	Damaging, stealing or hiding someone's possessions.
Blackmail	Demanding payment or another benefit from someone in return for not revealing compromising or damaging information about them.
Body Image	Body shaming someone, making fun of someone's hair colour, making fun of someone's difference in appearance.
Culture	Social class or socio-economic background
Cyber	All areas of internet, such as email and internet chat room misuse; mobile threats by text messaging and calls; misuse of associated technology, i.e., camera and video facilities; social media posts and creating accounts to humiliate and ridicule others
Disabilities	Due to, or focusing on a disability or special educational need (SEN), additional learning needs (ALN), additional support needs (ASN) or related to another vulnerable group of people
Emotional	Being unfriendly, excluding, tormenting someone.
Extortion	This involves the perpetrator making threats of physical harm or destruction of property in order to force their victim to adhere to their demands or to fulfil their requirements.
Home Circumstances	Targeting individuals who are looked after children or because of a particular home or other personal circumstances.
LGBTQIA+	Due to someone's sexual orientation or focusing on the issue of gender, sexuality and / or abuse.
Physical	Hitting or physically intimidating someone, or using inappropriate or unwanted physical contact towards someone.
Psychological	Deliberately excluding individuals, ignoring people, spreading rumours or controlling who can be in what groups.
Racist	Comments about race, Racial taunts, graffiti or gestures.
Religion / Faiths / Beliefs	Religion or belief
Sexual	Unwanted physical contact or sexually abusive comments or harassment
Verbal	Such as name calling, spreading rumours about someone, using derogatory or offensive language, sarcasm, threatening someone, sarcasm or teasing.

Bullying can constitute any of the above examples (and other scenarios / situations that may not be listed) within the context of the definition provided.

Our community

Our community recognises 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 and disciplined environment, where pupils/students are able to learn and fulfil their potential.

Reporting bullying

If a student is being bullied, they are encouraged not to retaliate but to tell someone they trust about it such as a friend, family member or trusted adult. They are also encouraged to report any bullying incidents in school:

- Report to any teacher – such as a form tutor, head of year or a teacher the child trusts
- Report to Place2Talk using the letter boxes that can be found around the school site. Students can put in a note to explain what the issue is and a member of the Place2Be counselling team will make an appointment with the child to discuss what the matter is.
- Report to the pastoral team who can provide support.
- Report to a member of the Designated Safeguarding team who will be able to help and support. There are posters around the site with this information on.
- Call ChildLine to speak with someone in confidence on 0800 1111

There are internal procedures and support in place for our staff who may find they are a victim being bullied by students, parents or carers. Equally if there is a complaint regarding a member of our staff and allegations of bullying of a child is taking place. Then the parent/carer should get in touch with our Headteacher directly: headteacher@sgschool.org.uk . The Headteacher will then direct who looks into this and who will be the point of contact. Our KCSP complaints policy and procedure will be followed throughout (*Link to this on page 3*).

Responding to bullying when bullying has been reported

The following actions will take place when there is a report of bullying. Staff will record the bullying either on Edulink and / or our Safeguarding system depending on the nature and severity of the incident. Parent/carers will be called if bullying is taking place. Staff will not necessarily call if it is deemed as friends falling out.

A designated member of staff will use the form shown in Appendix 1 - Checklist for Managing a Bullying Incident and monitor, analyse and evaluate the results. The designated member of staff will produce termly reports summarising the information, which the headteacher producing a report to the governing body. Support will be offered to those who are the target of bullying from the pastoral team in school or peer mentor.

Staff will pro-actively respond to the bully, who may require support from the pastoral team or peer mentors or through the use of having a resolution with the involved parties. Staff will assess whether an anti-bullying risk assessment needs to be written to help safeguard the alleged victim. Parties involved may be required to sign an anti-bullying record form that show agreed actions as per any resolution that takes place.

Staff will assess whether any other authorities (such as police or the local authority) need to be involved, particularly where actions take place outside of school. Based on the outcome of the investigation appropriate sanctions will be issued.

Bullying outside of school – Working together with parent/carers

Where bullying of or by pupils takes place off our school site or outside of normal school hours (including cyberbullying), the school will ensure that the concern is fully investigated. If required, the Designated Safeguarding Lead will collaborate with other schools or other agencies. Appropriate action will be taken, including providing support and implementing sanctions in school in accordance with this policy and the school's behaviour policy.

School Holidays

In periods of time when the school is closed, children or their carers may find themselves in need of safeguarding advice. If you have an immediate emergency, please **phone 999** in the first instance for support.

If the safeguarding advice required is not an emergency, please draw on one or some of the services listed below.

These services have been used by thousands of students and families and have a proven track record in offering support when it is most needed.

Unsure of what support is required

For any family or child who is unsure of what support they require, there is a central Single Point of Access phone number - 0300 123 4496 - which provides the opportunity to discuss the types of support that might be appropriate. This is the number for the Kent and Medway Children and Young Peoples Mental Health Service (CYPMHS).

Crisis help

A new text service has been introduced by 'SHOUT' and the Crisis Text Line, as part of the Kent and Medway "Release the Pressure" campaign. Anyone, of any age, who requires immediate mental health support just needs to text the word "Kent" or "Medway" to 85258. This service is available 24 hours a day, 7 days a week.

Counselling

It is possible to self-refer to the Children and Young People's Counselling Service, if they feel the need, by clicking here. Anonymous support for anyone at or over the age of 16 can be accessed via Togetherall.

GP Support

There is also the option of booking an appointment through your GP to support with any mental health difficulties that your child may be experiencing. GPs may also need to complete the Front Door referral form. For advice, support and guidance, you can get in touch with the Early Help District team by email or phone. For contact details please see here.

Cyberbullying

It is important to note that the responsibility for social media usage remains the responsibility of the parent/carer. When responding to cyberbullying concerns, the school will:

- Act as soon as an incident has been reported or identified.
- Provide appropriate support for the person who has been cyberbullied and work with the person who has carried out the bullying to ensure that it does not happen again.
- Encourage the person being bullied to keep evidence (screenshots) of the bullying activity to assist investigation.
- Take all available steps where possible to identify the person responsible. This may include:
  - Looking at use of the school systems;
  - Identifying and interviewing possible witnesses;
  - Contacting the service provider and the police, if necessary.
- Work with the individuals and online service providers to prevent the incident from spreading and assist in removing offensive or upsetting material from circulation. This may include:
  - Support reports to a service provider to remove content if those involved are unable to be identified or if those involved refuse to or are unable to delete content.
  - Confiscating and searching pupils'/students' electronic devices, such as mobile phones,
  - in accordance with the law and the school searching and confiscation policy.
  - Requesting the deletion of locally-held content and content posted online if they contravene school behavioural policies.
  - Ensure that sanctions are applied to the person responsible for the cyberbullying; the school will take steps to change the attitude and behaviour of the bully, and ensure they have access to any additional help needed.
  - Inform the police if a criminal offence has been committed.
  - Provide information to staff and pupils/students regarding steps they can take to protect themselves online. This may include:
    - Advising those targeted not to retaliate or reply
    - Providing advice on blocking or removing people from contact lists
    - Helping those involved to think carefully about what private information they may have in the public domain.

School initiatives

To prevent and tackle bullying we use a range of measures to prevent and tackle bullying. Students are continually involved in developing school-wide anti-bullying initiatives through consultation with a variety of groups and through our anti-bullying surveys. Surveys take place at set points throughout an academic year. We work with parents and carers, and in partnership with community organisations, to tackle bullying where appropriate. Some of the things that we do in our school are below (please note this is not an exhaustive list):

- A student-friendly anti-bullying policy to ensure all pupils understand and uphold the anti- bullying policy.
- Our behaviour policy sets clear expectations about acceptable behaviour and how members of the school community should treat one another.
- Our curriculum includes opportunities for students to learn about different types of bullying and what they can do to prevent and respond to bullying.
- Tutor time provides regular opportunities to discuss issues that may arise in class and for form tutors to target specific interventions.
- Whole-school and year group assemblies help raise pupils' awareness of bullying and derogatory language.
- Difference and diversity are celebrated across the school through diverse displays, books and images.
- The school values of equality and respect. These are embedded across the curriculum to ensure that it is as inclusive as possible.
- Stereotypes are challenged by staff and pupils across the school.
- Relaunch of our peer mentoring and student-led programmes to offer support to all.
- Provide support to targets of bullying and those who show bullying behaviour.

Training, monitoring and reviewing

The headteacher is responsible for ensuring that all school staff, both teaching and non-teaching staff receive annual training on all aspects of the anti-bullying policy. The headteacher is responsible for reporting to the governing body (and the local authority where applicable) on how the policy is being enforced and upheld via a termly report.

The governors are in turn responsible for monitoring the effectiveness of the policy via the termly report and by in-school monitoring such as learning walks and focus groups with students. The policy is reviewed every 12 months, in consultation with the whole school community including staff, students, parents and carers and governors.

Appendix 1 - Checklist for Managing a Bullying Incident

This form should be completed as soon as an incident of bullying is reported. The form is split into 3 parts:

1. Report & Record
2. Support
3. Conclude

Report & Record	
Not all situations where children and young people are involved in conflict or relationship difficulties can be understood as bullying. 'Relational conflict' is one way of describing such non- bullying situations. Knowing how to identify and respond to relational issues and conflicts are part of being able to respond effectively to bullying. Definition: *"Bullying is the repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power.* *It can be verbal, physical or psychological. It can happen online or face to face."*	
Check	**Yes/No**
1. Is this incident hurtful?	
2. Is it repetitive?	
3. Is it intentional?	
4. Does the relationship involve an imbalance of power? (i.e. the target/s of the behaviour: • is/are in a smaller group than those perpetrating it • is/are part of a minority group, e.g. a minority gender, race, or faith group • is/are of a smaller stature or physical strength • is/are younger • has/have communication difficulties or a disability	
5. Does this incident involve any of the following? • violence or assault • theft • repeated harassment or intimidation, for example name calling, threats and abusive phone calls, emails or text • messages • hate crimes	
Be sure that this is not a relational conflict: *"Relational conflict usually involves individuals who are relatively similar in power and status, including groups. It is generally behaviour which happens occasionally, and offence might be accidental.* *In cases of relational conflict, there is also generally a willingness to make things right, to reflect on what went wrong and to try and plan a way forward.* *Not all conflict leads to bullying, but some does. It is important to bear in mind that unresolved bad feelings or relationship problems left unaddressed can be the start of a pattern of behaviour in which the intention is to cause harm or distress, and can create an imbalance of power that makes on individual or group more vulnerable."* *Anti-bullying Alliance*	

To be completed on the same day the incident is brought to your attention – only if you answered "Yes" to questions 1 to 4 above				
Who is involved in this incident? For details about roles – click here				
Role	Names	Year Group	Names	Year Group
Targets:				
Defenders:				
Ringleaders:				
Reinforcers:				
Assistants:				
Outsiders:				

Immediate Actions:	Complete	Date
Ensure everyone is safe. Have people been physically and/or emotionally hurt by the bullying? Are children safe in school? Is anyone in immediate danger?		
Take statements from students involved in the incident using a Serious Incident Form		
Assure pupils that you have taken their report seriously and immediate action will be taken		
Make SLT aware		
Log this incident on CPOMS and tick the *"Bullying"* box		
If serious harm has been caused, inform the DSL directly (or Deputy if DSL not available)		
If you answered "Yes" to Q5 above - ensure DSL reports this to the police (follow up)		
Contact parents/carers of target and inform them of the incident and actions taken above. Explain next steps.		
Organise a face-to-face or virtual meeting with parents/carers to talk about support phase		
Start Support Phase		

Support Process
We will support all bullied pupils and be aware that bullying can have a severe effect on children. We are aware that some children, such as those with special educational needs and disabilities (SEND), children in care, or those with medical needs, may be particularly vulnerable to bullying. In some instances, bullying may lead to a child or young person experiencing pronounced social, emotional or mental health difficulties. We will ensure we support children in the short term and over a longer period should that be required. Referrals to Place2Be or Child and Adolescent Mental Health Services (CAMHS) may be appropriate in some instances.

Actions	Complete	Date
Meet parents/carers of target		
Explain this procedure to parents/carers and provide them with bullying leaflet		
Provide Parents with a copy of *Information toolkit for parents and carers on bullying_FINAL.pdf*		
Go through Bullying Support procedure with parents and get them to agree to steps below		
Agree support for "Target" (with parents present – more support can be added after the face to face meeting in the next step) – complete Target Support Table below		
Organise a face to face meeting with those students involved (see Anti-Bullying Meeting Checklist)		
Implement Sanction/Resolution/Education for others involved agreed in step above		
Move to Conclude Phase		

Target Support Table		
Support (e.g. Key contact assigned, Safe Space, Place2Be – counselling referral, CAMHS, friendship support, etc.)	Offered	Date Complete

Conclude Process		

We will properly conclude all our processes whenever a pupil is bullied.
 	
The Conclude Process will:
• ensure all those involved have been appropriately sanctioned/educated and that a resolution has been reached for all parties involved
• Ensure parents of the "Target" of the bullying feel the school has followed its agreed procedures to conclusion
• Ensure the "Target" feels supported and confident that this behaviour is highly unlikely to be repeated
• Identify learning from this incident for the school, e.g.:
  o does the school have an issue with poor language
  o an area within the school which needs more adult supervision
  o a routine/procedure/policy that needs review/reform
  o staff requiring further training
• Identify any key actions to better prevent this type of incident in the future		

Actions	Complete	Date
Meet "Target" with parents/carers		
Walk through all steps taken in this process		
Does the "Target" feel all those involved have been fairly and appropriately dealt with		
What whole-school learning has taken place as a result of this incident?		
Identify actions to prevent future bullying of this kind:		
Get parents/carers to sign below		
Get "Target" to sign below		

Parent/Carer Declaration

I, _____, can see that the school has worked through their procedures designed to protect students from bullying. I am satisfied that those involved have been appropriately sanctioned and/or educated. I am confident that the school has put measures in place to prevent a reoccurrence of this bullying.

Signed

_____

Targeted Student Declaration

I, _____, can see that the school has worked through their procedures designed to protect students from bullying. I am satisfied that those involved have been appropriately sanctioned and/or educated. I am confident that the school has put measures in place to prevent a reoccurrence of this bullying.

Signed

_____