



St. Gregory's Catholic Primary School

Anti – Bullying Policy

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Shining in little ways for all to see.

Matthew 5:16

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1. Statement of Intent

At St Gregory's Catholic Primary School, we are committed to ensuring that every child feels safe, valued, respected and included. Through our SHINE values of **Show Respect, Help Others, Include Everyone, Never Give Up and Ensure Safety**, we promote a culture where bullying is not tolerated and where all members of our community are encouraged to speak out and seek support when concerns arise.

As a Catholic school, we recognise the dignity and worth of every individual as a child of God. We are committed to fostering a caring, inclusive and respectful environment in which all members of our school community are treated with kindness, compassion and respect.

We believe that every pupil has the right to learn in a safe and supportive environment free from fear, intimidation, discrimination, harassment and victimisation. Bullying, discriminatory behaviour, sexual harassment, violence and derogatory language are never acceptable and will not be tolerated. Our response is rooted in the St. Gregory's Way: calm, relational, restorative, safeguarding-aware and consistently linked to our SHINE values.

2. Aims

This policy aims to:

- Promote a safe and inclusive environment for all pupils.
- Prevent bullying through education, awareness and positive relationships.
- Ensure clear procedures for reporting, recording and responding to bullying.
- Support pupils affected by bullying.
- Maintain professional curiosity and recognise that bullying and child-on-child abuse could happen here, even where there are no reports.
- Never dismiss harmful behaviour as “banter”, “just having a laugh”, “part of growing up” or “boys being boys”.
- Address bullying behaviour through appropriate intervention and education.
- Fulfil statutory safeguarding, equality and behaviour responsibilities.
- Promote the school's Catholic ethos and SHINE values.

- Ensure pupils know how to report concerns, have confidence that adults will act, and can access reporting routes that are well promoted, easily understood and accessible to all.
- Evaluate the impact of anti-bullying action through pupil voice, incident analysis, follow-up and review, adapting provision where needed.

3. Definition of Bullying

The Department for Education defines bullying as:

"Behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally."

Bullying usually involves:

- Deliberate intention to hurt or upset.
- Repeated behaviour over time.
- An imbalance of power between those involved.

Bullying is different from occasional friendship disputes, disagreements or one-off incidents of unkindness, although these will still be taken seriously and addressed appropriately.

Relationship with our Behaviour for Learning Policy

Ordinary friendship difficulties, one-off unkindness and lower-level behaviour are addressed through the St. Gregory's SHINE behaviour curriculum and our support steps: Notice → Remind → Reset → Repair → Reconnect. Adults re-teach expectations, help pupils regulate, repair relationships and provide a fresh start.

Suspected or confirmed bullying requires additional investigation because leaders must consider repetition, intentional harm, imbalance of power, the impact on the child and any safeguarding concerns. Serious bullying, discriminatory behaviour or safeguarding concerns may bypass the ordinary SHINE sequence and be referred directly to senior leaders and/or the Designated Safeguarding Lead (DSL).

4. Types of Bullying

Bullying may take many forms, including:

Physical Bullying

- Hitting
- Kicking
- Pushing

- Damaging property

Verbal Bullying

- Name-calling
- Insults
- Threats
- Offensive language

Social or Emotional Bullying

- Exclusion from groups
- Spreading rumours
- Public humiliation
- Manipulating friendships

Cyberbullying

- Harmful messages
- Social media abuse
- Online harassment
- Sharing images without permission
- Online exclusion
- AI-generated harmful content

Prejudice-Based Bullying

Prejudice-based or discriminatory bullying may relate to a person's actual or perceived protected characteristics under the Equality Act 2010, or to other aspects of identity or perceived difference. Examples include:

- Race
- Religion or belief
- Sex
- Disability
- Gender reassignment
- Sexual orientation
- Pregnancy and maternity

The school will challenge all forms of discriminatory language and behaviour, including direct and indirect discrimination, harassment, victimisation and prejudice-based incidents. Racist, faith-based, sexist, homophobic, biphobic, transphobic, disability-related and other prejudicial incidents will be taken seriously, recorded, investigated, monitored and challenged. Where the nature, pattern, impact or vulnerability of a child raises safeguarding concerns, the incident will also be considered through a safeguarding lens.

5. Roles and Responsibilities

Governing Body

Governors will:

- Ensure appropriate anti-bullying procedures are in place.
- Monitor the effectiveness of this policy.
- Receive information regarding bullying trends.
- Ensure the school fulfils its safeguarding and equality duties.

Headteacher

The Headteacher will:

- Promote an anti-bullying culture.
- Ensure all allegations are taken seriously.
- Monitor incidents and trends.
- Provide appropriate training and support for staff.

Staff

All staff will:

- Promote positive relationships.
- Challenge unacceptable behaviour.
- Report concerns promptly.
- Record incidents appropriately.
- Support pupils affected by bullying.
 - Particular regard will be given to vulnerable pupils, including those with SEND or communication needs, looked-after and previously looked-after children, young carers, pupils who are disadvantaged and pupils with protected characteristics. Individual circumstances may affect how bullying presents, how a child is able to report it and the support required. Staff will use reasonable adjustments and a graduated response so that reporting, support and restorative work are accessible to every child.

Pupils

Pupils are expected to:

- Treat others with respect.
- Follow the SHINE values.
- Report concerns promptly.
- Support peers who may be experiencing bullying.

Parents and Carers

Parents and carers are encouraged to:

- Raise concerns promptly.
- Work in partnership with the school.
- Reinforce respectful behaviour at home.

6. Prevention of Bullying

The school takes a whole-school, proactive approach to preventing bullying. Prevention is part of everyday culture, curriculum, safeguarding and the St. Gregory's Way, not simply a response after an incident. We actively seek to prevent bullying through:

- A positive Catholic ethos.
- Promotion of SHINE values.
- Relationships, Health and Sex Education (RHSE)
- Online safety education.
- Celebration of the Word and assemblies.
- Pupil leadership opportunities.
- The SHINE behaviour curriculum, explicit teaching of expectations and positive behaviour systems.
- ELSA support.
- Nurture provision.
- Staff training.
- Strong relationships with families.
- The school actively promotes anti-bullying messages through Anti-Bullying Week, assemblies, RHSE lessons, online safety activities and opportunities for pupil leadership.

All staff receive regular safeguarding and behaviour training which includes recognising, preventing and responding to bullying, child-on-child abuse, discriminatory behaviour and harmful sexual behaviour. Staff are updated on emerging concerns such as online bullying, discriminatory language, AI-generated harmful content and harmful online behaviours. Training reinforces that an absence of reports does not mean harm is not occurring.

7. Reporting Bullying Concerns

All reports of bullying will be taken seriously. Reporting routes are well promoted, easily understood and accessible to all pupils. Adults will make reasonable adjustments for pupils with SEND, communication needs or other barriers so that every child has a safe and meaningful way to share a concern.

How Pupils Can Report Concerns

Pupils can report concerns by speaking to:

- Their class teacher.
- Any trusted member of staff.
- A lunchtime supervisor.
- A member of the Senior Leadership Team (SLT).
- The Designated Safeguarding Lead (DSL).
- The Deputy Designated Safeguarding Lead.

Pupils should feel confident that concerns will be listened to respectfully, taken seriously and acted upon promptly. They will be told, in an age-appropriate way, what will happen next and who will help. Leaders check pupils' confidence in reporting through pupil voice, safeguarding questionnaires and follow-up conversations.

Parents and carers can report concerns by contacting the school directly.

8. Responding to Bullying

When bullying is reported, the school will:

1. Listen carefully to all parties involved.
2. Investigate concerns thoroughly.
3. Record findings appropriately.
4. Inform parents/carers where appropriate.
5. Implement suitable sanctions where necessary.
6. Provide support for those affected.
7. Monitor the situation to prevent recurrence.

Responses will be proportionate to the circumstances and the needs of the pupils involved. Restorative work may form part of the response where it is safe and appropriate, but it will never replace necessary safeguarding action, investigation or proportionate consequences.

9. Support Following Bullying Incidents

The wellbeing of all pupils involved remains a priority.

Support may include:

- Pastoral support.
- ELSA intervention.
- Wellbeing check-ins.
- Restorative conversations.
- Emotional literacy support.
- Support from external agencies where appropriate.

Pupils who display bullying behaviour will receive support to understand the impact of their actions, repair relationships and make positive choices moving forward.

The school will continue to monitor incidents after intervention to ensure concerns have been resolved effectively.

10. Bullying and Safeguarding

Bullying, including cyberbullying, prejudice-based bullying and discriminatory bullying, may constitute child-on-child abuse. St. Gregory's recognises that child-on-child abuse can happen in any school and that an absence of reports does not mean it is not occurring. Staff therefore maintain professional curiosity, listen carefully to pupil voice and act on concerns.

This may include:

- Prejudice-based bullying.
- Sexual harassment.
- Sexual violence.
- Online abuse.
- Image-based abuse.
- Harmful behaviour causing significant emotional harm.
- Repeated abusive behaviour that places a child at risk.

Where bullying raises a safeguarding concern, staff must follow the Child Protection and Safeguarding Policy and report the concern immediately to the Designated Safeguarding Lead (DSL) or a Deputy DSL. Behaviour procedures and safeguarding procedures may operate alongside one another; dealing with an incident through the Behaviour for Learning Policy does not replace safeguarding action.

Harmful behaviour will not be minimised or dismissed as “banter”, “just having a laugh”, “part of growing up” or “boys being boys”.

Sexual harassment and harmful sexual behaviour

Sexual harassment, sexual violence and harmful sexual behaviour are never acceptable and will not be tolerated. Such concerns will not be managed solely as bullying where safeguarding procedures are required. They will be referred to the DSL and managed in accordance with Keeping Children Safe in Education 2026 and the school's Child Protection and Safeguarding Policy.

Incidents involving racism, homophobia, biphobia, transphobia, disability discrimination, sexism or other forms of prejudice-based behaviour will be recorded separately and monitored by senior leaders to inform preventative action.

11. Recording and Monitoring

All reported incidents will be recorded factually and promptly. Behaviour incidents are recorded on Arbor and safeguarding concerns are recorded on CPOMS in accordance with school procedures. Where an incident has both behaviour and safeguarding dimensions, appropriate records will be made on both systems. Records must be specific, respectful and free from emotive or judgemental language.

Records will include:

- Nature of the incident.
- Pupils involved.
- Investigation outcomes.
- Actions taken.
- Support provided.
- Follow-up arrangements.
- Whether the incident is linked to prejudice, discrimination, online harm or a protected characteristic, where appropriate.

Pupil Voice

The school regularly seeks the views of pupils through surveys, discussions, School Council meetings, pupil leadership groups, safeguarding questionnaires and follow-up conversations. Leaders use this information to check that pupils know how to report concerns, have confidence that adults will act, feel safe and included, and to identify any patterns or areas requiring further action.

12. Cyberbullying and Conduct Outside School

The school recognises that bullying may occur through digital technologies.

Examples include:

- Social media abuse.
- Messaging applications.
- Online gaming platforms.
- Image sharing.
- Artificial Intelligence generated content.
- Deliberate exclusion from online groups.

The school may investigate and respond to incidents occurring outside school where the behaviour:

- Impacts a pupil's wellbeing.
- Affects relationships within school.
- Causes disruption to learning.
- Creates a safeguarding concern.

Where appropriate, the school will work alongside parents, carers and external agencies. Online incidents will be considered through both the Behaviour for Learning Policy and safeguarding procedures where relevant; conduct outside school may still require school action when it affects pupil wellbeing, relationships, learning, safety or the orderly running of school.

13. Monitoring and Review

The Headteacher, Senior Leadership Team and Governing Body will monitor the effectiveness of this policy.

Bullying, prejudice and discriminatory incident records will be reviewed termly to:

- Identify trends and patterns by type of incident, location, time, repetition and year group/class.
- Monitor patterns affecting vulnerable pupils, pupils with SEND, disadvantaged pupils and protected characteristics where appropriate.
- Evaluate preventative strategies.
- Identify vulnerable pupils requiring additional support.
- Inform future staff training.
- Support curriculum development.

Information gathered through monitoring will be used to strengthen the school's approach to preventing bullying and promoting inclusion. Leaders will evaluate not only what action was taken, but whether it worked, and will adapt curriculum, pastoral support, staff training, reasonable adjustments or individual intervention where needed.

How we know our approach is working

We evaluate impact through pupil voice, safeguarding questionnaires, incident analysis, parent feedback and follow-up conversations with the pupils involved. We check whether bullying has stopped, whether pupils feel safe and confident to report concerns, whether relationships have improved and whether further support is needed.

Where evidence shows that an intervention has not been effective, leaders will adjust the response. This may include additional curriculum work, pastoral or ELSA support, reasonable adjustments, staff training, work with families, external-agency support or further safeguarding action.

14. Equality and Inclusion

The school is committed to promoting equality, diversity and inclusion.

All pupils have the right to:

- Feel safe.
- Be treated with dignity and respect.
- Access education free from discrimination.
- Have their concerns listened to and acted upon.

The school will not tolerate discrimination, harassment, victimisation or prejudice-based behaviour of any kind, whether direct or indirect. We will make reasonable adjustments for disabled pupils and act in accordance with the Equality Act 2010 and our wider equality duties.

15. Linked Policies and Guidance

This policy should be read alongside:

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

In addition, this policy reflects guidance contained within:

- Keeping Children Safe in Education 2026 (statutory guidance)
- Preventing and Tackling Bullying / Preventing Bullying (Department for Education, current guidance)
- Working Together to Safeguard Children
- Equality Act 2010
- State-funded Schools Inspection Toolkit (for use from September 2026)

16. Review

This policy will be reviewed annually by the Governing Body or sooner in response to changes in legislation, guidance or school circumstances.

Policy Approved: _____

Chair of Governors: _____

Date: _____

Review Date: _____

Policy Strengthening Record - 2026

This record supports governance and review. It does not replace the operative policy above.

KCSIE 2026 safeguarding alignment: Made the child-on-child abuse link explicit; added “it could happen here”, professional curiosity, no-minimisation language, and a clear route to DSL/Deputy DSL.

Harmful sexual behaviour: Clarified that sexual harassment, sexual violence and harmful sexual behaviour are never acceptable and are managed through safeguarding procedures where required.

Behaviour Policy alignment: Added an explicit link to Notice → Remind → Reset → Repair → Reconnect and clarified when serious bullying/discrimination bypasses ordinary SHINE steps.

Recording: Aligned operational recording to Arbor for behaviour and CPOMS for safeguarding, including dual recording where appropriate.

Equality and discrimination: Strengthened direct/indirect discrimination, harassment, victimisation, prejudice-based incidents and Equality Act wording.

Pupil confidence and accessibility: Strengthened reporting routes, reasonable adjustments and how leaders check pupils know how to report and trust adults to act.

Monitoring and impact: Expanded trend analysis and added “How we know our approach is working” so leaders evaluate outcomes, not only actions.

Prevention and St. Gregory's Way: Strengthened whole-school prevention through Catholic ethos, SHINE, behaviour curriculum, RHSE, online safety, Celebration of the Word, pupil leadership, ELSA/nurture and family partnership.

Compliance Check

Keeping Children Safe in Education 2026: Aligned: child-on-child abuse, reporting, safeguarding escalation, minimisation, online harm and harmful sexual behaviour.

DfE Preventing and Tackling Bullying guidance: Aligned: definition, repetition/power imbalance, prevention, recording, support and conduct outside school.

2026 State-funded Schools Inspection Toolkit: Aligned: bullying/discrimination not tolerated, pupil confidence, prompt action, reasonable adjustments, pattern analysis and evaluation of impact.

Equality Act 2010: Aligned: protected characteristics, discrimination/harassment/victimisation, reasonable adjustments and inclusion.

St. Gregory's Behaviour for Learning Policy 2026-2027: Aligned: SHINE, relational/restorative practice, behaviour curriculum, Arbor/CPOMS, reasonable adjustments and escalation for serious behaviour.