

The Catholic School of Saint Gregory The Great

Believe and Achieve



ANTI-BULLYING POLICY

To be read in conjunction with all school policies and adopted Local Authority & Diocese Policies

To be reviewed by May 2026

St Gregory Great

Mission Statement

Believe and Achieve

“We are a safe and happy school where we all shine as part of God’s family.”

Aims

We are committed to providing a caring, friendly and safe environment for all our pupils so that they can learn in a relaxed and secure atmosphere. Bullying of any kind is unacceptable at our school. If bullying does occur, all pupils should be able to tell and know that incidents will be dealt with promptly and effectively.

What is Bullying?

Bullying is deliberately hurtful behaviour by an individual or group which can be repeated often over a period of time. It is difficult for those being bullied to defend themselves.

Bullying can take many forms but four main types are:

- Physical - hitting, kicking, taking belongings.
- Verbal - name-calling, insulting, discriminatory remarks (because of a ‘difference’ of any kind), hurtful and continuous teasing.
- Indirect - spreading nasty stories about someone, excluding someone from social groups.
- Online bullying – On line bullying is defined in legal glossaries as:
 - actions that use information and communication technologies to support deliberate, repeated, and hostile behaviour by an individual or group, that is intended to harm another or others.
 - actions that discriminate or demonstrate prejudice against a group in relation to protected characteristics such as race, religion, gender etc.
 - use of communication technologies for the intention of harming another person
 - use of internet service and mobile technologies such as web pages and discussion groups as well as instant messaging through phone or App or SMS text messaging with the intention of harming another person.
- It is important to recognise the difference between bullying/bossiness and bullying/boisterous behaviours:

Bossiness	Bullying
Bossing a range of people around when they’re near them. Usually outgrown as maturity and social skills develop.	Often focused on smaller, timid or perceived more vulnerable children relying on threat and/or force. Wilful, conscious desire to hurt, threaten or frighten.
Boisterous behaviour	Bullying behaviour
More naturally, uncontrolled not vindictive. High spirits, not vindictive.	Playing in a way which deliberately spoils other children’s activities, shows violence and hostility. Rough and intimidating behaviour.

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 wellbeing 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.
- 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.
- Getting a reputation as an effective, caring school. No school can claim with absolute confidence 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.
- 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 not acceptable.

Leadership, Management and Governance

The Governing Body is responsible for:

- Ensuring that the school has an anti-bullying policy.
- Ensuring that the policy and its related procedures and strategies are implemented.

The Headteacher is responsible for:

- Ensuring that the policy is implemented on a day to day basis.
- Ensuring that all staff are aware of their responsibilities and are given appropriate training and support.
- Taking appropriate action in any cases of bullying.

Responsibilities of all Staff

Teaching and non-teaching staff take all forms of bullying seriously and intervene to prevent incidents from taking place. The Head and Deputy keep records of incidents that have been brought to their attention.

If teachers become aware of an incident of bullying, they support the child who is being bullied and talk to the child who has bullied to find out why they have behaved in this way. The aim is to help the child who has bullied to change their behaviour in future. If the incident is deemed to be serious, then parents of all the children involved are contacted.

If a child is repeatedly involved in bullying other children, the SLT are informed and the parents are invited to school to discuss the situation. In more extreme cases, where the initial discussions have proven ineffective, the SLT or CAFAW may contact external support agencies.

When possible and/or appropriate, staff will be encouraged to attend training in behavioural management. Teachers attempt to support all children in their class and to establish a climate of trust and respect for all. By praising, rewarding and celebrating the success of all children, teachers aim to prevent bullying.

The Role of the child

Everyone within the school has rights and responsibilities. The child has a right to feel safe and secure. If they are being bullied or they see another person being bullied they must contact an adult.

It is recognised that both the perceived victim and perceived perpetrator will have needs to be met. Both parties will be given chance to discuss their feelings, the harm that has been done and what they need to happen to be able to move forwards, rebuilding the relationship that has been harmed.

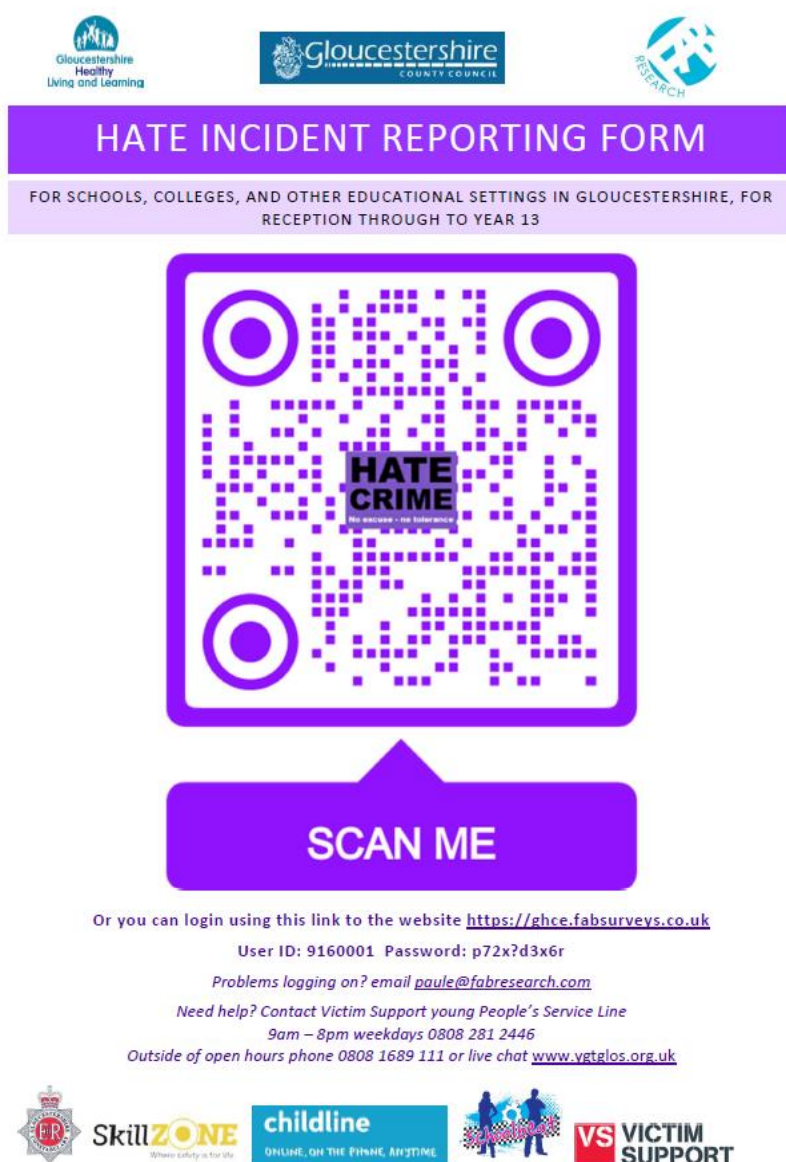
Monitoring and Evaluation

The policy is monitored on a day to day basis by the head teacher who reports to the governors on the effectiveness of the policy on request. It is read in conjunction with all other policies, in particular the safeguarding and equalities policies.

The Governing Body of the School will:

- Ensure that the School has an anti-bullying policy
- Ensure that the impact of the policy is regularly reviewed through the school's arrangements for policy review and self-evaluation.

This policy should also be read in conjunction with 'Made in God's Image' Challenging homophobic and biphobic bullying in Catholic Schools document from CES.



HATE INCIDENT REPORTING FORM

FOR SCHOOLS, COLLEGES, AND OTHER EDUCATIONAL SETTINGS IN GLOUCESTERSHIRE, FOR RECEPTION THROUGH TO YEAR 13



SCAN ME

Or you can login using this link to the website <https://ghce.fabsurveys.co.uk>

User ID: 9160001 Password: p72x?d3x6r

Problems logging on? email paule@fabresearch.com

Need help? Contact Victim Support young People's Service Line
9am – 8pm weekdays 0808 281 2446

Outside of open hours phone 0808 1689 111 or live chat www.victglos.org.uk