

'To unite all things in Christ'. Ephesians 1:10

Bishop Thomas Grant School

Anti-Bullying Policy

In accordance with the Equality Act 2010, the school will comply with its applicable equality duties and challenge discrimination, harassment, victimisation and bullying. We will protect all members of our community, including those targeted because of actual or perceived disability, their gender, pregnancy or maternity, race, religion or belief, sex or sexual orientation, or because of age or marriage or civil partnership where the relevant provisions apply. We will make reasonable adjustments for disabled pupils. Protection from bullying is not limited to characteristics.

Review Cycle

Reviewed:	**Approved by:**	**Next Review:**	**Staff Responsible:**
September 2023	Ethos Committee	September 2024	Mr M Todd
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'To unite all things in Christ'. Ephesians 1:10

Bishop Thomas Grant School will play a key role in the formation of our young people so that they become responsible Christian adults. Inspired by the message of Jesus Christ they will contribute effectively to society by promoting justice, honesty and charity in all aspects of their lives.



A Voluntary Aided School in the Trusteeship of the Archdiocese of Southwark

The Governing Board of Bishop Thomas Grant School is committed to safeguarding and promoting the welfare of children and young people and expect all staff, volunteers and external agencies to share this commitment.

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Anti-bullying Guidance

This policy is informed by Keeping children safe in education (KCSIE), particularly Parts one, two and five, and Preventing and tackling bullying (DfE, July 2017), which remains the published departmental advice. It supports the school's duties under section 89 of the Education and Inspections Act 2006 and the Equality Act 2010. It must be read alongside the Safeguarding, Behaviour and Online Safety Policies. Bullying between children is a form of child-on-child abuse; child-on-child abuse also includes other conduct which may occur as a single incident. See the review sources at the end of this document.

Bullying can affect anyone in the school community and any form of bullying to any member of Bishop Thomas Grant School is counter to the aims and ethos of our Catholic School. Bullying is not inevitable, it will be challenged and every step should be taken with the aim of eradicating it from the school. Bullying is not itself a specific criminal offence, but conduct involved in bullying may constitute an offence, including assault, harassment or threatening communications and there is a zero tolerance approach towards bullying at Bishop Thomas Grant School.

The school will prioritise safety, support and proportionate action. In line with our Gospel Values, restorative work may be used where it is safe, appropriate and freely agreed by those involved, after assessing power imbalances and the risk of further harm. No pupil will be required to meet the person who harmed them, forgive them or reconcile as condition of receiving protection or support. Restorative work does not replace safeguarding action or appropriate sanctions, but does form part of our whole school ethos.

Bishop Thomas Grant School creates an ethos of good behaviour where students treat one another and the school staff with respect because they know that this is the right way to behave. Values of respect for staff and other students, an understanding of the value of education, and a clear understanding of how our actions affect others permeate the whole school environment and are reinforced by staff and older students who set a good example to the rest.

The school will apply disciplinary measures to students who bully in order to show clearly that their behaviour is wrong. Disciplinary measures must be applied fairly, consistently, and reasonably, taking account of any special educational needs or disabilities that the students may have and taking into account the needs of vulnerable or other individual student's circumstances.

What is Bullying?

The definition below draws on DfE advice rather than dictionary definitions of a person who bullies. It describes the behaviour so that pupils are not labelled inherently strong, weak or vulnerable. Bullying can constitute child-on-child abuse and therefore prevention is considered part of school's safeguarding work. School will work to create an environment where bullying is never accepted and when bullying comes to light it will be dealt with robustly through the school's behaviour management systems. It will always be managed with sensitivity.

Bullying is repeated behaviour by a person or group intended to cause physical or emotional hurt to another person or group. It commonly involves an imbalance of power which makes it difficult for the person targeted to defend themselves. It may take place face to face or online, inside or outside school. It can motivated by prejudice about actual or perceived differences, including race, religion or belief, sex, sexual orientation, gender reassignment, special educational needs or disability, appearance, poverty, being adopted or in care, or having caring responsibilities. Physical safety and wellbeing both require prompt attention.

Many experts say that bullying involves an imbalance of power between the perpetrator and the victim. This could involve perpetrators of bullying having control over the relationship, which makes it difficult for those they bully to defend themselves. The imbalance of power can manifest itself in several ways, it may be physical, psychological (knowing what upsets someone) derive from an intellectual imbalance, or by having access to the support of a group, or the capacity to socially isolate. It can result in the intimidation of a person or persons through the threat of violence or by isolating them either physically or online.

Staff will not wait for behaviour to recur, or for intent to be admitted, before acting on a concern. A single online post can lead to repeated exposure or sharing. Child-on-child abuse (including harassment and violence) is a safeguarding concern for both the child harmed and the child alleged to have caused harm. Abuse must never be dismissed as banter or an inevitable part of growing up. School staff remain curious and open minded as a lack of reports does not mean abuse is absent and as such school works to ensure that students have their voice heard through the various structures that have been established.

Who Bullies?

Anyone can engage in bullying behaviour. Staff will assess the behaviour, context, power imbalance and needs of the children involved without assuming a particular personality, background or level of self-esteem. A child who harms others may also need safeguarding support. Inclusion, accountability and early intervention underpin the school's response.

Who is Bullied?

Anyone can be bullied – student, parent/carer or a member of staff. People who suffer bullying are often perceived by others to be different. Sometimes the perceived difference is individual to that person – shyness, physical appearance, clothing, possessions, accent, sexuality or "perceived" inappropriate behaviour.

Frequently, the perceived difference comes from assigning an individual to a group. Such bullying would then be designated as classist, disablist, homophobic, biphobic, transphobic, racist, faith-targeted, or sexist.

People can be assigned or be a member of more than one group.

Types of Bullying

Bullying takes on many forms. The following is a list of some such forms:

Verbal: Name calling; personal comments; comments about: gender, ethnic origin, sexuality, disability; cussing parents; shouting down someone; spreading malicious gossip; calling others "neeks".

Exclusion: Being excluded from peer-groups; discussions; deliberately ignored; getting other students to ignore someone.

Damage to property or theft: Damage to uniform; equipment; deliberately stealing to cause fear.

Intimidation: Threats to a person; threats used to make a victim hand over property or money; ganging up against a person; making adverse comments about a person's work.

Physical: Punching; hitting; slapping; pushing; kicking; tripping; spitting or other physical harm. Sexual assault requires an immediate safeguarding response under Part five of KCSIE, whether or not it is repeated.

Coercive Control: continuous patterns of behaviour that are intended to exert power or control over another

Cyberbullying: Use of electronic devices to affect health, safety or wellbeing of another student which can impact on school behaviour.

Some Examples of Bullying

The following section aims to highlight and expand upon some examples of bullying and it is not exhaustive. The examples apply to both staff and student victims. Parents can use the following examples a starting point, they must be vigilant to notice signs of change in their children.

Parents can access further reading and support on the Young Minds website, https://www.youngminds.org.uk/parent/parents-a-z-mental-health-guide/bullying/

Staff, students and parents / carers are instructed to report all concerns about cyberbullying promptly to the school. Staff must pass any safeguarding concern immediately to the designated safeguarding lead (DSL) or a deputy. The school will assess whether police involvement is required; parents and carers may also contact the police directly.

What is Classist Bullying?

In classist bullying a person is targeted for representing a perceived class or socio-economic group. This not only impacts on the individual person, but on his or her family and others perceived to be from the same group. The types of classist bullying that occur may include:

- Verbal abuse by name-calling, offensive mimicry.
- Physical threats or attacks.
- Defacing of property.
- Graffiti.
- Inciting others to behave in a classist way.
- Mocking clothing and belongings.
- Refusing to cooperate in work and play (refusing to sit next to someone).

What is Disablist Bullying?

Children with special educational needs or disabilities (SEND) and children with medical conditions may face additional barriers to reporting abuse and may be disproportionately affected by bullying without showing outward signs. Staff must not assume that changes in behaviour, mood or injuries arise from a child's condition. We will provide accessible reporting, communication support, reasonable adjustments and liaison with the SENCO as appropriate. Examples of disablist bullying include:

- Verbal abuse by name-calling, offensive mimicry.
- Physical threats or attacks.
- Defacing of property.
- Graffiti.
- Inciting others to behave in a disablist way.
- Mockery of specific difficulty or disability.
- Mockery of person's contributions to work.
- Refusing to cooperate in work and play (refusing to sit next to someone).

What is bullying related to sexual orientation or gender

Pupils may be targeted because they are, or are perceived to be, lesbian, gay or bisexual, transgender or questioning their gender, or because they do not conform to gender stereotypes. Sexual orientation and gender are distinct and must not be conflated. All such bullying, including homophobic, biphobic and transphobic bullying, is unacceptable. Staff will listen to the individual child, assess their needs and act at the earliest opportunity. Examples include:

- Verbal abuse by name-calling, offensive mimicry.
- Physical threats or attacks.
- Mockery of subject and career choice.
- Defacing of property.
- Graffiti.
- Inciting others to behave in a homophobic/ biphobic/ transphobic way.
- Mockery of a person's demeanour or way of speaking.
- Mockery of person's contributions to work.
- Refusing to cooperate in work and play (refusing to sit next to someone).

What is Racist and Religious Bullying?

In racist and religious bullying, a person is targeted for being or, for being perceived as being, a member of a different ethnic, cultural or religious group. This bullying not only impacts on the individual person, but on his or her family and others perceived to be from that same or similar group. Inappropriate assumptions may be made about someone's religion or belief because of their ethnic origin. The types of racist and religious bullying that occur may include:

- Verbal abuse by name-calling, offensive mimicry.
- Pretending not to understand/using gibberish.
- Physical threats or attacks.
- Mockery of physical appearance.
- Wearing of provocative badges or insignia.
- Having racist leaflets, comics or magazines.
- Defacing of property.
- Graffiti.

- Inciting others to behave in a racist way.
- Mockery of a person's demeanour or way of speaking.
- Mockery of a person's contributions to work.
- Refusing to cooperate in work and play (refusing to sit next to someone).
- Mockery of dress, religious observance, dietary habits.
- Mockery of country of origin.
- Mocking a person's physical appearance.

What is Sexist Bullying?

Sexist bullying targets someone because of their sex or perceived failure to conform to gender stereotypes. It may include misogyny or misandry. Staff will challenge early signs and recognise the potential for escalation into harmful sexual behaviour, sexual harassment or sexual violence. Examples include:

- Stereotyping other genders
- Misogynistic or misandrist comments or behaviours
- Verbal abuse by name-calling, offensive mimicry.
- Physical threats or attacks.
- Inappropriate and uninvited touching.
- Sexual assault.
- Display of pornographic material.
- Mockery of physical appearance.
- Wearing of provocative badges or insignia.
- Having sexist leaflets, comics or magazines.
- Sexual innuendo.
- Defacing of property.
- Graffiti.
- Inciting others to behave in a sexist way.
- Mockery of a person's demeanour or way of speaking.
- Mockery of person's contributions to work.
- Refusing to cooperate in work and play (refusing to sit next to someone).
- Mockery of clothing.
- Mockery of subject and career choice.
- Mocking a person's actual or perceived sexual orientation, gender expression, dress or physical appearance
- Any incident perceived by the person affected or anyone else to be bullying will be taken seriously, recorded and assessed. Perception triggers a response; staff will establish the facts and consider the definition above. A single incident of prejudice, harassment, violence or abuse must still be addressed promptly even if it does not meet the definition of repeated bullying.

What is Cyberbullying?

Cyberbullying is the use of technology such as mobile phones, instant messaging, email, gaming sites, chatrooms, AI technology or social media platforms such as SnapChat, WhatsApp, TikTok and Instagram to harass, threaten or intimidate someone.

The rapid development of, and widespread access to, technology has provided a new medium for 'virtual' bullying, which can occur in or outside school. Cyberbullying is a different form of bullying and can happen at all times of the day, with a potentially bigger audience, and cause repeated harm as people share or repeatedly access the content. It can have a huge impact on the wellbeing of students and the school has powers to deal with it where it can do so.

Only appropriately authorised staff may search, examine or confiscate devices within the limits of the law and DfE Searching, screening and confiscation guidance. Preserve possible evidence of an offence and seek DSL and police advice as appropriate. Staff must not routinely view, copy, print, save or forward nudes or semi-nudes of a child, or ask a child to send them. Staff will refer immediately to the DSL and follow UKCIS guidance; any exceptional viewing decision must be justified and recorded by the DSL. Do not delete material which may be evidence before taking the required advice.

For more information on how to respond to cyberbullying and how students can keep themselves safe, please refer to Childnet International- https://www.childnet.com/. Numbers that can be used for advice and help are,

- **Child line – 0800 1111**
- **NSPCC – 0808 800 5000**

Examples of Cyberbullying:

- Mockery of appearance etc.
- The making of threats
- Verbal abuse or name calling
- Isolation/exclusion from virtual and real-world discussions, company or events
- Abusing a person's online status
- Abusing a person's photograph
- Posting or sharing photographs / video content of a person without permission
- Making or sharing nudes or semi-nudes, including AI-generated or altered imagery, and pressuring someone to create or share such material. All such incidents require a proportionate safeguarding response; consensual sharing is not automatically bullying.
- Creating and or sharing untrue information intended to humiliate
- Sexual Harassment including through the sharing of images including those that may have been generated or altered using Artificial Intelligence

Harmful sexual behaviour, sexual harassment and sexual violence must be referred immediately to the DSL or a deputy and managed under the Safeguarding Policy and Part five of KCSIE, whether online or offline and whether a single incident or repeated. The DSL will arrange and regularly review appropriate risk and needs assessments, support and safety planning for all affected children. Suspected significant harm requires an immediate referral to children's social care; police referral will follow KCSIE and local safeguarding procedures.

Prevention of Bullying

Students' behaviour is affected by the behaviour around them. Therefore, we expect members of the school community to model respectful and courteous behaviour. In the promotion of the school's anti-bullying work all pastoral and academic curriculum areas and all school staff will reflect the School's Equal Opportunities Policy and practice in all their work.

The school will develop partnerships where possible with external agencies such as multiagency personnel, the local authority, local and online voluntary groups, education projects, victim support, the National Crime Agency's CEOP Safety Centre and the Police where appropriate, both to inform students, staff and parents/carers of the issues and to offer them support.

School annually arranges a variety of student workshops on safety.

All areas of the school including toilets and playgrounds will be appropriately supervised. Students will develop a clearer understanding of what bullying is and what can be done to keep themselves and others safe through assemblies, particularly assemblies during the annual Anti-bullying Week, as well as through

group discussions and displayed material. This will consistently reinforce the School's Ethos, Equal Opportunity Policy and Anti-bullying Policy.

Closed Circuit Television (CCTV)

There is a system in use in school to keep students safe. Please refer to the school's separate CCTV Policy.

How school will deal with incidents that cross the inside/outside school boundaries

The school will respond to reported bullying outside school, including online, assess any safeguarding implications and investigate and act in accordance with its lawful powers and Behaviour Policy. Action to protect a child will not depend on parental agreement. The DSL will consider referrals to children's social care or the police where appropriate.

Strategies used by the School – We are a "Telling School" and a "Listening School"

The following is a, non-exhaustive, list of strategies in place to counter bullying: The school will give a high-profile to its anti-bullying stance amongst staff, parents/carers, students and the community. This may be done at prospective parents' evenings, or when new students arrive; in assemblies; in form time, through the curriculum, e.g. Religious Education (RE) lessons or PSHE time.

The school will encourage pupils to tell a trusted adult if they experience or witness bullying. Pupils are not responsible for stopping abuse and must not be blamed if fear or other barriers prevent disclosure. Staff will listen sensitively, take reports seriously and explain the action they will take. They cannot promise secrecy: information will be shared only with those who need it to safeguard and support children, in accordance with the Safeguarding Policy.

Students can report concerns to any member of staff, including a form tutor, Head of Year, counsellor, mentor, the Pastoral Deputy Headteacher, the DSL or a deputy DSL. Prefects who receive a concern must pass it promptly to a member of staff; they must not investigate or promise confidentiality. Staff will help pupils who need communication support and ensure that reporting routes are explained regularly and are easy to access.

The school will always be vigilant in monitoring teaching materials, which give a deficit or negative view of any group.

The school will encourage an ethos of mutual respect for others and the value of one's own worth. This will be done through the curriculum, the pastoral care system, worship and prayer and by encouraging students to discuss how they get on with other people and to form positive attitudes towards other people.

The school will support all members of staff in identifying bullying and developing strategies to deal with it effectively.

All staff must read Part one of KCSIE in full; the overview does not replace it. Induction and regular safeguarding updates will cover recognising and reporting child-on-child abuse, discriminatory incidents, misogyny, online harms and barriers to disclosure.

The school will treat bullying and the intent to bully seriously and respond promptly and proportionately. Where staff suspect a criminal offence, the school will seek police assistance in line with the Safeguarding Policy and KCSIE. Reports of rape, assault by penetration or sexual assault will be referred to the police in accordance with Part five of KCSIE. Safeguarding support and protective action must not wait for the outcome of a police investigation.

Incidents and allegations brought to the school's attention will be investigated and recorded. Feedback will be provided to individuals who have made the allegations or complaint.

Staff will record all reported bullying and related prejudice-based incidents, including actions, decisions and reasons, on the school's recording system. Safeguarding records will be held securely in accordance

with the Safeguarding Policy. The pastoral team and DSL will monitor recurrence, patterns, affected groups and the effectiveness of support. Governors will receive anonymised monitoring information at least annually.

Online safety advice for parents is offered at curriculum evenings and via the school's Safeguarding newsletter.

After an incident, the school will continue to support the child who was harmed, the child who carried out the bullying and other children affected. Support for the child who caused harm will promote accountability, address underlying needs and reduce the risk of recurrence without diminishing protection for others.

The School will Support the Victims of any Bullying by:

- Ensuring that the person who has been bullied is seen immediately;
- Taking the person's concerns seriously;
- Allowing the person to speak with a teacher of his or her choice;
- Informing parents/carers, unless the DSL assesses that doing so would place a child at risk; any decision to delay or withhold information will be recorded and agreed with relevant safeguarding agencies where appropriate;
- Offering continued support;
- Obtaining support (if necessary) from the Neighbourhood Police Teams;
- Offering restorative work only where the safeguards described above are met;

This is not an exhaustive list.

The School will also support the person who has carried out the bullying by:

- Ensuring that the person who has carried out the bullying is seen and dealt with immediately;
- Establishing what actually happened and the reasons why the person became involved;
- Informing parents/carers, subject to the safeguarding risk assessment described above;
- Continuing to work with the person in order to get rid of the prejudiced attitudes or behaviour traits as far as possible;
- Taking whatever disciplinary measures deemed appropriate including suspension and exclusion;
- Offering appropriate individual or specialist support, with multi-agency involvement where necessary; group work must not expose a child to-further harm;
- Considering restorative work only where it is safe, appropriate freely agreed;

This is not an exhaustive list.

The school will use the help of external agencies and personnel such as local Neighbourhood Police Teams who are available to work with the victim and the person who has carried out the bullying.

Our Catholic ethos values forgiveness, dignity and reconciliation. The school will respect the wishes and safety of the person harmed; forgiveness, reconciliation or participation in restorative work will be supported. Protective measures and appropriate sanctions remain available regardless of whether reconciliation occurs.

Where bullying continues or an incident is serious, the school will apply proportionate sanctions under the Behaviour Policy, which may include suspension or permanent exclusion. Decisions will take account of SEND, reasonable adjustments, safeguarding needs and the individual circumstances.

The school constantly reminds students about bullying and its use of Information Technology (IT) equipment. Students sign the school's 'Acceptable use of IT policy'. In order to ensure safe use of the internet the school has installed Smoothwall Software to monitor appropriate use of IT equipment by staff and students. All students are prohibited from communicating in a negative manner about any member of the school community on social networking sites to include staff, students, volunteers, etc. An annual Internet Safety Week will be celebrated at the school.

Internet safety is part of the School ICT Curriculum. From Year 7 students are taught how to use the Internet responsibly and safely. Students are also taught to report immediately to their teacher anything that causes them concern whilst using the Internet.

Parents and carers are very important and in particular, they have much to contribute. As part of home-school contract all should commit themselves to the principles included in this Policy. The school will discuss any incidents of bullying in which a student is involved as either a victim or perpetrator. Parents must report any incidents of bullying to a Head of Year or to the Pastoral Deputy Headteacher by email or by phone. Parents must also sign the school's 'Acceptable use of IT policy'.
If a concern remains unresolved or bullying recurs, pupils and parents/carers should contact the Pastoral Deputy Headteacher or Headteacher and may use the school's Complaints Policy. Safeguarding concerns must still be referred immediately to the DSL or a deputy.

Guidelines for all Members of Staff

Bullying may be covert, including online, and children may face barriers to disclosure. Staff must take every report seriously, listen without judgement and act promptly to safeguard children while establishing facts fairly. The school will not require a criminal conviction or proof beyond reasonable doubt before taking protective action. Disciplinary decisions will use the balance of probabilities in accordance with the Behaviour Policy.

The following are some guidelines which may be useful:

- Although we are a "Telling School", we must not assume that all bullying will come to our notice via the students.
- Look for the signs in students, e.g., withdrawn; avoiding certain peers; alone in class or in the playground; "lost" equipment; damage to equipment or uniform; mood swings; work being tampered with; cuts or bruises which are suspicious and do not have any reasonable excuse; absence patterns; attention seeking; or evidence of cyberbullying of an individual on the Internet.
- If a member of staff suspects bullying, they must respond promptly, listen in a supportive and private setting, avoid leading questions and make an accurate record of the child's account. They must explain the next steps and share safeguarding concerns immediately with the DSL or a deputy.
- Staff must record and respond to all bullying reports promptly and notify the Head of Year and Pastoral Deputy Headteacher. Any safeguarding concern must also be referred immediately to the DSL or a deputy; pastoral reporting must not delay this.
- Never tell a student to ignore a situation, ignore someone or that an allegation is not serious. It takes great courage for a student to tell a teacher and he or she should be praised for doing so and supported by seeing the teacher take action. If no action is taken, then the Student will learn not to tell as there is no point!
- Never assume that someone else is dealing with an incident which comes to your attention. It may be the case that it is already being dealt with but there is no harm in making sure by seeking outcomes. If you are not assured, then advise the Pastoral Deputy Headteacher or Headteacher of your views.

- It is important to promote a positive climate within the classroom where students are encouraged to treat each other with dignity and respect. Students are taught not to tolerate any form of bullying and to bring any incidents to the notice of the teacher.
- It is important to listen to the student and to reassure the victim that there is nothing wrong with him or her and that being bullied is not his or her fault. Very often victims of bullying become very scared or self-conscious and look to change things about themselves such as by losing weight or hiding away in the hope that it will stop the bullying. It will not stop the bullying, but the consequences could be very serious.

Monitoring and evaluation will be conducted in the following ways:

- The school will keep records of incidents of bullying and strive to identify if there are patterns emerging, e.g., location within the school, times within the school day, etc. These details may be discussed by the Senior Leadership Team and acted upon.
- The school will act on identified patterns, review whether interventions have stopped the bullying, and check with affected pupils that they feel safe. A named member of staff will agree and record follow-up arrangements with the children concerned. And where necessary school will seek advice and contact the local authority.
- This policy and the Behaviour Policy will be reviewed at least annually and sooner where changes to guidance, incidents or monitoring indicate a need.
- The School Council may, at any time, evaluate this policy and offer comments.
- Student surveys will also be used to gauge student opinion.
- The Governors' Ethos Committee and the designated safeguarding governor will oversee implementation and review. The school must confirm the current named governor before approval.

Students statement on bullying

We, the students of Bishop Thomas Grant School, reject bullying in all its forms. As a Christian school we recognise the dignity of each student before God and all other human beings. We further recognise that the Gospel teaches us to love all people irrespective of race, sex, ability or religion. Some of the most-known forms of bullying are:

- Causing embarrassment
- Name-calling
- Violence or threats of violence, whether done by a bully or others at the bully's request
- Demands that others lie in order to cover up mistakes or misbehaviour (peer pressure)
- Insults because of for example colour, gender, accent or appearance
- Demanding money
- Trying to isolate students by taking away their friends
- Exclusion from a peer group
- Silent treatment
- Intimidation of any member of the School community
- Using electronic devices to abuse any individual in any way

These and other forms of bullying we consider to be offensive and to be destructive of the good spirit of the school and we are prepared to resist them to the best of our ability in a non-violent way.

If we experience or witness bullying, we will tell a trusted adult as soon as we can. We do not have to confront the person responsible or try to stop it ourselves first. Prefects will pass concerns to staff. Threats and retaliation against anyone who reports a concern will be taken seriously. The school is proactive in

neutralising the bully's favourite weapons: issuing threats and calling those who make a report "a grass", "snake" or "snitch". The use of these terms will always be addressed.

The bully has no right to expect us to sacrifice our self-respect in order to give protection to a wrong-doer. To be a good citizen of Bishop Thomas Grant School means being prepared to stand up for what is right.

Staff will take reports seriously, protect those affected and investigate fairly. Parents and carers will normally be involved, subject to safeguarding considerations. Any sanctions and restorative work will follow this policy and will prioritise safety and support.

Links to other relevant policies

- Child Protection and Safeguarding Policy
- Online Safety Policy
- Behaviour Policy
- Equalities Policy
- Suspension and Permanent Exclusion Policy