



ILKLEY GRAMMAR SCHOOL

AN ACADEMY TRUST

Anti-Bullying Policy

	Position	Date
Prepared by	Deputy Headteacher: Behaviour & Attitudes	May 2026
Approved by	Headteacher	May 2026
Next review due	Deputy Headteacher: Behaviour & Attitudes	July 2027



ILKLEY GRAMMAR SCHOOL

ANTI-BULLYING POLICY

RATIONALE

The school aims to create a safe and secure environment for all students within its community. To do this, we must develop and sustain mutually caring and positive relationships, built on values such as respect, tolerance and kindness, whilst recognising and celebrating diversity amongst all members of the school.

DEFINITION

There is no legal definition of bullying.

However, it's usually defined as behaviour that is:

- repeated
- intended to hurt someone either physically or emotionally
- often aimed at certain groups, for example because of race, religion, gender or sexual orientation

It takes many forms and can be by students and adults. It might be motivated by actual differences between or perceived differences. It will not be tolerated.

Physical bullying seeks to intimidate and cause fear; at serious levels (assault, actual bodily harm or wounding) it is a criminal offence. It can involve pushing and shoving with deliberate intent. Physical bullying can also involve theft or damage to property - although, of course, not all instances of theft or damage are evidence of bullying. The threat of violence very often accompanies thefts from persons - for example, of mobile phones or money - and there can be clear instances of extortion or exploitation focused on weaker students. The motive - or a large part of it - is to demonstrate power and create fear.

Verbal bullying most often takes the form of name-calling and teasing. This can involve messages by mobile phone, voice messages on social media such as Snapchat, and email, which means that bullying can even invade life at home.

Another form of bullying involves hurt by spreading rumours, making malicious accusations, manipulating social networks, and seeking to sideline or ostracise individuals for example by deliberately excluding them from social groups.

Bullying can focus on race, nationality, gender, sexuality, culture or religion, or a mixture of these.

The focus of bullying can be more or less anything that distinguishes an individual, for example size, body shape, hair colour, skin, eyesight, dress, language or mannerisms; and prowess, or the perceived lack of it, in learning, sport or other activity. It can focus on personal backgrounds, including parents'/carers' jobs, houses and lifestyles or whether a child is adopted or has caring responsibilities.

Bullying can be perpetrated by an individual, one-on-one, or by a group on one individual or on a group. Bullying can be painfully obvious, but it can also be surreptitious and subtle.

Cyber Bullying is also acknowledged by this policy: see Appendix I

OBJECTIVES

1. To make a clear statement that bullying will not be tolerated and will be dealt with firmly and fairly
2. To ensure that all adult members of the school community appreciate the importance of setting an example and an ethos which will encourage students to:
 - a) maintain a standard of behaviour which brings credit to the individual and the school.
 - b) co-operate with and show tolerance and respect for other members of the school community and visitors to the school.
3. To deal with the issue of abuse of power (bullying) in a sensitive, open and accessible way through various areas of the curriculum e.g. assemblies, Tutor time, RE, Personal Best Time and RSHCE, Drama, English, etc.
4. To ensure that all students and adults who are part of the school community feel able to approach staff and tell them their concerns about bullying in the knowledge that they will be listened to and their concerns investigated thoroughly and taken seriously.
5. To ensure that bullying is **always** followed up with victims and bullies and that adult judgement will not underestimate the stress of the student.
6. To involve parents in dealing with bullying where appropriate.
7. To encourage tolerance, patience, trust, respect, empathy, co-operation and a genuine concern for others.

GUIDELINES

These are the guidelines, given to the separate groups.

Leadership Team

- Organise training for all staff
- With Head of Year, analyse and monitor the levels and different forms of bullying throughout the school
- Organise Pastoral Student Voice collections to ensure that the views of students on bullying and feeling safe in school are taken into consideration to inform next steps
- Use records of incidents and outcomes of investigations to decide on any specific training required by staff.
- Deal with serious incidents as specified in the Relationships Policy
- Involve parents where disciplinary measures are taken against those responsible for, or involved in, bullying, in order to emphasise that bullying is contrary to the school's code of conduct and therefore unacceptable. The measures may include verbal warnings, detention, meeting with parents, consequences, internal suspension, suspension from school, involvement of outside agencies, as well as counselling using the school counselling team.
- Ensure that the Personal Best/Relationships system is known and applied throughout the school.
- Ensure positive relationships and anti-bullying are part of the taught curriculum.
- Work alongside and inform the safer schools police team as necessary.

Heads of Year/Student Support

- Use assemblies to raise awareness of the school's stance on bullying.
- Use assemblies to inform students of relevant outside agencies for support and information.
- Use assemblies to build self-esteem, self-confidence and responsible assertiveness.
- Use the tutorial and PBT programmes to raise awareness of the school's attitude to bullying and to consult students about the types and frequency of incidents both informally and formally through a whole school Student Voice collection.
- Use tutor reps meetings to discuss bullying concerns, feedback from tutorials and take information to school council meetings.
- Use the NO BLAME approach as far as is practical.
- Make appropriate recorded details of incidents.
- Provide appropriate support and counselling for the victim and the bully including referral to the school counsellor as necessary.
- Inform parents, as deemed appropriate, of both the victim and the bully, about the situation to enable all parties to work together.
- Offer restorative sessions as appropriate.
- Involve parents where disciplinary measures are taken against those responsible for, or involved in, bullying, in order to emphasise that bullying is contrary to the school's code of conduct and therefore unacceptable. The measures may include a range of sanctions such as verbal warnings, detention, meeting with parents, consequences, internal suspension, suspension from school, involvement of outside agencies, as well as counselling and the safer schools police officer.
- Monitor and record the levels and different forms of bullying in the year group, with CPOMS software to facilitate this.
- Encourage the use of the Personal Best System and relationships policy.

Tutors

- Watch for possible warning signs- distress, illness, and irregular patterns of attendance etc.
- Allow an opportunity in tutorial time to discuss students' experiences and concerns of bullying and ways of combating it by building self-esteem, self-confidence and responsible assertiveness.
- Provide appropriate support and counselling for the victim and the bully.
- Inform Heads of Year, Student Support and Transition Manager, or the Leadership Team as appropriate.
- Monitor and record the different forms of bullying in the tutor group with CPOMS software to facilitate this.
- Reinforce the Personal Best system and Relationships Policy.

Teaching Staff

- Watch for possible warning signs- distress, illness, irregular patterns of attendance and relationships within the group etc.
- In suspected cases of bullying, teachers are required to investigate the matter fully, or where appropriate, involve the form tutor, Head of Year or a member of the Leadership Team.
- Report incidents of bullying to the Head of Year in the first instance.
- Awareness of bullying, strategies for dealing with it and self esteem is raised and discussed in Drama, PBT, and RSHCE lessons at various times throughout the school.

Duty Teams

- At the beginning of the school day, morning break, lunchtimes, and at the end of the school day, duty teams in particular are responsible for monitoring the behaviour of students.
- To be aware of, and to patrol, areas deemed to be potential 'hot spots' for bullying.
- To deal with any reported incidents from students as pass on to the duty leader or Head of Year as appropriate.

Learning Support Assistants

- Report any incidents of bullying to the member of staff with whom you are working.
- Report any incidents of bullying of SEND students to the SENDCO and Head of Year.

First Aider

- To inform the relevant Head of Year when there are any suspicious circumstances or where a student reveals they are being bullied.

Peer Mentors/ iLeaders / Student Leadership Team

- To offer support by being accessible and listening to younger students with bullying problems.
- Report to tutor and Head of Year any incidents that appear to involve bullying.

Students

- Students are encouraged to take appropriate action if they, or another student, are the victims of bullying. Information should be conveyed to an adult at the earliest opportunity. All such information will be treated in confidence and acted upon appropriately.
- The following guidelines should be followed to deal with, or support students to cope with, bullying.

INFORMATION FOR STUDENTS

At Ilkley Grammar School, our policy is very simple; bullying will not be tolerated. Bullies have no place here; the victim is always supported and the bullies are helped to see the hurt they cause.

We believe that everyone in our school has the same basic rights of freedom from all forms of harassment. Students are encouraged not only to treat others as they would wish to be treated, but also actively to safeguard the rights of others.

The system is based on trust between students and staff. Students must have the courage to tell staff when things are not right and they must trust them to handle the situation sensitively to make it better not worse. Many hours are spent in counselling students and restoring relationships. If you are being bullied or your friend is bullied, tell a teacher you trust. You will be taken seriously and given support.

Anti-Racism Protocol and Prevention from Extremism

Racism is when a person is treated worse, excluded, disadvantaged, harassed, bullied, humiliated or degraded because of their race or ethnicity.

At an organisational level, it can also be the collective failure to provide an inclusive and professional working environment to people because of their race or ethnicity. This is sometimes described as 'institutional racism', based on the definition recommended by Sir William Macpherson in the 1999 Lawrence report (UK).

*Race or ethnicity includes people's colour, and nationality (including citizenship) ethnic or national origins.

Racism does not need to be deliberate. Someone may discriminate against you without realising it or meaning to, but this might still count as racism. Whatever the motives of the perpetrator, the perception of the victim or any other person is central to how a racist incident or complaint is defined.

At this school we are strongly opposed to any form of racism. No racist, or extremist literature, insignia, language or bullying is acceptable. Anyone seen to be behaving in a racist manner will be firmly dealt with. The school also works in collaboration with the police to 'prevent' extremism.

Are you being bullied?

- 1) Tell an adult you can trust. They will initiate action to sort out the problem.
- 2) Tell yourself that you do not deserve to be bullied; it is the bully who has the problem.
- 3) If you feel able, get your friends together and say "NO" to the bully.
- 4) Stay with groups of people even if they are not your friends - there is safety in numbers.
- 5) Try to ignore the bullying.
- 6) Try not to show that you are upset which, of course, is difficult.
- 7) Walk quickly and confidently even if you do not feel that way inside. Practise this.
- 8) If you feel in danger, get away. Do not fight to keep possessions.
- 9) If you feel you need support at break or lunchtime, see your Head of Year.
- 10) Fighting back may make it worse. Seek advice. Talk to an adult first.
- 11) If you are different in some way, be proud of it. It is good to be an individual.

Parents

- a) Parents should regularly remind their son/daughter of the school's code of behaviour and the relationships policy, especially in terms of behaviour expected, in order to reinforce the aims of the school and to minimise the chance of their child's involvement in bullying.
- b) Parents should be alert to signs that their child may be the victim of bullying. Such signs may include: problems with attendance, illness, unusual money requests, missing or damaged equipment, physical injuries.
- c) If any parents suspect or discover that their child is being bullied, they are recommended either to encourage their child to inform a member of staff, or to inform the appropriate form tutor or Head of Year in the first instance, or a member of the Leadership Team directly. To assist teachers in their subsequent enquiries, full details of any incident should be given.

Governors

- Serious incidents of bullying may be referred to the Governor Pupil Disciplinary Committee.
- Governors can help anyone to access the information available including this policy and should encourage anyone seeking advice to speak to someone at the school.

The success of the school's anti-bullying policy can only arise as the result of the co-operation, understanding and determination of all involved parties:

Other related Policies:

- Relationships Policy
- ICT Acceptable Use Policy and E-Safety Policy (Online bullying)
- Equal Opportunities
- Child Protection/Safeguarding (including Prevent and Extremism)

Appendix I - Cyber Bullying

Young people have fully embraced the use of information and communication technologies to maintain contact with friends and make new ones. They send emails, create their own websites, post intimate personal news in blogs (online interactive diaries), send text messages and images via smart phones, message each other through instant messenger apps, chat in chatrooms, post to social media, and seek out new friends in community sites.

While most interactions are positive, it is known that the use of these technologies and social platforms can also be used to harass and intimidate others. This has become known as cyber bullying.

Definition

- **Cyber bullying** is when someone is tormented, threatened, harassed, humiliated, embarrassed, or otherwise targeted by another person using the Internet, interactive and digital technologies or mobile phones.

- www.stopcyberbullying.org

Ilkley Grammar School is committed to developing a safe environment where the students act respectfully and positively towards each other in acceptable and non-threatening ways.

Procedure

The named e safety officer at Ilkley Grammar school is Andy Calvert and should be consulted when cyber bullying is suspected

Staff at Ilkley Grammar School have the responsibility to ensure that:

- all forms of cyber bullying are prohibited at Ilkley Grammar School.
- staff are aware of cyber bullying and are able to identify and look for signs of occurrence among the students.
- students are aware of the consequences of cyber bullying.
- a code of conduct is in use for technology, including computers, iPads, mobile phones and their personal devices whilst on the school premises.
- all cases of cyber bullying are reported to the e-safety officer and responded to promptly.
- there is supervision of technology that is effective for monitoring and deterring cyber bullying.

Students at Ilkley Grammar School have a responsibility to ensure that they:

- do not participate in cyber bullying.
- do not use mobile phones, iPads, cameras or other digital devices to record audio and visual material that is not authorised as part of the school curriculum program.
- do not breach the privacy of students, staff and members of the school community through any unauthorised recording or filming.
- do not disseminate inappropriate information through digital media or other means.
- report incidents of cyber bullying to a member of staff.
- advise students being victimised by cyber bullying to talk to an adult.
- offer to speak to an adult on behalf of the student who is being victimised by cyber bullying.

Supporting Organisations and Guidance

- Anti-Bullying Alliance: www.anti-bullyingalliance.org.uk
- Beat Bullying: www.beatbullying.org
- Childline: www.childline.org.uk
- DfE: “Preventing and Tackling Bullying. Advice for headteachers, staff and governing bodies”, and “Supporting children and young people who are bullied: advice for schools” March 2014: <https://www.gov.uk/government/publications/preventing-and-tackling-bullying>
- DfE: “No health without mental health”: <https://www.gov.uk/government/publications/no-health-without-mental-health-a-cross-government-outcomes-strategy>
- Family Lives: www.familylives.org.uk
- Kidscape: www.kidscape.org.uk
- MindEd: www.minded.org.uk
- NSPCC: www.nspcc.org.uk
- PSHE Association: www.pshe-association.org.uk
- Restorative Justice Council: www.restorativejustice.org.uk
- The Diana Award: www.diana-award.org.uk
- Victim Support: www.victimsupport.org.uk
- Young Minds: www.youngminds.org.uk
- Young Carers: www.youngcarers.net

Cyberbullying

- Childnet International: www.childnet.com
- Digizen: www.digizen.org
- Internet Watch Foundation: www.iwf.org.uk
- Think U Know: www.thinkuknow.co.uk
- UK Safer Internet Centre: www.saferinternet.org.uk

LGBTQ+

- EACH: www.eachaction.org.uk
- Pace: www.pacehealth.org.uk
- Schools Out: www.schools-out.org.uk
- Stonewall: www.stonewall.org.uk

SEND

- Changing Faces: www.changingfaces.org.uk
- Mencap: www.mencap.org.uk
- DfE: SEND code of practice: <https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

Racism and Hate

- Anne Frank Trust: www.annefrank.org.uk
- Kick it Out: www.kickitout.org
- Report it: www.report-it.org.uk
- Stop Hate: www.stophateuk.org
- Show Racism the Red Card: www.srtrc.org/educational