**Ripon Grammar School**

**Anti-Bullying Policy**

**Introduction**

1.1 Section 89 of the Education and Inspections Act 2006 provides that maintained schools must have measures to encourage good behaviour and prevent all forms of bullying amongst students.

1.2 A key provision in The Equality Act 2010 is the Public Sector Equality Duty (PSED), which covers age, disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex and sexual orientation. The Duty requires public bodies to have due regard to the need to:

- Eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Act
- Advance the equality of opportunity between people who share a protected characteristic and people who do not share it
- Foster good relations between people who share a protected characteristic and people who do not share it.

1.3 **Definition of Bullying:** taken from Department for Education *Preventing and Tackling Bullying Advice for Headteachers, Staff and Governing Bodies July 2017*:

"Bullying is a behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms (for instance, cyber-bullying via text messages, social media or gaming, which can include the use of images and video) and is often motivated by prejudice against particular groups, for example on the grounds of race, religion, gender, sexual orientation, special educational needs or disabilities, or because a child is adopted, in care or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences".

1.4 **Homophobia and other LGBT (Lesbian, Gay, Bisexual and Transgender) abuse** are forms of bullying, for example in the use of terms such as 'gay' towards other students, and is dealt with in the same way as other forms of bullying. The school also aims to promote positive role models, through assemblies and the PHSCE programme and the use of Stonewall guidance. (www.stonewall.org.uk)

1.5 **Racism and Religious Intolerance** are also forms of bullying. Positive role models are used in assemblies, PSHCE and other areas of the curriculum to ensure students are fully aware of the importance of developing acceptance and respect towards everyone in school and in the wider community, irrespective of ethnic or religious background.

1.6 **Cyberbullying** RGS acknowledges the increasing potential for problems caused by the development of new technologies. Cyberbullying is defined as "the use of Information Communication Technology (ICT), particularly mobile phones and the internet, deliberately to upset someone else". The school promotes the positive use of technology both within and beyond school. Students' awareness of appropriate behaviours is

promoted through regular reviews of "Appropriate use of new technologies protocols", and all students receive additional advice through 'Internet safety lessons'. Additional information can be found on the website Online Safety Leaflets & resources - Internet Matters that can be accessed from the school's website and there is a student guide on using the internet safely.

1.7 **The School's View:**

The governors value the good relationships fostered by the school among parents, students and staff, and expect that every allegation of bullying will be taken seriously and fully investigated. Some experts say that a student should be treated as being bullied simply because they say they are. The governors agree that this is an attitude that RGS will adopt.

All staff, students and parents should be aware of the strongly negative effects that bullying can have on individuals and on the school in general and should work towards ensuring that all students can work in an environment without fear; where they feel confident, safe and happy.

The whole school community therefore agrees that bullying is unacceptable at RGS; it will not be overlooked or tolerated. RGS also accepts its responsibility to take note of bullying perpetrated outside school, which spills over into school. The school will do what is reasonably practicable to eliminate such bullying.

## 2. Policy

The school will:

- Demonstrate that RGS takes bullying seriously and that it will never be overlooked or tolerated.
- Promote positive attitudes and relationships among students such that the chance of bullying occurring is minimised.
- Take measures to prevent all forms of bullying in the school and during off-site activities.
- Support everyone in the actions to identify and protect those who might be bullied.
- Demonstrate to all that the safety and happiness of students is enhanced by dealing positively with bullying.
- Promote a school culture where telling someone about bullying is never viewed as an offence but is the caring and responsible thing to do.

## 3. Procedures

### 3. 1 Geographical Area to which the policy applies

This policy applies to the school buildings and grounds. The policy applies to bullying beyond the school premises. School staff have the power to discipline students from misbehaving outside the school premises (Section 90 and 91 of the Education and Inspections Act 2006). This may include bullying incidents occurring anywhere off the school premises, such as on school trips and off-site events, on school or public transport, outside local shops, or in a town or village centre.

### 3.2 Dealing with a bullying incident

- If bullying is suspected or reported, the matter will be dealt with immediately by the member of staff to whom the incident was reported.
- A clear account will be recorded and given to the relevant Head of Year.
- The investigating member of staff will take statements and interview everyone involved. Detailed records will be kept. This record will be held in line with the school's data protection policy.

- Form tutors will be kept informed by the Head of Year and, if necessary, information will be shared with appropriate subject teachers.
- Parents and other relevant adults will be kept informed.
- Where bullying occurs outside of school, any other relevant agencies will be informed and advice/support obtained.
- Sanctions will be issued in line with the RGS Respectful Relationships and Behaviour Policy and restorative work employed when necessary.
- Where a student is involved in bullying outside of school, parents will be asked to work with the school in addressing their child's behaviour, for example by monitoring and restricting their child's use of the internet or social media.

**3.3 Preventative Measures**

- The school will raise awareness of the nature of bullying through inclusion in PSHCE, tutorial time, assemblies, curriculum areas and informal discussion, as appropriate, in an attempt to eradicate such behaviour.
- The school will maintain a safe learning environment where all students feel safe, secure and valued; students know they will be listened to and taken seriously.
- Participate in local and national initiatives as regards Anti-bullying strategies.
- Seek to develop links with the wider community that will support inclusive, anti-bullying education.
- Consider the use of specific strategies e.g. house system, peer mentoring and respond to discussion from the School Council.

**3.4 Monitoring, evaluation and review**

- The Deputy Head Pastoral is identified to lead on the implementation of the policy and act as the link person with the LA and outside agencies.
- An annual report will be made to the Governors' Pastoral Committee, including statistics re: Number of reported concerns, Monitoring information about the students involved, Motivations for bullying, Actions and outcomes taken etc.

**4. Responsibilities**

**4.1 Governors**

- The Governors' Pastoral Committee is responsible for monitoring the implementation of this policy and there is a designated Governor for Safeguarding. The governors are responsible for the approval of this policy, ensuring it is disseminated to the wider school community and for reviewing the effectiveness of the policy. This includes ensuring the statutory requirements of Keeping Children Safe in Education (Sep 2026) and other safeguarding responsibilities are being met.
- All incidents of bullying must be reported to the Governor for Safeguarding and he/she discusses all individual cases of bullying and anti-bullying strategies with the Headmaster, the Pastoral Deputy Head and the Heads of Year.
- The full governing body discusses, reviews and endorses agreed strategies on the initiative of the Chair of the Pastoral Committee, and in any case, the Headmaster reports to the Governors' Pastoral Committee termly.

4.2 **The Headmaster**

- Ensures that all staff have opportunities to discuss anti-bullying strategies and review them
- Determines the strategies and procedures
- Discusses development of the strategies with the Leadership Team
- Ensures appropriate training is available

- Ensures that the procedures are brought to the attention of students, parents and staff
- Reports termly to the Governors' Pastoral Committee

4.3 **The Pastoral Deputy Head**

- Is responsible for the day to day implementation and management of the policy and systems
- Ensures that there are positive strategies and procedures in place to help both the bullied and those doing the bullying
- Keeps the Headmaster and the designated Governor for Safeguarding informed of any incidents
- Works closely with the parents in the solution of individual problems.

4.4 **Heads of Year and Head of Boarding/Senior House staff**

- Are responsible for ensuring that the school's positive strategies are put into practice
- Know the school's procedures and deal with any incidents that are reported
- Keep appropriate records of all incidents of bullying
- Fully investigate any allegation by taking statements from students involved
- Make a report to the Pastoral Deputy Head as necessary
- Liaise with parents and guardians to ensure they are fully informed throughout an investigation
- Engage and seek support for victims and perpetrators from specialist agencies working with the school.

**4.5 Head of PSHCE, Heads of Year**

- Provide a comprehensive programme of anti-bullying education in timetabled lessons and form tutor programme to ensure all students are aware of the school's stance on bullying.

**4.6 Form Tutors and House staff**

- Are responsible for liaising with the Head of Year /Head of Boarding/Senior House staff over all incidents involving students in their form or boarding tutorial group
- Are involved in any agreed strategy to achieve a solution
- Are involved in the implementation and monitoring of strategies which are put in place
- Take part in the anti-bullying programme in the PSHCE course as appropriate
- Fully investigate any allegations by taking statements from students involved.

**4.7 All staff must**

- Know the policy and follow its procedures in all instances of suspected bullying
- Be observant and, where concerns arise, ask students what is happening to them
- Never let any instances of bullying pass by unreported, whether on-site, during an off-site activity or beyond the school premises.

**4.8 All students should**

- Be aware of the school's position and definition of bullying
- Be observant and report any incidents or suspicions of bullying to a member of staff
- Treat all members of the school community, both students and staff, with respect
- Provide support to other students, where appropriate and tell a responsible adult.

**4.9 As a parent / guardian**

- You should feel confident that any suspicions or concerns you raise with the school about bullying will be treated seriously and acted on promptly.
- If you think that your child is being bullied you **must**:
    - Contact your child's form tutor immediately, explaining exactly what has happened
    - Work with the school and teachers to help them resolve the situation as quickly as possible
    - If the problem persists, or if you are not satisfied with the action taken, contact the relevant Head of Year, or the Pastoral Deputy Head.
    - If you believe your concerns are still not resolved, contact the Headmaster.
    - Ultimately if you do not think that your concerns are being addressed, you should refer to the 'School's Complaint Procedure'.

**This policy has links to:**

- Positive Behaviour Policy
- RGS Child Protection Policy 2026
- Child on Child Abuse Policy
- Acceptable Use Policy (internet safety)
- Complaints Policy
- SEN Policy and Practice
- Equality and Diversity Policy
- RGS staff have a NYCC policy regarding 'Bullying in the Workplace'.

**Policy Last Reviewed: September 2026**

**Appendix 1: Support Services**

**Healthy Child Service**

The Healthy Child service links health, education and social care to improve the health of all children aged five to 19. It plays an important role by working with school and families to address the health needs of children and young people. They work with parents, carers, teaching staff and other agencies to give confidential health advice and support to children, young people and families. For further information including up to date referral contact details and forms please go to

Healthy child service | North Yorkshire Council

**Early Help (Changing to Family Help)**

Early Help/ Family Help is North Yorkshire's new approach to ensure children, young people and their families receive the right support at the right time to stop problems escalating. Early Help/ Family Help is a collaborative approach, not a provision. All children and young people will receive universal services; however, some children and young people because of their needs or circumstances will require extra support to achieve their potential. Therefore, the purpose of Early help/ Family Help is to work together to resolve problems before they become overwhelming, long term and costly to the child, young person, family ad the wider community. Early Help/ Family Help enables children, young people and their families that have become overwhelmed by difficulties to make better choices, learn new skills and aspire to turn their lives around.

For further information including up to date referral contact details and forms please go to

Early Help | North Yorkshire Council

**Compass Phoenix**

The aim of the Compass Phoenix service is to improve outcomes for children and young people in relation to their emotional wellbeing and mental health by strengthening the range of mental health support available to children and young people. They will offer one-to-one or group work support and interventions for children and young people aged 9-19 (and up to 25 for those with special educational needs or disabilities) who are experiencing mild to moderate mental health difficulties. The school could allow its premises to be used for any targeted intervention work with the student (s). For further information including up to date referral contact details and forms please go to North Yorkshire (Compass Phoenix) (formerly BUZZ and REACH) - Compass (compass-uk.org)

**Websites**

The following websites provide supporting information for parents / carers to enable them to access information about bullying and information about how to talk to their children about these important issues.

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| DfE Advice for parents and carers on cyber-bulling | Advice for parents and carers on cyberbullying (publishing.service.gov.uk) |
| 'Digital Parenting' Vodaphone annual magazine | Digital Parenting \| Vodafone |
| Child Exploitation on Line | www.ceop.police.uk |
| Childline – helpline available to children | 0800 1111 |
| Childnet – information about talking to your child | www.childnet.com |
| Kidscape | www.kidscape.org.uk |
| NSPCC provides information on bullying and cyberbullying prevention | www.nspcc.org.uk |
| The Parent Zone provides information for parents and carers Experiencing safety issues with their children. | \| Parent Zone |
| The Mix – a charity that provides free information and support | https://www.themix.org.uk/ |
| Regarding questions a child might want to ask or challenges they are facing | Thinkuknow - advice from CEOP - UK Safer Internet Centre |
| Young Minds | www.youngminds.org.uk |
| UK Safer Internet Centre supports parents in the use of privacy settings, parental controls and built in safety features provided by the major internet service providers. | www.saferinternet.org.uk |

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| Internet Matters provides an overview of cyber-bullying | Keep Children Safe Online: Information, advice, support - Internet Matters |
| Anti-bullying Alliance | www.anti-bullyingalliance.org.uk |
| The Go-To for Healthy Minds North Yorkshire | The Go-To - Emotional wellbeing and mental health (thegoto.org.uk) |
| North Yorkshire Safeguarding Children Partnership | www.safeguardingchildren.co.uk |

**Appendix 2: References**


Preventing and tackling bullying Advice for headteachers, staff and governing bodies July 2017
The Schools Standards and Framework Act 1998
The Education and Inspections Act 2006
The Equality Act 2010
Keeping Children Safe in Education September 2026