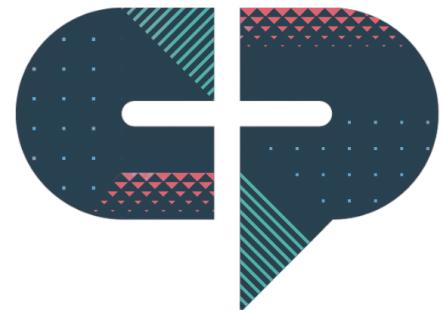


CP RIVERSIDE SCHOOL



ANTI-BULLYING POLICY

Period of review	Two years
Next review date	September 2027

Rationale

Bullying, especially if left unaddressed, can have a devastating effect on individuals. It can hinder their learning and have serious consequences for their mental health. Bullying, which takes place at school, not only affects an individual during childhood but can have a lasting effect on their lives well into adulthood. (DfE, 2017)

By effectively preventing and tackling bullying, CP Riverside School is a supportive, safe and caring environment where students can learn and fulfil their potential.

Whilst we acknowledge these harmful effects on the victim of bullying, it is also important to note that it is an issue for the whole school community, not just the victim and the perpetrator. We need to understand and support students who display bullying behaviour to change their behaviour and work with the entire school community, who may be drawn into group behaviour that colludes with, encourages or leaves bullying behaviour unchallenged.

Statement of Intent and Policy Aims

At CP Riverside School, we aim to create an inclusive environment for all pupils in which diversity is celebrated. We aim to provide a safe, caring, and friendly environment for learning for all our pupils, allowing them to improve their life chances and maximise their potential.

CP Riverside School is committed to ensuring that all students can learn in a supportive, caring, and safe environment without fear of being bullied. Bullying is unacceptable and will not be tolerated. We would expect pupils to feel safe in school, understand issues related to safety, and feel confident seeking support from school should they feel unsafe.

We would also want parents/carers to feel confident that their children are safe and cared for in school and that they are dealt with effectively and efficiently when incidents arise.

The school aims:

- To increase awareness and to encourage students to report concerns regarding bullying
- To provide protection, support and reassurance for victims
- To develop the self-confidence and self-esteem of all students
- To develop an effective range of emotional resilience skills for all students
- To promote an anti-bullying ethos amongst the whole school community
- To develop an awareness that we all have a shared responsibility to prevent and tackle bullying of all kinds

Definition of Bullying

We have adopted the definition of bullying from the Anti-Bullying Alliance:

The repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. Bullying can be physical, verbal or psychological. It can happen face-to-face or through cyberspace.

Although bullying can occur between individuals, it can often occur in the presence (virtually or physically) of others who become the bystanders or accessories

How does bullying differ from teasing/falling out between friends or other types of aggressive behaviour?

There is a deliberate intention to hurt or humiliate. There is a power imbalance that makes it hard for the victim to defend themselves. It is usually persistent.

Forms of Bullying

Bullying can include, but is not limited to the following:

- Physical – pushing, poking, kicking, hitting, biting, pinching, etc.
- Verbal - name-calling, sarcasm, spreading rumours, threats, teasing, belittling.
- Emotional – isolating others, tormenting, hiding books, threatening gestures, ridicule, humiliation, intimidating, excluding, manipulation and coercion.
- Sexual – unwanted physical contact, inappropriate touching, abusive comments, homophobic abuse, exposure to inappropriate films, etc.
- Online /cyber – posting on social media, sharing photos, sending nasty text messages, and social exclusion

Specific types of bullying include:

- prejudice-related bullying of children with special educational needs or disabilities, homophobic, biphobic and transphobic bullying or related to race, religion or culture

- bullying related to appearance or health
- bullying of young carers or looked after children, or otherwise related to home circumstances, sexist or sexual bullying

It may also be bullying when:

- The same person or group always leaves someone out or excludes them
- Someone makes threats of violence against someone else
- Someone damages someone else's kit or clothing deliberately
- Someone tries to force someone else to do something they do not want to do
- Someone tries to force another to do something sexual that they do not want to do

Stopping violence and ensuring immediate physical safety is the school's first priority, but emotional bullying can be more damaging than physical; we must make our own judgments about each case.

Bullying can therefore constitute any of the above activities within the context of the definition provided.

Discrimination and prejudice-based bullying

This policy also acknowledges that it is against the law to discriminate against anyone because of the following protected characteristics (Equality Act 2010)

- Age
- Gender identity
- Being married or in a civil partnership
- Being pregnant or having a child
- Disability
- Race, including colour, nationality, ethnic or national origin
- Religion, belief or lack of religion/belief
- Sex
- Sexual orientation

As part of the requirement on schools to promote fundamental British values, schools must proactively challenge derogatory and discriminatory language and behaviour, including that which is racist, homophobic, biphobic, transphobic and ableist in nature. We will record these types of bullying, even those that represent a one-off incident.

Indicators that someone is the victim of bullying

Bullying can seriously damage a person's confidence and sense of self-worth, and they will often feel that they are at fault in some way.

Students who are being bullied may show changes in behaviour, such as:

- Presenting as shy, nervous or withdrawn when this is not their typical disposition
- Feigning illness or taking unusual absences
- Refusing to attend certain lessons or spaces in the school
- Refusing to engage in specific activities that are usually of interest to them
- Lacking concentration and focus

These signs and symptoms may indicate other problems, but bullying should be considered a possibility and should be investigated.

Preventative Measures

As a school, we take bullying seriously. We use a range of proactive strategies to prevent bullying.

The whole school community will:

- Create and support an inclusive environment which promotes a culture of building positive relationships, choosing to respect others, promoting restoration when relationships are damaged and achieving results together
- Recognise that bullying can be perpetrated or experienced by any member of the community, including adults and children (child-on-child abuse).
- Recognise the potential for children with SEN and disabilities to be disproportionately impacted by bullying and will implement additional pastoral support as required.

- Openly discuss differences between people that could motivate bullying, such as children with different family situations, such as looked after children or those with caring responsibilities, religion, ethnicity, disability, gender, sexuality or appearance-related differences.
- Challenge practice and language (including ‘banter’) which does not uphold the school values of tolerance, non-discrimination and respect towards others.
- Be encouraged to use technology positively and responsibly, especially mobile phones and social media.
- Actively create “safe spaces” for vulnerable children and young people.
- Celebrate success and achievements to promote and build a positive school ethos.
- Use opportunities throughout the school calendar to raise awareness of the negative consequences of bullying e.g. Anti-Bullying Week in November of each year
- Use curriculum opportunities, in particular, Personal Development sessions to promote diversity and anti-bullying
- Implement effective supervision in potential problem areas, particularly during break and lunchtimes
- Regularly review new staff induction processes and continuing professional development to ensure staff training reflects the anti-bullying policy and practice of the school
- Work with staff, the wider community and outside agencies to prevent and tackle concerns, including all forms of prejudice-driven bullying.

Reporting Procedures

Each case will be treated on an individual basis, and depending on circumstances, one or more of the following strategies will be adopted:

Staff:

- If bullying is suspected or reported, the member of staff who has first been involved will deal with the incident at the earliest opportunity.
- A clear account of the incident will be recorded and given to the student's coach or a member of the Senior Leadership Team, who will agree to an appropriate response
- The appropriate person will interview/counsel all concerned and will record the incident on MyConcern
- The Safeguarding Team will analyse, monitor and action all referrals
- Parents/carers of students involved are to be kept informed
- Measures to stop the behaviour will be used as appropriate and in consultation with all parties concerned
- Involvement of appropriate outside agencies may be taken
- Regular monitoring and tracking by all CP Riverside School staff will occur after the incident to ensure that it is not continuing

Students:

Students who have been bullied will be supported by some of the following:

- An immediate opportunity to discuss the experience with their coach, a teacher or a member of the school community of their choice
- Counselling within the school with our counsellor
- An offer of continuous support and reassurance to the student
- Opportunities to restore self-esteem and confidence through mentoring and coaching
- A mediation meeting with other students involved to bring about a resolution to the incident
- Identified safe spaces to go to if the students feel vulnerable at particular times in the school day

Some of the following strategies will aim to support students who have bullied another person:

- Discussing what happened/why the student became involved
- Establishing their wrongdoing and desire to change
- Providing appropriate education and support regarding their behaviour or actions.
- Opportunities to discuss their concerns with the school counsellor
- A mediation meeting with other students involved to bring about a resolution to the incident
- If online, request that content be removed and report accounts/content to service providers.
- Sanctioning, in line with the school's Therapeutic Behaviour Policy, may include warnings, removal of privileges, temporary change to education provision, fixed-term suspensions or termination of placement
- Where necessary, working with the wider community and local/national organisations to provide further or specialist advice and guidance; this may include involvement from the Police or referrals to specialist agencies.

Parental Involvement

CP Riverside School is firmly committed to working in partnership with parents/carers and believes that the best outcomes emerge when professionals and parents/carers work together when bullying occurs. We recognise the

important influence which parents/carers have on their children and would wish to enlist their support when their child is involved in bullying, either as a victim or as a perpetrator.

Parents who believe their child is the victim of bullying should share their concerns with the school at the earliest opportunity and be prepared to work with the school to keep their child safe in future. All expressions of concern will be taken seriously and investigated thoroughly. Where parents have concerns about bullying they should contact the appropriate Coach.

Communicating with families of students who have been bullied

It is imperative that staff at CP Riverside School remain in frequent communication with the families of students who have been bullied to ensure that they can be fully supported at home. In order for this to happen, the school will:

- Inform families of the initial bullying incident on the same day of the incident being reported, and action taken
- Invite families in for a meeting to discuss the incident and the subsequent action taken
- Inform families of additional incidents on the same day as any incident being reported
- Update the commissioning school/authority on the actions taken weekly.

Communicating with families of students who have bullied another person

It is imperative that staff at CP Riverside School remain in frequent communication with the families of students who have been found to have bullied another student. In order for this to happen, the school will:

- Inform families of the initial bullying incident on the same day of the incident being reported, and action taken
- Invite families in for a meeting to discuss the incident and the subsequent action taken
- Inform families of additional incidents on the same day of the incident being reported and action taken
- Update the commissioning school/authority on the actions taken weekly.

Guidance for parents/carers

If your child has been bullied or harassed:

- Calmly talk with your child about their experiences
- Make a note of what your child says, including who was involved, how often the bullying has occurred, where it happened and what happened
- Reassure your child that they have done the right thing to tell you about the bullying
- Explain to your child that, should any further incidents occur they should report them to an adult in school immediately
- Make an appointment to see your child's Coach
- Explain to the Coach the problems your child is experiencing.

When talking with members of staff about bullying or harassment:

- Try to stay calm and bear in mind that the staff member may have no idea that your child is being bullied or may have heard conflicting accounts of an incident
- Be as specific as possible about what your child says has happened, give dates, places and names of other children involved
- Make a note of what action the school intends to take
- Ask if there is anything you can do to help your child or the school
- Stay in touch with the school and let them know if things improve, as well as if problems continue

If you are not satisfied:

- Check with the school's Anti-bullying policy to see if agreed procedures are being followed
- Make an appointment to discuss the matter with one of the Assistant Principals (Stef Smith, Gemma Blacow or Amanda Hunt)
- If this does not help, make an appointment to discuss the matter with the Principal and keep a record of the meeting
- If this does not help, write to the Chair of Governors explaining your concerns

Supporting Adults

Our school takes measures to prevent and tackle bullying among pupils; however, it is equally important to recognise that bullying of adults, including staff and parents, whether by pupils, parents or other staff members, is unacceptable.

Adults who have been bullied or affected will be supported by:

- Offering an immediate opportunity to discuss the concern with the designated safeguarding lead, a senior member of staff and/or the Principal.

- Advising them to keep a record of the bullying as evidence and discuss how to respond to concerns and build resilience, as appropriate.
- Where the bullying takes place off the school site or outside of normal school hours (including online), the school will still investigate the concern and ensure that appropriate action is taken in accordance with the school's Therapeutic Behaviour Policy
- Reporting offensive or upsetting content and/or accounts to the service provider, where the bullying has occurred online.
- Reassuring and offering appropriate support.
- Working with the wider community and local/national organisations to provide further or specialist advice and guidance.

Adults who have perpetrated the bullying will be helped by:

- Discussing what happened with a senior member of staff and/or the Principal to establish the concern.
- Establishing whether a legitimate grievance or concern has been raised and signposting to the school's official complaints procedures.
- If online, request that the content be removed.
- Instigating disciplinary, civil or legal action as appropriate or required.

Legal Framework

The Education and Inspections Act 2006

There are a number of statutory obligations on schools regarding behaviour that establish clear responsibilities to respond to bullying. In particular, section 89 of The Education and Inspections Act 2006:

- Provides that every school must have measures to encourage good behaviour and prevent all forms of bullying amongst students. These measures should be part of the school's behaviour policy, which must be communicated to all students, school staff and parents.
- Gives head teachers the ability to ensure that students behave when they are not on school premises or under the lawful control of school staff.

The Equality Act 2010

The Equality Act 2010 replaces previous anti-discrimination laws with a single Act. A key provision is a new public sector Equality Duty, which came into force on 5 April 2011. It replaces the three previous public sector equality duties for a race, disability and gender, and covers age, disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex and sexual orientation. The Duty has three aims. It 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 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.

Schools are now required to comply with the 2010 Equality Duty. The Act also makes it unlawful for the responsible body of a school to discriminate against, harass or victimise a student or potential student in relation to admissions, the way it provides education for students, provision of student access to any benefit, facility or service, or by excluding a student or subjecting them to any other detriment. In England and Wales the Act applies to all maintained and independent schools, including Academies and Free Schools, and maintained and non-maintained special schools.

Criminal Law

Although bullying in itself is not a specific criminal offence in the UK, it is important to bear in mind that some types of harassing or threatening behaviour – or communications – could be a criminal offence, for example under the Protection for Harassment Act 1997, the Malicious Communications Act 1988, the Communications Act 2003 and the Public Order Act 1986. If school staff feel that an offence may have been committed, they should seek assistance from the police. For example, under the Malicious Communication Act 1988, it is an offence for a person to send an electronic communication to another person with the intent to cause distress or anxiety or to send an electronic communication which conveys a message which is indecent or grossly offensive, a threat, or information which is false and known or believed to be false by the "sender".

Bullying outside of school premises

Head teachers have a specific statutory power to discipline students for poor behaviour outside of the school premises. Section 89(5) of the Education and Inspections Act 2006 gives head teachers the power to regulate students' conduct when they are not on school premises and are not under the lawful control or charge of a member of school staff. This can relate to any bullying incidents occurring anywhere off school premises, such as on school or public transport, outside

local shops, or in a town or village centre. Where bullying outside school is reported to school staff, it will be investigated and acted on. The headteacher should also consider whether it is appropriate to notify the police or antisocial behaviour coordinator in their local authority of the action taken against a student. If the misbehaviour could be criminal or poses a serious threat to a member of the public, the police should always be informed.

Cyberbullying

The rapid development of and widespread access to technology have 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 more accessories as people forward content at a click. The wider search powers in the Education Act 2011 give teachers stronger powers to tackle cyberbullying by providing a specific power to search for and, if necessary, delete inappropriate images (or files) on electronic devices, including mobile phones.

Monitoring and review: putting policy into practice

The school will regularly monitor and evaluate mechanisms to ensure the policy is consistently applied. Any issues identified will be incorporated into the school's action planning. The Principal will be informed of bullying concerns as appropriate. The named Governor for behaviour will report regularly to the governing body on incidents of bullying, including outcomes.

The school will:

- Monitor, evaluate and review our anti-bullying policy every two years and assess its implementation and effectiveness
- Support staff to identify and tackle bullying appropriately
- Ensure that students know that all bullying concerns will be dealt with sensitively and effectively, and seek feedback via student surveys
- Learn from anti-bullying good practice elsewhere and utilise the support of voluntary organisations when appropriate, and keep up-to-date with relevant statutory changes

Useful links and supporting organisations

Anti-Bullying Alliance: www.anti-bullyingalliance.org.uk

Childline: www.childline.org.uk

Family Lives: www.familylives.org.uk

Kidscape: www.kidscape.org.uk

MindEd: www.minded.org.uk

NSPCC: www.nspcc.org.uk

The BIG Award: www.bullyinginterventiongroup.co.uk

PSHE Association: www.pshe-association.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

The Restorative Justice Council: www.restorativejustice.org.uk/restorative-practice-schools

SEND

Changing Faces: www.changingfaces.org.uk

Mencap: www.mencap.org.uk

DfE SEND code of practice: www.gov.uk/government/publications/send-code-of-practice-0-to-25

Cyberbullying

Childnet: www.childnet.com

Internet Watch Foundation: www.iwf.org.uk

Think U Know: www.thinkuknow.co.uk

UK Safer Internet Centre: www.saferinternet.org.uk

The UK Council for Child Internet Safety (UKCCIS)

www.gov.uk/government/groups/uk-council-for-child-internet-safety-ukccis

DfE 'Cyberbullying: advice for principals and school staff':

www.gov.uk/government/publications/preventing-and-tackling-bullying

DfE 'Advice for parents and carers on cyberbullying':

www.gov.uk/government/publications/preventing-and-tackling-bullying

Race, religion and nationality

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

Tell Mama: www.tellmama.org

Educate against Hate: www.educateagainsthate.com

Show Racism the Red Card: www.srtrc.org/educational

LGBT

Barnardo's LGBT Hub: www.barnardos.org.uk/what_we_do/our_work/lgbtq.htm

Metro Charity: www.metrocentreonline.org

EACH: www.eachaction.org.uk

Proud Trust: www.theproudtrust.org

Schools Out: www.schools-out.org.uk

Sexual harassment and sexual bullying

Ending Violence Against Women and Girls (EVAW) www.endviolenceagainstwomen.org.uk

A Guide for Schools:

www.endviolenceagainstwomen.org.uk/data/files/resources/71/EVAW-Coalition-Schools-Guide.pdf

Disrespect No Body: www.gov.uk/government/publications/disrespect-nobody-campaign-posters

Anti-bullying Alliance: Preventing and Responding to Sexual Bullying:

www.anti-bullyingalliance.org.uk/tools-information/all-about-bullying

ADOPTION BY GOVERNING BODY



(Principal)

Date: September 2025

(Chair of Governors)

Date: September 2025