CARDIFF
CAERDYDD

Western
Learning
Federation

Riverbank School

ANTI BULLYING POLICY

Riverbank
SCHOOL
Learning together to be the best we can

RATIFIED BY GOVERNORS	30th September 2026
DATE REVIEWED	30th September 2026
DATE FOR REVIEW	30th September 2027
DATE PUBLISHED	September 2026

Monitoring the policy

This policy will be reviewed bi-annually unless change of circumstances or legislation requires it to be amended earlier.

SIGNED  **DATE** 01.10.26

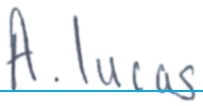
Chair of Governors

SIGNED  **DATE** 01.10.26

Executive Headteacher

SIGNED  **DATE** 01.10.26

Deputy Executive Headteacher

SIGNED  **DATE** 01.10.26

Head of School

The values and principles

The federation is underpinned by a set of values that define the culture of the three federated schools.

Our Principles

Honesty

Responsibility

Positivity

Trust

Empathy

Patience

Respect

Kindness

Our Values

- We celebrate our differences.
- We have a shared sense of belonging.
- We play, laugh, smile and celebrate success.
- We have a positive attitude.
- We learn from experiences to develop life and independent skills.
- We follow our dreams and aspirations.
- We care for our own and wider environment.
- We improve quality of life.

Definition

Values	One's judgement of what is important in school life.
Principles	Morally correct behaviour and attitudes.

Rights Respecting Schools

Every child has rights "without discrimination of any kind, irrespective of the child's or his or her parent's or legal guardian's race, colour, sex, language, religion, political or other opinion, national, ethnic or social origin, property, disability, birth or other status"

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Riverbank SCHOOL
Learning together to be the best we can

Tŷ Gwyn SCHOOL
Learning to achieve

Woodlands SCHOOL
Learning for Living

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Western Learning Federation
Together we learn, grow and achieve

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"The right to be left alone is the most comprehensive of rights and the right most valued by civilised people." (Anon)

1. Commitment

The Governors and Staff at Riverbank School are committed to providing a safe and secure school environment for all our pupils and staff. It is an expectation of the school that neither staff or pupils are subjected to physical or verbal abuse or harassment in any form. The Governors and Staff believe that effective teaching and learning occurs when staff and pupils feel safe and happy and free from the anxiety and stress that arises from violent, aggressive or bullying behaviour.

All the pupils at Riverbank School have special educational needs and may present additional needs, e.g. profound and multiple learning difficulties, sensory, physical, medical needs, emotional and behavioural needs, ASC or any combination of these. Our approach to anti-bullying therefore needs to take into consideration the impact of inappropriate behaviours on our physically and emotionally vulnerable pupils as well as the influence of specific types of special needs on the behaviour of some children. While the school recognises this dilemma it is dedicated to combating any incidents of 'true' bullying that may occur and the possible, while unintentional, incidents that may make pupils feel threatened, unsafe or afraid. The school will act promptly and firmly to combat bullying and aspects of behaviours that may impact upon the emotional wellbeing of all, whenever and wherever it occurs.

Pupils will be made aware of how they can draw their concerns about bullying to the attention of staff in the confidence that these will be carefully investigated and, if substantiated, taken seriously and acted upon. All staff will be made aware of their responsibilities for ensuring the safety of more vulnerable pupils who, because of the impact of their special needs or additional language issues, are unable to communicate any issues that arise. We will work closely with the School Council to hear their views and opinions. (see Article 12, United Nations Conventions on the Rights of the Child).

2. Objectives of the policy

To inform all staff, teaching and non-teaching, volunteers, parents, pupils and governors of the following:-

- an understanding of the concept of bullying and its broader definition within Riverbank School;

· the school policy procedures and reporting guidelines relating to incidents and concerns relating to the wider concepts of 'bullying' at Riverbank;

- the importance of providing a safe and secure environment for all pupils and staff.

3. What do we mean by "Bullying" at Riverbank?

The school distinguishes between the inappropriate behaviours to others that arise through the impact of special educational needs and associated social or behavioural problems and those that occur through bullying. While not underestimating the impact of any inappropriate behaviour on the physical and emotional wellbeing of the recipient, the approach to the management of bullying will differ. (Please see Positive Behaviour Management Policies and Procedures). Although this policy relates to the management of bullying within the school, inappropriate behaviours that impact on the physical and emotional welfare of others are unacceptable whatever the cause or context and will be addressed immediately.

4. What is Bullying?

Bullying and harassment may occur between pupils, between staff at all levels, from pupils to staff, or staff to pupils. In all cases it is profoundly hurtful, disruptive and not conducive to effective teaching and learning. This policy deals with pupil to pupil incidents of bullying only. Where pupils or parents allege harassment by staff, the Head of School should investigate. There are separate procedures for incidents involving employees of the school.

Definition:- Bullying means a person or group of people doing nasty or unkind things to someone on purpose. It happens more than just once. The victim finds it is difficult to stop.

There are many different definitions of bullying but most have three things in common:

- It is deliberate and hurtful behaviour
- It is repeated over a period of time
- It is difficult for those being bullied to defend themselves

Bullying can occur in four main ways

1. **Physical** i.e. kicking, biting, scratching, punching, hair pulling etc.
2. **Verbal** i.e. name calling, insults, teasing etc.

3. **Indirect** i.e. making threats, excluding others from games and activities
4. **Cyber** i.e sending malicious messages by mobile phone, email or social network

Bullying can be

- Emotional –being unfriendly, excluding, tormenting
- Physical
- Sexual – unwanted physical contact or sexually abusive comments
- Homophysical – focussing on the issue of sexuality
- Verbal
- Racist – focussing on someone's race or religion

5. Signs and Symptoms (adapted from Stop Bullying! KIDSCAPE)

A child may indicate by signs or behaviour that he/she is being bullied or feels threatened. Adults must be aware of these possible signs and they should immediately investigate if a child:

- changes their normal routines or behaviour,
- shows by their behaviour they are frightened of others, i.e. defensive behaviour,
- is unwilling to come to school,
- clings to adults,
- becomes withdrawn, anxious, or lacking in confidence,
- starts stammering,
- develops poor sleeping patterns,
- feels ill in the morning,
- deterioration in school work,
- has unexplained cuts and bruises,
- becomes aggressive, disruptive or unreasonable,
- stops eating.

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

6. The Curriculum and Learning

Issues associated with bullying and its management will form part of the Health and Wellbeing, curriculum, these may involve:-

- developing appropriate interactional and social skills,
- exploring feelings and emotions,
- exploring the impact of a person's behaviour on others,
- exploring the hurt bullying behaviour may have on others,
- role play to explore such feelings,
- being kind to others, sharing,
- developing group skills,
- developing strategies that address challenging bullying behaviour,
- not allowing someone to be deliberately left out of a group,
- telling a member of staff what is happening,
- telling the bullying student that they disapprove of his or her actions,
- at all times staff will promote and model co-operative behaviour and anti-bullying values,
- discussions and agreement of school, class and playground rules,
- identifying and celebrating individual differences and talents and promoting mutual respect for all.

Other Awareness Raising Activities

Many occasions during school can be used to raise awareness of bullying, its effects and how to handle being bullied. These include playtimes, assemblies, R.E., circle time, Health and Wellbeing, and drama.

7. Responsibilities of the school and each individual member of staff

The school and each individual member of staff have a responsibility to:-

- have a clear understanding of the school policy
- be role models in word and action, at all times
- provide a safe and secure environment for all including removing opportunities for bullying by active patrolling during playtimes
- respond promptly, investigate incidents of suspected bullying, report and record issues using Behaviour Watch (see Positive Behaviour Support)
- praise good behaviour regularly
- make time to listen to children, taking what they say seriously

- promote through the curriculum the development of appropriate responses to inappropriate behaviour and an awareness of the impact of one's own behaviour on others
- attend appropriate training opportunities.

8. Responsibilities of Head of School/ Leadership Team

The Head of School and/or Leadership Team has a responsibility to:-

- Ensure that all allegations are noted and filed
- Follow the same procedures as those noted above for staff
- Speak to parents/guardians of the alleged victim and the alleged bully
- Provide any necessary support to the victim
- Provide support and guidance to the bully to ensure prevention of reoccurrence
- The Head of School may decide a formal warning of exclusion, in the presence of parents, is necessary
- The Head of School may consider temporary exclusion of a pupil if the bullying is of such a serious nature
- The Executive Headteacher and Federated Governing Body will be consulted if exclusion is deemed necessary.

9. Responsibilities of Parents/Carers

Parents and carers have a responsibility to:-

- commit to the home/school contract and abide by that agreement
- work in partnership with the school on encouraging positive behaviour, valuing differences and promoting a sensitivity to others
- inform staff of changes in individual pupil circumstances which may affect the ways in which pupils respond to school life
- be alert to any significant behaviour changes or signs of distress in their children, report any concerns immediately to the school – initially to the class teacher but if serious or ongoing to the Head of School

If an incident of bullying occurs parents/carers should :-

- agree a timetable with school so that adequate time is given for staff to investigate and deal with any problems effectively
- accept that the parents of the alleged bully will be involved in positive actions to resolve the problem
- contact the school if the issue is not resolved to their satisfaction
- write to the Head of School making a formal complaint if they continue to have concerns
- write to the Executive Headteacher and Chair of Governors asking for the situation to be formally reviewed if they are still dissatisfied with the actions of the school.

10. Responsibilities of pupils

Pupils will be encouraged:-

- Not to become involved in bullying incidents or be a bully.
- To tell a member of staff, parent or carer if they think bullying is taking place.
- To be kind and work and play with others.
- To value pupil differences and treat others with respect.

11. Associated Policies and Procedures

The general principles and procedures presented in this policy are also supported through the following documents:-

Positive Behaviour Management Policy

Safeguarding Policy

Equal Opportunities Policy

Racial Equality Policy

11.Monitoring

The effectiveness of this policy will be renewed annually or when the need arises and necessary recommendations for improvement will be made to the Governor