Gordon Primary School

Anti-Bullying Policy

Revised Spring Term 2026

Signed _____ Chair of Governors

To be reviewed Spring Term 2027

GORDON PRIMARY SCHOOL

ANTI-BULLYING POLICY

At Gordon Primary School, we recognise that preventing, raising awareness and consistently responding to any allegations of bullying is a priority to ensure the safety and well-being of all pupils.

The School Community (pupils, staff, parents, governors) work in co-operation to build and maintain an anti-bullying ethos, throughout the school.

Throughout the school, all pupils and adults know and understand that bullying behaviour is not acceptable and will not be tolerated.

All pupils and adults report bullying behaviour immediately, confident that they will be listened to and action will be taken to remedy the situation.

Objectives

This policy is intended to:

- Raise the awareness of the school community about the school's stance towards bullying behaviour.
- Provide strategies for preventing and dealing with bullying, promptly and consistently.
- Provide understanding and support for all involved in incidents of bullying.
- Help build an ethos in the school where bullying behaviour is known to be unacceptable, thus helping to ensure a safe and secure environment is sustained for all pupils.

What is bullying?

"Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally" (As per 'Preventing and tackling bullying' – DfE July 2017).

Bullying can take many forms. These may include;

- **Physical** – pushing, hitting, kicking, pinching, any form of violence, threats
- **Verbal** – name-calling, sarcasm, spreading rumours, persistent teasing
- **Emotional** – tormenting, threatening, ridicule, humiliation, exclusion from groups or activities
- **Cyber** – via text message, social media or gaming, which can include the use of images and video. This can continue beyond the school day, within the home and private space, with a potentially bigger audience, and more accessories as people forward on content.

Bullying involves a perceived 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.

Pupils are bullied for a variety of reasons. Often this is due to a perceived 'difference', as such pupils from some groups may be more vulnerable to bullying. Specific types of bullying include:

- Bullying related to colour, ethnicity culture, faith community, national origin or national status
- Bullying related to SEN or disabilities

- Bullying related to perceived social class
- Bullying related to appearance or health conditions
- Bullying related to sexual orientation
- Bullying of young carers, looked after children, or otherwise related to home circumstances
- Sexist or sexual bullying

There is no 'hierarchy' of bullying – all forms of bullying should be taken equally seriously and dealt with appropriately.

Bullying can take place between pupils, between pupils and staff, or between staff; by individuals or groups; face to face, indirectly or using a range of cyber-bullying methods.

With regard to the bullying of school staff, Redbridge has its own guidelines and procedures about workplace bullying and grievance. At Gordon Primary School, we won't tolerate bullying of school staff, whether by pupils, parents/carers or other staff.

Identifying Bullying

Children who are being bullied may not always be prepared to tell someone. It is therefore important that members of staff, parents and others who deal with the children, are observant and alert for signs of bullying or other child protection issues. These might include:

- **Physical:** unexplained bruises, scratches, cuts, missing belongings, damaged clothes, or schoolwork, loss of appetite, stomach aches, headaches, bedwetting
- **Emotional:** losing interest in school, being withdrawn or secretive, unusual shows of temper, refusal to say why unhappy, high level of anxiety, mood swings, tearfulness for no reason, lack of confidence, headaches and stomach aches, signs of depression
- **Behavioural:** asking to be taken to school, coming home for lunch, taking longer to get home, asking for more money, using different routes to school, 'losing' more items than usual, sudden changes in behaviour and mood, concentration difficulties, truancy

Preventing Bullying

- Members of the school community must be alert to signs of bullying and act firmly and promptly against it in line with the guidance appended to this policy.
- The school will promote anti-bullying strategies through assemblies, themed activity weeks, PSHE lessons circle time and other appropriate lessons such as drama.
- Pupils are encouraged to tell an identified "trusted adult" - e.g. Head Teacher, Deputy Head Teacher, Assistant Head Teacher, Phase Leader, Teachers, Learning Support Assistants, Office Staff, Midday Supervisors, etc. - if they are being bullied or observe bullying. Parents should inform the school if they believe their child is being bullied.
- In line with our Rights Respecting award and promotion of British values, we openly discuss and celebrate differences between people that otherwise could become a reason for bullying, such as religion, ethnicity, disability, gender or sexuality, children with different family situations, such as looked after children or those with caring responsibilities, etc. All staff teach the children that using any prejudice-based language is unacceptable, in line with the school behaviour policy.
- We monitor allegations of or incidents of bullying as part of our whole school behaviour monitoring, so that we can identify any repetition of incidents or patterns over time.
- A safe school environment is created in the playground through a range of strategies, including careful supervision, Rights Respecting Ambassadors, Pupil Leadership Team and the provision of a worry box in each class, etc.

- Online safety is regularly talked about within class and the displays within each classroom are referred to. This includes teaching pupils how to behave on line and what is "acceptable use".
- Online safety support is also provided to parents via newsletters and on the school's website. Online safety workshops are held to raise parents' awareness of cyber-bullying.
- We ensure all staff know how to deal with bullying and that all staff understand the principles and purpose of the school policy.
- In line with our Behaviour Policy, we implement disciplinary sanctions. The consequences of bullying reflect the seriousness of the incident so that others see that bullying is unacceptable.
- We work openly with organisations such as Social Services and the local police, if and when required.

Promoting an anti-bullying ethos in the school

Our primary method of preventing bullying is through the creation of a school ethos where everyone is treated equally and diversity is celebrated and valued. This is evident through our school motto "Together as one" and further more through the promotion of our school's 5Cs. All children are expected to adhere to demonstrate these. They are as follows;

- Care
- Courtesy
- Consideration
- Cooperation
- Commitment

In addition to this, members of staff regularly use PSHE lessons, assemblies or circle time to explore issues such as the causes of bullying, the effects of being bullied or being a bully, and how to stop bullying. Pupils will be given advice on what to do if they are being bullied or if they observe someone being bullied.

The school endeavours to create an environment in which bullying is known to not be acceptable and is therefore not able to develop. This is also supported by all of our children, including those who have specific roles such as; Pupil Leadership Team, House Captains, Rights Respecting Ambassadors.

Responding to Bullying

All cases of alleged bullying should be reported to the Head teacher or another member of the Senior Leadership Team. This person will then respond in line with the procedures set out within Appendix A of this policy and the school's Behaviour Policy.

Online Bullying

Members of staff understand that bullying can be carried out virtually. All children identify "trusted adults" that they can report this to as part of agreeing to our school "acceptable use" agreement. At Gordon, we recognise that all forms of bullying – including the online form - can have a substantial negative impact and thus ensure that we respond to them all in the same way.

Where there is evidence of Online Bullying within the public domain - such as a message within a website 'message board' or a video on streaming channel - the school will work with all involved to educate them further about the impact and consequences of this behaviour. We will also engage outside organisations / website hosts in order to remove any offensive material from a public space. This will be done in line with the school Online Safety Policy**.**

Bullying outside of school premises

We realise that we have a responsibility and the power to discipline pupils for misbehaving outside of school premises 'to an extent as is reasonable' (DfE, 2014). When such instances are reported, we will investigate and respond as appropriate. This may involve working with external agencies outside of school, including local community police officers.

Monitoring

Allegations of and incidents of bullying are recorded on the school's behaviour tracking system. This allows trends in allegations and incidents of bullying to be quickly identified and dealt with.

Instances of bullying will be reported to the school governing body as part of the headteacher's termly report.

The policy will be monitored by the Senior Leadership Team and the Governing Body. It will be shared with pupils and parents, through forums such as the newsletter and/or school website.

Roles and Responsibilities

All members of staff (class teachers, midday supervisors, learning support assistants, office staff, support staff, etc.) have a role to play in raising awareness, being alert to and reporting bullying. The overall responsibility lies with the Head Teacher and Governing Body.

Policy Reviewed: Spring 2026

Policy To Be Reviewed: Spring 2027

Appendix A

Procedure for dealing with an allegation of bullying

1. As soon as a bullying allegation is made, the incident should be reported to the Head Teacher or a member of the Senior Leadership Team.
2. The victim and alleged bully should be spoken with separately, to establish the facts.
3. The victim's story should be listened to and the pupil reassured that s/he has done the right thing by reporting the situation. Victims of bullying often feel powerless and vulnerable. They may end up believing that they deserve to be bullied. Everything should be done to re-establish the victim's self-esteem and self-confidence.
4. The alleged bully should be spoken to, in order to find out his/her account of events. If the bullying allegation is founded, identify the reasons why s/he bullied the victim. The bully should be helped to recognise his/her unsociable behaviour and given support to address that behaviour. This may include producing a specific 'Behaviour Plan'
5. On some occasions, it may be possible to sit the victim and bully down together, to discuss their feelings and the reasons why the situation has developed. The problem could then be resolved amicably and/or a compromise reached.
6. On other occasions, the bully should be told firmly to stop his/her anti-social behaviour immediately and to stay away from the victim.
7. In all instances, the parents of both parties should be contacted and informed of the situation and the action taken. If appropriate, they should be invited into the school to discuss the matter.
8. Staff who teach the children involved or who have regular contact with them, should be made aware of the outcome of any bullying allegations.
9. Follow up meetings with the victim should be arranged to find out whether the solution has been effective or not, and the situation should be monitored.
10. Serious or prolonged bullying could result in sanctions in line with the school behaviour policy. This may also lead to intervention (e.g. through outside agencies), with any necessary action should be taken until the bullying has stopped.
11. All instances of bullying or alleged bullying should be recorded on the school's behaviour tracking systems. Where an incident has met the definition of bullying, a comprehensive written record should also be made using a 'Bullying Incident Form' (Appendix B). The report should indicate who was involved, where and when the incident occurred, what happened, what action was taken, whether the parents were informed and how the incident was followed up. **This form will be retained alongside behaviour tracking records.**

Listening to children

It is important that children are and feel that they ae listened to when discussing or disclosing any potential incidents of bullying.

- Listen to the child
- Take them seriously
- Show empathy
- Let the child know it's not their fault
- Avoid stereotypes
- Reassure them they were right to tell you

- Follow our procedures for reporting concerns

Remember

- Bullying can have a huge negative impact on children – in the short and long term
- Be on the lookout for signs of bullying, and be aware of who might be more vulnerable
- Report any concerns you have
- Take prejudice-based bullying seriously and listen to children affected by it

Appendix B

GORDON PRIMARY SCHOOL

BULLYING INCIDENT REPORT FORM

Pupil's Name: _____ Class: _____

Date: _____

Description of incident (please specify who was involved, where and when the incident occurred, what happened during the incident, what action was taken, how the matter was resolved).

Names and accounts of any witnesses:

Parents of bully/perpetrator informed: YES/NO

Parents of victim informed: YES/NO

Name of leadership team member dealing with incident: