

Gorringe Park Primary School



Believe, Achieve, Succeed

Our vision is

Our School **inspires** our children **to achieve** in a safe, fun environment so that they can take their next steps in life **with confidence**.

Anti-Bullying Policy

Last review: 5th March 2026 at the Children, Families and Community Committee Meeting

Signed:

Policy Review: March 2027

Introduction

At Gorringe Park we believe that every child has the right to have access to a full and broad curriculum and that they have the right to be happy and safe. Bullying in schools challenges that right because it affects how young people feel about themselves and how they learn and interact with others. Bullying does not just affect the perpetrator or the person being bullied, but also those around these people.

It affects those who see it happening as well and so has a profound effect on the lives of individuals, of a class and of a school community. It is crucial that children understand that if they are being bullied they know that it is not their fault. It is not something that people have to deal with as a 'normal part of growing up' and that is why bullying will not be tolerated at Gorringe Park Primary School.

We are a Rights Respecting School and we know that children and adults have the right to feel safe and to be educated. This expectation also carries the implication that if we have those rights we also have a responsibility to others that we ourselves will respect their rights also.

This policy should be read in conjunction with the following documents:

- Keeping Children Safe in Education
- The schools safeguarding policy
- The schools behavioral policy
- The acceptable usage of technological devices policy

What is Bullying?

The Anti-Bullying Alliance defines bullying as:

“The repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. It can happen face to face or online.”

Bullying is **intentional** hurting of another person. It may be 'low level' such as gossiping or teasing but if it has a detrimental emotional effect on the person experiencing it, it is bullying.

Bullying is about an **imbalance of power**. People who bully usually choose people who are younger, smaller, less 'popular' to bully. They may also operate in a large group where there are one or two people being bullied.

It is also an **ongoing** situation. Over a period of time self-esteem can be eroded and people can become humiliated, isolated and even depressed because fear of recriminations prevents them from speaking out about it. People who witness bullying incidents by being bystanders and

observers are colluding and also engaging in bullying behaviour by not reporting it. It tends to take two main forms:

Physical Bullying:

- Pushing, kicking, spitting, jostling etc
- Damage or theft of property
- Physical intimidation e.g. blocking someone's way, standing too close, staring

Emotional Bullying:

- Verbal abuse, name-calling associated with gender, ethnic or religious background, sexuality, appearance, disability, personality.
- Teasing, rude comments, gossip, spreading hurtful rumours.
- Intimidation: a child will feel frightened by verbal threats.
- Exclusion from games, friendship groups, discussions, class activities.

This can be done

- Face to face
- Via other people relaying messages
- Through Cyberbullying: use of abusive / anonymous text messages, MSN Messenger, Bebo / Myspace / Snapchat / Facebook / other mobile sites; taking mobile phone photos of people being victimised and posting them on websites.

How to identify a child is possibly being bullied

Children who are being bullied may not want to tell anyone. It is important therefore that members of staff, parents and others who deal with the children are observant and alert for signs of bullying. Here are some possible signs:

- Unwillingness to come to school
- Withdrawn, isolated behaviour
- Sudden changes in behaviour: becomes aggressive, disruptive or unreasonable
- Anxious or lacking in confidence
- Complaining about missing possessions
- Refusal to talk about the problem at school
- Sudden change in friendships or loss of friendships
- Issues with eating/food
- Difficulty sleeping
- Complaints about feeling unwell a lot
- Unexplained bruises/cuts/marks on body

What do we do at Gorringe Park?

Prevention:

Through explicit teaching strategies such as the SEAL program and Anti-Bullying Week as well as through implicit dealing with day-to-day incidents and modelling of positive behaviour detailed in the Behaviour Policy:

- All children are taught to respect difference and respect the feelings of others through the creation of a class charter which links to the UNICEF Rights for a child at the beginning of the year.
- Attention will be drawn back to the class charter through the year.
- All children are taught to be kind and to empathise with others.
- All children are given the opportunity to talk to peers and adults about incidents that arise.
- Communication with parents is paramount in working with children who bully and those who are bullied.
- All staff work hard to build self-esteem in children so that they are better equipped to deflect incidents such as these and to support their peers.
- Children have a strong network of support in terms of Peer Mediators and School Council reps that can make their personal and general concerns known.
- All children know what bullying behaviour is and how to report it.
- Ensure children understand their own rights and the rights of others, particularly to be able to play and learn in a safe environment.
- Training and awareness for staff and pupils about bullying and use of inappropriate and offensive language during CPD, assemblies and Anti-Bullying Days.
- We record and monitor incidents of racist and homophobic bullying.

How can children report bullying or get advice:

- Talk to a trusted member of staff
- Talk to parents
- Talk to friends (who then, as a group, talk to the above adults)
- Write it down and put it in the class Worry Box.
- Use Childline on Freephone 08001111
- Use MissDorothy.com or www.kidscape.org or The Anti Bullying Network or www.stoptextbullying.com

Be clear about the incidents. Encourage children to start writing them down. Who? When? Where? How often? Do you have evidence (if it is an email or text message etc?).

How we resolve bullying at Gorringe

Learner to politely, but firmly ask the other learner to stop the behaviour as it makes them feel uncomfortable or upset. Learner will then try and play or work in a different area.

If behaviour continues the learner should speak to an adult they trust, this could be the class teacher or any other teacher, teaching assistant, midday meal supervisor, learning mentors or a member of the leadership team.

Adult will assess if further action is required and then will notify the class teacher if required in line with the behaviour policy.

Class teacher will speak to all those involved to record both sides of the incident and attempt to rectify the behaviour.

Record of events will be kept on CPOMS, inputted by class teacher.

Parent of victim will be made aware of the situation and reassured that the matter is been seen to.

If behaviour continues parents of all those involved will be called in to have a meeting with the class teacher and any other members of staff that are needed to rectify the situation e.g. SEN Co-coordinator, assistant head, learning mentor etc.

A referral for support from the learning mentor will be made if necessary for both victim and abuser.

If behaviour continues the assistant head along with relevant senior leaders will consider if multi agency referral needs to be made for either parties involved.