

Anti-Bullying Newsletter

Autumn 2025

Anti-Bullying Newsletter 16:
Ms Newlove: 020 8850 5486
lnewlove@gordon.greenwich.sch.uk



Anti-Bullying
Quality Mark
Bronze

This certifies that:

Gordon Primary School

is a Belonging Matters School and has demonstrated its commitment to develop and enhance pupils' sense of belonging within school.

Signed: *[Signature]*

Date: 1 September 2025

Funded by:

NATIONAL CHILDREN'S BUREAU
BELONGING MATTERS



The Diana Award
Anti-Bullying Definition:
"REPEATED NEGATIVE BEHAVIOUR
THAT IS INTENDED TO MAKE OTHERS
FEEL UPSET, UNCOMFORTABLE OR
UNSAFE."

Gordon Primary School

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Belonging

Over the last year we have participated in the National Children's Bureau Pilot Belonging Programme as one of ten schools in London. The findings support the National Children's Bureau to offer this programme to other schools nationally. We have worked hard over the year to look deeper into 'belonging' in school and want to thank the whole school community for all their support to fill in surveys, sharing ideas and experiences. We know how crucial belonging is and the impact it can have. Please do continue to share your feedback and ideas for development, we do appreciate and value your thoughts. lnewlove@gordon.greenwich.sch.uk

Reception Belonging Display



World Smile Day

Thank you to our Year 5 Friendship Ambassadors for raising awareness of World Smile Day on Friday 3rd October. Eloise, Edward and Kacie spoke in assembly to remind everyone the power of a smile! They set up a photo booth in the Support Shed for peers. Children filled in small notes to thank someone for making them smile or to write down the things that made them smile.



"Do an act of kindness. Help one person smile."

What is Belonging?

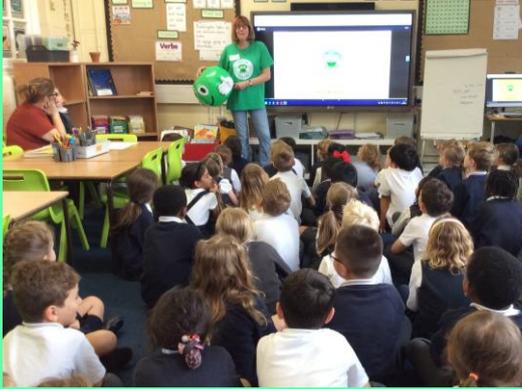
Belonging means different things to different people and it can be hard to define and measure. We've taken a definition from *Final Report for Baseline Data for the Belonging Matters Pilot Programme 2025* Suzanne Robinson, Catherine Culbert and Peter Smith:

'The most cited definition of belonging is the extent to which students feel personally **accepted**, **respected**, **included** and **supported** by others in the school environment' (Allen et al, 2018). It is not based on the number of friends one has but draws from cues, experiences, events and relationships and about the quality of fit between one's self and the environment (Allen, 2023).'



Being Safe

One of our school expectations is to **BE SAFE.**



All classes participated in Neighbourhood Police Safety talks during the summer and children in Years 2, 5 and 6 attended the NSPCC Speak Out Stay Safe workshops.

Lunch Club Photo Moment:

Collaborative and Imaginative Play



Anti-Bullying and Belonging Steering Group



Thank you to the Parent/Carers who indicated on the Spring Survey form that they would like to help with the Anti-Bullying and Belonging work in school and to attend a steering group meeting. We had a useful steering group meeting in September; it was great to talk about things hearing from a parent perspective and to explore ideas. Thank you so much to those parents who came along and for all your help, it is greatly appreciated.

We would like to hold another meeting on **Tuesday 9th December at 9am**. Everyone is welcome so do join us if you have ideas to share.

Please don't hesitate to get in touch if you would like to know more or if you have an idea to share but can't attend. Please contact Ms Newlove:

lnewlove@gordon.greenwich.sch.uk

All children have the right to:

- ✓ speak out and be heard
- ✓ be safe
- ✓ get help when they need it.



If you have a worry or don't feel safe, tell a trusted adult.

Say, "Can I tell you something?"

Spring Survey

We are working hard to action plan some of your suggestions and are very grateful for all your feedback, kind messages and ideas to be even better - thank you! We are always so grateful to parent/carers for taking the time to fill in our surveys and be reassured we do listen. We will let you know some of our actions in the Spring Term 2026.

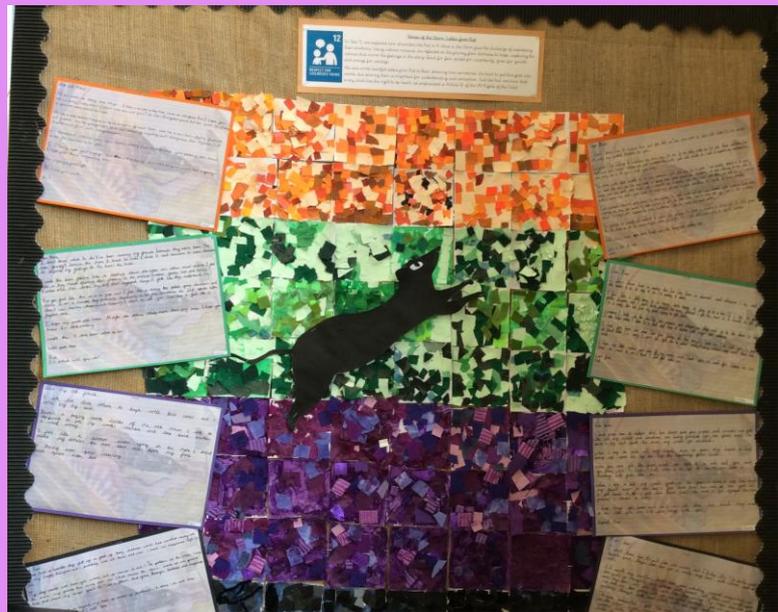
You Said You liked...	Suggestions for Improvement
<ul style="list-style-type: none"> • How inclusive the school is - everyone is equal • The Belonging Evening • Show and Tell • The diverse representation in our reading schemes • The way we explore all religions and cultures • Activities • The welcome on the gate • Caring/brilliant/friendly/approachable staff • Always met with kindness and consideration friendly • Young Carers' Group • Friendship Ambassadors • Friendship benches • Ambassadors • Commendations • Feeling part of a caring community • This survey • School is well rounded and there is always a project underway in some shape or form • Huge thank you to your nursery staff who have created a wonderful space for my child to feel safe and have so much fun whilst learning!! • I feel able to contact my child's teacher or the head teacher if I have questions or concerns and I feel they are always open to listening or discussing things. • Gordon is an: amazing / excellent / special school 	<ul style="list-style-type: none"> • More after school events to meet other parents (taking into account working parents). • Invite parents into school more to talk about different religions and cultures/help, etc. • Look into opening the gates before school starts to help give more of the lovely community feeling families have at Gordon. • More communication about 'belonging' • Create dedicated email/online form for parents to submit concerns and suggestions • Subject and phase Leader contact for an appropriate level of escalation (Curriculum/learning concerns) • More to help parents support their child's learning. • Perhaps some education for parents who do not understand children with SEND and behaviour. • Improving accessibility in school environment for disability • Clarifying bullying behaviour • More opportunities to celebrate pupils • More communication eg for Interventions, strategies, child's progress • To know more about the wider school • Impact of changes to class teachers

Whole School Book

We chose the captivating and beautifully illustrated book *A Voice in The Storm* by Karl James Mountford to support our belonging work across the whole school.

The story is about little rat who finds herself in a storm of emotions and discovering the courage to open up to a friend. We hoped from this, children would learn about their own feelings through empathising with Rat's story of loneliness and the importance of using their voice. We wanted children to know feelings can change and there is always someone to listen when they have big or uncomfortable feelings. Rat finds the words to explain how she was feeling to her friend and there is a powerful message in the importance of building connections for support. At Gordon School we regularly revisit these themes to support children's wellbeing and know that a sense of belonging and being 'connected' is closely linked to children's happiness and resilience.

"It's not easy to carry a storm inside," said Bear.



Children from Years 1 to 6 shared their writing with the whole school in assembly.



Some examples of the display work children made across the years. Some of the younger years thought about feelings changing and used weather as a metaphor for feelings.

Parent/Carers can you help?

We are looking to improve the way we support new families and families joining our school for who English is a second language. We would love to translate some of our policy visuals for families. If you are a parent/carer and you could help to translate a visual into another language like the one below or could help translate for/support new families please let us know

lnewlove@gordon.greenwich.sch.uk

Our School Rules

We are committed to helping everyone feel happy and safe in school. Our school rules:

- Be respectful
- Be ready to learn
- Be safe

We treat others in the way we would like to be treated ourselves and do not accept bullying behaviour. We teach children the difference between friendship difficulties and bullying, and encourage kind, respectful relationships where everyone belongs.

Friendship 'Fall-outs'

We are mindful some behaviours and relationship difficulties may occur which cause harm without constituting bullying.

Friendship 'fall-outs' are:

- unintentional upsets
- a minor dispute
- occasional friendship difficulties
- occasional loss of temper
- accidental

All children will fall out from time to time; they need adults to listen to their feelings and to help them learn from experiences to 'move on' and resolve and repair things. They are learning to manage relationships and emotions and will sometimes make mistakes.

Some children may have social communication difficulties that might need more understanding and support.

We use a Restorative Approach to help children resolve relationship difficulties, using these questions:

- What happened?
- What were you thinking/feeling?
- Who has been affected?
- What should we do to put this right?
- What do you think needs to happen now?
- What could you do differently next time?

Advice

If your child has previously experienced or is currently experiencing bullying behaviour, it can be a very upsetting and emotional time. You may also feel anxious about what to do to support your child and resolve the situation.

This is a very brief guide about bullying behaviour, definitions, some of the most common signs to look out for if you know or suspect that your child is experiencing bullying behaviour and a few practical next steps.

Let the class teacher know in the first instance if your child is finding a friendship problem difficult to resolve by themselves.

The Anti-Bullying Policy with more advice on the procedure to follow in school and what to expect is on the school website.

Do not hesitate to contact school as soon as you are aware of any bullying incidents so that we can resolve them as quickly as possible together.

Anti-Bullying Guidance and Advice

For: Parents and Carers



Definition of Bullying

The repeated negative behaviour that is intended to make others feel upset, uncomfortable or unsafe.

Types of Bullying Behaviour - VIP



Verbal bullying behaviour is the repeated, negative use of speech, sign language or verbal gestures to intentionally hurt others; e.g. name calling, offensive language or swearing.



Indirect bullying behaviour is the repeated, negative use of actions to intentionally hurt others; e.g. spreading rumours, excluding others, damaging or stealing someone's property or cyberbullying.



Physical bullying behaviour is the repeated, negative use of body contact to intentionally hurt others; e.g. punching, inappropriate touching or spitting.

Signs to look out for if you are worried your child might be experiencing bullying

- Isolation from peers
- Marks, bruises or injuries
- Changes in mood
- Defensive body language
- Withdrawn
- Not wanting to go to school
- Upset before or after school
- Being secretive

How to Help Your Child

1. Listen to your child - remain calm.
2. Reassure your child and praise them for telling you.
3. Make a note of what they say.
4. Tell your child you will need to speak to the class teacher and agree the best way to do this.
5. Take screenshots of online bullying behaviour - block the person posting the comments - do not respond
6. Keep reporting and talking to the school until the bullying stops.

Please do not:

* encourage your child to retaliate with aggression. This message is confusing to a child when it is not how the school deals with things. It can increase anxiety if they try this and they themselves break a school rule. **Remember - the school cannot condone fighting.**

* store up anger about other children. We know it can be upsetting for parents or carers to see their child unhappy in friendships and the frustration to "sort something out" can be overwhelming. Getting angry rarely helps and might hinder the children from learning the skills for forming positive relationships.

* threaten to visit the other child / parent / carer / school in a negative way as this can worry children. Do not be tempted to speak to other parents or post something on social media. This can be detrimental and could exacerbate the situation.

Actions the School Will Take

1. Ensure the targeted pupil is safe.
2. Offer them the opportunity to talk to an adult and be listened to sensitively.
3. Investigate the allegations and talk to all children involved
4. Talk to parents / carers
5. Record details and plan action
6. Monitor that bullying has stopped.

Keeping Children Safe

If you ever have any worries regarding a child's well-being or safety, including bullying, please contact a member of our Child Protection Team:

- Jason Taylor - Headteacher
- Charlie Fabian - Deputy Head
- Hannah Cuesta - Assistant Head
- Lotti Newlove - Learning Mentor and Wellbeing Practitioner

safeguarding@gordon.greenwich.sch.uk

You can also contact Royal Borough of Greenwich Children's Services: 020 8921 3172 (out of hours: 020 8854 8888)

NSPCC: 0800 800 500

Police: 101 (999 in an emergency)

A reminder: **RESPECT** Boundaries

It is important children learn we all have boundaries or limits we set for ourselves depending on what we feel comfortable with.

We want children to know and recognise we all have comfortable or uncomfortable feelings. These can change when we're with different people or change on different days but it is important our boundaries and feelings are always respected; eg. some people like being tickled, some people don't. Some people might like being tickled by a family member but not by a friend, someone might like being tickled one day but not another. Always ask permission.

We encourage children to think of having a **'body bubble'**. We want children to learn that we respect each other's body bubble or space.



In school we will be having a few stem sentences to help give children the words when they don't feel comfortable to do or say something or they recognise someone else looks a bit unsure or uncomfortable.

It might really help to practice at home to help children be confident to have the words.

Helpful Words

- "I don't want to say/do right now, Thank you."
- "I did not give permission...."
- "No thank you, I don't feel like"
- "I don't want to say, please don't ask again."
- "No, I don't want to thank you."
- "No."

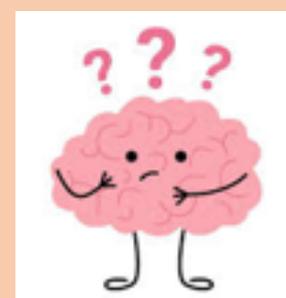
We will be encouraging children to always check how someone else might be feeling if they look unsure:

- "You look unsure, are you sure I can?"

Always remind children to tell a trusted adult if anything makes them feel uncomfortable so that they can help.

Think...

- Am I feeling comfortable or uncomfortable?
- Are my feelings being respected?
- Are my choices being respected?



Anti-Bullying Week



- Anti-Bullying Week will be from Monday 10th November to Friday 14th November.
- Odd Socks Day is on Monday 10th November.
- World Kindness Day is Tuesday 11th November - KS1 and KS2 will participate in virtual Kindness assemblies

Pass on any ideas or posters, poems, stories, art, music you might make to mark this week in school. Put anything you wish to share in an envelope addressed to Ms Newlove and/or Friendship Ambassadors.



Odd Socks Day

Don't forget to wear your Odd Socks on Monday 10th November to start Anti-Bullying Week. This raises awareness that we are all unique!

We would love you to share photos of yourself with your families, friends or pets (only if they are willing) celebrating individuality wearing odd socks! It is a great opportunity for families and friends to talk about what makes us all special and different and to talk about why Anti-Bullying Week is important.

Pass any photos onto your class teacher, a Friendship Ambassador or parent/carer ideas for Anti-Bullying Week or photos please email to lnewlove@gordon.greenwich.sch.uk

If you need **HELP** or advice about bullying:

Under 18 Childline:
0800 11 11

Over 18 Samaritans:
116 123

Parents/Carers Family Lives:
0808 800 2222

HELP!



Anti-Bullying Alliance

KIDS & PHONES PARENT COFFEE MORNING

Thursday 27th November 9am
Gordon School



Join us from 9am on Thursday 27th November for a relaxed chat about kids, Smartphones and technology over tea and and coffee.

A safe non-judgemental space for parents to share experiences, worries and ideas.

Spread the word - everyone is welcome!

AN UPDATE ON THE
SMARTPHONE FREE
CAMPAIGN

STRATEGIES FOR DELAYING
SMARTPHONES

BRICKPHONE
ALTERNATIVES

SHARE YOUR CONCERNS

Useful organisations for guidance on bullying and cyberbullying:

- Anti-Bullying Alliance
<https://anti-bullyingalliance.org.uk/>
- Kidscape
<https://www.kidscape.org.uk/>
- NSPCC
<https://www.nspcc.org.uk/>
- The Diana Award: www.diana-award.org.uk
- Family Lives
<https://www.familylives.org.uk/>
- Childnet International:
www.childnet.com
- Think U Know:
www.thinkuknow.co.uk
- UK Safer Internet Centre:
www.saferinternet.org.uk



Young Carers/Sibling Carer Group

A reminder we have a Young Carer/Sibling Carer Group in school that meets twice a half term in school. It provides a relaxed space for children to talk to other children across the years, play, be creative and to feel supported. Sometimes parents and children might not know what a sibling carer is and that the group could support children who have a sibling with a social communication need or a disability. Parents and children might not know it can also include children when a member of their family becomes unwell in hospital for a length of time that changes things at home for a while. Please do reach out to us if you're not sure or if there might be changes at home when a family member is unwell. Speak to the class teacher or feel free to email lnewlove@gordon.greenwich.sch.uk

Please see the link to an organisation called Sibs to give more information about what a sibling Carer is.

https://www.sibs.org.uk/?gad_source=1&gad_campaignid=12610852709&gbraid=OAAAAABqaxbWh2j_TnrILT2JC1qsDWXy7P&gclid=EAIaIQobChMIk-bxjMmykAMVmZdQBh3IeT0dEAAAYASAAEgKer_D_BwE