

THORPE LEA PRIMARY AND NURSERY SCHOOL



A dedicated community working together, nurturing a safe, happy school where all children can achieve their potential

BEHAVIOUR AND ANTI-BULLYING POLICY

Date viewed by Governing Body: January 2020

Date for Review: January 2022

Pete Bailey

Headteacher

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BEHAVIOUR POLICY

The staff and governors of Thorpe Lea Primary School are committed to ensuring that we adopt a school-wide approach to behaviour management. Positive behaviours are rewarded whenever possible and negative behaviours will be dealt with fairly and firmly. This policy is written with the interests of the whole school community at heart to allow children to develop in a happy and safe environment that is conducive to progressive learning. Our aim is to develop responsible young citizens who value and uphold trust, empathy and respect, and can make a positive contribution to society based on these core values. We work with our parental community to ensure that all parties work collaboratively to support pupils.

Our main approach to promote good behaviour comes through our 'Steps To Success'. This ensures that positive achievements are rewarded and outlines clearly the behaviours that would constitute a necessary sanction.

These are the behavioural characteristics that we promote at Thorpe Lea Primary School:

- Positive, caring attitudes towards others
- Helpfulness and co-operation
- Respecting the rights and property of others
- Self-discipline
- Taking and accepting personal responsibility for one's actions
- Truthfulness
- Trust
- Fairness

Our approach to behaviour:

Our system of positive behaviour management is designed to provide the children with structure and consistency. We aim to praise children for demonstrating good behaviour and learning, whilst guiding those who may need more assistance in making those good decisions.

Through our behaviour management and school ethos we aim for children to:

- Try their best
- Listen and contribute
- Be kind and helpful in their actions and attitude
- Be honest
- Look after their school and environment

If a child chooses not to follow Thorpe Lea Primary School's school rules their behaviour will not be accepted; there are a series of consequences which they will face for choosing inappropriate behaviour.

Steps to success:

Within each classroom, the following chart will be displayed and referred to.



Thorpe Lea's Steps to Success

Red Zone	Dark Cloud	Cloud	Rainbow	Sun Award	Star Award
Inappropriate behaviours <ul style="list-style-type: none"> Persistent and intentional disruptive behaviour Fighting Bullying Racism Homophobia Intentionally physically hurting an adult or verbally abusing them 	Inappropriate behaviours Repeated Cloud behaviours plus; <ul style="list-style-type: none"> Taking things that don't belong to you Stopping others from learning Hurting others Deliberately creating a disturbance General refusal to follow requests Offensive language or name calling Telling lies Deliberately throwing objects Leaving the class without permission 	Not following the Golden Rules Low level negative behaviours; <ul style="list-style-type: none"> Not engaging in learning Calling out Interrupting when the others are talking Not listening Being unkind Being rude Making inappropriate noises 	Rainbow Children start here every morning	Sun Award Consistent good effort and attitude in class, on the playground or in the community Following the Golden Rules: <ul style="list-style-type: none"> A positive attitude towards learning with a 'have a go' approach Look after everyone and everything Use kind hands and feet Use good manners Follow instructions Respect each other through our words and actions Be smart and in full uniform 	Star Award Outstanding behaviour and attitude to learning <ul style="list-style-type: none"> Consistent effort to follow the Golden Rules. Leading by example. Showing excellent resilience and focus with all aspects of learning.
Consequences				Rewards	
1. Include misdemeanour in Behaviour log on CPOMS 2. Deputy or Head to agree a plan with teacher and parents/carers to improve behaviour 3. Fixed Term Exclusion, Internal Exclusion, Permanent Exclusion	1. RC with SLT 2. Inappropriate language letter to be sent home 3. Teacher/SLT will agree a behaviour contract with the parents and child. 4. Persistent Dark Cloud behaviour – move to Red Zone consequences	1. Warning given. 2. Persistent Cloud behaviour – move to Dark Cloud consequences 3. Opportunity to move back to Rainbow		<ul style="list-style-type: none"> Praise/awards Chance to move to the star House Points 	<ul style="list-style-type: none"> Golden time Praise Stickers Certificate at Celebration Assembly Headteacher award House points

This chart indicates the positive and negative behaviours at each 'step to success'. All staff may move children's names up and down the steps throughout the day.

Details of significant behaviour incidents must be recorded on our school's CPOMS monitoring software which is reported to and checked by the Senior Leaders, Safeguarding team and the Standards Leaders.

Celebration of Achievements and Good Behaviour:

Achievements are recognised through awards which include house points, certificates, stickers, verbal praise, Golden ticket club and Star of the Week. Achievements are celebrated weekly during celebration assembly and are then sent out on the school app for parents/ carers to see. Children are also encouraged to share their achievements from out of school during this assembly; children are given the opportunity to share any pictures, certificates, trophies etc. They are also mentioned on the school celebration app message.

All pupils and members of staff belong to one of four houses which have nominated house captains and vice captains, who wear colour-coded badges. House points are awarded by any member of staff in response to good or caring move behaviour, academic achievement, special effort and teamwork.

The four houses are:

1. Pope
2. King John
3. Fitz Walter
4. Langton

The House Point achievements are displayed on a board at the front of the main hall in which the winning house will receive a shield every time they get the most house points; this is celebrated during Friday morning's celebration assembly. Recognition of good behaviour is also rewarded through 'Golden tickets' which are given on Thursdays to two children from each class who have demonstrated good behaviour and can therefore attend an exciting sporting club during Thursday lunchtime.

Playground behaviour:

The same behaviour principles apply in the playground and all relevant incidents must be passed onto the class teacher. The person who has dealt with the incident is the person who completes the CPOMs report.

Persistent bad behaviour:

A minority of pupils will sometimes provide a significant, ongoing level of disruption.

The procedure used is:

- School sanction system
- Reflection and completion (during playtimes)
- Home-School Diary to communicate with parents
- Telephone call to parents by class teacher or standards leader
- Parents invited in to discuss behaviour
- Behaviour Action Plan – behaviour monitored lesson by lesson. Report to Standards Leaders at end of day. Used for no longer than a week. If no improvement, further parental involvement will be necessary.
- Pastoral Support Plan – a formally drawn up agreement identifying areas of concern and support given.
- Exclusion – only used in certain circumstances. For more details please refer to: *Exclusion from maintained schools, Academies and pupil referral units in England: A guide for those with legal responsibilities.*
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/641418/20170831_Exclusion_Stat_guidance_Web_version.pdf

If necessary advice will be sought from Behaviour Management and Pupil Support Service (BMPSS).

Reflection and completion:

If a child has not met the expectations set by their class teacher in either behaviour or attitude to learning, they may need to attend reflection and completion. This will be overseen by a member of SLT during break time each day. During this time, children will have the opportunity to reflect on their decision making and develop strategies for moving forward or improving behaviour. Parents will be informed if this is the case.

Serious incidents:

We aim for all pupils to be dealt with in an equitable way. If the behaviour of the child is extreme and seriously jeopardising the learning and/or safety of others, the Headteacher will be involved immediately. In the Headteacher's absence the Deputy Headteacher or one of the Standards Leaders will act instead. No member of staff is left alone with a challenging child. All incidents are recorded and dated on CPOMs. Some incidents might result in a fixed term or permanent exclusion.

Restrictive Physical Intervention:

Restrictive physical interventions involve the use of force to control a person's behaviour, using bodily contact or changes to the person's environment. This includes both physical restraint and removal to a seclusion or calm room. The use of restrictive physical intervention should only ever be as a last resort following the application of other appropriate strategies. It should only ever be used as an act of care and never as a punitive measure.

When can reasonable restrictive intervention be used?

The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances. Reasonable physical intervention can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder.

Who can use restrictive physical intervention?

This power applies to any member of staff at the school. It can also apply to people whom the Headteacher has temporarily put in charge of pupils such as unpaid volunteers or parents accompanying students on a school organised visit.

Thorpe Lea Primary uses the restrictive physical intervention policy and guidance provided by Surrey County council. For further details please refer to: *Touch and the use of restrictive physical intervention when working with children and young people:*

https://www.surreycc.gov.uk/data/assets/pdf_file/0019/101854/Touch-and-the-use-of-restrictive-physical-intervention-when-working-with-children-and-young-people.pdf

Racism and Homophobic Incidents:

Thorpe Lea Primary School is committed to tackling racial and homophobic discrimination and to promoting equality of opportunity. Incidents of this nature will not be tolerated. Parents/carers will always be informed if their child has been involved in any such incidents. The incident will also be recorded on CPOMs. The Local Education Authority will also be informed and a yearly report will be submitted detailing any incidents that may have occurred.

Off-site Behaviour:

The expectation of behaviour for pupils should reflect the standards set within school; the same rewards and sanctions apply. Parents will be informed if a child's behaviour has not met the expectations of their teacher whilst off-site. This may require their off-site experience to be cut short if deemed necessary by the trip leader.

ANTI-BULLYING POLICY

The staff and governors of Thorpe Lea Primary School and Nursery are committed to providing a caring, friendly and safe environment for all our pupils and staff. This will help our pupils to learn in a relaxed and secure environment which is conducive to progressive learning. Our aim is to develop responsible young citizens who value and uphold trust, empathy and respect and can make a positive contribution to society, based on these core values.

Statement of Intent:

Thorpe Lea Primary School's staff and governors will strive to nurture a caring, friendly and safe environment for all of our pupils so they can learn in a relaxed and secure atmosphere. Bullying of any kind is unacceptable at our school, whether from adults or from children. If bullying does occur, all pupils should be able to tell and know that incidents will be dealt with promptly and effectively.

Policy Development:

This policy was formulated in consultation with the whole school community with input from: members of staff; governors; class ambassadors from Key Stage One and Two; parent partnership team; parents and external agencies. Pupils contribute to the development of the policy through the Anti Bullying Committee; school class ambassadors, surveys/questionnaires, circle time discussions, PSHE lessons, etc.

Parents/Carers will be encouraged to contribute by: taking part in written consultations, online surveys, parent meetings, parent focus groups producing a shorter parent's guide.

Objectives of this Policy:

- All governors, teaching and non-teaching staff, pupils and parents should have an understanding of what bullying is.
- All governors and staff should know what the school policy is on bullying, and follow it when bullying is reported.
- As a school we take bullying seriously. Pupils and parents should be assured that they will be supported if bullying is reported.
- Bullying will not be tolerated.

The School's Ethos Towards Bullying:

- We establish school rules and positive communications that demonstrate caring behaviour, and ensure that all children understand them.
- Specify clearly those types of behaviour that are considered to be "bullying" and therefore unacceptable.
- Specify clearly what sanctions will follow bullying behaviour.
- Regularly remind children in assembly of the importance of respectful and caring behaviour to be shown to everyone.
- Use the personal, health and social curriculum (PSHE). This curriculum permeates all aspects of school life and is thoroughly integrated into the more general curriculum wherever possible. Every member of staff has the responsibility to support and foster this curriculum.
- We have structure in place that ensures that issues of bullying are routinely and regularly addressed in the classroom curriculum.
- We use differentiated personal and social curriculum materials (eg: social skills curriculum and materials from the Social and Emotional Aspects of Learning).
- Work closely with both the victim and the bully in supporting them.

What is Bullying?

The Department of Education definition of bullying from 'Preventing and Tackling Bullying' (October 2014)

"Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms (for instance, cyber-bullying via text messages, social media or gaming, which can include the use of images and video), and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, special educational needs or disabilities, or because a child is adopted or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences."

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 persistent.
- Friendship fall outs are seen as accidental, occasional, no power imbalance or hierarchy, those involved show remorse and want to resolve the situation – this is different to isolating or excluding children from groups.

Occasionally an incident may be deemed to be bullying even if the behaviour has not been repeated or persistent – if it fulfils all other descriptions of bullying. This possibility should be considered, particularly in cases of sexual, sexist, racist or homophobic bullying and when children with disabilities are involved. If the victim might be in danger then intervention is urgently required.

What can bullying look like?

Bullying can be:

- Physical, e.g. kicking, hitting, intimidation, taking and damaging belongings
- Verbal, e.g. name calling, taunting, threats, offensive remarks
- Relational, e.g. spreading nasty stories, gossiping, excluding from social groups
- Cyber, e.g. texts, e-mails, picture/video clip bullying, Instant Messaging (IM), social media or gaming.

Bullying can take place between: young people; young people and staff; between staff; individuals or groups

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

Why are some children and young people more vulnerable to being bullied?

Specific types of bullying include:

- bullying related to race, religion or culture
- bullying related to special educational needs or disabilities
- bullying related to appearance or health
- bullying of young carers or looked after children or otherwise related to home circumstances

- bullying relating to sexual orientation e.g. homophobic language
- bullying related to gender orientation e.g. transgender/questioning/pan
- bullying of young carers or looked after children or otherwise related to home circumstances

Signs and Symptoms of Bullying

At Thorpe Lea Primary School all staff recognise that bullying can affect a child's mental state, physical behaviour and academic progress. Staff are encouraged to stay vigilant to any such signs and to respond to them sensitively and rapidly.

Adults should be aware of these possible signs and that they should investigate if a child:

- is frightened of walking to/from school
- changes their usual routine
- is unwilling to go to school (school phobic)
- begins truanting
- becomes withdrawn, anxious or lacking in confidence
- attempts or threatens suicide or runs away
- cries themselves to sleep at night or has nightmares
- feels ill in the morning
- begins to make slow or little progress in their learning
- has clothes that are torn or books that are damaged
- has "missing" possessions
- asks for money or starts stealing money
- has unexplained cuts or bruises
- becomes aggressive, disruptive or unreasonable
- is bullying other children or siblings
- stops eating
- is frightened to say what's wrong
- gives improbable excuses for any of the above

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

The School's Responsibility

Bullying must not be tolerated. Thorpe Lea Primary School accepts that it is our responsibility to respond promptly and effectively to issues of bullying. This starts with our staff; setting a model example to children is of paramount importance. In our staff handbook we describe a clear code of conduct where all staff are expected to model respect and trust to all school stakeholders and to use the clearly defined reporting structure.

Strategies for Preventing Bullying

As part of our on going commitment to the safety and welfare of our pupils we at Thorpe Lea Primary School and Nursery have developed the following strategies to promote positive behaviour and discourage bullying behaviour.

- Anti-Bullying Committee
- Restorative Approaches
- Regular assemblies
- National Anti-Bullying Week
- Regular Anti-Bullying events
- PSHE and Philosophy for Children(P4C) lessons weekly
- Regular updates in the Safeguarding and Wellness newsletter

- Peer mediation
- Friendship stop (Gazebo)
- Nurture Club
- ELSA support
- Parent information events
- Regular staff training
- Incident recording system

Why is it Important to Respond to Bullying?

Bullying hurts. No one deserves to be a victim of bullying; everybody has the right to be treated with respect. Pupils who are bullying need to learn different ways of behaving and we have a responsibility to respond promptly and effectively to issues of bullying.

Procedures

1. Bullying incidents are reported to the class teacher of the victim involved. This can be reported by the victim, other children, staff members or parents/carers.
2. In all cases, incidents are reported to the Anti-Bullying Coordinator, by the class teacher, who informs all relevant members of staff
3. The bullying behaviour or threats of bullying will be investigated by interviewing all parties and recording information.
4. In all cases, parents of all the children involved should be informed promptly and a discussion will take place.
5. In all serious cases of bullying, a meeting may be required with all who are involved.
6. Restorative approaches will be made to help the bully (bullies) change their behaviour as well as support given to the victim.
7. Referral to Behaviour policy and school sanctions and how these may be applied including what actions may be taken if bullying persists.
8. Reported incidents will be followed up with the person who reported the situation and their parents/carers to ensure that a positive outcome has been sought.

In some circumstances, it may be required to gain external agency support such as CAHMS, Behaviour Support, Educational Psychologist, the police or children services.

Following a bullying report

Teachers need to take particular care that in following up a complaint of bullying they do not expose the bullied child to the risk of even more bullying.

They should take all reasonable measures to ensure that the bullied child is supported and protected. Interventions which appear to be particularly sensitive to the needs of all children are those in which more general problem solving strategies are modelled. Where a bullied child is suffering prolonged or intense anxiety or distress, referral to outside agencies should be considered.

We will:

- provide an opportunity for discussions with the child who has been bullied
- avoid embarrassing and shaming the bullied child by focusing on a particular incident when the child is present
- use "supportive" children to ensure that the bullied child is befriended and protected, eg. In going to and from school

Recording Bullying and Evaluating the Policy

Bullying incidents will be recorded by the member of staff who deals with the incident and this will be notified to the Anti-Bullying Co-ordinator through the use of CPOMS.

The information we hold will be used to ensure individual incidents are followed up. It will also be used to identify trends and inform preventative work in school and development of the policy by the Senior Leadership Team.

The policy will be reviewed and updated annually. The policy review will be linked to the School Improvement Plan, working towards a more inclusive and harmonious ethos across the school community.

Anti-Bullying and the PSHE Curriculum

The Personal, Social, Health and Economic (PSHE) curriculum aims to enhance the children's understanding of the skills and attributes needed to live and work within a diverse and tolerant community. A policy such as this makes it clear for teachers, parents and children that the school has a zero tolerance procedure for bullying and the protocol needed to deal with it effectively. It is the responsibility of the staff to teach a rich curriculum of tolerance and understanding towards others that minimises the need for the actions outlined in this document.

The curriculum covers three main sections: *health and wellbeing*, *relationships* and *living in the wider world*. Teachers cover a breadth of lessons within these areas as well as raising awareness of topics (e.g. anti-bullying) in regular assembly time. Furthermore, Thorpe Lea offers school-wide participation in national and regional events such as 'Anti-Bullying Week' to allow children to discuss topics within school time and at home.

Within lessons, we also focus on ensuring that children understand not only what bullying is, but also the role of a 'bystander' or 'accessory'. We ensure that the children are aware of things that the school has in place to support and promote resilience and emotional wellbeing through things such as our school ELSA; peer mediation; the Anti-Bullying Committee and the importance of P4C and PSHE lessons. The school's Anti-Bullying commitment supports and reflects the principles of British Values.

Philosophy for Children

At Thorpe Lea, in each class, we get the children to take part each week in a Philosophy for Children lesson (P4C). This encourages the children to participate in reasoned discussions and listen to each and everyone's opinion on a vast array of different topics. The children are asked to recognise that everyone will have their own opinion on the subject being discussed and there is no right or wrong answer in the session. We hope that this will allow the children to use reasoned methods to identify situations where people may have disagreements and they will have the necessary skills and strategies to resolve issues. This aims to bring about positive relationships between the pupils and staff across all lessons and also outside on the playground. Everyone at Thorpe Lea has a voice and everyone deserves to be heard and be respected for their opinion.

Pupil Communications

We discuss with pupils the various forms of bullying in society and in school and make it clear that bullying in any shape or form is totally unacceptable. We encourage openness and transparency; pupil communication, discussion and listening are reinforced in whole school Celebration assemblies, phase group assemblies, PHSE lessons and in our close relationships. However the thread of bullying is also one that we integrate across the curriculum wherever possible to reinforce the message and to allow pupils to see that speaking up is the best policy in all cases.

We have put in place a clear line of communication to ensure that pupils feel enabled and comfortable to speak to any member of staff about their concerns. In assemblies we promote sharing of concerns, a value of diversity and teamwork as important parts of school life and

culture. Pupils are expected to respect and uphold these values and are encouraged to speak up by reporting to staff any incidents of bullying that they may witness at any time.

Pupil Voice

At Thorpe Lea we believe it's vital that the children play an active role in both the prevention of bullying and the strategies the school uses to deal with situations as they arise. Our class ambassadors are used as a voice of the pupils in regular meetings with school staff. Feedback on their ideas and suggestions about anti-bullying are used to influence the school's policy as well as the 'Child Friendly Anti Bullying Leaflet' which is available to all pupils and parents.

How the school deals with bullying incidents:

The school has established Peer Mediators who will meet with children who wish to discuss any concerns that they may have about friendship issues, their emotional wellbeing or a feeling of being bullied. Peer Mediators meet to discuss these issues further with the Anti-Bullying Coordinator who offers further advice and intervenes with incidents when and where necessary.

An Anti-Bullying Committee is in place to help gather the views and opinions of different groups from the school community. This committee meets every half term to discuss how the school is delivering its anti-bullying message and what information can be provided to children and parents. To ensure a wide spread of involvement on this committee, the committee shall consist of the following:

- The Anti-Bullying Coordinator & member of teaching staff – Mr Collin
- A member of the governing body – Jaz Malhotra
- Class Ambassadors and Head Pupils

When dealing with bullying incidents or the reporting of bullying incidents, Thorpe Lea Primary is committed to providing and ensuring:

- A secure environment should be provided in which incidents can be reported confidently
- The pupil who has been bullied should be made to feel safe
- All pupils should be shown that bullying is taken seriously
- Teachers should respond calmly and consistently to incidents of bullying
- The school should protect and support all parties while the issues are resolved
- The person who has done the bullying, and those who may have colluded, should be encouraged/guided to behave in a more appropriate way
- Interventions should be monitored and followed-up appropriately at the individual, group or whole school level.

Staff should:

- **be available** - Break the code of secrecy. Make it known that you are ready to listen and provide immediate support
- **listen to the child** - Ask the bullied child who was involved and how she or he is feeling
- **record** - Ensure the incident is recorded and that reports are collated
- **respond** - Ensure that your response is non-aggressive and provides models of positive behaviour. Identify any pupils with long-term needs who require a development programme.
- **follow up** - Review progress and evaluate policies and intervention.

Roles and Responsibilities

The overall responsibility for this policy lies with the Headteacher.

The Schools Anti-Bullying Co-ordinator is Adam Collin. Standards Leaders are Adam Collin and Holly Moore. Their responsibilities are:

- Policy development and review involving pupils, staff, governors, parents/carers and relevant local agencies
- Co-ordinating strategies for preventing bullying behaviour
- Implementing the policy and monitoring and assessing its effectiveness in practice
- Ensuring evaluation takes place and that this informs policy review
- Managing bullying incidents
- Managing the reporting and recording of bullying incidents
- Assessing and coordinating training and support for staff and parents/carers where appropriate
- Coordinating strategies for preventing bullying behaviour
- Leading the Anti Bullying Committee meetings

It is 'good practice' to have a nominated Governor with the responsibility for Anti-bullying. The Governor is Jaz Malhotra.

Their responsibilities are to ensure policy and procedures are in line with "Working Together to Safeguard Children" (2018) and "Keeping Children Safe in School" (2019) as well as being an active member of the Anti-Bullying Committee.

Working with parents

It is essential to involve parents where bullying has taken place. The most effective emphasis in meetings with parents is on joint problem solving. The aim of such a meeting is to minimise the likelihood of further bullying regardless of whether one is talking about the child who has bullied or the one who has been bullied. Careful planning is necessary to retain the joint problem-solving focus in the face of such an emotive subject.

The Standards Leaders are meeting with a cross section of parents in January 2020 to gather parental feedback about the school's approach to dealing with bullying.

Staff at Thorpe Lea will ensure that:

- parents are clear about the joint problem solving focus
- they have been given enough notice
- the meeting is informal but uninterrupted
- all relevant information is available
- parents have an opportunity to have their say and express their feelings about the situation
- minutes of the meeting to be recorded
- the meeting is purposeful and ends on a positive note

Parental Support

Some Help Organisations which parents may use are listed below:

Advisory Centre for Education (ACE)	020 7354 8321
Children's Legal Centre	0845 345 4345
KIDSCAPE Parents Helpline (Mon-Fri, 10-4)	0845 1 205 204
Parentline Plus	0808 800 2222
Youth Access	020 8772 9900
Bullying Online	www.bullying.co.uk

Visit the Kidscape website www.kidscape.org.uk for further support , links and advice. For a copy of Kidscape's free booklets "*Stop Bullying*", "*Preventing Bullying*" and "*You Can Beat Bullying*", send a large (A4) self-addressed envelope (marked "Bully Pack") with 6 first class stamps to: Kidscape, 2 Grosvenor Gardens, London.

Complaints

Should parents feel that an incident has not been dealt with appropriately, they should arrange to speak or meet with the Anti Bullying Coordinator and Headteacher. Following this meeting, if they feel that the incident has still not been resolved satisfactorily, they should follow the guidance set out in the schools Complaints Policy, which can be found on the school's website.

Online Bullying

Online Bullying is becoming ever more present in our modern world and a constant issue for many children and young adults. Online Bullying is bullying that can follow a child around on many different platforms of social media and is often more accessible by strangers across the world. We take online bullying seriously at Thorpe Lea and encourage any of the children or parents who are aware of this happening, to let us know. We run frequent E-Safety assemblies for the whole school and each Key Stage, to inform the children on how to behave when browsing the internet. E-Safety is also interwoven into our Computing curriculum, to help the children be more aware of their impact on the web. If there are any concerns about online bullying, the school can be made aware through our Safeguarding report form on the Safeguarding page of the school website, class teachers can also be informed. Sites such as the NSPCC and Childline also have lots of advice to help children who are experiencing online bullying.

NSPCC – www.nspcc.org.uk
Childline – www.childline.org.uk
Childline Telephone – 0800 1111
BBC Own It – www.bbc.com/ownit

Link with other policies

Behaviour Policy
Safeguarding Policy
E-Safety Policy
Complaints policy
Staff Code of Conduct Policy