

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

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BEHAVIOUR POLICY

“Good behaviour in schools is central to a good education. Schools need to manage behaviour well so they can provide calm, safe and supportive environments which children and young people want to attend and where they can learn and thrive.” ([Behaviour in Schools Guidance, Department For Education, 2022](#))

The staff and governors of Thorpe Lea Primary School and Nursery are committed to ensuring that we adopt a school-wide approach to behaviour management. Positive behaviour reflects the values of the school, readiness to learn and respect for others. We intend to establish positive, respectful relationships through creating a calm and safe environment where children feel able to learn and grow. Positive behaviours are rewarded whenever possible and negative behaviours will be dealt with fairly. 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 embody our school values of courage, creativity, collaboration and respect. This combined with developing good levels of emotional literacy will enable our pupils to 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.

Guidance for Policy

This policy is based on the following statutory guidance:

- [Behaviour in schools: advice for headteachers and school staff 2024](#)
- [Searching, screening and confiscation: advice for schools 2022](#)
- [School suspensions and permanent exclusions - GOV.UK](#)
- [Use of reasonable force in schools - GOV.UK](#)
- [The Equality Act 2010](#)
- [Keeping children safe in education - GOV.UK](#)
- [Supporting pupils with medical conditions at school](#)
- [Special Educational Needs and Disability \(SEND\) Code of Practice](#)

Aims

This policy aims to:

- provide a consistent approach to behaviour management;
- define what we consider to be unacceptable behaviour, including bullying;
- outline how pupils are expected to behave;
- summarise the roles and responsibilities of different people in the school community with regards to behaviour management;
- outline our system of rewards and sanctions.

Inclusion

Thorpe Lea Primary School recognises their legal duty under the [Equality Act 2010](#) to prevent pupils with a protected characteristic from being at a disadvantage. Therefore, it is a fundamental part of the Behaviour Policy that all staff and adults ensure fair treatment for all children of any age, gender, race, religion, ability and disability. This includes safeguarding in respect to children with special educational needs and disabilities (SEND). We consider how our whole-school approach meets the needs of all pupils in the school, including pupils with SEND, so that everyone can feel they belong in the school community and high expectations are maintained for all pupils.

We will always consider whether a pupil's SEND has contributed to a misbehaviour and if so, what the relevant consequence should be. Where necessary, advice will be sought from external providers such as specialist teachers, educational psychologists and/or others, to identify or support specific needs. Where appropriate, we will put support programmes in place following advice and working with parents collaboratively to plan and review.

Our Expectations and Values

Our four school values are:



At Thorpe Lea we take a preventative approach to behaviour management. Every adult in our school is encouraged to look beyond behaviour and to be curious about children's needs. All children will be offered compassion and co-operative learning with a caring adult. Our vision is that we will support children to feel heard and understood and that this will allow them to develop the skills to overcome obstacles as they grow.

We have a positive and inclusive approach to managing emotions and well-being, which is built on recognising that all behaviours are driven by emotions. With this in mind, we work hard to develop emotional intelligence leading to our pupils developing emotional literacy. We believe that no child wants to behave in a negative way. It is our aim to develop a child's capacity to manage their behaviours by educating them about the emotions they are experiencing. Children will be encouraged and supported to explore their emotions, how this impacts on their behaviour and the behaviour of others and strategies they can employ to self-regulate. This is supported through the use of restorative practice, rewards and sanctions and logical consequences.

Whole School Rules

Our whole school rules are the same for all of our pupils throughout their time at Thorpe Lea Primary School. We expect all children to follow these rules to ensure that all children are safe, happy and can access their learning:

1. Follow instructions that you are given by adults
2. Keep your hands, feet and objects to yourself
3. If you need to leave the classroom, always ask for an adult's permission
4. Work hard and put your hand up if you need attention
5. Call everyone by their correct name
6. Uphold the school values

N.B: Point 5 includes racist, homophobic and/or sexist name calling and language which is hurtful. These issues can be addressed in the school's PSHE programmes as necessary/appropriate, if they arise in a particular class.

Class Charters

Whilst we uphold our school values, we recognise that many children require more detailed rules to enable them to understand the values and to work well in class. Class Charters are created within each classroom. Staff and children collaborate to establish their own bespoke set of rules, promises or guidelines for how to behave in the classroom, the playground and around the wider school. This charter is on display at all times and is referred to when issuing rewards, sanctions or logical consequences alongside the whole school rules.

Restorative Practice

Restorative practice is a set of principles and practice that encourages children to take responsibility for their behaviour by thinking through the causes and consequences. Restorative practice involves helping the child think through their behaviour, its consequences and what they can do to make it better. At Thorpe Lea, our vision involves developing, maintaining and repairing relationships, building a community based around empathy and self-learning, where children take responsibility for their own behaviour.

Restorative practices centre around a set of key questions that help children think about their behaviour and understand how they can correct it:

- What happened?
- What were you thinking and feeling at the time?
- What have you thought about it since?
- Who has been affected and in what way?
- How could things have been done differently?
- What do you think needs to happen to make things right?

Celebration of Achievements and Good Behaviour:

Achievements and displaying of good behaviour and our school values are recognised through rewards which include dojo points, house points, certificates, stickers, verbal praise, '*Value of the Week*' and '*Star of the Week*'. Achievements are celebrated weekly during celebration assembly and are then sent out on the school newsletter for parents/ carers to see.

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 behaviour, academic achievement, special effort and demonstration of the values.

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 weekly celebration assembly.

Teachers can award 'Golden Time' to their class to reward them for a successful week. This will be up to 20 minutes taking part in a fun activity of their choosing.

Sanctions

At Thorpe Lea, we aim to guide our children towards building positive and respectful relationships, keeping themselves and others safe and protecting their community environment. Sanctions are needed to help children understand when they are not making choices that support positive and respectful relationships, safety for all and protecting the community environment. Staff will always use professional judgement, common sense and sensitivity when applying sanctions, based on particular circumstances and individual pupil needs.

Below are typical responses to minor disruptions in the learning environment:

1. A nonverbal cue to the child that an undesirable behaviour has been noticed.
2. A description of the behaviour (discreetly if possible) e.g. "Your talking is preventing others from concentrating."
3. A choice offered, e.g. You can stop talking or move to a quieter spot."
4. Condition described e.g. "If you continue to talk, ... will happen."
5. Red Class Dojo Point given (please see information on Class Dojo below).

When a school rule is broken or a value not upheld without an opportunity for prevention, before any sanction is given, staff should spend time listening to the explanations of children involved in the incident. Sanctions are most effective if they are given immediately and accompanied by a clear explanation of the rule that has been broken and the behaviour that is expected in the future. Sanctions of this kind are given for low level disruptions and behaviours.

Sanctions are needed to register the disapproval of unacceptable behaviour and to protect the security and stability of the school community. When a sanction is necessary, the following should be clear:

- Why the sanction is being applied.
- What changes in behaviour are required to avoid future sanctions.
- Distinction between minor and major offences.

If a pupil misbehaves or fails to follow a reasonable instruction, the staff member can impose a sanction on that pupil. The decision to make the sanction must be made on the school premises or whilst the pupil is under the charge of the member of staff. It must be reasonable and made with the child at the centre, taking into account whether the child might need protection or a special educational need has affected their actions or words. The sanction should be proportionate to the incident.

If the behaviour continues despite the sanction then staff need to look closer at the reason behind the behaviour.

Class Dojo

Class Dojo is used throughout the school to promote positive behaviour. The skills logged on Class Dojo relate to the school's Behaviour Policy and expectations. A consistent approach to behaviour is applied throughout the school however rewards and consequences vary due to the ages of children throughout the school.

All adults working within the school can reward a child with a Class Dojo Point or give a consequence or a red Class Dojo Point. They must inform the child's class teacher of this and the reason for the reward or consequence. Red points enable us to monitor which expectations children are struggling to meet and to highlight that further consequences or support may be necessary over time.

The following rewards and consequences refer to actions taken in the same day. Rewards and consequences start afresh each day and before a red Class Dojo Point is given for a child, wherever possible, three children must have been praised and received a point. All staff must take into consideration times when children may require a more sensitive and differentiated approach towards consequences.

<u>Rewards</u>	<u>Consequences</u>
Verbal praise	Verbal warning
R1 – Dojo Point	C1 – Red Dojo Point
R2 – Dojo Point and sticker	C2 – Red Dojo Point and logical consequence given (please see below)
R3 – Dojo Point and House Point	C3 – Red Dojo Point and speak to parents or guardian at the end of the day or as soon as possible
R4 – Dojo Point and 3 House Points	C4 – Red Dojo Point and Standards Leader to be informed
R5 – Dojo Point, 3 House Points and positive message home from the Leadership Team	C5 – Red Dojo Point and referred to SLT

Logical consequences

Staff are able to remove pupils to a 1:1 space should they need it and when it is appropriate, to talk through the logical consequences to the behaviour with them; often this is not in the period immediately after an incident as the child or children concerned need time to emotionally regulate first. Logical consequences are needed when there has been a serious incident in school or if there has been consistent low level behaviour incidents.

The developmental age and specific needs of the child will be considered when deciding appropriate consequences, as will the child's physical and emotional state at the time. We recognise that a 'one size fits all' approach is not appropriate for our children, and this should be kept in mind when deciding upon an appropriate logical consequence.

Where a logical consequence is deemed necessary, these will be given and supported by an emotionally regulated adult.

- Consequences will only follow when the child is regulated and able to reflect upon their behaviour, however this will ideally be during the same day as the behaviour occurred.
- Staff will avoid any consequences which lead to shaming or humiliation of the child. We understand that such approaches are detrimental to the pupil's self-esteem and wellbeing
- A supportive/restorative conversation takes place as soon as possible, focusing first on the child's own feelings (physical and emotional). Then if appropriate, move to discuss how the other child/person may have felt.
- Logical consequences include making up time for lost learning, reflection time (where the focus is upon the child's own bodily and emotional state) and reparation time, where the person that has been affected by the child's action is the focus, and actions are taken to repair the relationship. This can be in the form of verbal, written, picture, or an action, e.g. build a model, make a card. In all of these, the child should be supported by a regulated and supportive adult. This will be supported through the use of the school's own restorative justice questions as part of a supportive conversation between all involved parties.
- If the context is repeatedly problematic (e.g. assembly, playtime), the child will work with an adult to ensure subsequent participation can be successful, e.g. having reduced time / supervision

/ or not taking part in the activity. This is a protective strategy rather than a punitive one, and this should be clearly communicated to the child.

Logical consequences will be:

- Related - consequence must be related to the behaviour.
- Respectful - the consequence must not involve blame, shame or pain; and should be kindly and firmly enforced. It is also respectful to everyone involved.
- Reasonable - the consequence is reasonable from the child's point of view as well as the adult's.
- Helpful —it helps rather than hurts.

After a pupil completes their logical consequence, adults should praise positive behaviour at the first opportunity to move attention away from the inappropriate behaviour.

Persistent bad behaviour:

A minority of pupils will sometimes provide a significant, ongoing level of disruption. The procedure used is:

- Dojo Point system as described above
- Logical consequence
- Telephone call to parents by class teacher or standards leader
- Home-School Diary to communicate with parents
- Removal from class to work in another class or to speak to the Deputy Headteacher or the Headteacher.
- 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.
- Suspension or Permanent exclusion – only used in certain circumstances. For more details please refer to the *Suspension & Permanent Exclusion Policy*.

If necessary advice will be sought from Specialist Teachers for Inclusive Practise (STIPS).

Misbehaviour is defined as:

- Disruptive behaviour during lessons, in corridors, or during break and lunchtimes
- Failure to complete classwork or homework
- Displaying a poor or uncooperative attitude to learning
- Wearing incorrect school uniform

Serious misbehaviour is defined as:

- Serious misbehaviour includes, but is not limited to:
- Repeated breaches of the school rules
- Any form of bullying (including online, physical, verbal, or indirect)
- Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent)
- Sexual harassment, including any unwanted conduct of a sexual nature, such as:
 - Sexual comments or taunts
 - Inappropriate jokes or gestures
 - Physical behaviour, e.g. interfering with clothing
 - Online sexual harassment, including:
 - Unwanted sexual messages or comments (e.g. on social media)

- Sharing nude or semi-nude images or videos (including digitally altered or computer-generated images)
- Sending or sharing explicit content without consent
- Vandalism
- Theft
- Physical violence or fighting
- Smoking
- Racist, sexist, homophobic, or other discriminatory behaviour
- Possession of prohibited or banned items, including:
 - Knives or weapons
 - Alcohol
 - Illegal drugs
 - Stolen items
 - Tobacco or cigarette papers
 - E-cigarettes or vapes
 - Fireworks
 - Pornographic material
 - Any article reasonably suspected of being used to commit an offence, cause injury, or damage property

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. All incidents are recorded and dated on CPOMs. Some incidents may result in a suspension or permanent exclusion. Please refer to the *Suspension and Permanent Exclusion Policy*.

Use of 'reasonable force'

As a last resort, any adults (if possible trained adults) in school may use reasonable force to restrain a child – this will only be used to prevent pupils committing an offence, injuring themselves or others, damaging property or to maintain good order and discipline in the classroom. This will be used in line with the [Government's guidance on reasonable force](#).

Searching and Confiscating Property

Staff are allowed to search pupils for prohibited items including those listed in the [Behaviour in Schools advice 2024](#) and to confiscate pupils' property in accordance with the advice in [Searching, screening and confiscation at school July 2022](#).

ANTI-BULLYING POLICY

The staff and governors of Thorpe Lea Primary School 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 our school values and can make a positive contribution to society.

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 school community with input from: members of staff; governors; pupils; parents and external agencies. Pupils contribute to the development of the policy through the Anti Bullying Committee, 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' (July 2017) is "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, in care 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

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 identified 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.

- Restorative Approaches
- Regular assemblies
- National Anti-Bullying Week
- Anti-Bullying events such as poster competitions and creating our Kindness Tree
- PSHE lessons weekly
- Friendship Zone in the Gazebo
- Nurture Club
- ELSA support
- Parent information events
- Regular staff training
- Incident recording system (CPOMS)

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, and 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 Safeguarding Team 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 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. We have chosen to follow the Kapow scheme which teaches children to celebrate differences in each other and to treat each other with respect. 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; and the importance of PSHE lessons. The school's Anti-Bullying commitment supports and reflects the principles of British Values.

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.

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 – Silvana Mazzaschi
- A member of the governing body – Caroline Wright

- Members of Mini Parliament and Head Pupils

When dealing with bullying incidents or the reporting of bullying incidents, Thorpe Lea Primary School and Nursery 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 Silvana Mazzaschi. Standards Leaders are Jo Nickless and Jack Turner. 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 Caroline Wright.

Their responsibilities are to ensure policy and procedures are in line with "Working Together to Safeguard Children" (2023) and "Keeping Children Safe in School" (2024) 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.

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. ESafety 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.

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