

Understanding bullying in schools: the educator's guide to prevention and support

Contents

Executive summary	3
Anti-Bullying Alliance foreword	4
Defining ‘bullying’ in your setting	5
The impact of bullying behaviour on children and young people	6
Teacher perspectives	7
Thrive’s stance on embedding an anti-bullying culture	9
Embedding Thrive’s whole school approach across your setting	12
Key strategies to empower your anti-bullying efforts	13
Practical suggestions for use with primary school-aged children	16
Practical suggestions for use with secondary school-aged children and young people	18
The difference you can make	21
Transforming children and young people’s lives	22

Executive summary

Bullying is a pervasive issue that casts a long shadow over the lives of children and young people. Its damaging impact is profound and enduring, inflicting severe harm on mental health and wellbeing, taking a heavy toll on school attendance, and wreaking havoc on educational journeys. The scars left by bullying can last a lifetime.

“Celebrating diversity, nurturing inclusion, and addressing bullying are not isolated tasks but part of a holistic approach to promoting the physical and emotional wellbeing of children and young people.”

they become the focal point of bullying, it impacts the marginalised and most vulnerable members of our society. These acts of aggression and exclusion disrupt the lives of those who

One of the most distressing aspects of bullying is that it often targets those with differences, whether real or perceived. Such differences, which are part of the rich tapestry of human diversity, should be celebrated and embraced. However, when

should be enjoying the benefits of a safe and nurturing school environment.

The damaging consequences of bullying extend beyond the immediate impact on victims. They reverberate throughout the entire school community, creating an atmosphere of fear and mistrust. The ripples reach into classrooms, eroding concentration and engagement in learning, affecting academic progress, and undermining the very purpose of education.

It's crucial that we unite to combat this destructive force in our schools. Our commitment to creating a more inclusive, compassionate, and empathetic educational environment is paramount. Celebrating diversity, nurturing inclusion, and addressing bullying are not isolated tasks but part of a holistic approach to promoting the physical and emotional wellbeing of children and young people.

This guide serves as a comprehensive resource to aid in this mission, offering practical and actionable strategies for educators and school communities. It's a call to action to stand against bullying, to embrace differences, and to foster a culture where every pupil can thrive.

Together, we have the power to reshape the narrative, ensuring that no child or young person has to bear the weight of bullying's long shadow. Let us celebrate diversity, champion inclusivity, and build a future where every child and young person can flourish.



Anna Smee, Managing Director



Foreword by Martha Evans, Director of the Anti-Bullying Alliance

In a world that is rapidly evolving, it is our collective responsibility to ensure that every child experiences a learning environment that is free from fear, discrimination, and harm. As the Director of the Anti-Bullying Alliance, I am pleased to introduce this guide, which aims to offer insights into how schools can address the complex issue of bullying.

Tackling bullying in our schools is not just a matter of policy; it is a profound commitment to creating spaces where every pupil feels safe, valued, and empowered to learn and grow. The consequences of bullying are far-reaching, affecting not only a child's academic journey but their emotional wellbeing, mental health, and overall development. These effects can last long into adulthood. It is our mission at the Anti-Bullying Alliance to ensure that no child endures the pain and suffering that bullying inflicts.

Our recent statistics reveal that 24% of children experience bullying each year, with those receiving free school meals and children with special educational needs and disabilities especially at risk.

Research has consistently shown that schools adopting a comprehensive, whole-school approach to bullying prevention, providing continuous professional development (CPD) training to all staff, and fostering a shared understanding of what bullying entails among the entire school community are most effective in reducing bullying.

In line with our commitment to eradicating bullying from our schools, we provide [free online CPD training](#) and a wealth of resources on our website, all designed to assist schools in their anti-bullying efforts. We warmly welcome schools to join the Anti-Bullying Alliance and unite with us in our mission against bullying.

As we strive to create a nurturing and inclusive educational environment where bullying is not tolerated, our dedication and vigilance remain steadfast. Together, we can work towards a future where every child can learn, flourish, and thrive without the burden of bullying. I extend my gratitude to all those who have contributed to this guide, and I invite you to embrace the journey of making our schools places of compassion, respect, and growth for all.

Martha Evans,

Director, Anti-Bullying Alliance



Defining 'bullying' in your setting



Bullying behaviour can often mean different things to different people. That's why it's key to have a definition of bullying that's been agreed upon in your setting. This enables staff to reflect on behaviours that pupils are exhibiting and take appropriate action where necessary. They can also deal with reports of bullying effectively.

The Anti-Bullying Alliance and its members have an agreed shared definition of bullying based on research from across the world over the last 30 years, it is:

The repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. Bullying can be physical, verbal or psychological. It can happen face-to-face or online.¹



Audit and improve your current anti-bullying provision

Download our anti-bullying audit and action plan to review and improve your existing practice.



[Download Thrive's anti-bullying audit here](#)

The impact of bullying behaviour on children and young people

The scars of bullying are far-reaching and can impact a child or young person's mental health well into adulthood. Victims of bullying are twice as likely to be absent from school due to anxiety or mental health problems compared to their non-bullied peers and are three times more likely to experience feelings of loneliness.² These statistics serve as a stark reminder that we must unite to confront this issue head-on and foster a culture of acceptance, diversity, and inclusion for our children and young people.

Statistics show the frequent occurrence of bullying and its profound impact on mental health

1 in 4

Almost 1 in 4 children (24%) experience bullying every year.⁶

1 in 4

Almost 1 in 4 parents (23%) said that their child had been a victim of bullying during the 2021/22 academic year.²

2 x

Pupils who had experienced bullying were twice as likely to miss school due to anxiety or mental health issues compared to their non-bullied peers, with rates of 32% compared to 16%.²

3 x

The percentage of pupils reporting feelings of loneliness was nearly three times higher in victims of bullying compared to those who hadn't been bullied, with rates of 24% compared to 9%.²

The most common types of bullying that children and young people experience are:

Social exclusion

89%



Rumours

54%



Verbal bullying

86%



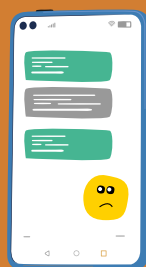
Intimidation

35%



Cyberbullying

37%



Threats and assaults³

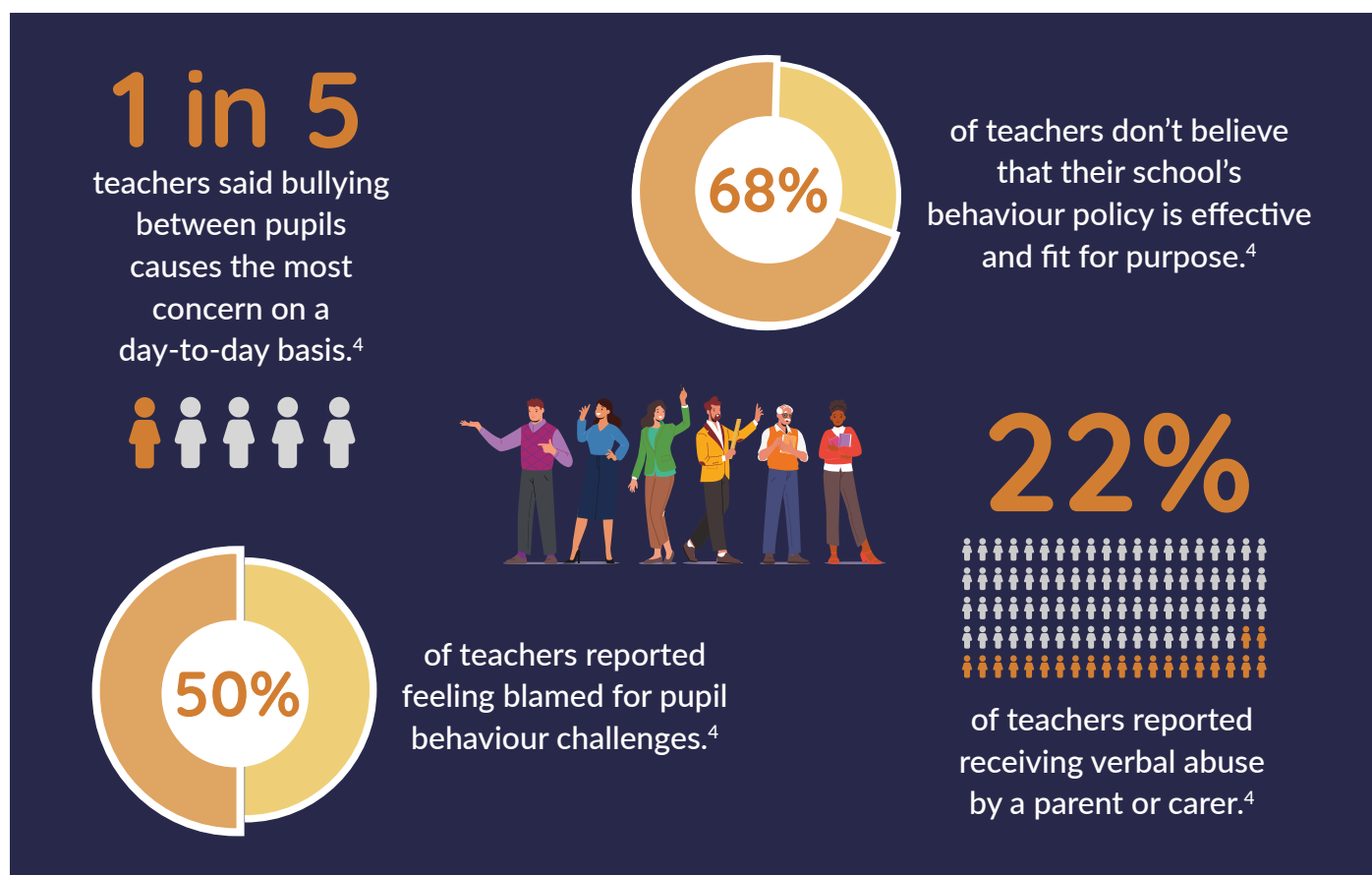
24%



Teacher perspectives

Educators play a critical role in identifying, addressing, and preventing bullying within school environments. Their insights and experiences shed light on the challenges and concerns surrounding this issue. A significant 68% of teachers felt that their school's behaviour policy lacked effectiveness.⁴ Additionally, safeguarding concerns, particularly related to bullying, have been on the rise.⁵ As we delve into this section of the guide, we'll explore the perspectives and experiences of teachers, gaining valuable insights that can inform our efforts to combat bullying effectively.

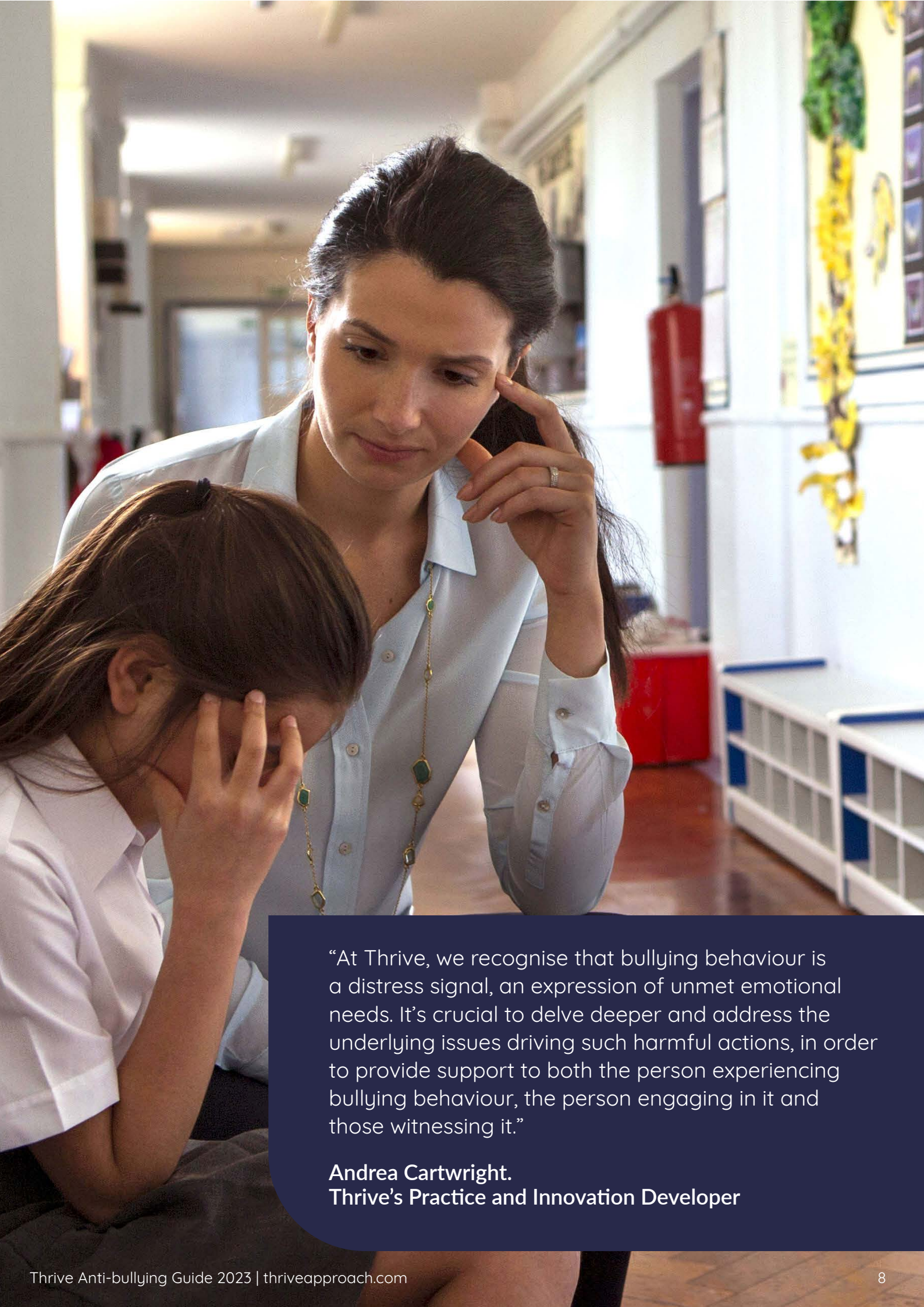
Teacher concerns highlight the gaps in school culture



Bullying takes centre stage in safeguarding concerns



The most common safeguarding concerns differed by school phase, however bullying featured in the top three safeguarding concerns for both primary (46%) and secondary (71%).⁵



“At Thrive, we recognise that bullying behaviour is a distress signal, an expression of unmet emotional needs. It’s crucial to delve deeper and address the underlying issues driving such harmful actions, in order to provide support to both the person experiencing bullying behaviour, the person engaging in it and those witnessing it.”

Andrea Cartwright.
Thrive’s Practice and Innovation Developer

Thrive's stance on embedding an anti-bullying culture

At Thrive, we advocate that behaviour can be the expression of unmet needs. When addressing bullying, it's crucial to recognise that a child or young person's actions are often shaped by past experiences. As we develop, we adopt various coping behaviours, which can be either healthy and socially acceptable or unhealthy and detrimental to ourselves and others.

Largely, these types of behaviours can develop as responses to the attachments we form with others. If we have secure relational attachments, we can see, feel and understand when someone else is in distress and respond empathically. If we have insecure relational attachments, it can be much harder for us to empathise with others, resulting in some children and young people being almost 'hard-wired' towards unkind or bullying behaviour - until they experience a secure attachment themselves.

Neuroplasticity helps us to understand that we can change behaviours and have hope! This is what we do at Thrive. We help adults to strengthen their relational attachments with the child or young person to reduce their bullying behaviours and build neuronal pathways to more socially acceptable strategies.

People may have strong emotional reactions to bullying that stem from personal experiences. This can lead us to having our own scripts, beliefs, and ideals about bullying. It's important to recognise this when you're working in schools to address or prevent bullying. Although difficult, we need to acknowledge what we 'bring' to the incident so that we can deal with bullying compassionately.

With any bullying incidences, there are often three roles: victim, bully, and bystanders, with varying numbers in each. We must address and support each role to effectively foster an anti-bullying culture.

Supporting the victim of bullying

Supporting a victim of bullying in school is crucial to help them cope with the situation, build resilience, and ensure their wellbeing.

Here are some relational actions you can take to support victims of bullying:

1. Listen and validate their feelings: You can do this using your tone, body language, expression, and curiosity to create a safe space between you and them. This will help them to share their experiences and feelings and be understood without fear of judgement. Let them know you believe them and empathise with their situation.

2. Encourage open communication: Promote open communication by having regular short meetings to build a strong relationship. Urge them to share their experiences and consider using the arts to facilitate expression, especially if verbalising details is challenging for them.

3. Teach assertiveness and self-confidence: Help the victim build self-esteem and assertiveness by reinforcing their self-worth and teaching them how to assert themselves in non-confrontational ways. Teaching the victim self-care techniques to manage stress and anxiety, such as



mindfulness, relaxation exercises, and other coping strategies may also help. Using the Thrive strategies and activities taught throughout [our training](#) will help you to know how to be and what to do in order to support your pupils.

4. Seek professional help: If the bullying is causing severe emotional distress, consider referring to wider professionals who can offer specialised support. Using the Profile Results and Action Plans from our tool, [Thrive-Online](#), can support the referral process and help focus the referral to gain additional resource and support.

5. Support from friends and family: Encourage the victim to seek support from friends who can stand up for them, accompany them, or simply be there as a source of comfort. Participation in clubs, sports, or other extracurricular activities can help the victim build a support network and increase their self-confidence.

Supporting the bystanders of bullying

Supporting bystanders, and/or accomplices of bullying in school, is crucial to encourage them to take a stand against bullying and promote a safer and more respectful environment. Bystanders can be influenced by a variety of factors, and it's important to address their behaviour sensitively and constructively to discourage bullying.

Here are some relational actions you can take to support bystanders of bullying:

1. Raise awareness and encourage empathy: Help bystanders understand the feelings and experiences of the victim by encouraging them to put themselves in the victim's shoes. Many bystanders may not fully understand the negative impact of bullying. Handle this compassionately using shame-sensitive language, so the bystanders recognise that they have a powerful role in preventing bullying in the future rather than feeling shamed if they did not feel equipped at the time to step in.

2. Teach assertiveness and conflict resolution: Engage with bystanders through open,

non-judgemental conversations, to understand their perspective. Provide bystanders with tools to intervene in a non-confrontational way by teaching assertive approaches to address situations and seeking help from trusted adults when needed. Encourage supporters to lead positive change, using their influence to discourage bullying, support victims, and foster inclusivity. Collaborate with pupils to create a set of phrases that they feel able to use to intervene in bullying situations. Handle this sensitively, recognising some may fear the bully or hesitate to intervene in a group.

3. Promote a “Telling School” Or “See Something, Say Something” culture:

Encourage bystanders to report bullying incidents to school staff, friends or parents. Make sure they understand the importance of speaking up and that you have a range of different ways this can happen. Be aware that a bystander may need to report someone who is their ‘friend’ and therefore a confidential or anonymous option may be helpful.

4. Support the different types of bystanders:

Certain bystanders may experience emotional effects from witnessing bullying, benefiting from strategies outlined in the ‘Supporting the victim of bullying’ section. Others may contribute to the behaviour, influenced by peer pressure or a desire to fit in. Encourage them to prioritise kindness and inclusivity. Support these bystanders with strategies found in the ‘Supporting the perpetrators of bullying’ section.

5. Build resilience: Teach bystanders how to handle negative reactions or retaliation from bullies. Building resilience can help them stand up to bullying without fear. Utilise Thrive-Online strategies and our [Licensed Practitioner training](#) to gain the expertise to help you support pupils.

Supporting the perpetrators of bullying

Helping children and young people who engage in bullying behaviour is crucial for their personal development and for creating a safer and more positive school environment. The

Thrive Approach recognises that behaviour is often the communication of unmet needs and bullying can be a signal to us that something is going on for them. It's important to address the root causes of their behaviour and guide them towards more constructive ways of interacting with others.

Here are some relational actions to help children and young people who bully others:

1. Identify and understand the behaviour:

It's important to approach the child or young person with empathy and a focus on social and emotional development rather than a punitive approach which uses blame and sanctions that may be developmentally inappropriate. By addressing the driving causes of their behaviour and guiding them towards strategies that will develop positive relationships with others, you can help them overcome their bullying behaviours and become more empathic and responsible individuals. Using [Thrive-Online](#), our pupil profiling and action planning tool, will help you to know what to do and how to relationally support them.

2. Explore the motivation: Try to understand the reasons behind their bullying behaviour. If verbal expression is challenging, utilise creative arts as a means for the child or young person to visually communicate their emotions. Possible reasons for bullying may stem from issues at home, social pressures, online activities, low self-esteem, or a lack of empathy. Addressing these root causes allows for a more targeted and effective approach, shifting the focus from the outward behaviours to the underlying issues.

3. Attune and validate: Establish a safe, non-judgemental space for the child or young person to openly share their feelings and experiences. Compassionately acknowledge that you do not condone their behaviour, while emphasising a desire to understand their behaviour and to help them change. Use this opportunity to demonstrate empathy, as experiencing empathy enhances a person's ability to empathise with others in turn.

4. Set clear expectations and consequences: Clearly communicate boundaries, expectations,

and consequences to the child or young person, ensuring they are developmentally appropriate for achievable behavioural change rather than punitive measures. Keeping in mind that you're being tough on the behaviour yet gentle with the child or young person will help.

5. Seek professional help: Consider referring to wider professionals who can offer specialised support to work with the child or young person to address any additional underlying emotional or psychological issues that may contribute to the bullying behaviour. Our pupil profiling and action planning tool, [Thrive-Online](#), provides evidence to support the referral process.

Maintain patience and support throughout the process, involving additional professionals when needed to guarantee a safe environment for all. Address the needs of victims, bystanders, and perpetrators with empathy rather than blame or punishment. Through relational support, education, and opportunities for change, you can work towards eliminating bullying and fostering a comprehensive anti-bullying culture within the school.



Embedding Thrive's whole school approach across your setting

1. Develop the skills and knowledge to use Thrive

Individual and whole staff training will ensure everyone understands the principles and language of Thrive and how to embed it as a whole school initiative. Training includes: [Leading Emotionally Healthy Settings](#), [Licensed Practitioner Training](#) and a [Whole School Induction](#).

2. Identify social and emotional needs using Thrive-Online

Profile groups, classes and individuals to see where they are in their social and emotional development and create action plans for those who need additional support. Learn more about [Thrive-Online](#).

3. Implement targeted action plans

Choose practical strategies and activities to help your pupils manage their behaviour, build emotional resilience and become more open to learning.

4. Monitor progress and review action plans

Track the difference Thrive is making and share progress easily with key stakeholders. Make data-informed decisions and adjust action plans to ensure the best outcomes.

5. Enhance your practice with the support of Thrive experts

Take advantage of the comprehensive package of support available to Thrive members – from free Network Meetings, to weekly Supervision Sessions and personal support calls.

Book a discovery call today



Key strategies to empower your anti-bullying efforts

Build compassionate relationships with pupils

As we have outlined so far in this guide, the foundation of strong relationships is paramount to building an anti-bullying culture. Bullying often signifies underlying issues, from personal struggles to social challenges. By building secure relationships, you'll be better equipped to identify and address the challenges that lead to bullying behaviour. Every child or young person desires recognition and appreciation deep down. Find their strengths and encourage them in those areas. Ask questions and take the time to discover something about each individual that they value. Consider that your relationship with them may be the one positive force motivating them to face the day's challenges. The welcoming and secure environment you provide can be a source of comfort for those who may be struggling – for both victims of bullying and those engaging in it. It's through these bonds and the security you offer that pupils are more likely to be responsive to your guidance, making them less inclined to engage in bullying behaviour. Nurturing these strong relationships is not just about preventing bullying, but about creating an atmosphere where every pupil feels valued and secure, ultimately contributing to a positive and inclusive school community.



Drop harmful stereotypes and unhelpful narratives

In addressing and preventing bullying, it's crucial to dispel harmful stereotypes that unfairly place the blame on the victim. Children should never be made to feel responsible for being targeted by bullies or be instructed to change who they are. The onus for change lies with the children engaging in bullying behaviour. In addition, stereotypes like believing that girls can be 'bitchy' or that 'boys will be boys' are unhelpful and have no place in the effort to combat bullying.

Believing in the notion that bullying is just something children and young people go through, or that bullying behaviour is just 'banter' are unhelpful narratives that hinder the progress we can make in addressing and preventing bullying.

Regularly update your anti-bullying policy and provide ongoing staff training to shift these attitudes and ensure all team members are equipped with the knowledge and tools to respond effectively, fostering a safe and supportive school environment for all.

[Download Thrive's anti-bullying policy template](#)

Conduct professional training to better support young people

Thrive training equips participants to understand the underlying factors behind children and young people's behaviour, including attachment theory, trauma and neuroscience. This insight prompts a different way of thinking about school and classroom management. Participants learn practical approaches to understanding and responding to the underlying causes of bullying behaviour, leading to long-term, sustainable improvements. We offer a series of standalone [short courses](#) and [Keynote Speaker](#) sessions that you can 'click to buy'. In addition, Thrive-Online includes introductory training for all staff, including school leadership, teaching staff and playtime supervisors. This learning can be extended through participation in one of our short courses and then by becoming a Thrive Licensed Practitioner.

Become a Licensed Practitioner

Build strong partnerships with parents and carers

In the journey to address and prevent bullying behaviour, fostering strong relationships with parents and carers is paramount. These conversations may be sensitive and challenging, but they can lead to positive outcomes for everyone involved. Remember that behaviour can be the communication of unmet needs, and be open to the possibility that there may be things going on at home which could be affecting behaviour in school. Understand that parents/carers may have strong emotions about their child's involvement. Stay composed, listen actively and validate their concerns. By approaching discussions with empathy and effective communication, you can collaboratively tackle bullying with parents and carers.

[Read Thrive's practical strategies](#) to navigate these conversations and direct parents and carers to the [Anti-Bullying Alliance](#) for more advice and support.

Are you a Thrive Licensed Practitioner?

Increase the impact of your Thrive work by gaining the knowledge and skills required to share the Thrive Approach with the parents and carers of the children and young people you're supporting.

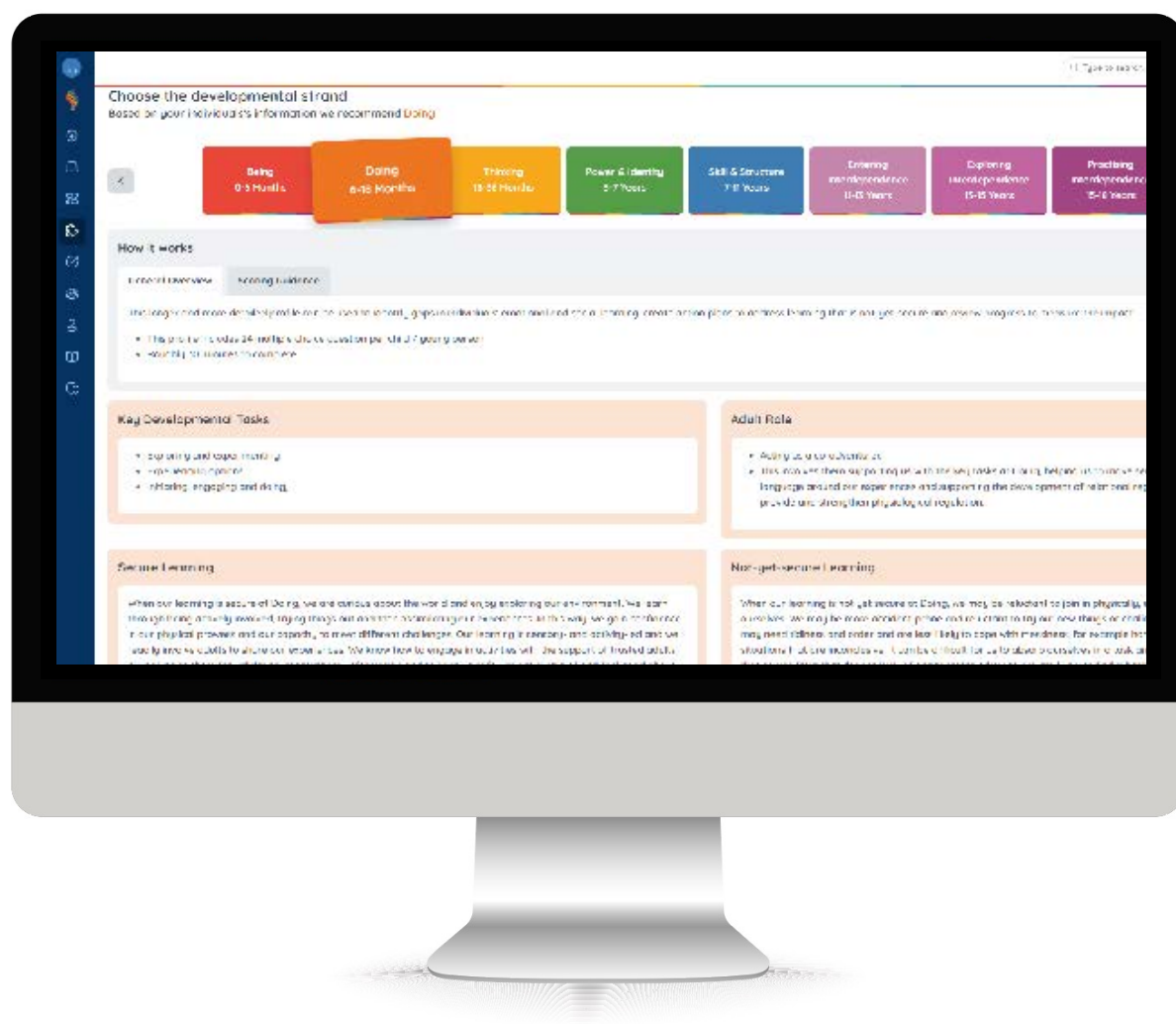
Become a course leader for Family Thrive



Adopt a systematic approach

To create a safe and inclusive environment, it's essential to facilitate the reporting and recording of bullying incidents. Make sure to offer a variety of reporting and recording mechanisms, ensuring accessibility for all. It's important to act promptly to reports of bullying, and to let pupils know what you're doing to address it. By maintaining records of bullying incidents, your school can effectively manage individual cases and assess the efficiency of implemented strategies. These records also provide transparency into your decision-making processes, ultimately fostering a more accountable and responsive approach to tackling bullying.

In addition to your reporting strategy, introducing a tool like Thrive-Online allows your school to effectively pinpoint the pupils in greatest need, devise targeted interventions, and monitor their progress. Thrive-Online boasts a vast repository of strategies and practical activities, ready for school staff to employ in real-life situations. By simply answering a few concise questions, Thrive-Online offers tailored recommendations for the most relevant approach to take with your specific class, group, or individual pupil. These suggestions vary based on the age and developmental stage of the pupils being assessed, as well as the particular challenges you aim to address.



[Book a Thrive-Online demo](#)

Practical suggestions for use with primary school-aged children

1

Teach children about the relationship between their emotions and their behaviour. Support them to be able to express their feelings in constructive ways like moving their bodies, creative expression and talking about how they feel. These strategies support self-reflection and self-awareness.

2

Support children to rebuild relationships with each other when conflicts arise. Help them develop empathy by understanding how their actions affect others. Utilise stories and books to reinforce these concepts.

3

Engage children in the process of creating a school-wide anti-bullying charter, which includes strategies for rebuilding relationships with those they may have harmed or mistreated.

4

Implement a message box to provide children with an accessible way to express their concerns and request support.

5

Incorporate books and stories into the curriculum with themes of inclusion and diversity. Utilise these resources to encourage reflection and creative responses, fostering a sense of belonging for all pupils in the school.

6

Educate children about the distinction between being assertive and aggressive. Use role play to illustrate how to express disagreement or to raise awareness about the consequences of bullying. Encourage discussions on how they might feel if they were in a similar situation. By shining a light on bullying behaviours, we nurture a culture in which it's acceptable to share our experiences.

7

Have children who are visible and available at break times who are part of The Kindness Club. Children who are struggling or feeling isolated can approach The Kindness Club for friendly faces to play with.



8

Maintain a 'Brilliant Book' where acts of kindness by children are documented and acknowledged. Share some of these names during school assemblies to celebrate the significance of kindness.

9

Design a mural of hands featuring a handprint of every child in the school, accompanied by something unique about each child written next to it. Use this mural to symbolise your diverse community and to celebrate the shared differences and similarities among all.

10

Teach mindfulness and/or yoga every week to help children calm their bodies and manage their emotions. Use this time to help them learn how to use breathing techniques to pause before reacting to situations. Lots of free mindfulness and yoga resources are available online that you can use for this, like [Mindful gNats](#) and [Cosmic Kids Yoga](#).

11

Implement a Random Act of Kindness Week each month or term to encourage and document various acts of kindness exchanged among the school community.

12

Support children in expressing their feelings and concerns and work together to explore these emotions. This collaborative approach helps children recognise that many people share similar worries. Offer a range of strategies to help them cope with and manage these concerns effectively. Additionally, explain who is accessible to provide assistance and where they can seek this help.

13

Support children in establishing social groups that provide a safe haven for those in need of extra support during social periods. Ensure close monitoring of these groups to guarantee a diverse representation of interests, beliefs, and identities. Social interactions can be daunting for some children, so these smaller groups play a crucial role in nurturing a sense of belonging and inclusivity for all.

14

Facilitate Thrive sessions where children come together to play games and share information about their preferences, skills, and unique qualities. Engaging in activities as a group helps in forging relationships, and children are less inclined to partake in bullying behaviour with their peers.



Practical suggestions for use with secondary school-aged children and young people

1

Introduce anti-bullying ambassador roles within the school community. Provide access to free resources or training for these ambassadors. Young people are often more receptive to peer support with issues like bullying. It's beneficial to have ambassadors from various year groups to enhance support and inclusivity.

4

Ensure that every young person has someone they trust and can talk to at school. Dedicate 'time in' sessions for tutors to build rapport with their tutor group. Incorporate topics related to inclusion, diversity, wellbeing, and emotional health into the tutor program.

2

Include a range of pastoral team opportunities at social times with things like House or Year Group events and activities. Promote participation from a diverse group of pupils to foster a stronger sense of community and belonging.

5

Getting to know people reduces the likelihood of bullying. Begin the school year by utilising tutor time to establish a sense of belonging. As the year progresses, work collaboratively to break down barriers, foster a greater understanding of one another, and seize opportunities to celebrate each other's differences.

3

Have displays around the school that signpost to support for young people experiencing bullying, like the online wellbeing community [Kooth](#).

6

Teach young people about the impact of bullying through media examples, discuss how bullying feels from the perspective of the bully, victim and bystanders. Follow up with different scenarios, role play and a reflective discussion.

7

Invite a range of inspiring role models to visit the school and discuss topics such as anti-bullying, anti-racism, inclusion, and diversity. Allow time for young people to ask questions and follow up with some tutor time activities related to the topic.



8

Assign new Year 7 pupils a buddy from a different year group to check in with them during tutor time once a week and be a friendly face around the school.

9

Use regular pupil surveys to assess and monitor their feelings about bullying at their school and identify areas for further development.

10

Implement an active anti-bullying campaign that runs throughout the year. Ensure that anti-bullying is a regular topic of conversation in assemblies and tutor time. Invite a diverse group of pupils to take the lead in organising events and leading sessions, with appropriate support.

11

Educate young people about the importance of 'pressing pause.' Support them in creating space between experiencing a feeling and reacting to a situation, whether in person or online. Introduce a range of mindfulness activities and breathing techniques to help establish this as a habit.

12

Ensure that young people are aware of the available resources and individuals they can approach to discuss their concerns or seek answers to their questions. It's essential to offer a variety of options because a young person's allocated tutor may not necessarily be the person they feel most comfortable speaking to.

13

In today's digital age, bullying can extend beyond the school environment into the online world, manifesting as cyberbullying. It's vital to raise awareness among young people about this issue and guide them on how to report cyberbullying incidents when they occur. Offer accessible links to appropriate apps and websites for young people via your online platforms.

14

Create opportunities where perpetrators of bullying can have positive interactions with adults which are purely for enjoyment and don't require either participant to be helping the other. This provides them with the experience of being unconditionally valued and helps nurture a more positive self-perception.



Positive Behaviour Management –

The short course to help you manage disruptive classroom behaviour



£187
exc VAT

Disruptive behaviour in the classroom can contribute to an unhealthy school culture. By fostering positive behaviour, we create a foundation where bullying struggles to thrive.

This course will equip you with the knowledge and understanding you need to maintain a calm, productive classroom. This includes information about what causes poor behaviour, the latest thinking on different types of behaviour – and critically what you can do about it. We will explore strategies for responding in the moment and how to improve behaviour in the long term.

Teachers increasingly report spending too much time on behaviour management – often with limited positive impact. This course seeks to change that.

[Book now](#)

“We don’t have children exiting classrooms and there’s not the same behaviour that means they are missing out on learning. The data speaks for itself about the impact of Thrive on our school.”

Holly Pottle. Deputy Head Teacher, Thomas Arnold School

The difference you can make

Collectively, we can empower children and young people to boost their resilience and build positive relationships with their peers. Achieving this involves adopting a whole school approach to wellbeing, which has been proven to yield significant improvements in addressing and preventing challenging behaviour like bullying, fostering an environment where every pupil can thrive.

Leader perspectives



“Commitment to the Approach and positive staff buy-in has led to **significant positive changes throughout school** - an incredible reduction in fixed term exclusions, a calmer atmosphere and a dramatic decrease in high-level crisis situations.”

Fran Martin. Headteacher, St Andrew's Primary School

“Thrive has enabled us to **identify the barriers to learning that pupils have and to remove them**. It has improved the culture for staff because teachers want to teach - they don't want to have to manage pupils that are disrupting a lesson. If our students are calm and ready to learn, we know our staff will be happier and more fulfilled too.”

Jayne Curd. Senior Leader for Behaviour, Meridian High School

“The children love their Thrive sessions and it's something that definitely works. Thrive has helped the wellbeing of our school grow, we have seen amazing effects on our children, and nothing gives us greater joy than knowing **how we have turned some of our pupils' lives around with the Thrive Approach.**”

Nina Jones. Learning Support Assistant, Heath Farm School

“We love Thrive. **It has helped us to take our understanding of children's emotions and behaviour to the next level.** It has given us the tools and support that they need, and I would recommend it to every school.”

Tunde Read. Assistant Headteacher, All Saints Church of England School



Transforming children and young people's lives

Pupil perspectives



"When I first came here, I was, to be honest, not a good person. I would always get angry. I'd always not go to lessons. **But then I got settled down and they made me feel welcome,** the teachers, and I just calmed down."

Annie. Pupil, The Elland Academy

"I feel relieved that I am out of that stage of anger and more in a stage of keeping to myself and **I'm just happy to be at school.**"

Markaine. Pupil, Hagley Primary School

"I was doing half days and I had to go home at dinnertime because of the fights I was getting into. That wasn't very fun for me or my mum. I feel quite good about school, I'm happy to come to school, I'm happy about the work, **I can go to class without being wound up now.**"

Lewis. Pupil, Penywaun Primary School

"Things **Thrive has taught me is to walk away from the situation,** and also to think about happy times that you've had in your life, and to go and tell a teacher or tell your parents."

Blake. Pupil, The Mill Primary Academy

"I don't think I'd be here. I think I'd be excluded or permanently excluded. Because if I didn't have Thrive, **I wouldn't be able to cope in lessons.**"

Kayden. Pupil, Fortis Academy





To date, over **75,000 educators and support staff** have received Thrive training, ensuring that over **795,000 children and young people** have access to the Thrive Approach – changing lives and improving pupil attendance, behaviour and attainment, as well as staff wellbeing.

Are you ready to join them? Book a Discovery Call with a member of the team to find out how.

[Book a Discovery Call](#)

References

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