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## Countering Bullying and Cyberbullying Policy

*The Corporation of Oundle School includes both Oundle School, a boarding and day School for pupils aged 11 – 18 and Laxton Junior School, a day School for pupils aged 4 - 11. This policy applies solely to Laxton Junior School.*

### Introduction and Aims

Laxton Junior School is committed to developing an anti-bullying culture where the bullying of adults, children or young people is not tolerated in any form.

The aims of Countering Bullying and Cyber Bullying Policy at our school are to:

- Ensure all children at Laxton Junior School are safe and happy in the classroom, on the playground, online and outside of school.
- Provide a framework which outlines Laxton Junior School's actions to prevent and tackle all forms of bullying
- Reiterate our commitment to preventing and responding effectively to the bullying of protected and vulnerable groups of children
- To support our Values and Mission
- To support our community

Laxton Junior School aims to be a caring community where individual and collective responsibilities are paramount. We aim to create a culture and environment where pupils and staff are treated equitably regardless of protected characteristics (age, disability, gender reassignment, marriage or civil partnership, pregnancy and maternity, race, religion or belief, sex (gender) and sexual orientation), political belief and social/economic group. We aim to be a community that is truly inclusive; that understands, appreciates and values the quality and diversity of each individual and creates an environment that makes people feel valued and able to participate and achieve their full potential.

### School Ethos

The Laxton Junior School community recognises that all forms of bullying, especially if left unaddressed, can have devastating effects on individuals; it can create a barrier to learning and have serious consequences for mental wellbeing. The school recognises that a bullying incident should be treated as a child protection concern when there is reasonable cause to believe that a child is suffering or likely to suffer significant harm.

Bullying, including cyberbullying, is not tolerated or accepted at Laxton Junior School. By effectively preventing and tackling bullying, Laxton Junior School can help to create a safe and disciplined environment where pupils are able to learn and fulfil their potential. Staff are aware of the need to be extra vigilant and alert to pupils who may be vulnerable or at risk of bullying e.g.: those that fall under any protected characteristics, looked after or previously looked after children, those with SEND.

# Responsibilities

It is the responsibility of:

## The Head to:

- Communicate this policy to the school community, to ensure that disciplinary measures are applied fairly, consistently and reasonably and that a member of the senior leadership team has been identified to take overall responsibility

## Governors to:

- Take a lead role in monitoring and reviewing this policy
- Appoint a Governor in charge of Safeguarding and Child Protection to work with the Designated Safeguarding Lead to ensure policies and practices relating to safeguarding including the prevention of cyberbullying are implemented effectively. The current Governor with this responsibility is Mrs Suzanna D'Oyly.

## The Designated Safeguarding Lead and Deputy Designated Safeguarding Lead to:

- Lead the review and implementation this policy
- Ensure all incidents of bullying, both inside and outside of school, are dealt with immediately and appropriately and will be managed and/or escalated in line with the procedures set out in this policy, the Behaviour Policy and Safeguarding and Child Protection Policy
- Ensure all staff know that they need to report any concerns of bullying to the Designated Safeguarding Team, in person or via CPOMS, telephone, or email as appropriate.
- Ensure all reports of bullying are logged and reviewed appropriately
- Ensure all staff are aware of the Prevent Duties
- provide training so that staff feel confident to identify signs of abuse and children at risk of being drawn into terrorism
- Ensure parents/carers are informed of this policy
- Ensure that all staff are aware of their responsibilities by providing clear guidance for staff, including on the use of technology within school and beyond. All staff should have read and understood the Staff Code of Conduct

## The Online Safety Lead to:

- Ensure all pupils are given clear guidance on the use of technology and its safe and positive use both in school and outside of school
- Provide annual updates and training for parents/carers (this may take the form of newsletters, online or in person events)
- Ensure the school's Acceptable Use Policy and Online Safety Policy are reviewed annually
- Provide annual training for staff on online safety
- Plan and deliver a curriculum of online safety in computing lessons
- Plan strategically alongside the school's safeguarding strategy

## All staff, including governors, senior leadership, teaching and support staff, to:

- Support, uphold and implement this policy accordingly
- Report any concerns in line with the Safeguarding Policy

## Parents/carers to:

- Support their children and work in partnership with the school
- Report bullying to Form Tutor or to Designated Safeguarding Lead

## Pupils to:

- Abide by the School Values and Mission, ethos and this policy
- Behave in line with their Class Charter and the School's Behaviour Policy
- Use technology in line with the Online Safety Charter
- Speak out to a trusted adult about bullying
- Be kind

## Definition of Bullying

The Department of Education, 'Preventing and Tackling Bullying', 2017, defines bullying as: 'behaviour by an individual or a group, repeated over time that intentionally hurts another individual either physically or emotionally.'

Laxton Junior School accepts and uses the definition provided by the Anti-Bullying Alliance that defines bullying as:

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



Bullying is recognised by the School as being able to hurt emotionally or physically. We recognise that it is often motivated by prejudice against particular groups, for example, on grounds of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation. or because a child is adopted or is a carer.

Our definition states 'repetitive'. This does not afford the school grounds not to act in response to a single behaviour incident and to make an appropriate record or take steps in line with this policy, the Behaviour Policy or any linked policy. Early intervention is essential in preventing escalation into bullying.

It is **not** bullying, for example when:

- Two people have the occasional dispute
- A group of pupils often joke with each other about their favourite sports teams. They all laugh and enjoy the joke.
- There is a one-time conflict
- A pupil misunderstands a comment made by another pupil and feels hurt. After discussing it, they realise it was not meant to be offensive, and they apologise
- During playtime, a group of pupils engages in rough play. They are all participating willingly.

Keeping Children Safe in Education states that bullying (including cyberbullying) is a form of child-on-child abuse and emotional abuse. Bullying incidents will be treated as child protection concerns when there is reasonable cause of believe that a child is suffering or likely to suffer significant harm. The School also recognises bullying as being a form of child on child abuse and as a safeguarding concern. It can be emotionally abusive and can cause severe and adverse effects on children's emotional development The term bullying in this policy always refers to cyberbullying also.

## Definition of Cyber Bullying

Cyberbullying falls into the definition of bullying stated above. Alongside this, Laxton Junior School accepts and uses the Anti-Bullying Alliance definition of cyberbullying as:

'**Any form** of bullying that is carried out through the use of **electronic media devices**, such as computers, laptops, smartphones, tablets, or gaming consoles.'

It can take many different forms such as threats, public posting, exclusion, manipulation, hacking and abuse or name calling.

This can include, but is not limited to:

- Sending offensive, upsetting and inappropriate messages by phone, text, messenger, through gaming, websites, social media sites and apps
- Storing, posting, requesting or sending inappropriate material or messages
- Threats and intimidation
- Harassment or 'cyber stalking' (repeatedly sending unwanted messages)
- Exclusions/peer rejection
- Impersonation
- Unauthorised publication of private information/images
- Radicalisation
- Trolling (offending others online)
- Using AI to form 'deepfakes'

Whilst there is a strong link between cyberbullying and face to face bullying, there are some things that make cyberbullying different to 'traditional' bullying, including:

- 24-7 nature – the nature of online activity means you can be in contact at any time
- The potential for a wider audience increasing the impact
- Cyberbullying incidents can quickly escalate making them difficult to contain
- Anonymity and being one step removed makes it easier for the bystander to join in
- Anonymity increases the impact on those being bullied as they cannot always be sure who is responsible making the experience more frightening
- Bullying incidents can stay online, for example: a photo that the victim can't remove immediately
- Evidence – a lot of cyber bullying incidents allow those who experience it to keep evidence; for example, take a screen shot to show a trusted adult
- Degree of separation – people who cyber bully often do not see the reaction of those experiencing it so it can sometimes be harder for them to see the impact of their actions

The school recognises that cyberbullying often takes place outside of school hours and off the school site. In line with Department for Education guidance, the school has the authority to take action in response to bullying behaviour that occurs outside of school where it:

- impacts the wellbeing of a pupil
- affects relationships within the school community
- poses a safeguarding concern
- brings the school into disrepute

Where appropriate, the school will investigate incidents, apply sanctions in line with the Behaviour Policy, and work in partnership with parents, other schools and external agencies.

## Forms and Types of Bullying Covered by the Policy

Bullying can happen to anyone and can take many forms. This policy covers all types and forms of bullying including, but not limited to, one or a combination of the following:

- Physical– unprovoked assault on a person or group which can range from a prod, pushing, poking, kicking, hitting, biting, punching, etc. to grievous bodily harm

- Psychological/Emotional– reduction of a person’s self-esteem or confidence through threatening behaviour, isolating others, tormenting, hiding/taking possessions, threatening gestures, ridicule, humiliation, intimidating, excluding, manipulation and coercion about race, gender, sexual orientation, disability, family circumstances, appearance, or any other feature of their lives which can be used to wound them
- Social– being ostracised or excluded from peer groups
- Verbal– use of language in a derogatory or offensive manner such as swearing, racist or sexist abuse, homophobic abuse, sexual innuendo, spreading rumours, name calling, sarcasm, insulting, threats, teasing, belittling etc.
- Online/Cyber– positing on social media, sharing photos, sending nasty text messages, social exclusions
- Extortion – demanding money/goods with threats
- Sexual bullying - any behaviour, physical or non-physical, where sexuality of gender is used as a weapon against another. It may degrade or single someone out by the use of sexual language, gestures or violence or for their appearance.
- Prejudiced based and discriminatory bullying – any bullying behaviour based on prejudice towards people because of a particular aspect of their identify or perceived aspect of their identify.
  - Bullying related to race, religion, faith and belief and for those without faith (eg: this may include racist comments or jokes, mocking religious practices or clothing, using offensive language or stereotypes, or excluding someone because of their race, religion or belief.)
  - Bullying related to ethnicity, nationality or culture (eg: this may include mocking accents or names, making negative comments about someone’s country of origin, teasing about cultural traditions or food, or excluding someone because of their background.)
  - Bullying related to Special Educational Needs or Disability (SEND) (eg: being ostracised or excluded, teased, threatened, insulted or any other bullying behaviour because of having a Special Educational Need or Disability)
  - Bullying related to sexual orientation (homophobic, biphobic) (eg: This may include abusive name calling, use of sexual innuendo or unwanted propositioning, graffiti with sexual content, spreading rumours, cyberbullying)
  - Gender based bullying, including transphobic bullying (eg: using derogatory terms, threats of violence, intrusive enquiries, misgendering because of gender identity of perceived gender identity)
  - Any bullying connected to protected characteristics
- Bullying related to physical appearance - being ostracised or excluded, teased, threatened, insulted or any other bullying behaviour because of your physical appearance
- Bullying of young carers, children in care or otherwise related to home circumstances - being ostracised or excluded, teased, threatened, insulted or any other bullying behaviour because of being a young carer
- Bullying related to physical/mental health conditions – being ostracised or excluded, teased, threatened, insulted or any other bullying behaviour because of a physical or mental health condition
- Bullying related to Special Educational Needs or Disability (SEND) - being ostracised or excluded, teased, threatened, insulted or any other bullying behaviour because of having a Special Educational Need or Disability

Bullying may also overlap with other forms of child-on-child abuse as outlined in Keeping Children Safe in Education, including:

- sexual violence and sexual harassment
- upskirting
- initiation/hazing behaviours
- abuse in intimate personal relationships

- sharing of nudes/semi-nudes
- harmful sexual behaviour

## Signs of Bullying

Staff and families should be vigilant in looking out for signs of bullying or other child protection issues including:

- Physical: unexplained bruises, scratches, cuts, missing belongings, damaged clothes, or schoolwork, loss of appetite, stomach aches, headaches, bedwetting.
- Emotional: losing interest in school, being withdrawn or secretive, unusual shows of temper, refusal to say why unhappy, high level of anxiety, mood swings, tearfulness for no reason, lack of confidence, headaches and stomach aches, signs of depression.
- Behavioural: asking to be taken to school, taking longer to get home, asking for more money, using different routes to school, 'losing' more items than usual, sudden changes in behaviour and mood, concentration difficulties, truancy.

## Preventing Bullying

We foster a clear understanding that bullying, in any form, is unacceptable. We believe that preventing bullying is the responsibility of our school school community and when there are incidents of bullying we will work together to deal with the situation and to learn from what has happened. In our school we do this by:

### The Environment

The whole community will:

- Implement a values-based approach to learning
- Create and support an inclusive environment which promotes a culture of mutual respect, consideration and care for others, which will be upheld by all
- Promote positive relationships
- Recognise that bullying can be perpetrated or experienced by any member of the community
- Recognise the potential for children with SEND to be disproportionately impacted by bullying and will implement additional pastoral support as required
- Openly discuss differences between people that could motivate bullying such as: family situations, looked after children, children with caring responsibilities, religion, ethnicity, gender, disability, sexual orientation or appearance related differences
- Challenge practice and language (including 'banter') which does not uphold the school values of tolerance, non-discrimination and respect towards others
- Encourage the use of technology, including tablets, mobile phones and apps, positively and responsibly
- Work with staff, the wider community and outside agencies to prevent and tackle concerns including all forms of prejudice-driven bullying
- Actively create 'safe spaces' for vulnerable children and young people
- Celebrate success and achievements to promote and build a positive school
- Adhere to the Behaviour Policy
- Adhere to the School's Terms and Conditions

The School community will:

- Provide a range of approaches for pupils, staff and parents/carers to access support and report concerns, including Therapeutic Mentors from the Clayton Rooms (our Emotional Wellbeing Team), School Council, Buddy Bench, Parents in Partnership, leaflets, posters and websites

- Regularly update and evaluate our practice to consider the developments of technology and provide up-to-date advice and education to all members of the community regarding positive online behaviour
- Take appropriate, proportionate and reasonable action, in line with existing school policies, for any unkind, mean, hurtful or bullying behaviours brought to the school's attention, which involves or affects pupils, even when they are not on school premises; for example, when online
- Implement appropriate praise, consequences and sanctions; the consequences of bullying will reflect the seriousness of the incident, so that others see that bullying is unacceptable
- Use a variety of techniques to resolve the issue between those who bully, and those who have been bullied
- Work with the wider community such as the police and children's services to agree a clearly understood approach to cases where bullying is particularly serious or persistent and where a criminal offence may have been committed

## Education and Training

The School community will:

- Train all staff, including teaching staff, support staff and pastoral staff, so that the principles of this policy are understood, legal responsibilities are known, identification of all forms of bullying, including cyber bullying, is able to occur and appropriate actions taken, following the school's policy and procedures, including recording and reporting incidents (via CPOMS)
- Invest in specialised training, as necessary, so staff can understand the needs of their pupils (including those with protected characteristics)
- Consider a range of opportunities and approaches for addressing bullying throughout the curriculum and other activities, such as: through displays, assemblies, peer support, School Council etc.
- Collaborate with other local educational settings, as appropriate, and during key times of the year, for example during transition
- Seek to learn from good anti-bullying practices from elsewhere, including other schools, the Local Authority and relevant charities and organisations, including Anti Bullying Alliance.
- Utilise support from the Local Authority and other relevant organisations (eg: Anti Bullying Alliance and NSPCC)
- Ensure anti-bullying has a high profile throughout the year and is reinforced through key opportunities such as Anti-Bullying Week
- Teach pupils the role of the active bystander, including how to safely report concerns; support friends and challenge unkind behaviour in a safe and respectful way.
- Provide systematic opportunities to develop pupils' social and emotional skills, including building their resilience and self esteem

## Involvement of Pupils

The School will:

- Involve pupils in policy writing and decision making, to ensure that they understand the school's approach and are clear about the part they play in preventing bullying
- Regularly canvas children and young people's views on the extent and nature of bullying, through curriculum, Form Time, School Council and pupil voice
- Ensure that all pupils know how to express worries about bullying
- Involve pupils in anti-bullying campaigns in schools and embedding messages in the wider school curriculum
- Utilise pupil voice in providing pupil led education and support
- Publicise the details of internal support, as well as external helplines and websites

- Offer support and intervention to pupils (and their families) who have been bullied and to those who are bullying to address and support their issues
- Provide opportunities for children to discuss bullying and relationships through assemblies, curriculum learning (including Learning for Life, appendix 3), form time, circle time, restorative practices etc.

## Involvement and liaison with parents and carers

We will:

- Take steps to involve parents and carers in developing policies and procedures, to ensure they are aware that the school does not tolerate any form of bullying
- Make sure that key information about bullying (including policies and named points of contact) is available to parents/carers in a variety of formats, including via the school website
- Ensure all parents/carers know who to contact if they are worried about bullying and where to access independent advice
- Work with all parents/carers and the local community to address issues beyond the school gate that give rise to bullying
- Ensure that parents work with the school to role model positive behaviour for pupils, both on and offline
- Provide Parents in Partnership opportunities and workshops to discuss social and emotional wellbeing
- Ensure all parents/carers know about our complaints procedure and how to use it effectively, to raise concerns in an appropriate manner

## Reporting Bullying

### Pupils

At LJS pupils are encouraged to speak out to stay safe when they are unhappy or have concerns. Pupils in our school understand that they have a right to feel safe and respected and a responsibility to support others to feel and be safe.

Pupils are encouraged to report bullying to:

- A trusted adult
- Their class teacher/TA/Tutor
- Wellbeing mentors, Play leaders, School Council

Each Form has a 'worry monster' where the children can report their concerns if they do not feel confident speaking to an adult.

Children are taught that it is important to talk to a trusted adult if bullying is taking place outside of school.

When pupils report their concerns, our staff are trained to listen. We involve children as far as possible in finding solutions.

### Parents

If a parent has any concerns about their child they should report to their Form Teacher/Tutor immediately. The Designated Safeguarding Lead is always informed of any bullying concerns and monitors the situation carefully. If a parent feels unable to talk to the Form Teacher/Tutor, they can make an appointment to speak directly to the Designated Safeguarding Lead.

Parents should not confront any children or parents as this can complicate the situation and cause distress.

The school will deal directly with all children involved and their parents directly, in line with our Countering Bullying Pathway.

If parents feel that their concern has not been dealt with appropriately they should follow the Complaints Policy.

## Staff

Bullying is an example of child-on-child abuse. Bullying is reported in line with our Safeguarding Policy.

- All bullying concerns must be recorded on CPOMS under Bullying/Child-on-Child Abuse
- Low-level relational incidents may be recorded via CPOMS, in line with our Behaviour Policy and patterns will be escalated
- Any of the following must be recorded on CPOMS immediately:
  - repeated incidents
  - prejudice-based language
  - online harm
  - power imbalance
  - emotional distress or impact

The Designated Safeguarding Lead reviews all bullying logs for patterns and escalation.

## Responding to Bullying

In all cases, LJS has a responsibility to support children who are bullied and make appropriate provision for the child's needs. The nature and level of support will depend on the individual circumstances and the level of need. The School will react firmly and promptly where bullying is identified and has a responsibility to support all children.

The following steps may be taken when dealing with any incidents of bullying reported to or by the school:

- Following the Countering Bullying Pathway (Appendix 2) will ensure transparency and consistency for all involved
- Ensuring the safety of the target of bullying The school will provide appropriate support for the person being bullied – making sure they are not at risk of immediate harm and will involve them and their parents/carers in any decision-making, as appropriate
- If bullying is suspected or reported, the incident will begin to be dealt with immediately by the member of staff who has been approached or witnessed the concern
- The Designated Safeguarding Lead (DSL) will be informed of all bullying accusations, concerns or issues
- The DSL may interview all parties involved, following initial investigation from a teacher
- Take actions to stop the bullying from happening again
- The school will share information with other members of staff, where appropriate
- The school will ensure parents/carers are kept informed and engaged regarding the concern and actions taken, as appropriate and in line with Safeguarding and Confidentiality policies
- Consequences, as identified within the school Behaviour Policy, and support will be implemented in consultation with all parties concerned
- If necessary, other agencies may be consulted or involved, such as the police, if a criminal offence has been committed, or other local services including Northamptonshire Safeguarding Children Partnership (NSCP), if a child is felt to be at risk of significant harm
- Where the bullying of or by pupils takes place off school site or outside of normal school hours (including cyberbullying), the school will ensure that the concern is fully investigated. If required,

the DSL will collaborate with other schools. Appropriate action will be taken, including providing support and implementing sanctions in school in accordance with this policy and the school's Behaviour Policy

- Whole school learning by reflecting on the incident. Consideration will be given to what needs to happen next to prevent future bullying eg: reviewing Learning for Life curriculum, training

## Supporting Pupils

Pupils who have been a target of bullying will be supported by:

- Securing the safety of the pupil
- Reassuring the pupil and providing continuous pastoral support guided by our Safeguarding and Pastoral Pathway
- Offering an immediate opportunity to discuss the experience with their Form Teacher, the DSL or a member of staff of their choice
- Being advised to keep a record of the bullying and speak to a trusted adult straight away
- Working towards restoring self-esteem and confidence
- Providing ongoing support, which may include: 1:1 pastoral support, mental wellbeing sessions, therapeutic mentor sessions, engaging with parents/carers
- Where necessary, working with the wider community and local/national organisations to provide further or specialist advice and guidance; this could include support through NSCP

Pupils who have undertaken a role within bullying behaviour will be supported by:

- Discussing what happened, establishing the concern, the behaviour and the need for change to seek a positive way forward
- Be made aware of the seriousness of their actions and possible consequences
- Informing parents/carers to help change the attitude and behaviour choices of the pupil
- Providing appropriate education and support regarding their behaviours and/or actions
- If online, requesting the content be removed and reporting accounts/content to service provider
- Encouraging relationship building, including apologies being made
- Applying consequences, in line with school Behaviour Policy; this may include removal of privileges, restorative projects, temporary or permanent exclusions
- Setting a clear date of review of the situation and for the lifting of any sanctions
- Setting clear expectations of behaviour moving forward and clear indication of the consequences of any repetition of the bullying, though it should be clear that the child is not 'labelled' at this point forward
- Providing ongoing support, which may include: 1:1 pastoral support, mental wellbeing sessions, therapeutic mentor sessions, engaging with parents/carers
- Where necessary, working with the wider community and local/national organisations to provide further or specialist advice and guidance; this could include support through NSCP

## Monitoring and Review

The School will ensure that it regularly monitors and evaluates mechanisms to ensure that the policy is being consistently applied

- Pupil wellbeing is monitored and reviewed via PASS assessment and Pupil Pulse questionnaires
- Staff are vigilant in observing behaviours
- Records are kept evaluating the effectiveness of the approach adopted or to enable patterns to be identified
- Any repeat issues/concerns identified may be incorporated into the school's action plan. For example, the Learning for Life, Online Safety or Safeguarding action plan. For example, if LJS saw

increased incidents of cyberbullying strategies to combat this would be included in the Online Safety action plan moving forwards

- The Head and DSL will be informed of bullying concerns, as appropriate and through the recording on incidents on CPOMS. Personal data is kept in line with statutory requirements.
- The Designated Safeguarding Lead and/or Deputy Designated Safeguarding Lead will give, at least, termly updates to the Safeguarding Governor and Chair of the LJS Subcommittee. If the seriousness of the incidents warrants information will be shared immediately
- The DSL and Named Governor for Safeguarding will report on a regular basis to the Governing Body on incidents of bullying, including outcomes, where appropriate.

## Links to Legislation

There are several pieces of DfE advice and legislation which set out measures and actions for schools in response to bullying, as well as criminal and civil law. These may include:

- [Keeping Children Safe in Education](#)
- [Preventing and Tackling Bullying, 2017](#)
- [Cyberbullying: Advice for headteachers and school staff, 2014](#)
- [The Education and Inspection Act 2006, 2011](#)
- [The Equality Act 2010](#)
- [The Children Act 1989](#)
- [The Education \(Independent School Standards\) Regulations 2014](#)
- [Protection From Harassment Act 1997](#)
- [The Malicious Communications Act 1988](#)
- [Public Order Act 1986](#)

## Linked Policies

- Safeguarding
- Behaviour
- Complaints
- Online Safety
- Teaching and Learning
- Online Safety Charter
- Curriculum: Learning for Life, RSE, SMSC, Computing
- Searching, Screening and Confiscation

Reviewer	SMC
Post of Reviewer	Deputy Head
Review Date	Michaelmas 2025
Reviewed and filed with both Schools	Michaelmas 2025
Next Review (max 3 yrs)	Michaelmas 2026

## Appendix 1 - Useful Links and Supporting Organisations

### **Bullying**

Anti-Bullying Alliance: [www.anti-bullyingalliance.org.uk](http://www.anti-bullyingalliance.org.uk)

Childline: [www.childline.org.uk](http://www.childline.org.uk)

Family Lives: [www.familylives.org.uk](http://www.familylives.org.uk)

Kidscape: [www.kidscape.org.uk](http://www.kidscape.org.uk)

NSPCC: [www.nspcc.org.uk](http://www.nspcc.org.uk)

Victim Support: [www.victimsupport.org.uk](http://www.victimsupport.org.uk)

Young Minds: <https://youngminds.org.uk/>

### **Special Educational Needs and Disabilities**

Changing Faces: [www.changingfaces.org.uk](http://www.changingfaces.org.uk)

Mencap: [www.mencap.org.uk](http://www.mencap.org.uk)

### **Cyberbullying**

Childnet International: [www.childnet.com](http://www.childnet.com)

Think U Know: [www.thinkuknow.co.uk](http://www.thinkuknow.co.uk)

UK Safer Internet Centre: [www.saferinternet.org.uk](http://www.saferinternet.org.uk)

### **Race, Religion and Nationality**

Kick it Out: [www.kickitout.org](http://www.kickitout.org)

Report it: [www.report-it.org.uk](http://www.report-it.org.uk)

Stop Hate: [www.stophateuk.org](http://www.stophateuk.org)

### **LGBTQ+**

Barnardos LGBT Hub: [www.barnardos.org.uk/what\\_we\\_do/our\\_work/lgbtq.htm](http://www.barnardos.org.uk/what_we_do/our_work/lgbtq.htm)

Proud Trust: [www.theproudtrust.org](http://www.theproudtrust.org)

Stonewall: [www.stonewall.org.uk](http://www.stonewall.org.uk)

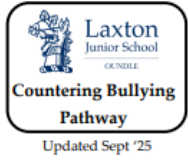
### **Sexual Harassment and Sexual Bullying**

Disrespect No Body: [www.gov.uk/government/publications/disrespect-nobody-campaignposters](http://www.gov.uk/government/publications/disrespect-nobody-campaignposters)

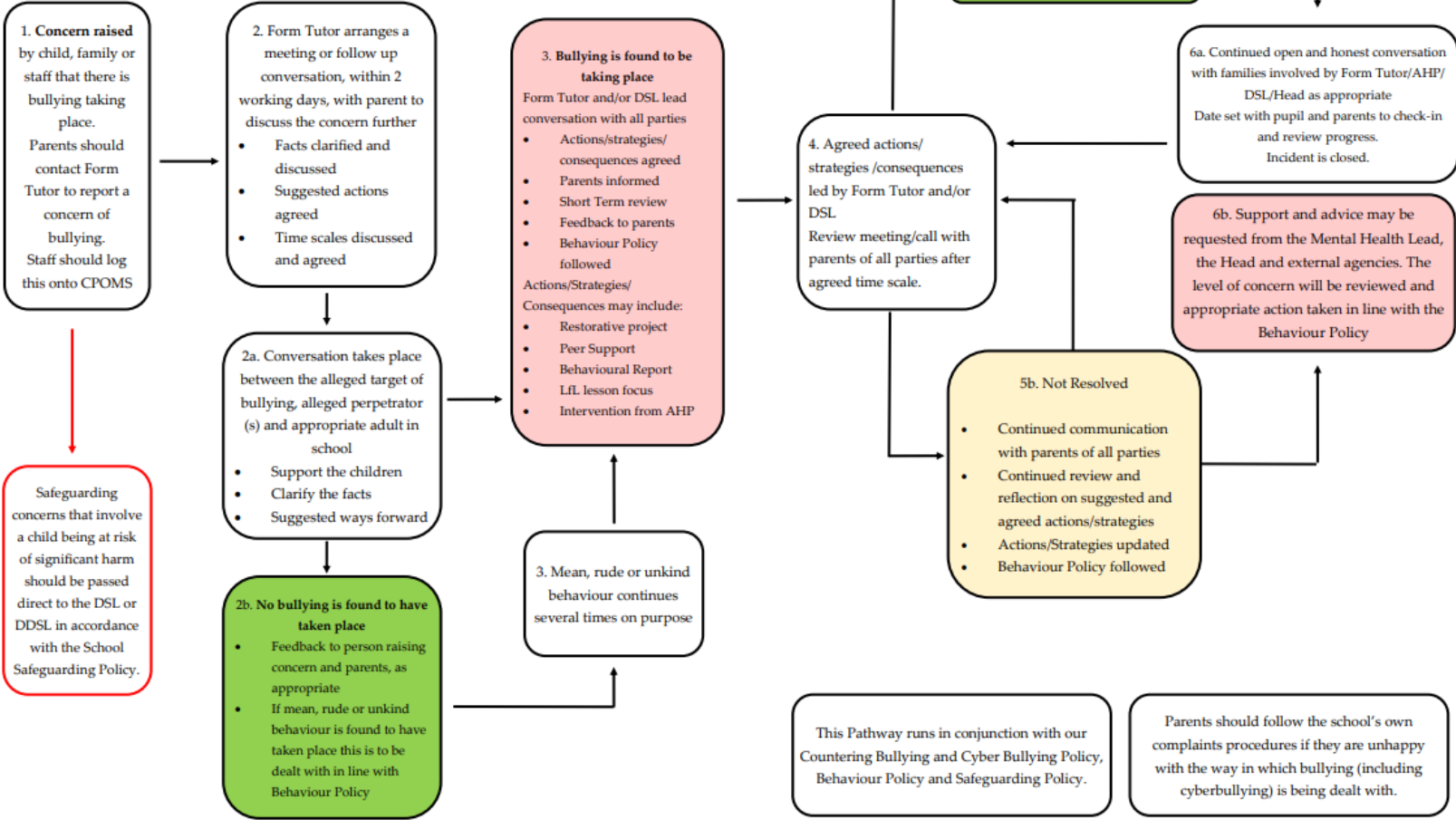
Anti-bullying Alliance: advice for school staff and professionals about developing effective anti-bullying practice in relation to sexual bullying: <https://www.anti-bullyingalliance.org.uk/tools-information/all-about-bullying/sexual-and-gender-related>

# Appendix Bullying Bullying

# Appendix for Bullying, Bullying, Learning RSE



**Key**  
 DSL: Designated Safeguarding Lead  
 External Agencies – these may include Northamptonshire Safeguarding Children Partnership, Anti-Bullying Alliance, NSPCC  
 AHP: Assistant Head Pastoral  
 LfL: Learning for Life



# 2 – Countering and Cyber Pathway

# 3 – Opportunities Countering including Cyber Teaching in our for Life and Curriculum

This Pathway runs in conjunction with our Countering Bullying and Cyber Bullying Policy, Behaviour Policy and Safeguarding Policy.

Parents should follow the school's own complaints procedures if they are unhappy with the way in which bullying (including cyberbullying) is being dealt with.

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p><b>Michaelmas Relationships</b></p> <p>Families and friendships</p> <p>Safe relationships</p> <p>Respecting ourselves and others</p>	<p>Self-confidence and self-awareness</p> <p><b>Making Relationships</b></p> <p>New beginnings</p> <p>Adjusting to change in family life</p> <p><b>Friendships</b></p> <p>Sharing, caring for others</p> <p><b>Anti-Bullying</b></p>	<p>Roles of different people; families; feeling cared for</p> <p>Recognising privacy; staying safe; seeking permission</p> <p><b>How behaviour affects others; being polite and respectful</b></p> <p><b>Anti-Bullying</b></p>	<p><b>Making friends; feeling lonely and getting help</b></p> <p><b>Managing secrets; resisting pressure and getting help; recognising hurtful behaviour</b></p> <p>Recognising things in common and differences; playing and working cooperatively; sharing opinions</p> <p><b>Anti-Bullying</b></p>	<p>What makes a family, features of family life</p> <p>Personal boundaries; safely responding to others; the impact of hurtful behaviour</p> <p>Recognising respectful behaviour; the importance of self-respect; courtesy and being polite</p> <p><b>Anti-Bullying</b></p>	<p><b>Positive friendships, including online</b></p> <p><b>Responding to hurtful behaviour; managing confidentiality; recognising risks online</b></p> <p>Respecting differences and similarities; discussing difference sensitively</p> <p><b>Anti-Bullying</b></p>	<p><b>Managing friendships and peer influence</b></p> <p>Physical contact and feeling safe</p> <p><b>Responding respectfully to a wide range of people; recognising prejudice and discrimination</b></p> <p>Puberty</p> <p><b>Anti-Bullying</b></p>	<p>Attraction to others; romantic relationships; civil partnership and marriage</p> <p><b>Recognising and managing pressure; consent in different situations</b></p> <p>Expressing opinions and respecting other points of view, including discussing topical issues</p> <p><b>Anti-Bullying</b></p>
<p><b>Lent Living in the Wider World</b></p> <p>Belonging to a community</p> <p>Media literacy and digital resilience</p> <p>Money and work</p>	<p>People and Communities</p> <p>Learning rules and routines</p> <p>Sensory needs; hearing aids</p> <p>Technology; screen time</p> <p>Food journey culture and diversity</p>	<p><b>What rules are; caring for others' needs; looking after the environment</b></p> <p><b>Using the internet and digital devices; communicating online</b></p> <p>Strengths and interests; jobs in the community</p>	<p>Belonging to a group; roles and responsibilities; being the same and different in the community</p> <p><b>The internet in everyday life; online content and information</b></p> <p>What money is; needs and wants; looking after money</p>	<p><b>The value of rules and laws; rights, freedoms and responsibilities</b></p> <p><b>How the internet is used, assessing information online</b></p> <p>Different jobs and skills; job stereotypes; setting personal goals</p>	<p><b>What makes a community, shared responsibilities</b></p> <p>How data is shared and used</p> <p>Making decisions about money; using and keeping money safe</p>	<p>Protecting the environment; compassion towards others</p> <p><b>How information online is targeted, different media types, their role and impact</b></p> <p>Identifying job interests and aspirations; what influences career choices; workplace stereotypes.</p>	<p><b>Valuing diversity; challenging discrimination and stereotypes</b></p> <p><b>Evaluating media sources; sharing things online</b></p> <p><b>Influences and attitudes to money, money and financial risks</b></p>
<p><b>Summer Health and Wellbeing</b></p> <p>Physical health and Mental wellbeing</p> <p>Growing and changing</p> <p>Keeping safe</p>	<p><b>Managing feelings and behaviour; Self-esteem Self-confidence and self-awareness;</b> Health and self-care; Visiting the doctor, dentist, optician; Road Safety and protective clothing; Sun care, hand washing, sleep; Adjusting to change; Overcoming challenge; Healthy eating</p> <p>Basic First Aid</p>	<p>Keeping healthy; food and exercise, hygiene routines; sun safety.</p> <p><b>Recognising what makes us unique and special; feelings; managing when things go wrong.</b></p> <p><b>How rules and age restrictions help us, keeping safe online</b></p> <p>Basic First Aid: Asthma Attack</p>	<p>Why sleep is important; medicines and keeping healthy; keeping teeth healthy; <b>managing feelings and asking for help.</b></p> <p>Growing older; naming body parts; moving class or year.</p> <p>Safety in different environments; risk and safety at home; emergencies</p> <p>Basic First Aid: Burns</p>	<p>Health choices and habits; <b>what affects feelings; expressing feelings.</b></p> <p>Personal strengths and achievements; <b>managing and reframing setbacks.</b></p> <p>Risks and hazards; safety in the local environment and unfamiliar places</p> <p>Basic First Aid: Bleeding</p>	<p>Maintaining a balanced lifestyle; oral hygiene and dental care.</p> <p>Physical and emotional changes in puberty; external genitalia; personal hygiene routines; support with puberty.</p> <p>Medicines and household products; drugs common to everyday life</p> <p>Basic First Aid: Head Injury</p>	<p>Healthy sleep habits; sun safety; medicines, vaccinations, immunisations and allergies.</p> <p><b>Personal identity; recognising individuality and different qualities; mental wellbeing.</b></p> <p>Body Changes/ Puberty.</p> <p>Keeping safe in different situations, including responding in emergencies,</p> <p>Basic First Aid: Broken Bones and Bleeding</p>	<p>What affects mental health and ways to take care of it; managing change, loss and bereavement; managing time online; Human reproduction and birth; conception; contraception; FGM.</p> <p><b>Increasing independence; managing transition.</b></p> <p><b>Keeping personal information safe; regulations and choices;</b></p> <p>drug use and the law; drug use and the media; Basic First Aid: Unresponsive and Breathing, Unresponsive and not breathing</p>

