



*'Doing our best to achieve our best'*

## Clarendon Primary School and Nursery

### Anti-Bullying Policy

#### **Introduction**

Clarendon Primary School are committed to providing a caring, friendly and safe environment so that each child can learn in a happy and nurturing atmosphere. We strive to teach values, attitudes and skills which foster mutual respect and trust. Bullying of any kind is unacceptable and not tolerated at our school. We recognise that it can damage children's lives and undermine the cohesion of the school community. If bullying does occur, all children should be able to tell someone and know that incidents will be dealt with promptly and effectively.

This policy should be read in conjunction with the school's behaviour policy.

#### **Our aims**

- To promote a secure and happy environment free from threat, harassment and any type of bullying behaviour.
- To take positive action to prevent bullying from occurring by adopting a clear and consistent behaviour management approach.
- To inform children and parents of the school's expectations to maintain a bullying-free environment and assure them that they will be supported if/when bullying is reported.
- To ensure that all staff are aware of their role in fostering the knowledge and attitudes which will be required to achieve the above.
- To implement agreed procedures and to deal with bullying in a fair, calm and consistent way and ensure all members of staff are clear what to do if they see bullying or if it is reported to them.

#### **What is bullying?**

**Bullying** is defined as the repetitive, intentional harming of 1 person or group of people by another person or group, where the relationship involves an imbalance of power. It results in pain and distress to the victim.

Bullying considered as something:

- Deliberately hurtful
- That is repeated, often over a period of time
- Difficult to defend against

Bullying can be verbal, non-verbal or physical abuse and can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding or isolating an individual, tormenting (e.g. hiding books, making gestures) threatening
Physical	Any use of violence - pushing, pulling, kicking, hitting, punching, tripping, hitting or forcing another person to do something against their will taking another's belongings.
Verbal	name-calling, sarcasm, spreading rumours, teasing, insulting, making racist or sexist remarks

TYPE OF BULLYING	DEFINITION
Prejudice-based and discriminatory, including: <ul style="list-style-type: none"> <li>• Racial</li> <li>• Faith-based</li> <li>• Gendered (sexist)</li> <li>• Homophobic/biphobic</li> <li>• Transphobic</li> <li>• Disability-based</li> </ul>	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites; messaging apps; gaming sites such as email and chat room misuse; mobile phone threats by text messaging and calls; and misuse of associated technology, i.e. cameras and video facilities

At Clarendon we make sure that the children are clear about the difference between ‘falling out’ or ‘having an argument’ and ‘bullying’; although we recognise that the lines may become blurred and that bullying is a word that is often used inaccurately by children, we do take every allegation or conversation seriously.

Children on the receiving end of such behaviours may talk about other children:

- whispering about them or muttering under their breath
- giving them funny looks
- ‘accidentally’ tripping them up or bumping into them
- taking/hiding their possessions
- calling them names
- excluding them
- winding them up
- taking away their friends
- humiliating them in front of others

### **Groups more susceptible to bullying:**

As a school we strongly believe that all children have the right to be safe and happy in school; however, we are also aware that some children may be more susceptible to bullying than others. This includes children who have, or may have, an SEN need or disability, children from a different race or religion and children who may have a different sexual orientation etc. At Clarendon, bullying of any type, and for any reason, is not tolerated and will be addressed in line with this policy. Furthermore, as part of our PSHE curriculum children are taught about tolerance, respect and understanding for the differing beliefs, values, views and experiences of other cultures and backgrounds as well as how we develop and maintain positive relationships with others.

### **Why do people bully?**

*Kidscape* suggests that children become bullies for a number of reasons which may include:

- Liking the feeling of power
- Being spoilt and expecting everyone to do what they say
- Feeling insecure, inadequate, humiliated
- Having problems at home that they vent at school
- Being bullied themselves in some way
- Feeling under pressure to succeed at all costs
- Not fitting in with the other children
- Feeling no sense of accomplishment or satisfaction

Children may also become temporary bullies after a traumatic event, such as a divorce, the birth of a new baby, the death of a loved one or because of boredom and frustration.

A similar picture is given by *Childline* in their answer to 'Why do bullies do it?'

- Children have their own problems – they may feel upset or angry or feel they do not fit in
- Maybe they get bullied themselves, perhaps by someone in their own family or other adults
- They may be scared of getting picked on so they do it first
- They want to show off and seem tough
- Many do not like themselves and so take it out on someone else

Experience suggests that bullies usually have a poor self-image. Thus, strategies which help to raise the bullies' self-esteem may well be more effective than those which focus on criticism and punishment.

### **Signs and symptoms of bullying**

A child may not feel confident enough to say anything to an adult about how they are feeling but may exhibit signs or behaviour that he or she is being bullied. Staff and parents should be aware of these possible signs and investigate further if a child:

- is frightened of walking to or from school
- is unwilling to go to school (school phobic)
- begins to truant
- changes their usual routine
- becomes withdrawn, anxious or lacking in confidence
- starts stammering
- attempts or threatens to run away
- cries themselves to sleep at night or has nightmares
- feels 'ill' in the morning
- begins to perform badly in school work
- comes home with clothes torn or books damaged
- has possessions which are damaged or 'go missing'
- asks for money or starts stealing money
- has money continually 'lost'
- has unexplained cuts or bruises
- comes home starving (lunch has been taken)
- 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
- is afraid to use the internet or mobile phone
- is nervous and jumpy when a cyber message is received

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

### **Guidelines for teachers**

Watch out for early signs of distress in children, e.g. deterioration of work, spurious illness, isolation, desire to remain with adults, erratic attendance. Whilst this behaviour may be symptomatic of other problems, it may be the early signs of bullying. Offer the victim immediate support and help them by putting the school's procedures into operation as early as possible.

### **Procedures followed by staff when investigating an incident or allegation of bullying**

- Initial incidents of aggressive behaviour are dealt with through our Behaviour Policy. The child/children involved are encouraged to rectify the situation themselves by reflecting on the

reasons for their actions and receiving an appropriate consequence for their behaviour. For persistent or serious reports, parents will also be informed.

- As soon as a case of bullying is observed or reported, the situation is investigated as thoroughly as possible by a member of staff. This is usually the child's class teacher, a teaching assistant who knows the children well or a member of the Senior Leadership Team.
- Ensure a Senior Leader is informed if the class teacher is investigating.
- The child on the receiving end of any bullying is given the opportunity to talk in confidence about their feelings, who was involved, any spectators to the event/s and the effects of the bullying. Where the victim is clearly being provocative, the teacher may begin to develop strategies with him/her for reducing the level of provocation.
- All other children involved will ideally meet with the same member of staff. The member of staff will share their concerns with the group and explain the reported incident/s.
- Listen carefully to and record all incidents in the relevant place, (i.e. the school's behaviour log book used at break/lunch time, a 'pupil cause for concern' form or separately if more appropriate)
- Meet with the instigator/s and allow the child to talk from their point of view. Rather than attempting to apportion blame, emphasise that there is a shared problem which the instigators can help to solve. In outlining the problem, the teacher should make it clear that the instigators are responsible for the victim's feelings and can do something about them. If appropriate, the Headteacher/Deputy Headteacher will be informed.
- Incidents and notes of investigations undertaken will be recorded, along with any actions taken. These will be kept in a file in the Headteacher's Office.
- Where appropriate, other relevant members of staff will be notified in staff meetings so they too can monitor the situation.
- Where parents have been involved or where they were the ones who initially reported the incident, feedback will also be provided to them. (Parents will also be informed of an incident and subsequent actions if the member of staff investigating the incident feels this is necessary or if the child was upset by the event/s.)

### ***Parents should be involved at all stages.***

The teacher and instigator/s should develop an action plan which should include:-

- Making the unacceptable nature of the behaviour, and the consequences of any repetition, clear to the bully and his/her parents.
- Ensure that all accessible areas of the school are patrolled at break, lunchtime, between lessons and the beginning and end of the day.
- Use all pupils as a positive resource in eliminating bullying. Children can also be used to help 'shy' children and newcomers feel welcomed and accepted. (**N.B** – Sexual and racial harassment also need to be discussed and dealt with.)
- All parties should be encouraged to speak to the teacher/member of SLT on a regular basis to indicate the progress that is being made.
- A formal review should take place after one week; and after that, the situation should continue to be monitored.

### **To support their child/ren, parents can:**

- Encourage children to disclose any anxieties they may have.
- Encourage their child to report incidents immediately to a member of staff in school who is most able to help.
- Concentrate on how their child feels rather than the exact details of the incident.
- Contact the school if their child is unlikely to tell a member of staff.

### **Whole school strategies used to help overcome bullying**

As a school we endeavour to build a whole school culture that reinforces the idea that bullying, in any form, is neither acceptable nor tolerated in school. We use assemblies, circle times, PSHE lessons (delivered through the SCARF topics, an overview can be found in Appendix 1), online

safety lessons (see Appendix 2) and our Behaviour Policy to maintain and further build this culture, which is one of 'anti-bullying'.

**Strategies used include:**

- In line with National initiatives, the school annually holds an 'Anti-Bullying Week' to promote all the work we do in school, and to raise children's awareness further.
- We use the SCARF PSHE materials in lessons and assemblies to reinforce expected behaviours: feeling good about ourselves, respecting others, how to 'Say No to Bullying' etc.
- We plan and deliver regular Online Safety lessons, using materials from Project EVOLVE, looking at appropriate and inappropriate uses of the internet and cyberbullying.
- We encourage all children to share any worries and concerns they have with their class teacher or another member of staff that they feel comfortable talking to.
- We teach children to be self-assertive (i.e. telling others to leave them alone, moving away from the situation and telling an adult).
- We use older children to act as mentors and role models to the younger children, e.g. by supporting our reception class at lunchtimes and acting as play leaders.
- We have a non-class based Welfare Assistant whose primary role is to administer medication but also listen to and support children who are experiencing all types of emotional issues. This member of staff is always easily accessible at break and lunch times where issues may arise as a result of these social situations.
- We involve the children in setting the expectations of behaviour in the classroom at the start of the year and have clear rules for behaviour at break and lunchtimes.
- We have clear sanctions or consequences applied in our behaviour scheme, with examples of inappropriate behaviours and poor choices regularly discussed with the children and a reflective behaviour form completed by any child who breaks the school's rules/exhibits inappropriate or undesirable behaviours.
- We use pupil voice through forums, such as the School Council, to reinforce acceptable and unacceptable behaviours.
- We teach children to appreciate the rights, views and property of others.
- We provide training opportunities for staff to identify and tackle bullying.
- We work with outside agencies to promote positive behaviour and good relationships on our behalf or manage individual children who have been referred as a result of difficult or persistent poor behaviour.
- We reward positive role models and celebrate good behaviour throughout the school through our Achievers' and Attendance Assemblies and through other bespoke class reward systems as well as special incentives such as 'Mufti Days'.
- We encourage parents to report to us any concerns they have and to support us in solving any problems. We report back as quickly as possible.
- We seek to share and learn from anti-bullying good practice with other schools.
- We display posters, helpline numbers and advice from organisations such as ChildLine and the NSPCC.
- We invite and encourage visitors to speak to the children on this subject such as representatives from the NSPCC and the local police. These people take assemblies and workshops with the children.

**Key points for teachers and children to always remember:**

The following points are an important part of our whole-school anti-bullying policy and form the basis of whole school, class and group discussions.

- When someone is being bullied or is in distress, take action.
- Watching and doing nothing can suggest support for the bullying.
- Pupils should inform a teacher immediately if they do not wish to become involved themselves.
- Only accept other people who do not bully others. Bullies will soon stop if they are socially excluded.
- Together, devise some ways of rewarding positive behaviour (Class Charters etc...)

**Monitoring, Evaluation and Review**

- The Headteacher is the person named as having responsibility for our anti-bullying measures.

- The Headteacher and staff ensure that the policy is implemented.
- Parents are asked to support the policy and to actively encourage their child/ren to be a positive member of our school community.

**Policy Review:**

Date reviewed: Spring term 2025

Review date: Spring term 2028

# Appendix 1

PSHE and wellbeing long-term plan based on SCARF half-termly units and related key themes

Year/Half-termly unit titles	1 Me and my Relationships	2 Valuing Difference	3 Keeping Myself Safe	4 Rights and Responsibilities	5 Being my Best	6 Growing and Changing
<b>EYFS</b>	What makes me special People close to me Getting help	Similarities and difference Celebrating difference Showing kindness	Keeping my body safe Safe secrets and touches People who help to keep us safe	Looking after things: friends, environment, money	Keeping by body healthy – food, exercise, sleep Growth Mindset	Cycles Life stages
<b>Y1</b>	Feelings Getting help Classroom rules Special people Being a good friend	Recognising, valuing and celebrating difference Developing respect and accepting others Bullying and getting help	How our feelings can keep us safe – including online safety Safe and unsafe touches Medicine Safety Sleep	Taking care of things: Myself My money My environment	Growth Mindset Healthy eating Hygiene and health Cooperation	Getting help Becoming independent My body parts Taking care of self and others
<b>Y2</b>	Bullying and teasing Our school rules about bullying Being a good friend Feelings/self-regulation	Being kind and helping others Celebrating difference People who help us Listening Skills	Safe and unsafe secrets  Appropriate touch  Medicine safety	Cooperation Self-regulation Online safety Looking after money – saving and spending	Growth Mindset Looking after my body Hygiene and health Exercise and sleep	Life cycles Dealing with loss Being supportive Growing and changing Privacy
<b>Y3</b>	Rules and their purpose Cooperation Friendship (including respectful relationships) Coping with loss	Recognising and respecting diversity Being respectful and tolerant My community	Managing risk Decision-making skills Drugs and their risks Staying safe online	Skills we need to develop as we grow up Helping and being helped Looking after the environment Managing money	Keeping myself healthy and well Celebrating and developing my skills Developing empathy	Relationships Changing bodies and puberty Keeping safe Safe and unsafe secrets
<b>Y4</b>	Healthy relationships Listening to feelings Bullying Assertive skills	Recognising and celebrating difference (including religions and cultural difference) Understanding and challenging stereotypes	Managing risk Understanding the norms of drug use (cigarette and alcohol use) Influences Online safety	Making a difference (different ways of helping others or the environment) Media influence Decisions about spending money	Having choices and making decisions about my health Taking care of my environment My skills and interests	Body changes during puberty Managing difficult feelings Relationships including marriage
<b>Y5</b>	Feelings Friendship skills, including compromise Assertive skills Cooperation Recognising emotional needs	Recognising and celebrating difference, including religions and cultural Influence and pressure of social media	Managing risk, including online safety Norms around use of legal drugs (tobacco, alcohol) Decision-making skills	Rights and responsibilities Rights and responsibilities relating to my health Making a difference Decisions about lending, borrowing and spending	Growing independence and taking responsibility Keeping myself healthy Media awareness and safety My community	Managing difficult feelings Managing change How my feelings help keeping safe Getting help
<b>Y6</b>	Assertiveness Cooperation Safe/unsafe touches Positive relationships	Recognising and celebrating difference Recognising and reflecting on prejudice-based bullying Understanding Bystander behaviour Gender stereotyping	Understanding emotional needs Staying safe online Drugs: norms and risks (including the law)	Understanding media bias, including social media Caring: communities and the environment Earning and saving money Understanding democracy	Aspirations and goal setting Managing risk Looking after my mental health	Coping with changes Keeping safe Body Image Sex education Self-esteem

# KS2 Statutory and Recommended First Aid Pathway

The **Department for Education** recommends that pupils at KS2 should know:

- How to make a clear and efficient call to emergency services
- Concepts of basic first-aid e.g. dealing with common injuries, including head injuries.

Follow the map of health agenda recommendations on giving your pupils a sound knowledge of first aid.

**Recommended for every KS2 pupil**  
Calling for help and head injuries



**KS2 – Year 3**  
Bites and stings

“Children and young people are growing up in an increasingly complex world...they need to know how to be safe and healthy.”

(Secretary of State, Dept for Ed, Health Ed guidance Feb 2019)



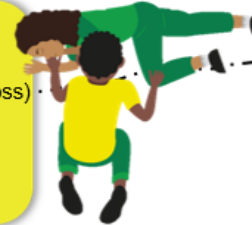
**KS2 – Year 4**  
Asthma

**KS2 – Year 5**  
Bleeding

**KS2 – Year 6**  
Choking



**Bonus Topics**  
Broken bones (yr 3) (Red Cross)  
Burns and scalds (yr 4)  
Basic Life Support (yr 5)  
Allergies (yr 6)



**Well done...**  
if you have completed all modules you are a KS2 first aider

This way to KS3 First Aid



“Pupils can support their own and others’ health and wellbeing, including basic first aid.”

(Dept for Ed, Feb 2019)

# Appendix 2

## Online Safety Computing Curriculum Map



These lessons are planned using both Project Evolve and the SCARF PSHE curriculum

	Self-image & Identity	Online Relationships	Online Reputation	Online Bullying	Managing Online Information	Health, Well-Being & Lifestyle	Privacy & Security	Copyright & Ownership
<b>EYFS</b>	<p>I can recognise that I can say 'no', 'please stop', 'I'll tell', 'I'll ask' to somebody who asks me to do something that makes me feel sad, embarrassed or upset.</p> <p>I can explain how this could be either in real life or online.</p>	<p>I can recognise some ways in which the internet can be used to communicate.</p> <p>I can give examples of how (I might) use this technology to communicate with people I know.</p>	<p>I can identify ways that I can put information on the internet.</p>	<p>I can describe ways that some people can be unkind online.</p> <p>I can offer examples of how this can make others feel.</p>	<p>I can talk about how I can use the internet to find things out.</p> <p>I can identify devices I could use to access information on the internet.</p> <p>I can give simple examples of how to find information (e.g. search engine, voice activated searching)</p>	<p>I can identify rules that help keep us safe and healthy in and beyond the home when using technology.</p> <p>I can give some simple examples.</p>	<p>I can identify some simple examples of my personal information (e.g. name, address, birthday, age, location)</p> <p>I can describe the people I can trust and can share this with; I can explain why I can trust them.</p>	<p>I know that the work I create belongs to me.</p> <p>I can name my work so that others know it belongs to me.</p>
<b>Year 1</b>	<p>I can recognise that there may be people online who could make me feel sad, embarrassed or upset.</p> <p>If something happens that makes me feel sad, worried, uncomfortable or frightened I can give examples of when and how to speak to an adult I can trust.</p>	<p>I can use the internet with adult support to communicate with people I know.</p> <p>I can explain why it is important to be considerate and kind to people online.</p>	<p>I can recognise that information can stay online and could be copied.</p> <p>I can describe what information I should not put online without asking a trusted adult first.</p>	<p>I can describe how to behave online in ways that do not upset others and can give examples.</p>	<p>I can use the internet to find things out.</p> <p>I can use simple keywords in search engines.</p> <p>I can describe and demonstrate how to get help from a trusted adult or helpline if I find content that makes me feel sad, uncomfortable, worried or frightened.</p>	<p>I can explain rules to keep us safe when we are using technology both in and beyond home.</p> <p>I can give examples of some of these rules.</p>	<p>I can recognise more detailed examples of information that is personal to me (e.g. where I live, my family's names, where I go to school).</p> <p>I can explain why I should always ask a trusted adult before I share any information about myself online.</p> <p>I can explain why passwords can be used to protect information and devices.</p>	<p>I can explain why the work I create using technology belongs to me.</p> <p>I can say why it belongs to me (e.g. "it is my idea" / "I designed it")</p> <p>I can save my work so that others know it belongs to me (e.g. filename, name on content)</p>
<b>Year 2</b>	<p>I can explain how other people's identities online can be different to their identity in real life.</p> <p>I can describe ways in which people might make themselves look different online.</p> <p>I can give examples of online issues that might make me feel sad, worried, uncomfortable or frightened. I can give examples of how I might get help.</p>	<p>I can use the internet to communicate with people I don't know well (e.g. email a penpal in another school/country).</p> <p>I can give examples of how I might use technology to communicate with others I don't know well.</p>	<p>I can explain how information put online about me can last for a long time.</p> <p>I know who to talk to if I think someone has made a mistake about putting something online.</p>	<p>I can give examples of bullying behaviour and how it could look online.</p> <p>I understand how bullying can make someone feel.</p> <p>I can talk about how someone can/would get help about being bullied online or offline.</p>	<p>I can use keywords in search engines.</p> <p>I can demonstrate how to navigate a simple webpage to get information I need (e.g. home, forward, back buttons; links, tabs and sections)</p> <p>I can explain what voice activated searching is and how it might be used (e.g. Alexa, Google Now, Siri).</p> <p>I can explain the difference between things that are imaginary, 'made up', or 'make believe' and things that are 'true' or 'real'.</p> <p>I can explain why some information I find online may not be true.</p>	<p>I can explain simple guidance for using technology in different environments and settings.</p> <p>I can say how those rules/guides can help me.</p>	<p>I can describe and explain some rules for keeping my information private.</p> <p>I can explain what passwords are and can use passwords for my accounts and devices.</p> <p>I can explain how many devices in my home could be connected to the internet and can list some of those devices.</p>	<p>I can describe why other people's work belongs to them.</p> <p>I can recognise that content on the internet may belong to other people.</p>
<b>Year 3</b>	<p>I can explain what is meant by the term 'identity'.</p> <p>I can explain how I can represent myself in different ways online.</p> <p>I can explain ways in which and why I might change my identity online depending on what I am doing online.</p>	<p>I can describe ways people who have similar likes and interests can get together online.</p> <p>I can explain some risks of communicating online with others I don't know well.</p> <p>I can explain what it means to 'know someone' online and why this may be different from knowing them in real life.</p> <p>I can explain why I should be careful who I trust online and what information I trust them with.</p> <p>I can explain what is meant by 'trusting someone online' and I can explain why this is different to 'liking someone online'</p>	<p>I can explain how to search for information about others online.</p> <p>I can recognise I need to be careful before I share anything about myself or others online.</p> <p>I know who I should ask if I am not sure if I should put something online.</p>	<p>I can explain what bullying is and can describe how people may bully others.</p> <p>I can describe rules about how to behave online and how I follow them.</p>	<p>I can use key phrases in search engines.</p> <p>I can explain the difference between a belief, an opinion and a fact.</p>	<p>I can explain why spending too much time using technology can sometimes have a negative impact on me; I can give some examples of activities where it is easy to spend a lot of time engaged (e.g. games, films, videos).</p>	<p>I can give reasons why I should only share information with people I choose to and can trust. I can explain that if I am not sure or feel pressured I should ask a trusted adult.</p> <p>I can understand and can give reasons why passwords are important.</p> <p>I can describe simple strategies for creating and keeping passwords private.</p> <p>I can describe how connected devices can collect and share my information with others.</p>	<p>I can explain why copying someone else's work from the internet without permission can cause problems.</p> <p>I can give examples of what these problems might be.</p>

		I can explain why I can take back my trust in someone or something if I feel nervous, uncomfortable or worried.						
<b>Year 4</b>	<p>I can explain how my online identity can be different to the identity I present in real life.</p> <p>Knowing this, I can describe the right decisions about how I interact with others and how others perceive me.</p>	I can give examples of how to be respectful to others online.	<p>I can describe how others can find out information about me by looking online.</p> <p>I can explain ways that some of the information about me online could have been created, copied or shared by others.</p>	<p>I can describe ways people can be bullied through a range of media (e.g. image, video, text, chat).</p> <p>I can identify some online technologies where bullying might take place.</p> <p>I can explain why I need to think carefully about how content I post might affect others, their feelings and how it may affect how others feel about them (their reputation).</p>	<p>I can describe how I can search for information within a wide group of technologies (e.g. social media, image sites, video sites).</p> <p>I can describe some of the methods used to encourage people to buy things online (e.g. advertising offers; in-app purchases; pop-ups) and can recognise some of these when they appear.</p> <p>I can explain that some people I 'meet online' may be computer programmes pretending to be real people.</p>	<p>I can explain how using technology can distract me from other things I might do or should be doing.</p> <p>I can identify times or situations when I might need to limit the amount of time I use technology and suggest strategies to help me with this.</p>	<p>I can explain what a strong password is and describe strategies for keeping my personal information private, depending on context.</p> <p>I can explain that internet use is never fully private and is monitored e.g. adult supervision.</p>	<p>When searching on the internet for content to use, I can explain why I need to consider who owns it and whether I have the right to reuse it.</p> <p>I can give some simple examples.</p>
<b>Year 5</b>	<p>I can explain how identity online can be copied, modified or altered.</p> <p>I can demonstrate responsible choices about my online identity; depending on context.</p>	<p>I can explain that there are some people who I communicate with online who may want to do me or my friends harm. I can recognise that this is not my/our fault.</p> <p>I can make positive contributions and be part of online communities.</p> <p>I can describe some of the communities in which I am involved and describe how I collaborate with others positively.</p>	<p>I can search for information about an individual online and create a summary report of the information I find.</p> <p>I can describe ways that information about people online can be used by others to make judgements about an individual.</p>	<p>I can recognise when someone is upset, hurt or angry online.</p> <p>I can describe how to get help for someone that is being bullied online and assess when I need to do or say something or tell someone.</p> <p>I can explain how I would report online bullying on the apps and platforms that I use.</p> <p>I can describe the helpline services who can support me and what I would say and do if I needed their help e.g. Childline.</p> <p>I can explain how to block abusive users.</p>	<p>I can explain what is meant by 'being sceptical'. I can give some examples of when and why it is important to be sceptical.</p> <p>I can explain what is meant by a hoax. I can explain why I need to think carefully before I forward anything online.</p> <p>I can explain why some information I find online may not be honest, accurate or legal.</p> <p>I can explain why information that is on a large number of sites may still be inaccurate or untrue. I can assess how this might happen (accident or on purpose)</p>	<p>I can describe ways technology can affect healthy sleep and can describe some of the issues.</p> <p>I can describe some strategies, tips or advice to promote healthy sleep with regards to technology.</p>	<p>I can create and use strong and secure passwords.</p> <p>I can explain how many free apps or services may read and share my private information (e.g. friends, contacts, likes, images, videos, voice messages, geolocation) with others.</p> <p>I can explain how and why some apps may request or take payment for additional content (e.g. in-app purchases) and explain why I should seek permission from a trusted adult before purchasing.</p>	<p>I can assess and justify when it is acceptable to use the work of others.</p> <p>I can give examples of content that is permitted to be reused.</p>
<b>Year 6</b>	<p>I can describe ways in which the media can shape ideas about gender.</p> <p>I can identify messages about gender roles and make judgements based on them.</p> <p>I can challenge and explain why it is important to reject inappropriate messages about gender online.</p> <p>I can describe issues online that might make me or others feel sad, worried, uncomfortable or frightened. I know and can give examples of how I might get help, both on and offline.</p> <p>I can explain why I should keep asking until I get the help I need.</p>	<p>I can explain how sharing something online may have an impact either positively or negatively</p> <p>I can describe how things shared privately online can have unintended consequences for others e.g. screen grab.</p> <p>I can explain that taking/sharing inappropriate images of someone may have an impact for the sharer and others; and who can help if someone is worried about this.</p>	<p>I can explain how I am developing an online reputation which will allow other people to form an opinion of me.</p> <p>I can describe some simple ways that help build a positive online reputation.</p>	<p>I can describe how to capture bullying content as evidence (e.g. screen grab, URL, profile) to share with others who can help me.</p> <p>I can explain how someone could report online bullying in different contexts.</p>	<p>I can explain how search engines work and how results are selected and ranked.</p> <p>I can demonstrate the strategies I would apply to be discerning in evaluating digital content.</p> <p>I can describe how some online information can be opinion and can offer examples.</p> <p>I can define the terms 'influence', 'manipulation' and 'persuasion' and explain how I might encounter these online e.g. advertising and ad-targeting.</p> <p>I can explain how and why some people may present opinions as facts.</p> <p>I can demonstrate strategies to enable me to analyse and evaluate the validity of facts and I can explain why using these strategies are important.</p> <p>I can identify and flag inappropriate content.</p>	<p>I recognise and can discuss the pressures that technology can place on someone and how/when they could manage this.</p> <p>I can recognise features of persuasive design and how they are used to keep users engaged (current and future use)</p> <p>I can assess and action different strategies to limit the impact of technology on my health (e.g. night-shift mode, regular breaks, correct posture, sleep, diet and exercise).</p>	<p>I can describe effective strategies for managing those passwords. I know what to do if my password is lost or stolen.</p> <p>I can describe ways in which some online content targets people to gain money or information illegally;</p> <p>I can describe strategies to help me identify such content (e.g. scams, phishing).</p>	<p>I can demonstrate the use of search tools to find and access online content which can be reused by others.</p> <p>I can demonstrate how to make references to and acknowledge sources I have used from the internet.</p>

## Appendix 2



*Doing our best to achieve our best*

### Report of alleged bullying

<b>Date concern raised:</b>	<b>Person raising the concern:</b>
<b>Alleged victim and class:</b>	<b>Alleged perpetrator/s and class/classes:</b>
<b>Member of staff investigating:</b>	<b>Person's spoken to: (Chn / adults)</b>
<b>Dates of relevant previously reported concerns:</b>	<b>Outcome:</b>
<b>Who was given feedback of the outcome and what were their views:</b>	
<b>Any subsequent actions taken:</b>	

**Please attach:**

- Details of original concern raised. (E.g. email from parent and/or notes from conversation with child / parent.)
- Subsequent notes of investigations / conversations undertaken

When completed this information should be passed to the headteacher for review and filing.