

Anti-bullying Policy

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Anti-bullying Policy

Our Values and Vision

Our mission statement

‘We are learners’

At Hillside Primary School we believe the following values to be important.

* Be Kind
* Be Brave
* Be Safe

These values support the school to teach the British Values. They are integral to preventing bullying, supporting the identification of bullying and responding to bullying. These values are taught explicitly through whole class teaching, assemblies, circle times and whole school events such as online safety events and mental health awareness events. They are represented, modelled and applied throughout the environment daily. These values are integral to the functioning of the school community. An example of how the school values and expected behaviours are taught is shown in Appendix 6.

Objectives

At Hillside Primary School, we are committed to safeguarding and promoting the welfare of pupils and expect all staff and volunteers to share this commitment. Hillside Primary School’s Anti-bullying Policy outlines what the school will do to prevent, identify and respond to incidents of bullying.

Equality Act 2010

In accordance with the Equality Act 2010, Hillside Primary School will:

▪ Eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Act.

▪ Advance equality of opportunity between people who share a protective characteristic and people who do not share it.

▪ Foster good relationships between people who share a protected characteristic and people who do not share it.

Children Act 1989

Under the Children Act 1989 a bullying incident should be addressed as a child protection concern where there is ‘reasonable cause to suspect a child is suffering, or is likely to suffer, significant harm’. Where this is the case, the school staff should report their concerns to the Designated Safeguarding Leads, who may involve the Local Authority’s Children’s Social Care. Schools may need to draw on a range of external services to support the pupil who is experiencing bullying, or to tackle any underlying issue which has contributed to a child engaging in bullying.

Criminal Law

Although bullying in itself is not a specific criminal offence in the UK, it is important to be aware that some types of harassing or threatening behaviour, including communications, could be a criminal offence, for example under the Protection from Harassment Act 1997, the Malicious Communication Act 1988, the Communications Act 2003 and the Public Order Act 1986. If school staff feel an offence has been committed they should seek assistance from the police.

Prejudice Related Incidents – A prejudiced related incident is any incident which is perceived by the victim, or any other person, to be prejudiced towards an individual due to one of the protected characteristics. The protected characteristics are as follows: age, disability, gender reassignment (gender identity), pregnancy and maternity, race, religion and belief, sex and sexual orientation, and people are protected from discrimination on grounds of marriage and civil partnership at work.

Prejudice related incidents could include the following: verbal abuse such as name-calling, taunting and mocking, offensive writing including messages sent electronically, offensive graffiti, physical incidents, intimidation or coercion, extortion, taking or damaging possessions, deliberately excluding an individual, incitement, spreading rumours, cyber incidents and mate crime. The above list is to provide examples, and is not an exhaustive list.

The school will recognise, respond, record and report. Parents will be informed of all incidents and subsequent actions. Data relating to prejudice related incidents is collected and reported to governors, The Active Learning Trust. It may be necessary to inform other agencies such as the Suffolk Police, or the Suffolk Hate Crime Service. Action may be taken under the Public Order Act 1986.

Behaviour Policy

The school’s Behaviour Policy sets out the rules and expected behaviours. We implement a restorative practice approach to behaviour management. Please see our Behaviour Policy for the strategies we use to deal with inappropriate behaviour. Consistent systems operate in all areas of the school, including the playground. These systems remain in place, when pupils are on trips and residential stays.

Definition of Bullying

Bullying is defined as: behaviour by an individual or group, repeated over time, that intentionally hurts another individual 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.

The following acronym is used when explaining bullying to children: STOP

S – SEVERAL

T – TIMES

O – ON

P – PURPOSE

When an incident has occurred several times on purpose, it is considered to be bullying.

If these behaviours happen only once, they will be dealt with under the Behaviour Policy and restorative practice strategies. Bullying incidents will be managed within the strategies of this policy.

These are some of the examples of behaviours which could be considered to be bullying; however, this is not an exhaustive list.

Forms of Bullying Covered by this Policy

Bullying can happen to anyone. This policy covers all types and forms of bullying including but not limited to:

* Bullying related to physical appearance
* Bullying of young carers, children in care or otherwise related to home circumstances
* Bullying related to physical/mental health conditions
* Physical bullying
* Emotional bullying
* Sexualised bullying/harassment
* Bullying via technology, known as online bullying or cyberbullying
* Prejudiced-based and discriminatory bullying (against people/pupils with protected characteristics) which may include:
* Bullying related to race, religion, faith and belief and for those without faith
* Bullying related to ethnicity, nationality or culture
* Bullying related to Special Educational Needs or Disability (SEND)
* Bullying related to sexual orientation (homophobic/biphobic bullying)
* Gender based bullying, including transphobic bullying
* Bullying against teenage parents (pregnancy and maternity under the Equality Act).
* Child-on-child abuse

The child’s experience of school

All school staff will be vigilant in regard to an individual child’s holistic experience of school, including their interactions and communications with their peers (individual or group) and the forming of effective relationships. Staff will raise a safeguarding concern on My Concern, if they are aware that a child is struggling, for any reason within the school environment/context. The concern heading should be – School Experience. This will then be investigated by DSLs, in liaison with other members of staff, parents and other professionals as needed.

Child-Child Abuse

Staff are aware that children can abuse other children. This type of abuse can take different forms including bullying – in-person and online, sexual violence and sexual harassment, physical abuse, emotional abuse, sexting and hazing type violence or rituals. This is not an exhaustive list. Hazing refers to an initiation action, which is expected of a child in order that they can join a particular group/be a friend of someone.

Staff complete training in relation to child-on-child abuse and bullying and know that abuse is abuse and it should never be tolerated or passed off as “banter”, “just having a laugh” or “part of growing up”.

All concerns of suspected bullying are recorded by staff on My Concern. The Designated Safeguarding Leads (DSLs) investigate these concerns on a case-by-case basis. Information collected will include pupil perceptions and wishes (all parties), parental perceptions and wishes (all parties), information previously recorded on My Concern, information previously recorded on Pupil Asset, Class Teacher’s views and Support Staff views (those working with the child/children).

This information, and the information contained within the initial concern will enable DSLs to identify the risks and take appropriate action. Where there is a risk of significant harm and the concern is identified as being child-on-child abuse, the DSLs will liaise with other professionals, such as: MASH, Police, Harmful Sexual Behaviours Team, Emotional Wellbeing Hub, and Suffolk Turnaround – Suffolk Youth Justice Service. The school will also implement an individual risk assessment, when child-on-child abuse is identified.

Cyber-bullying

Cyber-bullying is defined as:

Bullying that takes place using electronic technology. Electronic technology includes all mobile devices, computers and tablets, as well as communication tools including social media sites, text messages, chat and websites.

Cyber-bullying is a different form of bullying which can occur 24 hours a day, 7 days a week. Cyber bullying messages and images can be posted anonymously and distributed quickly to a wide audience.

The experience of being cyber-bullied can be very painful for those who are the targets. Prevention is of paramount importance and this policy links to the Internet, Social Media and Online Safety Policy. Pupils are taught how to stay safe online through the curriculum and events are held to promote online safety and ensure pupils know how to report incidents of cyber-bullying.

Cyber-bullying will be managed on an individual basis and may result in gaining support from other agencies; however, it can also include restrictions to accessing the school’s network as is detailed in the Internet, Social Media and E-Safety Acceptable Use Policy.

The Education Act 2011, gave teachers wider search powers to tackle cyber-bullying.

Bullying Outside of School Premises

Teachers have the power to discipline pupils for misbehaving outside of school premises ‘to such an extent as is reasonable’. This can include bullying that occurs outside of school premises. In the case of bullying, where it occurs outside of the school premises, the incident will be investigated by a Designated Safeguarding Lead (DSL). Where appropriate incidents will be referred on to other agencies. The DSL will consider whether it is appropriate to inform the police and the Multi-Agency safeguarding Hub (MASH) of the incident and the subsequent action taken by the school. Where the misbehaviour is criminal or may pose a threat to a member of the public, the police will be informed.

Bystander Involvement

Although bullying and relational conflicts can take place between individuals, we recognise that it often takes place in front of others (either physically or virtually). Pupils who witness these incidents/behaviours are often referred to as ‘bystanders’.

Our school will address the situation and support the pupils to resolve any negative feelings. Our school will challenge, address, and monitor any incidents of bullying, to ensure that it does not continue and that all pupils feel supported (this will include the target, the alleged perpetrator, any bystanders, and the wider school community). Pupil voice will be recorded on My Concern.

Pupils, including bystanders/witnesses

We ask that all pupils report concerns of bullying or bullying behaviour to a member of school staff – this can be any member of teaching or non-teaching staff, including a class teacher, a LSA, the Head teacher, a lunchtime supervisor, or a member of the office team. We talk about trusted adults regularly in class and in assemblies to remind our pupils of who they can report concerns to.

The member of staff will listen to the pupil and make an initial note of their concerns, they will then discuss next steps with them and reassure them that they will be supported. The member of staff will make a formal record of the bullying report on the school’s Safeguard recording system and other relevant members of staff will be alerted. The member of staff will directly alert the school’s Designated Safeguarding Lead if the report is deemed urgent or if a pupil is considered at risk.

We understand that some pupils may find it difficult to tell a member of staff about their concerns verbally, we therefore have additional reporting mechanisms in place. Our school has a worry box in each classroom where the pupil can put their name/a brief note about their concerns/draw a picture of their concern – these worry boxes are introduced to the pupils at the start of the year and pupils are reminded of them regularly.

Preventing, Identifying and Responding to Bullying

Preventing Bullying

A range of strategies are used within the school community to prevent bullying, some examples of strategies used are detailed below:

▪ Ensuring high expectations are held in relation to behaviour.

▪ Ensuring all pupils and staff have a secure knowledge and application of the values held by the school and the learning behaviours expected.

▪ Pupils and staff have a clear understanding of bullying, how it is defined and what

behaviours may be considered to be bullying.

▪ Pupils have a clear understanding of how their behaviours affect others.

▪ Provide staff with information and training in regard to expected behaviours,

managing poor behaviour, and identifying potential bullying.

▪ Actively providing opportunities for pupils to develop their social and emotional

skills, including their resilience, self-esteem, managing differences of opinion,

managing emotions and recognising when they need the help and support of an

adult.

▪ Providing opportunities, throughout the curriculum, to address and educate pupils about bullying including links to discriminatory and online behaviours. This is underpinned by our PSHE scheme of work and further enhanced and revisited through the following: assemblies, circle times and reactive PSHE, school council, PCSO workshops, social stories, comic strip conversations and peer support groups. We also model restorative practice with our pupils and revisit online safety throughout our computing curriculum and other relevant lessons. An example of the PSHE scheme of work and the computing overview is shown in appendix 4 and appendix 5.

▪ Providing safe spaces for vulnerable children.

▪ Providing high levels of supervision in learning environments, including the playground.

▪ Ensuring positive behaviours are identified and reinforced.

▪ Teaching children how to recognise if another child does not like an aspect of the

play, e.g. facial expressions, body language, actions taken.

▪ Teaching children to confidently respond if they do not like an aspect of the play by

saying stop, don’t do that and using the ‘flat hand’ gesture to indicate stop.

▪ Teaching children to confidently talk to adults where they have a concern.

▪ Providing opportunities to work as a whole class/whole school on anti-bullying projects, linking in with Anti-bullying events.

▪ The expectations relating specifically to online safety are delivered in all lessons

involving the internet.

▪ Pupils sign an online safety agreement at the beginning of the school year.

Identifying Bullying

* All staff will receive training in regard to identifying bullying with reference given to physical, emotional and cyber-bullying. This forms part of the school’s safeguarding training and is re-visited throughout the year.

▪ All staff are expected to read this policy and to work in accordance with this policy.

▪ If a member of staff is concerned that a behavioural incident might be considered

to meet the definition of bullying, either in relation to several times on purpose or in relation to the child’s experience of school, it is required that this is recorded on My Concern with the heading suspected bullying.

* If a child perceives that they are being bullied, it is required that this is recorded on My Concern with the heading suspected bullying.

Signs of Bullying

Staff are vigilant in identifying signs of bullying or other safeguarding issues. Some signs of bullying include:

Physical: unexplained physical injury, bedwetting, missing belongings, damaged clothes or schoolwork, loss of appetite, stomach ache and headaches.

Emotional: losing interest in school, withdrawn, secretive, unusual displays of emotions, high level of anxiety, mood swings, tearfulness, lack of confidence and unhappiness, but refuses to explain why.

Behavioural: taking longer to get home, going home for lunch, poor attendance, asking for more money, taking different routes to or from school, losing more items than usual, sudden changes in behaviour and concentration difficulties.

These lists are not exhaustive and could be signs of other concerns.

Responding to Bullying

The Support Group Approach

This approach involves restorative practice which aligns with our behaviour policy. It is effective and does not put the target pupil at risk. The process works by gathering together a small group, which includes the perpetrator(s), colluders and friends or good role models. By acting as advocates for the targeted pupil the facilitator encourages empathy and understanding. The ‘consent’ for the unkind behaviour is withdrawn.

If we take the view that bullying is an interaction which establishes group identity, dominance and status at the expense of another, then it is only the development of ‘higher values’ such as empathy, consideration and unselfishness that the perpetrator is likely to relinquish his or her behaviour and function differently in a social setting. If the preventative policy depends upon policing the environment, forbidding the behaviour, supporting and empathising with the targeted pupils and punishing the perpetrators, then no lasting change can be expected.

The seven steps of the Support Group Approach are summarised and explained in appendices 1 and 2.

Appendix 3 documents the steps that the school will take when a concern is raised in relation to bullying.

Record Keeping

▪ Concerns that relate to bullying or have the potential to relate to bullying in the future should be recorded on My Concern. The Designated Safeguarding Lead will check records and plan the Support Group Approach with the pupil or pupils, phase leaders and class teachers.

* DSLs will ensure that the views of pupils involved in a concern raised are recorded on My Concern, before the concern is filed. This includes their views of the incident and their views of the actions taken.

▪ All Incidents relating to prejudice-related incidents should be recorded on the PRI (Prejudice Related Incident Form) and given to the Deputy Headteacher.

▪ Completed PRI forms will be kept in the PRI file in the Deputy Headteacher’s office. The Deputy Head will liaise with relevant staff including DSLs. The Deputy Head will scan the PRI form will be scanned and raised as a concern on My Concern. Logs on My Concern are stored electronically. Incidents of discriminatory behaviour will be managed through re-education, peer support groups, PCSO involvement, parental support and the involvement of other appropriate agencies.

▪ The Headteacher will report to Governors each term on Bullying Incidents and PRIs in the Headteacher’s Report. This enables trends and strategies to be scrutinised.

Involvement of Pupils

Opportunities exist within the curriculum to deliver specific information relating to bullying, to ensure that pupils have a secure knowledge of what bullying is, what they can do about bullying, and how the school will respond to bullying.

Pupil voice is included when developing this policy and specific opportunities to talk through concerns relating to bullying will be provided to the pupils.

The school has a pupil leadership team, which includes Anti-bullying Ambassadors. This group of pupils is currently working towards the Diana Award.

Events will be held and information provided which promote the Support Group Approach that the school will offer as well as the support other agencies can offer to pupils affected by bullying, including the pupil who has been involved in bullying another pupil.

Liaison with Parents and Carers

Parents and carers are involved in the review of the Anti-bullying Policy and are aware that the school does not tolerate bullying.

Parents and carers are able to raise concerns with members of staff. In the first instance parents should raise concerns with their child’s class teacher. Where an incident has been brought to the attention of a member of staff, parents and carers will be informed and next steps will be recorded on My Concern, and discussed with the parents or carers.

The school will continue to work with parents and other agencies within the local community to address issues beyond the school gates that may involve bullying. The school will provide parents with independent information about bullying.

Parents are aware of the school’s complaints procedure which is published on the website and can be obtained from the school office.

Links to other Policies and Guidance

This policy has been written with reference to the following policies and guidance documents:

DfE Preventing and Tackling Bullying: Advice for Headteachers, staff and governing bodies (July 2017),

Creating a Telling School, (2005) published by Lucky Duck

Behaviour Policy

Safeguarding Policy and Procedures Handbook

Online Safety Policy

Educational Visits Policy

Special Educational Needs Policy

Monitoring and Reviewing

This policy will be reviewed in Autumn 2024.

Appendix 1: The Support Group Approach

Step 1: Talk with the targeted pupil

When the facilitator finds out that bullying has happened, start by talking to the targeted pupil. Encourage the young person to describe how they feel with reflective comments such as, ‘That must be very hard for you…So you have felt really upset.’

The purpose is not to discover factual evidence about this or other events; if the pupil wants to include evidence in the account this is always reframed to establish the resulting distress. For example, ‘they have all been ignoring me, nobody will talk to me,’ might be replied to with a comment like, ‘so you felt really lonely and you were upset that you had nobody to talk to.’

It is important that the targeted pupil understands and gives consent to the process. Sometimes there may be a fear that it could lead to further bullying but when the non-punitive aspect is fully explained the targeted pupils usually feels safe, and relieved that something is being done. The pupil may want the perpetrators to understand how much distress has been caused. Talking to someone else who has been through the same experience might give further reassurance. The facilitator should end the meeting by:

* Checking that nothing confidential has been discussed which should not be disclosed to the group.
* Asking the targeted pupil to suggest the names of those involved, some colluders or observers and some friends or good role models who will make up the group.
* Inviting the targeted pupil to produce a piece of writing or a picture which will illustrate his or her unhappiness.
* Offering the targeted pupils an opportunity to talk again at any time during the procedure if things are not going well.

The targeted pupils is not invited to join the group to present his own account as it is possible that he will make accusations, provoke denial or justification and undermine the problem-solving approach.

Step 2: Convene a meeting with the people involved

The facilitator arranges to meet with the group of pupils who have been involved and suggested by the targeted pupil. A group of six to eight works well.

This is an opportunity for the facilitator to use her judgement to balance the group so that helpful and reliable young people are included alongside those whose behaviour has been causing distress. The aim is to use the strengths of the group members to bring about the best outcome. Records of which children have been involved can be helpful to prevent some friends/good role models being repeatedly asked to take part in these groups.

Step 3: Explain the problem

The facilitator starts by telling the group she has a problem-she is worried about a pupil (the name must be used) who is having a very hard time at the moment. She recounts the story of the pupil’s unhappiness and uses the piece of writing or a drawing to emphasise his distress. At no time does she discuss the details of the incident or allocate blame to the group.

Step 4: -Share responsibility

When the account is finished, the listeners may look downcast or uncomfortable and be uncertain about the reason for the meeting. Some may be anxious about possible punishment. The facilitator makes a change if the mood her by stating explicitly that:

* No-one is in trouble or going to be punished
* There is a joint responsibility to help the pupil to be safe and happy
* The group has been convened to help solve the problem

Step 5: Ask the group members for their ideas

Group members are usually moved by the account of the pupil’s distress and relieved that they are not in trouble. No one has been pushed into a defensive corner by accusations and the power of the group has been shifted from the ‘bully leader’ to the group as a whole, whose members withdraw consent for the behaviour to continue.

Each member of the group is then encouraged to suggest a way in which the targeted pupil could be helped to feel happier. Ideas are stated in the ‘I’ language of intention. ‘I will walk to school with him/her.’ ‘I will ask him/her to sit with me at lunch.’ Ideas are owned by the group members and not imposed by the facilitator. The facilitator makes positive responses but does not go on to extract a promise of improved behaviour. It can be appropriate to record the ideas the young people have suggested for monitoring purposes and to provide feedback to the targeted pupil’s parents/carers.

Step 6: Leave it up to them

The facilitator ends the meeting by passing over responsibility to the group to solve the problem. She thanks them and expresses confidence in a positive outcome and arranges to meet with them again to see how things are going.

Step 7: Meet them again

A few days later, in an informal meeting, the teacher discusses with each pupil, including the targeted pupil, how things have been going. This allows the teacher to monitor the bullying and keeps the young people involved in the process. Meetings are with one group member at a time so that each can give a statement about his/her contributions without creating a competitive atmosphere. It does not matter if everyone has not kept to his or her intention, as long as the bullying has stopped. The targeted pupil just has to be safe and happy.

Appendix 2: Support Group Approach – Chart



**Appendix 3: Anti-bullying flowchart** 



Appendix 4 : PSHE and RSE Overview

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Nursery** | **Reception** | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| **Autumn 1** | **Identity, society and equality:** Making relationships with adults and children.  Develop confidence in leaving the main carer and come into nursery happily and settled | **Identity, society and equality:** Making relationships.  Identifying and talking about different feelings | **Physical health and wellbeing:** Fun times | **Physical health and wellbeing:** What keeps me healthy? | **Drug, alcohol and tobacco education:** Tobacco is a drug | **Identity, society and equality:** Democracy | **Physical health and wellbeing:** In the media | **Drug, alcohol and tobacco education:** Weighing up risk |
| - **Develop nursery routines**  - **Focus on school values**  - **Consent**  - **Good touch/bad touch**  - **E-Safety** | - **Learning and following routines.**  - **School values**  - **Consent**  - **Good touch/bad touch**  - **E-Safety**  **- Staying healthy:** immunisations, hand washing | - **Consent**  - **Good touch/bad touch**  - **E-Safety**: Computing | - **Consent**  - **Good touch/bad touch**  - **E-Safety**: Computing | - **Consent**  - **Good touch/bad touch**  - **E-Safety**: Computing  - **OneLife**: Healthy Living  - **Democracy**: School council | - **Consent**  - **Good touch/bad touch**  - **E-Safety**: Computing  - **OneLife**: Healthy Living  - **Democracy**: School council | - **Consent**  - **Good touch/bad touch**  - **E-Safety**: Computing  - **Democracy**: School council | - **Consent**  - **Good touch/bad touch**  - **E-Safety**: Computing  - **PCSO**: Online safety  - **Democracy**: School council |
| **Autumn 2** | **Mental health and emotional wellbeing:** Understand own feelings and talk about them | **Mental health and emotional wellbeing:** Identifying, talking about and understanding feelings of ourselves and others | **Keeping safe and managing risk:** Feeling safe | **Mental health and emotional wellbeing:** Friendship | **Keeping safe and managing risk:** Bullying - see it, say it, stop it | **Drug, alcohol and tobacco education:** Making choices | **Identity, society and equality:** Stereotypes, discrimination and prejudice | **Identity, society and equality:** Human rights |
|  | **- Firework safety**  **- Staying healthy:** immunisations  - **Anti-bullying** | - **E-Safety**: Computing  - **Anti-bullying** | - **E-Safety**: Computing  - **Anti-bullying** | - **E-Safety**: Computing  - **OneLife**: Healthy Living  - **Anti-bullying** | - **E-Safety**: Computing  - **OneLife**: Healthy Living  - **Anti-bullying** | - **E-Safety**: Computing  - **Animals Including Humans**: Science  - **Anti-bullying** | - **E-Safety**: Computing  - **PCSO**: Child exploitation  - **Anti-bullying** |
| **Spring 1** | **Keeping safe and managing risk:** Developing confidence to try new activities | **Mental health and emotional wellbeing:** Identifying, talking about and understanding feelings of ourselves and others | **Identity, society and equality:** Me and others | **Keeping safe and managing risk:** Indoors and outdoors | **Mental health and emotional wellbeing:** Strengths and challenges | **Physical health and wellbeing:** What is important to me? | **Keeping safe and managing risk:** When things go wrong | **Mental health and emotional wellbeing:** Healthy minds |
| - **Consent**  - **Good touch/bad touch**  - **E-Safety**  - **Children's Mental Health Week:** Connections | - **Consent**  - **Good touch/bad touch**  - **E-Safety**  - **Children's Mental Health Week:** Connections | - **Consent**  - **Good touch/bad touch**  - **E-Safety**: Computing  - **Children's Mental Health Week:** Connections | - **Consent**  - **Good touch/bad touch**  - **E-Safety**: Computing  - **Children's Mental Health Week:** Connections  - **Swearing** | - **Consent**  - **Good touch/bad touch**  - **E-Safety**: Computing  - **Children's Mental Health Week:** Connections | - **Consent**  - **Good touch/bad touch**  - **E-Safety**: Computing  - **Children's Mental Health Week:** Connections | - **Consent**  - **Good touch/bad touch**  - **E-Safety**: Computing  - **Children's Mental Health Week:** Connections | - **Consent**  - **Good touch/bad touch**  - **E-Safety**: Computing  **- PCSO**: Knife crime  - **Children's Mental Health Week:** Connections |
| **Spring 2** | **Mental health and emotional wellbeing:** Understand feelings of others | **Identity, society and equality:** Celebrating difference (India), festivals and celebrations | **Drug, alcohol and tobacco education:** What do we put into and on to bodies? | **Drug, alcohol and tobacco education:** Medicines and me | **Identity, society and equality:** Celebrating difference | **Keeping safe and managing risk:** Playing safe | **Mental health and emotional wellbeing:** Dealing with feelings | **Keeping safe and managing risk:** Keeping safe - out and about |
|  | - **E-Safety**  - **Anti-bullying** | - **E-Safety**: Computing  - **Anti-bullying** | - **E-Safety**: Computing  - **Anti-bullying** | - **E-Safety**: Computing  - **Anti-bullying** | - **E-Safety**: Computing  - **Anti-bullying** | - **E-Safety**: Computing  **- Emotions & feelings**  - **Anti-bullying** | - **E-Safety**: Computing  - **Anti-bullying** |
| **Summer 1** | **Identity, society and equality:** Turn taking and solving conflicts | **Keeping safe and managing risk:**  Weather safety, playing safe, road safety, trip safety | **Mental health and emotional wellbeing:** Feelings | **Sex and relationship education:** Boys and girls, families | **Careers, financial capability and economic wellbeing:** Saving, spending and budgeting | **Sex and relationship education:** Growing up and changing | **Drug, alcohol and tobacco education:** Different influences | **Sex and relationship education:** Healthy relationships/how a baby is made |
| **Physical health and wellbeing:** Healthy eating |
| - **Consent**  - **Good touch/bad touch**  - **E-Safety** | - **Consent**  - **Good touch/bad touch**  - **E-Safety**  **- Healthy eating**  **- Recap school rules, transitions and routines** | - **Consent**  - **Good touch/bad touch**  - **E-Safety**: Computing | - **Consent**  - **Good touch/bad touch**  - **E-Safety**: Computing | - **Consent**  - **Good touch/bad touch**  - **E-Safety**: Computing | - **Consent**  - **Good touch/bad touch**  - **E-Safety**: Computing | - **Consent**  - **Good touch/bad touch**  - **E-Safety**: Computing | - **Consent**  - **Good touch/bad touch**  - **E-Safety**: Computing  - **PCSO**: Healthy relationships |
| **Summer 2** | **Identity, society and equality:** Transitions and new beginnings | **Identity, society and equality:** Transitions and new beginnings | **Careers, financial capability and economic wellbeing:** My money | **Sex and relationship education:** Boys and girls, families | **Physical health and wellbeing:** What helps me choose? | **Sex and relationship education:** Growing up and changing | **Careers, financial capability and economic well being:** Borrowing and earning money | **Sex and relationship education:** Healthy relationships/how a baby is made |
| - **E-Safety** | - **E-Safety**  - **Anti-bullying** | - **E-Safety**: Computing  - **Anti-bullying** | - **E-Safety**: Computing  - **Anti-bullying** | - **E-Safety**: Computing  - **Anti-bullying** | - **E-Safety**: Computing  - **Anti-bullying** | - **E-Safety**: Computing  - **Anti-bullying** | - **E-Safety**: Computing  - **Crucial Crew**  - **Transitions**  - **Anti-bullying** |

Appendix 5 : Computing Overview

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| --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 | IT | **Information Technology** is about the use of computers for functional purposes, such as collecting and presenting information, or using search technology. |
| **EYFS** | **Technology Around Us (IT)** | **Following instructions (CS)** | **Exploring sequences (CS)** | **Logging in (IT)** | **Digital Art (IT)** | **E-Safety (DL)** | CS | **Computer Science** introduces children of all ages to understanding how computers and networks work. |
|  | *Looking at technology in the world around them.* | *Receiving and following instructions* | *Exploring Bee-Bot programming.* | *Using Wonde passwords to log into computers.* | *Creating digital art.* | *Introduction to Interlands and keeping information private.* | DL | **Digital Literacy** is about the safe and responsible use of technology, including recognising its advantages for collaboration or communication. |
| **Y1** | **E-Safety (DL)** | **Technology around us/ Digital Art** | **Algorithms Unplugged (CS)** |  | **Programming Bee-Bots (CS)** | **Data gathering (IT)** |  |  |
|  | *When in doubt, discuss!* | *Learning to identify technology around us and use mouse and keyboard / Using mouse and keyboard skills for digital imagery.* | *Virtual assistants - input and output devices* | *Virtual assistants - input and output devices* | *Using real Bee-Bots and creating virtual ones.* | *What is data and how can it be gathered and represented?* |  |  |
| **Y2** | **E-Safety (DL)** | **What is a Computer? (CS)** | **Word Processing (IT)** |  | ScratchJr Programming (CS) |  |  |  |
|  | *Protecting your stuff* | *Identifying parts of a computer and what they are used for* | *Keyboard skills and working collaboratively on a project (Google Docs). Identifying errors in documents.* | *Keyboard skills and working collaboratively on a project (Google Docs). Identifying errors in documents.* | *Introduction to coding blocks in Scratch Jr.* | *Exploring Scratch on the computers and programming a simple game.* |  |  |
| **Y3** | **E-Safety (DL)** | **Scratch Animation (CS)** | **Networks (CS)** |  | **Databases (CS)** | **Stop Motion Animation (IT)** |  |  |
|  | *Respecting each other - being a responsible digital citizen.* | *Creating an animation in Scratch* | *What are networks and how do they work?* | *What are networks and how do they work?* | *Introduction to databases through Top Trumps.* | *Children explore using animation software on the computer and using the tablets to create stop motion animations.* |  |  |
| **Y4** | **E-Safety (DL)** | **Scratch Educational Game (CS)** | **Digital Collaboration (IT/CS)** |  | **HTML (CS/IT/DL)** | **Keyboard Skills (IT)** |  |  |
|  | *Think before sharing* | *Programming an education times-tables game in Scratch* | *Exploring possibilities of collaborative work using Google Suites series to tools* | *Exploring possibilities of collaborative work using Google Suites series to tools* | *The language of web pages, designing and making web pages.* | *Working on improving keyboard skills through the TypeClub application.* |  |  |
| **Y5** | **E-Safety (DL)** | **Scratch Game (CS)** | **Transmitting Data! (CS)** |  | **Search Engines (IT/DL)** | **Compter Aided Design** |  |  |
|  | *Digital wellbeing* | *Using loops, variables and operators to create a game in Scratch* | *Looking at how binary code is the basis of computer communication and the Mars Curiosity Rover.* | *Also investgation into what are the core components of a computer and children have a go at assembling their own.* | *Giving credit - understanding fair use and copyright* | *Desiging their own rover using Tinkercad and presenting that information.* |  |  |
| **Y6** | **E-Safety (DL)** | **Python Text Adventure (CS)** | **Code Breaking (CS)** |  | **Designing a New Product (IT/CS)** |  |  |  |
|  | *Checking that its real* | *Using Python to create a multiple choice game and planning in Slides* | *Code breaking and introduction to cryptography and how its importance to computing.* |  | *Explore, design and promote a new computer product or program.* |  |  |  |

Appendix 6: Assembly Schedule



