

Document Control Sheet

Document Title: BESA Anti-Bullying Policy

Circulation: General

	Prepared By	Reviewed By	Approved By
Original	Dawn Akyürek/Staff	SMT/Board of Governors	Board Signature Date: April 2007
Revision 1	Dawn Akyürek/Staff		Board Signature Date: June 2009
Revision 2	Dawn Akyürek/Staff Jan 2010		Board Signature Date: Jan 2010
Revision 3	Dawn Akyürek/Staff Jan 2011		Board Signature Date: Jan 2011
Revision 4	Sam Sawyer/ Staff Feb 2012		Board Signature Date: Feb 2012
Revision 5	Stuart Downing September 2015		Board Signature Date: September 2015
Revision 6	Stuart Downing June 2016		Board Signature Date: June 2016
Revision 7	Stuart Downing October 2016		Board Signature Date: October 2016
Revision 8	Stuart Downing November 2017	Stuart Downing Andy Ryan Sema Talay Ozlem Odabas Tavares Esra Stallman	Signature Date:
Revision 9	Stuart Downing October 2018		Signature
Revision 10	Stuart Downing September 2019		Date: November 2020
Revision 11	Andy Ryan February 2020	Governing Board	Signature Date: February 2020
Revision 12	Stuart Downing December 2021		Signature Date: December 2021



The British Embassy School Ankara Anti- Bullying Policy

Statement of Intent

We are committed to providing a caring, friendly and safe environment for all of our pupils so they can learn in a relaxed and secure atmosphere. Bullying of any kind is unacceptable at our school. If bullying does occur, all pupils should be able to tell and know that incidents will be dealt with promptly and effectively. We are a *TELLING* school. This means that *anyone* who knows that bullying is happening is expected to tell the staff. We will take positive action to prevent bullying within the IPC/IMYC curriculum, PSHE/DISPOSITIONS (see **Appendix 2** for relevant learning intentions) and exploit opportunities within other curriculum areas. BESA will keep up to date with relevant documentation and use this to continually revise the policy where required. We currently link our policy to the non-statutory guidance from the DfE: Preventing and Tackling Bullying (July 2017) Two members of staff are responsible for anti-bullying work. They are Katie Vincent (Safeguarding Lead) and Stuart Downing (Assistant Head).

Definition of Bullying

Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms (for instance, cyber-bullying via text messages, social media or gaming, which can include the use of images and video) and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, special educational needs or disabilities, or because a child is adopted, in care or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences. (Taken from DfE: Preventing and Tackling Bullying-July 2017)

What is Bullying?

- Any deliberate behaviour which makes a child feel threatened, hurt, frightened or isolated
- Bullying is serious and can cause physical or emotional damage and has long term consequences for those who are a victim of such behaviour
- It can be physical-hitting, punching, kicking and fighting
- It can be emotional- name-calling, teasing, ostracising, using put-downs, making threats, spreading rumours, humiliating, intimidating
- It can be Cyber in nature: All areas of the internet ,such as; email, group chats, social media & internet chat room misuse, mobile threats by text messaging & calls and misuse of associated technology , i.e. camera &video facilities
- It can be sexual/sexist, homophobic and refer to disabilities
- It is repeated over time – Several Times On Purpose - STOP
- It can involve taking or damaging another person's property
- It is unfair.

What is Cyber-Bullying?

The rapid development of, and widespread access to, technology has provided a new medium for 'virtual' bullying, which can occur in or outside school. Cyber-bullying is a different form of bullying and can happen at all times of the day, with a potentially bigger audience, and more accessories as people forward on content at a click. The DfE simply define Cyberbullying as, "bullying that takes place using technology". (Taken from: Advice for Parents and Carers on Cyberbullying, 2014)

The Aims of this Policy

- To create an environment that prevents bullying from being a serious problem in the first place.
- To deal with any incidents quickly and effectively.
- To proactively gather intelligence about issues between pupils that might provoke conflict and develop strategies to prevent bullying occurring in the first place.
- To create an ethos of good behaviour where pupils treat one another and the school staff with respect because they know that this is the right way to behave.
- To give a clear understanding of how our actions affect others and are reinforced by staff and older pupils who set a good example to the rest.
- Any disciplinary measures that are enacted must be applied fairly, consistently, and reasonably taking account of any special educational needs or disabilities that the pupils may have and taking into account the needs of vulnerable pupils.
- To make parents feel confident that the school will take any complaint about bullying seriously and resolve the issue in a way that protects the child, and they reinforce the value of good behaviour at home.
- To make sure that all pupils understand the school's approach and are clear about the part they can play to prevent bullying, including when they find themselves as bystanders.
- To openly discuss differences between people that could motivate bullying, such as religion, ethnicity, disability, gender or sexuality and those from different family situation.
- To make it easy for pupils to report bullying so that they are assured that they will be listened to and incidents acted on. Pupils should feel that they can report bullying which may have occurred outside school including cyber-bullying.
- To create an inclusive environment, where pupils can openly discuss the cause of their bullying, without fear of further bullying or discrimination.
- To provide effective staff training.
- To celebrate success.

Objectives of this Policy

- All governors, teaching and non-teaching staff, pupils and parents should have an understanding of what bullying is.
- All governors and teaching and non-teaching staff should know what the school policy is on bullying, and follow it when bullying is reported.
- All pupils and parents should know what the school policy is on bullying, and what they should do if bullying arises. The bullying policy is available on the school website.
- As a school we take bullying seriously. Pupils and parents should be assured that they will be supported when bullying is reported.
- Bullying will not be tolerated.
- The policy covers bullying of children to children but also bullying of staff, whether by pupils, parents or other members of staff.

- To ensure that ALL staff are appropriately trained through dedicated staff meetings and through whole school focus during Friendship week and kindness week and visiting experts, such as Jenny Mosely – where friendship is the focus.

We are a *Telling* school, we must ALL encourage the children to share when there is a problem.

Why is it Important to Respond to Bullying?

Bullying hurts. No one deserves to be a victim of bullying. Everybody has the right to be treated with respect. Pupils who are bullying need to learn different ways of behaving.

Schools have a responsibility to respond promptly and effectively to issues of bullying.

See **Appendix 3** for guidance for teachers.

Signs and Symptoms

A child may indicate by signs or behaviour that he or she is being bullied. Adults should be aware of these possible signs and that they should investigate if a child displays any of the listed symptoms in **Appendix 4**.

These signs and behaviours could indicate other problems, but bullying should be considered a possibility and should be investigated. Pupils with communication difficulties/EAL/SEN may not understand that they are being bullied so staff need to monitor continuously for signs of bullying.

Procedures for Pupils Reporting Bullying/Cyber-Bullying and other forms of Abuse

1. Report bullying incidents (including those that take place online – Cyber-Bullying/Abuse) to any member of staff, parent, friend or anyone who they feel comfortable telling. It is important to tell someone.
2. In Cyber-bullying incidents, pupils should retrieve evidence by taking screen shots of the bullying.

Procedures for Staff (Appendix 5 for Incident Reporting Flow Chart)

1. Any incidents of bullying, cyber-bullying and other forms of online abuse should be recorded and passed on to the EYFS, Primary or Middle Years Lead. The information will be reviewed and next steps taken where necessary. The Reporting Behaviour Form (**Appendix 1**) can be used.
2. If required, information will be passed to the head teacher.
3. In Cyber-bullying incidents, staff should retrieve evidence by taking screen shots of the bullying, or where appropriate or necessary ask the pupils to take screen shots.
4. In cyber-bullying incidents, staff/School area leads/Assistant Heads should recommend that the accused account is blocked by the alleged victim.
5. The bullying behaviour or threats of bullying must be investigated and the bullying stopped quickly. This is through immediate action by the School area leads and/or the Assistant Heads and through the following of the Behaviour Management Policy.
6. The School area leads, Assistant Heads or Head Teacher will interview all of those involved.
7. Parents should be informed in consultation with the School area leads, Assistant Heads or Head Teacher and will be asked to come in to a meeting to discuss the problem.
8. An attempt will be made to help the bully (bullies) change their behaviour through behaviour management techniques and discussions with the pupil, School area lead, Assistant Heads or Head Teacher and parents. Support will be provided for the victim of the incident. In both cases our School Councillor will be heavily involved and put a plan in place, with the input of parents, where necessary.
9. Records of all bullying will be kept by the Assistant Head Primary.

Pupils' Conduct Outside the School Gates

School staff members have the power to discipline pupils for misbehaving outside the school premises. This may include bullying incidents occurring anywhere off the school premises.

Subject to the sanctions detailed within this policy, appropriate school staff may discipline pupils for:

- Misbehaviour when the pupil is:
 - Taking part in any school-organised or school-related activity or
 - Travelling to or from school
 - Wearing school uniform or
 - In some other way identifiable as a pupil at the school
- Or misbehaviour at any time, whether or not the conditions above apply, that:
 - Could have repercussions for the orderly running of the school or
 - Poses a threat to another pupil or member of the public or
 - Could adversely affect the reputation of the school.

While school staff members have the power to discipline pupils for misbehaviour or bullying that occurs outside school, they can only impose the disciplinary sanction and implement that sanction on the school premises or when the pupil is under the lawful control of school staff, for instance on a school trip.

Sanctions and Follow Up

1. The bully (bullies) may be asked to genuinely apologise. Other consequences may take place. See School Behaviour Management Policy.
2. In serious cases, suspension or even exclusion will be considered. Children WILL NOT be excluded from school for being bullied, even if the school believes they are doing so for the child's benefit (Education Act 2002).
3. If possible, the pupils will be reconciled.
4. After the incident / incidents have been investigated and dealt with, each case will be monitored to ensure repeated bullying does not take place.

Prevention

We will use the following methods for helping children to prevent bullying. As and when appropriate, these may include:

- writing a set of school rules
- signing a behaviour contract/Code of Conduct
- writing stories or poems or drawing pictures about bullying
- reading stories about bullying or having them read to a class or assembly
- making up role-plays
- having discussions about bullying and why it matters
- PSHCE/DISPOSITION link to circle time and JIGSAW scheme of work
- assemblies that reinforce the school's policy on bullying and cyber-bullying and communicate the rights and responsibilities of everyone tackling bullying
- pupils are taught to become articulate and confident through speaking and listening skills
- school will investigate 'blind spots' where bullying could take place outside and revise procedures where required.
- To have a whole school Anti Bullying Week initiative twice a year, known as Friendship Week and Kindness week.

Record Keeping

All records and documentation related to incidents of bullying or cyber-bullying are kept by the Assistant Head Primary, a member of the Senior Leadership Team. The Assistant Head Primary will review the incidents in order to identify any patterns that there may be. Staff may use the Behaviour Reporting Form to inform of any incidents that take place. **(Appendix 1)**

The Role of Governors

The governing body supports the Head Teacher in all attempts to eliminate bullying from our school. This policy statement makes it very clear that the governing body does not allow bullying to take place in our school, and that any incidents of bullying that do occur are taken very seriously and dealt with appropriately.

The governing body reviews the effectiveness of the school policy regularly and is kept informed of any serious incidents of bullying by the Head Teacher.

The governing body responds within 10 days to any request from a parent to investigate incidents of bullying. In all cases, the governing body notifies the Head Teacher and asks/him/her to conduct an investigation into the case and to report back to a representative of the governing body.

The Role of the Head Teacher

It is the responsibility of the Head Teacher to implement the school anti bullying strategy and to ensure that all staff (both teaching and non-teaching) is aware of the school policy and know how to deal with incidents of bullying. The Head Teacher reports to the governing body about the effectiveness of the anti-bullying policy on request.

The Head Teacher ensures that all children know that bullying is wrong, and that it is unacceptable behaviour in this school. The Head Teacher or Assistant Heads draws the attention of the children to this fact at suitable moments. For example, if an incident occurs, the Head Teacher may decide to use assembly as a forum in which to discuss with other children why this type of behaviour is wrong.

The Head Teacher ensures that all staff receives sufficient training to be equipped to deal with all incidents of bullying. Training in this area is part of induction (through discussions connected with the Behaviour Management Policy) and all staff undertake Anti-bullying training regularly.

The Head Teacher sets the school climate of mutual support and praise for success, so making bullying less likely. When children feel that they are important and belong to a friendly and welcoming school, bullying is far less likely to be part of their behaviour.

The Role of the Assistant Heads

It is the responsibility of the Assistant Heads to promote, with the Head Teacher, a community which is safe and that bullying (including online) is not acceptable. The Assistant Heads and Deputy Head are a point of call for students and for staff who have been contacted about bullying issues. The Assistant Heads will follow the protocols laid out above and liaise with the Head Teacher where necessary. All documentation related to bullying issues will be stored by the Assistant Head Primary.

The Assistant Head Primary will design and lead the school's Friendship/Kindness Weeks and offer support to all staff on bullying (and cyber-bullying) issues, including staff training and staff induction, where required.

The Role of All Teaching and Non-Teaching Staff

Staff in our school take all forms of bullying seriously, and intervene to prevent incidents from taking place. Teaching staff keep their own records of all incidents that they are aware of in their class and that are reported to them. If staff witness an act of bullying, they do all they can to support the child who is being bullied. If a child is being bullied over a period of time then, after consultation with the School area lead/Assistant Head Pastoral or the head teacher, the parents of the child will be contacted.

Class teachers keep individual pupil conduct notes where all incidents of bullying or other anti-social behaviour are recorded. If any adult from within the school community witnesses, or becomes aware of, an act of bullying they should report it to the child's class teacher/form tutor. If, as a member of staff, we become aware of any bullying taking place between members of the school we deal with the issue immediately. **(See appendix 4)**

Staff attempt to support all children in school and to establish a climate of trust and respect for all. By praising, rewarding and celebrating the success of all children, we aim to prevent incidents of bullying.

The Role of Parents

Parents, who are concerned that their child might be being bullied, or who suspects that their child may be the perpetrator of bullying, should contact their child's class teacher immediately.

Parents have a responsibility to support the school's anti-bullying policy and to actively encourage their child to be a positive member of the school.

Monitoring, Review and Links to Policies and Guidelines.

This policy is monitored on a day to day basis by the Head Teacher and Assistant Head Teacher, the Head Teacher reports to governors about the effectiveness of the policy on request.

This Policy links to the BESA Behaviour Policy, BESA Safeguarding Child Protection Policy, ICT Security Policy, Behaviour Principles Statement and PSHCE and Citizenship Policy

This anti bullying policy is the whole school's responsibility and the effectiveness is reviewed annually.

This document was written in reference to DFES Guidance *Bullying 'Don't suffer in silence.'* and DfE: Preventing and Tackling Bullying (July 2017). *It has been reviewed and updated following guidance from 'Safe to Learn: Embedding anti-bullying work in schools'*

Policy Written by Dawn Akyürek

Policy accepted 24th June 2009

Policy reviewed 20th January 2010

Policy review date January 2011

Policy reviewed by Sam Sawyer February 2012

Policy review date March 2013

Policy Reviewed by Stuart Downing September 2015

Policy review date September 2016

Policy reviewed by Stuart Downing June 2016

Policy Reviewed by Stuart Downing October 2016

Policy review date September 2017

Policy Reviewed by Stuart Downing November 2017

Policy Review date October 2018

Policy Reviewed by Stuart Downing October 2018

Policy Review date October 2019

Policy Reviewed by Stuart Downing September 2019
Policy Review date September 2020
Policy Addition made February 2020
Policy Reviewed by Stuart Downing December 2021

Behaviour Reporting Form

Name(s) of student(s) involved and Year Groups: _____

Reporting Staff Member _____

Date and Location of Incident: _____

Details of the incident:

Reported to Line Manager/Assistant Head/Head Teacher: YES NO

Actions Taken (In line with Behaviour Management Policy):

Parents Informed: YES NO
Details (By email/Telephone/Face to Face Meeting):

Monitoring Procedures Put in Place:

Signed (Reporting Staff Member): _____

Signed (Line Manager/Assistant Head Pastoral or Headteacher): _____

Appendix 2

	MP1	MP2	Y6	Y7	Y8	Y9
Relationships	<p>Families</p> <p>Objectives:</p> <p>R8: To identify and respect the differences and similarities between people.</p> <p>R9: Identify their special people, what makes them special and how they should care for one another</p>	<p>Objectives:</p> <p>R4: To recognise different types of relationships including those between acquaintances, friends and relatives and families.</p>	<p>Objectives</p> <p>R4/R5: To understand different types of relationships and distinguishing legal and non-legal relationships.</p>	<p>Objectives</p> <p>R11: To understand the roles and responsibilities of parents, carers and children in families.</p>	<p>Objectives:</p> <p>R29: To understand the systems and organisations available to support families (in home and host countries)</p>	<p>Objectives</p> <p>R8: To understand different types of relationships, including those within families, friendships, romantic or intimate relationships and the factors that can affect these (including age, gender, power and interests)</p>
	<p>Caring Friendships</p> <p>Objectives</p> <p>R2: To recognise that their behaviour can affect others.</p> <p>R4: To recognise what is fair and unfair, kind and unkind and right and wrong.</p>	<p>Caring Friendships</p> <p>Objectives</p> <p>R12: To develop strategies to resolve conflict through negotiation and appropriate compromise.</p>	<p>Caring Friendships</p> <p>R3: To recognise ways in which a relationship can be unhealthy and know who to talk to if they need support.</p>			
	<p>Respectful Relationships</p> <p>R8: To identify and respect the difference and similarities between people.</p> <p>R13: To recognise different types of teasing and bullying and that these are wrong and unacceptable.</p> <p>R14: To develop strategies to resist teasing and bullying.</p>	<p>Respectful Relationships</p> <p>R21: To understand personal boundaries. To identify what they are willing to share with their most special people. To know that they all have rights to privacy.</p> <p>R18: To recognise bullying and abuse in all its forms.</p>	<p>Respectful Relationships</p> <p>R16: To recognise and challenge stereotypes.</p> <p>L6: To realise the consequences of anti-social, aggressive and harmful behaviours.</p>	<p>Respectful Relationships</p> <p>R28: To recognise bullying and abuse in all its forms.</p> <p>R1: To recognise quality behaviours that they should respect and exhibit in a wide variety of positive relationships.</p>	<p>Respectful Relationships</p> <p>R28: To recognise bullying and abuse in all its forms.</p> <p>L3: To recognise the similarities and differences among people of different race, culture, ability, disability, sex, gender, identify, age and sexual orientation and the impact of stereotyping,</p>	<p>Respectful Relationships</p> <p>R28: To recognise bullying and abuse in all its forms.</p> <p>R27: To know about the unacceptability of sexist, homophobic, biphobic, transphobic, racist and disablist language and behaviour. To recognise the need to challenge these behaviours and how to do so.</p>

					prejudice, bigotry, bullying and discrimination on individuals and communities.	
	<p>Online relationships</p> <p>H12: To know rules for keeping physically and emotionally safe, including responsible online use and safety.</p> <p>H15: To recognise that they share a responsibility for keeping themselves and others safe, when to say ‘yes’ ‘no’ ‘I’ll ask’ and ‘I’ll tell’.</p>	<p>Online relationships</p> <p>H12: To know rules for keeping physically and emotionally safe, including responsible online use and safety.</p> <p>H4: To recognise how images in the media and online do not always reflect reality.</p> <p>H22: To know strategies for keeping safe online, the importance of protecting personal information including passwords, addresses, and the distribution of images of themselves and others.</p>	<p>Online Relationships</p> <p>L18: To critically examine what is presented to them in social media and why it is important to do so and understand how information contained in social media can misrepresents or mislead the importance of being careful what they forward to others.</p>	<p>Online and the media</p> <p>L17: To understand the importance of protecting their own and others reputations (including online presence).</p> <p>R35: To know safe and responsible use of ICT, including safe management of own and others personal data (including images).</p> <p>R23: To recognise the portrayal of sex in the media and social media.</p>	<p>Online and the media</p> <p>L17: To understand the importance of protecting their own and others reputations (including online presence).</p> <p>R14: To understand the role of sex in the media and its impact on sexuality.</p>	<p>Online and the media</p> <p>L17: To understand the importance of protecting their own and others reputations (including online presence).</p> <p>R38: To know when the sharing of explicit images may constitutes a serious criminal offence.</p>
	<p>Being Safe Objectives</p> <p>R3: To distinguish secrets and nice surprises. To know the importance of not keeping any secret that makes them feel uncomfortable, anxious or afraid.</p> <p>H13: To know about people who look after them, their family networks and who to go to if they’re worried and how</p>	<p>Being Safe Objectives</p> <p>R9: To understand the concept of keeping something confidential or secret; when they should or should not agree to this and when it is right to break a confidence or share a secret.</p>	<p>Being Safe Objectives</p> <p>H25: How to manage request for images of themselves or others.</p>	<p>Being Safe Objectives</p> <p>R20: How to seek the consent of another person and be sure that consent has been given; how to assertively withhold or withdraw consent</p>	<p>Being Safe Objectives</p>	<p>Being Safe Objectives</p>

	to attract their attention.					
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Jigsaw Themes and Working at Descriptors

Ages 3-5 (F1-F2)	Self-identity Understanding feelings Being in a classroom Being gentle Rights and responsibilities	Identifying talents Being special Families Where we live Making friends Standing up for yourself	Challenges Perseverance Goal-setting Overcoming obstacles Seeking help Jobs Achieving goals	Exercising bodies Physical activity Healthy food Sleep Keeping clean Safety	Family life Friendships Breaking friendships Falling out Dealing with bullying Being a good friend	Bodies Respecting my body Growing up Growth and change Fun and fears Celebrations
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Ages 5-6	Feeling special and safe Being part of a class Rights and responsibilities Rewards and feeling proud Consequences Owing the Learning Charter I can explain why my class is a happy and safe place to learn. I can give different examples where I or others make my class happy and safe.	Similarities and differences Understanding bullying and knowing how to deal with it Making new friends Celebrating the differences in everyone I can tell you some ways that I am different and similar to other people in my class, and why this makes us all special. I can explain what bullying is and how being bullied might make somebody feel.	Setting goals Identifying successes and achievements Learning styles Working well and celebrating achievement with a partner Tackling new challenges Identifying and overcoming obstacles Feelings of Success I can explain how I feel when I am successful and how this can be celebrated positively. I can say why my internal treasure chest is an important place to store positive feelings.	Keeping myself healthy Healthier lifestyle choices Keeping clean Being safe Medicine safety/safety with household items Road safety Linking health and happiness I can explain why I think my body is amazing and can identify a range of ways to keep it safe and healthy. I can give examples of when being healthy can help me feel happy.	Belonging to a family Making friends/being a good friend Physical contact preferences People who help us Qualities as a friend and person Self-acknowledgement Being a good friend to myself Celebrating special relationships I can explain why I have special relationships with some people and how these relationships help me feel safe and good about myself. I can also explain how my qualities help these relationships. I can give examples of behaviour in other people that I appreciate and behaviours that I don't like.	Life cycles – animal and human Changes in me Changes since being a baby Differences between female and male bodies (correct terminology) Linking growing and learning Coping with change Transition I can compare how I am now to when I was a baby and explain some of the changes that will happen to me as I get older. I can use the correct names for penis, testicles, anus, vagina, vulva, and give reasons why they are private. I can explain why some changes I might experience might feel better than others.
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Ages 6-7	Hopes and fears for the year Rights and responsibilities Rewards and consequences Safe and fair learning environment Valuing contributions Choices Recognising feelings I can explain why my behaviour can impact on other people in my class. I can compare my own and my friends' choices and can express why some choices are better than others.	Assumptions and stereotypes about gender Understanding bullying Standing up for self and others Making new friends Gender diversity Celebrating difference and remaining friends I can explain that sometimes people get bullied because they are seen to be different; this might include people who do not conform to gender stereotypes. I can explain how it feels to have a friend and be a friend. I can also explain why it is OK to be different from my friends.	Achieving realistic goals Perseverance Learning strengths Learning with others Group co-operation Contributing to and sharing success I can explain how I played my part in a group and the parts other people played to create an end product. I can explain how our skills complemented each other. I can explain how it felt to be part of a group and can identify a range of feelings about group work.	Motivation Healthier choices Relaxation Healthy eating and nutrition Healthier snacks and sharing food I can explain why foods and medicines can be good for my body comparing my ideas with less healthy/unsafe choices. I can compare my own and my friends' choices and can express how it feels to make healthy and safe choices.	Different types of family Physical contact boundaries Friendship and conflict Secrets Trust and appreciation Expressing appreciation for special relationships I can explain why some things might make me feel uncomfortable in a relationship and compare this with relationships that make me feel safe and special. I can give examples of some different problem-solving techniques and explain how I might use them in certain situations in my relationships.	Life cycles in nature Growing from young to old Increasing independence Differences in female and male bodies (correct terminology) Assertiveness Preparing for transition I can use the correct terms to describe penis, testicles, anus, vagina, vulva and explain why they are private. I can explain why some types of touches feel OK and others don't. I can tell you what I like and don't like about being a boy/ girl and getting older, and recognise that other people might feel differently to me.
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Ages 7-8	Setting personal goals Self-identity and worth Positivity in challenges Rules, rights and responsibilities Rewards and consequences Responsible choices Seeing things from others' perspectives I can explain how my behaviour can affect how others feel and behave. I can explain why it is important to have rules and how that helps me and others in my class learn. I can explain why it is important to feel valued.	Families and their differences Family conflict and how to manage it (child-centred) Witnessing bullying and how to solve it Recognising how words can be hurtful Giving and receiving compliments I can describe different conflicts that might happen in family or friendship groups and how words can be used in hurtful or kind ways when conflicts happen. I can tell you how being involved with a conflict makes me feel and can offer strategies to help the situation. e.g Solve It Together or asking for help.	Difficult challenges and achieving success Dreams and ambitions New challenges Motivation and enthusiasm Recognising and trying to overcome obstacles Evaluating learning processes Managing Feelings Simple budgeting I can explain the different ways that help me learn and what I need to do to improve. I am confident and positive when I share my success with others. I can explain how these feelings can be stored in my internal treasure chest and why this is important.	Exercise Fitness challenges Food labelling and healthy swaps Attitudes towards drugs Keeping safe and why it's important online and offline scenarios Respect for myself and others Healthy and safe choices I can identify things, people and places that I need to keep safe from, and can tell you some strategies for keeping myself safe and healthy including how to go to for help and how to call emergency services. I can express how being anxious/ scared and unwell feels.	Family roles and responsibilities Friendship and negotiation Keeping safe online and who to go to for help Being a global citizen Being aware of how my choices affect others Awareness of how other children have different lives Expressing appreciation for family and friends I can explain how my life is influenced positively by people I know and also by people from other countries. I can explain why my choices might affect my family, friendships and people around the world who I don't know.	How babies grow Understanding a baby's needs Outside body changes Inside body changes Family stereotypes Challenging my ideas Preparing for transition I can explain how boys' and girls' bodies change on the inside/outside during the growing up process and can tell you why these changes are necessary so that their bodies can make babies when they grow up. I recognise how I feel about these changes happening to me and can suggest some ideas to cope with these feelings.
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Ages 8-9	<p>Being part of a class team Being a school citizen Rights, responsibilities and democracy (school council) Rewards and consequences Group decision-making Having a voice What motivates behavior</p> <p>I can explain why being listened to and listening to others is important in my school community.</p> <p>I can explain why being democratic is important and can help me and others feel valued.</p>	<p>Challenging assumptions Judging by appearance Accepting self and others Understanding influences Understanding bullying Problem-solving Identifying how special and unique everyone is First Impressions</p> <p>I can tell you a time when my first impression of someone changed as I got to know them. I can also explain why bullying might be difficult to spot and what to do about it if I'm not sure.</p> <p>I can explain why it is good to accept myself and others for who we are.</p>	<p>Hopes and dreams Overcoming disappointment Creating new, realistic dreams Achieving goals Working in a group Celebrating contributions Resilience Positive attitudes</p> <p>I can plan and set new goals even after a disappointment.</p> <p>I can explain what it means to be resilient and to have a positive attitude.</p>	<p>Healthier friendships Group dynamics Smoking Alcohol Assertiveness Peer pressure Celebrating inner strength</p> <p>I can recognise when people are putting me under pressure and can explain ways to resist this when I want to.</p> <p>I can identify feelings of anxiety and fear associated with peer pressure.</p>	<p>Jealousy Love and loss Memories of loved ones Getting on and Falling Out Girlfriends and boyfriends Showing appreciation to people and Animals</p> <p>I can recognise how people are feeling when they miss a special person or animal.</p> <p>I can give ways that might help me manage my feelings when missing a special person or animal.</p>	<p>Being unique Having a baby Girls and puberty Confidence in change Accepting change Preparing for transition Environmental change</p> <p>I can summarise the changes that happen to boys' and girls' bodies that prepare them for making a baby when they are older.</p> <p>I can explain some of the choices I might make in the future and some of the choices that I have no control over. I can offer some suggestions about how I might manage my feelings when changes happen.</p>
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Ages 9-10	<p>Planning the forthcoming year Being a citizen Rights and responsibilities Rewards and consequences How behaviour affects groups Democracy, having a voice, Participating</p> <p>I can compare my life with other people in my country and explain why we have rules, rights and responsibilities to try and make the school and the wider community a fair place.</p> <p>I can explain how the actions of one person can affect another and can give examples of this from school and a wider community context.</p>	<p>Cultural differences and how they can cause conflict Racism Rumours and name-calling Types of bullying Material wealth and happiness Enjoying and respecting other cultures</p> <p>I can explain the differences between direct and indirect types of bullying and can offer a range of strategies to help myself and others if we become involved (directly or indirectly) in a bullying situation.</p> <p>I can explain why racism and other forms of discrimination are unkind. I can express how I feel about discriminatory behaviour.</p>	<p>Future dreams The importance of money Jobs and careers Dream job and how to get there Goals in different cultures Supporting others (charity) Motivation</p> <p>I can compare my hopes and dreams with those of young people from different cultures.</p> <p>I can reflect on the hopes and dreams of young people from another culture and explain how this makes me feel.</p>	<p>Smoking, including vaping Alcohol Alcohol and anti-social behaviour Emergency aid Body image Relationships with food Healthy choices Motivation and behavior</p> <p>I can explain different roles that food and substances can play in people's lives. I can also explain how people can develop eating problems (disorders) relating to body image pressures and how smoking and alcohol misuse is unhealthy.</p> <p>I can summarise different ways that I respect and value my body.</p>	<p>Self-recognition and self-worth Building self-esteem Safer online communities Rights and responsibilities online Online gaming and gambling Reducing screen time Dangers of online grooming SMARRT internet safety rules</p> <p>I can compare different types of friendships and the feelings associated with them. I can also explain how to stay safe when using technology to communicate with my friends, including how to stand up for myself, negotiate and to resist peer pressure.</p> <p>I can apply strategies to manage my feelings and the pressures I may face to use technology in ways that may be risky or cause harm to myself or others.</p>	<p>Self- and body image Influence of online and media on body image Puberty for girls Puberty for boys Conception (including IVF) Growing responsibility Coping with change Preparing for transition</p> <p>I can explain how boys and girls change during puberty and why looking after myself physically and emotionally is important. I can also summarise the process of conception.</p> <p>I can express how I feel about the changes that will happen to me during puberty, and that I accept these changes might happen at different times to my friends.</p>
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Appendix 3

GUIDANCE FOR STAFF DEALING WITH BULLYING OR CONFLICT

LISTEN

- Investigate the incident; do not dismiss children as 'telling tales'.
- Model the correct behaviour yourself by staying calm, speaking quietly and not shouting.
- Ensure your body language matches what you are saying! Remember shouting, pointing your finger or standing over children can escalate rather than de-escalate the situation.
- Ensure each party has uninterrupted speaking time. Explain that everyone will have a chance to talk but it is necessary to take turns so everyone can be heard.
- Listen without pre-judging the situation or the children involved (talk to others who may have seen it if necessary, but remember they may want to support their friends).

FEEDBACK

- It is common for children to have different accounts of what happened. Move on and allow children to express how they feel about what has happened.
- Acknowledge (repeat back) how the other person is feeling and give each child the chance to describe their feelings about what they have done or experienced.

MAKING AMENDS

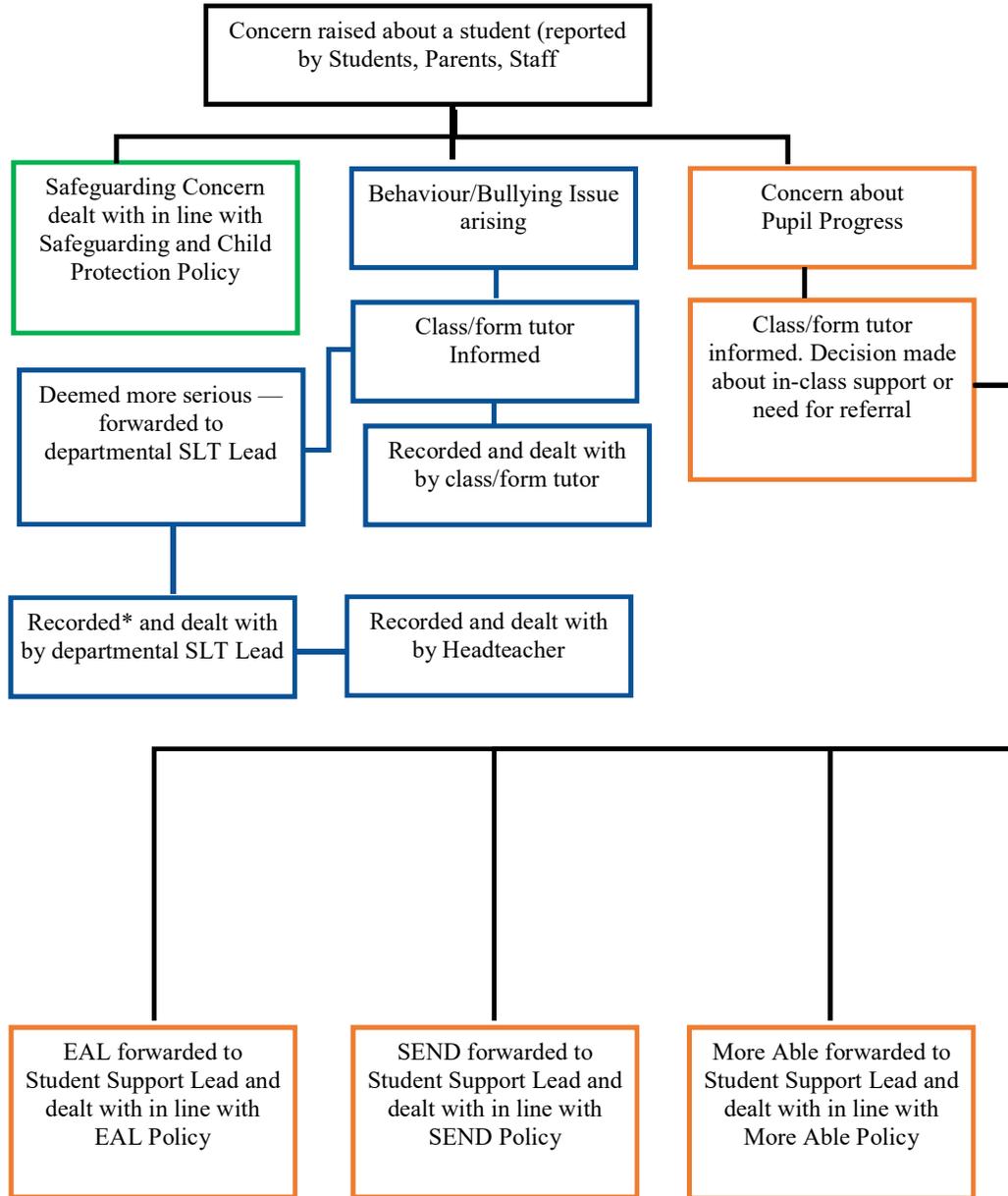
- Being allowed to speak and say how you are feeling releases a lot of the anger that has built up.
- Summarise what has been said and focus on what they agree on.
- Ask the children what they would like to happen/what they think should happen. Often the person being bullied only wants an acknowledgement that what happened was wrong and to be left alone in future.
- The 'bully' will often be harder in setting their own punishment than you would! For example, 'you've broken the rules by...., what do you think would be fair now? 'Lose my playtime for a week'.
- Remind the children that making amends is something you do, not something you just say.
- Don't set unfair or unreasonable punishments that will build resentment
- Let them know you will be monitoring the situation to ensure they keep to what is agreed.
- Ask the children to feedback how the other child feels about what has happened
- Separate the behaviour from the child (e.g. what they did was bad, rather than they are bad)

Signs and Symptoms

- doesn't want to go on the school bus
- begs to be driven to school
- changes their usual routine
- is unwilling to go to school (school phobic)
- becomes withdrawn anxious, or lacking in confidence
- starts stammering
- attempts or threatens suicide or runs away
- cries themselves to sleep at night or has nightmares
- feels ill in the morning
- begins to do poorly 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 (to pay bully)
- has unexplained cuts or bruises
- comes home starving (lunch has been stolen)
- 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 & jumpy when a cyber-message is received



Student concern pathways at BESA



Where a staff member is concerned about the mental health or physical welfare of a student that does not in their opinion constitute a safeguarding concern; this should be raised with your departmental SLT Lead.

EYFS SLT Lead Katie Vincent	Primary SLT Lead Stuart Downing	Middle Years SLT Lead Shakila Akbar
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Staff should at all times refer to the Safeguarding and Child Protection Policy when considering a concern about a student and inform the DSL if they are in any doubt that a concern of any kind may constitute a safeguarding risk.

Departmental SLT Lead to be made aware of any concern relating to behaviour and pupil progress and copied into all communication unless otherwise restricted by policy guidance.