Ladygrove Primary School

Anti-Bullying Policy

Several

Times

On

Purpose



March 2026

To be reviewed March 2027

Introduction

The Importance of Anti-Bullying: Every child should be able to learn in an environment free from bullying of any kind and in which they feel safe and supported. At Ladygrove we are committed to providing a caring, friendly and safe environment for all of our children so they can learn in a relaxed and secure atmosphere. Bullying of any kind is unacceptable at Ladygrove. If an incident does occur, all children should be confident in knowing 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 an adult.

This policy is guided by the Keeping Children Safe in Education document and the approach, and the belief that ***'child on child'*** abuse ***'could happen here'.***

Ladygrove Primary School promotes values which reject bullying behaviour and promote co-operative behaviour. Tackling bullying matters.

This policy is written for adults and should be read in conjunction with the following other policies:

- Teaching and Learning policy
- Equality policy
- SEND policy
- Positive Behaviour and Behaviour for learning policy
- PSHE
- Child Protection and Safeguarding policy
- Acceptable Use of IT/Online safety

Mental Health and Emotional Wellbeing linked with Behaviour

Here at Ladygrove, we recognise the importance of promoting Mental Health and Emotional Wellbeing throughout our school community, school vision and within our curriculum. Behaviour is different for different pupils and, as such, will be treated through differentiation for different needs. Behaviour which falls below the standards of Ladygrove can be caused from anxiety and stress and therefore it is important pupils are taught about the brain and how it works.
Being bullied can cause deep anxiety, especially if a pupil feels they have no one to turn to. Through our curriculum, we celebrate differences and openly discuss how we must tackle bullying in the form of, 'Speak Out, Stay Safe' (NSPCC).

Equalities Statement

Through appropriate treatment of all, Ladygrove Primary School and Nursery aims to eliminate unlawful discrimination, prejudice, harassment and stereotyping and strive to maintain policies that comply with current legislation. This applies to all members of the school community pupils, staff, governors, parents/carers and community members and is based on the School's core values. During the review of this policy the nine protected characteristics of the Public Sector Equality Duty, i.e. race, disability, religion or belief, sexual orientation, pregnancy, maternity and gender reassignment have been considered.

Policy into procedure

Our school procedures for safeguarding children are in line with Children Services Authority (CSA) and the Local Safeguarding Children Board (LSCB) procedures.

We will ensure that:

- We have a designated member of staff for Child Protection who undertakes regular training, where bullying is identified as abuse in its own right. The named person is **Mrs Kirsty Stewart (Deputy Head/Lead DSL)**

- We have a member of staff who will act in the Designated Person's absence and deal with any bullying issues. The named person is **Mrs Joanne Weichlbauer (Headteacher/DSL)**

- All parents/carers are made aware of the responsibilities of staff members with regard to child protection and Safeguarding procedures.

- Our procedures are regularly reviewed and up-dated.

- All new members of staff are given a copy of our anti bullying policy as part of their induction into the school.

Roles and Responsibilities

The Designated Person is responsible for:

- Adhering to the LSCB, CSA and school procedures with regard to referring a child if there are concerns about possible bullying abuse.
- Keeping written records of bullying and concerns about a child even if there is no need to make an immediate referral for action using CPOMS.
- Ensuring that all such records are kept confidentially and securely.

Statement of Intent

Ladygrove Primary School is committed to providing a supportive, caring and safe environment in which all children are free from the fear of being bullied. As a school we take bullying and its impact seriously. Bullying of any form is not tolerated in our school, whether carried out by a child or an adult.

Staff, children and parents or carers will be made aware of the school's position on bullying. Bullying behaviour is unacceptable in any form. The school has high expectations of outstanding behaviour and we consistently challenge any behaviour that falls below this. Anyone who knows that bullying is happening is expected to tell a member of staff.

Any child who has been bullied will be dealt with in a sympathetic manner. If bullying is suspected or reported, the incident will be dealt with immediately by the member of staff informed, and then discussed with the headteacher or in their absence/unavailability the deputy headteacher. A clear account of the incident will be recorded on the school recording system. All staff will be informed so that close monitoring of both children can begin. Parents of both parties will be informed.

What is bullying?

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

ANTI-BULLYING ALLIANCE Definition of bullying

We recognise that many children and young people will experience conflict in their relationships with other children and young people and as a school we are committed to developing empathy and the skills to manage relationships in a peaceful way that does not harm others.

In Ladygrove Primary School, our definition of bullying adheres to the Anti-Bullying Alliance who define bullying as the repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. Bullying can be physical, verbal or psychological. It can happen face-to-face or through cyberspace.

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

We use the acronym STOP:

- ***S****everal*
- ***T****imes*
- ***O****n*
- **P**urpose



with the children and couple it with the below STOP sign.

Why is it important to respond to bullying?

There is considerable evidence to show that bullying has both short term and longer-term impact on pupils. Bullying impacts on pupils' wellbeing, can impact on attendance and become a significant barrier to learning. Bullying is associated with lower levels of school engagement and achievement both in primary and secondary schools and can lead to mental health concerns such as anxiety and depression.

Bullying is unacceptable. Our school will respond promptly and effectively to reported incidents of bullying.

In our school community:
Everybody has the right to be treated with respect.
Everybody has the right to feel happy and safe
No-one deserves to be a target of bullying,

Pupils who bully need to learn different ways of behaving. National research has shown that some groups of pupils are particularly vulnerable to bullying these include pupils with SEND, looked after children, pupils from minority ethnic groups or faiths, young carers, LGBT pupils and those perceived to be LGBT.

Types of bullying behaviour

Bullying behaviour can be:

- Physical – pushing, poking, kicking, hitting, biting, pinching etc.
- Verbal - name calling, sarcasm, spreading rumours, threats, teasing, belittling.
- Emotional – isolating others, tormenting, hiding books, threatening gestures, ridicule, humiliation, intimidating, excluding, manipulation and coercion.
- Sexual – unwanted physical contact, inappropriate touching, abusive comments, homophobic abuse, exposure to inappropriate films etc.
- Online /cyber – posting on social media, sharing photos, sending nasty text messages, social exclusion
- Indirect - Can include the exploitation of individuals.

Child on Child abuse

All staff are aware that children can abuse other children. This can happen inside or outside of our setting and online.

All staff will be trained in our policy and procedures with regard to child-on-child abuse and the important role they have to play in preventing it and responding to where they believe a child may be at risk from it.
All staff understand that even if there are no reports in our setting it does not mean it is not happening, it maybe it is just not being reported. If staff have **any** concerns regarding child-on-child abuse, even if there are no reports in our setting, they should still speak to the DSL (or deputy).
All staff are expected to challenge inappropriate behaviours between peers, many of which are listed below, that are actually abusive in nature. Downplaying certain behaviours, for example dismissing sexual harassment as "just banter", "just having a laugh", "part of growing up" or "boys being boys" can lead to a culture of unacceptable behaviours, an unsafe environment for children and in worst case scenarios a culture that normalises abuse leading to children accepting it as normal and not coming forward to report it.

Child-on-child abuse is most likely to include, but may not be limited to:

- bullying (including cyberbullying, prejudice-based and discriminatory bullying);
- abuse in intimate personal relationships between children (sometimes known as 'teenage relationship abuse');
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an element of online which facilitates, threatens and/or encourages physical abuse);
- sexual violence, such as rape, assault by penetration and sexual assault (this may include an online element which facilitates, threatens and/or encourages sexual violence);
- sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be stand-alone or part of a broader pattern of abuse;
- causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party;
- consensual and non-consensual sharing of nudes and semi nudes images and or videos (also known as sexting or youth produced sexual imagery);
- upskirting, which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the child humiliation, distress or alarm, and
- initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element).

We will actively seek to raise awareness of and prevent all forms of child-on-child abuse by:

- educating all governors, our senior leadership team, staff, students, and parents about this issue;
- educating children about the nature and prevalence of child-on-child abuse, positive, responsible and safe use of social media, and the unequivocal facts about consent, via the curriculum;
- engaging parents on these issues;
- supporting the on-going welfare of the student body by drawing on multiple resources that prioritise student mental health, and by providing in-school/college counselling and therapy to address underlying mental health needs;
- working with governors, senior leadership team, and all staff, students and parents to address equality issues, to promote positive values, and to encourage a culture of tolerance and respect amongst all members of the school/college community;
- creating conditions in which our students can aspire to, and realise, safe and healthy relationships fostering a whole-school/college culture;
- responding to cases of child-on-child abuse promptly and appropriately; and
- ensuring that all child-on-child abuse issues are fed back to the DSL and deputies so that they can spot and address any concerning trends and identify students who may be in need of additional support.

We will actively engage with TWSP in relation to child-on-child abuse, and work closely with, for example, children's social care, the police and other education settings. The relationships our setting has built with these partners is essential to ensuring that we are able to prevent, identify early, and appropriately handle cases of child-on-child abuse. The DSL (or deputy) will regularly review behaviour incident logs which can help to identify any changes in behaviour and/or concerning patterns or trends at an early stage.

We recognise that any child can be vulnerable to child-on-child abuse due to the strength of peer influence, especially during adolescence, and staff should be alert to signs of such abuse amongst all children. Individual and situational factors can increase a child's vulnerability to abuse by their peers. We know that research suggests:

- child-on-child abuse may affect boys differently from girls (i.e. that it is more likely that girls will be bullied and boys perpetrators). However, all child-on-child abuse is unacceptable and will be taken seriously;
- children with Special Educational Needs and/or Disabilities (SEND) are three times more likely to be abused than their peers without SEND, and
- some children may be more likely to experience child-on-child abuse than others as a result of certain characteristics such as sexual orientation, ethnicity, race or religious beliefs.

All staff should be clear as to the school's policy and procedures with regards to 'Child on Child abuse'.

Lessons, safeguarding displays and Child Protection policy all highlight the **NSPCC** numbers as important points of contact.

NSPCC number for children: 0800 1111

Racist Incidents relating to race, religion or culture

Racist bullying does not only affect young people with different coloured skin. Anyone who is perceived as having a different race, religion or belonging to a different culture can become a target of racist bullying. Like any other form of bullying, racist bullying can be distressing for a child and can affect their confidence and well-being. An important aspect of our role is making sure every child - regardless of their race, religion or culture – has someone to turn to if they are being bullied and that they feel included and valued – at home and at school. Parents of both children will be informed immediately, making it clear that the incident will be reported to the LA and should the matter persist, the child could face further sanctions. Explicit teaching of why this behaviour is unacceptable will be shared with the child and parents. Incidents of Racist bullying will also be logged as a Hate Crime: Racist Incident and logged using our CPOMS system and also reported to the LA using our IRIS racist incident system. (Appendix C)

Homophobic and Transphobia Bullying:

Homophobic and Transphobia bullying does not only affect lesbian, gay and bisexual, transgender young people. Anyone who is perceived as different can become a target of homophobic or transphobia bullying. Like any other form of bullying, homophobic and transphobia bullying can be distressing for a child and can affect their confidence and well-being. An important aspect of our role is making sure every child - regardless of their sexual orientation – has someone to turn to if they are being bullied and that they feel included and valued – at home and at school. Parents of all children involved will be informed immediately and should the matter persist, the child could face further sanctions. Explicit teaching of why this behaviour is unacceptable will be shared with the child and parents. Incidents of homophobic or transgender bullying will also be logged as a hate crime incident and logged using our CPOMS system.

Special Educational Needs and Disabilities

Bullying as a result of an adult or child having any form of SEN will not be tolerated. This may take the form of abuse toward another adult or child as a result of sensory, physical, cognitive or social, emotional and behavioural needs. Parents of both children will be informed immediately and should the matter persist, the child could face further sanctions. Explicit teaching of why this behaviour is unacceptable will be shared with the child and parents.

Vulnerable Pupils

Vulnerable pupils within the school setting may become the target of bullying. It may relate to how they are dressed, whether or not they live with both parents, have agency involvement or may be in care. Parents of both children will be informed immediately and should the matter persist, the child could face further sanctions. Explicit teaching of why this behaviour is unacceptable will be shared with the child and parents.

Cyberbullying

We recognise that bullying increasingly takes place in "cyber" environments, such as on the Internet and through the use of mobile phones. In whatever form, we will take action to prevent phones and computers that have been used for this purpose being allowed on the school premises. Parents of both children will be informed immediately and should the matter persist, the child could face further sanctions. Explicit teaching of why this behaviour is unacceptable will be shared with the child and parents.

Schools should also consider the potential impact of social media in facilitating the spreading of rumours and exposing victims' identities. The principles described in Childnet's cyberbullying guidance could be helpful
http://www.childnet.com/resources/cyberbullying-guidance-for-schools

The Anti-Bullying Alliance has developed guidance for schools about **Sexual and sexist bullying.** https://www.ncb.org.uk/what-we-do/improving-practice/safeguarding-children/preventing-and-responding-sexual-and-sexist#:%7E:text=The%20Anti%2DBullying%20Alliance%2C%20part,support%20children%20in%20their%20care.

Preventing Bullying

Our School:

1. Listens - all pupils and parents and carers are listened to and influence strategies and approaches to prevent, report and respond to incidents of bullying.
2. Includes us all - all pupils, including those with SEND, are included, valued and participate fully in all aspects of school life.
3. Respects - all school staff are role models to others within the school in how they treat others.
4. Challenges - all forms of discriminatory language – including disablist language – is challenged taken seriously
5. Celebrates difference – difference is actively and visibly celebrated and welcome across the whole school.
6. Understands - all school staff, pupils and parents and carers understand what bullying is and what it isn't.
7. Believes - all pupils, including disabled children and those with SEN, and their parents and carers are acknowledged, believed and taken seriously when reporting incidents of bullying.
8. Reports bullying - all pupils within the school and their parents and carers understand how to report incidents of bullying.

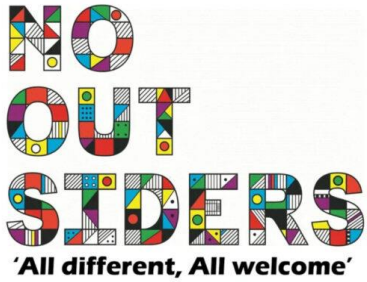
9. Takes action - we respond quickly to all incidents of bullying. Pupils, including disabled pupils and those with SEN, participate fully in decisions made about them and help to formulate appropriate action to respond to incidents of bullying
10. Has clear policies - our school's anti-bullying policy reflects these principles and is embedded within other school policies. They are widely and actively promoted to school staff, pupils and their parents and carers.
Bullying Preventing bullying including cyberbullying – DfE advice
https://www.gov.uk/government/publications/preventing-and-tackling-bullying

The curriculum and Anti-bullying related activities and events

As a school we will ensure that we:

- Establish and maintain an ethos where children feel secure and are encouraged to talk about bullying and are always listened to.
- Ensure that all children know there is an adult in or out of the school setting whom they can approach if they are worried or in difficulty in regard to bullying as a specific issue. Access Helpline numbers will be displayed and encouraged.
- Include in the curriculum on a regular basis, PSHE following the school JIGSAW scheme (Appendix A), which equips children with the skills they need to stay safe from harm and to know to whom they should turn for help.
- No Outsiders resources – Everyone different, everyone welcome (Appendix B)
- Explicitly teach about similarity and difference, challenging stereotypical views of all pupils and adults, including parents.
- Teach discretely about racism, homophobia, sexism, domestic and other forms of abuse, so that pupils understand that these are forms of bullying.
- Work with Theatre Groups and other professionals working within the Child Protection arena to equip young people to stay safe.

NO OUTSIDERS



At Ladygrove Primary School, we aim to teach the children to recognise and accept difference. We have a duty to prepare them for modern life in Britain. In school and their future workplace they will be working alongside peers and colleagues of different race, religion, gender, age, disability and sexual orientation.
It is paramount that future generations are able to accept differences, accept the views of others and treat each other with respect, even if they disagree. We expect the children to express their views with kindness and consideration for the feelings of others. Our key message is that we are all equal and we all belong, we are all insiders, there are no outsiders in our school. In order to promote this ethos at Ladygrove, we have chosen to use a resource that embeds equality, called 'No Outsiders.'

Reporting bullying

In our school pupils are encouraged to talk to staff when they are unhappy or have concerns. Pupils in our school understand that they have a right to feel and be safe and a responsibility to support others to feel and be safe.

Pupils are encouraged to report bullying to:

- A trusted adult
- Their class teacher/TA
- Team Safeguard

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

Parents are also encouraged to report concerns and bullying to named individuals. This is normally the class teacher.

When pupils report their concerns our staff are trained to LISTEN and to BELIEVE. They will listen to the child and ask open ended questions using the TED (Tell, Explain, Describe) model to find out what has happened. The person who takes the initial concern relating to bullying will record it on the school monitoring system. They will make a note of the type of bullying that it is and the children it involves. They will then discuss the incident with the deputy or head teacher.

Working with parents:

•If a parent has any concerns about their child they should speak to the class teacher immediately. If a parent thinks bullying is the issue, the matter will be referred to the headteacher. The headteacher is always informed of any bullying concerns at our school and monitors the situation carefully.
•If a parent feels unable to talk to the class teacher, they can make an appointment to speak directly with the Headteacher.
•The school will work with both the child and the parents to ensure that any bullying is stopped and that support is given where needed.
•Parents should not confront the bully or their parents. This can complicate the situation and distress the pupil.
•The school will deal directly with all children involved and their parents directly. Parents will be kept informed of any actions the school is taking.
•If parents feel that their concern has not been dealt with appropriately, they should follow the schools complaints policy.

Responding to Bullying:

- Following an incident of bullying, the class teacher and deputy headteacher/headteacher will come up with plan to address the bullying.
- Parents of both children will be spoken to.
- Work will be put in place to support the children.
- Work will also be put in place to modify the behaviour and to educate them that their behaviour is unacceptable.
- A period of work may be carried out for the children involved with our Inclusion and Wellbeing manager.

We monitor and review all bullying incidents to determine any patterns or trends that may require further action.

What is Bullying and What do we do?

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

Reporting

Staff will respond promptly and effectively to any issues of bullying. As a school we take bullying seriously. Children and parents will be assured that they will be supported when bullying is reported.

- Children and parents are encouraged to report incidents to staff.

Recording

- Record onto CPOMs (Bullying/Friendship issues) where SLT and necessary staff will be alerted and an ongoing log will be evidenced.

Action

- Inform parents of all children involved. Arrange a meeting if required/requested involving the Head or Deputy headteacher/teacher/parents.
- 'Fix the problem' – Support given of how to change their behaviour through strategies to resolve differences in a constructive way. (Class Teacher)
  (May also be other consequences in line with the behaviour policy)
- Continue to monitor in and out of class. (CPOMS)
- Support both children. (Class Teacher)
- Feedback – Check in with child/ren and parents.

S – Several
T – Times
O – On
P – Purpose

Confidentiality

We recognise that all matters relating to bullying and general Child Protection are confidential. The Designated Person will disclose any bullying information about a pupil to other members of staff on a need-to-know basis only. All staff must be aware that they have a professional responsibility to share bullying information with other agencies in order to safeguard children. All staff must be aware that they cannot promise a child to keep secrets, but a child's concerns must be sensitively handled.

Supporting Staff

We recognise that staff working in the school who have become involved with a child who has suffered harm from bullying, or appears to be likely to suffer harm from bullying may find the situation stressful and upsetting. We will support such staff by providing an opportunity to talk through their anxieties with the Designated Person and to seek further support as appropriate.

Bullying of Staff

- Bullying of staff by other staff, pupils or parents will not be condoned.
- Staff should report any such incidents to the Headteacher immediately. If the allegation is against the Headteacher, this should be reported immediately to the Chair of Governors.

Allegations of bullying against staff

- We understand that a pupil may make an allegation of bullying against a member of staff. This will be treated like any other form of abuse.
- If such an allegation is made, the member of staff receiving the allegation will immediately inform the Headteacher.
- The Headteacher on all such occasions will discuss the content of the allegation with the Family Connect, the Local Authority LADO and the school's HR department.
- If the allegation made to a member of staff concerns the Headteacher, the Designated Person will immediately inform the Chair of Governors who will consult with Family Connect, the Local Authority LADO and the school's HR department.

- The school has adopted policies for managing allegations against staff, a copy of which will be readily available in the school.
- If such an allegation is made, the member of staff subject to the allegation will be assigned a designated HR contact to support them through the process.
- Soon after the allegation is made, a decision will be taken as to whether a Joint strategy Meeting needs to be convened to discuss the matter further.
- If it is decided at that meeting that an investigation should commence, this may be initially led by the Police and Social Services, prior to it being referred back to the Local Authority to investigate under agreed disciplinary procedures.

Whistleblowing

We recognise that children cannot be expected to raise concerns in an environment where staff fail to do so. All staff should be aware of their duty to raise concerns, where they exist, about the attitude or actions of colleagues. Staff should follow the principles outlined in the school Whistle Blowing policy if they feel this is appropriate.

Appendix A (Jigsaw Scheme of work for Celebrating Difference including Anti-Bullying)

Jigsaw knowledge and skills progression: Celebrating Difference Ages 3-11(12)

Jigsaw, the mindful approach to PSHE is a progressive and spiral scheme of learning. In planning the lessons, Jigsaw PSHE ensures that learning from previous years is revisited and extended, adding new concepts, knowledge and skills, year on year as appropriate. The table below draws out the **spiral** knowledge and skills progression within the planned Celebrating Difference Puzzle (unit of work) for this age group, includes some of the key vocabulary and contains suggestions for Family Learning.

Please ask your child's school for details of any adaptations they have made to the programme in line with their school policy as some of the content and vocabulary may have been changed, or be taught in a different year group. This may be especially true if this is their first year of using Jigsaw PSHE.

CD	Knowledge	Social and Emotional Skills	Questions for Family Learning
Ages 3-5	• Know what being proud means and that people can be proud of different things • Know that people can be good at different things • Know what being unique means • Know that families can be different • Know that people have different homes and why they are important to them • Know different ways of making friends • Know different ways to stand up for myself • Know the names of some emotions such as happy, sad, frightened, angry • Know that they don't have to be 'the same as' to be a friend • Know why having friends is important • Know some qualities of a positive friendship	• Identify feelings associated with being proud • Identify things they are good at • Be able to vocalise success for themselves and about others successes • Identify some ways they can be different and the same as others • Recognise similarities and differences between their family and other families • Identify and use skills to make a friend • Identify and use skills to stand up for themselves • Recognise emotions when they or someone else is upset, frightened or angry	• Can you say how you are different from a friend? • Can you say how you are the same as a friend? • What makes a family? • What makes you proud? • What are you good at doing? • Are all families the same? • What can you do to make a friend? • How can you tell when someone is feeling sad, angry or upset? • If someone is making you feel sad or upset what can you do about it? • Shall we share a Calm Me time?
	In this Puzzle (unit) children are encouraged to think about things that they are good at whilst understanding that everyone is good at different things. They talk about being different and how that makes everyone special but also recognising that we are the same in some ways. The children talk about their homes and are asked to explain why it is special to them. They talk about friendship and how to be a kind friend and how to stand up for themselves if someone says or does something unkind to them.		
	New key vocabulary that may be introduced: Different, Special, Proud, Friends, Kind, Same, Similar, Happy, Sad, Frightened, Angry, Family, Unique		

Jigsaw knowledge and skills progression: Celebrating Difference Ages 3-11(12)

Jigsaw, the mindful approach to PSHE is a progressive and spiral scheme of learning. In planning the lessons, Jigsaw PSHE ensures that learning from previous years is revisited and extended, adding new concepts, knowledge and skills, year on year as appropriate. The table below draws out the **spiral** knowledge and skills progression within the planned Celebrating Difference Puzzle (unit of work) for this age group, includes some of the key vocabulary and contains suggestions for Family Learning.

Please ask your child's school for details of any adaptations they have made to the programme in line with their school policy as some of the content and vocabulary may have been changed, or be taught in a different year group. This may be especially true if this is their first year of using Jigsaw PSHE.

CD	Knowledge	Social and Emotional Skills	Questions for Family Learning
Ages 5-6	• Know that people have differences and similarities • Know what bullying means • Know who to tell if they or someone else is being bullied or is feeling unhappy • Know skills to make friendships • Know that people are unique and that it is OK to be different	• Recognise ways in which they are the same as their friends and ways they are different • Identify what is bullying and what isn't • Understand how being bullied might feel • Know ways to help a person who is being bullied • Identify emotions associated with making a new friend • Verbalise some of the attributes that make them unique and special	• Can you say how you are different from a friend? • Can you say how you are the same as a friend? • What can you do to make a friend? • How can you tell when someone is feeling sad, angry or upset? • If someone is making you feel sad or upset what can you do about it? • Can you show me how to do Calm Me time?
	In this Puzzle (unit) the class talk about the similarities and differences between people and that these make us unique and special. The children learn what bullying is and what it isn't. They talk about how it might feel to be bullied and when and who to ask for help. The children talk about friendship, how to make friends and that it is OK to have differences from their friends. The children also talk about being nice to and looking after other children you might be being bullied.		
	New key vocabulary that may be introduced: Similarity, Same as, Different from, Difference, Bullying, Bullying behaviour, Deliberate, On purpose, Unfair, Included, Bully, Bullied, Celebrations.		

Jigsaw knowledge and skills progression: Celebrating Difference Ages 3-11(12)

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Please ask your child's school for details of any adaptations they have made to the programme in line with their school policy as some of the content and vocabulary may have been changed, or be taught in a different year group. This may be especially true if this is their first year of using Jigsaw PSHE.

CD	Knowledge	Social and Emotional Skills	Questions for Family Learning
Ages 6-7	• Know there are stereotypes about boys and girls • Know that it is OK not to conform to gender stereotypes • Know it is good to be yourself • Know that sometimes people get bullied because of difference • Know the difference between right and wrong and the role that choice has to play in this • Know that friends can be different and still be friends • Know where to get help if being bullied • Know the difference between a one-off incident and bullying	• Understand that boys and girls can be similar in lots of ways and that is OK • Understand that boys and girls can be different in lots of ways and that is OK • Explain how being bullied can make someone feel • Can choose to be kind to someone who is being bullied • Know how to stand up for themselves when they need to • Recognise that they shouldn't judge people because they are different • Understand that everyone's differences make them special and unique	• What is bullying? • Do all boys have to be the same, and all girls have to be the same? How do you feel about this? • Are stereotypes fair? • Can a person be friends with someone who is different from them? • Can we choose how we treat other people? • Can being different be used as a reason for bullying? How do you feel about that? • If you were worried about bullying what could you do? • Does Calm Me time help you feel peaceful?
	In this Puzzle (unit) the class talk about gender stereotypes, that boys and girls can have differences and similarities and that is OK. They talk about children being bullied because they are different, that this shouldn't happen and how to support a classmate who is being bullied. The children talk about feelings associated with bullying and how and where to get help. They talk about similarities and differences and that it is OK for friends to have differences without it affecting their friendship.		
	New key vocabulary that may be introduced: Boys, Girls, Assumptions, Stereotypes, Special, Kind, Unkind, Feelings, Sad, Lonely, Help, Stand up for, Male, Female, Diversity, Fairness, Kindness, Friends, Value.		

Jigsaw knowledge and skills progression: Celebrating Difference Ages 3-11(12)

Jigsaw, the mindful approach to PSHE is a progressive and spiral scheme of learning. In planning the lessons, Jigsaw PSHE ensures that learning from previous years is revisited and extended, adding new concepts, knowledge and skills, year on year as appropriate. The table below draws out the **spiral** knowledge and skills progression within the planned Celebrating Difference Puzzle (unit of work) for this age group, includes some of the key vocabulary and contains suggestions for Family Learning.

Please ask your child's school for details of any adaptations they have made to the programme in line with their school policy as some of the content and vocabulary may have been changed, or be taught in a different year group. This may be especially true if this is their first year of using Jigsaw PSHE.

CD	Knowledge	Social and Emotional Skills	Questions for Family Learning
Ages 7-8	• Know why families are important • Know that everybody's family is different • Know that sometimes family members don't get along and some reasons for this • Know that conflict is a normal part of relationships • Know what it means to be a witness to bullying and that a witness can make the situation worse or better by what they do • Know that some words are used in hurtful ways and that this can have consequences	• Be able to show appreciation for their families, parents and carers • Use the 'Solve it together' technique to calm and resolve conflicts with friends and family • Empathise with people who are bullied • Employ skills to support someone who is bullied • Be able to 'problem-solve' a bullying situation accessing appropriate support if necessary • Be able to recognise, accept and give compliments • Recognise feelings associated with receiving a compliment	• What is the 'Solve it together' technique? How can it help solve a disagreement between two people? • What is a bystander in a bullying situation? (A bystander is a witness not directly involved). • How could a bystander make a bullying situation worse or better? • What types of bullying do you know about? • Where can someone get help if they were being bullied or witnessed bullying? • How does it feel to give and receive a compliment? • Can you explain how Calm Me time makes you feel?
	In this Puzzle (unit) the class learn about families, that they are all different and that sometimes they fall out with each other. The children talk about techniques to calm themselves down and discuss a technique called 'solve it together.' The children revisit the topic of bullying and talk about being a witness (bystander), they talk about how a witness has choices and how these choices can affect the bullying that is taking place. The children also talk about using problem-solving techniques in bullying situations. They talk about name-calling and choosing not to use hurtful words. They also talk about giving and receiving compliments and the feelings associated with this.		
	New key vocabulary that may be introduced: Family, Loving, Caring, Safe, Connected, Special, Conflict, Solve It Together, Solutions, Resolve, Witness, Bystander, Bullying, Gay, Tell, Consequences, Hurtful, Compliment.		

Jigsaw knowledge and skills progression: Celebrating Difference Ages 3-11(12)

Jigsaw, the mindful approach to PSHE is a progressive and spiral scheme of learning. In planning the lessons, Jigsaw PSHE ensures that learning from previous years is revisited and extended, adding new concepts, knowledge and skills, year on year as appropriate. The table below draws out the **spiral** knowledge and skills progression within the planned Celebrating Difference Puzzle (unit of work) for this age group, includes some of the key vocabulary and contains suggestions for Family Learning.

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CD	Knowledge	Social and Emotional Skills	Questions for Family Learning
Ages 8-9	• Know that sometimes people make assumptions about a person because of the way they look or act • Know there are influences that can affect how we judge a person or situation • Know that some forms of bullying are harder to identify e.g. tactical ignoring, cyber-bullying • Know what to do if they think bullying is, or might be taking place • Know the reasons why witnesses sometimes join in with bullying and don't tell anyone • Know that first impressions can change	• Try to accept people for who they are • Identify influences that have made them think or feel positively/negatively about a situation • Identify feelings that a bystander might feel in a bullying situation • Identify reasons why a bystander might join in with bullying • Revisit the 'Solve it together' technique to practise conflict and bullying scenarios • Identify their own uniqueness • Be comfortable with the way they look • Identify when a first impression they had was right or wrong • Be non-judgemental about others who are different	• What is an assumption? Are assumptions always right? • What can influence us to make an unfair judgement about someone else? • Is social media always helpful? • What's good/ bad about social media? • What is a stereotype? What stereotypes do you see on social media, in the movies or on TV? • Are stereotypes fair? • Do you know any rules for staying safe with technology? • What could you do if you were worried about something online or in social media e.g. cyber-bullying? • Does your Jigsaw friend help you learn? • What does Jigsaw Jerrie cat do in your lessons?
	In this Puzzle (unit) the children talk about judging people by their appearance, first impressions and what influences their thinking on what is normal. They talk about bullying, including online bullying and what to do if they suspect or know that it is taking place. They discuss the pressures of being a witness and why some people choose to join in or choose to not tell anyone about what they have seen. The children talk about their own uniqueness and what is special about themselves. They talk about first impressions and when their own first impressions of someone have changed.		
	New key vocabulary that may be introduced: Character, Assumption, Judgement, Surprised, Appearance, Accept, Influence, Opinion, Attitude, Bullying, Secret, Deliberate, Bystander, Witness, Problem solve, Cyber bullying, Text message, Website, Troll, Physical features, Impression, Changed.		

Jigsaw knowledge and skills progression: Celebrating Difference Ages 3-11(12)

Jigsaw, the mindful approach to PSHE is a progressive and spiral scheme of learning. In planning the lessons, Jigsaw PSHE ensures that learning from previous years is revisited and extended, adding new concepts, knowledge and skills, year on year as appropriate. The table below draws out the **spiral** knowledge and skills progression within the planned Celebrating Difference Puzzle (unit of work) for this age group, includes some of the key vocabulary and contains suggestions for Family Learning.

Please ask your child's school for details of any adaptations they have made to the programme in line with their school policy as some of the content and vocabulary may have been changed, or be taught in a different year group. This may be especially true if this is their first year of using Jigsaw PSHE.

CD	Knowledge	Social and Emotional Skills	Questions for Family Learning
Ages 9-10	• Know what culture means • Know that differences in culture can sometimes be a source of conflict • Know what racism is and why it is unacceptable • Know that rumour spreading is a form of bullying on and offline • Know external forms of support in regard to bullying e.g. Childline • Know that bullying can be direct and indirect • Know how their life is different from the lives of children in the developing world	• Identify their own culture and different cultures within their class community • Identify their own attitudes about people from different faith and cultural backgrounds • Identify a range of strategies for managing their own feelings in bullying situations • Identify some strategies to encourage children who use bullying behaviours to make other choices • Be able to support children who are being bullied • Appreciate the value of happiness regardless of material wealth • Develop respect for cultures different from their own	• What is our culture? • Can people with different cultures be friends? • How can differences in culture cause conflict? • What is racism? • Why is racism unfair? • What are your feelings about racism? • How can bullying affect how a person feels about themselves? Is this fair? • Is money more important than happiness? • What can we do to help people who are less fortunate than us? • Can you show me how to do a Calm me time?
	In this Puzzle (unit) the class explore culture and cultural differences. They link this to racism, talking about what it is and how to be aware of their own feelings towards people from different cultures. They revisit the topic of bullying and discuss rumour spreading and name-calling. The children talk about direct and indirect bullying as well as ways to encourage children to not using bullying behaviours. The class talk about happiness regardless of material wealth and respecting other people's cultures.		
	New key vocabulary that may be introduced: Culture, Conflict, Belong, Racism, Colour, Race, Discrimination, Bullying, Rumour, Name-calling, Racist, Banter, Homophobic, Cyber bullying, Texting, Indirect, Direct, Developing World.		

Jigsaw knowledge and skills progression: Celebrating Difference Ages 3-11(12)

Jigsaw, the mindful approach to PSHE is a progressive and spiral scheme of learning. In planning the lessons, Jigsaw PSHE ensures that learning from previous years is revisited and extended, adding new concepts, knowledge and skills, year on year as appropriate. The table below draws out the **spiral** knowledge and skills progression within the planned Celebrating Difference Puzzle (unit of work) for this age group, includes some of the key vocabulary and contains suggestions for Family Learning.

Please ask your child's school for details of any adaptations they have made to the programme in line with their school policy as some of the content and vocabulary may have been changed, or be taught in a different year group. This may be especially true if this is their first year of using Jigsaw PSHE.

CD	Knowledge	Social and Emotional Skills	Questions for Family Learning
Ages 10-11	• Know that there are different perceptions of 'being normal' and where these might come from • Know that being different could affect someone's life • Know that power can play a part in a bullying or conflict situation • Know that people can hold power over others individually or in a group • Know why some people choose to bully others • Know that people with disabilities can lead amazing lives • Know that difference can be a source of celebration as well as conflict	• Empathise with people who are different and be aware of my own feelings towards them • Identify feelings associated with being excluded • Be able to recognise when someone is exerting power negatively in a relationship • Use a range of strategies when involved in a bullying situation or in situations where difference is a source of conflict • Identify different feelings of the bully, bullied and bystanders in a bullying scenario • Be able to vocalise their thoughts and feelings about prejudice and discrimination and why it happens • Appreciate people for who they are • Show empathy	• What is prejudice and discrimination. Can you give an example? • Why is there an Equality Act in the UK? Who do you think it should protect and why? • What role does power play in a bullying situation? Who has the power and why? • Why do some people choose to bully? • Can difference be a source of celebration? Can you give an example? • Does having Pause Points during lessons help you concentrate? • How does being able to do Calm me time help you regulate your emotions?
	In this Puzzle (unit) the class talk about differences and similarities and that for some people, being different is hard. The children talk about bullying and how people can have power over others in a group. They talk about strategies for dealing with this as well as wider bullying issues. The class talk about people with disabilities and look at specific examples of disabled people who have amazing lives and achievements.		
	New key vocabulary that may be introduced: Normal, Ability, Disability, Visual impairment, Empathy, Perception, Medication, Vision, Blind, Diverse, Stereotype, Individuality, Equality, Fairness, Banter, Identity, Courage, Fairness, Rights, Responsibilities, Power, Struggle, Imbalance, Harassment, Bullying behaviour, Argument, Para-Olympian, Achievement, Accolade, Perseverance, Admiration, Stamina.		

Appendix B (No Outsiders Planning – whole school)

Year Group	A1	A2	Sp1	Sp2	Sum1	Sum 2
EYFS	You Choose	Red Rockets and Rainbow Jelly	Hello Hello	The Family Book	Mommy, Mama and Me	Blue Chameleon
One	My World Your World	Hair, It's a Family Affair	Errol's Garden	Want to play trucks?	Going to the Volcano	Elmer
Two	Can I Join Your Club?	How to be a Lion	The Great Big Book of Families	Amazing	What the Jackdaw Saw	All Are Welcome
Three	This Is Our House	We're All Wonders	Beegu	The Truth About Old People	The Hueys in the New Jumper	Planet Omar: Accidental Trouble Magnet
Four	Along Came a Different	Dogs Don't Do Ballet	Red: A Crayon's Story	Aalfred and Aalbert	When Sadness Comes to Call	Julian is a Mermaid
Five	Kenny Lives With Erica and Martina	Mixed	And Tango Makes Three	How to Heal a Broken Wing	The Girls	Rose Blanche
Six	King of the Sky	The Only Way is Badger	Leaf	The Island	Introducing Teddy	A Day in the Life of Marlon Bundo

Appendix C (IRIS – Racist Incident Report Form)

Racist Incident Report

Incident Date

Type of Racist Incident (Tick more than one box if appropriate)

- ☐ Verbal
- ☐ Written
- ☐ Physical
- ☐ Refusal
- ☐ Cyber Incident
- ☐ Organised Activity
- ☐ Other

Incident Location (Tick more than one box if appropriate)

- ☐ Classroom
- ☐ Playground
- ☐ Corridor
- ☐ School Hall
- ☐ Other (Inside School)
- ☐ Cyber/Electronic
- ☐ Outside School

Other Parties Informed by School (Tick more than one box if appropriate)

- ☐ School
- ☐ Victims Parent/Carer
- ☐ Perpetrators Parent/Carer
- ☐ Governing Body
- ☐ Other Council Service
- ☐ Police
- ☐ Other

Description of Incident

- Please include full details of the racist incident. If the incident involves pupils from another school please include the name of the school.
- Where other Services have been contacted please state the names of people contacted.

Definition of incident types

Verbal

- Ridicule of an individual or group because of, for example, skin colour, ethnicity, culture, religion, language or clothes.
- Abuse or threats.
- Derogatory name calling or insults
- Using racially offensive language (including racist jokes)
- Stereotyping comments based on cultural or religious differences e.g. food, music, language, way of walking, way of speaking or communicating etc.
- Innuendo (may not use overtly racist language but which derives some of its force from pupils' perceived 'race')
- Racially or culturally motivated mimicry (verbal or non-verbal)
- Abusive or obscene phone calls
- Teasing, taunting, mocking; insensitive or inappropriate use of terminology and language.
- Incitement of others to behave in a racist manner

Written

- Written derogatory remarks
- Drawings
- Racist graffiti
- Written material of a racist nature

Physical

- Physical assault, spitting or throwing things at an individual or group because of, for example, skin colour, ethnicity, culture, religion, language or clothes.
- Pushing/Jostling
- Physical intimidation
- Physical assault with weapon
- Violence (Slapping/Hitting/Punching/Kicking)
- Abuse of/damage caused to personal property including arson, spitting at property
- Using offensive gestures

Refusal

- Refusal to work, co-operate, sit, play or hold hands with others because of, for example, skin colour, accent, ethnicity, religion, language, clothes or cultural differences
- Social exclusion (for example refusal to allow someone to join in a game or attempt to isolate)
- Non-co-operation/disrespect

Cyber incident

- Racist abuse via text message, instant messenger services or email
- Setting up or promoting inappropriate websites
- Inappropriate sharing of images from webcams/mobile phones/camera phones.
- Using the school's computer systems to access or distribute racist material
- Intimidation using technology (e.g. misuse of social network sites)

Organised Activity

- Recruitment of, or attempting to recruit, others to racist organisations and groups
- Provocative behaviour such as wearing racist badges or insignia
- Possession, display or distribution of racist materials in school (e.g. computer software, leaflets, comics, books, magazines, CDs, DVDs, pamphlets/cartoons, internet pages)
- Collusion with racist behaviour of others

Policy- Document Status			
Date of initial Policy Creation	March 2023	**Named Responsibility**	Emily Guess
Date of review completion	March 2026	**Named Responsibility**	Kirsty Stewart
Inception of new Policy	March 2026	**Named Responsibility**	Governors
Date of Policy Adoption by Governing Body		January 2026	