



# **HARBINGER PRIMARY SCHOOL**

## **Anti-Bullying Policy**

**Agreed by the Full Governing Body: October 2025**

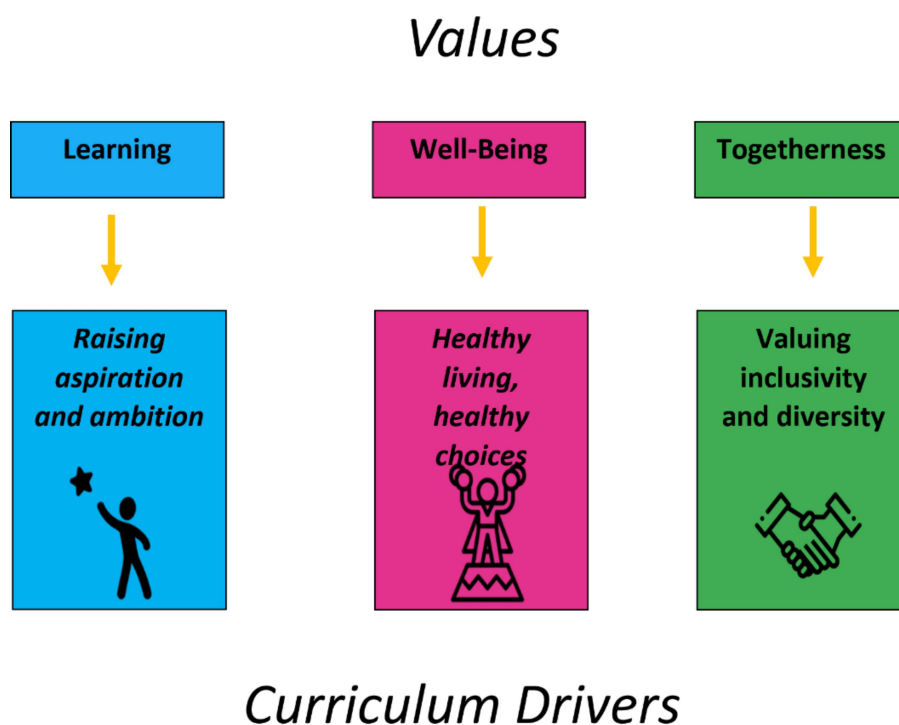
**Review date: October 2026**

## Contents

1. Rationale.....	3
2. Policy Aims .....	3
3. Other Relevant Policies .....	4
4. What Is Bullying? .....	5
5. The Impact Of Bullying.....	7
6. The Roles Involved In Bullying .....	7
7. Strategies For Preventing Bullying .....	9
8. Responding To Bullying .....	12
9. Online Bullying .....	14
Appendix 1: Overview of Anti-Bullying themes in Jigsaw .....	15
Appendix 2: Overview of Online Bullying aspects in Project Evolve.....	16
Appendix 3: Child-Friendly Policy.....	17

## 1. Rationale

At Harbinger Primary School, we value the unique contribution every child has to make and believe that children learn best when they feel secure in themselves and their learning environment. We pride ourselves on being a warm and open community, committed to nurturing each individual in our care. We encourage all to be kind and respectful to each other at all times. This philosophy is inspired by our school's key **values**, **curriculum drivers** and our **Behaviour and Relationships Policy**.



## 2. Policy Aims

All children at Harbinger Primary School have the right to be safe and happy, both in class and in the playground. We strive to ensure that *all* children are kept safe and can flourish. Bullying can cause great distress and have a significant impact on health and learning. Both adults and children need to know what to do when this occurs.

In reference to the Equality Act 2010, it is unlawful for a school to discriminate against a pupil or prospective pupil by treating them less favourably because of their:

- sex
- race
- disability
- religion or belief
- sexual orientation
- gender reassignment
- pregnancy or maternity

We consulted with staff and parents and asked what they would want from an anti-bullying policy. They told us they wanted the policy to include:

- A clear definition of what bullying is.
- Signs to look out for.
- Preventative measures in school inc. teaching and learning and how to encourage children to work together.
- Clear procedures and escalation strategies.
- Response from a range of staff members, dependent on situation.
- Support provided for all parties, including parents.
- Up-to-date and relevant information (reflecting cyberbullying, for example).
- A child-friendly policy, in simple language.

### **3. Other Relevant Policies**

This policy complements and supports a range of other policies, procedures and curriculum initiatives including:

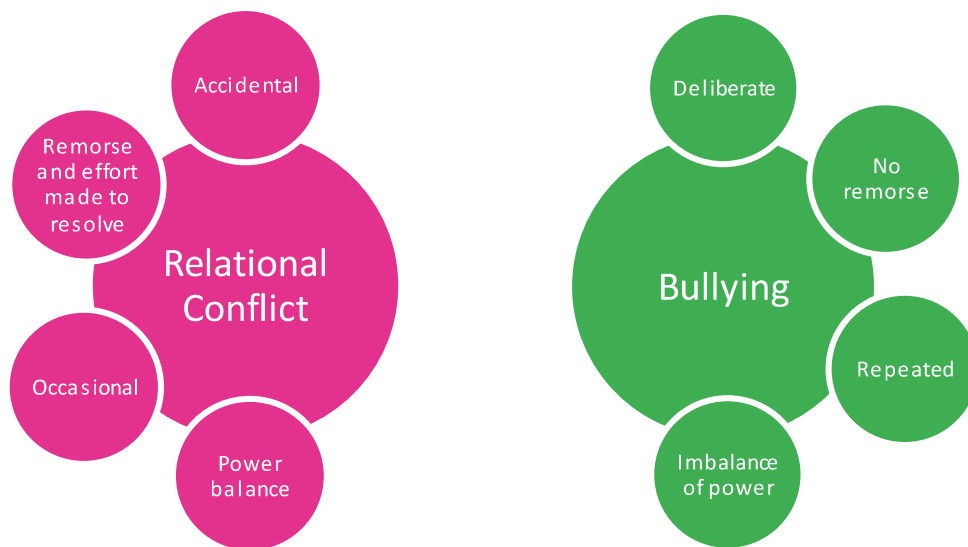
- Acceptable Use Policy
- Attendance Policy
- Behaviour Policy
- Code of Conduct
- Equalities Objectives
- Online Safety Policy
- PSHE and RSE Policies
- Special Educational Needs
- Staff Handbook

#### 4. What Is Bullying?

It is vital for all members of Harbinger School to have a shared understanding of bullying. Bullying can be misidentified or there may be disagreements about whether an incident is bullying or not.

If the whole school community has a shared understanding of what bullying is, this helps to reduce confusion and enables us to earlier identify bullying, or incidents that could potentially lead to bullying.

Incidents can be identified as either **relational conflicts** or **bullying**. The diagram below shows the different elements that characterise **relational conflict** and **bullying**:



#### Relational conflicts

Not all situations in which children are involved in conflict or relationship difficulties can be understood as bullying. '**Relational conflict**' is one way of describing such non-bullying situations.

Knowing how to identify and respond to relational issues is part of being able to respond effectively to bullying.

## Bullying

At Harbinger, we follow the definition used by the Anti-Bullying Alliance:

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*Bullying is the repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power.*

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Bullying can be verbal, physical or psychological. It can happen online or face to face.

Online bullying is often referred to as 'cyberbullying', meaning bullying via electronic means - this could be via a smart phone, computer, laptop, tablet or online gaming platforms.

The main difference with online bullying is that:

- The contact and bullying behaviour can be 24 hours a day, 7 days a week.
- Potentially more people are involved.
- It might start with something in the playground then move online.
- It might be easier as it is faceless (see the Online Safety Policy for further information).

### Examples of 'imbalance of power'

The imbalance of power is important to understand when thinking about bullying. As soon as a person says 'no' to something and that is ignored, there is an imbalance of power.

Here are some other examples of situations where there may be an imbalance of power where the person/people who are the target of the behaviour:

- They are in a smaller group than those experiencing it.
- They are part of a minority group, e.g. a minority gender, race, or faith group.
- They are of smaller stature or physical strength.
- They are younger.
- They have communication difficulties or a disability.

Just because an incident may not have all of the elements of bullying, it does not mean it is something to ignore and school involvement is not needed.

For example, a relational conflict that goes unresolved can easily turn into bullying so should be monitored. Another example would be that a one-off verbal or physical attack, whilst not bullying, would still need involvement from adults in the form of sanctions and/or support.

## 5. The Impact of Bullying

### Short-term impact of bullying

Some of the short-term impacts of bullying on children may include:

- Facing barriers to learning.
- Affect attendance and punctuality.
- Difficulties managing emotions which could lead to poor behaviour choices.
- Difficulties making friends.
- Negative impact on well-being.

### Long-term impact of bullying

We know that bullying, especially bullying that continues over a long period of time, can have a detrimental impact on not only a person's childhood but well into adulthood.

## 6. The Roles Involved In Bullying

Research undertaken in Finland by Christina Salmivalli (1996) offered a greater understanding of the roles involved in bullying.

It showed that the traditional view of bullying, where there is a 'victim' and a 'bully', was much more complicated in reality. There were key roles identified in bullying incidents that help us to understand the group dynamics. See below for definitions of each role



Figure 1 – Roles involved in bullying. This image is used with permission from the Anti-Bullying Alliance.

- The **reinforcer** supports the bullying, might laugh or encourage what is going on but doesn't 'do' it.
- The **defender** stands up for someone being bullied. They know that bullying is wrong and feels confident enough to defend. They might talk to an adult in school.
- The **ringleader** initiates and leads the bullying.
- The **assistant** is actively involved in 'doing' the bullying but does not lead it.
- The **target** is the person at whom the bullying is aimed.
- The **outsider** ignores or doesn't see the bullying and doesn't want to get involved.

A key point to remember is that roles are continuously shifting from minute-to-minute in school. For example, a person can be a 'ringleader' at a given time then become an 'outsider' or 'target' very quickly as people come into and out of the group dynamic.

### Why is it important to know about the group roles in bullying?

By understanding that bullying involves a power imbalance, and then by looking to apply pressure to the source of that imbalance, we are in a good position to stop the victimisation of individuals or groups.

Sometimes this may mean working very differently with 'assistant', 'reinforcer' and 'ringleader' roles, for example, by seeking restorative or empathy-based interventions with some, whilst applying sanctions to others.

We take all roles seriously and will listen to and support with all children involved.

In this way, we can disrupt both the group and their individual behaviour. It is important to remember that the safety of the 'victim' is paramount at all times.



## 7. Strategies For Preventing Bullying

a) Whole School Strategies	
<b>Strong Ethos</b>	<p>At Harbinger, our agreed school values are <b>Learning, Well-Being</b> and <b>Togetherness</b>. As a school community, we aim to embody the school's ethos. The school ethos is reinforced throughout the school:</p> <ul style="list-style-type: none"> <li>• Pupil and staff nominations linked to 'Value of the Week' in sharing assemblies</li> <li>• Curriculum drivers through our curriculum</li> <li>• Displays</li> <li>• Playtimes</li> </ul>
<b>A Whole School Approach</b>	<p>We aim to cultivate a whole school approach to anti-bullying which is cohesive, collective and collaborative. It is important for us to consider the particular needs of the children when we work with them and so our approach is developed in consultation with children, staff and families (e.g. pupil, parent and staff surveys).</p> <p>At Harbinger, the Senior Leadership Team strategically construct an approach to reduce bullying and respond to it appropriately, including the use of Restorative Approaches.</p>
<b>Celebrating Inclusivity and Diversity</b>	<p>One of our school values is '<b>Togetherness</b>' extended through to the curriculum driver '<b>Celebrating Inclusivity and Diversity</b>'. Across the school curriculum, we plan activities that contribute to an ethos in where difference and diversity are valued. E.g.</p> <ul style="list-style-type: none"> <li>• Raising awareness and encouraging open dialogue during marked special days or celebrations, such as Anti-Bullying Week, 'People With Disabilities Day', Black History Month' and 'World Religion Day'.</li> <li>• Using positive images of people who might be considered 'different' such as disabled people, people from black, Asian, minority ethnic and refugee communities, and LGBT+ people.</li> </ul> <p>We know it is also important not to single people out when valuing difference and diversity, and to celebrate that we are all unique.</p>
<b>Creating Positive Peer Relationships (inc. Restorative Approach)</b>	<p>We know that it is important to have a proactive approach to raising awareness of differences amongst peers.</p> <p>When there has been relational conflict, we use Restorative Approaches to support children in understanding when harm has been caused. Then in taking responsibility to take action that will enable the harmed relationships to be repaired. See the <b>Behaviour &amp; Relationships Policy</b> for more information.</p>
<b>Developing Staff Skills</b>	<p>At Harbinger, we plan staff meetings for CPD opportunities which support staff to develop both their general knowledge around bullying and also introduce information about specific topics or themes.</p> <p>i.e. Bullying and the Law; Bullying and SEND; Cyberbullying.</p>

b) Classroom approaches	
<b>Through the curriculum</b>	<p>In addition to 'Anti-Bullying Week', leaders consider anti-bullying themes and weave these through the curriculum, with a focus on PSHE. i.e.:</p> <ul style="list-style-type: none"> <li>• PSHE lessons with Jigsaw (see Appendix 1 for Anti-Bullying themes).</li> <li>• Book choices.</li> <li>• History topics exploring the history of bullying and discrimination.</li> </ul>
<b>Resources</b>	We use resources created by the Anti-Bullying Alliance, Project Evolve and other anti-bullying organisations for lesson and assembly ideas, to tackle both bullying and online bullying (see Appendix 2 for Project Evolve).
<b>Anti-Bullying Week</b>	Anti-Bullying Week is an important point in the school calendar to focus on bullying. It is an anchor and opportunity to highlight issues around bullying and ask pupils what they think about bullying.
<b>PSHE &amp; RSE</b>	<p>From 2020, the DfE made mandatory that all schools must provide PSHE education that covers health and relationships/RSE.</p> <p>Out PSHE provision at Harbinger has been updated and we use the scheme of work 'Jigsaw' to deliver PSHE, which includes a half-termly topic 'Being Me' and 'Celebrating Differences', designed to build self-esteem and value others.</p>
<b>Circle Times</b>	Classes have a weekly Circle Time, an open forum allowing children to discuss an identified theme.
<b>Communication (Adults and Worry Box)</b>	We encourage all children to communicate with peers or a trusted adult if ever they are worried about something. This includes speaking to teachers, Senior Leaders, the SENCO or Learning Mentor and the ABAs. Each class also has a 'Connection Box' where children can leave a note to share anything i.e. good news or something they are concerned about and the teacher will respond and seek to resolve it.
<b>Literature</b>	<p>We seek to incorporate texts that help raise the issue of bullying and either help children to empathise and become 'upstanders' in school, stop bullying behaviour or realise that they can speak out about bullying.</p> <p>Puffin have a published list of texts also.</p>

c) Non-classroom approaches	
<b>Anti-Bullying Ambassadors (ABAs)</b>	At Harbinger, each year we recruit a team of Anti-Bullying Ambassadors (ABAs). Their role is to lead on anti-bullying campaigns in school, be vigilant at playtimes and to help to 'Create A Kind Environment' (CAKE).
<b>Supervised Lunchtimes</b>	<p>The outdoor play spaces are arranged in 'zones' (the playground, pitch and pirate ship zones). There is a Midday Meals Supervisor supervising each zone throughout lunchtimes.</p> <p>We understand that not all children find it easy to make friends in unstructured playtimes so supervising adults are on hand to enable social opportunities.</p>

<b>Well-Being support with Learning Mentor</b>	The Learning Mentor supports identified children at lunchtimes to provide space and time to support relational issues.
<b>Well-Being support with Nurture Mentors</b>	Identified children join the 'Nurture Groups', guided by Nurture Mentors, to nurture positive relationships with peers.
<b>d) Peer Support Strategies</b>	
<b>Anti-Bullying Ambassadors</b>	As above.
<b>Buddy Schemes</b>	<p>Older children work with younger peers (under adult supervision), helping to develop skills and confidence i.e.</p> <ul style="list-style-type: none"> <li>• Reading Buddies</li> <li>• Student Council</li> <li>• Digital Leaders</li> <li>• After-School Clubs</li> </ul>
<b>Circle of Friends</b>	This approach is used to enhance the inclusion of a child who is experiencing difficulties in school. The approach works by mobilising the child's peers to provide support and engage in problem-solving with the person in difficulty. A friendship group breaks down the isolation of bullied pupils and helps them to belong.

## 8. Responding To Bullying

It is important that all staff are tuned in to bullying when it happens (both in and out of school) and that responses are swift. Responding *effectively* to bullying incidents reduces the impact it has.

The purpose of response:

- Immediate → To protect the victim
- Short-term → To stop the bullying
- Medium-term → To address any underlying attitudes, values or beliefs
- Long-term → To prevent the behaviour(s) from reoccurring

At Harbinger, we would follow a **3-step response to bullying**:

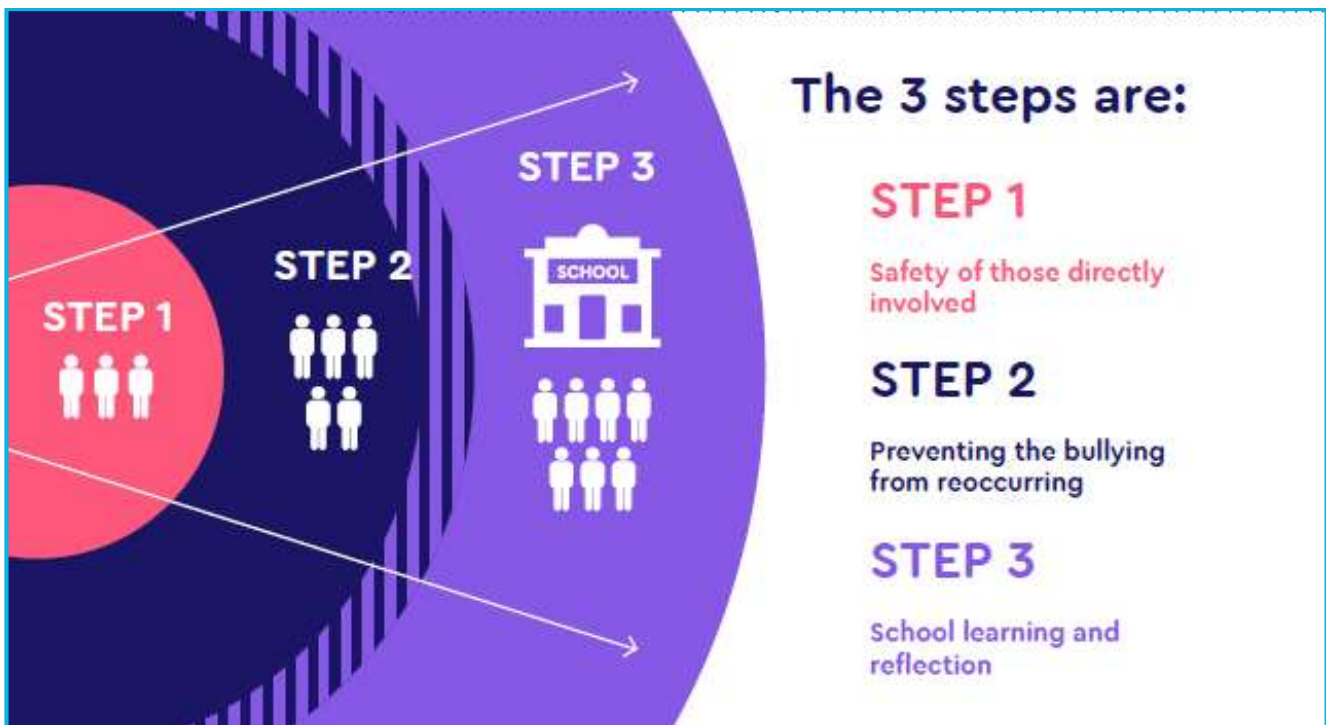


Figure 2: 3-Step Response. This image is used with permission from the Anti-Bullying Alliance.

### The 3-step process for responding to bullying incidents:

<p><b>Step 1:</b> <b>Secure the safety of those involved</b></p>	<p>The first step is to make sure everyone is safe. Consider:</p> <ul style="list-style-type: none"> <li>• Have people been physically and/or emotionally hurt by the bullying? Is anyone in immediate danger?</li> <li>• Any safeguarding issues?</li> <li>• Collect evidence i.e. screenshots if cyberbullying</li> <li>• Use reporting and recording systems (inc. racist incident forms; online reporting systems).</li> <li>• Assure pupil(s) that we have taken their report seriously.</li> <li>• Tell them it's not their fault.</li> <li>• Tell them what we will do next i.e. inform parents; actions in line with the Safeguarding and Behaviour and Relationship Policies etc.</li> </ul>
<p><b>Step 2:</b> <b>Stop the behaviour reoccurring</b></p>	<p>This step is to ensure that the behaviour for the group will not continue. At this stage, it is helpful to see bullying as a group behaviour and use restorative approaches, sanctions and group work to develop empathy. This process will include some/all the following:</p> <ul style="list-style-type: none"> <li>• Use of group roles to identify those involved (ringleaders, assistant &amp; reinforcers). Can anyone be an upstander?</li> <li>• Have face-to-face meetings so children have their voice heard, establish facts and gather relevant data.</li> <li>• Give those involved an opportunity to detail what happened, therefore, responses are fully informed.</li> <li>• Identify if child(ren) are aware about the impact of their behaviour (empathy)</li> <li>• Make it clear that the behaviour is unacceptable and needs to stop.</li> <li>• Work with the group in the most effective way to stop the behaviour reoccurring and set up agreements amongst the pupils involved about the way forward.</li> <li>• Use Restorative Approach as a strategy that allows the harm that has been done to be explored in a safe way.</li> <li>• Support is given to all children involved.</li> <li>• Inform with parents.</li> <li>• Consequence followed in line with the school's Behaviour Policy.</li> <li>• Record all actions.</li> <li>• Ask the child what they would like to do going forwards (link to restorative practice).</li> </ul>
<p><b>Step 3:</b> <b>Whole school learning</b></p>	<p>This is an important step as it allows us to reflect upon our school approach and if there is anything we can do to prevent a similar situation in the future. On reflection of the incident, we should ask ourselves:</p> <ul style="list-style-type: none"> <li>• What has this incident taught us?</li> <li>• Does this show us that we have any issues in school?</li> <li>• Can we stop this happening in the future?</li> <li>• Do staff need any training?</li> <li>• Does the school policy need to be refreshed?</li> <li>• What needs to happen / who do you need to speak to to make this happen? By when and how?</li> </ul>

## **9. Online bullying (see the school's Online Safety Policy)**

Online bullying can take place on a range of online or mobile services, such as text, email, social networking sites, apps, video-hosting sites, messenger, photo sharing services, chat, webcams, visual learning environments and online games.

It usually happens between people who know each other – it rarely happens in isolation and is often an extension of bullying behaviour that is already happening in school or in the wider community.

Research shows that there are some groups of children who are more likely to experience online bullying than others so it is important that as a school we teach **all** children how to keep safe online and help with interpretation.

We deliver a half-termly Online Safety lesson as part of the Computing curriculum, in addition to Online Safety lessons in the PSHE framework, Jigsaw.

See the school's Safeguarding Policy for more information about Cyberbullying and the Law.



## Appendix 1:

The table below cites where awareness about bullying is taught and mapped out in the school's PSHE curriculum (jigsaw):

Age Group	Being Me In My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
<b>Ages 3-5 (F1-F2)</b>	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
<b>Ages 5-6</b>	Feeling special and safe Being part of a class Rights and responsibilities Rewards and feeling proud Consequences Owning the Learning Charter	Similarities and differences Understanding bullying and knowing how to deal with it Making new friends Celebrating the differences in everyone	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	Keeping myself healthy Healthier lifestyle choices Keeping clean Being safe Medicine safety/safety with household items Road safety Linking health and happiness	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	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
<b>Ages 6-7</b>	Hopes and fears for the year Rights and responsibilities Rewards and consequences Safe and fair learning environment Valuing contributions Choices Recognising feelings	Assumptions and stereotypes about gender Understanding bullying Standing up for self and others Making new friends Gender diversity Celebrating difference and remaining friends	Achieving realistic goals Perseverance Learning strengths Learning with others Group co-operation Contributing to and sharing success	Motivation Healthier choices Relaxation Healthy eating and nutrition Healthier snacks and sharing food	Different types of family Physical contact boundaries Friendship and conflict Secrets Trust and appreciation Expressing appreciation for special relationships	Life cycles in nature Growing from young to old Increasing independence Differences in female and male bodies (correct terminology) Assertiveness Preparing for transition
<b>Ages 7-8</b>	Setting personal goals Self-identity and worth Positivity in challenges Rules, rights and responsibilities Rewards and consequences Responsible choices Seeing things from others' perspectives	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	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	Exercise Fitness challenges Food labelling and healthy swaps Attitudes towards drugs Keeping safe and why it's important online and off line scenarios Respect for myself and others Healthy and safe choices	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	How babies grow Understanding a baby's needs Outside body changes Inside body changes Family stereotypes Challenging my ideas Preparing for transition
Age Group	Being Me In My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
<b>Ages 8-9</b>	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 behaviour	Challenging assumptions Judging by appearance Accepting self and others Understanding influences Understanding bullying Problem-solving Identifying how special and unique everyone is First impressions	Hopes and dreams Overcoming disappointment Creating new, realistic dreams Achieving goals Working in a group Celebrating contributions Resilience Positive attitudes	Healthier friendships Group dynamics Smoking Alcohol Assertiveness Peer pressure Celebrating inner strength	Jealousy Love and loss Memories of loved ones Getting on and Falling Out Girlfriends and boyfriends Showing appreciation to people and animals	Being unique Having a baby Girls and puberty Confidence in change Accepting change Preparing for transition Environmental change
<b>Ages 9-10</b>	Planning the forthcoming year Being a citizen Rights and responsibilities Rewards and consequences How behaviour affects groups Democracy, having a voice, participating	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	Future dreams The importance of money Jobs and careers Dream job and how to get there Goals in different cultures Supporting others (charity) Motivation	Smoking, including vaping Alcohol Alcohol and anti-social behaviour Emergency aid Body image Relationships with food Healthy choices Motivation and behaviour	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 SMARTT internet safety rules	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
<b>Ages 10-11</b>	Identifying goals for the year Global citizenship Children's universal rights Feeling welcome and valued Choices, consequences and rewards Group dynamics Democracy, having a voice Anti-social behaviour Role-modelling	Perceptions of normality Understanding disability Power struggles Understanding bullying Inclusion/exclusion Differences as conflict, difference as celebration Empathy	Personal learning goals, in and out of school Success criteria Emotions in success Making a difference in the world Motivation Recognising achievements Compliments	Taking personal responsibility How substances affect the body Exploitation, including 'county lines' and gang culture Emotional and mental health Managing stress	Mental health Identifying mental health worries and sources of support Love and loss Managing feelings Power and control Assertiveness Technology safety Take responsibility with technology use	Self-image Body image Puberty and feelings Conception to birth Reflections about change Physical attraction Respect and consent Boyfriends/girlfriends Sexting Transition
<b>Ages 11-12 (Scotland)</b>	Personal identity What influences personal identity Identify personal strengths How do others see me? Group identity My growing sense of personal identity and independence Online and global identity Expectations	Assertiveness Prejudice and discrimination My values and those of others Challenging stereotypes Discrimination in school How prejudice and discrimination fuels bullying Being inclusive	What are my dreams and goals? Steps to success Coping when things don't go to plan Rewarding my dreams Intrinsic and extrinsic motivation Keeping my dreams alive How dreams and goals change in response to life	Healthy choices about my emotional health Managing stress Managing my choices around substances Managing my nutritional choices Medicines and immunisation Healthy choices about physical activity and rest/sleep	My changing web of friendships Support I need now and in the future Developing positive relationships What external factors affect relationships, e.g. media influences? Assertiveness in relationships The changing role of families	My changing body and feelings What is self-image? Coping during times of change My changing ways of thinking Managing my changes in mood Moving forwards into my next year of education

## Appendix 2:

Each half term, we deliver an Online Safety lesson as part of the Computing curriculum. We use Project Evolve for resources, which is guided by the UKCIS *Education for a Connected World* framework. Below outlines the 'Online Bullying' aspect of online safety.

								<  >
Online bullying								
I can describe ways that some people can be unkind online.			I can describe how to behave online in ways that do not upset others and can give examples.			I can explain what bullying is, how people may bully others and how bullying can make someone feel.		
I can offer examples of how this can make others feel.						I can explain why anyone who experiences bullying is not to blame.		
						I can talk about how anyone experiencing bullying can get help.		

Ages 4-7 years

								<  >
Online bullying								
I can describe appropriate ways to behave towards other people online and why this is important.		I can recognise when someone is upset, hurt or angry online.		I can recognise online bullying can be different to bullying in the physical world and can describe some of those differences.		I can describe how to capture bullying content as evidence (e.g. <b>screen-grab</b> , <b>URL</b> , <b>profile</b> ) to share with others who can help me.		
I can give examples of how bullying behaviour could appear online and how someone can get support.		I can describe ways people can be bullied through a range of media (e.g. image, video, text, <b>chat</b> ).		I can describe how what one person perceives as playful joking and teasing (including <b>'banter'</b> ) might be experienced by others as bullying.		I can explain how someone would report online bullying in different contexts.		
		I can explain why people need to think carefully about how content they post might affect others, their feelings and how it may affect how others feel about them (their reputation).		I can explain how anyone can get help if they are being bullied online and identify when to tell a trusted adult.				
				I can identify a range of ways to report concerns and access support both in school and at home about online bullying.				
				I can explain how to block abusive users.				
				I can describe the <b>helpline services</b> which can help people experiencing bullying, and how to access them (e.g. Childline or The Mix).				

Ages 7-11 years



### **Appendix 3:**

Child-Friendly policy (tbc)