ANTI-BULLYING POLICY

NOTRE DAME HIGH SCHOOL

Part of St John the Baptist Catholic Multi Academy Trust
Company No: 7913261
Registered Office: Surrey Street, Norwich NR1 3PB

THE SCHOOL MISSION STATEMENT

I have come so that they may have life and have it to the full
(John 10:10)

We are a joyous and inclusive Catholic school, inspired by the love of God and the teachings of Jesus, specifically faith, hope, forgiveness and peace.

Our community is committed to a rounded education that develops knowledgeable, morally informed and compassionate young leaders.

IN TRAN
communication for all

If you need this document in large print, audio, Braille, alternative format or in a different language please contact the Company Secretary on 01603 611431 and we will do our best to help.

Notre Dame High School Anti-Bullying Policy

1. DEFINITION

    i. Bullying is the behaviour of an individual or group, usually repeated over time, that intentionally hurts another individual or group either physically or emotionally. (DfE "Preventing and Tackling Bullying", July 2017)

    ii. Bullying can be verbal, physical, emotional, racist or sexual. It may be related to sexual orientation, disability, special educational needs, race, religion, gender or culture, or several or none of these areas.

    iii. This includes the same unacceptable behaviours expressed online, sometimes called online or cyber bullying. This can include: sending offence, upsetting and inappropriate messages by phone, text, instant messenger, through gaming, websites, social media sites and apps and sending offensive or degrading photos or videos.

    iv. Bullying can be in a form of peer on peer abuse and can be emotionally abusive; it can cause severe and adverse effects on children's emotional development.

    v. The term bullying might refer to 'bullying without malice or fore thought' in certain circumstances (particularly with regard to students with autistic spectrum disorder, for example) and great care should be taken when labelling behaviour as 'bullying'.

    vi. Bullying is a very serious accusation, which can be a very damaging 'label'.

2. STATEMENT OF INTENT

Bullying is unacceptable behaviour. It occurs in all schools and many young people are involved at some time. Notre Dame High School is committed to creating a safe environment in which everyone is appreciated for themselves, and in which care and consideration for others is nurtured within a community which is seeking to live by strong Christian values. Emphasis is placed upon the development of a school culture and expectation that bullying is unacceptable, challenged and resolved.

This policy is based on the DfE guidance "Preventing and Tackling Bullying" July 2017 and supporting documents. It also takes into account the DfE statutory Guidance for Keeping Children Safe in Education, Sept 2022.

    i. Within this framework of our school as a caring, Catholic community, we ensure that bullying is dealt with by enabling students to:-

- Identify and express feelings and emotions.
- Be sensitive to and respect the rights, needs and wishes of others.
- Develop skills of co-operation, sharing, listening, negotiation and dealing with conflict.
- Enhance their self-esteem and assertiveness.
- Identify a range of trusted adults to share their concerns with.

ii. Each member of staff will endeavour to:-

- Look actively for and identify any bullying issues.
- Deal with bullying immediately in a planned and consistent way.
- Offer support to the victims of bullying.
- Help bullies to recognise and change their anti-social behaviour.
- Ensure that students have a range of strategies to deal with bullying.
- Give all students time and space to express their feelings and reactions to bullying.
- Ensure that students accept responsibility for their actions.

iii. Although bullying in itself is not a specific criminal offence in the UK, it is important to bear in mind that some types of harassing or threatening behaviour – or communications- could be a criminal offense, for example under the Protection from Harassment Act 1997, the Malicious Communications Act 1988, the Communications act 2003 and the Public Order Act 1986. Therefore if the school feels that an offence has been committed, school will seek assistance from the police.

iv. Whole staff training will be delivered on training days and also through twilight workshops and staff meetings.

v. By enabling students to form positive relationships in a secure environment we will deal with and prevent bullying incidents to enhance the caring nature of our school.

3. IDENTIFICATION

i. Signs and symptoms.

The whole school community should be aware of the warning signals.
Other students are often aware and should be taken seriously if they report bullying.

ii. Investigation should follow any of these signs:

- Reports a student is frightened to walk to and from school.
- A deterioration in school work or noticeable change in attitude.
- A student becomes withdrawn or starts stammering.
- Regular "accidents" with clothes, books or equipment.
- Student cries easily.
- Student becomes disruptive or aggressive.
- Possessions go missing.
- Student has dinner or other money repeatedly "lost" or "forgotten".
- Student starts stealing to pay the bully.
- Student is frightened to admit what is wrong.
- Student runs away.
- Student has nightmares.
- Student stops attending school regularly with no valid reason.

These can all be signs of other problems but the possibility of bullying should be investigated.

4. CYBERBULLYING

Understanding cyberbullying

i. Cyberbullying can be defined as *the use of Information and Communications Technology (ICT), particularly mobile phones and the internet, deliberately to upset someone else*. It can be an extension of face-to-face bullying, with technology providing the bully with another route to harass their target. However, it differs in several significant ways from other kinds of bullying: the invasion of home and personal space; the difficulty in controlling electronically circulated messages; the size of the audience; perceived anonymity; and even the profile of the person doing the bullying and their target.

ii. Research indicates that cyberbullying is a feature of many young people's lives. It also affects members of school staff and other adults;

iii. Cyberbullying, like all bullying, is taken very seriously. It is never acceptable. The Education and Inspections Act 2006 (EIA 2006) outlines the power of head teachers to regulate the conduct of students when they are off-site and provides a defence in relation to the confiscation of mobile phones and other items.

iv. Although cyberbullying is not a specific criminal offence, there are criminal laws that can apply in terms of harassment and threatening and menacing communications. Notre Dame High School will contact the police if the law has been broken.

v. Cyberbullying takes different forms: threats and intimidation; harassment or "cyber-stalking" (e.g. repeatedly sending unwanted texts or instant messages); vilification / defamation; exclusion or peer rejection; impersonation; unauthorised publication of private information or images (including what are sometimes misleadingly referred to as 'happy slapping' images); and manipulation.

vi. Some cyberbullying is clearly deliberate and aggressive, but it is important to recognise that some incidents of cyberbullying are known to be unintentional and the result of simply not thinking about the consequences. What may be sent as a joke, may not be received as one, and indeed the distance that technology allows in communication means the sender may not see the impact of the message on the receiver. There is also less opportunity for either party to resolve any misunderstanding or to feel empathy. It is important that students are made aware of the effects of their actions.

vii. In cyberbullying, bystanders can easily become perpetrators – by passing on or showing to others images designed to humiliate, for example, or by taking part in online polls or discussion groups. They may not recognise themselves as participating in bullying, but their involvement compounds the misery for the person targeted. Notre Dame High School regards these 'bystanders' as 'accessories' who actively support cyberbullying. It is important that students are aware that their actions may have severe and distressing consequences, and that participating in such activity will not be tolerated. Students are encouraged and expected to report incidents of cyberbullying.

Preventing cyberbullying

viii. The Head and Deputy Headteacher of Student Welfare are the leads on cyberbullying for Notre Dame. The Deputy Headteacher liaises with the Pastoral Team, Safeguarding Team, Learning Support Centre (LSC) Team, IT staff, and School Council regarding cyberbullying issues.

ix. The school aims to increase awareness of cyberbullying through discussion and activity around what cyberbullying is and how it differs from other forms of bullying. Such activities include staff development activities and addressing cyberbullying within curriculum delivery. Internet Safety is addressed in the Computer Science Scheme of Work for Yrs7-10. Every student signs our Acceptable Use Policy for school computers. It is also addressed in the PSHE curriculum, mediated through our PSHE co-ordinator.
Advice and guidance for students who may be victims of cyberbullying is given in the Student Planner.

x. It is important to note that the school's response to cyberbullying, as with all other forms of bullying, may cover bullying that takes place out of school.

xi. Incidents of cyberbullying will be monitored and recorded in the same way as all other forms of bullying.

Responding to cyberbullying

xii. The majority of cyberbullying cases will be dealt with through Notre Dame's behaviour policy and procedures.

xiii. The person being bullied will usually have examples of texts or emails received - these should <u>not</u> be deleted but stored to aid in any investigation. Staff should ask that the victim of alleged bullying to forward offensive messages to their Head of Year or a member of the Safeguarding Team , rather than looking through messages on a student's phone themselves. There are also additional reporting routes available, through mobile phone companies, internet service providers and social networking sites.

xiv. Notre Dame High School's response to cyberbullying may include sending evidence to parents, contacting the service provider, confiscating phones, and contacting the police (in relation to illegal content). Under the Malicious Communications Act 1988, it is an offence for a person to send an electronic communication to another person with the intent to cause distress or anxiety or to send an electronic communication which conveys a message which is indecent or grossly offensive, a threat, or information which is false and known or believed to be false by the sender.

xv. The Education Act 2011 gives teachers a specific power to search for and, if necessary, delete inappropriate images (or files) on electronic devices, including mobile phones. Mobile phones may be confiscated if they are deemed to have been used inappropriately. If there is concern that a mobile phone has been used to carry out threats or other bullying type behaviour, police may need to be involved as they have more extensive search powers.

Students (and staff) experiencing cyberbullying will be advised on steps they can take to avoid recurrence – for example
- not to retaliate or reply;
- to preserve evidence (e.g. by capturing a 'screen shot' of offensive material) to help any investigations;
- how to 'block' or remove people from friend and buddy lists;
- to be aware that social networking sites encourage the reporting of instances of cyberbullying on their websites;
- that cyberbullying can be reported to the internet service provider;
- ask them to think carefully about what private information they may have in the public domain

Existing sanctions in place for bullying behaviour will be applied to perpetrators of cyberbullying. Technology-specific sanctions for students engaged in cyberbullying behaviour may include limiting internet access for a period of time or removing the right to use a mobile phone on the school site. The original person who has posted inappropriate material on the internet will be required to remove it. It is important that the school promote the positive use of technology, and advise users of net etiquette and e-safety guidance.

5. RACISM

Racism is treating someone differently or unfairly simply because they belong to a different race or culture. **Racial bullying** focuses on a person's race, ethnicity or culture. When a member of staff is made aware that a student has been the victim of a racist incident, the following procedure is carried out

- Those involved in the incident are asked to complete a witness statement
- The HoY or other delegated member of staff investigates the incident -this incident is recorded on the pastoral data spreadsheet and later recorded on the yearly census – that collects information on racist incidents.
- The parents/carers of the students involved are informed.
- Students involved in racist incidents are specifically told that racist bullying is wrong.
- If required a restorative meeting is arranged between those involved.
- Appropriate support is provided to the victim by the Learning Support Centre Team.
- An appropriate sanction and/or support for the instigator is provided if required.
- A follow up meeting occurs with the Head of Year to ensure that the situation is resolved

6. HOMOPHOBIC BULLYING

Homophobic bullying is when people behave or speak in a way which makes someone feel bullied because of their actual or perceived sexuality. People may be a target of this type of bullying because of their appearance, behaviour, other physical traits or because they have friends or family who are gay, lesbian, bisexual, or transgender, or just because they are seen as being different (bullying.co.uk).

Who experiences homophobic bullying?
- Young people who are lesbian, gay or bisexual.
- Young people who are thought to be lesbian, gay or bisexual.
- Young people who are different in some way - they may not act like the other boys or girls.
- Young people who have gay friends or family, or their parents/carers are gay.
- Teachers and school staff who may or may not be lesbian, gay or bisexual.

What does homophobic bullying look like?
- Verbal abuse – including spreading rumours that someone is gay, suggesting that something or someone is inferior and so they are 'gay', e.g. 'you're such a gay boy!' or 'those trainers are so gay!'
- Physical abuse – including hitting, punching, kicking, sexual assault and threatening behaviour.
- Cyberbullying – using online spaces to spread rumours about someone or exclude them. This can also include text messaging, including video and picture messaging.

How homophobic bullying is addressed within the school.
- Students are able to indicate whether they perceive that an incident was homophobic on the Witness Statement
- Students involved in homophobic incidents are specifically told that homophobic bullying is wrong.

7. Sexist Bullying

- Sexism is "Behaviour, language or prejudice, which expresses institutionalised systematic and comprehensive discrimination. It is based on a stereotypical view of masculine and feminine roles. Sexism limits the options of women and girls and can lead to discrimination or less favourable treatment." (NUT, Policy Statement on Preventing Sexual Harassment and Bullying, 2007,www.teachers.org.uk)

8.Sexual Bullying

- Sexual bullying includes a wide range of behaviour from name calling or use of sexist language, to all forms of child on child abuse, including sexual harassment and sexual violence.

- Sexual harassment refers to unwanted conduct of a sexual nature that occurs online of offline.

- Sexual harassment undermines someone's dignity and safety. This can also affect their emotional wellbeing and can lead to depression, isolation, eating disorders and self-harming. If left unchallenged, sexual harassment could create an atmosphere that normalises inappropriate behaviour and may lead to sexual violence in the form of a physical assault.

Examples of sexualised bullying incidents include:

- Abusive, sexualised name calling
- Unwelcome looks and comments about someone's appearance or attractiveness; either face to face or to others
- Spreading rumours of a sexual nature
- Inappropriate and uninvited touching
- Inappropriate sexual innuendo and/or proposition
- Graffiti with sexual content
- Display/circulation of inappropriate material of a sexual nature
- Sexual assault or rape

- Sexual Bullying cases are dealt with by our Safeguarding Team who will contact parents and make referrals to the Children's Advice and Duty Service – CADS /or the Police as appropriate. Government Guidance on Keeping Children Safe Education September 2022 is followed when investigating all forms of sexual bullying reported.

9.REPORTING PROCEDURE

i. **Staff:**

a) Any suspected bullying incident should be passed directly to the relevant Head of Year or Pastoral Office.

b) When concerns are logged onto the school's Computerised Management Information System (Bromcom) the phrase '***unacceptable behaviour towards another student***' should be used rather than 'bullying'. No further details should be entered on Bromcom.

c) If the term bullying is to be used at all it should only be after the incident has been fully investigated, and once parents/carers have been informed and involved.

d) Under the Children Act 1989 a bullying incident should be addressed as a child protection concern when there is 'reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm'. (Where this is the case the safeguarding team should make a referral to the CADS). Even where safeguarding is not considered to be an issue, the school may need to draw on a range of external services to support the student who is experiencing bullying, or to tackle any underlying issue which has contributed to a child engaging in bullying.

e) Although bullying in itself is not a specific criminal offence in the UK, it is important to bear in mind that some types of harassing or threatening behaviour – or communications – could be a criminal offence, If school staff feel that an offence may have been committed they should seek assistance from the police.

ii. <u>Students:</u>

a) Students may either approach a member of staff directly to raise concerns, or visit either the Pastoral Office, or Learning Support Centre. They can also email an appropriate member of staff of their choice to report their concerns.
b) Students involved in an incident will be invited to write a Witness Statement which will be given to the Head of Year

iii. Parents/Carers

a) If the school is contacted by a parent/carer, the HOY must be informed.
b) The HOY or delegated member of Student Welfare Dept will acknowledge the concern within 24 hours.
c) Relevant staff follow up with the parents concerned as to what actions have been taken. Together they decide if the situation has improved and whether further interventions are required.

10. Bullying outside school premises

Staff have the power to discipline pupils for misbehaving outside the school premises "to such an extent as is reasonable". This can relate to any bullying incidents occurring anywhere off the school premises, such as on school or public transport, outside the local shops, or in a city, town or village centre.

Where bullying outside school is reported to school staff, it should be investigated and acted on. The head teacher should also consider whether it is appropriate to notify the police of the action taken against a pupil. If the misbehaviour could be criminal or poses a serious threat to a member of the public, the police should always be informed.

11. INCIDENT PROCEDURE

After the initial report has been logged, a member of the Student Welfare Department will investigate the incident as soon as possible.

The initial strategy will involve use of the No Blame approach as summarised below:-***Step 1   - Interview the victim.***

The member of staff initially starts by talking to the victim about his/her feelings. He/she does not question him/her about the incident, but does need to know who was involved. The victim will also be requested to complete a witness statement.

Step 2 - Convene a meeting with the people involved.

The member of staff arranges a meeting with the student/group of students involved. This will include some bystanders and colluders who joined in but who did not initiate any bullying and witness statements will also be completed by all students involved.

Step 3 - Explain the problem.

Students are told about the way the victim is feeling. Some illustration may be used to emphasise this. The details are not discussed, neither is blamed

Step 4 - Share responsibility.

No blame is attributed but the member of staff states that it is obvious the group can do something about it.

Step 5 - Ask the group for their ideas.

Each member of the group is encouraged to suggest a way in which the victim could be helped to feel happier. Positive responses are given by the member of staff but no promises of good behaviour are extracted.

Step 6 - Owning the solution

The member of staff ends the meeting by passing over responsibility to the group to solve the problem.

Step 7 - Follow-up.

After a reasonable length of time (normally two weeks), the member of staff discusses with each individual, including the victim, how things have been going. This allows the member of staff to monitor progress.

Note on occasion it is necessary to go straight to a serious sanction and stage 10 this will be determined by the Headteacher and Deputy Headteacher in charge of Student Welfare.

12.FURTHER ACTION

If this approach is not effective and bullying continues, or an individual student/group of students are identified as being involved in more than one bullying incident, or the initial incident is considered by Headteacher to need a sanction the following procedure will be put into place for each subsequent incident.

Step 1   Investigation

Witness statements taken from all students involved/present
A Serious Incident Report completed by Head of Year (HOY)
The parents of both bully and victim will be informed.
A behaviour Agreement Stage or Pastoral Support Plan is considered for the bully (See appendix 2 and 3 for witness statement and serious incident report)

Step 2 **Actions Taken**

An appropriate sanction used where appropriate

The victim and bully will be referred to the Learning Support Centre Team, Chaplaincy Team or outside agencies where appropriate.

Parents of both bully and victim invited to attend meetings with the HOY

If a Behaviour Agreement (BA) implemented or Pastoral Support Plan (PSP), the BA Stages Form and PSP Form is explained and completed by student, parent and HOY.

A restorative meeting between the students is arranged if appropriate.

Follow-up meetings with the students and conversations with the parents will be arranged.

Step 3 **If incidents continue students may be removed from lessons and/or Suspension procedures may begin.**

13. RECORDING INCIDENTS

i. All incidents must be documented in detail by the member of staff who first identifies the suspected bullying issue.

ii. Any students involved and key bystanders should be asked to complete a Witness Statement

iii. Meetings with parents recorded by using a Family Meeting Form and/or appropriate sanctions forms.

iv. All incidents will be recorded using the template Serious Incident Report form (Appendix 3) and recorded on the Serious incident report pastoral data sheet. Copies of relevant documentation on specific students will be kept in their individual student file in the pastoral office and in their safeguarding files if required.

v. The incident should be categorised - see serious incident report for categories and may cover a combination of the categories listed in Appendix 3. All incidents categorised as Sexual Harassment and Sexual Violence will also be recorded on CPOMs and referred to Safeguarding Lead and Team.

vi. The date, student(s) involved, staff involved, details of the incident, action taken, whether parents have been involved and any follow up should be recorded on a serious incident report form by the HOY and on the pastoral data base by the Pastoral support workers.

14. ANTI-BULLYING IN THE CURRICULUM

i. Education about bullying is covered in all year groups from 7-13 in an extensive PSHE program (See appendix 1) and in the RE Curriculum.

ii. RE also raises explicit awareness and practice of the importance of inclusion and respect for all.

iii. All RE lessons are underpinned with the Gospel values and every opportunity is given to engage students, enabling them to explore and consider the negative impact of marginalisation and the importance of equality and inclusion, whether on a local, nation or international level.

iv.   The RE new year 9 scheme of work specifically follows both Government and Diocesan guidance as well as the CES document 'Made in Gods image '

15.MONITORING OF THE POLICY

i. Records detailing the frequency and type of bullying incidents and action taken will be monitored by the Deputy Headteacher (Student Welfare). These will be presented to the Governors Pastoral and Admissions Committee on an annual basis.

ii. The policy will be reviewed on a biannual basis, overseen by the Governors Pastoral and Admissions Committee.

16. **APPENDIX: ANTI BULLYING RESOURCES ON THE INTERNET**

General Sites on Anti Bullying
- http://www.ndhs.org.uk/page/?title=Anti-Bullying&pid=59
- http://anti-bullyingalliance.org.uk/

Advice for Students
- http://www.childline.org.uk/Pages/Home.aspx
- http://anti-bullyingalliance.org.uk/advice/children-young-people.aspx
- http://www.youngstonewall.org.uk/

Advice for Parents
- http://www.bullying.co.uk/advice-for-parents/
- http://www.norfolk.gov.uk/Childrens_services/Schools/School_behaviour/Bullying/index.htm
- http://anti-bullyingalliance.org.uk/advice/parents-carers.aspx
- http://www.stonewall.org.uk/at_school/education_for_all/parents_and_carers/default.asp

Advice on Homophobic Bullying
- http://www.bullying.co.uk/general-advice/what-is-homophobic-bullying/
- http://www.stonewall.org.uk/at_school/education_for_all/quick_links/education_resources/4005.asp

Advice on Sexual Bullying
- http://www.bullying.co.uk/general-advice/what-is-sexual-bullying/

Advice on Racist Bullying
- http://www.bullying.co.uk/general-advice/advice-on-dealing-with-racist-bullying/

Students, parents and staff are encouraged to regularly check these pages for information regarding cyberbullying updates.

i. CEOP   www.ceop.gov.uk
The home page of the Child Exploitation and Online Protection Centre. This provides information on staying safe online, offenders that the police are searching for, and provides a facility to report abusive contact.

ii. Thinkuknow   www.thinkuknow.co.uk
This website, developed by the CEOP Centre, provides information for young people on how to stay safe online.

Childnet http://www.childnet.com/
This site provides advice and information for teachers and parents regarding online safety.

iii. BullyingOnline   http://www.bullying.co.uk/cyberbullying/
An online support service aimed at addressing bullying.

iv. Get Safe Online   www.getsafeonline.org
Provides advice for everyone on e-safety and has a specific section aimed at parents, teachers and young people.

Further sources of information

- DfE Behaviour and Discipline in Schools Guidance
- DfE Preventing Bullying Guidance
- DfE Keeping Children Safe in Education
- School Safeguarding Policy
- Legislative links Schools' duty to promote good behaviour: Section 89 Education and Inspections Act 2006 and Education (Independent School Standards) (England) Regulations 2010
- Power to tackle poor behaviour outside school
- The Equality Act 2010
- Cyberbullying advice for Headteachers and Schools
- **Made in God's image - Challenging homophobic and biphobic bullying in Catholic schools**
- **Sexual Violence and Sexual Harassment between children in schools and colleges**

Online Support to Students and Parents/Carers

Our website includes comprehensive advice to Students and Parents/Carers relating to Anti-Bullying, including how to access help within school and who to contact for outside help. Specific pages include:

- Safeguarding
- Student Welfare (special section on Anti-Bullying Advice)
- Supporting your child
- Talking to your child about sensitive issues

PSHEE Curriculum Overview

The subject is taught through three intertwining themes:

- **HEALTH** and Wellbeing
- Living in the Wider **WORLD**
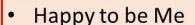- Forming Positive **RELATIONSHIPS**

Our PSHE Curriculum is devised from these themes, which we have divided into specific topics.

PSHEE TOPICS

HEALTH and Wellbeing
- Mental Health and Emotional Wellbeing
- Physical Health
- Sexual Health
- First Aid

Forming Positive RELATIONSHIPS
- Happy to be Me
- Equality, Diversity and Prejudice
- Healthy and Unhealthy Relationships

Living in the Wider WORLD
- Personal Finance
- Careers and Aspirations
- Online Safety
- Personal Risks
- Citizenship

Each of these strands is then developed from Y7-11. This enables students to consolidate prior learning and then deepen their knowledge and skills.

HEALTH AND WELLBEING

STRANDS	YEAR 7	YEAR 8	YEAR 9	YEAR 10	YEAR 11
Mental health and emotional wellbeing	Building self confidence	My emotions Being optimistic	Understanding stress	Positive Perspective on GCSEs Coping with challenging situations	Resilience Strategies for the year ahead
Physical health	Healthy Lifestyle: Food, Exercise, Sleep			Sleep. How to access services	Self Care (Strategies for boosting your health)
Sexual Health	Biological Gender and Sexual Reproduction FGM	Different forms of Contraception & avoiding STIs	Contraception and Consent	Contraception, Fertility & Avoiding Teenage pregnancy	Check It Out (testicular & breast examination, STIs and HiV)
First Aid		Sprains, cuts and burns	Primary Assessment & Choking	Recovery Position & CPR	In the workplace. Stroke. Using an AED.

What topics are taught when

Teachers access the scheme of work online via a centralised MS SharePoint Site. This ensures consistency of delivery. It also enables teachers to understand how lessons are linked to prior learning.

Lesson Order

The sequence of lessons has been carefully planned taking the following into consideration:

- Relevance to key events in the students' specific school year and age-appropriate topics
- Recalling, linking and building on prior learning
- National and International Awareness Days, which are also explored within Form Time weekly themes and assemblies
- Lessons with more sensitive content are taught later in the year to allow the students and teacher to develop a positive and trusting working relationship

Y7

AUTUMN	SPRING	SUMMER
Intro to PSHEE	Healthy Lifestyle (food and exercise)	Our World (protecting our planet)
Our Community's values	Healthy Lifestyle (the effects of cigarette smoking)	Happy to be Me (being unique. biological gender)
Being an Inclusive Community	Risks and Safety (Positive risks. How to stay safe including road safety)	My Mental Wellbeing (being resilient)
Positive friendships	Social Media (how to keep accounts safe and private, cyberbullying)	Positive Relationships (including families)
Who can I talk to for help?	My Personality (links to transferable skills for careers)	Our Bodies (the correct names for the sexual parts of the body)
Anti-Bullying	Identities (Racial diversity and avoiding extremism)	FGM (why we need to be aware of this issue)
Our Values (including British Values)		

Y8

AUTUMN	SPRING	SUMMER
My Targets (including student survey results)	Optimism (setting smart targets for health, social and study)	Respecting Diversity (preventing homophobia)
Actions for Happiness (understanding a range of emotions)	E-Safety (managing risk online and grooming)	Happy being Me (being body confident)
Racial Diversity (We are an inclusive community that celebrates diversity)	Report & Remove (why not to send and share intimate images)	Romantic Relationships (intro to consent)
Have your say (Democracy and listening to different perspectives)	First Aid (Sprains, cuts and burns)	Sexual Health (different forms of contraception and avoiding STIs)
Safeguarding (Discrimination and Radicalisation)	Drugs Awareness (effects of smoking and vaping)	Careers 1: My Interests (links between interests and transferable skills)
My Rights (Key rights and laws that affect your life)	Illegal Drugs (class A,B,C Drugs and their affects)	Careers 2: My Subjects (links between subjects and career pathways)
Personal Finance (how to save and spend wisely)		

Y9

AUTUMN	SPRING	SUMMER
My Targets and the year ahead	My Preferences (understanding the preferences process and making informed choices)	My Body, My Choice (importance of consent)
Interpersonal Skills (how your strengths can help you succeed)	My Skills (identifying and finding ways to develop employability skills)	Contraception and Consent
Diversity Matters (celebrating Black History Month)	Be enterprising (career pathways, and young people employment rights)	What is Sexual Harassment? (including online)
First Aid (including Choking)	Avoiding risks (Gambling, Gang Culture and Knife Crime)	Is Porn a Problem?
My Mind	My Money (including consumer rights)	Working out Relationships (awareness of abusive relationships)
Being Assertive	Body image (the real me and the influence of social media)	Long Term Relationships (Marriage and the Law)
Alcohol (risks and consequences)		

Y10

AUTUMN	SPRING	SUMMER
Optimism (how positive thinking can improve wellbeing)	Spend or Save? (including employment rights)	Free Speech (including disinformation Fake News and Freedom of the Press)
Sleep (why need it and how to sleep better)	First Aid (Recovery Position and CPR)	Study Skills (preparing for Y10 Mocks)
My health (including how to access health services)	My life online (dating apps, screentime, online gambling)	Healthy Relationships (consent, sex relationships, laws on forced & arranged marriage)
Character Strengths (coping with challenging situations)	Career Pathways (intro to Unifrog Post-16 Options, Career Sectors)	Love is Patient (including avoiding revenge porn)
Democracy (How our government supports its citizens)	My CV (linking transferrable skills to career pathways)	Sexual Health (Contraception, Fertility & Teenage Pregnancy)
Equality (Making a fairer society for all, including the Equality Act)	Gender Equality (linking to International Women's Day)	Parenting Skills (responsibilities and positive methods in bring up a child)
Illegal Drugs (how drugs affect our performance)		

Y11

AUTUMN	SPRING	SUMMER
The Year Ahead (strategies for being resilient)	Risk Taking (Online Gambling and night life staying safe)	Independent Living (living costs and household finance)
Post-16 Options (applying to Post-16 providers)	My digital footprint (including the Dark Web and Cyber Crime)	Celebrating Diversity (linking with Un Day against Homophobia)
Study Skills (preparing for Y11 Mocks)	tbc	Review of KS4 PSHEE (how well has the course supported your needs)
Self Care (strategies for boosting your health)	Long term Relationships (including coping with break ups)	GCSE Exams
No lesson during Mocks	Consent and Coercion (identifying sexual abuse and how to access support)	GCSE Exams
Preparing for a job interview	Check it out! (checking for testicular & breast examination, STIs, HIV)	GCSE Exams
First Aid in the Workplace (including how to respond to a stroke casualty and reviewing CPR and using an AED)		

NDHS Witness Statement

Student(s) you are reporting.		Date of incident	
Your name.		Your Form	

IMPORTANT: If a potential safeguarding issue, do not request a witness statement written by the student. Instead complete a serious incident/CPOMs and pass to a member of the Safeguarding Team.
*If a pupil reports an incident of Sexual harassment/assault please alert the safeguarding Team.

If incident involves bullying by another student, ✓ appropriate options:

Type	Racist		Sexist		SEN		Homophobic Biphobic Transphobic		Sexual Harassment *	
Form	Verbal		Physical		Cyber		Social Exclusion		Sexual Violence*	

Incident details including what and why incident occurred.

Please continue on the other side

Statement completed by (dated and signed in ink including year).   Give statement to relevant PSW.

Signed		Date	

OUTCOME: To be filled in by HOY/PSW

NDHS Serious Incident Report

Recorded by		Date	

If incident involves any of the following, ✓ appropriate options or use initials for varying students:

Type	Verbal		Physical		Bullying*		Written		Soc. Exc.		Other:
	Theft		Truancy		Substance		Damage		Sexual Harassment*		
Loc	On site		Off site		Transport		Cyber		Sexual Violence *		
Disc	Race		Sexuality		Disability		SEN		Gender		

*Bullying category must only be used in the case of an investigated and confirmed case of bullying which is supported by evidence and chronology of events.
*Sexual harassment or Sexual Assault must be referred to the Safeguarding Team via CPOMs

Date and Time		Where?	
Names or descriptions			
Staff present			

If a **safeguarding issue**, speak to a member of the safeguarding team before leaving the site and email a copy of the form.

Actions taken. ✓ appropriate options. Include number of days/sessions as necessary.

Student		ASD		FSD		Remove		Suspension		Beh. Agree	
Student											
Student											
Student											

Intervention	Restorative		LSC Support		Follow up meeting(s)		PSP			

Record of communication with parents/guardians. ✓ appropriate options

Name:	Date:	Phone		Letter		Email		Met	
Name:	Date:	Phone		Letter		Email		Met	
Name:	Date:	Phone		Letter		Email		Met	
Name:	Date:	Phone		Letter		Email		Met	
Name:	Date:	Phone		Letter		Email		Met	

Save in relevant students' folders within Pastoral Folder. Alert the relevant PSW and give hard copy evidence (including correspondence with families). PSW prints SIR, files and updates SIR spreadsheet.