

Primary Anti-Bullying and Mental Health and Wellbeing Policy

School Name Seven Mills Primary

Date policy was approved: October 2023

Review date: October 2026

Job title of person(s) responsible for overseeing this policy: Headteacher

Job title of person(s) writing this policy: Headteacher

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| Lead members of staff | <p>Whilst all staff have a responsibility to promote the mental health of students. Staff with a specific, relevant remit include:</p> <ul style="list-style-type: none"> • Tom Foster - Headteacher/DDSL • Matthew Tranter - SENCO/DDSL • Nicole Philpotts - Pastoral lead/Designated Safeguarding Lead/Head of PSHE |
| Aims | <p>The main aims of our school anti-bullying and mental health and wellbeing policy are:</p> <ol style="list-style-type: none"> 1. To ensure that pupils learn in a supportive, caring and safe environment without fear of being bullied and that all staff are free from fear of bullying. 2. To promote positive mental health in all staff and pupils and increase understanding and awareness of common mental health issues. 3. To provide support to staff, pupils and parents working and/or suffering with mental health issues. |
| Context | <p>"Bullying, especially if left unaddressed, can have a devastating effect on individuals. It can be a barrier to their learning and have serious consequences for their mental health. Bullying which takes place at school does not only affect an individual during childhood but can have a lasting effect on their lives well into adulthood.</p> <p>By effectively preventing and tackling bullying, schools can help to create safe, disciplined environments where pupils are able to learn and fulfil their potential."</p> <p>(Preventing and tackling bullying – Advice for headteachers, staff and governing bodies - July 2017 - Department for Education - https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/623895/Preventing_and_tackling_bullying_advice.pdf)</p> |

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| | <p>Schools have an important role to play in supporting the mental health and wellbeing of their pupils, by developing approaches tailored to the particular needs of their pupils. All schools are under a statutory duty to promote the welfare of their pupils, which includes: preventing impairment of children's health or development, and taking action to enable all children to have the best outcomes.</p> <p>(Mental health and behaviour in schools – November 2018 - Department for Education - https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/755135/Mental_health_and_behaviour_in_schools_.pdf)</p> |
| Who is this policy intended for? | <p>This document describes the school's approach to promoting positive mental health and wellbeing. This policy is intended as guidance for all staff including non-teaching staff and governors.</p> <p>This policy should be read in conjunction with our medical policy in cases where a student's mental health overlaps with or is linked to a medical issue and the SEND policy where a student has an identified special educational need.</p> <p>(Mental health and behaviour in schools – November 2018 - Department for Education - https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/755135/Mental_health_and_behaviour_in_schools_.pdf)</p> |

ANTI-BULLYING

DEFINITION and PROCEDURE

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| What is bullying? | <p>"Bullying is behaviour by an individual or a group, repeated over time that intentionally hurts another individual either physically or emotionally. Bullying can take many forms...and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, special educational needs or disabilities, or because a child is adopted, in care or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences."</p> <p>(The Department for Education Preventing and tackling bullying – Advice for headteachers, staff and governing bodies - July 2017 - https://assets.publishing.service.gov.uk/government/uploads/system/upl</p> |
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| | <p>oads/attachment_data/file/623895/Preventing_and_tackling_bullying_advice.pdf)</p> <p>Bullying can be:</p> <ul style="list-style-type: none"> • Emotional: being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures), ridicule, humiliation. • Verbal name: calling, sarcasm, spreading rumours, threats, teasing, making rude remarks or making fun of someone. • Physical: pushing, kicking, hitting, pinching, throwing stones, biting, spitting, punching or any other forms of violence, taking or hiding someone's things. • Racist racial taunts, graffiti, gestures, making fun of culture and religion. • Sexual: unwanted physical contact or sexually abusive or sexist comments. • Homophobic because of/or focusing on the issue of sexuality. • Online/cyber setting up 'hate websites', sending offensive text messages, emails and abusing the victims via their mobile phones. • Any unfavourable or negative comments, gestures or actions made to someone relating to their disability or special educational needs. |
| Where does bullying happen? | <p>It can happen anywhere; in the classroom, in the corridor, in the toilets, in the dining hall, in the playground. Bullying can also happen outside school, for example, on the way to and from school. In such cases, the Headteacher is empowered by law to deal with such incidents but must do so in accordance with the school's policy.</p> |
| Preventing bullying | <p>Whole school initiatives and proactive teaching strategies will be used throughout the school to develop a positive learning environment with the aim of reducing the opportunities for bullying to occur.</p> <p>These can include:</p> <ul style="list-style-type: none"> - A positive learning environment, with a positive approach to behaviour management, as outlined in our wellbeing policy - Training for playground staff around creating a positive environment - Assemblies from Jigsaw Units; Being Me, Relationships, Celebrating difference - Classroom charters - children agree to and understand their rights - Jigsaw lessons are adapted to support individual and group needs - Providing children with feelings boxes that are checked daily to alert teachers to growing concerns - Lessons are designed to help children build strong relationships with their class - Children are taught about e-safety and how to manage their behaviour online through half-termly e-safety lessons |

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| | <ul style="list-style-type: none"> - Celebrating anti-bullying week annually - Children take part in an annual questionnaire about their experiences at school, including questions about their <p>We will seek to prevent bullying by:</p> <ul style="list-style-type: none"> • Developing a code of behaviour that sets out how everyone involved in our organisation is expected to behave, in face-to-face contact and online, and within and outside of our activities • Holding regular discussions with staff, volunteers, children, young people and families who use our organisation about bullying and how to prevent it. These discussions will focus on: <ul style="list-style-type: none"> - group members' responsibilities to look after one another and uphold the behaviour code - practising skills such as listening to each other - respecting the fact that we are all different - making sure that no one is without friends - dealing with problems in a positive way - checking that our anti-bullying measures are working well • Providing support and training for all staff and volunteers on dealing with all forms of bullying, including racial, sexist, homophobic and sexual bullying • Putting clear and robust anti-bullying procedures in place • Making sure our response to incidents of bullying takes into account: <ul style="list-style-type: none"> - the needs of the person being bullied - the needs of the person displaying bullying behaviour - needs of any bystanders - our organisation as a whole • Reviewing the plan developed to address any incidents of bullying at regular intervals, in order to ensure that the problem has been resolved in the long term. <p>(https://learning.nspcc.org.uk/media/1598/anti-bullying-policy-example.pdf)</p> |
| How to recognise bullying | <p>School staff will be alert to the signs of bullying and act promptly and firmly against it in accordance with this policy. All concerns about bullying at Seven Mills will be taken seriously and investigated thoroughly.</p> <p>Recognising and responding to bullying</p> <p>Signs and indicators</p> <p>Indicators that a child could be experiencing bullying include:</p> <ul style="list-style-type: none"> • Being reluctant to go to school • Being distressed or anxious • Losing confidence and becoming withdrawn • Having problems eating and/or sleeping |

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| | <ul style="list-style-type: none"> • Having unexplained injuries • Changes in appearance • Changes in performance and/or behaviour at school <p>Adults may notice that a child isn't spending time with their usual group of friends, has become isolated or that other children's behaviour towards a child has changed.</p> <p>https://learning.nspcc.org.uk/child-abuse-and-neglect/bullying</p> |
| Reporting bullying | <p>Pupils</p> <p>All pupils will be encouraged to report bullying by:</p> <ul style="list-style-type: none"> • Talking to a member of staff of their choice • Reporting an incident of bullying to a member of the safeguarding team, whose pictures are displayed around the school • Writing in their class feelings box, which is checked daily • Speaking to their school councillor • Contacting local and national support agencies for advice/support <p>Staff</p> <p>Staff who are being bullied will be encouraged to report it to a colleague of their choice and follow guidance in the staff handbook regarding logging bullying incidents. (Seeking advice from your union or staff advice line is recommended too).</p> <p>Parents</p> <p>Parents will be encouraged to report concerns about bullying and to support the school in tackling it. Parents should not try and resolve bullying directly with pupils or their families, as this can lead to escalating problems.</p> |
| Responding to bullying | <p>The school will take the following steps when dealing with concerns about bullying:</p> <p>When responding to incidents or allegations of bullying it's important for staff and volunteers to:</p> <ul style="list-style-type: none"> • Listen to all the children involved to establish what has happened • Record details of the incident and any actions you've taken • Inform a member of the safeguarding team • Inform parents and carers (unless doing so would put a child at further risk of harm) • Provide support to the child/children being bullied, children who witnessed the bullying and the child/children who has been accused of bullying |

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| | <ul style="list-style-type: none"> • Ask the child/children who have been bullied what they would like to happen next • Consider appropriate sanctions for children that have carried out bullying • Continue to monitor the situation even if the situation has been resolved. <p>(https://learning.nspcc.org.uk/child-abuse-and-neglect/bullying)</p> |
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MENTAL HEALTH

MENTAL HEALTH DEFINITION

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| Definition | <p>"Mental health is defined as a state of well-being in which every individual realizes his or her own potential, can cope with the normal stresses of life, can work productively and fruitfully, and is able to make a contribution to her or his community"</p> <p>(https://www.who.int/mental_health/who_urges_investment/en/)</p> |
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TEACHING

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| Teaching about Mental Health | <p>By the end of primary school pupils should know:</p> <p>Mental Wellbeing</p> <ul style="list-style-type: none"> • That mental wellbeing is a normal part of daily life, in the same way as physical health. • That there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations • How to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings. • How to judge whether what they are feeling and how they are behaving is appropriate and proportionate. • The benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness. • Simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests. • Isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support. • That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing. |
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| | <ul style="list-style-type: none"> • Where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online). • It is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough. |
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PREVENTION, IDENTIFYING and REFERRALS

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| Early Identification | <p>Our identification system involves a range of processes. We aim to identify children with mental health needs as early as possible to prevent things getting worse. We do this in different ways including:</p> <ul style="list-style-type: none"> • Staff report concerns about individual children to the relevant lead persons • Pupil Progress Review meetings termly • Regular meetings for staff to raise concerns • Enabling children to raise concerns to any member of staff • Enabling parents and carers to raise concerns to any member of staff |
| Warning Signs | <p>School staff may become aware of warning signs which indicate a pupil is experiencing mental health or emotional wellbeing issues. These warning signs should always be taken seriously and staff observing any of these warning signs should communicate their concerns to Matthew Tranter.</p> <p>Possible warning signs include:</p> <ul style="list-style-type: none"> • Physical signs of harm that are repeated or appear non-accidental • Changes in eating / sleeping habits • Increased isolation from friends or family, becoming socially withdrawn • Changes in activity and mood • Lowering of academic achievement • Talking or joking about self-harm or suicide • Abusing drugs or alcohol • Expressing feelings of failure, uselessness or loss of hope • Changes in clothing – e.g. long sleeves in warm weather • Secretive behaviour • Skipping PE or getting changed secretly • Lateness to or absence from school • Repeated physical pain or nausea with no evident cause • An increase in lateness or absenteeism |

CONFIDENTIALITY, DISCLOSURES and SIGNPOSTING

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| Managing disclosures and confidentiality | <p>We should be honest with regards to the issue of confidentiality. If it is necessary for us to pass our concerns about a pupil on, then we should discuss with the pupil:</p> <ul style="list-style-type: none">• Who we are going to talk to• What we are going to tell them• Why we need to tell them <p>We recognise how important it is that staff are calm, supportive and non-judgemental to children who disclose a concern about themselves or a friend. The emotional and physical safety of our children is paramount and staff listen rather than advise.</p> <p>Staff make it clear to children that the concern will be shared with the Mental Health Lead or the Safeguarding Lead and recorded, so that appropriate support to the pupil can be provided.</p> <p>All disclosures are recorded and held on the pupil's confidential file, including date, name of pupil and member of staff to whom they disclosed, summary of the disclosure and next steps.</p> |
| Signposting | <p>We will ensure that staff, pupils and parents are aware of sources of support within school and in the local community.</p> |
| Referrals | <p>Where a child needs further support to manage their mental health, the SENCO, pastoral lead or a designated safeguarding lead will speak to parents and discuss the in-house support we are able to offer:</p> <ul style="list-style-type: none">• Weekly 'ELSA' (Emotional Literacy Support Assistant) sessions with our ELSA trained teaching assistant• Weekly 'Drawing and Talking' therapeutic sessions with our trained teaching assistant• Mentoring from a member of SLT or other member of staff• Weekly SEMH interventions with our mental health TA <p>Where further support is required, we may also refer your child to:</p> <ul style="list-style-type: none">• Our school's educational psychology service• The Tower Hamlets CAMHs (Child and Adolescent Mental Health) team |

TRAINING

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| Training | <p>As a minimum; all staff will receive regular training about recognising and responding to mental health issues as part of their regular child protection training in order to enable them to keep pupils safe.</p> <p>Training opportunities for staff who require more in-depth knowledge will be considered as part of our performance management process and additional CPD will be supported throughout the year where it becomes appropriate due to developing situations with one or more pupils.</p> |
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CONSULTATION AND PARTNERSHIPS

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| Informing parents | <p>Informing Parents</p> <p>Where it is deemed appropriate to inform parents, we need to be sensitive in our approach.</p> <p>It can be distressing for parents to learn of their child's issues and many may respond with anger, fear or upset during the first conversation. We should be accepting of this (within reason) and give the parent time to reflect.</p> |
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USEFUL LINKS and SUPPORTING ORGANISATIONS

| Name of organization | Description | Telephone number | Website |
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| Childline | Childline is a free, private and confidential service that you can access online and on the phone for young people up to 19 years old | 0800 1111 (helpline for children) | www.childline.org.uk |
| NSPCC | The leading UK children's charity offering support with schools, therapeutic services, national helplines | 0207 825 2500 | www.nspcc.org.uk |

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| | and support and advice for families | | |
| Kooth | Online mental wellbeing community including virtual counselling for young people | n/a | www.kooth.com |
| PAPYRUS | Prevention of young suicide | 0800 068 4141 | www.papyrus-uk.org |
| Young Minds | Champion young people's mental health and wellbeing | Parents helpline 0808 802 5544 from 9:30am - 4pm, Mon - Fri | www.youngminds.org.uk |
| Mind | Advice and support on mental health and wellbeing | | www.mind.org.uk |