



Anti-Bullying, Mental Health and Wellbeing Policy

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OUR INTENT

OUR VALUES



OUR VISION

Provide a safe, supportive, and stimulating environment that enables and encourages highest standards of achievement (**ambition**).

Broad, balanced and **creative** curriculum which makes the most of the learning opportunities offered by the richness and diversity of the **cultures** and environment on our doorstep.

Provide an **enriched practical** curriculum based on excellence and **enjoyment** which allows for **exploration, enquiry**, and opportunities to ask questions.

OUR AIMS

1

All of our children are to become **successful, independent** learners.

2

All of our children are to be equipped with skills and knowledge to meet their current and future needs and **creative** potential.

3

All of our children are to be **confident** individuals who can live safe and **healthy** lives.

4

All of our children are to **respect** and value each other's contributions irrespective of race, gender, religion or ability.

5

All of our children are to be **self-aware** and able to manage their own behaviour, understanding that it has an impact on others.

6

All of our children are to be active and motivated **citizens** within the wider school community.

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1. Articles from the UN Convention on the Rights of the Child

Article 2:

All children have all these rights, no matter who they are, where they live, what language they speak, what their religion is, what they think, what they look like, if they are a boy or girl, if they have a disability, if they are rich or poor, and no matter who their parents or families are or what their parents or families believe or do. No child should be treated unfairly for any reason.

Article 12:

Children have the right to give their opinions freely on issues that affect them. Adults should listen and take children seriously.

Article 19:

Governments must protect children from violence, abuse and being neglected by anyone who looks after them.

2. Lead members of staff

Whilst all staff have a responsibility to promote the mental health of pupils. Staff with a specific, relevant remit include:

- **Shoshannah Thompson** - Designated Safeguarding Lead
- **Shan Hardy** - Mental Health Lead
- **Nilufa Salik** - Inclusion and Welfare Officer
- **Bethan Mason** - PSHE Lead
- **Nilufa Salik, Dean Pritchard and Siddrah Aslam** - Mental Health First Aiders

3. Aims

- a. To ensure that pupils learn in a supportive, caring environment where they are safe from harm. Pupils are free from fear of bullying or discrimination of any kind.
- b. To promote positive mental health in all pupils and increase understanding and awareness of common mental health issues.
- c. To provide support pupils and parents working and/or suffering with mental health issues.

4. Context

“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.

By effectively preventing and tackling bullying, schools can help to create safe, disciplined environments where pupils are able to learn and fulfil their potential.”

(Preventing and tackling bullying – Advice for headteachers, staff and governing bodies - July 2017 - Department for Education – [Preventing and Tackling Bullying Advice](#))

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.

(Mental health and behaviour in schools – November 2018 - Department for Education - [Mental Health and Behaviour in schools](#))

5. Who is this policy intended for?

At Halley Primary School we are committed to providing a caring, friendly and safe environment for all our pupils. Bullying of any kind is unacceptable at our School. This document describes the School’s approach in dealing with any forms of bullying, how the School will promote positive mental health and wellbeing. This policy is intended as guidance for parents, pupils, all staff including non-teaching staff and governors.

This policy should be read in conjunction with our medical policy in cases where a student’s mental health overlaps.

(Mental health and behaviour in schools – November 2018 - Department for Education - [Mental Health and Behaviour in schools](#))

6. ANTI-BULLYING - Definition

6.1 What is bullying?

At Halley we use this definition of bullying:

1. **It doesn’t just happen once:** it goes on over time and happens again and again.

2. **It is deliberate:** hurting someone on purpose, not accidentally.
3. **It is unfair:** even if the bully is enjoying it the person being bullied is not.

Bullying can be:

- **Emotional:** being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures), ridicule, humiliation.
- **Verbal:** calling, sarcasm, spreading rumours, threats, teasing, making rude remarks, 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.
- **Cyber/online:** 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.

6.2 Where does bullying happen?

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.

6.3 Preventing bullying

There are many School initiatives and proactive teaching strategies we use at Halley throughout the School and the curriculum to develop a positive learning relationships and environment with the aim of reducing the opportunities for bullying to occur.

These can include:

- Our PSHE curriculum (jigsaw) which covers the following aspects:
 - What bullying is
 - Dealing with bullying
 - Thinking about why people bully
 - Different types of bullying, including cyberbullying
 - The role of bystanders
 - Managing feelings
- Our Whole School Charter which defines our Rights and Responsibilities
- Themed and enrichment activities: Anti-bullying week, Mental Health Week, Internet Safety Day etc.
- Circle Time / Reflections in PHSE lessons
- Rights Respecting and Talking Circle Assemblies
- Class of the Week Achievement Assembly
- An Anti-bullying Action Team – School Council Discussions
- Parent Workshops and Coffee Mornings
- Biannual review of Anti-bullying, Mental Health and Wellbeing policy

We will seek to prevent bullying by:

- developing a code of behaviour that sets out how everyone involved in our School is expected to behave, in face-to-face contact and online, and within and outside of our activities
- holding regular discussions with pupils, families and staff who use our organisation about bullying and how to prevent it. These discussions will focus on:
 - group members' responsibilities to look after one another and uphold the behaviour code / staff code of conduct
 - 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:
 - 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.

7. How to recognise bullying

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 Halley will be taken seriously and investigated thoroughly.

Recognising and responding to bullying

Signs and indicators

Indicators that a child could be experiencing bullying include:

- being reluctant to go to school
- being distressed or anxious
- losing confidence and becoming withdrawn
- having problems eating and/or sleeping
- having unexplained injuries
- changes in appearance
- changes in performance and/or behaviour at school.

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.

Reporting bullying

Pupils

All pupils will be encouraged to report bullying ('**Tell, tell, tell**') by:

- Talking to a member of staff of their choice
- Using the poster – 'Who can help you in school.'
- Contacting local and national support agencies for advice/support

Parents

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.

Responding to bullying (procedure)

The School will take the following steps when dealing with concerns about bullying:

When responding to incidents or allegations of bullying it's important for staff and volunteers to:

- listen to all the child who has experienced the incident to establish what has happened
- class teacher/senior member of staff will investigate the bullying behavior or threats of bullying; they will listen to all the children involved in the incident or who may have witnessed the incident to establish what has happened
- record details of the incident on CPOMS and any actions taken, informing the Designated Safeguarding Leads, Headteacher, Assistant Headteacher and Inclusion and Welfare Lead.

- inform parents and carers of what has happened and invite them to attend a meeting to discuss the problem (unless doing so would put a child at further risk of harm)
- ask the child/children who have been bullied what they think should happen next; drawing upon a range of restorative solutions in order to resolve the situation e.g.
 - We will bring the children together and ask them to share what happened and how this has made them feel. We will encourage them to listen to each other and try to find a resolution/way forward.
 - We may bring the children together with members of the Anti-bullying action team to work on resolution and to identify what support the action team can offer.
 - The School may arrange a meeting for both bullied child and accused of bullying and their parents/carers with a mediator to try to resolve the situation
- consider appropriate sanctions for child/ren that have carried out bullying
- The child/ren involved with the bullying of another will receive an appropriate sanction for their behavior; however, the School recognises that there are many reasons often complex for why a child might revert to such negative behaviors. The sanction is a teaching point for understanding there are consequences to our actions and to understand the seriousness bullying has. We will also provide them with support so that they can understand their feelings and change their negative behavior.
- the School will continue to monitor and provide support even if the situation has been resolved
- provide support to the child/children being bullied, children who witnessed the bullying and the child/children who has been accused of bullying
- If necessary and appropriate, the police will be consulted by the Headteacher ([NSPCC Child Abuse and Neglect including bullying](#))

8. MENTAL HEALTH

8.1 Mental Health Definition

“Mental health is defined as a state of wellbeing 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”

([World Health Organization - Mental Health](#))

8.2 Teaching

Teaching about mental health

By the end of primary school pupils should know:

Mental Wellbeing

- 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.
- 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.
- We will follow the Jigsaw PSHE scheme of work to ensure that we teach mental health and emotional wellbeing issues in a safe and sensitive manner which helps rather than harms.

9. Prevention, Identifying and Referrals

Early identification

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:

- 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

School staff or pupils 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 the mental health lead.

Possible warning signs include:

- 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

10. Confidentiality, Disclosures and Signposting

Managing disclosures and confidentiality

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:

- Who we are going to talk to
- What we are going to tell them
- Why we need to tell them

We recognise how important it is that staff are calm, supportive and non-judgmental 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.

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.

All disclosures are recorded and held on the pupil's confidential file on CPOMS, including date, name of pupil and member of staff to whom they disclosed, summary of the disclosure and next steps. Please also refer to the Safeguarding Policy.

Signposting

We will ensure that staff, pupils and parents are aware of sources of support within school and in the local community.

11. Training

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.

We train several members of staff as mental health first aiders and training opportunities for staff who require more in-depth knowledge will be considered as part of our performance management process. Additional CPD will be supported throughout the year where it becomes appropriate due to developing situations with one or more pupils.

12. Consultation and Partnerships

Informing parents

Where it is deemed appropriate to inform parents, we need to be sensitive in our approach.

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. We will offer support, including signposting further sources of support and information.

13. Useful Links and Supporting Organisation

NAME OF ORGANISATION	DESCRIPTION	TELEPHONE NUMBER	WEBSITE
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 and support and advice for families.	0207 825 2500	www.nspcc.org.uk
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
Thinkuknow	Thinkuknow is the education programme from NCA-CEOP, a UK organisation which protects children both online and offline.	n/a	www.thinkuknow.co.uk
Anna Freud	Anna Freud is a national center established to support children and families with mental health.	(0)20 7794 2313	www.annafreud.org