



WILLIAM DAVIS PRIMARY SCHOOL

ANTI BULLYING AND MENTAL HEALTH AND WELLBEING POLICY

November 2023

Review date: November 2025

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

Job title of person(s) writing this policy: Team Leader Behaviour and Attitudes and Personal Development

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

Annika Eadie - designated child protection / safeguarding officer

Charlotte Barrington - mental health lead

Annika Eadie- PSHE Lead

Claudia Wesse - SENCO

William Davis is a Restorative School and believes that high quality relationships are essential for best practice Teaching and Learning. William Davis School believes that bullying is damaging and is unacceptable at any level. All members of the school must be vigilant and rigorous in ensuring that this behaviour is identified and challenged.

AIMS

The purpose of the anti-bullying, mental health and wellbeing policy is to:

- define types of behaviour that can be described as bullying
- outline strategies for preventing bullying and helping the victim and bully
- provide guidance for dealing with incidents of bullying
- 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
- promote positive mental health in all staff and pupils and increase understanding and awareness of common mental health issues.
- provide support to staff, pupils and parents working and/or suffering with mental health issues.



Anti Bullying

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 - GOV.UK](#))

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 - GOV.UK](#))

What is bullying?

Bullying is behaviour that intimidates or lowers another person’s self esteem.

There are many definitions of bullying but most consider it to be:

- deliberately hurtful, causing pain and distress
- repeated over a period of time
- intimidating, difficult for victims to defend themselves

Bullying can take many forms, four main types are:

- **physical** - hitting, kicking, pushing, slapping, pinching, snatching or taking property, inappropriate / uninvited touching
- **verbal** - name-calling, teasing, insulting, making offensive or threatening remarks
- **indirect** - spreading hurtful or personal stories about someone, exclusion from social groups, ignoring, deliberate use of unacceptable body language or non-verbal ‘comments’ (e.g.. giving dirty looks)intimidation



- **online or cyber bullying**- using the web, social media, mobile phones or any other technology to threaten, tease or embarrass another person

Effects of bullying on a person:

- Bullying can lead to loss of self esteem, confidence, depression, loss of academic success, or other physical or emotional symptoms.

Situations which may lead to bullying:

- peer pressure
- difference in race (ethnic origin, nationality or colour)
- difference in gender
- difference in gender identity
- difference in sexual orientation
- difference in religion or belief
- a child with SEND
- a new child in school
- a child with a family crisis
- difference in ability
- difference of any kind e.g. age, size, wearing glasses

Factors that may lead to someone bullying:

- they have been a victim of bullying
- the enjoyment of power and creating fear
- copying behaviour seen at home, school, on TV or in neighbourhood
- a person with low self-esteem and insecurity
- peer pressure, wanting to be one of the gang

Role of the school

Through the curriculum provide opportunities to:

- raise awareness of bullying and the anti-bullying policy
- increase the understanding of both victims and bullies
- increase the understanding of the roles played out in bullying situations (bystander, assistant, reinforcer, defender)
- teach children that being the defender is the role to take
- establish an anti-bullying ethos
- teach pupils how to constructively manage their relationships
- teach pupils when to seek adult intervention

Provide strategies for preventing bullying by:

- encouraging children to work cooperatively

William Davis Primary School, Wood Close, Cheshire St, London E2 6ET - 020 7739 1511

Email: admin@williamdavis.towerhamlets.sch.uk



- addressing bullying issues in circle time, assemblies and PSHE
- induction for new pupils
- developing a 'listening' ethos
- ensuring parents/ carers have opportunity to and feel comfortable communicating with school staff
- staff training
- providing good role models
- regular communications between lunchtime staff and teaching team
- understanding that all members of the school community could be vulnerable to bullying at sometime in their lives
- recording incidents of bullying, the context and persons involved
- reviewing the procedures in place on at least an annual basis

When responding to incidents of bullying staff will listen to children and parents and respond in the following ways:

- talk to all children involved to establish facts without making assumptions inform the Deputy Head or Head Teacher immediately of any bullying incidents
- discuss incidents with parents of all children concerned
- use the Restorative Framework to heal relationships and problem solve solutions if appropriate
- follow up incidents and monitor to make sure bullying has not continued
- record bullying incidents as a Stage 3 behaviour report serious incidents of bullying (e.g. prejudice-related) to the Governors and to Tower Hamlets
- apply appropriate sanctions (exclusion from trips, internal exclusion, fixed term exclusion); for continuous bullying, a child or children **may be excluded**

Monitoring and Evaluation

- the policy will be reviewed annually by school staff
- governors will be informed termly on behaviour issues
- termly monitoring of school data on behaviour by SMT
- monitoring of children's views through circle time, mentoring, informal discussions and surveys by staff

Role of the parents:

- encourage parents to have good communication with their child regularly discussing relationships in and out of school, and online
- contact the school immediately if they are aware or worried about an incident that may be bullying
- encourage their child to talk to someone if they suspect they are worried about bullying



- talk to a member of staff if they are worried about bullying, do not approach the bully or their family
- take seriously what their child is saying
- talk through the next step with their child

Adults (staff and parents) should not condone bullying by saying things like:

- you must have done something to deserve it
- go and hit him/her back
- it will sort itself out
- don't tell tales

Role of the children:

- make sure you understand what bullying is and what cyberbullying is
- don't put up with being bullied
- do talk to an adult at home or school if you are being bullied
- do take a friend with you if you are scared to tell an adult alone
- do tell if you see someone being bullied
- don't ignore bullying, it won't go away

Success Criteria:

- children feel safe in school and feel able to seek adult intervention
- monitoring of bullying incidents takes place by staff and the SMT
- circle time and PSHE scheme are in place in all classes to address and prevent issues
- Informal/ formal discussions take place when needed with pupils and parents
- behaviour plans are put in place as a result of identifying and recording incidents involving the same child or same group of children as bully/ies
- bullying incidents are reported appropriately

National and Local Support agencies

All phone numbers and addresses can be found in the office or online.

- NSPCC
- Childline
- Kidscape
- Parentline Plus



Mental Health

William Davis Primary School: Mental Health and wellbeing- Statement of intent:

[WD Mental Health Statement of Intent](#)

Definition

“Mental health is defined as a state of well-being in which every individual realises 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”

https://www.who.int/mental_health/who_urges_investment/en/

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 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 (include name of post).

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

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-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.

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, including date, name of pupil and member of staff to whom they disclosed, summary of the disclosure and next steps.

Signposting

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

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.

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.



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.

Interventions being carried out already

As a school we are committed to offering our pupils a whole school approach to mental health and wellbeing. We currently have the following interventions and systems in place to support our pupils:

- Mental Health Staff Lead
- Staff training
- School Council
- Work with parents
- Restorative Justice
- Targeted interventions with pupils who have a higher risk of developing a mental health problem
- Mental health and wellbeing is in your Development Plan
- Signposting information for governors, staff, pupils, parents, and carers
- Pupils, staff, parents, and carers are included in decision making
- Means to identify pupils at risk
- Mental health and wellbeing across curriculum and culture
- Create a safe environment for pupils and staff
- Carry out a staff wellbeing survey

Link to school statement of intent:

[WD Mental Health Statement of Intent](#)



USEFUL LINKS and SUPPORTING ORGANISATIONS

Name of organization	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
Anna Freud National Centre for Children & Families	Supporting education staff to adopt a whole school and college approach to mental health and wellbeing. Offering numerous resources including a 5 Steps to Mental Health and Wellbeing Framework and a Schools in Mind network	n/a	Mental Health Resource for Schools & Colleges Anna Freud Centre
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