

# Wootton Bassett Infants' School



## Pupil Wellbeing & Mental Health Policy

<b>Author:</b>	WBIS
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<b>Review Cycle:</b>	Annually

Mental health is 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. (World Health Organization)

### **The Policy Aims to:**

- Promote positive mental health in all staff and pupils
- Increase understanding and awareness of common mental health issues
- Alert staff to early warning signs of mental ill health
- Provide support to staff working with young people with mental health issues
- Provide support to pupils suffering mental ill health and their peers and parents or carers

### **Intent**

At Wootton Bassett Infants, we aim to promote positive mental health and well-being for our whole school community; pupils, staff, parents, and carers, and recognise how important mental health and emotional well-being is to our lives in just the same way as physical health. We have a supportive and caring ethos, and our approach is respectful and kind, where each individual and contribution is valued. We recognise that children's mental health is a crucial factor in their overall wellbeing and can affect their learning and achievement. Persistent mental health problems may lead to pupils having significantly greater difficulty in learning than the majority of those of the same age.

At our school we know that everyone experiences life challenges that can make us vulnerable and at times, anyone may need additional emotional support. We take the view that positive mental health is everybody's responsibility and that we all have a role to play.

*At our school we:*

- help children to understand their emotions and feelings better
- help children feel comfortable sharing any concerns or worries
- help children socially to form and maintain relationships
- promote self-esteem and ensure children know that they have a voice
- help children to develop emotional resilience and to manage setbacks

*We promote a mentally healthy environment through:*

- promoting our school values and encouraging a sense of belonging.
- promoting pupil voice and opportunities to participate in decision-making
- celebrating academic and non-academic achievements
- providing opportunities to develop a sense of worth through taking responsibility for themselves and others
- providing opportunities to reflect
- access to appropriate support that meets their needs

*We pursue our aims through:*

- collective, whole school approaches
- support for pupils going through recent difficulties including bereavement
- specialised, targeted approaches aimed at pupils with more complex or long-term difficulties

### **Lead Members of Staff/Wellbeing Team**

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

- Jenny Pearce- Mental Health and Wellbeing Lead
- Alison Pass- Designated Safeguarding Lead
- Hannah Webb- Deputy Designated Safeguarding Lead
- Beckie Lynne- Deputy Designated Safeguarding Lead

### **Implementation**

The skills, knowledge and understanding needed by our pupils to keep themselves mentally healthy and safe are included as part of our PSHE curriculum. The specific content of lessons will be determined by the specific needs of the cohort we're teaching but we will also use the PSHE scheme and PSHE Association guidance to ensure that we teach mental health and emotional wellbeing issues in a safe and sensitive manner, see **Appendix 1**.

Please see **Appendix 2** on how the school supports pupils' positive mental health in school.

### **Whole School Approach to Promoting Positive Mental Health**

We take a whole school approach to promoting positive mental health that aims to help pupils become more resilient, be happy and successful and prevent problems before they arise. This encompasses seven aspects:

1. Creating an ethos, policies and behaviours that support mental health and resilience that everyone understands
2. Helping pupils to develop social relationships, support each other and seek help when they need to
3. Helping pupils to be resilient learners
4. Teaching pupils social and emotional skills and an awareness of mental health
5. Early identification of pupils who have mental health needs and planning support to meet their needs, including working with specialist services
6. Effectively working with parents and carers
7. Supporting and training staff to develop their skills and resilience

We also recognise the role that stigma can play in preventing understanding and awareness of mental health issues and aim to create an open and positive culture that encourages discussion and understanding of mental health issues.

## **Targeted support**

The school will offer support through targeted approaches for individual pupils or groups of pupils which may include:

- circle time approaches or 'circle of friends' activities
- managing feelings resources e.g., 'worry boxes' and 'worry eaters'
- managing emotions resources such as 'the incredible 5-point scale'
- ELSA support groups
- therapeutic activities including art, Lego and relaxation and mindfulness techniques

The school will make use of resources to assess and track wellbeing as appropriate including:

- Strengths and Difficulties questionnaire
- The Boxall Profile
- Emotional literacy scales

## **Identifying Needs and Warning Signs**

Staff will raise concerns for a pupil's wellbeing based on changes with their behaviour or following conversations between pupils and/or parents and carers. There may be other indicating factors such as:

- Attendance
- Punctuality
- Relationships
- Approach to learning
- Physical indicators
- Negative behaviour patterns
- Family circumstances
- Recent bereavement
- Health indicators

School staff may also 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 with the Designated Safeguarding Lead and/or the emotional wellbeing lead as appropriate.

If a pupil chooses to disclose concerns about their own mental health or that of a friend to a member of staff, the member of staff's response should always be calm, supportive, and non-judgemental. Staff should listen rather than advise and our first thoughts should be of the pupil's emotional and physical safety rather than of exploring 'Why?'

## Working with Parents

In order to support parents, we will:

- Highlight sources of information and support about mental health and emotional wellbeing on our school website
- Share and allow parents to access sources of further support e.g., through parent forums.
- Ensure that all parents are aware of who to talk to, and how to get about this, if they have concerns about their child.
- Make our emotional wellbeing and mental health policy easily accessible to parents
- Share ideas about how parents can support positive mental health in their children
- Keep parents informed about the mental health topics their children are learning about in PSHE

When a concern has been raised the school will:

- Contact parents and carers and meet with them. In most case parents and carers will be involved in their children's interventions, although there may be circumstances when this may not happen, such as safeguarding issues.
- Offer information to take away and places to seek further information
- Make a record of the meeting
- Discuss how the parents and carers can support their child
- Keep parents and carers up to date and fully informed of decisions about the support and interventions

Parents and carers will always be informed if their child is at risk of danger. We make every effort to support parents and carers to access services where appropriate. Pupils are our primary concern, and in the rare event that parents and carers are not accessing services we will seek advice from the Local Authority. We also provide information for parents and carers to access support for their own mental health needs.

## Working with other agencies and partners

We recognise that many behaviours and emotional problems can be supported within the school environment, or with advice from external professionals. Some children will need more intensive support at times, and there are a range of mental health professionals and organisations that provide support to pupils with mental health needs and their families, including:

- The school nurse
- Educational psychology services
- Behaviour support
- Paediatricians
- CAMHS (child and adolescent mental health service)
- Counselling services
- Family support workers

## **Staff Training**

As a minimum, all staff will receive regular training about recognising and responding to mental health issues as part of their regular safeguarding training in order to enable them to keep pupils safe. The Anna Freud Centre provides free information and support for staff wishing to know more about a specific issue.

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.

## **Signposting**

We will ensure that staff, pupils, and parents are aware of what support is available within our school and how to access further support.

- **Useful links**
- <https://www.annafreud.org/parents-and-carers/> offers advice and guidance to help support the children and young people who may be struggling with poor mental health.
- [www.youngminds.org.uk](http://www.youngminds.org.uk) champions young people's mental health and wellbeing
- [www.mind.org.uk](http://www.mind.org.uk) advice and support on mental health problems
- [www.minded.org.uk](http://www.minded.org.uk) (e-learning)
- [www.time-to-change.org.uk](http://www.time-to-change.org.uk) tackles the stigma of mental health
- [www.rethink.org](http://www.rethink.org) challenges attitudes towards mental health

## **Links to other policies**

This policy should be read in conjunction with our SEND policy in cases where pupils mental health needs overlap with these. This policy should also be read in conjunction with policies for Behaviour and Anti-bullying, and PSHE and RSE policies. It should also sit alongside safeguarding procedures.

This policy will be reviewed every 3 years as a minimum. It is next due for review in February 2025. Additionally, this policy will be reviewed and updated as appropriate on an ad hoc basis.

## Appendix 1

### Progression of knowledge PSHE

#### Progression of PSHE/RSE

#### Links to RSE curriculum

	EYFS	Year 1	Year 2	Vocabulary
<p>Health and Wellbeing</p> <p><i>Healthy lifestyles (physical wellbeing)</i></p> <p><i>Mental health</i></p> <p><i>Ourselves, growing and changing</i></p> <p><i>Keeping safe</i></p> <p><i>Drugs, alcohol and tobacco</i></p>	<p>Healthy lifestyles (physical wellbeing)</p> <ul style="list-style-type: none"> <li>Keeping healthy- hygiene, healthy eating, toothbrushing, sleep routine, 'screen time', physical activity</li> <li>Know correct procedures for washing hands.</li> </ul> <p>Mental health</p> <ul style="list-style-type: none"> <li>Managing feelings</li> <li>Knowing things I like/ dislike and things I am good at.</li> </ul> <p>Ourselves, growing and changing</p> <ul style="list-style-type: none"> <li>Body parts and my five senses.</li> <li>Managing feelings</li> <li>Knowing things I like/ dislike and things I am good at.</li> <li>Looking at themselves and how they change.</li> <li>Moving on and transitioning to year 1.</li> <li>How we change from a baby - changes over time.</li> <li>Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</li> <li>Understand the differences between males and females</li> <li>Know where our private parts are.</li> </ul>	<p>Healthy lifestyles (physical wellbeing)</p> <ul style="list-style-type: none"> <li>Explain how much sleep they need</li> <li>Discuss why exercise is good for them</li> <li>Understand they can choose what happens to their bodies</li> <li>List healthy snacks</li> <li>Demonstrate hygienic ways to look after their bodies.</li> </ul> <p>Mental health</p> <ul style="list-style-type: none"> <li>Discuss their star qualities</li> <li>Identify what a positive learning attitude is</li> <li>Talk about hopes they have for the future</li> <li>Identify and name common feelings</li> <li>Select times and situations that make them feel happy</li> <li>Talk about what makes them feel unhappy or cross</li> <li>Explain how change and loss make them feel</li> <li>Understand the importance of sharing their thoughts and feelings</li> </ul> <p>Ourselves, growing and changing</p> <ul style="list-style-type: none"> <li>Talk about jobs they can do when they grow up</li> <li>Discuss what skills and interests are needed for different job</li> <li>Talk about hopes they have for the future</li> <li>Discuss what they are looking forward to about next year</li> <li>Identify their own special traits and qualities</li> <li>Talk about what makes them feel unhappy or cross</li> <li>Explain how change and loss make them feel</li> <li>Use the scientific names introduced to name male and female body parts;</li> </ul>	<p>Healthy lifestyles (physical wellbeing)-</p> <p><b>SCIENCE LINKS</b></p> <ul style="list-style-type: none"> <li>Find out and describe the basic needs of animals for survival (food, water, air)</li> <li>Describe the importance for humans of exercise, eating the right amounts of different types of food and hygiene.</li> <li>Recognise the appropriate portion sizes of the 5 food groups.</li> <li>Describe how often we should exercise and give examples of how to exercise.</li> </ul> <p>Mental health</p> <ul style="list-style-type: none"> <li>Know that their private body parts are private</li> <li>Identify and discuss feelings and emotions, using simple terms</li> <li>Describe things that make them feel happy and unhappy</li> <li>Understand that they have a choice about how to react to things that happen</li> <li>Talk about personal achievements and goals</li> <li>Describe difficult feelings and what might cause these feelings</li> <li>Discuss things for which they are thankful</li> <li>Focus on an activity, remaining calm and still</li> <li>Talk about their own likes and dislikes</li> </ul> <p>Ourselves, growing and changing</p> <ul style="list-style-type: none"> <li>Know that their private body parts are private</li> <li>Identify and discuss feelings and emotions, using simple terms</li> <li>Describe things that make them feel happy and unhappy</li> <li>Describe how they have changed since they were a baby</li> <li>Use the scientific names introduced to name male and female body parts;</li> <li>Identify some difference between males and females</li> <li>Talk about their own likes and dislikes</li> <li>Understand that peoples' needs change as they grow older</li> <li>Talk about things they would like to do when they are older</li> <li>Discuss some changes that people might go through in life</li> <li>Understand that the creation of new life requires a male and a female.</li> <li>Understand that a baby takes nine months to develop.</li> </ul>	<p>bacteria, body, brain, brushing, chemicals, chemist, choice, clean, colds, consent, contact, coughs, danger, dentist, diet, disease, doctor, emergency, exercise, germs, healthy, heart, help, illness, medicine, mind, muscles, permission, pharmacist, poisonous, protect, rest, rules, safe, secret, serious, sleep, spread, strength, sugar, surprise, touch, treat, uncomfortable, unhealthy, unsafe, virus, warning, wash</p> <p>achievement, angry, bored, calm, choice, complain, concentrate, confused, decision, difficult, dislike, embarrassed, emotions, fears, fed up, feelings, focus, frightened, frustrated, future, goal, gratitude, happy, healthy, helpful, like, lonely, mind, mindful, negative, nervous, new, past, perseverance, positive, prefer, relaxed, resilience, respond, rest, sad, safe, shocked, thankful, thinking, thoughts, unhelpful, upset, worries</p> <p>adulthood, advice, carers, caring, change, childhood, comfortable, consent, coping, curious, develop, differences, difficult, emotions, female, genitals, grandparents, independence, love, male, needs, opportunities, parents, penis, private parts, respect, responsibility, rules, safe, siblings, similarities, testicles, touch, traditions, trusted adult, uncomfortable, unique, vagina, worried</p>

	<p>Keeping safe</p> <ul style="list-style-type: none"> <li>Understanding why and how to keep safe- safe pedestrian</li> <li>Fire Safety</li> <li>Understand that our body belongs to us</li> <li>Know that people need permission to touch our bodies</li> <li>Know what to do if we feel unsafe</li> </ul>	<p>Keeping safe</p> <ul style="list-style-type: none"> <li>Know what to do if we feel unsafe</li> <li>Understand the importance of sharing their thoughts and feelings</li> </ul> <p>Drugs, alcohol and tobacco</p> <ul style="list-style-type: none"> <li>Know to ask a trusted adult if uncertain about whether something is safe to eat or drink</li> </ul>	<p>Keeping safe</p> <ul style="list-style-type: none"> <li>Understand the love and care a baby needs as it develops</li> <li>Identify some everyday dangers</li> <li>Understand some basic rules that help keep people safe</li> <li>Know what to do if they feel in danger</li> <li>Identify some dangers in the home</li> <li>Identify some dangers outside</li> <li>Identify which information they should never share on the internet</li> <li>Know that their private body parts are private</li> <li>Recall the number to call in an emergency</li> <li>List some people who can help them stay safe</li> <li>Understand that they have a choice about how to react to things that happen</li> <li>Describe difficult feelings and what might cause these feelings</li> <li>Identify the body parts that we keep private</li> <li>Understand the words 'no' and 'stop'</li> <li>Identify an adult they can talk to if they are concerned about inappropriate touch</li> </ul> <p>Drugs, alcohol and tobacco</p> <ul style="list-style-type: none"> <li>Identify some dangers in the home</li> <li>Identify some dangers outside</li> </ul>	<p>999, burn, chemicals, choke, danger, e-Safety, emergency, emergency services, fall, fire, harm, hazard, help, hurt, Internet, liquids, medicines, online, poisonous, protect, rail, risk, road, rules, safe, sharp, stranger, safer stranger, tablets, traffic, trip, trusted adult, uniform, unsafe, water</p> <p>chemicals, choke, danger, harm, hazard, help, hurt, liquids, medicines, poisonous, protect, risk, tablets, unsafe,</p>
<p>Relationships</p> <p><i>Families and close positive relationships</i></p> <p><i>Friendships</i></p> <p><i>Managing hurtful behaviour and bullying</i></p> <p><i>Safe relationships</i></p> <p><i>Respecting others</i></p>	<p>Families and close positive relationships</p> <ul style="list-style-type: none"> <li>Building constructive and respectful relationships.</li> <li>Talking about members of immediate family.</li> <li>Building positive relationships</li> <li>Name and describe people who are familiar to them.</li> <li>Understands that all families are different</li> </ul> <p>Friendships</p> <ul style="list-style-type: none"> <li>Building constructive and respectful relationships.</li> <li>Considering the feelings of others.</li> </ul>	<p>Families and close positive relationships</p> <ul style="list-style-type: none"> <li>About the roles different people (e.g. acquaintances, friends and relatives) play in our lives</li> <li>Identify the people who love and care for them and what they do to help them feel cared for</li> <li>Explain what is different and special about their family.</li> </ul> <p>Friendships</p> <ul style="list-style-type: none"> <li>Recognise the ways in which they are the same and different to others</li> <li>How to listen to other people and play and work cooperatively</li> <li>How to recognise when they or someone else feels lonely and what to do</li> <li>What is kind and unkind behaviour, and how this can affect others</li> <li>Understand that boys and girls can both do the same tasks and enjoy the same things</li> </ul>	<p>Families and close positive relationships</p> <ul style="list-style-type: none"> <li>Explain who the special people in their lives are</li> <li>Talk about the importance of families</li> <li>Describe what makes someone a good friend</li> <li>Identify a way to show others they care</li> </ul> <p>Friendships</p> <ul style="list-style-type: none"> <li>Understand that people's bodies and feelings can be hurt</li> <li>Understand that different people like different things</li> <li>Understand that girls and boys can like different things, or the same things</li> <li>Describe what makes someone a good friend</li> <li>What is kind and unkind behaviour, and how this can affect others</li> <li>How to recognise when they or someone else feels lonely and what to do</li> </ul>	<p>achieve, caring, choices, conflict, cooperate, cooperation, disagreement, family, friend, friendship, group, happy, healthy, help, important, kind, listen, love, making up, need, positive, safe, share, skills, solve, sort, special, support, talk, team, thoughtful, time, trust, trusted adult</p> <p>active listening, behaviour, bullying, care, choices, community, compliment, discussion, fair, family, friends, group, helpful, joking, kind, learner, mindset, needed, negative, polite, positive, safe, secure, special, support, team, teasing, thoughtful, unkind</p>



	<p>Managing hurtful behaviour and bullying</p> <ul style="list-style-type: none"> <li>Expressing and naming my feelings.</li> <li>Considering the feelings of others.</li> <li>Knowing about and understanding bullying.</li> </ul> <p>Safe relationships</p> <ul style="list-style-type: none"> <li>Considering the feelings of others.</li> </ul> <p>Respecting others</p> <ul style="list-style-type: none"> <li>Thinking about the perspectives of others.</li> <li>Celebrating achievements of myself and others</li> <li>Working with others</li> <li>Sharing</li> </ul>	<p>Managing hurtful behaviour and bullying</p> <ul style="list-style-type: none"> <li>How to recognise when they or someone else feels lonely and what to do</li> <li>How to ask for help if a friendship is making them feel unhappy</li> <li>That bodies and feelings can be hurt by words and actions; that people can say hurtful things online</li> <li>How people may feel if they experience hurtful behaviour or bullying</li> <li>That hurtful behaviour (offline and online) including teasing, name-calling, bullying and deliberately excluding others is not acceptable; how to report bullying; the importance of telling a trusted adult</li> </ul> <p>Safe relationships</p> <ul style="list-style-type: none"> <li>Identify the people who love and care for them and what they do to help them feel cared for</li> <li>How to ask for help if a friendship is making them feel unhappy</li> </ul> <p>Respecting others</p> <ul style="list-style-type: none"> <li>Recognise the ways in which they are the same and different to others</li> <li>How to treat themselves and others with respect; how to be polite and courteous</li> </ul>	<p>Managing hurtful behaviour and bullying</p> <ul style="list-style-type: none"> <li>Know how to resolve an argument in a positive way</li> <li>Know the skills involved in successful cooperation That hurtful behaviour (offline and online) including teasing, name-calling, bullying and deliberately excluding others is not acceptable; how to report bullying; the importance of telling a trusted adult</li> </ul> <p>Safe relationships</p> <ul style="list-style-type: none"> <li>Identify an adult they can talk to if they are concerned about inappropriate touch</li> <li>Basic techniques for resisting pressure to do something they don't want to do and which may make them unsafe</li> <li>That bodies and feelings can be hurt by words and actions; that people can say hurtful things online</li> </ul> <p>Respecting others</p> <ul style="list-style-type: none"> <li>Understand that different people like different things</li> <li>Understand that girls and boys can like different things, or the same things</li> <li>Identify a way to show others they care</li> <li>How to treat themselves and others with respect; how to be polite and courteous</li> <li>How to listen to other people and play and work cooperatively</li> </ul>	<p>angry, body language, calm, confidence, cross, disagree, wellbeing, emotions, facial expressions, feelings, loss, memories, mental health, nervous, opinions, qualities, sad, safe, secure, share, skills, speak, talk, thoughts, uncomfortable, unhappy, worried</p> <p>comfortable, communicate, healthy, helpful, lie, mental wellbeing, pretend, private, true, trusted adult, uncomfortable</p> <p>active listening, behaviour, bullying, care, choices, community, compliment, discussion, disrespectful, fair, family, friends, group, helpful, joking, kind, learner, negative, polite, positive, respect, respectful, safe, secure, special, support, team, teasing, thoughtful, unkind</p>
<p>Living in the Wider World</p> <p>Shared responsibilities</p> <p>Communities</p> <p>Media literacy and digital resilience</p> <p>Economic wellbeing: Money</p> <p>Economic wellbeing: Aspirations, work and career</p>	<p>Shared responsibilities</p> <ul style="list-style-type: none"> <li>Promoting British Values</li> <li>Understanding their responsibility towards keeping the School Values</li> <li>Explain the reasons for rules, know right from wrong and try to behave accordingly</li> </ul> <p>Communities</p> <ul style="list-style-type: none"> <li>Understanding that some places are special to members of my community</li> <li>Similarities and differences between life in this country and life in other countries.</li> <li>Recognise that people have different beliefs and celebrate special times in different ways.</li> <li>Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.</li> </ul> <p>Media literacy and digital resilience</p> <p><b>LINKS TO COMPUTING and Safer Internet Day</b></p> <ul style="list-style-type: none"> <li>How the internet and digital devices can be used safely to find things out</li> </ul>	<p>Shared responsibilities</p> <ul style="list-style-type: none"> <li>What rules are, why they are needed, and why different rules are needed for different situations</li> <li>How people and other living things have different needs; about the responsibilities of caring for them</li> <li>Things they can do to help look after their environment</li> </ul> <p>Communities</p> <ul style="list-style-type: none"> <li>The different groups they belong to</li> <li>The different roles and responsibilities people have in their community</li> <li>Recognise the ways they are the same as, and different to, other people</li> <li>That jobs help people to earn money to pay for things</li> </ul> <p>Media literacy and digital resilience</p> <p><b>LINKS TO COMPUTING and Safer Internet Day</b></p> <ul style="list-style-type: none"> <li>How the internet and digital devices can be used safely to find things out and to communicate with others</li> </ul>	<p>Shared responsibilities</p> <ul style="list-style-type: none"> <li>How people and other living things have different needs; about the responsibilities of caring for them</li> <li>Things they can do to help look after their environment</li> <li>What rules are, why they are needed, and why different rules are needed for different situations</li> </ul> <p>Communities</p> <ul style="list-style-type: none"> <li>Recognise the ways they are the same as, and different to, other people</li> <li>Things they can do to help look after their environment</li> <li>The different groups they belong to</li> </ul> <p>Media literacy and digital resilience</p> <p><b>LINKS TO COMPUTING and Safer Internet Day</b></p> <ul style="list-style-type: none"> <li>How the internet and digital devices can be used safely to find things out and to communicate with others</li> </ul>	<p><u> affect, care, choice, difference, earth, environment, environmental, family life, happy, harm, help, home, important, learn, love, natural, needs, people, planet, problem, protect, resources, right, safe, same, school, similarity, special people, trust, world</u></p> <p>accepting, beliefs, belong, Britain, British, British Isles, celebrations, choice, coast, community, countryside, difference, dress, environment, happy, harm, helpful, island, kindness, lakes, listen, live, local area, mountain, natural, neighbour, neighbourhood, proud, respect, responsibility, right, river, safe, same, share, similarity, town, United Kingdom</p> <p>access, activity, address, apps, comfortable, communicate, connected, device, download, electronic, emoji, fact, fake,</p>

	<p>and to communicate with others</p> <ul style="list-style-type: none"> <li>• That not all information seen online is true</li> <li>• The role of the internet in everyday life</li> </ul>	<ul style="list-style-type: none"> <li>• That not all information seen online is true</li> <li>• The role of the internet in everyday life</li> </ul>	<ul style="list-style-type: none"> <li>• That not all information seen online is true</li> <li>• The role of the internet in everyday life</li> </ul>	<p>healthy, helpful, hobbies, information, interests, Internet, lie, mental wellbeing, message, messaging, network, news, offline, online, password, personal information, picture message, pretend, private, screen time, sleep, social media, surname, text message, true, trusted adult, uncomfortable, video call</p>
	<p>Economic wellbeing: money</p>	<p>Economic wellbeing: money</p> <ul style="list-style-type: none"> <li>• What money is; forms that money comes in; that money comes from different sources</li> <li>• That money needs to be looked after; different ways of doing this.</li> <li>• That people make different choices about how to save and spend money</li> <li>• The difference between needs and wants; that sometimes people may not always be able to have the things they want</li> </ul>	<p>Economic wellbeing: money</p> <ul style="list-style-type: none"> <li>• What money is; forms that money comes in; that money comes from different sources</li> </ul>	<p>bank, bank account, buy, choice, coins, community, contactless, credit card, electronic, goods, important, job, track, list, money, need, notes, offer, online banking, online transfer, payment, piggy bank, possessions, price, purse, receipt, record, role, safe, salary, save, shopping, spend, value, wages, wallet, want, work</p>
	<p>Economic wellbeing: Aspirations, work and career</p> <ul style="list-style-type: none"> <li>• How to show resilience and perseverance in the face of challenge.</li> </ul>	<p>Economic wellbeing: Aspirations, work and career</p> <ul style="list-style-type: none"> <li>• That jobs help people to earn money to pay for things</li> <li>• Different jobs that people they know or people who work in the community do</li> </ul>	<p>Economic wellbeing: Aspirations, work and career</p>	<p>achievement, aims, ambition, attitude, change, communication, creative, determined, future, goal, grow, happiness, hard-working, help, improve, job, learn, positive, progress, qualification, routine, skill, star qualities, strength, success, training</p>

## Appendix 2

### **Supporting Pupils' Positive Mental Health**

We believe we have a key role in promoting pupils' positive mental health and helping to prevent mental health problems. Our school has developed a range of strategies and approaches including:

#### ***Pupil-led Activities***

- Campaigns and assemblies to raise awareness of mental health via the School Council

#### ***Transition Support***

- Support for vulnerable children, for example, Speech and Language (SALT)
- support small group work such as Lego Club or Social Communication groups
- Transition meetings with parent/carers, pupils, and relevant staff
- Key Adults might support junior school visits with vulnerable pupils

#### ***Class Activities***

- Worry boxes
- Mindfulness and breathing/meditation in class
- Special mentions for displaying the School Values
- Kindness trees

#### ***Whole School***

- Wellbeing Focus, established through PSHE scheme
- Assembly themes
- Using the Power of Reading to explore themes and learn about emotions, difference, loss, bullying, change, resilience, etc.

#### ***Small Group Activities***

- Small friendship, social skills groups
- Lunch Club support
- Teaching about Mental Health and Emotional Well-being
- Through PSHE we teach the knowledge and social and emotional skills that will help pupils to be more resilient, understand about mental health and help reduce the stigma of mental health problems.

## Introduction

The purpose of this policy statement is to:

- Ensure the safety and wellbeing of children and young people is paramount when adults, young people or children are using the internet, social media or mobile devices.
- Provide staff and volunteers with the overarching principles that guide our approach to online safety.
- Ensure that, as an organisation, we operate in line with our values and within the law in terms of how we use online devices.

The policy statement applies to all staff, volunteers, children and young people and anyone involved in Wootton Bassett Infants. This policy has been drawn up on the basis of legislation, policy and guidance that seeks to protect children in England.

The DfE Keeping Children Safe in Education statutory guidance requires Local Authorities, Multi Academy Trusts, and schools in England to ensure learners are safe from harm:

*"It is essential that children are safeguarded from potentially harmful and inappropriate online material. An effective whole school and college approach to **online safety** empowers a school or college to protect and educate pupils, students, and staff in their use of technology and establishes mechanisms to identify, intervene in, and escalate any concerns where appropriate".*

*"Governing bodies and proprietors should ensure **online safety** is a running and interrelated theme whilst devising and implementing their whole school or college approach to safeguarding and related policies and procedures. This will include considering how **online safety** is reflected as required in all relevant policies and considering online safety whilst planning the curriculum, any teacher training, the role and responsibilities of the designated safeguarding lead (and deputies) and any parental engagement"?*

The DfE Keeping Children Safe in Education guidance also recommends:

**Reviewing online safety** ... Technology, and risks and harms related to it, evolve, and change rapidly. Schools and colleges should consider carrying out an annual review of their approach to online safety, supported by an annual risk assessment that considers and reflects the risks their children face.

The DfE Keeping Children Safe in Education guidance suggests that:

*The breadth of issues classified within online safety is considerable and ever evolving, but can be categorised into four areas of risk:*

**content:** being exposed to illegal, inappropriate, or harmful content, for example: pornography, fake news, racism, misogyny, self-harm, suicide, anti-Semitism, radicalisation, and extremism.

**contact:** being subjected to harmful online interaction with other users; for example: peer to peer pressure, commercial advertising and adults posing as children or young adults with the intention to groom or exploit them for sexual, criminal, financial or other purposes.

**conduct:** online behaviour that increases the likelihood of, or causes, harm; for example, making, sending and receiving explicit images (e.g. consensual and nonconsensual sharing of nudes and semi-nudes and/or pornography, sharing other explicit images and online bullying, and

**commerce:** risks such as online gambling, inappropriate advertising, phishing and or financial scams.

Schools in England are subject to an increased level of scrutiny of their online safety practices by Ofsted Inspectors during inspections, while the Counter Terrorism and Securities Act 2015 requires schools to ensure that children and young people are safe from terrorist and extremist material on the internet.

### **Rationale**

We recognise that the online world provides everyone with many opportunities; however, it can also present risks and challenges. We have a duty to ensure that all children, young people and adults involved in our organisation are protected from potential harm online. We have a responsibility to help keep children and young people safe online, whether or not they are using school network and devices. Working in partnership with children, young people, their parents, carers and other agencies is essential in promoting young people's welfare and in helping young people to be responsible in their approach to online safety. All children, regardless of age, disability, gender reassignment, race, religion or belief, sex or sexual orientation, have the right to equal protection from all types of harm or abuse.

### **Aims**

We believe that:

- Children and young people should never experience abuse of any kind.
- Children should be able to use the internet for education and personal development, but safeguards need to be in place to ensure they are kept safe at all times.

### **Objectives**

We will seek to keep children and young people safe by:

- Appointing an online safety coordinator (Alison Pass- Designated Safeguarding Lead)
- Providing clear and specific directions to staff and volunteers on how to behave online through our Staff Behaviour policy.
- Supporting and encouraging the young people using our service to use the internet, social media and mobile phones in a way that keeps them safe and shows respect for others.
- Supporting and encouraging parents and carers to do what they can to keep their children safe online.
- Developing an online safety agreement for use with young people and their parents or carers
- Developing clear and robust procedures to enable us to respond appropriately to any incidents of inappropriate online behaviour, whether by an adult or a child or young person
- Reviewing and updating the security of our information systems regularly
- Ensuring that usernames, logins, email accounts and passwords are used effectively.
- Ensuring personal information about the adults and children who are involved in our organisation is held securely and shared only as appropriate.
- Ensuring that images of children, young people and families are used only after their written permission has been obtained, and only for the purpose for which consent has been given.
- Providing supervision, support and training for staff and volunteers about online safety

- Examining and risk assessing any social media platforms and new technologies before they are used within the organisation.

### **Assessment, Recording and Reporting**

If online abuse occurs, we will respond to it by:

- Having clear and robust safeguarding procedures in place for responding to abuse (including online abuse).
- Providing support and training for all staff and volunteers on dealing with all forms of abuse, including bullying or cyberbullying, emotional abuse, sexting, sexual abuse and sexual exploitation.
- Making sure our response takes the needs of the person experiencing abuse, any bystanders and our organisation as a whole into account.
- Reviewing the plan developed to address online abuse at regular intervals, in order to ensure that any problems have been resolved in the long term.

Complaints of internet misuse will be dealt with by the Head Teacher and recorded. Any complaint about staff misuse will be reported to the Head Teacher. Complaints of a Child Protection nature must be reported to the named Designated Safeguarding Leads.

### **Responsibilities**

To ensure the online safeguarding of members of our school community it is important that all members of that community work together to develop safe and responsible online behaviours, learning from each other and from good practice elsewhere, reporting inappropriate online behaviours, concerns, and misuse as soon as these become apparent. While this will be a team effort, the following sections outline the online safety roles and responsibilities of individuals<sup>1</sup> and groups within the school.

#### **Headteacher and Senior Leaders**

- The headteacher has a duty of care for ensuring the safety (including online safety) of members of the school community and fostering a culture of safeguarding, though the day-to-day responsibility for online safety is held by the Designated Safeguarding Lead, as defined in Keeping Children Safe in Education.
  - The headteacher and (at least) another member of the senior leadership team should be aware of the procedures to be followed in the event of a serious online safety allegation being made against a member of staff<sup>2</sup>.
  - The headteacher/senior leaders are responsible for ensuring that the Designated Safeguarding Lead / Online Safety Lead, IT provider/technical staff, and other relevant staff carry out their responsibilities effectively and receive suitable training to enable them to carry out their roles and train other colleagues, as relevant.
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- The headteacher/senior leaders will ensure that there is a system in place to allow for monitoring and support of those in school who carry out the internal online safety monitoring role.
- The headteacher/senior leaders will receive regular monitoring reports from the Designated Safeguarding Lead / Online Safety Lead.
- The headteacher/senior leaders will work with the responsible Governor, the designated safeguarding lead (DSL) and IT service providers in all aspects of filtering and monitoring.

### **Governors**

Governors are responsible for the approval of the Online Safety Policy and for reviewing the effectiveness of the policy.

**Governors will** receive regular information about online safety incidents and monitoring reports. A member of the governing body will take on the role of Online Safety Governor to include:

- Regular meetings with the Designated Safeguarding Lead / Online Safety Lead
- Regularly receiving (collated and anonymised) reports of online safety incidents
- Checking that provision outlined in the Online Safety Policy (e.g. online safety education provision and staff training is taking place as intended)
- Ensuring that the filtering and monitoring provision is reviewed and recorded, at least annually. (The review will be conducted by members of the SLT, the DSL, and the IT service provider and involve the responsible governor) - in-line with the [DfE Filtering and Monitoring Standards](#)
- Reporting to relevant *governors group/meeting*
- Receiving (at least) basic cyber-security training to enable the governors to check that the school meets the [DfE Cyber-Security Standards](#)

### **Designated Safeguarding Lead (DSL)**

The DSL will:

- hold the lead responsibility for online safety, within their safeguarding role.
- Receive relevant and regularly updated training in online safety to enable them to understand the risks associated with online safety and be confident that they have the relevant knowledge and up to date capability required to keep children safe whilst they are online.
- meet regularly with the online safety governor to discuss current issues, review (anonymised) incidents and filtering and monitoring logs and ensuring that annual (at least) filtering and monitoring checks are carried out.
- attend relevant governing body meetings/groups.
- report regularly to headteacher/senior leadership team
- be responsible for receiving reports of online safety incidents and handling them and deciding whether to make a referral by liaising with relevant agencies, ensuring that all incidents are recorded.
- liaise with staff and IT providers on matters of safety and safeguarding and welfare (including online and digital safety)

### **Curriculum Leads**

Curriculum Leads will work with the DSL/OSL to develop a planned and coordinated online safety education programme.

This will be provided through:

- a discrete programme
- PHSE and SRE programmes
- A mapped cross-curricular programme
- assemblies and pastoral programmes
- through relevant national initiatives and opportunities e.g. *Safer Internet Day* and *Anti-bullying week*.

### **Teaching and Support Staff**

School staff are responsible for ensuring that:

- They have an awareness of current online safety matters/trends and of the current school Online Safety Policy and practices.
- They understand that online safety is a core part of safeguarding.
- They immediately report any suspected misuse or problem for investigation/action, in line with the school safeguarding procedures.
- All digital communications with learners and parents/carers are on a professional level *and only carried out using official school systems*.
- Online safety issues are embedded in all aspects of the curriculum and other activities.
- Ensure learners understand and follow the Online Safety rules.
- They supervise and monitor the use of digital technologies, mobile devices, cameras, etc., in lessons and other school activities (where allowed) and implement current policies regarding these devices.
- In lessons where internet use is pre-planned learners are guided to sites checked as suitable for their use *and that processes are in place for dealing with any unsuitable material that is found in internet searches*
- There is a zero-tolerance approach to incidents of online-bullying, sexual harassment, discrimination, hatred etc.
- They model safe, responsible, and professional online behaviours in their own use of technology, including out of school and in their use of social media.

### **IT Provider**

If the school has a technology service provided by an outside contractor, it is the responsibility of the school to ensure that the provider carries out all the online safety measures that the school's obligations and responsibilities require. It is also important that the provider follows and implements school Online Safety Policy and procedures.

The IT Provider is responsible for ensuring that:



- they are aware of and follow the school Online Safety Policy to carry out their work effectively in line with school policy.
- the school technical infrastructure is secure and is not open to misuse or malicious attack.
- the school meets (as a minimum) the required online safety technical requirements as identified by the [DfE Meeting Digital and Technology Standards in Schools & Colleges](#) and guidance from local authority
- there is clear, safe, and managed control of user access to networks and devices.
- they keep up to date with online safety technical information in order to effectively carry out their online safety role and to inform and update others as relevant.
- the use of technology is regularly and effectively monitored in order that any misuse/attempted misuse can be reported for investigation and action.
- the filtering policy is applied and updated on a regular basis and its implementation is not the sole responsibility of any single person.
- monitoring systems are implemented and regularly updated as agreed in school policies.

### Learners

- are responsible for using the school digital technology systems in accordance with the Online Safety rules.
- should know what to do if they or someone they know feels vulnerable when using online technology.
- should understand the importance of adopting good online safety practice when using digital technologies out of school and realise that the school's Online Safety rules covers their actions out of school, if related to their membership of the school.

### Parents and carers

Parents and carers play a crucial role in ensuring that their children understand the need to use the online services and devices in an appropriate way.

The school will take every opportunity to help parents and carers understand these issues through:

- publishing the school Online Safety Policy on the school website
- publish information about appropriate use of social media relating to posts concerning the school.
- seeking their permissions concerning digital images, cloud services etc
- parents'/carers' evenings, newsletters, website, social media and information about national/local online safety campaigns and literature.

Parents and carers will be encouraged to support the school in:

- reinforcing the online safety messages provided to learners in school.
- the safe and responsible use of their children's personal devices in the school (where this is allowed)

## **Teaching and Learning**

Computing is used increasingly across the curriculum to enhance and extend learning, but it is essential that e-safety is an integral part of the delivery and use of computing equipment. Online safety is therefore embedded within the curriculum as follows:

- Online safety rules are introduced to the children at the start of each academic year.
- Online safety rules are re-visited on a regular basis within a range of curriculum areas including Personal, Social Health Education (PSHE).
- A set of internet rules are included for display in the classroom explaining how the children use the internet in school.
- Pupils are encouraged to tell a teacher immediately if they encounter any material that makes them feel uncomfortable.

## **Related Policies and Procedures**

This policy statement should be read alongside our organisational policies and procedures, including:

- Safeguarding and Child Protection policy
- Anti-bullying policy and procedures
- Computing policy
- PSHE/RSE policy
- Behaviour and Discipline policy

## **Contact Details**

Online safety co-ordinator

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Senior lead for safeguarding and child protection

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