



NORTHFIELD SCHOOL & SPORTS COLLEGE

STUDENT WELL-BEING POLICY

Version:	6.0
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Policy Review Date:	April 2020

1. Introduction

Northfield School and Sports College core values of Respect, Resilience and Honesty are firmly aligned to our desire to promote student well-being. We will seek to do this by:

- Encouraging an environment where independence is celebrated and individuals can flourish without fear.
- Creating a caring environment and co-operative behaviour through a system of positive rewards.
- Encouraging the act of accepting responsibility for what happens to us as individuals in our lives, thus enabling self empowerment.

This well-being policy forms an important part of our strategy to achieve a suitable environment in which all our students can succeed.

We use a wide range of proactive strategies to promote students' well-being such as:

- Assemblies
- Raising awareness events
- Targeted student support
- Curriculum time
- Confidential reporting systems

2. Aims of the policy

- To make it very clear to students, parents/carers and staff that the well-being of all students is our highest priority.
- To ensure that all reasonable steps are taken to ensure students have the environment to optimise their well-being.
- To report back quickly to parents/carers regarding their concerns about their son/daughter's well-being.
- To ensure parents/carers to work with school and uphold the well-being policy.
- To ensure an environment in school where students' concerns with regard to well-being are listened to and acted upon.
- To ensure a confidential reporting system so that nobody need suffer in silence.
- To identify areas in school where issues might occur and monitor these areas.
- To develop programmes within school to enable students in need of greater levels of support to develop the skills and confidence required to deal with difficult situations and individuals and enjoy their time at Northfield School.
- To develop programmes within school to support students who adversely affect others' well-being to tackle these issues.
- To make people aware of the sanctions relating to this.
- To regularly canvas students' views on their well-being, to inform further actions.

3. Definition of harm to well-being

Harming someone's well-being is a form of aggressive behaviour that is carried out by a person or group of students, or people on an on-going basis – it is useful to think of it in terms of Several Times On Purpose (STOP). It is important to realise that this definition is slightly different when considering cyberbullying in which case a confirmed incident (through careful tracking of messages) will automatically be considered as harming

someone's well-being even though it may have occurred just once. This may also be the case for any incidents involving SEND students where there may be an imbalance of power.

4. Behaviour which harms a student's well-being can include:

- Physical violence – pushing, shoving, kicking, tripping up, punching etc.
- Persistent name calling.
- Damage to belongings.
- Spreading malicious rumours about students, their families or out of school circumstances.
- Unpleasant teasing.
- Leaving students out of social activities deliberately and frequently.
- Cyber bullying – ranging from abusive text messages, emails and phone calls, to bullying in internet chat rooms, social networking sites and instant messaging.
- Ignoring students.
- Attempting to make others dislike students.

We should be aware that all of the above situations can have links to racism, how we treat individuals of a different sexual orientation, religion or culture, those with disabilities or learning difficulties. All situations will be treated with the utmost seriousness.

5. Signs to be alert to:

Some children are good at hiding their feelings but the following changes in behaviour may be pointers that an individual is being bullied:

- Unexplained cuts and bruises.
- Damage to clothes, books and school equipment.
- 'Losing' dinner/bus money.
- Changes in mood and behaviour.
- Decrease in achievement.
- Anxiety.
- Being quiet and withdrawn.
- Frequent absenteeism.

6. Proactive strategies/Raising awareness to promote well-being

It is important to be proactive in promoting well-being. The main aim is to raise awareness within the whole school community about our policy and procedures relating to promoting well-being. This is achieved in a variety of ways:

- Well-being policy
- Curriculum support such as guidance
- Well-being information leaflets, posters and displays
- Information films compiled by student well-being supporters
- School assemblies
- School council
- Diversity week activities
- Staff training and information events. All new staff undergo well-being awareness training as part of the school's induction programme. There is also an annual short refresher session for all staff early in the autumn term.

In addition:

- A variety of clubs are available to all students, especially those in KS3 to assist in the formation of friendships.
- Student Well-being Supporters regularly attend Year 7 tutor group sessions to support the Group Tutor and help build relationships with students in other year groups.
- Student Well-being Supporters undertake training which can be both in-house or by outside agencies such as Child Line and the The Children's Society.
- All Year 7 students have an information session given by the Year 7 Guidance Team during the first half of the autumn term.

7. Parents/Carers Consultation

Parents/carers are informed and consulted on a regular basis through newsletters, parent/carers guidance leaflets, questionnaires, the well-being steering group and the PTA

8. Review of the policy

The well-being policy will be reviewed by governors whenever there is new guidance from government or, in the absence of this, on an annual basis. The school will take account of parent questionnaires, student questionnaires and information from outside agencies such as the national Anti-Bullying Alliance.

9. Data Privacy Statement

Does any review/amendment to this policy have an impact on the security of personal data or rights of individuals?

Yes/No: **Yes**

Procedures for reporting and dealing with incidents where a student's well-being has been harmed.

Students:

Lots of people have their well-being affected at some time in their lives –this can take place in and around school or on the way to and from school. There are many steps a student can take to put an end to this:

- If you are being affected or know someone who is, tell a member of staff, Student Well-Being Supporters, family or a friend straight away.
- Read information provided for you in the student area of the website, e-planner and available leaflets.
- Use the computer to report incidents using the student portal on *Frog*. The site is checked daily.
- If you feel you can't talk to someone yet, write down what is happening and put the paper in the Bully Box in the library and resource centre. The box is checked daily.
- Talk to the appropriate Guidance Team about the workshops on raising self-confidence and/or dealing with bullies.

Staff:

All members of staff are expected:

- To make it clear that an alleged bullying incident will not be ignored/dismissed.
- The school will take you seriously and take appropriate action.
- To watch out for possible warning signs which may indicate that a child is being bullied.
- To listen sympathetically to any reports from students who are being targeted or someone who has information relating to a student being targeted.
- To inform parents of both parties about what has happened and how the incident has been dealt with using the sanctions available such as detentions, referral to outside agencies, counselling and exclusion.
- To carefully record all details of the incident and actions planned such as sanctions imposed and follow up/review.
- To inform other staff through the school's behaviour database.
- To devise an appropriate strategy for encouraging the offending student (s) to change their behaviour whilst empathising with the target.

Students may be disciplined if well-being issues occur outside school premises – but only when it would be reasonable for the school to regulate students' behaviour in those circumstances.

Where there is 'reasonable cause to suspect that a child is suffering, or likely to suffer, significant harm' a well-being incident should be addressed as a safeguarding concern under the Children Act 1989.

Parents/Carers:

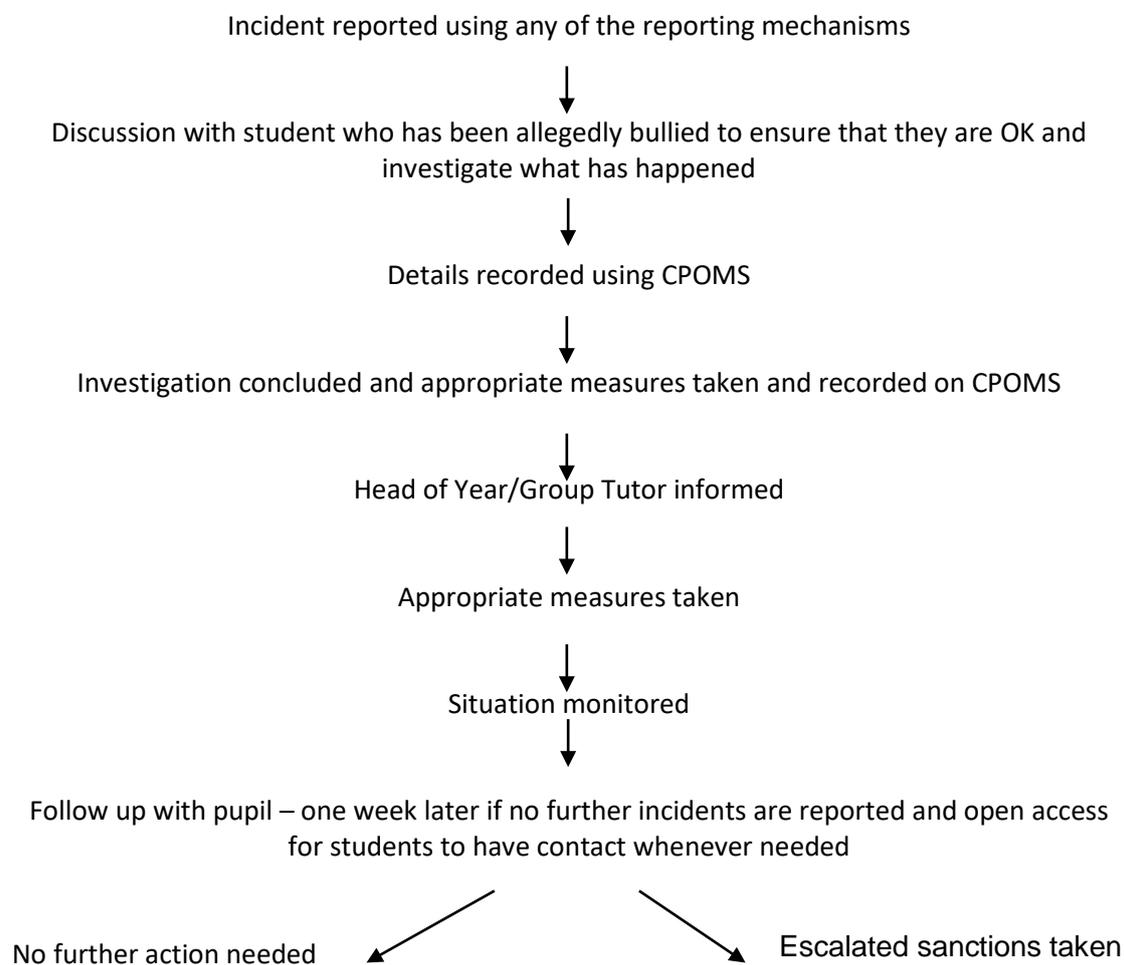
Finding out that your son or daughter is being bullied is a stressful and distressing experience. Action needs to be taken immediately – if it is ignored, it often gets worse. Your son or daughter should not tolerate it. If you suspect or have reason to believe your son or daughter is being affected:

- If at all possible, act with your son or daughter's agreement.
- Contact your son or daughter's Group Tutor/Year Team.
- Ask your son or daughter to keep a diary of what is happening.
- Maintain contact and work with the school.
- Make sure that your son or daughter behaves responsibly when on-line.
- Set limitations on when and where your son or daughter can use portable devices including mobile phones. For example, keep phones outside the bedroom after a certain time at night and/or ask to see social media messages daily.

National criteria have been taken into consideration when compiling this anti-bullying policy:

- Children Act 2004 as amended
- Equality Act 2010
- Keeping Children Safe in Education 2014
- National Healthy Schools Programme
- Social and Emotional Aspects of Learning (SEAL)
- Children and Families Act 2014
- Guidance from Stockton Borough Council
- Education and Inspections Act 2006
- Education Act 2011

Procedure in school when an incident is reported:



*Any sanctions imposed will be appropriate to the reported incident and part of the school's disciplinary procedures.