



## Secondary Anti-Bullying and Mental Health and Wellbeing Policy

**School Name:** Swanlea School

**Date policy was approved:** December 2023

**Review date:** December 2025

**Job title of person(s) responsible for overseeing this policy:** Mr. K. Miah

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

<b>Lead members of staff</b>	<p>Whilst all staff have a responsibility to promote the mental health of students. Staff with a specific, relevant remit include:</p> <ul style="list-style-type: none"><li>• Mr. K. Miah – SLT designated child protection / safeguarding officer</li><li>• Ms. E. Tighe - mental health lead</li><li>• Mr. K. Miah - pastoral lead</li><li>• Mr. K. Miah - Head of PD</li></ul>
<b>Aims</b>	<p>The main aims of our school anti-bullying and mental health and wellbeing policy are:</p> <ol style="list-style-type: none"><li>1. To ensure that pupils learn in a supportive, caring and safe environment without fear of being bullied and that all staff are free from fear of bullying.</li><li>2. To promote positive mental health in all staff and pupils and to increase understanding and awareness of common mental health issues.</li><li>3. To provide support to staff, pupils and parents working and/or suffering with mental health issues.</li></ol>
<b>Context</b>	<p>“Bullying, especially if left unaddressed, can have a devastating effect on individuals. It can be a barrier to their learning and have serious consequences for their mental health. Bullying which takes place at school does not only affect an individual during childhood but can have a lasting effect on their lives well into adulthood. By effectively preventing and tackling bullying, schools can help to create safe, disciplined environments where pupils are able to learn and fulfil their potential.”</p> <p><i>(Preventing and tackling bullying – advice for headteachers, staff and governing bodies. July 2017, Department for Education</i></p> <p><a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/623895/Preventing_and_tackling_bullying_advice.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/623895/Preventing_and_tackling_bullying_advice.pdf</a>)</p> <p>Schools have an important role to play in supporting the mental health and wellbeing of their pupils, by developing approaches tailored to the particular needs of their pupils. All schools have a statutory duty to promote the welfare of their pupils which includes preventing impairment of children’s health or development and taking action to enable all children to have the best outcomes.</p> <p>Mental health and behaviour in schools. November 2018, Department for Education</p> <p><a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/755135/Mental_health_and_behaviour_in_schools_.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/755135/Mental_health_and_behaviour_in_schools_.pdf</a>)</p>

# Secondary Anti-Bullying and Mental Health and Wellbeing Policy

<b>Who is this policy intended for?</b>	<p>This document describes the Swansea School's approach to promoting positive mental health and wellbeing. This policy is intended as guidance for all staff including non-teaching staff and governors.</p> <p>This policy should be read in conjunction with our medical policy in cases where a student's mental health overlaps with or is linked to a medical issue and the SEND policy where a student has an identified special educational need.</p> <p>(Mental health and behaviour in schools. November 2018, Department for Education  <a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/755135/Mental_health_and_behaviour_in_schools_.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/755135/Mental_health_and_behaviour_in_schools_.pdf</a>)</p>
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## **ANTI-BULLYING: DEFINITION and PROCEDURES**

<b>What is bullying?</b>	<p>"Bullying is behaviour by an individual or a group, repeated over time that intentionally hurts another individual either physically or emotionally. Bullying can take many forms...and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, special educational needs or disabilities, or because a child is adopted, in care or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences."</p> <p>The Department for Education, Preventing and tackling bullying. Advice for headteachers, staff and governing bodies. July 2017  <a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/623895/Preventing_and_tackling_bullying_advice.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/623895/Preventing_and_tackling_bullying_advice.pdf</a>)</p> <p><b>Bullying can be:</b></p> <ul style="list-style-type: none"> <li>• <b>Emotional:</b> being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures), ridicule, humiliation.</li> <li>• <b>Verbal:</b> name calling, sarcasm, spreading rumours, threats, teasing, making rude remarks, taunting, mocking someone.</li> <li>• <b>Physical:</b> pushing, kicking, hitting, pinching, throwing stones, biting, spitting, punching or any other forms of violence, taking or damaging someone's things.</li> <li>• Extorting money or items of value.</li> <li>• <b>Racist:</b> using racial taunts, graffiti, gestures, making fun of culture and religion.</li> <li>• <b>Sexual:</b> unwanted physical contact or sexually abusive or sexist comments.</li> <li>• <b>Homophobic:</b> focusing on the issue of sexuality. Dismissing it as 'banter'</li> <li>• <b>Alienation-</b> encouragement of peers to alienate the victim and treating the victim like an outcast. This so-called "pack mentality" is most frequently seen in secondary setting but can be evident at any age.</li> <li>• <b>Prejudice based/discriminatory bullying-</b> any of the above types of bullying that is motivated by hostility to certain individuals or groups due to their disability, race, religion, sexual orientation, gender identity or other perceived difference.</li> </ul>
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## Secondary Anti-Bullying and Mental Health and Wellbeing Policy

	<ul style="list-style-type: none"> <li>• <b>Cyber bullying:</b> setting up 'hate websites', sending offensive text messages or degrading images by phone, posting messages or images on social media, sending abusive emails to the victim via their mobile phones.</li> <li>• Any <b>unfavourable or negative comments</b>, gestures or actions made to someone relating to their disability or special educational needs.</li> <li>• <b>Gossiping and spreading hurtful rumours.</b></li> </ul>
<b>Where does bullying happen?</b>	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.
<b>Preventing bullying</b>	<p>Whole school initiatives and proactive teaching strategies will be used throughout the school to develop a positive learning environment with the aim of reducing the opportunities for bullying to occur.</p> <p><b>These can include:</b></p> <p>PD lessons, mental health lessons, regular SLT/year team leader and student-led assemblies; regular questionnaires; class rules; reviewing school policy; external visitors with personal experience of these incidents. Also Promotion of anti-bullying, diversity and equality week/days</p> <p><b>We will seek to prevent bullying by:</b></p> <ul style="list-style-type: none"> <li>• developing a code of behaviour (Swanlea Values and Stand-Up Speak Out Campaign) that sets out how everyone involved in our organisation is expected to behave, in face-to-face contact and online, and within and outside of our activities</li> <li>• holding regular discussions with staff, volunteers, children, young people and families who use our organisation about bullying and how to prevent it. These discussions will focus on: <ul style="list-style-type: none"> <li>▪ group members' responsibilities to look after one another and uphold the behaviour code</li> <li>▪ practising skills such as listening to each other</li> <li>▪ respecting the fact that we are all different</li> <li>▪ making sure that no one is without friends</li> <li>▪ dealing with problems in a timely manner and a positive way</li> <li>▪ checking that our anti-bullying measures are working well</li> </ul> </li> <li>• providing support and training for all staff and volunteers on dealing with all forms of bullying, including racial, sexist, homophobic and sexual bullying</li> <li>• putting clear and robust anti-bullying procedures in place</li> <li>• making sure our response to incidents of bullying takes into account: <ul style="list-style-type: none"> <li>▪ the needs of the person being bullied</li> <li>▪ the needs of the person displaying bullying behaviour</li> <li>▪ needs of any bystanders</li> <li>▪ our organisation as a whole</li> <li>▪ That all bullying incidents are considered a child protection concern when there is 'reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm'. (Children's Act 1989)</li> </ul> </li> </ul>

## Secondary Anti-Bullying and Mental Health and Wellbeing Policy

	<ul style="list-style-type: none"> <li>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. (<a href="https://learning.nspcc.org.uk/media/1598/anti-bullying-policy-example.pdf">https://learning.nspcc.org.uk/media/1598/anti-bullying-policy-example.pdf</a>)</li> </ul>
<b>How to recognise bullying</b>	<p>School staff will be alert to the signs of bullying and act promptly and firmly against it in accordance with this policy. All concerns about bullying at Swanlea School will be taken seriously and investigated thoroughly.</p> <p><b>Recognising and responding to bullying</b></p> <p><b>Signs and indicators</b></p> <p>Indicators that a child could be experiencing bullying include:</p> <ul style="list-style-type: none"> <li>being reluctant to go to school</li> <li>being distressed or anxious</li> <li>losing confidence and becoming withdrawn</li> <li>having problems eating and/or sleeping</li> <li>having unexplained injuries</li> <li>changes in appearance</li> <li>changes in performance and/or behaviour at school.</li> </ul> <p>Adults may notice that a child isn't spending time with their usual group of friends, has become isolated or that other children's behaviour towards a child has changed.</p> <p><a href="https://learning.nspcc.org.uk/child-abuse-and-neglect/bullying">https://learning.nspcc.org.uk/child-abuse-and-neglect/bullying</a></p>
<b>Reporting bullying</b>	<p><b>Pupils</b></p> <p>All pupils will be encouraged to report bullying by:</p> <ul style="list-style-type: none"> <li>Talking to a member of staff of their choice</li> <li>Using 'Swanlea is a telling School' - see extract from student planner below</li> <li>Completing a 'bullying concern/Stand-Up and Speak Out' form and placing it in the designated box</li> <li>Speaking to Stand Up and Speak Out (SUSO) ambassadors</li> <li>Seeking support from trained student leaders</li> <li>Contacting local and national support agencies for advice/support</li> <li>Using the safeguarding email (<a href="mailto:studentsupport@swanlea.co.uk">studentsupport@swanlea.co.uk</a>)</li> </ul> <p><b>Staff</b></p> <p>Staff who are being bullied will be encouraged to report it to a colleague of their choice and follow guidance in the staff handbook regarding logging bullying incidents. (Seeking advice from your union or staff advice line is recommended too).</p> <p><b>Parents</b></p> <p>Parents will be encouraged to report concerns about bullying and to support the school in tackling it. In the first instance parents will highlight any concerns to the relevant Learning Coordinator whose role it is to investigate the matter. This may be escalated to SLT and/or the safeguarding team if unresolved or of a serious nature. Parents should not try and resolve bullying directly with pupils or their families, as this can lead to escalating problems.</p>

# Secondary Anti-Bullying and Mental Health and Wellbeing Policy

<b>Responding to bullying</b>	<p>The school will take the following steps when dealing with concerns about bullying:</p> <p><b>When responding to incidents or allegations of bullying it's important for staff and volunteers to:</b></p> <ul style="list-style-type: none"> <li>• listen to all the children involved to establish what has happened</li> <li>• record details of the incident and any actions you've taken</li> <li>• inform the nominated child protection lead</li> <li>• inform parents and carers (unless doing so would put a child at further risk of harm)</li> <li>• provide support to the child/children being bullied, children who witnessed the bullying and the child/children who has been accused of bullying</li> <li>• ask the child/children who have been bullied what they would like to happen next</li> <li>• consider appropriate sanctions for children that have carried out bullying</li> <li>• continue to monitor the situation even if the situation has been resolved.</li> <li>• Use best-practice guidance from, e.g. <a href="https://learning.nspcc.org.uk/child-abuse-and-neglect/bullying">https://learning.nspcc.org.uk/child-abuse-and-neglect/bullying</a></li> </ul>
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## MENTAL HEALTH: MENTAL HEALTH DEFINITION

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

<b>Teaching about Mental health and wellbeing</b>	<p><b>Mental Wellbeing</b></p> <p><b>By the end of secondary school pupils should know:</b></p> <ul style="list-style-type: none"> <li>• how to talk about their emotions accurately and sensitively, using appropriate vocabulary.</li> <li>• that happiness is linked to being connected to others.</li> <li>• how to recognise the early signs of mental wellbeing concerns.</li> <li>• common types of mental ill health (e.g. anxiety and depression).</li> <li>• how to critically evaluate when something they do or are involved in has a positive or negative effect on their own or others' mental health.</li> <li>• the benefits and importance of physical exercise, time outdoors, community participation and voluntary and service-based activities on mental wellbeing and happiness.</li> </ul> <p>We will use assemblies to promote the school's values and systems to address bullying, ensuring information is passed to the student body.</p>
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## Secondary Anti-Bullying and Mental Health and Wellbeing Policy

	<p>We will follow the Personal Development (PD) curriculum to ensure that we teach mental health and emotional wellbeing issues in a safe and sensitive manner which help rather than harm.</p> <p>We will deliver this through the well-planned and resourced PD lessons that have a strong focus on promoting wellbeing and take an anti-bullying stance.</p> <p>We will address cyberbully and the negative use of social media in the Computer Science curriculum and the PD curriculum. Parents/Carers/Staff /Students are regularly signposted to engage with the school's commissioned resource, 'The National Online Safety App' (NOS). A free app designed to empower parents/carers/staff /students to understand and address online safeguarding risks – anytime, anywhere.</p>
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### **PREVENTION, IDENTIFYING and REFERRALS**

<b>Early identification</b>	<p>Our identification system involves a range of processes. We aim to identify children with mental health needs as early as possible to prevent things getting worse. We do this in different ways including:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Tutors and Learning Coordinators who have the best relationships and knowledge of students and other staff report concerns about individual children to the relevant lead persons.</li> <li><input type="checkbox"/> Student Support Panel (SSP) meetings which take place fortnightly.</li> <li><input type="checkbox"/> Weekly child Protection/Safeguarding Meetings.</li> <li><input type="checkbox"/> Specially convened parents' meetings. (PIE's)</li> <li><input type="checkbox"/> Regular meetings for staff to raise concerns.</li> <li><input type="checkbox"/> Safeguarding training for all staff conducted twice yearly.</li> <li><input type="checkbox"/> Enabling children to raise concerns to any member of staff.</li> <li><input type="checkbox"/> Enabling parents and carers to raise concerns to any member of staff.</li> <li><input type="checkbox"/> The promotion of mental health and well-being via the school's newsletter and the school's website.</li> <li><input type="checkbox"/> The school conducting regular focus groups with students to identify concerns.</li> <li><input checked="" type="checkbox"/> Student Surveys</li> </ul>
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# Secondary Anti-Bullying and Mental Health and Wellbeing Policy

<b>Warning signs</b>	<p>School staff may become aware of warning signs which indicate a pupil is experiencing mental health or emotional wellbeing issues. These warning signs should always be taken seriously and staff observing any of these warning signs should communicate their concerns to Mr. K. Miah or the Safeguarding Team.</p> <p><b>Possible warning signs include:</b></p> <ul style="list-style-type: none"> <li>• Physical signs of harm that are repeated or appear non-accidental</li> <li>• Changes in eating / sleeping habits</li> <li>• Increased isolation from friends or family, becoming socially withdrawn</li> <li>• Changes in activity and mood</li> <li>• Lowering of academic achievement</li> <li>• Talking or joking about self-harm or suicide</li> <li>• Abusing drugs or alcohol</li> <li>• Expressing feelings of failure, uselessness or loss of hope</li> <li>• Changes in clothing – e.g. long sleeves in warm weather</li> <li>• Secretive behaviour</li> <li>• Skipping PE or getting changed secretly</li> <li>• Lateness to or absence from school</li> <li>• Repeated physical pain or nausea with no evident cause</li> <li>• An increase in lateness or absenteeism</li> <li>• Presenting with high-risk behaviours.</li> </ul>
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## **CONFIDENTIALITY, DISCLOSURES and SIGNPOSTING**

<b>Managing disclosures and confidentiality</b>	<p>We should be honest with regards to the issue of confidentiality. If it is necessary for us to pass our concerns about a pupil on, then we should discuss with the pupil:</p> <ul style="list-style-type: none"> <li>• Who we are going to talk to</li> <li>• What we are going to tell them</li> <li>• Why we need to tell them</li> </ul> <p>We recognise how important it is that staff are calm, supportive and non-judgemental to children who disclose a concern about themselves or a friend. The emotional and physical safety of our children is paramount and staff listen rather than advise.</p> <p>Staff make it clear to children that the concern will be shared with the Mental Health Lead or the Safeguarding Lead and recorded, so that appropriate support to the pupil can be provided.</p> <p>All disclosures are recorded and held on the pupil's confidential file, including date, name of pupil and member of staff to whom they disclosed, summary of the disclosure and next steps.</p>
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## Secondary Anti-Bullying and Mental Health and Wellbeing Policy

<b>Signposting</b>	<p>We will ensure that staff, pupils and parents are aware of sources of support within school and in the local community. Below are examples of some of the providers that we use to provide student support:</p> <ul style="list-style-type: none"><li>• Step-Forward</li><li>• THEWS</li><li>• CAMHS</li><li>• Barnardo's</li><li>• NSPCC</li><li>• Breaking the Cycle</li><li>• Streets of Growth</li><li>• The Docklands Outreach Service</li><li>• KOOTH</li></ul>
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### **TRAINING**

<b>Training</b>	<p>All staff will receive regular training about recognising and responding to mental health issues as part of their regular child protection training in order to enable them to keep pupils safe.</p> <p>A senior leader currently leads the Equality, Diversity and Inclusion working group to address both anti-bullying and well-being issues.</p> <p>Training opportunities for staff who require more in-depth knowledge will be considered as part of our performance management process and additional CPD will be supported throughout the year where it becomes appropriate due to developing situations with one or more pupils.</p>
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### **CONSULTATION AND PARTNERSHIPS**

<b>Informing parents</b>	<p><b>Informing Parents</b></p> <p>Where it is deemed appropriate to inform parents, we need to be sensitive in our approach.</p> <p>It can be distressing for parents to learn of their child's issues and many may respond with anger, fear or upset during the first conversation. We should be accepting of this (within reason) and give the parent time to reflect.</p>
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# Secondary Anti-Bullying and Mental Health and Wellbeing Policy

## INTERVENTIONS

<b>Interventions being carried out already</b>	<p>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:</p> <ul style="list-style-type: none"><li>• Mental Health and Wellbeing Staff Lead</li><li>• Mental Health and Wellbeing Lead Governor</li><li>• Staff training</li><li>• Counsellor</li><li>• School-based social worker and nurse</li><li>• Embedded mindfulness practice</li><li>• Anti-bullying interventions</li><li>• Emotional literacy and conflict resolution</li><li>• Peer-led support</li><li>• Talk Time / SUSO Boxes - means for pupils to express any concerns or worries</li><li>• School Council</li><li>• Mental health and wellbeing addressed in the PD curriculum</li><li>• Work with parents</li><li>• Restorative Justice</li><li>• Targeted interventions with pupils who have a higher risk of developing a mental health problem</li><li>• Measure pupil / staff wellbeing</li><li>• Mental health and wellbeing is in our Development Plan</li><li>• Signposting information for governors, staff, pupils, parents, and carers</li><li>• Mental health working group</li><li>• Pupils, staff, parents, and carers are included in decision making</li><li>• Means to identify pupils at risk</li><li>• Mental health and wellbeing across curriculum and culture</li><li>• Create a safe environment for pupils and staff</li><li>• Carry out a staff wellbeing survey</li><li>• Referrals to external agencies, including NSPCC, CAMHS, etc</li><li>• Employer Assistance Programme for all employees of Swansea School</li></ul> <p><a href="https://www.annafreud.org/5-steps-to-mental-health-and-wellbeing">5 Steps to Mental Health and Wellbeing (annafreud.org)</a></p>
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## USEFUL LINKS and SUPPORTING ORGANISATIONS

<b>Name of organization</b>	<b>Description</b>	<b>Telephone number</b>	<b>Website</b>
<b>Childline</b>	Childline is a free, private and confidential service that you can access online and on the phone	0800 1111 (helpline for children)	<a href="https://www.childline.org.uk">www.childline.org.uk</a>

## Secondary Anti-Bullying and Mental Health and Wellbeing Policy

	for young people up to 19 years old		
<b>NSPCC</b>	The leading UK children's charity offering support with schools, therapeutic services, national helplines and support and advice for families	0207 825 2500	<a href="http://www.nspcc.org.uk">www.nspcc.org.uk</a>
<b>Anna Freud National Centre for Children &amp; Families</b>	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	<a href="http://www.annafreud.org.uk">Mental Health Resource for Schools &amp; Colleges   Anna Freud Centre</a>
<b>Step-Forward</b>	Provide a safe and welcoming space for young people to talk and get the support they need for mental well-being, sexual health, LGBT+	0207 739 3082 08000730003	<a href="http://www.step-forward.org/">http://www.step-forward.org/</a>
<b>Renaissance Foundation</b>	A specialist youth charity providing support to young carers and patients aged 12-18. They run a three-stage programme that focuses on strengthening resilience, developing soft skills, and raising aspirations.		<a href="https://www.renaissance-foundation.com/">https://www.renaissance-foundation.com/</a>
<b>Kooth</b>	Online mental wellbeing community including virtual counselling for young people	n/a	<a href="http://www.kooth.com">www.kooth.com</a>
<b>PAPYRUS</b>	Prevention of young suicide	0800 068 4141	<a href="http://www.papyrus-uk.org">www.papyrus-uk.org</a>
<b>Young Minds</b>	Champion young people's mental health and wellbeing	Parents helpline 0808 802 5544 from 9:30am - 4pm, Mon - Fri	<a href="http://www.youngminds.org.uk">www.youngminds.org.uk</a>
<b>Mind</b>	Advice and support on mental health and wellbeing		<a href="http://www.mind.org.uk">www.mind.org.uk</a>
<b>Anti-bullying Alliance (ABA)</b>	Brings together more than 65 organisations with the aim of reducing bullying and creating safer environments in which		<a href="http://www.anti-bullying.org">www.anti-bullying.org</a>

## Secondary Anti-Bullying and Mental Health and Wellbeing Policy

	children and young people can live, grow, play and learn.		
<b>Mencap</b>	Mencap is a learning disability charity that provides information and support to children and adults with a learning disability, and to their families and carers.		<a href="http://www.mencap.org">www.mencap.org</a>
<b>Stonewall</b>	The lesbian, gay and bisexual charity.		<a href="http://www.stonewall.org.uk">www.stonewall.org.uk</a>
<b>Educational Action Challenging Homophobia (EACH)</b>	Educational Action Challenging Homophobia (EACH) is a charity and training agency helping people and organisations affected by homophobia. The website gives guidance, contact details and a freephone helpline.		<a href="http://www.eachaction.org.uk">www.eachaction.org.uk</a>
<b>Beatbullying</b>	Beatbullying is the leading bullying prevention charity in the UK and provides anti-bullying resources, information, advice and support for young people, parents and professionals affected by bullying.		<a href="http://www.beatbullying.org.uk">www.beatbullying.org.uk</a>
<b>Childnet International</b>	Childnet International - The UK's safer internet centre		<a href="http://www.childnet-int.org">www.childnet-int.org</a>

### Links with other policies

<b>Policy</b>	<b>Why</b>
<i>Behaviour Policy</i>	Rewards and sanctions
<i>Safeguarding Policy</i>	Child protection
<i>E-safety policy</i>	Cyberbullying and e-safety
<i>Equalities policy</i>	Prejudice-related crime (homophobia, transphobia, race, religion and culture, gender) and SEN/disability
<i>Confidentiality Policy</i>	Reporting and recording
<i>PSHE/Citizenship</i>	Strategies to prevent bullying

## Secondary Anti-Bullying and Mental Health and Wellbeing Policy

**SWANLEA  
VALUES**

**RESPECT**  
everyone and celebrate diversity

**ASPIRE**  
to be the best in all that we do

**ACHIEVE**  
excellence



Swanlea School

**BEING BULLIED?  
WORRIED OR UNHAPPY  
ABOUT SOMETHING?**

**YOU CAN  
SPEAK TO  
ANY MEMBER  
OF STAFF.**  
EVERY MEMBER OF STAFF  
AT SWANLEA IS HERE TO  
HELP YOU. HOWEVER,  
YOUR TUTOR CAN BE A  
GOOD PERSON TO TURN  
TO, AS THEY KNOW YOU  
WELL.

**YOU CAN ALSO SPEAK TO  
A MEMBER OF OUR  
STUDENT  
LEADERSHIP  
TEAM.**  
WITHIN THE TEAM, THERE  
ARE STUDENTS WHO ARE  
PEER MENTORS WHO ARE  
SPECIALLY TRAINED TO  
HELP YOU. YOU CAN FIND  
OUT WHO THEY ARE BY  
LOOKING AT THE DISPLAY  
BY RECEPTION.

**YOU CAN ALSO WRITE PRIVATELY TO  
STUDENTSUPPORT@SWANLEA.TOWERHAMLETS.SCH.UK  
WHERE A MEMBER OF STAFF WILL BE  
ABLE TO RESPOND TO YOUR CONCERN.**

