



School Health & Wellbeing Service

e-bulletin

ISSUE 4 NOVEMBER 2018

Hello to you all from the School Health & Wellbeing Service - not long to go until Christmas! As the nights draw in, we hope that this edition of the service e-bulletin will help keep you warm and give you some useful updates around the world of PSHE education. As regular readers will know, the aim of these bulletins is to give colleagues an overview on current key issues around Personal, Social, Health and Economic education (PSHEe) and related topics. Hopefully you will find this latest edition as useful as ever.

We are keen to ensure that this bulletin gives you what you need, so if you'd like to get in touch with any suggestions, or to share any positive stories, resources or best practise with others then please contact us.

Please note, the stories in this e-bulletin are sourced from a range of services including the PSHE Association, DfE, Sex Education Forum and others who focus on supporting the health and wellbeing of children across the spectrum of PSHEe.

School Health & Wellbeing Service

The **S4S School Health & Wellbeing Service** offers specialist, high-quality support around the health and wellbeing practise of schools, particularly in relation to Personal, Social, Health & Economic education (PSHEe). The service's main motivation is to empower and support your school's delivery of PSHEe and whole-school approaches to promoting pupil health and wellbeing.

The various elements of the service can be accessed by either an agreed support package or an ad-hoc 'pay as you go' method. Packages of support run during the financial year (so from April to March) but these can be purchased to use at any time during the school year, so if you are not yet signed up to our service but find that you do now need support, please contact us and we will be happy to direct you to a package which can best meet your needs.

Please contact the School Health & Wellbeing Service via info@services4schools.org.uk if you would like any further information, to receive a service catalogue or to arrange a free initial planning meeting to see how the service could be of benefit to your school.

We are currently in the process of putting together the service offer to schools for next financial year, so if you have any feedback or would like to see us develop any new strands which would be useful for you, then please get in touch.

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Personal, Social, Health, and Economic education updates

In this section we look at recent developments and stories across PSHEe, including signposting to useful resources, reports and projects which might be of interest to schools.

Midlands PSHE Discovery Conference a big hit!

A big thank-you to all the primary schools who came along to the recent PSHE Discovery Conference which was held at the Molineux Stadium in Wolverhampton a few weeks ago. Over 50 delegates attended from schools across the region to hear from a range of speakers about effective PSHE and the changes which are due around statutory status.



This free event was delivered in partnership with Headway Education and 1decision, who showcased some of the 1decision PSHE resources which are available for primary schools. Colleagues heard from the founder and creator of 1decision, Hayley Sherwood, about the materials and were also able to take a look at the interactive film resources which form the basis of the 1decision programme.

For more information or to view these resources, please visit the 1decision website www.1decision.co.uk or email/call the team via info@1decision.co.uk or **01438 750330**.

No doubt the star of the show was Janet Palmer, the former HMI national PSHE lead, who shared her expertise on effective practice and the relevance of PSHE to safeguarding and wider school-life. The feedback we received from delegates was amazing and it seems clear that these types of informal events are valued by colleagues in schools, especially as an opportunity to take stock of PSHE provision and reflect on what this means to them individually. The success of the event also demonstrates the importance of a partnership approach to the field of PSHE education.

Whilst there is plenty of support and resource available to schools around the topic, it is important to remember that a combination of high-quality resources and advice, national best-practice and local know-how is the most effective way to ensure the needs of your pupils and school community are met.

The School Health and Wellbeing Service is already thinking about planning a similar networking event for schools in the new year, so please watch this space for developments as they unfold!

Anti-bullying week 2018: Choose Respect

The well-established national Anti-Bullying Week runs again this year from 12th – 16th November and the theme for 2018 is 'Choose Respect'. Although it is very important to stress that anti-bullying work in schools should always have a whole-year round focus, the week always offers up a good opportunity for school communities to promote the importance of their work around the many issues associated with bullying.

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The theme for this year's Anti-Bullying Week is to encourage all of us to choose respect over bullying. Following a consultation with over 800 children, teachers and members of the Anti-Bullying Alliance, it emerged that a top priority was emphasising that bullying is a behaviour choice, and that children and young people can set a positive example by opting to respect each other at school, in their homes and communities, and online.

The aims of AB week 2018 are to support schools and other settings to help children and young people, school staff, parents and other professionals who work with children to understand the following:

- **The definition of respect**
- **That bullying is a behaviour choice**
- **That we can respectfully disagree with each other i.e. we don't have to be best friends or always agree with each other, but we do have to respect each other**
- **That we all need to choose to respect each other both face to face and online**

We are sure you'll agree that this is a really positive way for schools to get into discussions with pupils and parents around bullying and there are a number of engaging and fun elements to the week planned.

Odd Socks Day for Anti-Bullying Week will again take place on the first day of Anti-Bullying Week (12th November). **Odd Socks Day** is designed to be fun and gives an opportunity for children to express themselves, celebrate their individuality and what makes us all unique! All they need to do to take part is wear odd socks to school! This year, kids' TV favourite Andy Day has created a music-video with his band 'The Odd Socks' to get everyone in the AB week mood! Schools can win a visit from Andy and the Odd Socks too! To download an Odd Socks Day School Pack and find out more about this part of Anti-Bullying Week, visit the **Odd Socks Day** part of the Anti-Bullying Alliance website!

With the support of the Royal Foundation and the Royal Cyberbullying Taskforce, Anti-Bullying Week will also hold its first ever '**Stop Speak Support** Day', highlighting the issue of cyberbullying, on Thursday 15th November.

The Royal Foundation Taskforce on the Prevention of Cyberbullying was established by the Duke of Cambridge to work with the technology industry to develop a series of commitments to help prevent the cyberbullying of children and young people, together with the guidance and expertise of charities, not-for-profit organisations and independent advisors. The Taskforce launched in May 2016 to develop an industry-wide response to the online bullying of young people.

As cyberbullying continues to be a significant issue for young people today, this element of the anti-bullying week resources will be of high-value to your work in schools. Please visit the **Stop Speak Support** part of the Anti-Bullying Alliance website for more information and resources.

A set of free teaching resources, including lesson and assembly plans and films on bullying, ideas for Odd Socks Day and Stop Speak Support resources about cyberbullying will be available in the run-up to Anti-Bullying Week – visit the <https://www.anti-bullyingalliance.org.uk/anti-bullying-week> for all the info and more to support all your anti-bullying work in schools. We hope you have lots of fun promoting these very important messages with your pupils.

Government Equalities Office anti-HBT bullying resource launched

The PSHE Association has been working with the Government Equalities Office (GEO) on an anti-homophobic, biphobic and transphobic (HBT) bullying project. The project aims to reduce the incidence of HBT bullying in primary and secondary schools in England by transforming the culture of how schools prevent and respond to HBT bullying.

The Association has reviewed a range of resources produced by six project partners - Stonewall; Barnardo's; The LGBT Consortium; Learn Equality, Live Equal; The Rainbow Flag Award; and the Metro Charity - to ensure consistency and quality of the different organisations' work over the course of the project.

A range of materials has now been created as a result of the project, including training for school staff and materials for use in the classroom, such as workshop packs, teaching resources, factsheets and posters. Schools can access these materials via a new online 'hub' which the PSHE Association has created to highlight materials produced by each project partner. Visit the hub [here](#).

If you're preparing for anti-bullying week then these free resources provide the perfect opportunity to ensure your school is equipped to address homophobic, biphobic and transphobic bullying through the PSHE curriculum, as part of a whole school approach to tackling these and other bullying issues.

New RSE audit tool launched by Sex Education Forum

The Sex Education Forum has recently published their new whole-school RSE audit tool. The tool has been designed to give a very straightforward snapshot of RSE provision in school and uses a traffic light 'RAG' rating system to enable the user (RSE coordinator/PSHEe coordinator?) to quickly identify areas of strength and those in need of development. The ratings are based on a set of best practice criteria mapped against a whole school approach and cover areas such as leadership, policy, pupil voice and parent communication.

The best practice criteria have been adapted from the old National Healthy Schools materials, which obviously still hold a lot of credence with many schools. In updating the materials, the SEF have also aligned the criteria with the language and concepts found in the Sex Education Forum '12 principles' for good quality RSE.

The audit tool can be used by anyone with responsibility for planning, reviewing or delivering RSE. The outcome may also be of interest to other stakeholders, such as members of senior leadership team, pupils and governing bodies and would be an excellent and simple starting point to determine any work which is required to support schools in advance of statutory elements (and wider best practise) for September 2020. To view the toolkit please visit the SEF website [here](#).

We would highly recommend schools using audit tools such as this for specific themes within PSHEe, or more broader toolkits to establish an understanding of health and wellbeing practise across school. Although it might not sound like the most exciting way to spend a few hours, it is an incredibly valuable way of evidencing where you are in terms of your provision. The School Health and Wellbeing Service has developed its own whole-school audit tool which we can use to establish areas of strength and development across PSHE and associated themes, so please let us know if you would like some support with any audit – we can help!

Focus on... anti-bullying policies

As anti-bullying week is coming up, we thought that it might be helpful if we took a quick look at the kind of content that you should be thinking about including within this statutory policy (yes, it is a statutory requirement!) Section 89 of the Education and Inspections Act 2006 states that maintained schools must have measures to encourage good behaviour and prevent all forms of bullying amongst pupils. Some schools choose to include this information in an anti-bullying policy, whilst others include it in their behaviour policy. However you document this, the information within it should form the lynchpin in your approach to dealing with bullying and related issues.

Below are a few useful pointers if you are reviewing or putting together an anti-bullying policy – we hope it helps!

Don't just 'Google' a copy...

Believe it or not, this does happen a lot! There are lots of AB policies out there in the ether but remember that they will be specific to the school they are written for... or should be. If you just download a copy and change the logo, then don't expect that your policy will be fit for purpose for your own setting – it won't be!

You should always include some specifics about your school to personalise it - background on your school community and an introduction to your whole-school approaches in dealing with issues is a good place to start. Talk about how you will challenge behaviours which are linked to bullying (name calling, teasing, unwanted touch) as a school and the role that all members can play in this.

To make sure that your policy reflects any specific needs of your school and pupils, then you should review it with a selection of key stakeholders from across your school – pupils, parents, staff, governors – so that they are consulted. This collaborative approach also has the added benefit of ensuring that your pupils will have a stake in writing the policy and be clearer on your expectations, and therefore their own behaviours, around the issue. Your policy will have much greater impact if you put in the effort of consulting with your community. Lots of schools also 'delegate' the development of their AB policy to students – this is worth considering!

You should also review the policy regularly – on an annual basis would be ideal and you can always use the focus of anti-bullying week to get this work started each year.

Which came first – policy or practice?

Like any good policy in school, your anti-bullying policy should be a direct reflection of your practice, and vice versa. What is clear from the many policies we have seen over the years is that it is often the case that policies get 'forgotten' and practice is not always consistent with policy – this is an easy trap to fall into. Take opportunities to constantly revisit and reinforce the policy by keeping its profile high, especially before any specific work or lessons are taking place in school. Of course, any good policy should also be broad and flexible enough to give you a range of clear options on how to deal with incidents – pupils should always be at the centre of the policy.

Include some aims of your policy – these will be a useful quick reference point at the start of your policy.

Be clear on what you mean by bullying

It is useful to include a list or definition of what you consider to be bullying behaviours; be explicit about any particular elements of bullying so that everyone understands what you will be looking out for and set clear boundaries.

Remember, bullying is not a one-off incident. The acronym **Several Times On Purpose** (STOP) is useful in highlighting this. Talk about how bullying can often be fuelled by prejudice and how you will work to create a culture where prejudice is not accepted. Be clear on what you mean by prejudice – reference behaviour such as those which are homophobic, transphobic, racist, targeted at faith, sexist and disablist.

You should also consider setting clear expectations of what you expect from those within your school community – pupils, staff and parents. Another good reason to involve them in any review! This could include their responsibilities in reporting incidents, challenging behaviours, creating a positive culture in school and how you can all work together to eradicate bullying.

You should also keep in mind and reference any legal requirements which might impact on your approach, such as the Equality Act. What do these look like in your school, in practise? Consider how you can celebrate diversity in a meaningful way. What do you need to do to be confident that anyone could walk into your school and feel welcome and included? A practical interpretation of these Acts and laws can often produce some fantastic work in school – and great evidence of this for inspection requirements, too.

Link it to other policies

To a greater or lesser extent, bullying in some form is an issue in many schools, so having a policy is not about saying you have an 'issue' with bullying – simply that you recognise how important it is to place clear expectations on how you tackle bullying as a school. Your AB policy needs to be linked to other important policies which will help you to combat any issues and keep the subject in mind. Obvious links would be to safeguarding policies, confidentiality, PSHE/curriculum policies, behaviour etc. As with these other important policies, it is imperative to make the document available to your school community. A simple way to do this is to publish it on your website but think about other ways you can highlight your policy to those who need to know as it will be an effective way of raising awareness.

Support for everyone

When bullying occurs, it can be devastating for the target and those around them. Ensure that you have adequate support and systems in place to support those who need it and make these very clear to everyone – a clear and effective way of reporting bullying is key. Do you have specific staff members who might pick this up? Often, schools can forget about the bully; it's worth remembering that they might need support as well as sanctions to help them change their behaviour. What additional support might those that have experienced bullying, and those that have bullied need? Are there opportunities for pupils to find alternative solutions to any issues?

You should also look to cover associated themes through your PSHE education programme and make this clear within your policy. A universal and regular approach to this topic will help to ensure pupils understand the impact that bullying can have. Don't limit yourself to curriculum time alone though – think how you can engage with pupils in other ways to support your anti-bullying ethos. Peer support, mentoring programmes and work with external services can all

contribute. A combination of these approaches can be used to support pupils around managing relationships, conflict, acceptable behaviours, self-mediating and celebrating differences and diversity.

You should also think about how you sign-post your pupils and parents to both direct and indirect support. There are a number of excellent national organisations who work to combat bullying (Kidscape, Anti-Bullying Alliance, Childline), so think about how you share this kind of information both formally and informally.

Be practical

Think about what issues might be taking place in your school – are there any specific 'hot-spots' in the school building and grounds which you could make changes to? You could do this by thinking about the experience of pupils in break and lunch times. Do you have a safe place that pupils can access if they need to? Include your response to bullying on the way to and from school and outside of school – bullying is not an issue which confines itself to any one time or place, especially with the technology and access pupils now have to each other. How can you work with external agencies and services to reduce risks? Do you train your staff to be aware of the signs of bullying? A pragmatic approach to reducing risks and opportunities for bullying incidents should be a key part of your approach.

Useful links and support services

Kidscape – <https://www.kidscape.org.uk/>

Anti-Bullying Alliance – <https://www.anti-bullyingalliance.org.uk/>

Bullying UK – <https://www.bullying.co.uk/>

The Diana Award Anti-Bullying Campaign – <https://www.antibullyingpro.com/>

Childline – <https://www.childline.org.uk/>

Hopefully these ideas and suggestions will be of use to you. In schools where their approach to bullying is more effective, there is a clear understanding that no one thing alone can deal with bullying, but a clear, well-researched, pragmatic and effective anti-bullying policy is an important part of the solution.

If you need any support in reviewing your anti-bullying policy, or any other policies linked to PSHE-themes, then please keep in mind that this is something that the School Health & Wellbeing Service can do for you – we love a good policy review!!

Training opportunities

Service Training Calendar: November 2018 – January 2019

As part of our regular programme of central training available to all school staff, we will be running the following sessions in the coming months:

Training session	Date/time
Relationships & Sex Education: Update & preparing for statutory status SOLD OUT	Thursday 22nd November, 12.45 pm – 4.30pm
Mental Health & Emotional Wellbeing in Schools: An Introduction for Governors (suitable for Governors only)	Tuesday, 27 November, 2pm – 4pm
Relationships & Sex Education (RSE): The Role of Governors (suitable for Governors only)	Wednesday 23rd January, 6pm – 8pm
Assessment in PSHE Education (Primary phase)	Thursday 31st January, 12.45 pm – 4.30pm

The sessions are available to all school staff, regardless of whether your school is signed up to a service package or not.

Please note, courses will run subject to sufficient delegate numbers. To book your place on any of these training sessions offered by the service, please visit www.services4schools.org.uk/training or contact Aqueel Hussain on **01902 203996**.

For more information on the training that we offer; or any other element of the service provided, then please contact us. We are always looking to develop new training sessions to meet the changing needs of schools, so if you have any suggestions or specific needs then please let us know.

CONTACT DETAILS

We would love to hear from you. Contact us via:

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