

### **How will we support your child's emotional, mental and social needs?**

Hollickwood offers a whole school broad curriculum that ensures pupils develop skills for resilience and a sound understanding of mental-health. There is also a wide variety of pastoral support for pupils who are encountering emotional difficulties. These include:

- Members of staff such as the class teacher, learning mentor and Inclusion manager are readily available for pupils who wish to discuss issues and concerns
- Trained Teaching Assistants and teachers carry out social skills groups targeted to the area of need
- The school's behaviour policy has an emphasis of a listening school. There are a variety of listening systems throughout the school such as 'Bubble Time.'
- Our Anti-Bullying Policy is clear in our supportive and preventative approaches
- Our highly skilled learning mentor, Zaineb Shah, works with children who have been referred through the Inclusion process and provides lunchtime clubs and support
- PSHE (Personal Social Health and Education) embedded in our curriculum and taught alongside subjects as well as discreetly if necessary
- The child's voice is prominent in our school through means such as school colleges, personalised learning and buddy support

### **Mental Health**

We support the mental health and wellbeing of our pupils by developing approaches tailored to the particular needs of our pupils. We believe early intervention to identify issues and provide effective support is crucial. Our role in supporting and promoting mental health and wellbeing can be summarised as:

- Prevention: creating a safe and calm environment where mental health problems are less likely, improving the mental health and wellbeing of the whole school population, and equipping pupils to be resilient so that they can manage the normal stress of life effectively. This will include teaching pupils about mental wellbeing through the curriculum and reinforcing this teaching through school activities and ethos;
- Identification: recognising emerging issues as early and accurately as possible;
- Early support: helping pupils to access evidence based early support and interventions; and
- Access to specialist support: working effectively with external agencies to provide swift access or referrals to specialist support and treatment.

### **Online Safety**

We realise that the internet and technology are an integral part of everyday life for children. It is important that we acknowledge the positive opportunities the internet provides for young people with Special Educational Needs and Disabilities (SEND). However, we recognise that children with SEND are more likely than their peers to experience online issues such as cyberbullying, online grooming and exploitation. Similarly, children with SEND are more likely to have their internet use restricted and therefore have limited opportunities to learn through experience, develop resilience or seek support, which would empower them to use technology safely. Here at Hollickwood we support our children in using information technology and see it as an excellent learning tool. Online safety is a fundamental part of our safeguarding responsibilities and we implement a range of targeted and differentiated strategies to enable learners with SEND to access the internet safely and appropriately. We use the LGFL (London Grid for Learning) platform, which is used by hundreds of schools nationally. LGFL operate a 10-layer security system that incorporates antivirus software as well as a web filtering system. We regularly teach the children about internet safety as well as teaching them good online practice. We ensure that we closely monitor the children's online activity and continually have open conversations about their online choices

## **Sexual Violence and Harassment**

Sexual violence and sexual harassment can occur between two children of any sex. They can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children. We know that children who are victims of sexual violence and harassment will likely find the experience stressful and distressing. At Hollickwood we believe that sexual violence and sexual harassment is not acceptable and will never be tolerated. We believe that it is important that all victims are taken seriously and offered the support they need. We recognise that children with Special Educational Needs and Disabilities (SEND) can be especially vulnerable and that additional barriers can sometimes exist when recognising abuse in SEND children. These can include:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
- the potential for children with SEND being disproportionately impacted by behaviours such as bullying and harassment, without outwardly showing any signs; and
- communication barriers and difficulties overcoming these barriers.

We take a whole school approach to safeguarding and child protection. All of our staff are trained to be vigilant of signs of abuse and harassment. We have a clear structure in place with a lead Safeguarding officer and our staff know what to do if they have a concern about a child, how to handle a disclosure, how to offer support to children and know where to go to if they need support.

We believe the most effective preventative education programme is through a whole school approach that prepares pupils for life in modern Britain. We have a clear set of values and standards, which are upheld and demonstrated throughout all aspects of school life. These are underpinned by our behaviour policy and pastoral support system, and by a planned programme learning delivered through the curriculum which addresses issues such as:

- healthy and respectful relationships;
- what respectful behaviour looks like;
- gender roles, stereotyping, equality;
- body confidence and self-esteem;
- prejudiced behaviour;
- that sexual violence and sexual harassment is always wrong; and
- addressing cultures of sexual harassment.