

SAFE & Well



Gartree High School's Termly Safeguarding & Wellbeing Bulletin

Issue 3

Autumn 2020

Welcome!

Welcome to the 3rd issue of "Safe & Well", our Termly Safeguarding and Wellbeing Bulletin. It has been great to get the students back to school and some sort of normality. Of course, things have changed and students and staff are constantly having to adapt to the changing circumstances that we all find ourselves facing. However, school is providing some sense of structure and routine to the students and they are responding in a fantastically mature and resilient manner. When we returned in August we began tutorial work on key concepts that we hoped would support the students on this journey. Part of this process involved sending summaries of each week's theme out to parents – we include all of those documents at the back of this issue for your convenience and future reference.

Finally, November sees National Anti-Bullying Week take place, so we spend a little time this edition looking at this issue.

Stay safe!

The Power of Water

We will look into the importance of a balanced diet in a future edition, but just wanted to remind everyone of the importance of drinking 8-9 glasses of water a day and the benefits that it has for us physically and mentally.

All students should bring a filled water bottle with them to school each day. This can be refilled in the school building when needed. You can get more information [here](#).



Online Safety

With Anti-bullying week approaching it feels like a good time to talk about online bullying. Sadly, with the progression of technology and increased use of Apps and messaging services, online bullying and unwanted behaviours become more common.

Good online practice is always the best first defence with online bullying; ensure your children are only using Apps that are age-appropriate, ensure they only “add” people they actually know, inform them to never disclose personal information or photos. Secondly, if they confront online bullying they should deal with it immediately – the graphic on the right has some great advice such as, screenshot the messages, block/report the person, inform a parent.

We cover online safety, including online bullying, in both PSHE and ICT lessons at Gartree, but if you would like more information the websites below, and the accompanying graphics, may help you:

- <https://www.bullying.co.uk/cyberbullying/>
- <https://www.saferinternet.org.uk/>



How to beat online bullying



Recognising cyberbullying

Cyberbullying is bullying via electronic means. This could be via the internet, phone, laptop, computer, tablet or online gaming



Abusive Messages



Unwanted Content

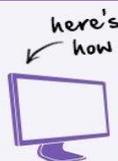


Impersonation

Cyberbullying is never okay.

Always take action

Taking Action



The most important thing to do if you're being bullied online is to take a screenshot.

Windows: PrntScrn Button
Mac: Command + Shift +3
Android: Vol Down + Power
iOS: Home+Sleep

The easiest way to stop someone bothering you online is to block their account from contacting you. Remember not to retaliate.



Most social networks will allow you to report offensive material. After taking a screenshot, you should report it to the service provider.

Cyberbullying is never okay.
Don't keep it to yourself.

Getting Advice and Support

Always talk to someone you trust



Parent



Teacher



Friend

There are lots of organisations that can give you advice and support:

www.childline.com
www.iwf.org.uk
www.childnet.com

Play your part

If you see cyberbullying, speak up!

Always think before you post. Would you say it face to face?

Never share abusive messages, images or videos.



Cycling Safety

With the Government and Local Authority advising people to cycle or walk to school in the wake of the pandemic we have seen an increase in students cycling to school. As an advocate of a healthy and green lifestyle this has been great to see and we have definitely noticed an increase in numbers of those cycling.

However, as the clocks go forward and the weather begins to deteriorate we felt it was a good time to remind students and staff of some key safety points:

- Ensure your bike is road-worthy – regularly check brakes, chains, lights and other key parts.
- Be seen – ensure you have working lights, reflectors and try to wear bright, visible clothing.
- Wear a lid – Ensure you have a cycling helmet – you can even buy these now with built in lights.
- Sensible cycling – cycle sensibly, consider other road users and pedestrians, use signals and please don't cycle on school property.
- Be secure – even though our site and bike sheds are secure, take extra precautions and bring a lock and use it to secure your bike further.

Find out how you can stay safe cycling in the winter online at www.environment.admin.cam.ac.uk/what-are-we-doing/travel

BE SAFE BE SEEN

- 1 Wear bright reflective clothing.
- 2 Put a white front light and red back light on your bike.
- 3 Put a red back reflector on the back of your bike.

CUenvironment
@CambridgeSust

Web: www.environment.admin.cam.ac.uk
Email: environment@admin.cam.ac.uk

THE CAMBRIDGE *green* CHALLENGE

More information can be found here: <https://www.cycletraining.co.uk/cycle-training-and-cycle-safety/safety-first-cycling-at-night/>



Bullying

National Anti-bullying week takes place Monday 11th November – Friday 15th November. At Gartree, we always take a firm and proactive stance around bullying. Students look at bullying in their PSHE lessons and will also have set tasks to complete in tutorial during Anti-bullying week.

Over the last year we have raised the profile and simplified our stance on bullying with a clear “STOP” campaign (see poster below) to define to students and staff what bullying is and how to respond if they witness or are victim to it. We also have a monitored email address where students can report incidents of bullying in a discreet fashion and have this advertised on posters and business cards around school (see below).





BULLYING



	What is Bullying?	What to do about it?
S	Several	Start
T	Times	Telling
O	On	Other
P	Purpose	People

We want Gartree to be a safe place where pupils feel happy, protected and are free to express themselves. We take this responsibility very seriously and will not tolerate bullying in any form.

If you think you are being bullied or you witness bullying:

- Ask the person to stop.
- Remove yourself from the situation
- Talk to a member of staff about it (e.g. your Tutor or Pastoral Team)
- Use the e-mail system to report it:

stop@gartree.leics.sch.uk

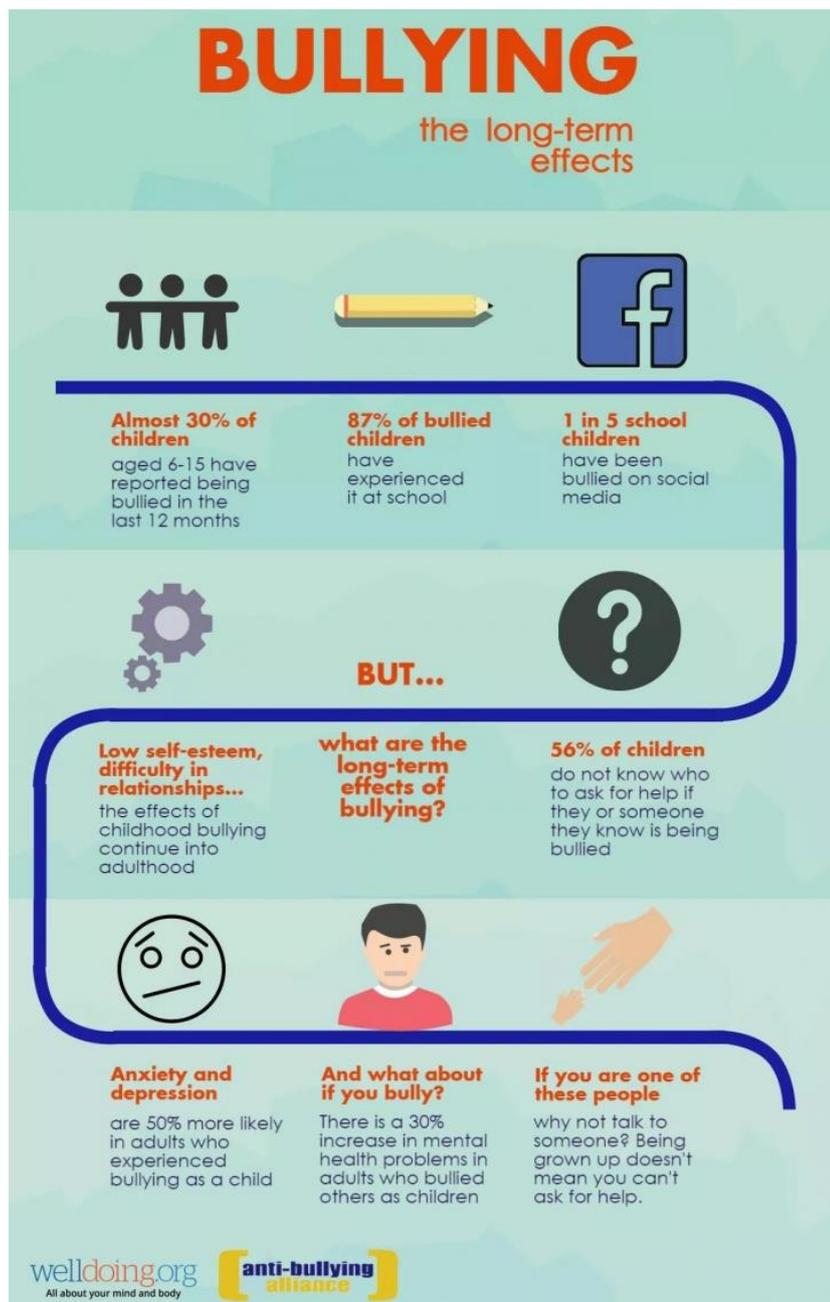
*“Bullying is **repeated** behaviour towards **another** that is **intended to hurt** someone either physically or emotionally.”*



Bullying

*"Bullying is **repeated** behaviour towards **another** that is **intended to hurt** someone either physically or emotionally."*

Often, people mislabel bullying which then detracts from genuine instances of bullying. Falling out with a friend or shared common jokes or "banter" are not bullying. However, sometimes these things can become bullying. For example, what one person sees as "banter" may not be perceived that way by another and if it continues can quickly escalate into bullying. Likewise, a rift between friends is a normal part of growing up, but when others become involved and one person is on the end of repeated and intentional behaviour against them it becomes bullying.



The effects of bullying are chronic and can last long into adulthood – affecting mental health, dependency issues and employability.

It is important that we understand that all people are at risk of being involved in bullying either as a bully, victim or bystander. Each of these roles provides an opportunity to do good, make the right choices and have a positive impact on bullying.

There are some useful anti-bullying websites at the end of this edition as normal and you may find the following clip from the Anti-Bullying Alliance interesting and one to share with your child(ren):

<https://youtu.be/DOeRmP3XRHg>



Teen Sleep

We spoke last time about the importance of sleep and now award winning “The Sleep Charity” is launching its brand new Teen Sleep Hub. It’s an amazing resource that has been developed alongside a Youth Advisory Panel (young people aged 13-19 across the country). The hub – which includes a website and eBook – addresses poor sleep and its link with mental health as part of our wider Teen Sleep Matters campaign. For more details visit: teensleephub.org.uk

ONCE UPON A BEDTIME

Everyone needs sleep – especially teenagers – yet you may find it can be difficult to get the sleep you need.

Why? Well there are lots of different reasons. Some of them you can't help and are biological, making you want to go to sleep later, whereas others you can monitor such as your social media usage and homework schedule.

Sleeping difficulties commonly arise due to physical, mental, and social changes taking place in a teenager's life. The pressures of homework, exams, relationships with friends, social activities, part-time jobs and a host of fluctuating emotions can make it difficult for you to relax at night.

45%
45% OF ADOLESCENTS REPORTED GETTING LESS THAN EIGHT HOURS PER NIGHT!

HIT THIS LOGO IF YOU WANT TO RETURN TO THE BEGINNING OF THE BOOK »

USE THESE TABS TO SCROLL THROUGH TO THE CHAPTERS »

CHAPTER ONE: SLEEP MATTERS
CHAPTER TWO: THE SCIENCEY BIT
CHAPTER THREE: SLEEP ISSUES
CHAPTER FOUR: SLEEP STRATEGIES
CHAPTER FIVE: SLEEP DIARIES
CHAPTER SIX: WHEN TO ASK FOR HELP
CHAPTER SEVEN: THE OTHER BITS

In this book and within our hub, we'll share our top tips to help you get good quality, restorative sleep. But more importantly than that, we'll also tell you WHY you should do these things, explaining the science behind it all and how it impacts on other areas of your wellbeing such as mental health. With this knowledge and understanding, you'll feel more confident in making the right changes to your sleep.

Everyone has issues with their sleep at some point but the trick is to discover why you are struggling and what you can do to improve things.

teensleephub.org.uk | 2



Notices:

Let's Talk Wellbeing

If you are aged 16 or over and suffering with anxiety, depression or similar issues, you may be able to get help from "Let's Talk Wellbeing". Referrals can be completed by your GP or you can self-refer. If successful, you will meet regularly with a therapist and discuss a programme of support and activities going forward. For more details please see:

<https://www.leicestercityccg.nhs.uk/my-health/leicesters-health-priorities/mental-health/lets-talk-wellbeing-leicester->



Thanks & Recognition

We have recently launched Thanks & Recognition cards. Students and staff can nominate each other and complete one of these cards and post them in the box in Student Reception. We're hoping this will help us in our ongoing aim to foster a culture of appreciation, recognition and kindness amongst all of our community.



Wellbeing Ambassadors

At the time of writing (late October) our 10 new Wellbeing Ambassadors are about to receive their virtual training. These will be supported by Miss Brooks and Miss Baker. We look forward to seeing what positive initiatives they can bring to Gartree and will update you of these in a future edition.



Student Details

The usual reminder that as always, as part of our Safeguarding responsibilities, it is important that we have the correct details regarding students' contact details, medical information etc. Please remember to update these by contacting us:

admin@gartree.leics.sch.uk or 0116 2717421



Useful Websites/Contacts:

- www.itai.info/ - PREVENT information and advice
- www.anti-bullyingalliance.org.uk – Anti-Bullying information and advice
- www.bullying.co.uk – Anti-Bullying information and advice
- www.nspcc.org.uk – Support for many areas around child welfare & wellbeing
- www.childrensociety.org.uk/ - Charity supporting vulnerable children
- www.childline.org.uk/ - Information and advice in lots of areas
- www.youngminds.org – Information and advice for young peoples’ Mental Health, including a great section for Parents
- www.net-aware.org.uk/ - Parent guides to Apps and gaming
- www.bbc.co.uk/webwise/topics/safety-and-privacy/ - Online safety
- www.saferinternet.org.uk/advice-centre/parents-and-carers/parental-controls-offered-your-home-internet-provider - How to set Parental controls on your internet
- <https://lrsb.org.uk/> - Leicestershire & Rutland Safeguarding Board
- www.firstcontactplus.org.uk/ - Leicestershire advice and support
- www.fearless.org/en/campaigns/county-lines - Information on “County Lines”
- www.kooth.com – Free online counselling for young people
- <https://www.camhs-resources.co.uk/> - Resources from CAMHS
- safeguarding@gartree.leics.sch.uk – Gartree safeguarding email address



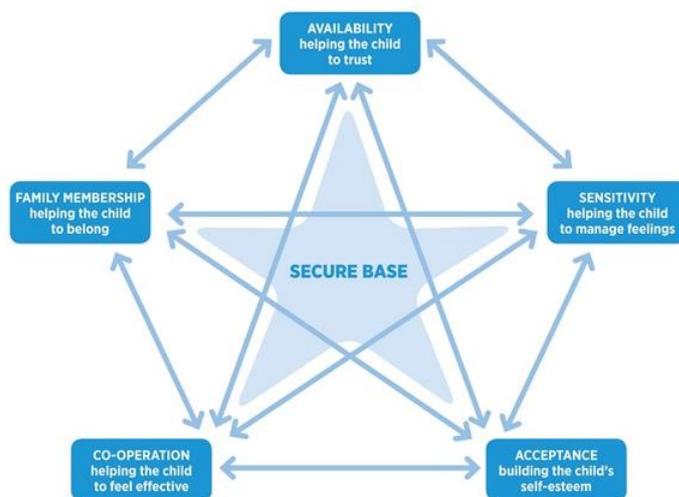
Week 1: A Safe & Secure Base

During this week we will be trying to get students to re-establish a positive relationship with school and school staff. One of the key things for students trying to return to normality is being able to identify a base of support, both in and out of school.

Tutors will be encouraging conversations with students about the last 6 months and how it has affected them, what has changed? What hasn't? Are there positives to the experience as well as negatives? Students will also be identifying the different people that support them in and out of school. These conversations will get students to understand that it is good to talk about these events and that they can do so in a safe and secure forum.

Safe & Secure Base

To enable young people to feel confident to express themselves, they need to know that those around them are there for them. The research suggests that there are 5 key “Caregiving Dimensions” i.e. 5 characteristics that we, as Parents and Teachers, can show to encourage that security. Teachers will be trying to provide these in their daily work with our students. Find below these 5 Dimensions and some tips on how you can demonstrate these at home in your day-to-day interactions with your child.



Caregiving Dimension	How to demonstrate these as a Parent or family member
Availability	Make time and emotional space to talk to your child about things e.g. how are they feeling? What are they worried about? If they try to do this when you are busy, give them a time that you will catch-up with them. Plan regular “check-ins” with them at least weekly.
Sensitivity	Be aware of how they are feeling. Are they saying they’re OK, but showing signs that they’re not? E.g. moody, withdrawn etc. When discussing things with them, be sensitive to their feelings e.g. if they feel something is a big deal confront it as such, if they have a difference of opinion – acknowledge that this is fine.
Acceptance	Accept that their opinions and feelings may be different from you, your family’s or their peers. Tell them it’s OK. Point to examples where difference is celebrated. Is your child able to tell you 5 things about them that make them different (and therefore unique) to others?
Cooperation	Encourage your child to cooperate with your family – is there a shared goal as a family that you could work towards? Are there hobbies and activities you can do together? A favourite sports team? Helping with the weekly shopping list? All of these can remind the child that their efforts and opinions are valued and needed.
Membership	Similar to Cooperation – what other ways does the child belong to the family? E.g. sharing the same sense of humour, has the same traits etc. Tasks like creating a family tree, speaking to elderly relatives and interviewing other family members can all encourage this.

Much more detailed information can be found here: <https://www.uea.ac.uk/providingasecurebase/the-secure-base-model>



Week 2: Transition, Change & Anxiety

Students at Gartree have returned to school demonstrating resilience and an excellent attitude to learning. However, we are aware that the impact of coronavirus will affect many of our cohort for some time to come.

Students have had to negotiate lockdown, a return to school, and many other life changes this year, and we are aware that for many – students, their family, and even our staff, transitions can cause stress and anxiety. This week, students will explore the core concepts of stress and anxiety, when stress and anxiety are positive and can encourage us to do our best, but also when intervention may be required to get them (and their peers) back on track.

HOW TO DEAL WITH STRESS AND ANXIETY

MIND

- Accept that you cannot control everything.**
Put your stress in perspective: Is it really as bad as you think?
- Do your best.**
Instead of aiming for perfection, which isn't possible, be proud of however close you get.
- Maintain a positive attitude.**
Make an effort to replace negative thoughts with positive ones
- Learn what triggers your anxiety.**
Is it work, family, school, or something else you can identify? Write in a journal when you're feeling stressed or anxious, and look for a pattern.

We will encourage students to be mindful.

We hope that all students are now aware of the support in place, should they have any worries about themselves or others:

- We know that many students will have preferred members of staff to talk to about their wellbeing. **Every member of staff** is available to talk about mental health, even if only to direct them to more specialist care.
- Our **Tutors** and the rest of the **Pastoral Team** are experienced in all aspects of care, and are available to talk. Students can send emails to the Pastoral Team too, if they prefer.
- Our **School Nurse** and **School Counsellor** are on-hand to chat about any worries – be they related to lockdown, or other Health matters. Appointments can be made through Pastoral or Reception.
- Students are reminded to make use of the people who know them best, too - their **family** and **friends** will be key to getting us back on track.

For more information about wellbeing as a parent or carer, do not hesitate to contact your child's Tutor, the Pastoral Team, or Mr Bull (Head of PSHE).



Week 3: Resilience

During their time away from school and throughout their return, our students will have encountered many different challenges. In week 3, we will be helping them to develop skills that will allow them to become more resilient. We will be encouraging them to change their perspective on situations, allowing them to be more optimistic and able to reframe challenges. We hope to arm them with the tools needed to tackle problems head on and over-come any adversities that they are facing.

It is important that our students are able to develop their resilience as, not only will it help them in the immediate future, but it will become a vital skill throughout their academic and professional careers as well as in their personal lives. Resilience is key in enabling students to ‘bounce back’ and check in with their mental health.

BUILDING RESILIENCE



FAMILYWELLNESSPROJECT

TOP TIPS

Resilience is our ability to cope in the face of adversity, trauma or stress. This is something we begin to learn in childhood.

Here are some top tips for helping children build resilience.

- ✔ Remember, bad feelings don't last, have a purpose and prompt us to do things differently.
- ✔ Try to normalise setbacks. Help your child to see that it is not unusual to have difficulties in life.
- ✔ Help them to see that problems can be solved.
- ✔ Encourage young people to keep things in perspective – the problem is usually confined to only one part of their lives.
- ✔ Remember the value of humour – laughing can be a great release (but only if it is well-intentioned).
- ✔ Encourage children/ young people to accept responsibility for their actions.
- ✔ When reading stories, or discussing events, point out how people manage to overcome difficulties.
- ✔ Remember that learning is often frustrating. Encourage children/ young people to persist and believe they can get there.
- ✔ Provide support. Help them to see there are people who care about them and can give them help and advice when needed.
- ✔ Create a positive environment emphasising the importance of relationships and having a sense of purpose.

For more resources on mental health visit www.parentingni.org/family-wellness-project



HOW TO BUILD RESILIENCE:
Bouncing Back in Difficult Times

PERSONAL VALUES
ETHICS
VIRTUE
FREEDOM
PHILOSOPHY
FAITH
MORAL
TRUTH
HONESTY
DECENCY

YOUR STRENGTHS

LONG-TERM GOALS

WELLNESS



Gartree High School Recovery Curriculum – Parent Carer Information

Week 4: Reconnect – Community and Connectivity

Students will discuss inspirational stories from the pandemic to highlight the importance of community and connecting with others.

There will also be an opportunity to celebrate our local heroes and also to signpost students and families to sources of support for helping our community recover from the crisis and also build a stronger foundation for the future.

One thing that we have seen all over the world is that kindness is prevailing in uncertain times. People are coming together to sing on balconies in Italy, others are setting up groups to offer support to the elderly or vulnerable - like collecting groceries or calling them for a chat. We have heard stories of people having virtual movie nights and creating choreographed dances over video chat to share with the world.

We have learnt that amid the fear, there is also community, support and hope

The added benefit of helping others is that it is good for our own mental health and wellbeing. It can help reduce stress and improve your emotional wellbeing. In short, [doing good does you good.](#) Acts of kindness make the world a happier place.

Get involved with random acts of kindness

- Call a friend that you haven't spoken to for a while
- Tell a family member how much you love and appreciate them
- Make a cup of tea for someone you live with
- Arrange to have a cup of tea and virtual catch up with someone you know
- Help with a household chore at home
- Arrange to watch a film at the same time as a friend and video call
- Tell someone you know that you are proud of them
- Tell someone you know why you are thankful for them
- Send a motivational text to a friend who is struggling
- Send someone you know a joke to cheer them up
- Send someone you know a picture of a cute animal
- Send an inspirational quote to a friend
- Send an interesting article to a friend
- Contact someone you haven't seen in a while and arrange a phone catch up
- Spend time playing with your pet
- Reach out to call a friend, family member or neighbour who is experiencing loneliness or self-isolation
- Donate to a charity
- Lend your ear – call a colleague and ask how they're finding the change in routine
- Give praise to your colleague for something they've done well
- Arrange to have a video lunch with a colleague
- Send an inspirational story of kindness people around the world are doing for others to someone you know
- Donate to foodbanks
- Offer to skill share with a friend via video call - you could teach guitar, dance etc.
- Offer support to vulnerable neighbours
- Offer to send someone a takeaway or a meal



Local Sources of Support

NHS – Ever Mind Matters

<https://www.nhs.uk/oneyou/every-mind-matters/your-mind-plan-quiz/>

This site offers support for individuals and great advice for parents/carers as to how to support your own and young people's mental health during this time.

Oadby and Wigston Community Hub

https://www.oadby-wigston.gov.uk/pages/coronavirus_community_hub

The site offers support for individuals in the local area and opportunities to volunteer.

If you are worried about yourself or someone else who is alone and in isolation, and you/they require assistance, please contact:

Contact: Community Hub Support Team

Telephone: 07824 462 038

E-mail: communityhub@oadby-wigston.gov.uk

(Use the subject line: 'Assistance Required - Community Hub: Coronavirus (COVID-19)')

Out of hours emergency telephone number: please telephone (0116) 288 8961 and the recorded message will give you the emergency contact number. You can also [visit our out of hours emergencies web page](#).

Leicester City Council

<https://www.leicester.gov.uk/your-council/coronavirus/>

A range of guidance and support for families living with Leicester city. For support Please email:if you need support to get food or other essential supplies

- if you need help to pay for fuel, rent, council tax or other bills
- if you are concerned about a resident who is vulnerable or isolated who needs help
- if you are having trouble booking your food delivery slot from a supermarket (please put priority shopping in the email title).

Email c19support@leicester.gov.uk giving a contact telephone number if possible. If you are telling us about another person please get their permission before giving us their phone number or address. A member of staff will call you back between 9.30am and 4pm, Monday to Friday.

