

The Pastoral World at CCHS

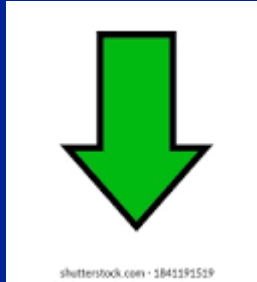
Miss Harrison
Deputy Headteacher, Pastoral



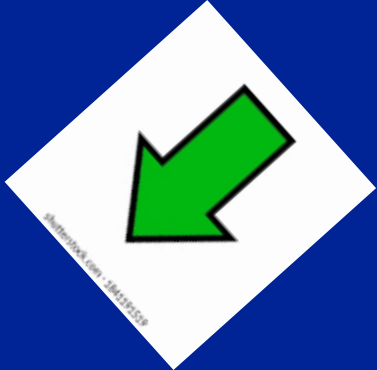




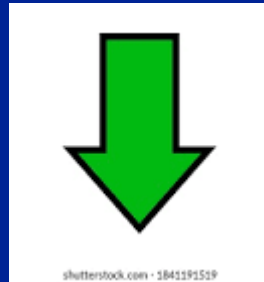
FEELING OVERWHELMED



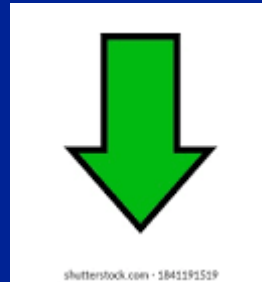
TELL SOMEONE



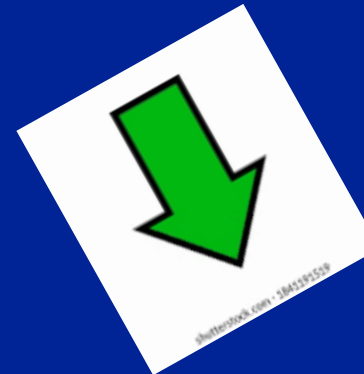
FORM TUTOR



YEAR LEADER



**MRS Lewis
SPL**



**MISS HARRISON
DSL**



**Year 8 Leaders:
Miss Stevens/Mrs Goksel**



**Senior Pastoral Leader:
Mrs Lewis**





Safeguarding at CCHS

Do you have a Safeguarding concern?



Please report any issues to:

<p>Miss F Harrison</p> <p>Designated Safeguarding Lead</p> <p>Deputy Headteacher</p>		<p>Mr S Lawlor</p> <p>Deputy Designated Safeguarding Lead</p> <p>Headteacher</p>	
<p>Mrs J Cross</p> <p>Deputy Designated Safeguarding Lead</p> <p>Deputy Headteacher</p>		<p>Dr M Palmer</p> <p>Deputy Designated Safeguarding Lead</p> <p>Assistant Headteacher</p>	
<p>Mrs N Lewis</p> <p>Deputy Designated Safeguarding Lead</p> <p>Senior Pastoral Leader</p>		<p>Mrs E Hiett</p> <p>Deputy Designated Safeguarding Lead</p> <p>Year Leader</p>	

Fiona Harrison
Designated Safeguarding Lead
fharrison@cchs.essex.sch.uk



Early intervention:

- Form Tutors
- Year Leaders
- Mental Health First Aiders
- Young Carer support
- School Nurse
- Renew Counselling
- SENCO
- CAMHS





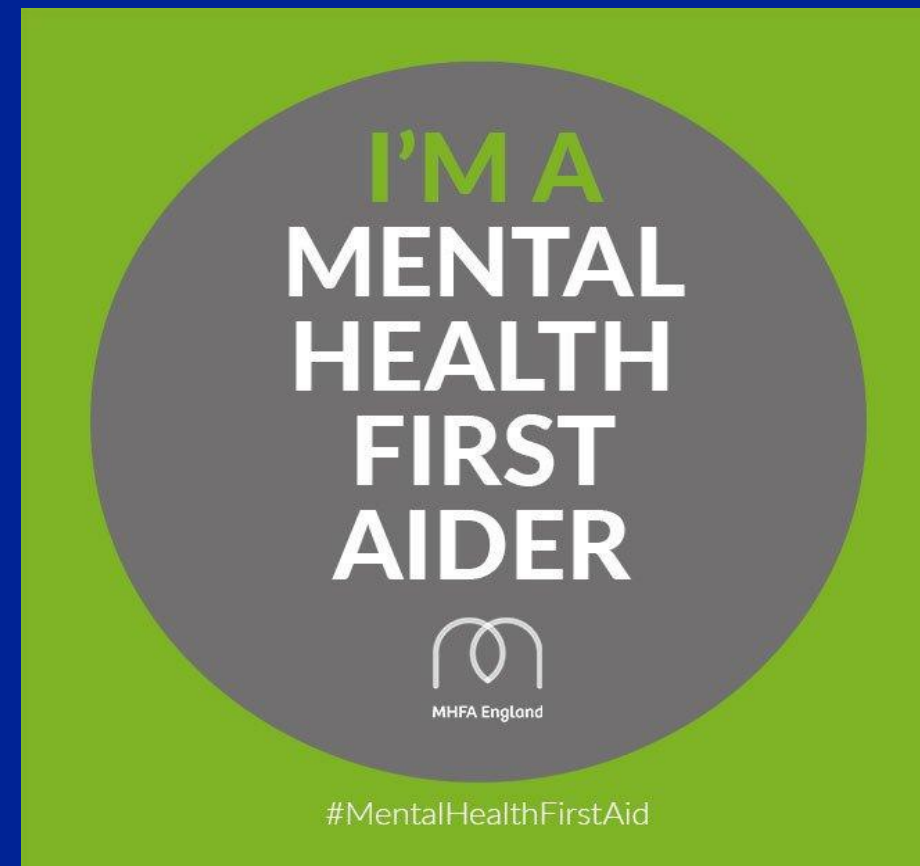
Mental Health First Aiders

Supporting Student wellbeing at
Chelmsford County High School for Girls



Miss F Harrison Deputy Headteacher, Pastoral Designated Safeguarding Lead 	Miss H Pocock SENDCO Teacher of Geography 	Mrs N Lewis Senior Pastoral Leader Teacher of Computer Science 
Mrs V Goksel Year Leader Teacher of Biology 	Miss J Stevens Year Leader Teacher of Art 	Miss G Sales Subject Leader of P.E. 
Mrs C Fairchild SENDCO Support Assistant 	Mrs E Hiett Year Leader Teacher of Chemistry 	Mrs R Connolly Year Leader Teacher of Physics 
Mr B Copper Year Leader Teacher of English 	Miss C Burnham Year Leader Teacher of P.E. 	Mrs R Dale HR & Admin Manager 
Mrs C Maslin Admissions Officer Pastoral Administrator 		

Lunchtime drop-in every Friday at 1pm



Chelmsford County High School for Girls

Young Carers drop-in Friday lunchtime 12.35 to 1pm

Congratulations

Chelmsford County High School for Girls, Essex

has successfully gained a bronze
Young Carers in Schools Award

Charity Registration No. 221124
© The Children's Society 2021.
Photo: Getty. Photo posed by model. MCB168/1221

**CARERS
TRUST**

&

**The
Children's
Society**





Mental Health Network

BY THE STUDENTS FOR THE STUDENTS



Essex CAMHS (Child and Adolescent Mental Health Services) Instagram:





A place where young people aged 10-16 can learn how to look after their emotional and mental health and find ways to help them bounce back when life gets tough.



Don't mess with
'The Big Three' in the first two decades of life:

Sleep
Hydration
Nutrition

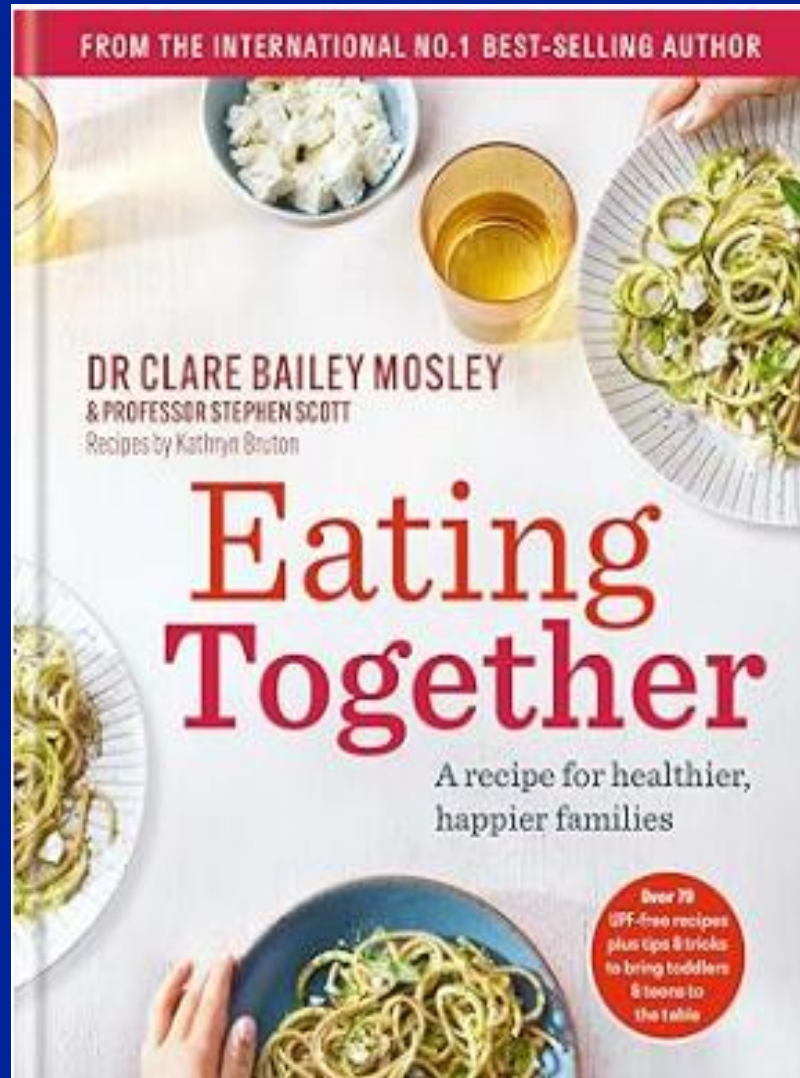


POSITIVE MENTAL HEALTH

At home:

- PROTECTIVE FACTORS- connected
- RISK FACTORS - disconnected





'In a busy hyper stimulating world, pockets of peace and connection are vital but hard to find - especially with those we love. The wonderful Clare Mosley reminds us of the value of the family mealtime not just in terms of food and nutrition, but also in terms of communication and connection. LOVE this book.' - **PROFESSOR TANYA BYRON**

Sleep:



Headspace

Headspace is a science-backed app in mindfulness and meditation, providing unique tools and resources to help reduce stress, build resilience, and aid better sleep.





Friendships

Friendships can be really positive. Having friends that make you feel good about yourself is important. Being a good friend is also important. If you are feeling like you do not have good friendships, feel lonely, or find it difficult to get on with other people there are lots of resources here that may help.



How to feel confident saying no when you're feeling pressured

Support and advice for if you are worried about being pressured by your friends and strategies for how to get better at saying no when you want to. →

Friendship Guide for Young People

Advice and Tips for Young People by Young People on Friendships

How to support a friend

<https://www.mind.org.uk/information-support/for-children-and-young-people/how-to-support-a-friend/> ↗

BeFree Positive Relationships Service

BeFree Positive Relationships Service is for 10–18 year old females, including transgender individuals, living in Kent. ↗



Emotions and Behaviours

It's normal to experience a variety of feelings as we encounter different situations in life so try not to think of certain emotions as being 'bad' or 'negative' as all emotions are valid.

How I cope:

A YOUNG PERSON'S GUIDE

Strategies and sources of support that young people use in difficult times.

Described by over 70 young people as part of the HeadStart research project and developed for this guide by the HeadStart National Young People's Group.

www.ucl.ac.uk/children-policy-research/how-i-cope-young-persons-guide

Activities



Doing different activities to:

Take your mind off your problems, have fun and relax

Everyone has their own activities that they find helpful

For example:

- Jigsaws and other types of puzzles
- Making things
- Watching TV or movies
- Writing poetry
- Drawing
- Listening to music

When **doesn't** activities help?

When you get frustrated with the activity, like when you can't find the right piece for your puzzle

Techniques



Using different techniques to try to regulate your emotions

Whether you use a particular technique depends on the situation

For example:

- Counting to 10 to calm down when you are angry
- The 54321 exercise - being aware of your senses

When **doesn't** techniques help?

Sometimes you can forget to use a technique in the heat of the moment

Ignoring, distracting and disengaging



Disengaging from problems by:

- Distracting yourself
- Forgetting problems
- Putting problems out of your mind
- Ignoring problems and people who are upsetting you (like bullies)

When **doesn't** this help?

Sometimes you need to try and solve a problem, rather than ignore it.

Positive thinking



Trying to see the positive side of difficult situations

Thinking positive thoughts to cheer yourself up

Not giving up

For example:

- Feeling proud of your achievements
- Realising why you don't need to worry about something

When **doesn't** this help?

Thinking positively can sometimes be really hard to do

Acceptance



Waiting for problems to go

Becoming used to difficult situations

Accepting that some aspects of life can be hard

This is helpful when:

- There are things that you can't control
- When you have to do something that you don't want to do

When **doesn't** this help?

Acceptance isn't helpful if a situation is really bad or if it could hurt you

Responding vs Reacting



Handling arguments with others by either:

Responding

- Taking a breath and thinking about what you are going to do next - Standing up for yourself or making peace
- Seeing both sides of the argument, understanding each other, and then discussing it
- Talking to a teacher or parent about it first

Reacting

- Doing what immediately comes into your mind

When **doesn't** this help?

Reacting isn't always the best thing to do as it can lead to more conflict.

Bottling it up



Preferring not to talk about your problems with others.

When **doesn't** this help?

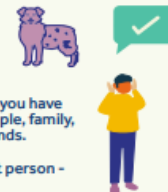
Bottling it up rarely helps

Think of it like a glass of water:

- If you hold onto the glass for an hour then it gets heavier
- If you hold onto it for even longer then your hand goes dead
- Talking to people is like putting the glass down on the table

You can't talk to everyone. You can try out different people to talk to.

Talking



Talking to someone who you have built trust with, for example, family, pets, school staff, or friends.

You need to find the right person - personality is important.

The right person:

- Cares about you
- Wants to hear what you say
- Validates what you are going through in your own terms

When is talking **unhelpful**?

When people are dismissive of what you are going through

Mental Health and Wellbeing Practitioners

Receiving guidance and support.

Someone who will:

- Listen
- Understand
- Help you find solutions
- Not just give an automated response

Listening to understand, not just to reply, is important.

Practitioners can talk to other people in your life to make sure that everyone's on the same page.

When **don't** practitioners help?

When they don't understand you or when they focus on the negative



EBPU
Evidence Based
Practice Unit



NIHR | Policy Research Unit
Children and Families



Mental Health Friends Handbook






Young people in Kent were asked where they would go for support for their mental health. They told us that family and friends were often the first place they asked for help.



Healthy mobile phone habits



Navigating the digital world: A guide for parents of pre-teens

- **1 Set clear boundaries**
Establish specific rules for phone use, including time limits and no-phone zones (e.g., during meals or before bed). Be consistent and explain the reasons behind these limits.
- **2 Monitor social media activity**
Encourage open dialogue about online experiences so your daughter feels comfortable sharing concerns, apps she uses, and who she communicates with. Use privacy settings and parental controls for safety.
- **3 Promote digital etiquette**
Teach your daughter about respectful online behaviour, emphasising kindness and handling negative interactions. Explain the lasting impact of her online footprint.
- **4 Encourage real-life connections**
Balance screen time with offline activities like sports, hobbies, or family time. Help her understand the value of face-to-face interactions and relationships.
- **5 Be a role model**
Demonstrate your own healthy phone habits. If your daughter sees you manage your own screen time wisely, she's more likely to do the same. Make technology a positive tool, not a distraction.

Your daughter's digital footprint

What goes online stays online.....

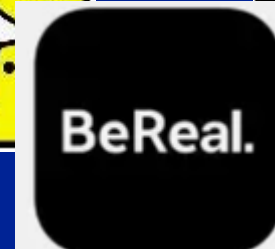
If they wouldn't say it in person, then they shouldn't say it online.



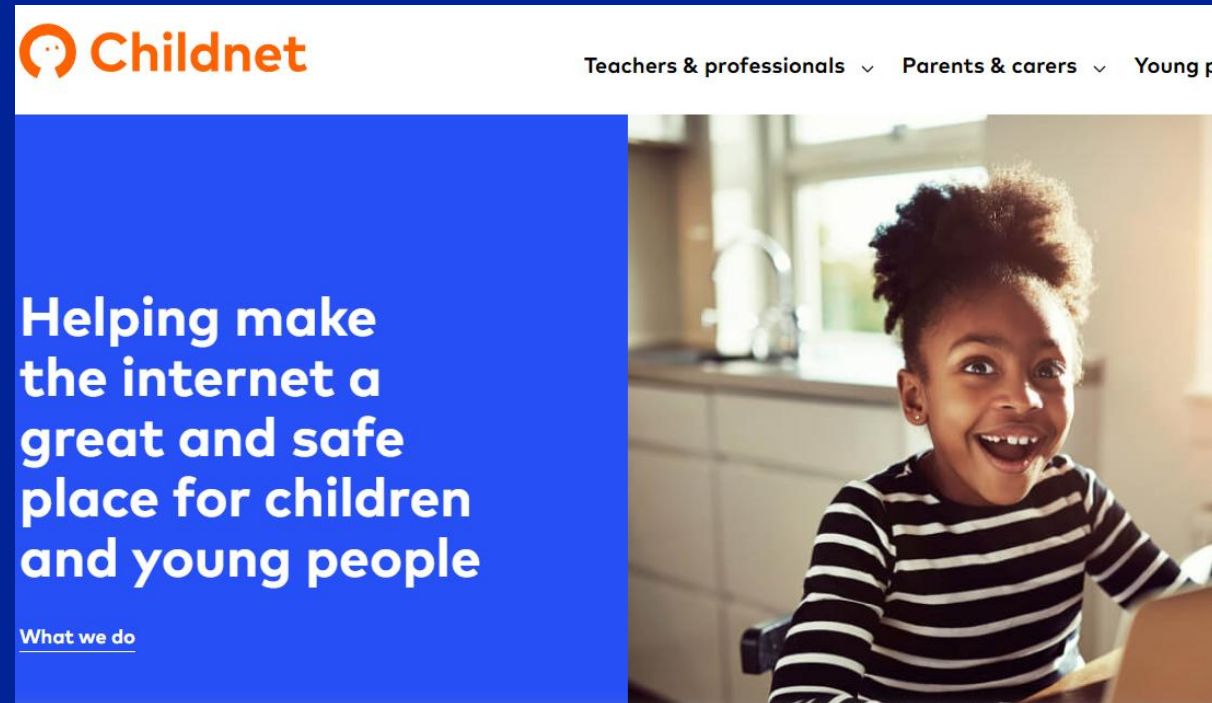
How can they be a good citizen on Social Media?
How can we help them?

The impeccable digital footprint:

- Say no to anonymous social media platforms.
- Once it's out there....you can't get it back.



Internet-savvy students



Please see our 'School Uniform' on the website:

4.1 Our School's uniform

Navy blue blazer with the school badge	Required	Only available from Monkhouse Ltd.
Tartan kilt (knee length only) or navy blue trousers (not bootcut, flared or wide legged)	Required	Only available from Monkhouse Ltd.
A short-sleeved lilac blouse	Required	Only available from Monkhouse Ltd.
A V-necked navy jumper	Optional	Only available from Monkhouse Ltd.
Tights or socks	Required	Available from any retailer.
Plain black shoes	Required	Available from any retailer.
P.E. Kit		
Navy & sky blue polo shirt	Required	Only available from Monkhouse Ltd.
Navy P.E. sweatshirt	Required	Only available from Monkhouse Ltd.
Navy blue shorts	Required	Only available from Monkhouse Ltd.
Knee length hockey socks	Required	Available from any retailer.
Trainers (any colour). Sports, not fashion trainers. No black soles.	Required	Available from any retailer.
Plain navy track suit trousers	Required	Available from any retailer.
White sports socks	Required	Available from any retailer.
Shin pads and a mouth guard for hockey	Required	Available from any retailer.
Plain black or navy swimsuit.	Required	Available from any retailer.
Swimming cap in house colours or Sail Cap (if appropriate).	Required	Available from any retailer.
Towel for swimming	Required	Available from any retailer.

Hair & Make-up

Make-up is not allowed for students in Years 7 and 8.

Years 9 and 10 may wear discreet make-up only. Light foundation or concealer and mascara. No eye liner, lipstick or blusher. Eyebrows must be natural and not painted or stenciled. No false lashes or eyelash extensions.

No acrylic nails, nail extensions or nail varnish.

Hair colour should be natural. Hair dyes are not permitted.

At this school we require a 'Halo Code'. We welcome all hair styles including twists, braids, cornrows, wigs, headscarves and wraps.

Jewellery

Jewellery, other than a small stud earring, is NOT permitted. Only one in each ear lobe.



The Halo Code

Our school champions the right of staff and students to embrace all Afro-hairstyles. We acknowledge that Afro-textured hair is an important part of our Black staff and students' racial, ethnic, cultural, and religious identities, and requires specific styling for hair health and maintenance.

We welcome Afro-textured hair worn in all styles including, but not limited to, afros, locs, twists, braids, cornrows, fades, hair straightened through the application of heat or chemicals, weaves, wigs, headscarves, and wraps.

At this school, we recognise and celebrate our staff and students' identities. We are a community built on an ethos of equality and respect where hair texture and style have no bearing on anyone's ability to succeed.



Absence

- Attendance is key to a successful education.
- We cannot support holidays during term time.
- Any 'Leave of Absence' form submitted is considered – the final decision is at Mr Lawlor's discretion.
- If your child needs to leave school for an appointment – then you must collect her. We cannot let students leave in the middle of the day.
- Students will sit a SPL lunchtime detention for 5 lates in the morning.
- We are also monitoring equipment and students' arrival to lessons.



Make Year 8 Count...

- It's all change with the Pastoral Team – get to know their new Tutor and Year Leaders.
- Student Voice
- Assemblies
- Enrichment Days
- Latin and the Design Course
- Friendships
- Clubs/life of the school



We need to work together!

