

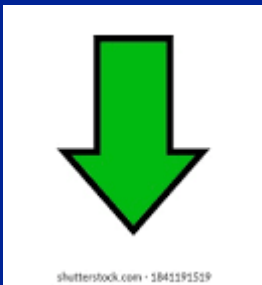
The Pastoral World at CCHS

Miss Harrison
Deputy Headteacher, Pastoral

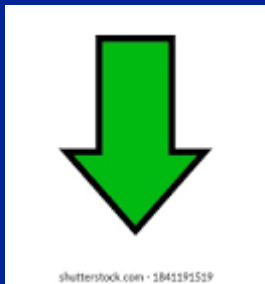
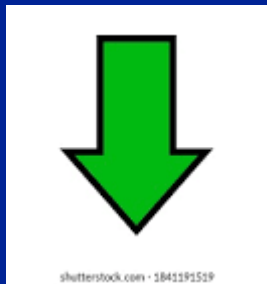
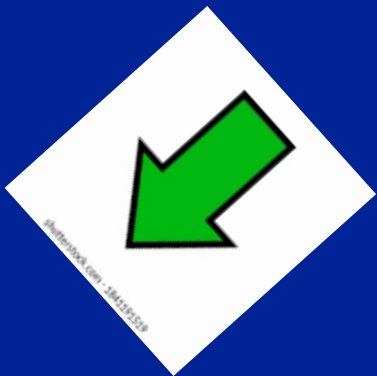




FEELING OVERWHELMED



TELL SOMEONE



FORM TUTOR

YEAR LEADER

**MRS CHUMBLEY
SPL**

**MISS HARRISON
DSL**





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 M Chumbley</p> <p>Deputy Designated Safeguarding Lead</p> <p>Senior Pastoral Leader</p>		<p>Mrs N Lewis</p> <p>Deputy Designated Safeguarding Lead</p> <p>Year 7 Leader</p>	

Tel : 01245 352 592

Email: pastoralsupport@cchs.co.uk

Designated Safeguarding Lead

Miss Harrison

fharrison@cchs.co.uk

Deputy Designated Safeguarding Leads

Mr Lawlor

Mrs Cross

Dr Palmer

Mrs Chumbley

Mrs Lewis



Mrs Chumbley
(Senior Pastoral Leader)



Miss Pocock
(SENDSCO)



POSITIVE MENTAL HEALTH

- PROTECTIVE FACTORS- connected
- RISK FACTORS - disconnected



The Pastoral Card:

In need of help?



TELL SOMEONE AT SCHOOL



FORM TUTOR

TEACHER

YEAR LEADER

MISS HARRISON

CCHS Pastoral support: pastoralsupport@cchs.essex.sch.uk

www.childline.org.uk or 0800 1111 (telephone & online support)

Samaritans – Call 116 123 or email jo@samaritans.org

Shout Crisis Text Line – Text 'YM' to 85258

Emotional Wellbeing and Mental Health Service (EWMHS) – Call 0800 953 0222

Farleigh Hospice YoYo Project - Bereavement : yooyoproject@farleighhospice.org

NHS Mental Health Crisis Team— Call 111

MIND— Call 0300 123 3393 or email info@mind.org.uk

CALM— Call 0800 58 58 58 or www.calmzone.net/help/webchat/

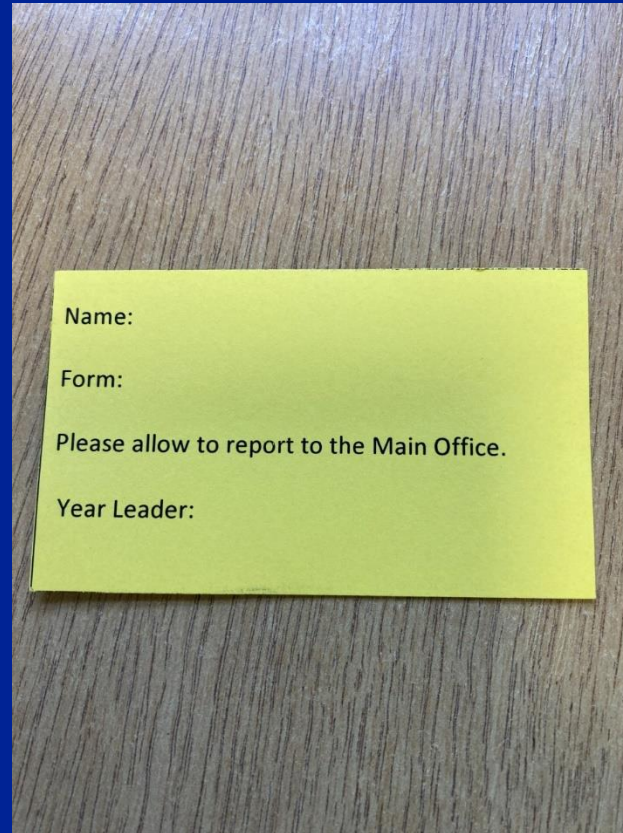
KOOTH - www.kooth.com



Young Minds Parental Helpline
Mon-Fri 9.30am – 4pm
0808 802 5544
parents@youngminds.org.uk



Time out card:



The Pastoral Hub



Early intervention:

- Form Tutors
- Year Leaders
- Mental Health First Aiders
- School Nurse
- Renew Counselling
- SENCO – Miss Pocock
- EWHMS
- Art Therapy with Mrs Stevens





Mental Health First Aiders
Supporting Student wellbeing at
Chelmsford County High School for Girls



<p>Miss F Harrison Deputy Headteacher, Pastoral Designated Safeguarding Lead</p> 	<p>Miss H Pocock SENDCO Teacher of Geography</p> 
<p>Mrs M Chumbley Senior Pastoral Leader Teacher of Mathematics</p> 	<p>Mrs N Lewis Year 7 Leader Teacher of Computer Science</p> 
<p>Mrs E Hiett Assistant Head of Sixth Form Year 12 Leader Teacher of Chemistry</p> 	<p>Mrs R Connolly Assistant Head of Sixth Form Year 13 Leader Teacher of Physics</p> 
<p>Mrs V Goksel Year 10 Leader Teacher of Biology</p> 	<p>Miss J Stevens Year 10 Leader Teacher of Art</p> 
<p>Miss G Sales Subject Leader of P.E.</p> 	<p>Mrs R Dale HR & Admin Manager</p> 
<p>Mrs C Maslin Admissions Officer Pastoral Administrator</p> 	

Lunchtime drop-in every Friday at 1pm in Meeting Room 1.



Young carers drop-in Friday lunchtime 12.35 to 1pm with Mrs Hiett

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**



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





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



Sleep Hydration Nutrition



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.

Meditation:
Settling Racing Mind for Sleep

headspace **10:15**

Racing Thoughts While Trying To Sleep? Try This.

275K views · 6 months ago
YouTube › Headspace

The image shows a YouTube video thumbnail for a meditation video. The video title is "Settling Racing Mind for Sleep" and it is categorized as "Meditation". The thumbnail features a blue cartoon character with a pink triangle on its chest, sitting on a purple path that leads towards a dark blue background with clouds. A play button icon is overlaid on the video. Below the video, the text indicates it has 275K views and was uploaded 6 months ago. The video is from the channel "Headspace".



Understanding Your Brain

Find out what happens to the brain as a child hits adolescence. See how this explains some of the changes in the way you feel and behave that you may have noticed.





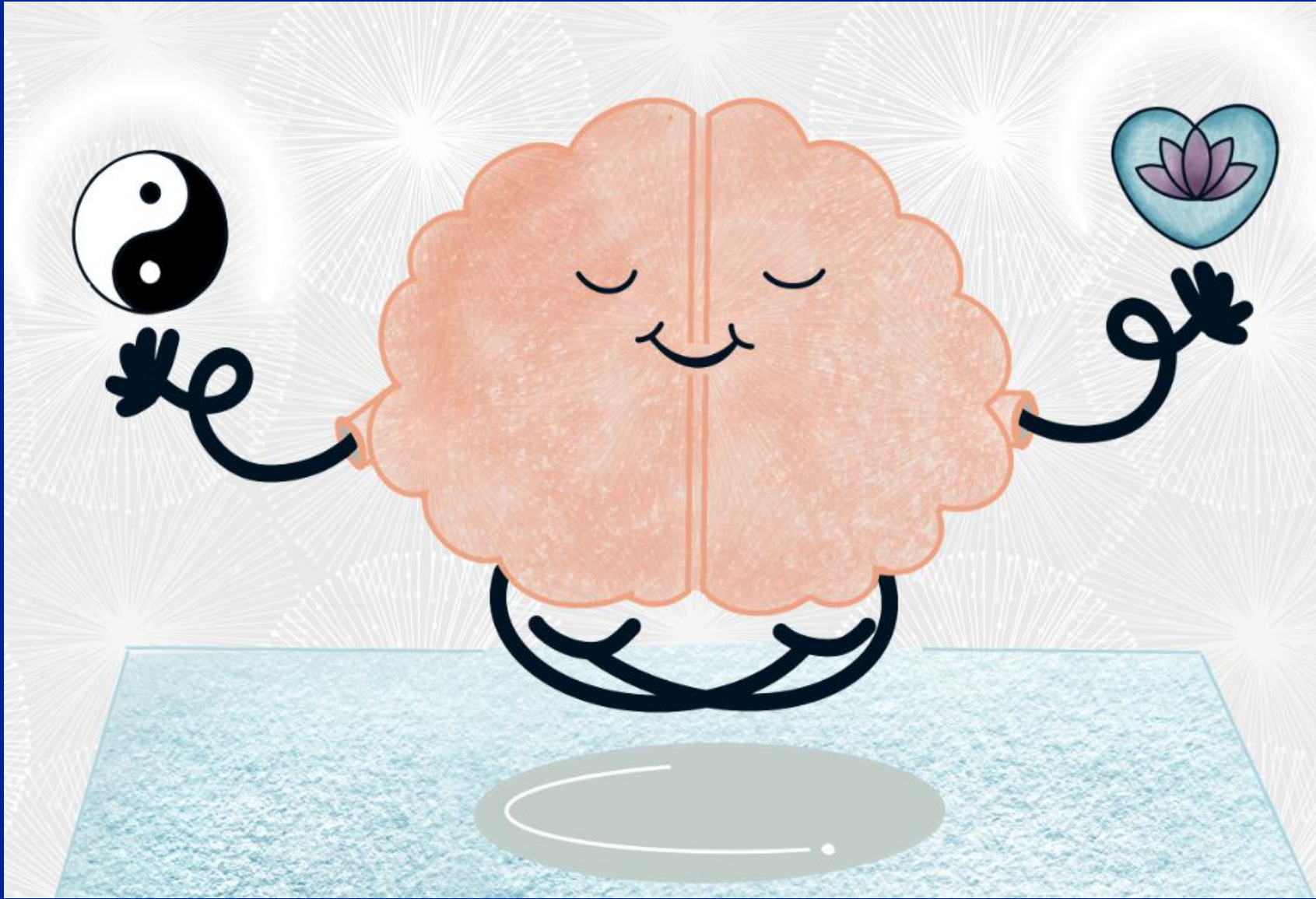
What is Mindfulness?



So...life can be busy right

- Life can be busy, trying to juggle lots of things at once
- We have goals, plans, timetables and often try to multitask
- Sometimes we go on 'Autopilot' - not even consciously thinking about everything we're doing, just doing it
- We can put ourselves under constant pressure to achieve and progress
- It's all about balance; remember to stop, pause, breathe, and rest our busy brains





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

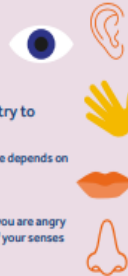
For example:

- 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.

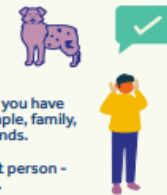
When **doesn't** this help?
Bottling it up rarely helps

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 **doesn'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



Stand up, speak out!
CCHS students have
something to say





We have lots of opportunities to make a positive impact:

- Form Time
- Assemblies (in Form and Year Group)
- Clubs
- Student Voice



Your daughter's digital footprint What goes online stays online.....



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

The impeccable digital footprint and the 21st century girl.

- Instagram, Snapchat, **Whatsapp**, Tick Tock, Facebook, X, BeReal.
- No to anonymous social media platforms.
- Once it's out there....you can't get it back.
Guard your privacy!



Should I be concerned about WhatsApp as a parent/carer?

- The minimum age of use for WhatsApp is 16 years old.
- WhatsApp can be a great way for young people to socialise with their friends.
- Children can only talk to existing contacts on their phone. Although this may feel safer, it's still important to remember that some content shared may not be appropriate for children, or they have contacts (strangers) in their phone who they have never met face to face.
- Likewise, as with all social media, caution is advised over your child's digital footprint, particularly the content (photos, videos and messages) they choose to share via WhatsApp. Once shared, it can be copied, re-shared and posted anywhere online.



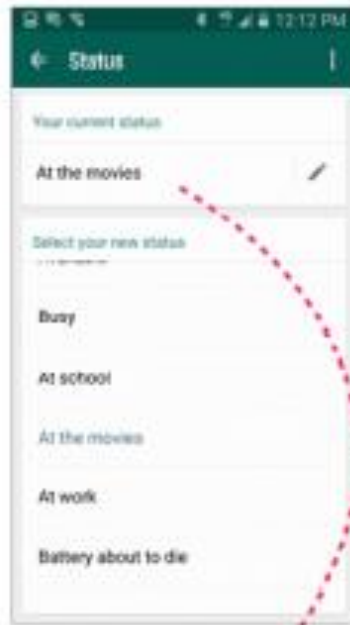
Keeping things private

What information can be shared?



Last seen

This is a timestamp that shows users the last time your child used their WhatsApp account.



Status message

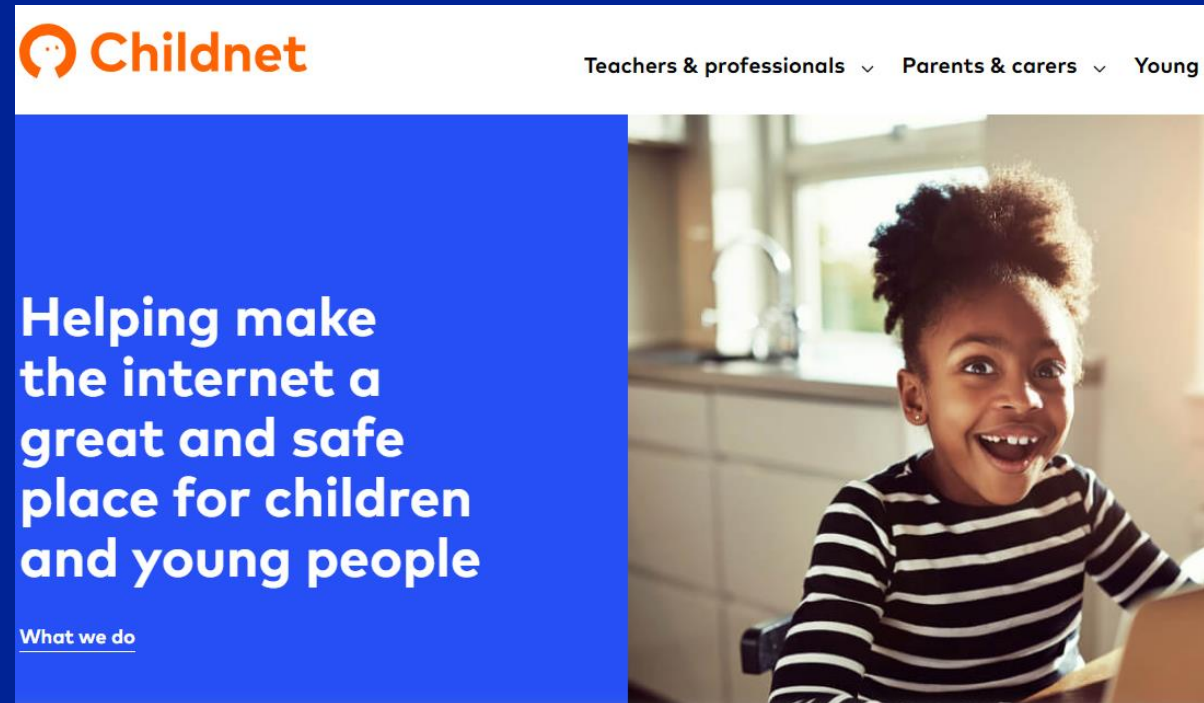
This can be customised to show what the person wants to share with his/her contacts.



Online

This tells your contacts if you are online.

Internet-savvy students



Attendance

How does attendance affect outcomes for pupils?

- Being in school is important to your child's achievement, wellbeing, and wider development. Evidence shows that the students with the highest attendance throughout their time in school gain the best GCSE and A Level results.
- Government research found that pupils who performed better both at the end of primary and secondary school missed fewer days than those who didn't perform as well.
- **What are the risks of missing a day of school?**
- Every moment in school counts, and days missed add up quickly. For example, a child in Year 7 who is absent for three days over a half term could miss 15 lessons in total.
- The higher a pupil's attendance, the more they are likely to learn, and the better they are likely to perform in exams and formal assessments.

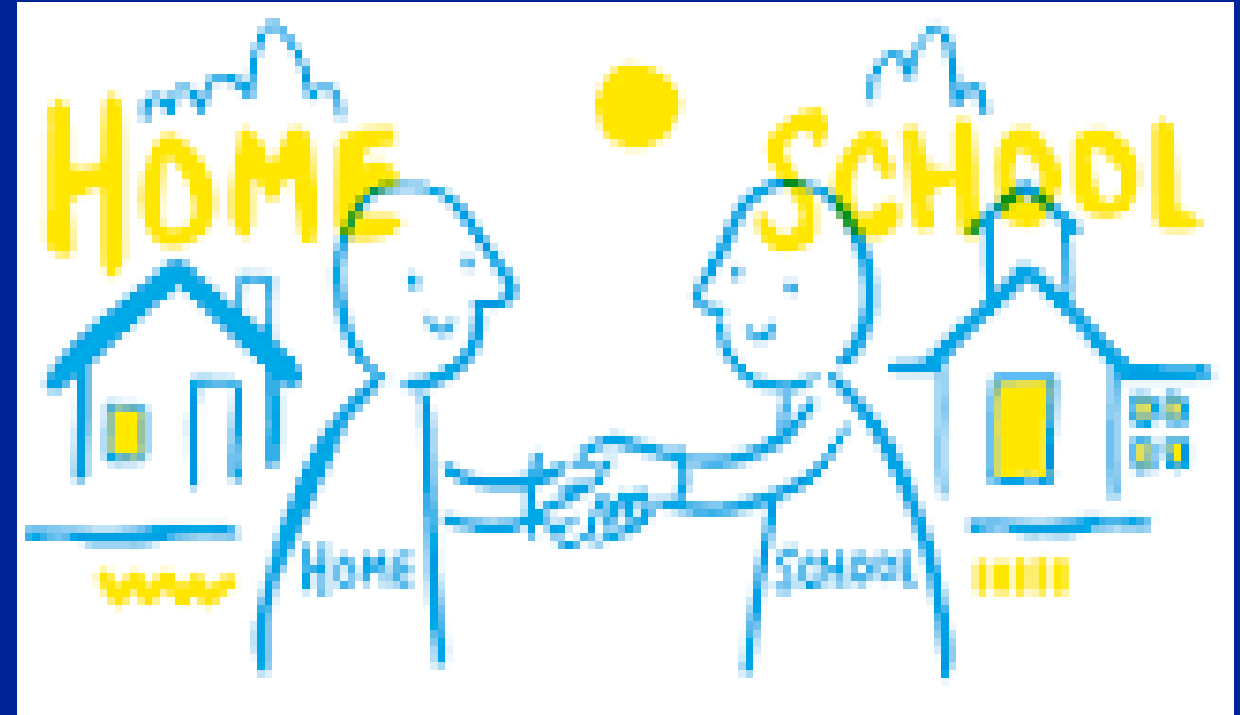


Absence

- 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.



We need to work together!



You are still involved!

