The Pastoral World at CCHS

Miss Harrison
Deputy Headteacher, Pastoral


GOLD
SCHOOL MENTAL HEALTH AWARD
2025-28

Safeguarding Team

Miss F Harrison **Designated Safeguarding Lead** Deputy Headteacher 	**Mr S Lawlor** **Deputy Designated Safeguarding Lead** Headteacher 
Mrs J Cross **Deputy Designated Safeguarding Lead** Deputy Headteacher 	**Dr M Palmer** **Deputy Designated Safeguarding Lead** Assistant Headteacher 
Miss N Day **Deputy Designated Safeguarding Lead** Senior Pastoral Hub 	**Mrs E Hiett** **Deputy Designated Safeguarding Lead** Year Leader 

Miss Harrison is the Designated Safeguarding Lead.
Update: Miss Day has joined our safeguarding team!

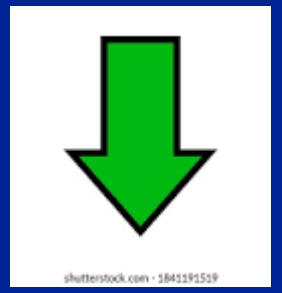
The NSPCC defines safeguarding as "the action that is taken to promote the welfare of children and protect them from harm."





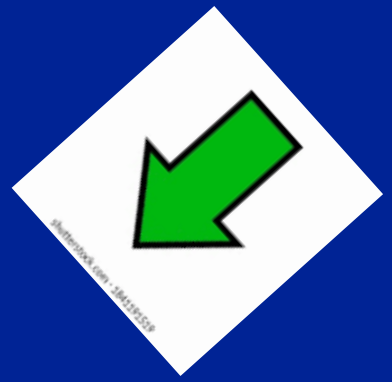


FEELING OVERWHELMED

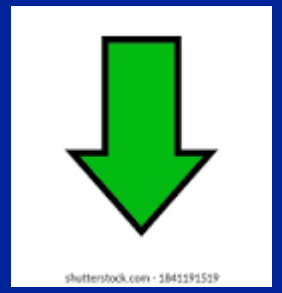




TELL SOMEONE



FORM TUTOR



YEAR LEADER



Miss Day
SPL



Mrs Hiett
Sixth Form Leader



MISS HARRISON
DSL

Year 7

Miss Windeatt



Year 8

Mr Copper



Year 9

Miss Stevens/Mrs Goksel





Year 10

Miss Burnham



Year 11

Miss Sales



Year 12 + (UCAS support)

Mrs Connolly



Year 13 + Sixth Form Leader

Mrs Hiett

DDSL



Miss Day
(DDSL)
Senior Pastoral Leader



Miss Pocock
(SENDCO + SLT)



Mrs Fairchild
SEND Assistant



Attendance



Mrs Kempster
Whole School Attendance

Pastoral Support



Mrs Maslin

POSITIVE MENTAL HEALTH

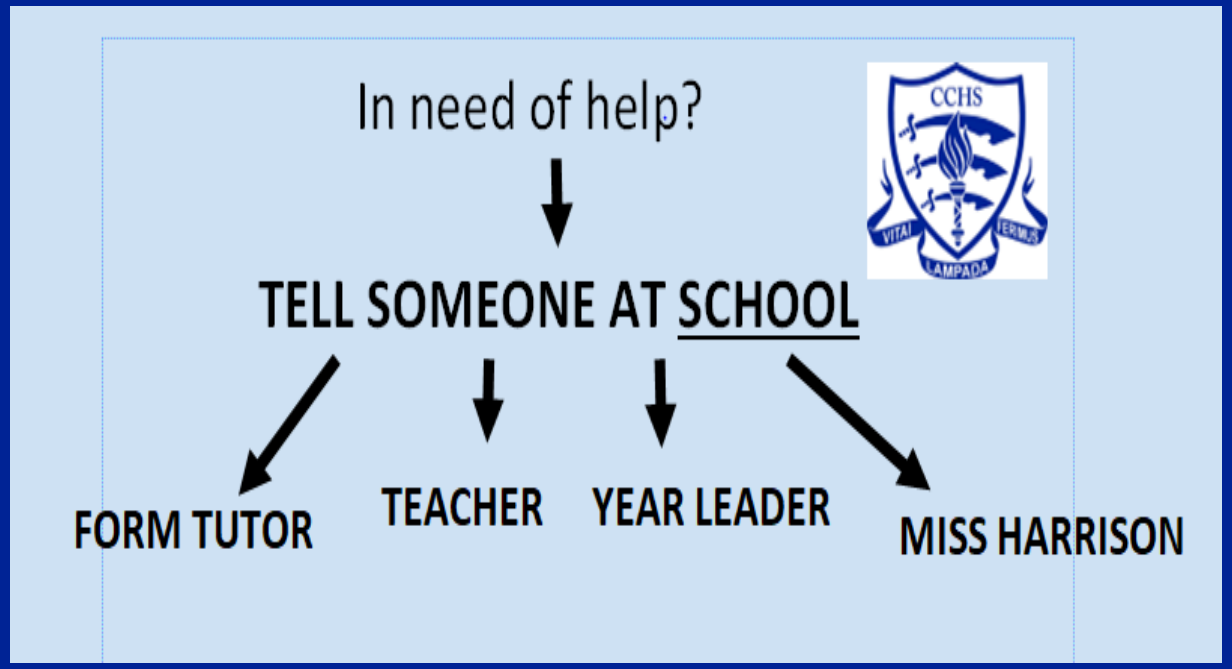
- PROTECTIVE FACTORS- connected
- RISK FACTORS - disconnected







The Pastoral Card:





The Pastoral Hub





Pastoral Hub card:

Pastoral Hub Pass

Name:
Form:
Year Leader:
Day Pass/
Ongoing Pass
Office Code Y/N

Check-In		Check-Out	
Date	Lesson Start?	Subject	YL Chat?

Help:

- Form Tutors
- Year Leaders
- Mental Health First Aiders
- School Nurse
- Renew Counselling
- SENDCO
- CAMHS
- Thrive
- Young Carers
- Choc and Chat
- Year 7 Friendship Ambassadors/buddies
- MHST – Mental Health Support Team

Friday Lunchtime Drop-In
The Hub 1pm



Young Carers with Miss Burnham

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



Choose health

Know what affects your child, what makes them grumpy, hyper, disconnected...

Do they need snacks throughout the day?
Do they need lots of sleep?
Do they need to get out and about and do exercise?
Do they need time alone?

Trust that you know your child and give them the basics that they need to cope with difficult days.

Work together

Share ideas about how to:

- create action plans
- have a problem-solving approach
- enjoy achievements
- be forward-looking
- show them that we can all get things wrong

Move on up

Encourage independence:

- help them to move positively from child identity towards teen identity
- increase their responsibilities
- be positive whenever they act maturely

Be aware of your child's changing needs. Sometimes it might feel like one step forwards, two steps back.

Be calm

Try to stay calm whilst your child is feeling distressed. Your child may show:

- highs and lows
- melodrama
- anger
- blame
- self-centredness

Communicate

The small things you do make all the difference:

Keep talking, texting, listening, hearing, hugging, sympathising, smiling, reassuring, checking, sharing, suggesting, encouraging, respecting

Get learning

Be involved, find out more and talk about:

- social media
- internet benefits and dangers
- new music
- language and slang
- current affairs
- what it's like to be young in the current world

Be wise

As they discover new things, try to:

- be interested
- be non-judgemental
- guide
- give boundaries
- see it from all sides
- listen to their point of view
- choose your words carefully
- act on warning bells

Be the anchor

In times of change you are:

- constant
- family
- familiar
- routine
- in-jokers
- irritating
- comforting
- home

Have fun

Provide lots of light relief:

- be silly
- be embarrassing
- play games
- laugh together
- do stuff together
- make jokes
- make things
- be outside

Look after yourself

Support yourself, to best support your child:

- lean on friends
- offload on other family
- find 'me time'
- see the GP
- relax, exercise, sleep well, eat well
- remember tomorrow is a new day

Ten Ways for parents to help children cope with change

YM Parents Helpline
0808 802 5544
youngminds.org.uk
Mon-Fri 9.30am-4pm

ASDA foundation

Find Your Feet
YOUNGMINDS

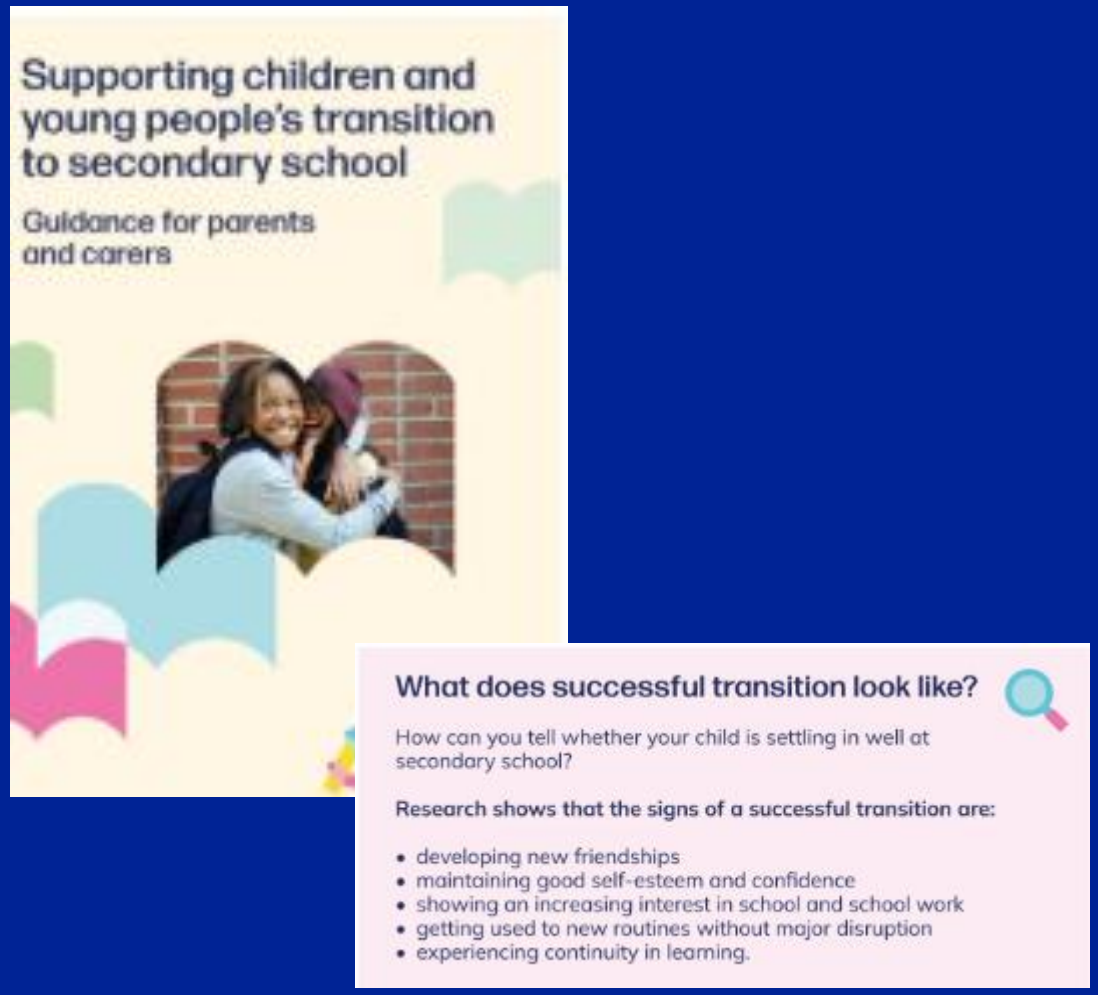
YOUNGMINDS



Transitions activity for year 7 pupils

Document type: PDF Document size: 0.5MB

Anna Freud



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

Sleep
Hydration
Nutrition


SCHOOL BOOK
JOBS
WWW...
COLLEGE

Sleep:

headspace

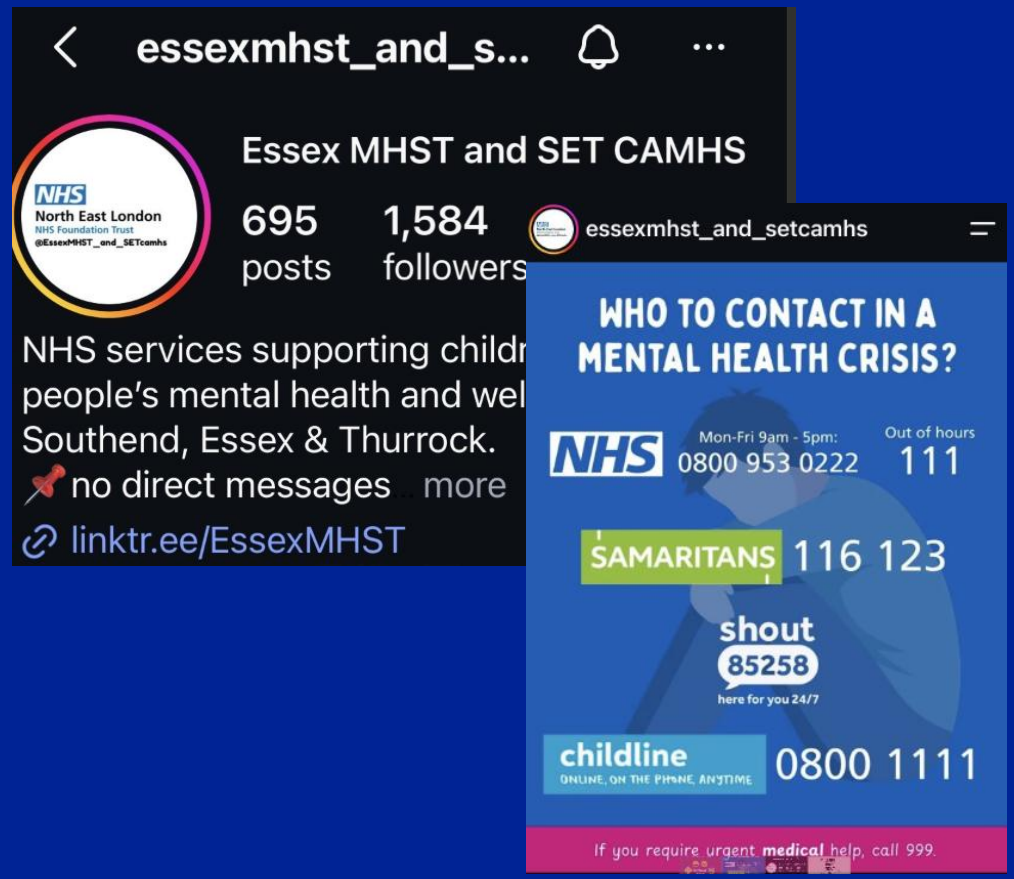


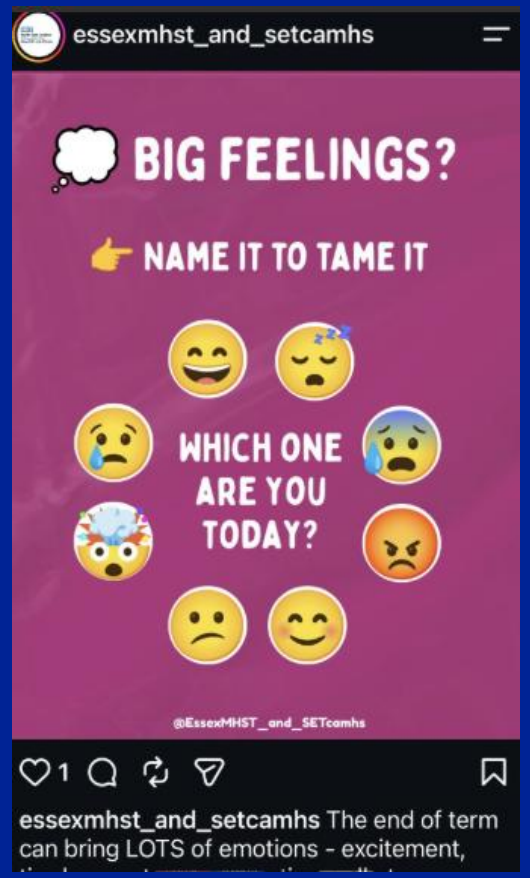
Teen Sleep Hub



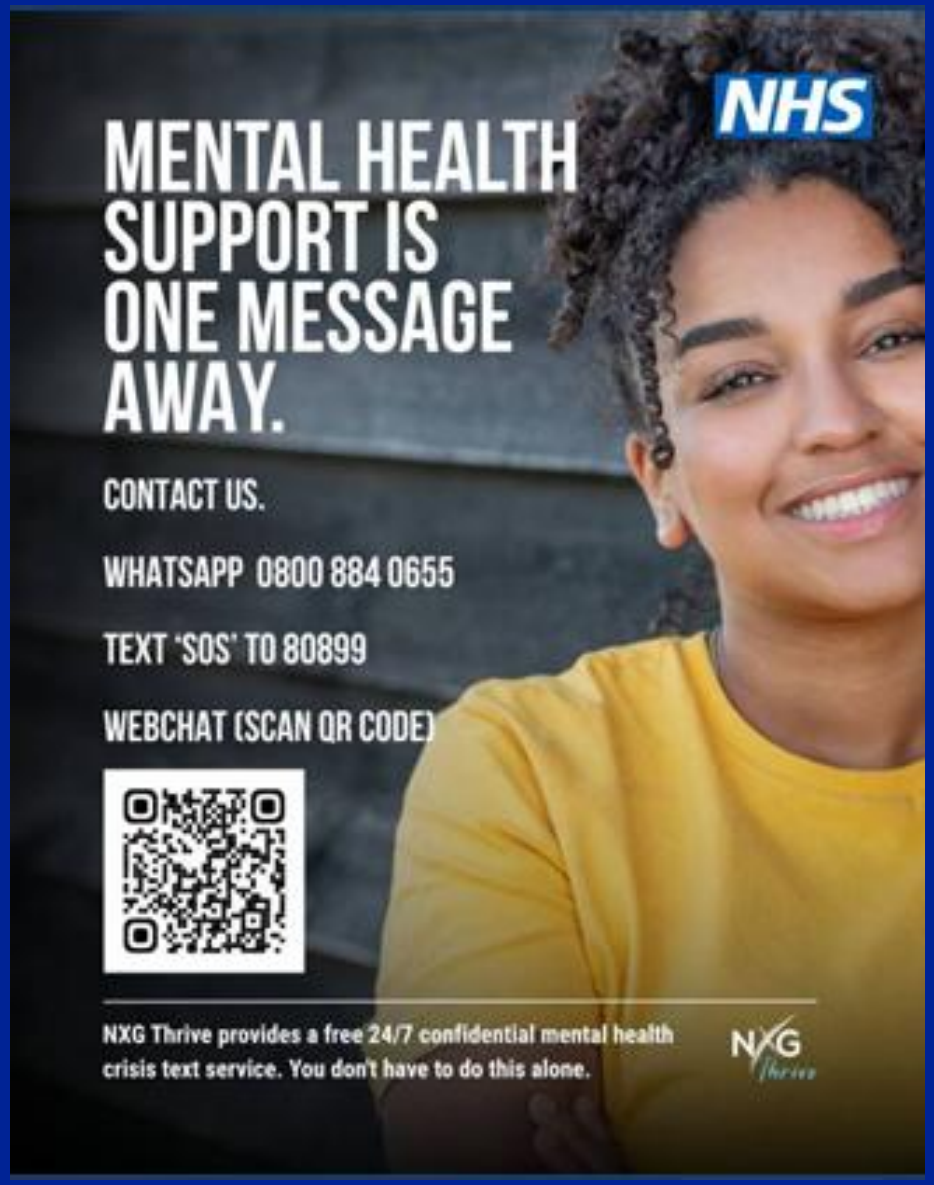


Essex MHST & SET CAMHS (Child and Adolescent Mental Health Services) Instagram:








NHS
MENTAL HEALTH SUPPORT IS ONE MESSAGE AWAY.
CONTACT US.
WHATSAPP 0800 884 0655
TEXT 'SOS' TO 80899
WEBCHAT (SCAN QR CODE)
NXG Thrive provides a free 24/7 confidential mental health crisis text service. You don't have to do this alone.
NXG Thrive

YOUNGMiNDS

MOOD SPARK

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.

ChildLine 0800 1111

THE MIX
Essential support for under 25s

shout 85258

CALM HARM

mind



shout 85258

OUR IMPACT

We've given thousands of people across the UK support with their mental health.

2m
conversations about mental health

675,000
texters supported in the moment

70m
text messages exchanged

43%
have never asked for help elsewhere

MOOD SPARK

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.

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.

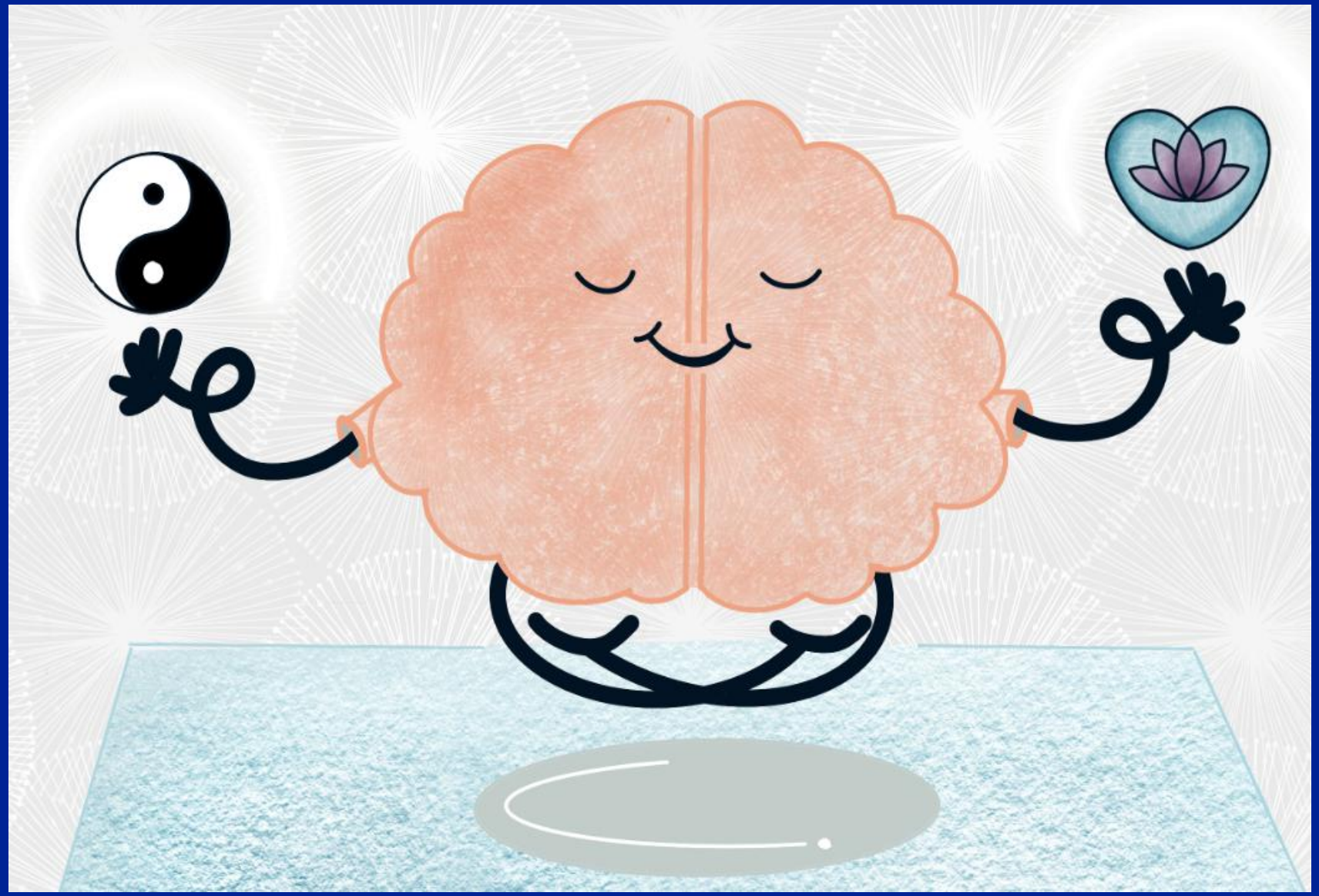
Building Connections

An NSPCC service

Building Connections provides:

- a service to young people who are experiencing or struggling with the impact of loneliness and poor relationships
- early intervention to young people who may be experiencing these feelings, which sometimes leads to other mental health needs like anxiety, low self-esteem, or depression
- a service that supports resilience and confidence building in young people who are not confident in accessing mental health services.





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:

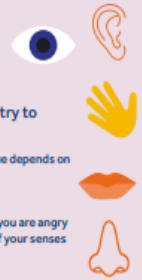
Take your mind off your problems, have fun and relax

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 don'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 don'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.

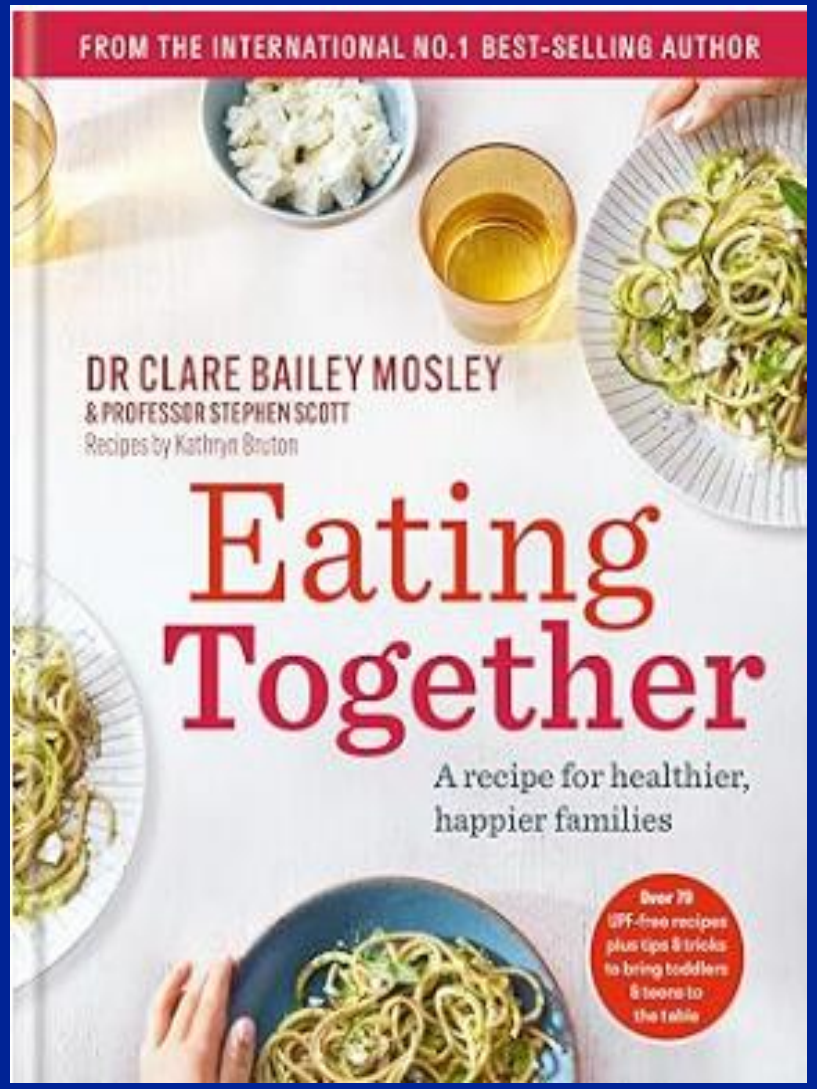
When don't practitioners help?
When they don't understand you or when they focus on the negative

COMMUNITY FUND

EBPU Evidence Based Practice Unit

UCL

NIHR | Policy Research Unit Children and Families



'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**

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.

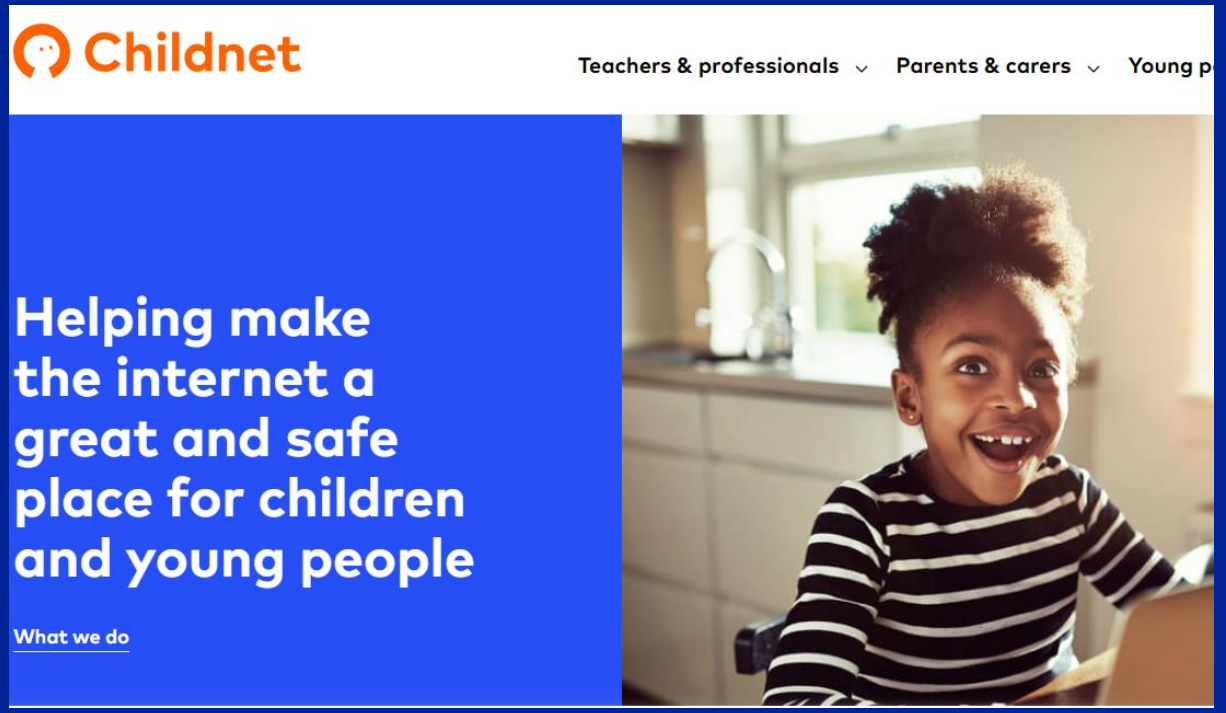


Should I be concerned about WhatsApp as a parent/carer?

- The legal age to use WhatsApp has changed from 16 to 13 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 may 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 daughter'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.

Internet-savvy students







Pastoral work…



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.

Attendance/Lates

Descriptor	Threshold attendance	Actual attendance	Whole days of absence	Learning Hours Lost
Excellent	100%	190 days	0	**0**
	99%	188 days	2	**10**
Good	98%	186 days	4	**20**
	97%	184 days	6	**30**
	96%	182.5 days	7.5	**37.5**
Cause for Concern	95%	180.5 days	9.5	**47.5**
	94%	179 days	11	**55**
	93%	177 days	13	**65**
	92%	175 days	15	**75**
	91%	173 days	17	**85**
Unsatisfactory	90%	171 days	19	**95**
	89%	169 days	21	**105**
	88%	167 days	23	**115**
	87%	165 days	25	**125**
Serious cause for concern	86%	163 days	27	**135**
Critical	85%	161.5 days	28.5	**142.5**
	84%	159.5 days	30.5	**152.5**
	83%	158 days	32	**160**
	82%	156 days	34	**170**
	81%	154 days	36	**180**
	80%	152 days	38	**190**

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.

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
are not permitted.

At this school we re
Code. We welcom
twists, braids, corn
wigs, headscarves a

Jewellery

Jewellery, other tha
NOT permitted. O
one in each ear lobe

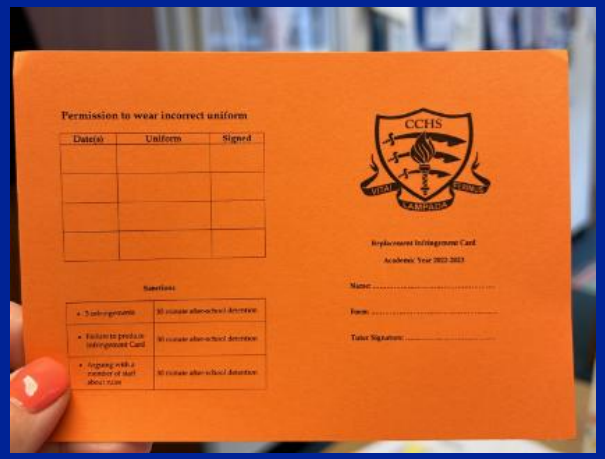
The Halo Code

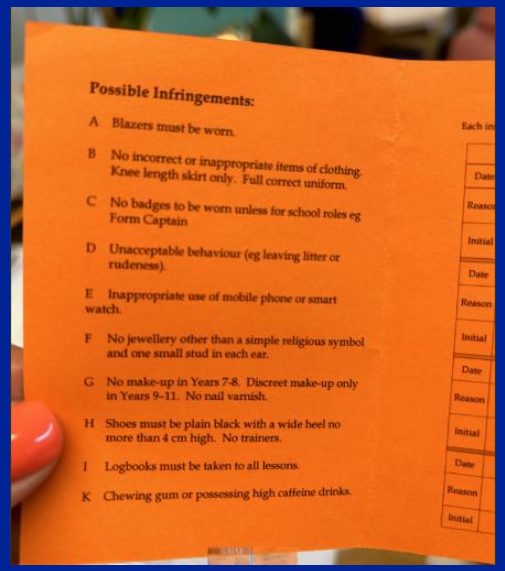
Our school champions the right of staff and students to embrace all Afro-hairstyles. We acknowledge that Afro-textured hair is an important part of our Black staff and students’ racial, ethnic, cultural, and religious identities, and requires specific styling for hair health and maintenance.

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.

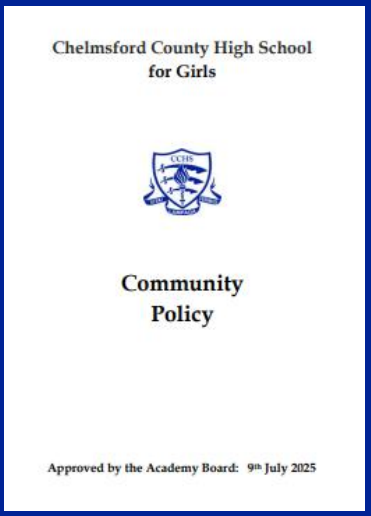
Behaviour


Permission to wear incorrect uniform
Date(s)
Uniform
Signed
CCHS
Replacement Infringement Card
Academic Year 2022-2023
Name:
Form:
Tutor Signature:


Possible Infringements:
A Blazers must be worn.
B No incorrect or inappropriate items of clothing. Knee length skirt only. Full correct uniform.
C No badges to be worn unless for school roles eg Form Captain
D Unacceptable behaviour (eg leaving litter or rudeness).
E Inappropriate use of mobile phone or smart watch.
F No jewellery other than a simple religious symbol and one small stud in each ear.
G No make-up in Years 7-8. Discreet make-up only in Years 9-11. No nail varnish.
H Shoes must be plain black with a wide heel no more than 4 cm high. No trainers.
I Logbooks must be taken to all lessons.
K Chewing gum or possessing high caffeine drinks.

We need to work together!




Chelmsford County High School for Girls

Community Policy

Approved by the Academy Board: 9th July 2025

