

The Pastoral World at CCHS

Miss Harrison
Deputy Headteacher, Pastoral



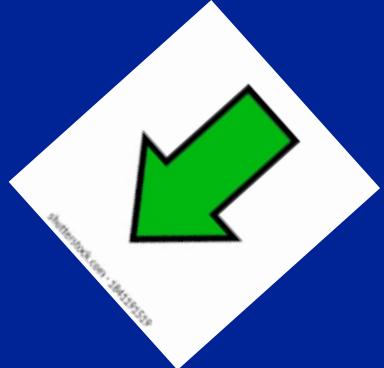
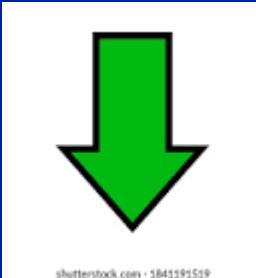
Chelmsford County High School for Girls



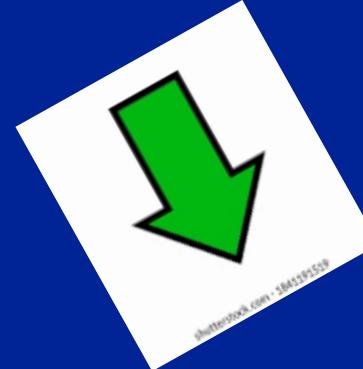
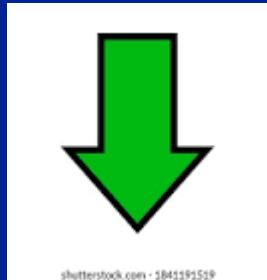
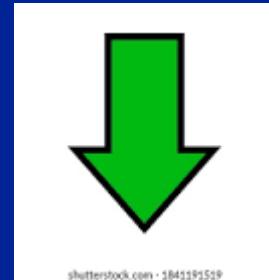
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FEELING OVERWHELMED



TELL SOMEONE



FORM TUTOR

YEAR LEADER

MRS LEWIS
SPL

MISS HARRISON
DSL



Chelmsford County High School for Girls



Safeguarding at CCHS
Do you have a Safeguarding concern?



Please report any issues to:

Miss F Harrison Designated Safeguarding Lead Deputy Headteacher	
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Mr S Lawlor Deputy Designated Safeguarding Lead Headteacher	
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Mrs J Cross Deputy Designated Safeguarding Lead Deputy Headteacher	
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Dr M Palmer Deputy Designated Safeguarding Lead Assistant Headteacher	
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Mrs N Lewis Deputy Designated Safeguarding Lead Senior Pastoral Leader	
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Mrs E Hiett Deputy Designated Safeguarding Lead Year Leader	
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Tel : 01245 352 592

Email: pastoralsupport@cchs.co.uk



Safeguarding Team

Designated Safeguarding Lead

Miss Harrison

fharrison@cchs.co.uk

Deputy Designated Safeguarding Leads

Mr Lawlor

Mrs Cross

Dr Palmer

Mrs Lewis

Mrs Hiett

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

Chelmsford County High School for Girls

Mrs Lewis
(Senior Pastoral Leader)



Miss Pocock
(SENDCO)



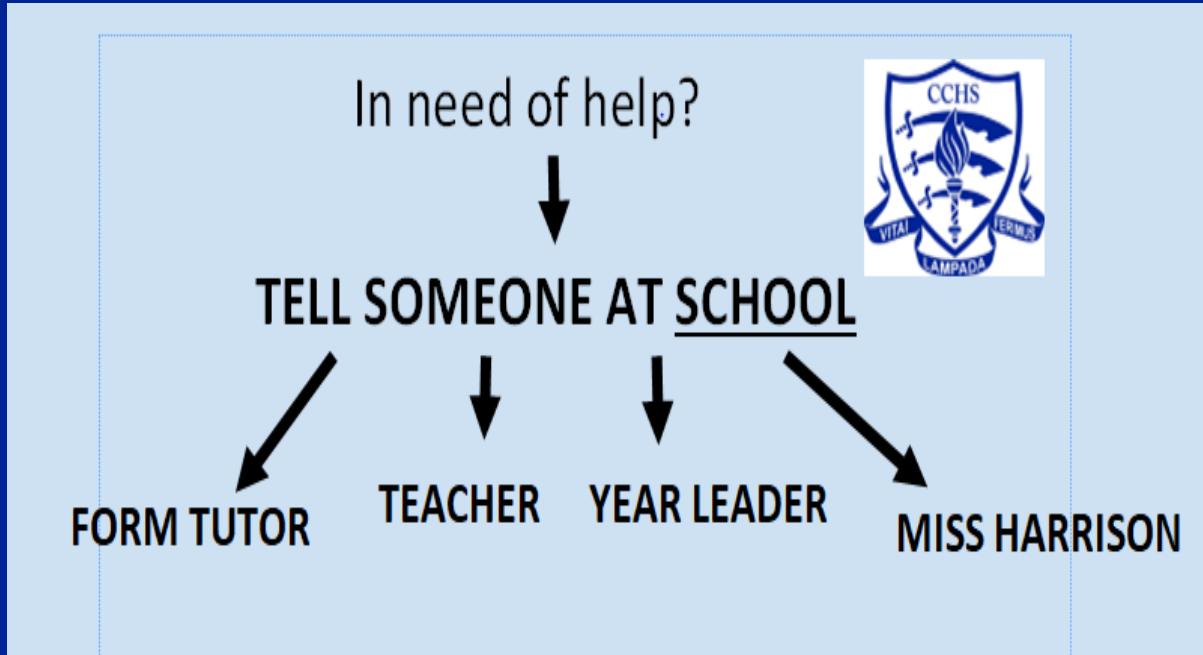
Attendance



Mrs Kempster
Main School Attendance



The Pastoral Card:



The Pastoral Hub



Chelmsford County High School for Girls

Pastoral Hub card:

Pastoral Hub Pass

Name: _____

Form:

Year Leader:

Day Pass/

Ongoing Pass

Office Code Y/N



Chelmsford County High School for Girls

Help:

- Form Tutors
- Year Leaders
- Mental Health First Aiders
- School Nurse
- Renew Counselling
- SENCO
- CAMHS
- Young Carers
- Choc and chat
- Year 7 Friendship Ambassadors
- **MHST – Mental Health Support Team**



Young Carers 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**



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CCHS
VITAI
FIRMUS
LAMPADA

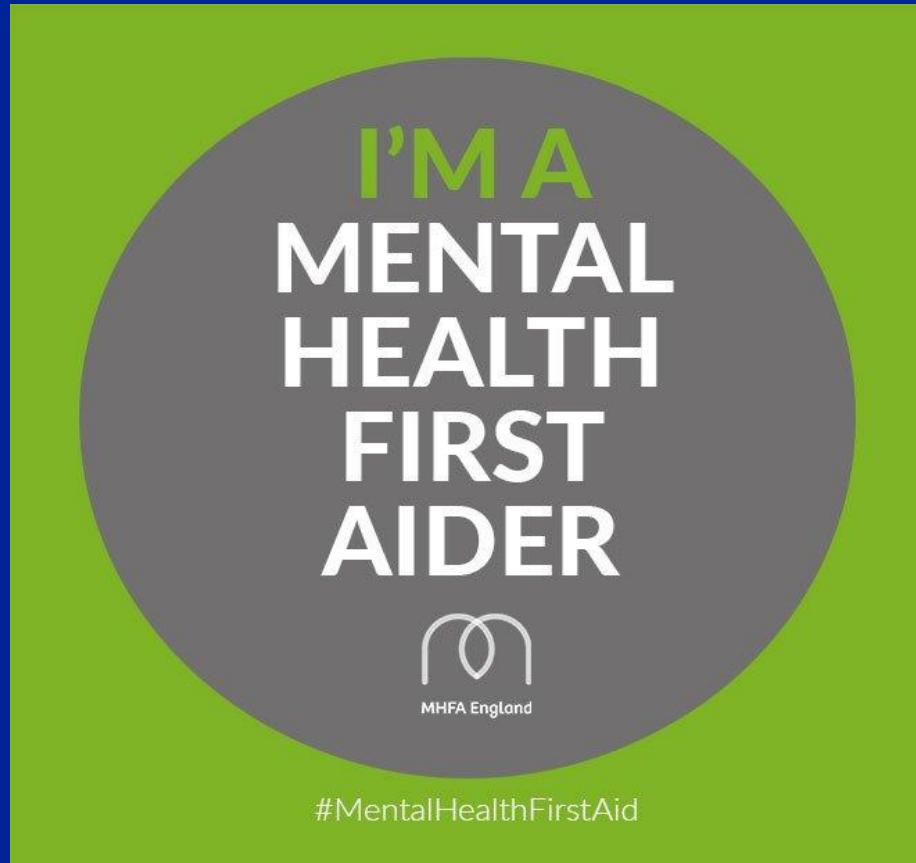
Mental Health First Aiders
Supporting Student wellbeing at
Chelmsford County High School for Girls



Mental Health
First Aider®
MHFA England

<p>Miss F Harrison Deputy Headteacher, Pastoral Designated Safeguarding Lead</p> 	<p>Miss H Pocock SENDCO Teacher of Geography</p> 	<p>Mrs N Lewis Senior Pastoral Leader Teacher of Computer Science</p> 
<p>Mrs V Goksel Year Leader Teacher of Biology</p> 	<p>Miss J Stevens Year Leader Teacher of Art</p> 	<p>Miss G Sales Subject Leader of P.E.</p> 
<p>Mrs C Fairchild SENDCO Support Assistant</p> 	<p>Mrs E Hiett Year Leader Teacher of Chemistry</p> 	<p>Mrs R Connolly Year Leader Teacher of Physics</p> 
<p>Mr B Copper Year Leader Teacher of English</p> 	<p>Miss C Burnham Year Leader Teacher 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



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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.



POSITIVE MENTAL HEALTH

- PROTECTIVE FACTORS- connected
- RISK FACTORS - disconnected



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



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Sleep Hydration Nutrition



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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**





What is Mindfulness?



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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.



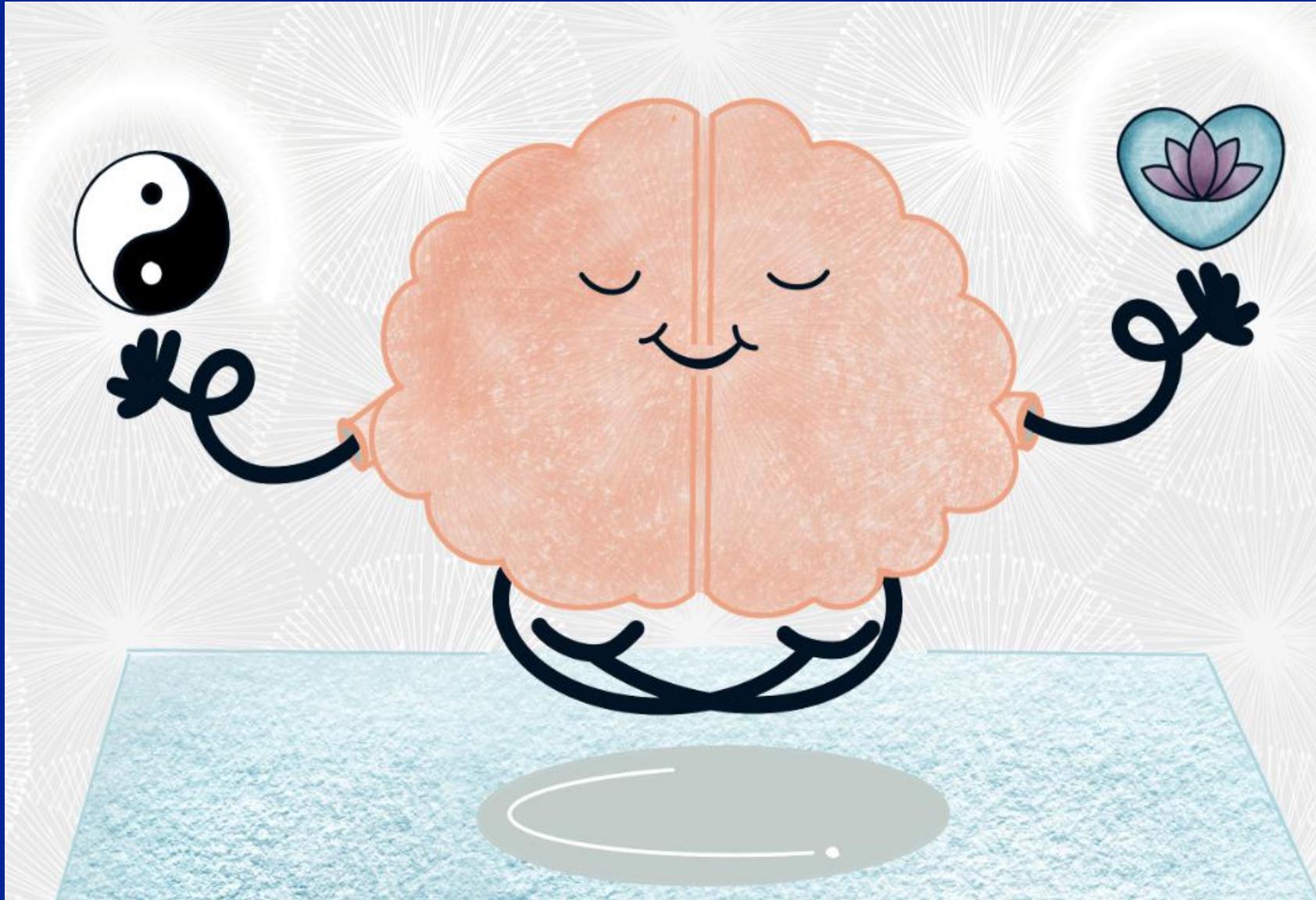
Racing Thoughts While Trying To Sleep? Try This.

275K views · 6 months ago

[YouTube](#) › Headspace



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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

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

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.

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



NIHR | Policy Research Unit
Children and Families

Chelmsford County High School for Girls

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

Be calm

Try to stay calm whilst your child is feeling distressed.

Your child may show:

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



Be wise

As they discover new things, try to:

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



Be the anchor

In times of change you are:

• constant	• tri-jokers
• family	• irritating
• familiar	• comforting
• routine	• home



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.

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



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



YM Parents Helpline

0808 802 5544

youngminds.org.uk
Mon-Fri 9.30am-4pm

ASDA foundation



Ten Ways for parents to help children cope with change

Find
Your
FEET
youngminds.org.uk
youngminds.org.uk

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YEAR 7 ACTIVITY

Transitions activity for year 7 pupils

Document type: PDF Document size: 0.5MB



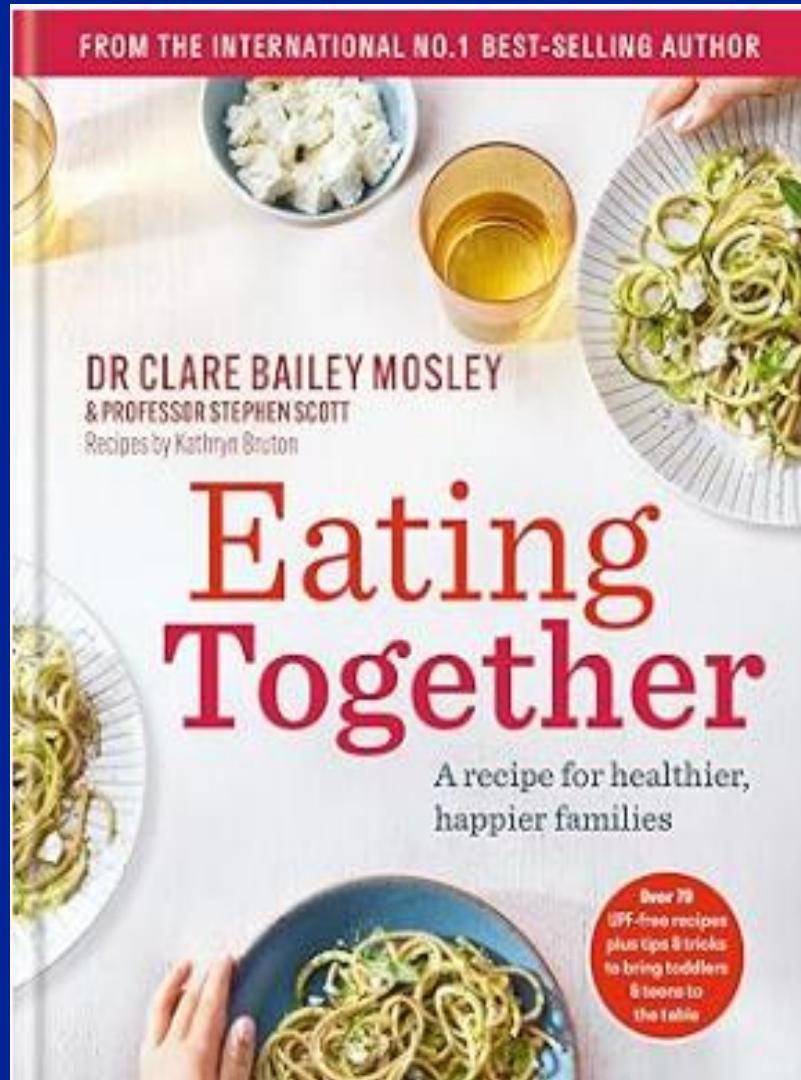
What does successful transition look like?

How can you tell whether your child is settling in well at secondary school?

Research shows that the signs of a successful transition are:

- developing new friendships
- maintaining good self-esteem and confidence
- showing an increasing interest in school and school work
- getting used to new routines without major disruption
- experiencing continuity in learning.





'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



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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 gone from 13 to 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 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



Childnet

Teachers & professionals ▾ Parents & carers ▾ Young people ▾

Helping make the internet a great and safe place for children and young people

[What we do](#)

A photograph of a young girl with curly hair, wearing a black and white striped shirt, smiling broadly. She is sitting at a table in a kitchen setting with a window in the background.

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.



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.



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 not be permitted.
At this school we respect the right of staff and students to embrace all hairstyles. We welcome all hair textures, including afros, locs, twists, braids, cornrows, fades, hair straightened through the application of heat or chemicals, weaves, wigs, headscarves and wraps.
Jewellery
Jewellery, other than NOT permitted. Only one in each ear lobe
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.



We need to work together!

