



6-1 PASTORAL CARE AND WELLBEING @ GHS

1. STATEMENT OF PASTORAL VISION AND AIMS

Pastoral care and wellbeing are at the heart of the school's vision and aims.

At Guildford High School we create a kind, dynamic and nurturing environment, where pupils are inspired and supported to thrive. There is a focus on positivity and optimism, on pupils having fun, helping to create a community where all pupils develop a sense of identity and belonging. A positive environment is also key in creating a climate of trust and support. We recognise that trust is earned through good communication, connections and positive relationships between staff, pupils and parents. The pupil-teacher relationship is key to enabling all pupils to feel valued and cared for so that they can reach out for support and know they are believed in.

Pastoral care plays a key role in helping pupils to develop their character to thrive; pupils at GHS being at their best physically, mentally and socially with their *Mind, Body and Soul* in sync. We aim to inspire girls to be the best versions of themselves and encourage them to inspire others; recognising that this is a crucial part of what we define as success. We encourage pupils to know themselves, their strengths, values and their challenges, to approach life in a balanced and flexible way, being collaborative and creative on their journeys. We aim to encourage academic and pastoral resilience, to help pupils cope with difficulties and challenges, drawing on resources and having the ability to, with support and guidance, bounce back from set-backs. Kindness and empathy are central to our pastoral message; girls spreading their generosity of spirit within our school and local community, understanding themselves and others with kindness.

2. LEAD MEMBERS OF STAFF

Whilst every member of staff plays a role in supporting pupils and helping them to thrive, and every teacher is a teacher of wellbeing, there is a dedicated pastoral team:

- Form Tutors develop the micro moments of warmth and interest with their Tutees and are the first port of call for information.
- Heads of Year (HoY) have overall responsibility for the academic and pastoral development of pupils in their year group, ensuring a sense of community and belonging for their pupils.
- The Director of Sixth Form oversees provision of the curriculum and pastoral support in the Sixth Form.

- Pastoral Deputy Head oversees pastoral care and wellbeing in the school and is a Mental-Health Lead, working closely with staff, pupils and parents.
- The Assistant Head of Wellbeing is a Mental Health Lead and creates the ASPIRE programme and works closely with the Head of Beehive in the Junior School. The programmes include a wellbeing focus on how to look after our mind, body and soul, developing character and emotional literacy. They provide and develop pupils' knowledge, understanding and skills to make informed decisions, to help keep them physically and mentally healthy and safe. It is a spiralled curriculum developing key themes from Reception to Year 13 delivered by Tutors and outside speakers. The Assistant Head of Wellbeing supports and leads initiatives across the whole school to create a coherent approach to wellbeing.
- School Nurse/School Doctor provides pastoral and medical advice and guidance from the Medical Room in the Wellbeing Hub.
- School Counsellors offers confidential support for pupils made by appointment.

Any member of staff who is concerned about a pupil can speak to any member of the pastoral team.

3. PROMOTING POSITIVE WELLBEING

3.1 THE UMBRELLA OF WELLBEING: *MIND, BODY AND SOUL*

A focus on wellbeing and the promotion of it, is a central part of our pastoral strategy for character development and good mental, physical and emotional health. At GHS, this is defined as wellbeing for the Mind, Body and Soul and encourages pupils to take agency to live and think well. Wellbeing is an umbrella term that encompasses many of the key strands to a pupils' education and of the pastoral care provided in school. We foster a culture both in and out of lessons, whereby pupils feel trusted and supported and relationships are positive; it is a stimulating and inspiring environment that develops pupils emotional, intellectual, social, creative and physical skills.

The following are examples of the provision of wellbeing:

- Registration time discussions
- ASPIRE time with Tutors and outside speakers
- Curriculum lessons
- Wellbeing events
- Pastoral evenings/conference
- HoY blog
- Assemblies – whole school and year group specific
- School social media

- House system
- Co-curricular activities
- School Visits
- Charity and community work
- INSET training and CPD – relevant information is hosted on the Intranet under ASPIRE for staff wishing to learn more. INSET sessions are often focused around wellbeing and CPD around pastoral initiatives.
- Junior School Beehive
- Careers programme

3.2 MEDICAL TEAM AND WELLBEING

The Medical Room in the Wellbeing Hub is available to pupils throughout the school week. Pupils can attend if they are feeling unwell, need some time out or need to seek advice or guidance from the School Nursing Team or School Doctor. The pastoral team works closely with the School Nurses to best support all our pupils' medical and pastoral needs, whilst maintaining confidentiality as appropriate. The School Nurse will also liaise with parents regarding medical matters or illness. Our School Nurses are trained in Youth Mental Health First Aid and deliver training to school staff as part of our ongoing training and CPD.

As part of our wellbeing provision pupils will have a holistic health check with the School Nurse. This 'check-in' provides an opportunity for pupils to discuss their physical and mental wellbeing with the nurse, and the potential for follow up if required. Health checks take place in Year 6, Year 9 and Year 12.

The School Doctor offers a medical for Reception, Year 3, Year 7 (including height and weight check) and Year 10. These medicals provide an opportunity to assess key medical milestones e.g. eyesight and hearing as well as physical checks e.g. spine development. These medicals have been very beneficial in helping pupils and parents spot concerns early and take appropriate next steps.

The School employs two counsellors who are available to pupils across the week. Pupils can book appointments directly with the counsellor or through the School Nurses / HoY. School Counsellors are intended to offer short-term support – the pastoral team work with the counsellors to help assess need to ensure pupils are receiving the right help and support.

4. ENGAGING THE WHOLE SCHOOL COMMUNITY

4.1. POSITIVE PUPIL INVOLVEMENT

Pupils are fully involved in the pastoral life of the school. Assemblies and themed weeks, including wellbeing week, provide opportunities for pupils to actively think about their wellbeing and also join in collectively in fun activities to both raise awareness and provide tools on how we look after ourselves and others. Pupils understand how to safeguard themselves and others from harm.

Beehive/ASPIRE lessons are interactive and generate reflection, discussion and debate on many important topics.

The co-curricular and House programmes are crucial in developing positive wellbeing among pupils. These foster a sense of belonging, leadership and collaboration, fun and enjoyment, and connections with peers.

4.2 OPPORTUNITIES FOR PUPIL REFLECTION AND SELF-HELP

Pupil-completed Learning Diaries encourage self-evaluation and Form Tutors record happiness to allow us to best support pupils. Learning Diaries will be followed up by the Form Tutor, Deputy Head Pastoral/Academic or the Head of Year.

In Learning Diaries pupils reflect on the term and assess how they draw on their own resources to meet challenges and express any concerns. This is another strand to helping pupils support their own wellbeing and identify areas where we can help and support as a school. The following questions are examples of this:

1. Self-awareness, how well pupils know themselves and understand their strengths and weaknesses
2. Social awareness, their ability to show empathy to others
3. Self-management of their emotions
4. How they manage relationships
5. If they are making responsible decisions

Pupils are also encouraged to use the *Mind, Body and Soul* section on the Aspiring Girls website. It is a safe place for curiosity and to access information in order to acquire tools for help and support.

Pupils' views on our pastoral and wellbeing provision are sought through breakfast meetings or pupil voice sessions, along with conversations with their Form Tutors.

4.3 WORKING WITH PARENTS

The school wishes to work in partnership with parents to support pupils in all areas of school life. Parents are informed of key pastoral information at Reception Evenings in September and open dialogue is encouraged so we can be up to date and support all pupils. We hope that parents will keep the school abreast of any cause for celebration or concern.

We will call parents with a pupil's consent or knowledge; if a pupil is believed to be at risk or putting others at risk, or if in Reception or Years 1-8, their consent does not have to be sought. However, we believe parents want to help and support and so we encourage pupils to talk to their parents and we offer guidance to make these conversations successful. We appreciate it can be

difficult for parents to have conversations around pastoral or wellbeing concerns, mistakes or differences in opinion and would advise parents to:

- Set plenty of time aside to talk to their daughter, where they will be free from interruption and distraction.
- Acknowledge how difficult it has been to open up, talk about how the young person is feeling rather than details about events/injuries.
- Try not to react shocked or alarmed – this can be hard as the incident may be difficult to understand.
- Reassure that you are there for them and that there are lots of sources of support – pupils need to know that you are there for them regardless. Offer them help in seeing professional support – work with the school in partnership.
- Avoid giving ultimatums – they rarely work and may drive behaviour underground. This may stop a young person talking to you and you might not get the chance to discuss the topic again.

Parents have access to the School Aspiring Girls/Wellbeing websites. The aim is to share ideas and provide key information and resources to parents help them to support their daughters.

The Head of Year blog also keeps parents up to date with what their daughters are covering in APSIRE and helpful pointers as they navigate their school year. Pastoral Parents' Evenings are held which focus on a variety of pastoral and wellbeing topics and we host a bi-annual pastoral conference for parents.

The Junior News contains 'Beehive Buzz' which reinforce themes and make suggestions around supporting their own and daughter's wellbeing.

4.4 WORKING COLLABORATIVELY WITHIN THE SCHOOL AND WIDER COMMUNITY

The school promotes integrated relationships across year groups and recognises the value of these connections when developing a sense of belonging. Sixth Form have regular opportunities to work within our Junior School leading assemblies, supporting initiatives or taking part in the pre-prep reading programme. The Director of Partnerships co-ordinates a varied programme of outreach work, extending our contribution to the local community. Glimmer week highlights the importance of contributing to the lives of those within school as well as those living and working locally. We recognise the importance of giving to others in providing a sense of purpose, which has a positive effect on wellbeing.

5. PASTORAL MONITORING AND RECORDING

Pastoral recording plays an important role in providing continuity of pastoral care to pupils. All staff are involved in monitoring pupils' wellbeing. They should look out for any changes in behaviour or mood, or if someone appears upset or isolated. It is important that information or concerns are passed on and shared as appropriate to ensure that all pupils are supported, whilst being mindful of confidentiality i.e. those that need to know, know.

All staff have appropriate access to Pupil Information and must ensure that they keep details confidential at all times; information is only shared when it is in the best interest of the pupil to do so. Parental contact to any staff should be followed up promptly and recorded.

Information is recorded at GHS in the following ways:

- TLC note

Girls who need some extra 'TLC' are alerted to staff on a daily basis via the bulletin. The aim of this is to alert staff to personal problems a girl may have encountered such as health or family bereavement. The Form Tutor must notify Will Saunders if a girl needs to be included and write a brief note on the Pupil Information System database. This is the only 'open to all' information shared. In the Junior School, these pupils are discussed in weekly staff briefing and information is uploaded to the Pupil Information System database.

- Pupil Note via the Pupil Information System

- All staff entry

The database provides an opportunity for all staff to record **non confidential** comments, action and outcome points that can help to provide a better understanding of pupils and to keep the pastoral and academic team informed. All staff should add comments/action/outcome points concerning pupils' achievements, academic and pastoral wellbeing. They must also record meetings with parents or a summary of a concern raised in email correspondence. The HoY and Director of Sixth Form are alerted to the entry. In most cases, these issues will be dealt with by the member of staff entering them or by the HoY/ Form Tutor and action points should be added. In the Junior School, SLT, DSLs and Heads of Key Stage are notified of pupil entries.

- Head of Year/Director of 6th/SLT entry

Confidential concerns – should be raised with the Head of Year or Deputy Head Pastoral/Academic. These will be recorded via the database but are only visible to HoY/Director of 6th/SLT/Nurse; action and outcome points will also be noted by the HoY. HoY will pass on information to Form Tutors as necessary to keep them in the loop. Rewards, sanctions and potential safeguarding concerns are also noted by HoY/SLT for discussion.

- Nurse entry

Nurses will enter relevant information onto the Pupil Information System.

Entries into the Pupil Information System are discussed between the HoY, Deputy Head Pastoral and the Head weekly. A summary of key concerns is discussed with the staff at staff meetings and at the beginning of each term and recorded in the pastoral section of SharePoint so all staff can access.

- Safeguarding

Safeguarding entries can be made on the Pupil Information System, which alerts all of the DSLs.

5.1 CONFIDENTIALITY AND GDPR

The Gillick competency and Fraser guidelines help people who work with children to balance the need to listen to children's wishes with the responsibility to keep them safe. These guidelines are used to help assess whether a child has the maturity to make their own decisions and to understand the implications of those decisions.

Confidentiality applies to pupils over the age of 13 as long as they are 'Fraser' competent, unless they are a risk to themselves or others, raising a safeguarding concern. Pupils under the age of 13 cannot be deemed 'Fraser' competent. GHS believes that in the vast majority of cases pupils are best helped when their parents and key staff are informed and supportive. The pupil will be encouraged to tell their parents with the support of the pastoral team unless there is a concern that this could make the situation worse, or if the pupil is not at risk and adamant that parents are not to be contacted.

Staff who have access to confidential information must ensure that the confidentiality is maintained.

6. CHILD PROTECTION AND SAFEGUARDING RESPONSIBILITIES

In line with the Child Protection and Safeguarding Policy, staff must be alert to possible safeguarding concerns around pupil health, wellbeing or activities – these must be passed on to the DSL or DDSLs. If you are concerned that a pupil is at risk of harm this must be immediate. Safeguarding concerns override issues of confidentiality or GDPR. If staff are unsure as to whether a pastoral issue constitutes a safeguarding concern they should contact the DSL or DDSL for advice.

7. IDENTIFYING AND ADDRESSING WELLBEING CONCERNS

7.1 ENCOURAGING CONVERSATIONS

Conversations are a key part of supporting pupils across all areas of their school life. Sometimes a quick chat will be enough to show understanding, clarify a situation or question and put a pupil at ease.

Form Tutors, Heads of Year or Deputy Heads will listen and support pupils and talk through the most helpful next steps.

7.2 WARNING SIGNS

Staff should be alert to possible 'warning signs' that a pupil may not be okay. All pupils will have days when they are not okay, and this is totally natural. However, we need to be alert to patterns, changes and timescales which can highlight that a pupil is needing extra help and support and need to note when not being okay becomes the normal so that early intervention can take place.

Warning signs include:

- Physical signs of harm or injuries that are repeated or appear non-accidental
- Evidence of self-harm
- Panic Attacks
- Changes in eating / sleeping habits
- Increased isolation from friends or family, becoming socially withdrawn
- Changes in activity and mood
- Lowering of academic achievement
- Talking or joking about self-harm or suicide
- Abusing drugs or alcohol
- Expressing feelings of failure, uselessness or loss of hope
- Worrying content in academic work e.g. Art or English
- Changes in clothing – e.g. long sleeves in warm weather
- Secretive behaviour
- Skipping PE or getting changed secretly
- Lateness to or absence from school
- Repeated physical pain or nausea with no evident cause
- An increase in lateness or absenteeism
- An increased attendance at the medical room
- Sudden weight loss or gain

Staff should always listen to pupils rather than advise them, however, some points to consider could be:

- How does the pupil feel about particular aspects of their life e.g. family, school, relationships?
- How are they managing their mood on a moment by moment level?
- How do they feel socially? What are they engaging in? What is bringing them joy?
- How long have they been feeling this way/behaving this way? Is it causing distress / stopping them from doing things?

If school staff become aware of warning signs that may indicate a pupil is struggling with a broader physical or mental health concern, they should take the warning signs seriously and speak to the Deputy Head Pastoral or the Head of Year.

7.3 MANAGING DISCLOSURES OR INCIDENTS

- **Listen** - Staff must listen to a pupil in emotional distress calmly and non-judgementally, reassure them that we want to help and support. **Observe** – are you concerned by the pupil's behaviour/actions or how they are presenting e.g. slurring of words, confused/dazed?
- **Pass it on** –
 - a. Immediate risk – to School Nurse/SLT or DSL/DDSL (Catherine Gilmore, Karen Laurie, Katrina Sloan, Allistair Williamson, Katy Hughes, Ashley Lovegrove or Amanda Whybro)
 - b. Confidential concern - Speak to HoY/Deputy Head (Pastoral)
- Pastoral Deputy Head and Head of Year will approach the pupil who is of a concern to try to help and support. We hope that pupils will be open and honest about how they are feeling, safe in the knowledge that we will take steps to help and reassure them. This may involve parents, the School Counsellor or Doctor or a referral to outside professional agencies e.g. CAMHS/Early Help. If a pupil is presenting as an immediate risk, appropriate support will be accessed straight away. If there is a safeguarding concern that a pupil is at risk of abuse, vulnerable to exploitation e.g. sexual exploitation or at risk of harm, safeguarding procedures will be followed.
- Staff are informed on a need-to-know basis; the needs of friends/siblings will also be considered.
- If support is best reached through an outside agency the Pastoral Deputy Head/Head of Year will usually be the link with the service. It is hoped that pupils/parents will give permission for the school to receive feedback from the services/GP so the best ongoing support can be given to the pupil.
- Action plan will be noted. This may include:
 - a. Follow-up meetings, reviews in Pastoral Meetings.
 - b. Should a pupil require some time out of school, we will be fully supportive of this. Timetable changes or suspension of lessons can be made followed by steps to ensure smooth reintegration back into school when ready.
 - c. If a pupil is absent from school for a sustained period of time, then appropriate arrangements will be made to allow for the continuing education of the pupil at home. This may be in discussion with the local authority to health care professionals.

- d. If the school considers that the presence of a pupil is having a detrimental effect on the wellbeing or safety of other members of the community or that a pupil's mental health cannot be managed effectively and safely in school, the school reserves the right to request that parents withdraw their daughter temporarily until appropriate reassurances have been received.
- e. The needs of friends/siblings and the wider school community will also be considered. We recognise that friends want to support each other, but they often do not know how. In some cases, it is possible that friends may learn unhealthy coping mechanisms from each other. On a case by case basis support may be given to friendship groups.

8 SUPPORTING STAFF WELLBEING

8.1 CONFIDENTIAL CARE HELPLINE

Confidential Care's helpline and web pages can provide information and advice on a wide range of work /life issues including:

- Debt & Finance Support
- Legal & Tax Advice
- Counselling & Emotional Support
- Family Care (parenting, child care, education, divorce / separation, elder care, disability care)
- Everyday Matters (home, travel, motor, family & pets)

As part of the service, staff can also speak to or arrange to meet with a qualified counsellor. Confidential Care is available 24 hours a day, 7 days a week, 365 days a year. To access Confidential Care's services, phone them on 0800 085 1376 or 020 7938 0963. You can also email any queries to assist@cic-cap.co.uk and access the Confidential Care Website at www.well-online.co.uk. Staff only need to say that they are an employee of Guildford High School.

All contact with Confidential Care is confidential and the school will not be provided with information that could be used to identify individuals using the service.

8.2 SCHOOL COUNSELLORS

The school counsellors are available to all staff. Ordinarily there is no limit to the number of sessions staff are able to book but in-school counselling may not always be appropriate for those requiring long term therapy.

8.3 WORK LIFE BALANCE

Staff with concerns about their work life balance may contact any member of SLT either via email or in person to arrange a confidential meeting. Staff may also contact the Director of Human Resources with any concerns about their work life balance.

8.4 STAFF FEEDBACK

Staff complete an annual survey which is provided by United Learning. Feedback provided on this is looked at by SLT and a summary is discussed with staff at the next available whole staff meeting.

Staff can also feed into the Staff Wellbeing Committee which meets each term to discuss upcoming staff events and areas where staff wellbeing can be enhanced.

9. FURTHER INFORMATION AND SOURCES OF SUPPORT ABOUT COMMON MENTAL HEALTH ISSUES

Signposting is provided visually around the school for both staff and pupils. In addition, there is the Aspiring Girls website (designed with students in mind), as well as a Pastoral CPD site for staff, both of which provide additional information on how to support your own and others' mental health and wellbeing.

9.1 SELF-HELP TECHNIQUES

Distraction techniques – 'ride the wave of emotion' can also be helpful. These can include:

- Write down thoughts or feelings – then throw it away
- Play dough - stretch and squeeze
- Have a good scream
- Breathe, meditate
- Go for a walk in a public place
- Talk to school, family friend
- Be creative
- Listen to music, watch a film
- Don't be hard on yourself

To regain feeling	To feel in control
Eat something sour or bitter – try lemons	Make a to do list and break your day into manageable chunks
Try 5,4,3,2,1 technique to regain focus <ul style="list-style-type: none"> • 5 things you can see • 4 you can touch 	Look around the room and find something to touch or smell. If there is someone home, call out and listen to their response

<ul style="list-style-type: none"> • 3 you can hear • 2 you can smell • 1 you can taste 	
Hold something cold or warm and focus on the feeling of the sensation on your skin	Reflect on the last 7 days and write down things that you have achieved, people you have seen and moments that you have felt happy
Focus on your breathing – think about the cool air entering your nostrils and the sensation of your chest rising and falling	Say the alphabet out loud or count out loud to 100
Play with putty, blue tack or modelling clay	Build something using lego
Spent time with your pet – stroke or groom	

9.2 EATING PROBLEMS

Health checks are part of our holistic approach to pupil health and wellbeing. Pupils' heights and weights are recorded in Reception, Year 3 and Year 7 in order to provide base-line information. In Years 8-13 they may be taken as part of pupils' on-going health check with the School Nursing Team or School Doctor, or in response to a concern raised. These medical/holistic checks only take place with parental consent. Health promotion is a key part of the Beehive/ASPIRE and Schemes of Work programmes and the wider wellbeing programme of Mind, Body and Soul. This encourages pupils to adopt healthy balanced eating at home and school and addresses positive role modelling by adults in their lives.

We recognise that pupils lead busy, active lives and sometimes either through ill health, change in diet or routine weight may slip. For most, healthy weight will be naturally rectified. If a concern is raised about a pupil's weight, for example through Sport, the Nursing team or a staff member then we will act upon this concern. The following procedure will be followed:

- A conversation will take place with the pupil with either a member of the pastoral team or the nursing staff. We will listen to the pupil and talk through routine and any concerns e.g. sleep, exercise, food.
- Weight and height will be taken and plotted on pupil's medical record (BMI/Height for weight will be noted) by the School Nurse. Advice of the School Doctor may be sought.
- A follow up discussion with the pupil to decide next steps:
 - Discussion on possible areas of resolution with pastoral team/Nurse– monitor through recall to nurse. In the vast majority of cases; healthy weight will be restored.
 - Discussion with School Doctor/ School Counsellor to provide support if needed.
- Early intervention Referral to GP/ specialist support

- If height/weight ratio or BMI raises concern, or if discussions with the pupil express concern about eating habits or psychology around food then a referral to the GP may be necessary. Discussion will take place with pupil and parents.
- Early Intervention is key to recognising concerns and seeking professional medical help and support quickly. We recognise that for parents and pupils this may be daunting, however, partnership is key to addressing any concerns and not letting them escalate.

9.3 SELF-HARM

Don't be afraid to ask for help; break the cycle.

Self-harm is a behaviour that causes harm or injury as a way of coping or to relieve pressure from overwhelming and distressing thoughts or feelings. It is a symptom of the problem, not the problem itself, and is not a positive way of coping.

Everyone can experience stress and worry – we encourage pupils to talk about emotions, pain and feelings, events in their lives and pressure, to help manage feelings and concerns and not bury them so that they become unbearable. It is important that pupils know that self-harm might only give temporary relief; the underlying reasons remain and therefore it is important that it does not become a person's normal way of dealing with life's difficulties. It is important that pupils talk to someone as early as possible to receive the right support and help learn new coping strategies to deal with any difficulties, to break the cycle of self-harm.

"Talking can be a way of coping with a problem you've been carrying around in your head for a while....it shows you are taking charge of your wellbeing and doing what you need to stay healthy"
The Truth about self-harm, The Mental Health Foundation

WHO TO TALK TO?

School is a safe place. We want all pupils to feel that there is someone they can trust and feel comfortable talking to. It does not really matter who pupils tell; we will listen, let pupils go at their own pace and try to understand their thoughts and feelings so we can help. Pupils can also email if they find talking difficult/use the Speak Out App on the intranet page.

If a member of staff is concerned that a pupil may be self-harming, they will alert the Head of Year, Deputy Head Pastoral or the School Nurse/School Doctor. It is important that we talk to pupils about any concern over self-harm.

WHAT WILL HAPPEN NEXT?

1. The Head of Year or Deputy Head Pastoral will speak to the pupil about how she is feeling. We may ask her to speak to the School Nurse/Doctor to determine the extent of any injuries, to discuss risk of infection and to ensure that we are getting her the best help and

support. To do this we have to try to have an understanding of the risk presented e.g. how the pupil is feeling, methods of self-harm and frequency.

2. We will then discuss with the pupil the next steps; these may include:
 - a. Who to inform about how they are feeling – this will include a discussion of parental involvement. We understand that confidentiality may be a key concern for pupils.
 - b. Seeking help from the School Counsellor or School Doctor. They can support pupils with self-help techniques and exploring with them why they may turn to self-harm.
 - c. Possible referral to outside agencies e.g. Early Help.
 - d. Discussion about contagion and expectation on covering wounds and not using social media to discuss self-harm.
 - e. Reminding pupils that it can get better and recovery is possible. The problems causing self-harm can, with help and support, become more manageable and finding new coping strategies can help.
 - f. Supporting friends.
3. If a pupil has a serious injury or feels unwell we will seek immediate medical attention.
4. The steps taken will be recorded, monitored and reviewed to ensure ongoing support and guidance.

9.4 QUESTIONS OVER GENDER AND THE APPROACH OF THE SCHOOL

GHS prides itself in being an open, honest and tolerant community of individuals. We want pupils to be themselves and to be happy. There are complexities inherent to childhood and adolescent development, normal qualms about growing up, hitting puberty and navigating society's neutral gender roles. Some pupils may begin to question how they identify or do not want to conform to their biological sex in key ways e.g. clothes, hair. The nature of school uniform allows for pupils to express themselves in the way they feel most comfortable without having to label themselves. If a pupil openly questions their gender, we listen and respect their thoughts and feelings whilst recognising that we are not in a position to offer medical or physiological guidance. We want to provide them with time, space and privacy to explore their own thoughts and feelings without any pressure to conform to any gender, to allow them to explore their gender safely. This may involve speaking to parents, the School Counsellor or through the support of outside agencies. However, we recognise that there is no 'one size fits all' approach to how we would respond and we will follow The Equalities Act 2010 for further legal guidance and await specific Government guidance for schools on this topic.

9.5 SUICIDAL FEELINGS

The following is from the suicide prevention charity Papyrus. They state:

Suicide is the biggest killer of young people—male and female—under 35 in the UK.

We believe that everyone has a role to play in preventing young suicide. We need to work towards a community where suicide is no longer taboo and young people feel able to tell someone if they feel suicidal and ask for help.

Hopeline 0800 0684141

Conversation starters - Is a child or young person having suicidal thoughts: What to say.

Talking about suicide does not make it more likely to happen

1. Ask them directly about thoughts of suicide – this does save lives. By using the word suicide it makes it easier for young people to talk about how they feel. Here are some examples provided by Papyrus:

Ask them directly 'Are you thinking about suicide?' By using the word suicide, you are telling the young person that it's OK to talk openly about their thoughts of suicide with you.

"Sometimes, when people are feeling the way you are they think about suicide. Is that what you're thinking about?"

"Are you telling me you want to kill yourself? End your life? Die? Die by suicide?"

"It sounds like you're thinking about suicide, is that right?"

"It sounds like life feels too hard for you right now and you want to kill yourself, is that right?"

2. Listen – be patient, try not to fix things, give them time and space to tell you how they are feeling freely.

Try not to – assume you know, tell them it is just a phase or try to make their problems seem smaller.

If someone is suicidal, listen to them and allow them to express their feelings. They may feel a huge sense of relief that someone is willing to hear their darkest thoughts.

"It sounds as though things are really hard at the moment. ... Can you tell me a bit more?"

"Things must be so painful for you to feel like there is no way out. I want to listen and help."

"Take your time and tell me what's happening for you at the moment."

"I am so sorry you're feeling this way. Can you tell me more about how you are feeling?"

"Can you tell me more about why you want to die?"

"What has brought you to this place/to feel this way?"

"It's hard and scary to talk about suicide but take your time and I will listen."

3. Reassure and show them support – tell them you are here for them. Connect. Thank them for being honest and open.

Reassure them that they are not alone and you can look for support together.

“It’s not uncommon to have thoughts of suicide. With help and support many people can work through these thoughts and stay safe.”

“There are organisations that offer support like PAPYRUS HOPELineUK. I can help you find their contact details.”

“You’ve shown a lot of strength in telling me this. I want to help you find support.”

“There is hope. There is help available and we can find it together”

4. Remember it is ok if you don’t know how to help them. Listen, reassure and speak to the Head, Deputy Head Pastoral or a Head of Year who will discuss a stay safe plan with the young person. If they are in immediate risk of suicide and you cannot speak to anyone – phone 999.

‘I don’t know how to help you right now, but I am here for you, let’s see Mrs Gilmore/Mrs Laurie/Head of Year together to get some support.’

Unless contacting parents may put the young person at greater risk, parents will be contacted so that all can give help and support.

STAY SAFE PLAN

i. Not at immediate risk

Talk through with the young person the key points of a safety plan. When thoughts of suicide are overwhelming, it is very important that we help young people connect to the part of them that wants to stay safe and wants to live. It is also important to make sure that their environment is safe and barriers are placed between themselves and possible items.

- What can I do right now that will keep me safe?
- Self care – and self-help
- Talk about a longer term support plan
 - Speak to a GP – suggest writing ideas of the support that is needed
- Hopeline 0800 0684141

Papyrus have two models of stay safe plans and these could be completed with the young person, or the young person and parents

PLAN 1 - <https://papyrus-uk.org/wp-content/uploads/2018/09/Resources-Safety-plan-updated-logo.pdf>

PLAN 2 - <https://papyrus-uk.org/wp-content/uploads/2018/09/Suicide-Safety-Plan-Leaflet.pdf>

ii. **Potentially at immediate risk**

- Emergency help is needed if steps have been taken to end life or if thoughts of suicide are particularly intense and the young person is unable to stay safe from suicide
- Visit A&E, 111 or 999
 - 111 can advise on safe spaces to access or walk in centres
 - Never be afraid to call 999 if you are worried that a young person cannot keep safe