



6-1 PASTORAL CARE AND WELLBEING OF PUPILS AT GHS – for parents

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. PROMOTING POSITIVE WELLBEING

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
- Junior School Beehive lessons
- ASPIRE lessons with Tutors and outside speakers
- Curriculum lessons
- Wellbeing events
- Pastoral evenings/conference
- Junior School *Junior News/Beehive Buzz*
- Senior School HoY blog
- Assemblies – whole school and year group specific
- School social media
- House system
- Co-curricular activities
- School Visits
- Charity and community work
- Careers programme

3. PASTORAL TEAM

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.

3.1 LEAD MEMBERS OF STAFF

- Form Tutors develop the micro moments of warmth and interest with their Tutees and are the first port of call for information.
- Junior School Heads of Key Stages and Senior School 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 oversees the ASPIRE programme and works closely with the Head of Beehive in the Junior School and the Head of ASPIRE in the Senior School.
- The programmes include a wellbeing focus on how to look after our mind, body and soul, developing character and emotional literacy.

- School Nurse/School Doctor provides pastoral and medical advice and guidance from the Medical Room in the Wellbeing Hub.
- School Counsellor 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.

3.2 MEDICAL TEAM

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.

3.3 SCHOOL COUNSELLOR AND PASTORAL INTERVENTION

In Junior School, the Assistant Head Wellbeing coordinates additional pastoral support for pupils based on communication with parents. This can be through Beehive Club (themes of friendships/managing strong emotions/worries) which is small group intervention or ELSA (Emotional Literacy Support Assistant) which is one-to-one with a trained member of staff who will work with the pupil over six to seven weeks and have a bespoke target they are working toward. In specific areas of need, pupils may have time with the School Counsellor who is available to Junior School pupils on a Tuesday.

In the Senior School, pupils can book appointments directly with the counsellor or through the School Nurses / HoY. The School Counsellor is 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. At the beginning of each academic year, Junior School pupils receive an NSPCC “Speak Out Stay Safe” assembly and in Senior School pupils receive a safeguarding assembly. 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

Pupils in key stages 2, 3, 4 and 5 complete termly Learning Diaries which encourage self-evaluation. Form Tutors review responses and monitor happiness to allow opportunities for conversations and know how to best support pupils. Learning Diaries will be followed up by the Heads of Key Stages, Heads of Year, Assistant Head Wellbeing or Deputy Head Pastoral/Academic.

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

In Key Stage 2 pupils also complete a wellbeing PASS questionnaire (Pupils’ Attitudes to Self and School). This creates data from which the Assistant Head of Wellbeing can identify specific concerns and put intervention in place.

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 pupil voice and School Council, 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. Information and Curriculum Evenings in September provide opportunities for parents to meet key members of staff involved in the pastoral care of their daughter. Open dialogue is encouraged so we can be up to date and support all pupils and 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 Junior News contains 'Beehive Buzz' which reinforce pastoral themes and offers suggestions around supporting their daughter's wellbeing. The Senior School's Heads of Year blogs also keeps parents up to date with what their daughters are covering in APSIRE and gives helpful pointers as they navigate their school year. In Junior School there are two parents' evenings in the academic year, the first of which focuses on pastoral care and wellbeing of their daughter.

Throughout the academic year, parents receive a termly safeguarding bulletin which offers advice on how they can support their daughter's physical, emotional and mental wellbeing. There are pastoral evening webinars which focus on a variety of topics and we host a bi-annual pastoral conference for parents.

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 scheme. 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. IDENTIFYING AND ADDRESSING WELLBEING CONCERNS

5.1 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.

5.2 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. Please refer to Appendix 1.

5.3 WARNING SIGNS

Staff and parents 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

APPENDIX 1: 'WHO SHOULD I TALK TO?' POSTERS

SENIOR SCHOOL

WHO SHOULD I TALK TO?

ANYONE - Ideally, a TRUSTED adult.

Sometimes things happen... it helps to talk. We may find ourselves worrying about...

Work **Friends** **Health** **Home**

Here are ideas of people you could talk to:

- **Parents**
- **Form teacher**
- **Head of Year**
- **The School Nurse**
- **Dr Clayton, our school doctor**
- **Katie Alexander, our school counsellor**
- **Any teacher or adult at school**
- **Telephone Childline on 0800 1111**
- **Text 'Shout' to 85258**
- **SPEAK OUT App on the School Intranet. You can use this anonymously to report anything.**

The Aspiring Girls website has a list of helplines able to offer support for a range of circumstances. Go to mental health & wellbeing - additional support.

Received an unwanted and inappropriate image? Click CEOP 'Report Remove' on the AG website (Body - Female Health - Understanding Consent)

Mrs Laurie, Mrs Gilmore, Mrs Buxton, Miss Sloan, Mrs Whybro and Mr Williamson are the Designated Safeguarding Leads and will be able to support and advise you.



Who should I talk to?
Any trusted adult at home or school.

If you are worried, then talking always helps. Speaking to a trusted adult will help you feel better and they will be able to support you. **All of your teachers will listen and can offer advice.** These are some of the pastoral team who are here for you:

- Your form teacher
- Mrs Sood (Pre-Prep)
- Ms Mager (KS2)
- Miss Ansell
- Mrs Whybro
- The school nurses / doctor

If you are worried, you can also call Childline on 0800 1111.

APPENDIX 2: PASTORAL SUPPORT FLOW CHARTS





JUNIOR SCHOOL PASTORAL FLOWCHART

SCHOOL

HOME

STAGE 1

Universal Pastoral Support

The following pastoral support structures are in place for all pupils at the Junior School:

- Form teachers/ Teaching Assistant (Pre-Prep)
- Beehive (PSHE) lessons
- Mindful Monday / Thoughtful Tuesday
- Assemblies – focused on key themes
- Wellbeing website
- Learning Diaries
- Beehive Checklist

The following pastoral support is available to all parents at the Junior School:

- Annual pastoral parents evening (September) to gain understanding of settling into the new academic year
- Parent workshops and conferences
- Termly parents/ safeguarding bulletins

We ask for your support in the following ways:

- Open, positive conversations about your daughter's school experience
- Monitoring internet use, including home filtering
- Providing a balanced weekly schedule of school, clubs, and home time

STAGE 2

Additional Pastoral Support

For pupils we identify as requiring additional support, the following interventions are available:

- Beehive Club - Invitational club, 6-week group session
- Head of Key Stage support
- Action plan for pastoral support – shared with teachers

In addition to Stage 1 the following pastoral support is available to parents at the Junior School:

- Signposting to additional agencies or resources

We ask for your support in the following ways:

- Supporting messaging provided within interventions and any supplementary resources sent home
- Open communication with school on progress in relation to identified need / concern
- Maintain an adult perspective about any concerns or needs regarding your daughter

STAGE 3

Targeted Pastoral Support

For pupils who we identify as requiring targeted support, the following intervention is available:

- ELSA (Emotional Literacy Support Assistants) 1:1 or Group weekly meetings (8-10 weeks) arranged by Assistant Head (Wellbeing) and Heads of Key Stage

At this stage, the following pastoral support is available to parents at the Junior School:

- Signposting to additional agencies, resources, workshops

We ask for your support in the following ways:

- Reinforce messaging provided within interventions and engage in resources sent home
- Regular communication with school on progress in relation to identified need / concern
- Maintain an adult perspective about any concerns or needs regarding your daughter

STAGE 4

Advanced Individual or External Pastoral Support

For pupils we identify as requiring advanced individual support, the following intervention is available:

- School Counsellor 1:1 Weekly meetings (6 weeks) arranged by Deputy Head and Heads of Key Stage

At this stage, the following pastoral support is available to parents at the Junior School:

- Signposting to additional agencies resources, workshops

We ask for your support in the following ways:

- Frequently communication with school on progress in relation to identified need / concern
- Seeking external counselling / intervention following school-based sessions (where required)
- Supporting any possible referral request