

Contact & signposting

At Glenthorne your child's Form Tutor will often be the first point of contact. In addition to them your child has an Assistant Head of Year (AHOY) and Head of Year (HOY). These are:

Year 7— Mr Banfield (HOY), Mrs Graham Golding, Mr McCarthy (AHOYS)

Year 8— Mr Hemingway(HOY), Miss Shepherd (AHOY)

Year 9— Mr Cripps (HOY), Mr Evans (AHOY)

Year 10— Mr Dempster& Mrs Flynn (HOY) Mrs Barrett, Miss Khamkhar AHOYS)

Year 11 – Mr Dempster (HOY) , Mr Corbey, Mrs Christian-Hare (AHOYS)

Year 12— Mr Powell (HOY), Miss Girvan (AHOY)

Year 13– Ms Hunter (HOY), Miss Sivardeen (AHOY)

Designated Safeguarding Leads:

Mrs Alletson

Ms S Miller

Mr Gillies

Sixth Form—Ms Bains

If you are concerned about a child please contact the appropriate member of staff.



Other useful resources

- ♦ Off The Record Youth Counselling. Drop in sessions and online resources: <https://www.talkofftherecord.org/>
- ♦ Sutton CAMHS & Single Point of Access (SPA) <https://suttonuplift.co.uk/component/content/article?id=100&Itemid=188>
- ♦ Merton CAMHS & Single Point of Access <https://www.swlstg.nhs.uk/our-services/find-a-service/service/merton-camhs>
- ♦ Parent Zone 'The experts in digital family life' <https://parentzone.org.uk/advice/health-wellbeing>
- ♦ Information from CEOP and Parent Zone <https://parentinfo.org/>
- ♦ Young Minds 'Fighting for young people's mental health' <https://youngminds.org.uk/>

Please visit the school website and have a look at our update for further information

GHS Wellbeing Strategy

The wellbeing of all members of the Glenthorne community is extremely important to us. Although not a new priority, we know there has been a national increase in the amount of reported mental health cases, particularly with the challenges we have all faced over the last couple of years. We have always had great provision for students in need of additional welfare support. Our vision is that students become self managers of their own wellbeing, whilst acknowledging that there will be times when we all need that extra bit of support. The GHS Wellbeing Strategy shares strategies for positive wellbeing as well as support available for those in need of some extra help.

Context & aims

We know that young people nowadays are living in increasingly challenging times with having to manage the challenges posed by adolescence as well as managing their time both on and offline.

- ♦ Nationally, there has been a huge increase in the number of reported mental health issues.
- ♦ Some students aspire for perfection which we know is impossible. Some are too scared of any form of failure.
- ♦ External agencies expect more and more of schools.
- ♦ Social media plays a huge part in the mental health of young people.
- ♦ Nationally, in an average class of 30 15-year old pupils; eight could have a mental health issue such as anxiety or low mood, ten are likely to have seen their parents separate, one student's parent could have died, seven are likely to have been bullied, six may be self-harming.

We have a clear vision for students at Glenthorne to become capable to self manage their own wellbeing and mental health. We aim to support students to do this by:

- ♦ Providing them with a broad and balanced curriculum full of enriching opportunities which will help them to feel connected to the school community.
- ♦ Teach them tips and give them tools which will support positive wellbeing.
- ♦ Provide a safe and supportive environment in which all students can learn and achieve their potential.
- ♦ Provide a range of support for students who might need some extra help.
- ♦ Provide parents, as the primary educators with tips and tools to support their child with their wellbeing and mental health.

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Students as self managers of their own wellbeing

Our vision is for all our students to learn and develop the skills to become able to manage their own wellbeing and mental health. As adults we know that the nature of mental health can be up and down, just like physical health, but that positive steps can be taken to promote positive mental health.

SLEEP

Students should aim to get eight hours sleep per night so that they have time to relax and rejuvenate.

DIET

Students need to be reminded to fuel their bodies with the right food and drink so that it can work at its best.

HOBBIES

It is really important for students to have hobbies and interests, both inside and outside of school. We want all our students to take part in extra-curricular activities. This will help them to feel connected to the community and to support them to have positive interests and learn new skills.

CONNECT

Students should be encouraged to connect to their friends, family and peers face to face and to spend quality time together

SLEEP HYGIENE

Students should think about their routine before they go to sleep. Do they have a warm drink before bed? Do they have a bath? Do they limit their screen time?

EXERCISE

Students should be aiming to do exercise throughout the week to help support their wellbeing, mental and physical health.

SCREEN TIME

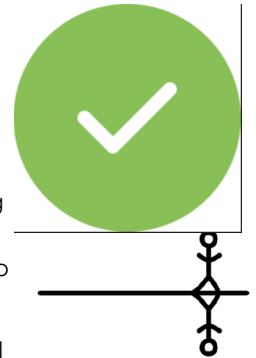
We know that the amount of time spent on screens is directly linked to mental health. Students should limit the amount of time they spend on their screens to help to improve their mental health and wellbeing.

GIVE

Doing something nice for someone else is a great way to improve self esteem and to make students feel better about themselves.

Top tips for talking

- ♦ **Give your full attention, be curious and take it seriously**
We all know it's not nice to be half listened to. Being actively interested in your child can be a powerful way to help them feel listened to and understood. Try to resist the urge to downplay or dismiss what your child is telling you.
- ♦ **Emphasis that you are always available to talk.** It may be that your child doesn't want to talk, can't find the words at the moment or is trying to assert their independence. Don't be misled by your teenager's need for separation. They need you just as much as ever.
- ♦ **Taking time to reflect.** Research shows that thinking about what is going on in your child's mind and being aware of your own thoughts and feelings promotes secure attachment, good social skills and the ability to 'read' others.
- ♦ **Provide empathy.** When children feel truly understood they start to be able to manage their emotions and this has a big impact on their wellbeing. Using empathy is also a great way to defuse tension.
- ♦ **Be aware of your own stress and negative feelings.** They can really get in the way of feeling close to your child. Reflecting on the causes of stress can prevent it from spilling into your relationships at home.
- ♦ **Think about timing.** Ask yourself 'is this the right time to talk?' Choose a time when you can focus on your child and ignore distractions.
- ♦ **What should I do if I am worried?** You can find some advice and guidance listed in this booklet and you can see what the school is able to offer. In particular, MindEd for Families provides comprehensive information on a range of mental health problems. If problems persist, become overwhelming or you feel your child is displaying particular symptoms, we strongly recommend that you visit your GP.



Supporting students

- ◆ Our everyday habits are important to our mental health, just as they are to our physical health.
- ◆ Make time to be with your child one-to-one so that you can listen to them and their feelings. Think about the five ways to wellbeing; connect, be active, keep learning, give to others, be mindful.
- ◆ Really encourage them to take part in some extra curricular clubs and activities either in or outside of school. Glenthorne has a huge range on offer, so encourage them to get involved. Connectedness will really help them.
- ◆ Do something together, maybe make time to do something at the weekend.
- ◆ Be a good role model when it comes to managing your own mental health and things such as managing emotions and being resilient and not giving up in the face of challenges.
- ◆ Provide a stable and consistent environment with clear boundaries.
- ◆ Be kind to yourself and look after your own mental health as this will have a beneficial impact on the wellbeing of your child.



Worried about your child?

- ◆ Talk to them about your concerns, listen to what they have to say.
- ◆ See what solutions you can come up with together. How can you encourage them to be resilient and to face or overcome how they are feeling or what they are facing? They should not avoid something which is worrying them, they should tackle it head on.
- ◆ If your concerns are longer term then speak to someone. Speak to your GP, your child's Tutor or Head of Year or one of the Designated Safeguarding Leads at school.
- ◆ Have a look at the signposting information at the back of this booklet.

Universal Support

All students take have access to their Form Tutor, Assistant Head of Year, Head of House and Head of Year; all of whom provide pastoral support on a daily basis . In Tutor Times, assemblies and PSHE lessons students will learn about lots of topics to help them with their wellbeing including making healthy choices, resilience and positive mental health.

HOUSE BUDDIES

House Buddies are trained sixth form mentors. All students can self-refer themselves by contacting their Head of House. Any member of staff can also refer a student for a House Buddy. They could work with students for a range of reasons including transitions, organisation, friendships issues or tips about positive wellbeing.

CLUBS & GROUPS

Taking part in extra curricular clubs and activities is great for improving and managing wellbeing and mental health. Glenthorne has loads of clubs and every student should take part in at least one extra curricular activity.

WELLBEING SURVEY

Students will complete a wellbeing survey which will help us to plan and deliver appropriate intervention for any student who is struggling.

SCHOOL NURSE

Our school nurse provides a drop in service every Tuesday from 12-2pm. Students can also be referred for an appointment by their Head of Year. The school nurse will work with students on anything related to physical or mental health such as anxiety, eating or body image.

WELLBEING BOARD

The wellbeing board in the hub is kept up to date with information about wellbeing and mental health. Students should be encouraged to have a look at it regularly.



Wellbeing Wednesdays

As part of our universal provision of support, every week B we have Wellbeing Wednesday where we really think about our wellbeing. Each Wellbeing Tuesday will focus students on thinking about their wellbeing through a range of different activities and aspects designed to help them to make healthy, positive choices about their own wellbeing.

TUTOR TIME

Every Wednesday Week B every tutor group will complete a bespoke wellbeing activity which has been designed by their Head of Year. They have a focus specific to the needs and priorities for each year group. Key topics such as social media and resilience are revisited in different year groups. Lots of these activities are discussion based, providing students with a great opportunity to reflect on their wellbeing and how to improve it.

WELLBEING TIPS

To compliment the work being done in Tutor Time there will also be weekly wellbeing tips on the screens in the hub.

STAFF WELLBEING

The wellbeing of the whole school community is important to us so there will be wellbeing tips and events taking place to support staff wellbeing as well.

WELLBEING IN THE CANTEEN

Our canteen, The Willow is supporting Wellbeing by offering students meals that include superfoods and healthy options which will help them with their physical wellbeing. We encourage all students to try a new meal or dish on offer to find out whether they like it. They might be surprised!



Targeted Support

We have a range of different types of targeted support available in school. Generally, the Head of Year or Form Tutor refers a student to these services using a Welfare

PASTORS

We have volunteers from the Pastor team who come in every Thursday morning. They provide 1:1 and small group sessions. The waiting list is generally shorter to see the Pastors and students could be seen within a week or two. The Form Tutor or Head of Year

SCHOOL COUNSELLOR

We have a full-time school counsellor who works with students for a huge range of reasons from mental health & wellbeing to confidence issues, family breakdown or bereavement. A WSP needs to be completed by the Form Tutor or Head of Year.

BEHAVIOUR SUPPORT OFFICER

Our behaviour support officer will work with students who need to change or improve aspects of their behaviour. They also provide support such as anger management. This is accessed through a Pastoral Support Plan (PSP).

RESTART ROOM

Some of our pupils who require a little bit more support will have targeted access to our Restart Room.

EMOTIONAL WELLBEING PRACTITIONER (EWP)

We have two EWPs from CAMHS in school each week. The EWP works with students 1:1 or in small groups, offers workshops related to anxiety or managing exam stress and resilience. This service is accessed through a self-referral made by the student. This is on their emails and on the school website or available from their Head of Year.

MAPS MENTORS

The school funds four MAPS places each year. Once partnered with a mentor, the students work with them for a full year. This has been hugely successful in the past to support students who are struggling to attend school, have suffered trauma in their lives or who are struggling to manage their behaviour.

ELSA

Our ELSA team can support students with a variety of issues for example self-esteem, friendships, bereavement or how to manage their emotions. ELSA sessions are great for students who sometimes find it more difficult to talk about their feelings.

Whilst being able to offer a huge range of support in school we know that some students will need additional support from external agencies. In cases such as these, we will refer students to external agencies such as CAMHS, Early Help, Off The Record and the Turnaround Project.