



Carshalton High School for Girls

CHSG

Excellence: everywhere, every day

Mental Health and Wellbeing Strategy & Policy

Reviewed and Agreed by Carshalton Local Governing Body:

Summer 2024

Next Review:

Summer 2027

Policy Notes may be subject to review and revision at any time by the Carshalton Local Governing Body notwithstanding that the next review date has not been reached.

Review dates are for guidance only and whilst the intention is always to arrange reviews within the stated time frame all Policy Notes will remain in force until this has taken place and been formally approved by the Carshalton Local Governing Body.

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1) Statement and Intent

- What do we mean by mental wellbeing? Mental wellbeing is not simply the absence of mental illness but is a broader indicator of social, emotional and physical wellness.
- At CHSG we believe it is important to have a definition that is easily understandable so that staff, students and parents can have a shared understanding of what is meant by mental wellbeing
- At CHSG we define mental wellbeing as “children and young people’s happiness, life satisfaction and positive functioning therefore our students feel good, feel that their life is going well, and feel they are able to get on with their daily lives.”
- Our approach can be summarised in the diagram below:



Figure 1: High-level domains that inform measurement of mental health and wellbeing (informed by PHE publication: *Measuring Mental Wellbeing in Children and Young People*)

The CHSG Way when considering mental health and wellbeing is to emphasise the following:

- Our mental wellbeing is linked to our academic results, and we need to ensure that as society we do not neglect the first in pursuing the second.
- Failure is a route to success. It is what we learn from our failures that is important.
- Self-worth and success are not dictated by academic result.
- The whole person has value, not just how they perform in exams.

- Mental wellbeing issues arising in school can follow a student into adult life.

Aims

- to destigmatise, raise awareness and promote positive lifestyle choices for mental and emotional wellbeing amongst our students.
- to consider and tackle racism as research consistently reports that experience of racism in and out of school has a significant impact of a young person's mental health.
- to create an environment rich in diversity, where all students feel represented in the curriculum, have a voice and are active citizens in school life and beyond. This includes students with different ethnicities, sexual orientation and identification, those with special needs and those suffering from diagnosed conditions. We are all beautifully unique and at CHSG we map out how our inclusivity leads to our aim of the good mental wellbeing of our students.
- to have a universal offer of support for all students.
- to have targeted support through a range of interventions to support those students who have been identified as needing further support.
- to gain accreditation for Mental Health and Wellbeing (MHWB) through the Impact Awards' Pupil Wellbeing Award.
- to provide high quality staff training on MHWB therefore staff are able to reflect on individual young people's mental health and particular themes, as well as promoting culture change across the whole school.

2) Implementation:

Universal offer

We believe all students should have access to high quality support regarding their mental health and wellbeing (MHWB). All students will have access to a high-quality Personal Development Programme (PDP), part of this programme explicitly covers topics including; healthy lifestyles, sleep and routines, peer pressure, harmful contact, loss and bereavement, online relationships, consent as well as the impact on mental health of viewing sexually explicitly material including pornography, the impact of our actions on our mental health, entering adulthood and self-care and self-awareness. This programme also includes outside agencies working with students providing expertise on specific support and signposting for self-referrals

All students have access to their form tutor for support in addition to a specialist pastoral year team which includes a Head of Year, Assistant Head of Year and Pastoral Support Officer. These staff work closely with students to monitor student MHWB and provide support where necessary. We have trained up Y12 and Y13 Wellbeing Champions who act a 'listeners' and help build resilience amongst younger year groups. They offer a drop-in service in the Wellbeing room. We have regular drop-in LGBTQ+ sessions for open discussions as well as 'free chat' sessions during breaks and lunch times.

All students have access to range of literature through our 'What If...' leaflets that signpost students to advice and support positioned around the school; outside toilets, in Heads of Year and PSO offices and we have an extensive section of the website dedicated to providing support and advice for students, parents and carers. In addition to this we have clear signposting on how students can access outside agency support. We regularly update this information and communicate to students, parents and carers through our website, social media accounts and email.

We seek the views of all our students, parents and carers through a range of MHWB surveys which allow us to gain insightful knowledge about what the students feel we do well and areas where we could develop regarding MHWB.

To support the mental health and wellbeing of our students and wider community we recognise a series of national and international events, such as Mental Health Awareness Week, Pride Month and Time to Talk Day, and seek input from our Student Leadership Team about how to celebrate, recognise and acknowledge the events for our students at CHSG, this also includes our 'Big Conversation' and #TeamCHSG time, which allows our students to come together regularly as a whole community. Our Heads of House continually to promote healthy competition through fun events that everyone can take part in as well as their continued fundraising and charity work, which has been proven to improve one's mental health and wellbeing.

All our students will have access to knowledge on diversity including LGBTQ+ and Anti-Racism through our PDP programme, *Tutor Reads* and Wider Reading programme as well as established societies. Equality, Diversity and Inclusion is of paramount importance to us.

All students have access to our Anti-bullying ambassadors through use of our dedicated Wellbeing room. This allows students to talk to their peers about issues they may face at school. The PDP covers bullying and microaggressions and the impact these have on MHWB. CHSG has a dedicated 'Kindness Charter' that promotes inclusivity and kindness. All students sign the Kindness Charter at the start of each new academic year and live by this throughout their years with us at CHSG.

SHARP – All students have access to our online portal 'SHARP' where they can inform the school about their MHWB. This system is designed to support students when they do not feel comfortable speaking to a member of staff.

We also have a metacognition programme that builds a strong grounding in effective study methods removing the additional burden in the run up to the exams. Students are taught how they learn, given opportunities to practice with effective methods in PDP and in lessons thus enabling them to spread exam preparation out over time and removing unhealthy cramming and the corresponding stress that is always associated with it. Our metacognition programme creates habitual study practices for optimal learning and reduces the stress and anxiety met by some students.

In addition to the above we offer explicit exam stress workshops for students in Year 11 as well as provide useful information and workshops to parents, so they are more equipped to support their daughters through the exam period.

Targeted offer

Where a student has been identified as requiring additional MHWB in school support then the following provision will be considered:

- 1 to 1 support from the pastoral team where needs have been identified. This will include timetabled sessions in the wellbeing room.
- ELSA support provided by the pastoral team.
- Key staff are notified to ensure a consistent approach to support, this is recorded on the student's provision map.
- Parents are invited in to meet with staff to ensure there is an effective partnership between school and home.

We ensure all our staff are fully trained by specialised and use training sessions provided by the Anna Freud Centre, CAMHS and the Educational Psychologist. Over 18 members of our staff

body have been trained as Mental Health Champions through Place2Be and we will continue to roll out training across our staff community.

Specialist Support

If a student requires specialist MHWB support then a trans-disciplinary approach will be adopted to include specific individuals or agencies to ensure the support meets the needs of the student:

- EWP
- On-line counselling with MIND
- School Counsellor
- SPA referral (OTR/ CAMHS)
- ASD/ADHD assessment (CAMHS)

The above provision will be allocated through the CHSG Vulnerable Pupil Panel (CVPP). The panel includes the DHT (Pastoral), Designated Safeguarding Lead and the SENDCo. The panel meets once a month to review referrals and allocate support. However, there may be times when support is required outside of the panel and this will be allocated as necessary.

The decision on the allocation of support is made based on the information provided in the referral and the expertise of the panel.

3) Impact

The impact of our programmes is measured through various areas such as student voice, referral data, attendance data, behaviour data and feedback from the Student Leadership Team and CHSG staff members. As part of the SWL Health and Care Partnership cluster of schools we meet regularly to audit, discuss, share and evaluate our programmes and strategies in place for improving the mental health and wellbeing of our students.

The effectiveness of our MHWB strategy/policy will be validated through our commitment to the Pupil Wellbeing Award framework, which is accredited their national awards programme, the School Impact Awards.

Appendix A
Core / Targeted / Specialist Offer

Core	Targeted	Specialist
<ul style="list-style-type: none"> • Form Tutor • Year group pastoral team • Staff Mental Health Champions • PDP programme • Pastoral Support Officer • Anti-bullying Ambassadors • 6th Form Wellbeing Champions • Signposting & MHWB literature • National MHWB awareness days • Big Conversation / #TeamCHSG events • Kindness Charter • Well-being room • Clubs and societies 	<ul style="list-style-type: none"> • ELSA • Timetables sessions in dedicated wellbeing room • Wellbeing dog • 1 to 1 pastoral support • Timeout card • Parental meeting/support • 	<ul style="list-style-type: none"> • EWP • On-line counselling with MIND • School Counsellor • SAP referrals (OTR/CAMHS) • ASD/ADHD assessments (CAMHS)

Appendix B Pastoral Development Programme

	Autumn 2 - 18	Spring 1 - 18	Spring 2 -18	Summer 1 - 18	Summer -24
	Relationships	Health and Well-being	Living in the Wider World	Health and Well-being	Relationships
7	5 Families (71): Relationships and human happiness	5 Mental Wellbeing (74): Talking about emotions	5 Online Media (73): Rights, responsibilities and keeping safe / ONLINE AND MEDIA O12 L8-9: Rights, responsibilities and opportunities online	5 Healthy Lifestyles (76): Physical fitness and healthy eating	5 Respectful Relationships (72): Respect and friendship / RESPECTFUL RELATIONSHIPS, INCL. FRIENDSHIPS O6 L2-4: Positive and healthy friendships and practical steps to improve respectful
	FAMILIES O1 Different types of stable relationships which can contribute to human happiness	6 Changing Adolescent Body (78): Puberty and Menstrual Wellbeing / L1 Puberty (Medway PSHE A)	4 Internet Safety and Harms (75): Reality vs the online world	4 Health and Prevention (77): Basic health	Loss and Bereavement (PHSE A / Winston Wish)
	RESPECTFUL RELATIONSHIPS, INCL. FRIENDSHIPS O7 L5-7: To treat and be treated with respect in school and society and impact of bullying / L2 Healthy Relationships (Medway PSHE A)	Embracing change and transition in uncertain times (PHSE A) KS3	ONLINE AND MEDIA O13 L10-11: How information and data is collected and shared online	Drugs and alcohol (PSHE A)	L2 Consent (Medway PSHE A)
	A world of Difference (PHSE A)				
	INTIMATE AND SEXUAL RELATIONSHIPS, INCL. SEXUAL HEALTH O21 L12-13: Identifying and managing peer pressure		Finance - EconoMe		
#Bullying, abuse and discrimination #Forming and maintaining respectful relationships #Positive relationships #Consent	#Mental health and emotional wellbeing #Managing risk and personal safety #Puberty and sexual health (KS3) #Consent	#Financial choices #Media literacy and digital resilience	#Managing risk and personal safety #Drugs, alcohol and tobacco #Healthy lifestyles #Consent	# Contraception and parenthood (7-10) #Social influences #Relationship values #Consent	

	Autumn 2 - 18	Spring 1 - 18	Spring 2 -18	Summer 1 - 18	Summer -24
	Relationships	Health and Well-being	Living in the Wider World	Health and Well-being	Relationships
8	4 Families (81): Stable relationships and marriage / FAMILIES O2 L1-2: Marriage, legal status, rights and protections	5 Online and Media (83): Harmful contact	ONLINE AND MEDIA O14 L5-6: Online risks including consent and sharing material	6 Drugs and Alcohol (86): Smoking and Alcohol	RELATIONSHIPS, INCL. SEXUAL HEALTH O22 L11-12: Facts about reproductive health, fertility and
	6 Respectful Relationships (82): Stereotypes and bullying / RESPECTFUL RELATIONSHIPS, INCL. FRIENDSHIPS O8 L3-4: How stereotypes based on sex, gender, race, religion, disability	5 Mental Wellbeing (84): Recognising concerns	ONLINE AND MEDIA O15 L7-10: Misinformation, disinformation and cybercrime	4 Health and Prevention (87): Sleep and routines	INTIMATE AND SEXUAL RELATIONSHIPS, INCL. SEXUAL HEALTH O23 L13-14: Characteristics and positive aspects of healthy one to one relationships
	Managing relationships during challenging times (PSHE A)	5 Internet Safety and Harms (85): Body image	Anti-Fraud (Cifad)	Run Hide Tell (PSHE A)	Peer Pressure (ChildNet)
	Parental separation and children's rights (Exeter University)	4 First Aid (88)	Piracy (MediaSmart)		Relationships and Sex Education (Medway PSHE A)
	#Bullying, abuse and discrimination #Forming and maintaining respectful relationships #Positive relationships #Consent	#Mental health and emotional wellbeing #Managing risk and personal safety #Puberty and sexual health (KS3) #Consent	#Financial choices #Media literacy and digital resilience	#Managing risk and personal safety #Drugs, alcohol and tobacco #Healthy lifestyles #Consent	# Contraception and parenthood (7-10) #Social influences #Relationship values #Consent

	Autumn 2 - 18	Spring 1 - 18	Spring 2 -18	Summer 1 - 18	Summer -24
	Relationships	Health and Well-being	Living in the Wider World	Health and Well-being	Relationships
9	4 Families (91): Unsafe relationships / FAMILIES O3 L1-2: Determining whether people are trustworthy and safe	BEING SAFE O18 L6-7: Concepts and laws regarding FGM	RESPECTFUL RELATIONSHIPS, INCL. FRIENDSHIPS O9 L3: Rights and responsibilities regarding equality	7 Intimate Relationships (95): Positivity and health	INTIMATE AND SEXUAL RELATIONSHIPS, INCL. SEXUAL HEALTH O24 L8-10: Characteristics of healthy intimate relationships and how the choices we make in relationships can impact our health
	4 Respectful Relationships (92): Sexual harassment and violence	Embracing change and transition in uncertain times (PSHE A)	3 Online and Media (93): Indecent image sharing / ONLINE AND MEDIA O16 L4-5: Impact of viewing sexually explicit material including pornography	5 Mental Wellbeing (96): Common types of ill health	INTIMATE AND SEXUAL RELATIONSHIPS, INCL. SEXUAL HEALTH O25 L11-12: Identifying and managing sexual pressure and choice to delay sex
	5 Being Safe (94): The Law (consent, exploitation and harassment)	Loss and bereavement (Winston's Wish)	Finance - Saving & Borrowing. Budgeting and Financial Management	4 Drugs and Alcohol (98): Prescription and illegal Drugs	Family Life (PSHE A) KS4
	5 Internet Safety and Harms (97): Relationships and social media	Mental health & emotional wellbeing (PSHE A)		2 Health and Prevention (99): Immunisation and vaccination	Preventing Involvement in Serious and Organised Crime (Home Office)
	#Bullying, abuse and discrimination #Forming and maintaining respectful relationships #Positive relationships #Consent	#Mental health and emotional wellbeing #Managing risk and personal safety #Healthy lifestyles #Puberty and sexual health (KS3) #Consent	#Financial choices #Media literacy and digital resilience	#Managing risk and personal safety #Sexual health and fertility (KS4) #Drugs, alcohol and tobacco #Healthy lifestyles #Consent	# Contraception and parenthood (7-10) #Social influences #Relationship values #Consent

	Autumn 2 - 18	Spring 1 - 18	Spring 2 -18	Summer 1 - 18	Summer -24
	Relationships	Health and Well-being	Living in the Wider World	Health and Well-being	Relationships
10	7 Internet safety and harms (105): Online relationships and harmful behaviour	7 Mental Wellbeing (104): Impact of our actions on mental health	5 Online and Media (101): Dangers of viewing explicit material / ONLINE AND MEDIA O17 L4: Criminal consequences of viewing and sharing indecent images of children	7 Drugs and alcohol (106): Addiction and alcohol dependency	6 Being Safe (102): Communicating consent (including FGM)
	FAMILIES O4 L1-2: Roles and responsibilities of parents with respect to raising children and characteristics of successful parenting	Online blackmail (ThinkUKnow) KS4	Finance - Exploring a paycheck. Taxes in the UK.	Fertility and pregnancy choices KS4 (PSHE A)	7 Intimate Sexual Relationships (103): Reproductive health and impact of alcohol/ drugs / INTIMATE AND SEXUAL RELATIONSHIPS, INCL. SEXUAL HEALTH O26 L6-7: Pregnancy facts including
	RESPECTFUL RELATIONSHIPS, INCL. FRIENDSHIPS O10 L3: Violent and criminal behaviour in relationships including coercive control	Gambling (PSHE A) KS4	Extremism and radicalisation (PSHE A) L1 & 2	Gangs Managing risks and staying safe (PSHE A)	INTIMATE AND SEXUAL RELATIONSHIPS, INCL. SEXUAL HEALTH O27 L8: Sexually transmitted diseases including HIV, AIDS, STI's and STD's impact and treatment
	BEING SAFE O19 L5: Concepts and laws regarding coercion and forced marriage				
	#Bullying, abuse and discrimination #Forming and maintaining respectful relationships #Positive relationships #Consent	#Mental health and emotional wellbeing #Managing risk and personal safety #Healthy lifestyles #Consent	#Financial choices #Media literacy and digital resilience	#Managing risk and personal safety #Sexual health and fertility (KS4) #Drugs, alcohol and tobacco #Healthy lifestyles #Consent	# Contraception and parenthood (7-10) #Social influences #Relationship values #Consent

	Autumn 2 - 18	Spring 1 - 18	Spring 2 -18	Summer 1 - 18
	Relationships	Health and Well-being	Living in the Wider World	Health and Well-being
11	4 Being Safe (113): Honour based violence and FGM	8 Mental Wellbeing (111): Entering adulthood	6 Internet Safety and Harms (112): Gambling, debt and targeted advertising	6 Intimate Sexual Relationships (114): Pregnancy and parenting / FAMILIES O5 L1: Pregnancy choices, abortion and adoption
	RESPECTFUL RELATIONSHIPS, INCL. FRIENDSHIPS O11 L2: Sexual harassment	6 Health and Prevention (117): Self-care and self-awareness	Extremism and radicalisation (PSHE A) L3 & 4	3 Healthy Lifestyles (115): Choices approaching adulthood
	BEING SAFE O20 L3-6: Concepts and laws relating to sexual consent, sexual exploitation, grooming and rape	CoppaFeel! Breast cancer awareness (PHSE A)	Finance Own Your Future (National schools partnership) KS4	6 Drugs and Alcohol (116): Dangers of recreational drug use / INTIMATE AND SEXUAL RELATIONSHIPS, INCL. SEXUAL HEALTH O28 L7-8: Alcohol and drugs and their effect on risky sexual behaviours
	Relationships, marriage and parenting (PSHE A) KS4			
	#Bullying, abuse and discrimination #Forming and maintaining respectful relationships #Positive relationships #Consent	#Mental health and emotional wellbeing #Managing risk and personal safety #Consent	#Financial choices #Media literacy and digital resilience	#Managing risk and personal safety #Sexual health and fertility (KS4) #Drugs, alcohol and tobacco #Healthy Lifestyles #Contraception and parenthood - Relationships (11) #Consent

Wellbeing Room (S17)

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Y8 & 9 break	Wellbeing time (Chat, colouring, games, reading, space)	Y8 Anti-bullying ambassadors	6th Form Wellbeing Drop-in service	LGBTQ+ Society drop in and chat	
Y7 break	LGBTQ+ Society drop in and chat	Y7 Anti-bullying ambassadors	Y12 Wellbeing drop-in service - HCY		
Y10 & 11 break	LGBTQ+ Society drop in and chat	Y10/11 Anti-bullying ambassadors	Y13 Wellbeing drop-in service - HCY	Mentoring (Y12/13 to Y11)	
Y8&9 Lunch		Y9 Anti-bullying ambassadors	6th Form Wellbeing Drop-in service	Girls On Board Ambassadors	Drop-in service with 6th Form Wellbeing Champions
Y7 Lunch	Wellbeing time (Chat, colouring, games, reading, space)	Girls On Board Ambassadors	6th Form Wellbeing Drop-in service		
Y10 & 11 Lunch		Girls On Board Ambassadors	6th Form Wellbeing Drop-in service	Wellbeing time (Chat, colouring, games, reading, space)	Y11 drop-in – coping with exam stress (PDT)
After school	Revision techniques and exam stress workshop			LGBTQ+ Society	

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Period 1	EWP Jenna		Sixth Form well-being drop in- HCY	Y9 PSO scheduled sessions	EWP Group work
Period 2			Sixth Form break time drop ins - HCY		EWP Group work
Period 3	Y8 PSO scheduled sessions	Y7 PSO scheduled sessions	Y11 PSO scheduled sessions	Y10 PSO scheduled session	EWP Group work
Period 4			Sixth Form well-being drop in		
Period 5	EWP Jenna				

NB: The EWP runs further sessions located in the meeting room