



Testbourne  
Community  
School

Pastoral and Mental Health  
Information Evening

November 2023

# Welcome

- This is an information briefing to provide general information to parents and carers regarding the pastoral care system at Testbourne and how we support students with their mental health.
- We are not medically trained and so we can't diagnose or treat students. We do, however, take all appropriate steps to signpost or refer to the relevant support agencies.
- It would not be appropriate to discuss specific issues or concerns that people may have. At the end of the briefing, I will explain how you can flag questions or concerns.

- A recording of this briefing will be made available on our school website.
- This briefing will last approximately 45-60 minutes.
- We'd be grateful if you could complete our short feedback survey which will be sent out at the end.

# What will be covered...

- 1. How does the pastoral care system operate at Testbourne. What are our key principles?*
- 2. What should you do if you have any concerns or if you want to access support.*
- 3. How does safeguarding work at Testbourne School.*
- 4. An introduction to our anti-bullying processes and what we do if concerns are raised – there will be a more detailed workshop about this later this term.*
- 5. What is the school's approach to mental health – our key principles.*
- 6. What are the different ways in which we can support – e.g., Mind Kind, support from both within and outside of school.*

# ***How does the pastoral care system operate at Testbourne. What are our key principles?***

Information can be accessed from our school website: [Pastoral Care - Testbourne Community School](#)

At Testbourne School we are committed to the highest quality pastoral care for our students. Our approach is designed to help remove barriers to learning so that students can thrive and develop both academically and socially.

- Attendance
- Wellbeing
- Culture of high expectations of behaviour and attitude to learning.
- Safeguarding
- A culture where bullying and prejudice is unacceptable.

All colleagues in the school play their part with the above and the pastoral team plays a key role in making things happen – working closely with colleagues in the SEND team.

# The Pastoral Team – overseen by Dr Hall

## Heads of Year for 2023-2024

Year 7 - Ms Jenkins

Year 8 - Mrs Ballanger

Year 9 - Mrs Muddle

Year 10 - Mr Alderman

Year 11 – Mr Tiley

## Other colleagues

Miss Cartwright - Pastoral and Safeguarding Manager

Mrs Wheeler – Inclusion and Reflection Room Manager

Ms Bateman – Counselling and Student Support

Mrs Day – Counselling and Whole School Mental Health Lead.

Miss Gunning – Attendance Officer.

Mrs Hayes - Pastoral Support Assistant

# Attendance

## THE WORLD IS RUN BY PEOPLE WHO TURN UP

Coming to school every day and being on time (punctual) are important:

Being in school every day means that you can keep up with your learning, you can get access to teachers for help, and you won't fall behind



You will have social interaction with other people (e.g. your friends). This is important for your mental health and wellbeing. This is especially important if you are feeling anxious etc

School is where you grow as a person

It's at school that you develop awareness of other cultures, religions, ethnicity and gender difference



Coming to school teaches you about responsibility, gives you chances to experience new things in life and to build in confidence and self-esteem

### WHAT IS THE IMPACT OF MISSING SCHOOL?

School absence is proven to have a significant negative impact upon a child's educational fulfilment and further education. This can lead to many issues such as:



Miss out on social interaction and necessary life skills

Do less well in their exams

Future acceptance of jobs/college/university

Fall behind with their schoolwork

Be involved in antisocial behaviour or crime

Attendance Rate	Number of school days lost per year	Approx. number of school weeks lost per year	Number of school days lost over 5 years	Approx. number of school weeks lost over 5 years	Number of years lost over 5 years*
90 %	19	4	95	20	0.5
80 %	38	8	190	40	1
70 %	57	11	285	55	1.5
60 %	76	15	380	75	2.0
50 %	95	19	475	95	2.5

# High expectations of behaviour and attitude to learning.

*Hidden Educational Challenges during the Pandemic:*

## The impact of COVID-19 on pupil behaviour

The COVID Effect:  
Behaviour Issues Linked to  
COVID-19 and SEND and  
the Implications for  
Schools

**8 in 10 teachers say  
pupils' attention is  
worse since pandemic**

Research shows majority of primary school teachers are dealing with a rise in 'needless chatter, shouting during instruction and laughing inappropriately'

7th June 2023, 12:01am

Britain's schools are facing an  
epidemic of bad behaviour

📅 11 June 2023, 10:00am

Achievement • Excellence • Integrity



# Our aim is to maintain the highest possible standards of behaviour at Testbourne Community School.

We have always been immensely proud of our students and the way in which they conduct themselves in school. Visitors to the school, and others who see our children on trips and visits always comment on how articulate, polite, friendly and helpful our students are. The vast majority of our students do not present any behaviour challenges, willingly follow the rules and work hard in lessons.

This is important so that the school is a warm, caring, friendly, safe and happy place where learning can flourish. Students' behaviour around the school should be of the highest standard and every lesson should be characterised by a relentless focus on learning. Learning should be free from distractions and disruption so that our students can achieve the best of which they are capable.

Every member of staff and every student should be confident in the fact that their working environment is one where people are always kind, courteous and respectful.

We have very high expectations of our students and a belief that every student can meet them. The rules are there to because we need them to ensure that the students' right to learn in the best possible conditions is preserved. Much like driving on the nation's roads, everyone must follow the rules so that the systems work, and everyone benefits. There must be no exceptions. Following community and societal expectations and rules is an important life lesson for being successful adults and good citizens.

## ***What should you do if you have any concerns or if you want to access support.***

Schools are busy and dynamic places. Colleagues will have a range of teaching and other commitments. It is important, therefore, that there are clear routes of communication and escalation so that requests are directed to the most appropriate people.

This is set out on our school website - [Contact Procedure for Parents - Testbourne Community School](#)

Further information can also be found in our School Communication policy [TCS School Communication Policy.docx \(sharepoint.com\)](#)

For pastoral team:




# How does safeguarding work?

There are several routes that you can take if you have any safeguarding concerns.

You can talk to the school:


- Our DSL team
- Any trusted adult




Testbourne Community School

**Designated Safeguarding Trained Staff**


If you have any concerns about your or another student's safety, please talk to one of the following members of staff:




**Dr Hall**  
Deputy Headteacher  
(Pastoral)




**Miss Bateman**  
Personal Development  
Advisor/Student Guidance




**Mrs Day**  
Mental Health Lead




**Mrs Wheeler**  
Internal Exclusion  
Manager




**Miss Cartwright**  
Pastoral and Safeguarding  
Manager




**Ms Jenkins**  
Head of Year




**Sam Ballanger**  
Head of Year



**Mrs Muddle**  
Head of Year



**Mr Alderman**  
Head of Year



**Mr Tiley**  
Head of Year

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# What do if you are concerned?

Via our [staysafe@testbourne.school](mailto:staysafe@testbourne.school) email address – this goes to all the members of the DSL team.

Students can report via our Stay Safe or No to Bullying alerts - from the school website.



[Home](#) | [About Us](#) | [Curriculum](#) | [News & Activities](#) | [Students](#) | [Parents](#) | [Community & Hire](#) | [Contact](#)

- Book Lockers
- Options Online (Y9)
- Parents Evening Booking System
- Scopay Online Payment
- Bullying Alert
- Stay Safe Alert



# Finding out more...

Further information can be found:

On the Safeguarding section of our school website  
[Safeguarding - Testbourne Community School](#)

Our Child Protection and Safeguarding policies – also available on the school website.

We will be running a series of Parent Information Briefings on safeguarding matters throughout the year.

# Antibullying

A definition of bullying:

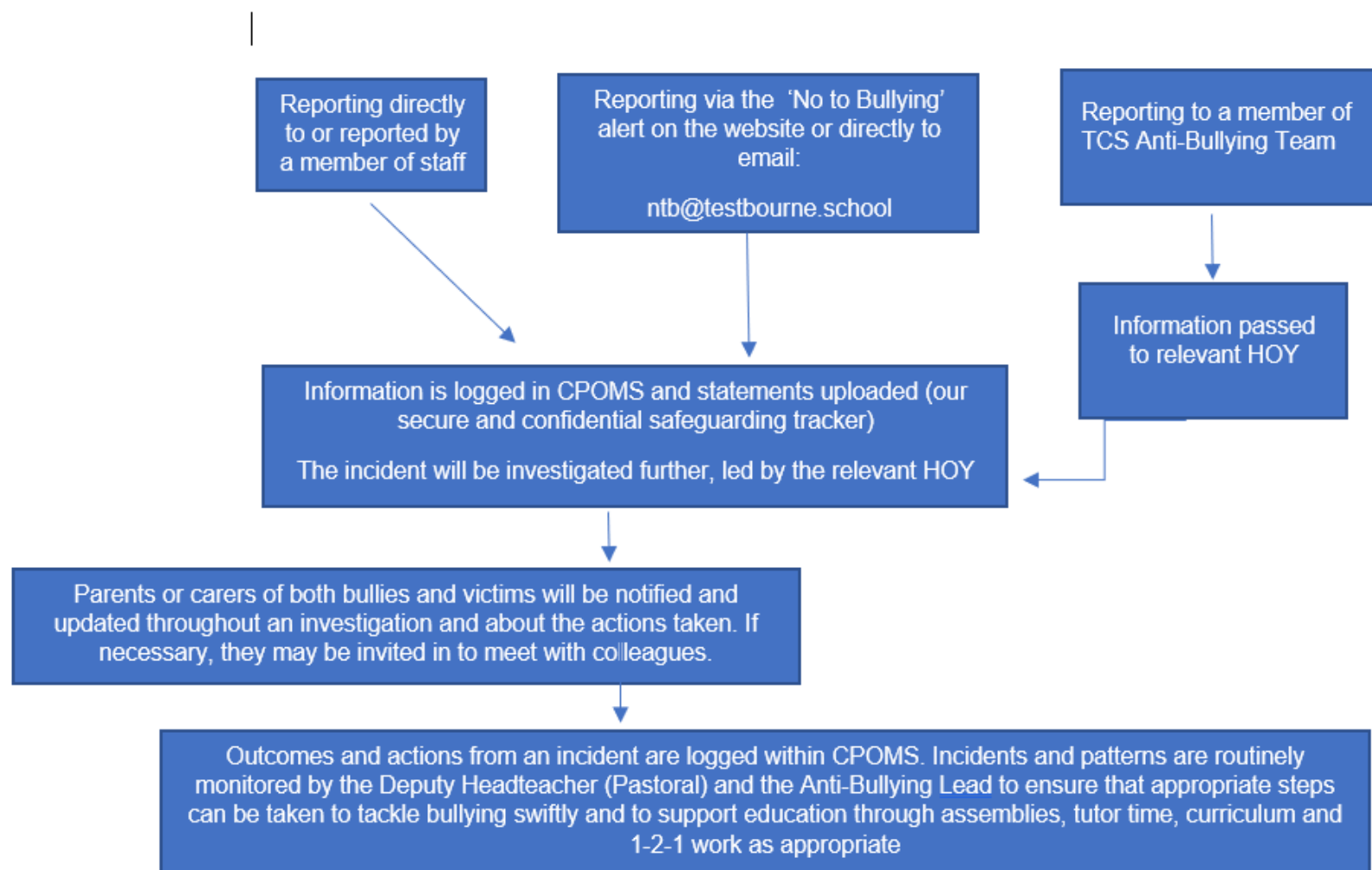
Bullying happens when a group or individual person **repeatedly** abuses someone or another group physically, verbally, mentally or emotionally **due to an imbalance of power.**

Bullying can happen online as well as offline.

# Anti-Bullying...

QUALIFIERS	CONFLICT	RUDE	MEAN	BULLYING
Frequency	Occasional	Occasional	Once or Twice	Frequent, repeated
Intent	Not planned; in the heat of the moment	Spontaneous; unintentional	Intentional	Planned; intentional
Who is hurt?	All parties are upset	Can cause hurt feelings; upset	Can hurt others deeply	The target of the bullying is upset
Cause	All parties want to work things out	Based in thoughtlessness, poor manners or narcissism	Based in anger; impulsive cruelty	The bully is trying to gain control over the target
Taking Responsibility	All parties will accept responsibility	Rude person accepts responsibility	Behavior is often regretted	The bully blames the target
Who wants resolution?	An effort is made by all parties to resolve the problem	--	--	The target wants to stop the bully's behavior, but the bully does not
Resolution	Can be resolved through mediation	Building social skills could be of benefit	Needs to be addressed; should NOT be ignored	CANNOT be resolved through mediation

# Anti-Bullying...





# Anti-Bullying

Our Anti-Bullying Lead is Mrs Ballanger.

She works very closely with Dr Hall and Miss Cartwright.

Mrs Ballanger will be leading on some further parent/carer engagement very shortly...please watch this space.

# What is the school's approach to mental health – our key principles.

In February 2022 we published a booklet outlining the rationale by our approach to supporting positive mental health across the school.

This can be found on our school website – in both the Wellbeing and the Safeguarding sections.

***'You can't stop the waves...but you can learn to surf'***



**The TCS approach to supporting positive mental health and building resilience**

Dr D Hall and Mrs K Day



Taking Time for Testbourne Minds

# What is the school's approach to mental health – our key principles.

Existing research evidence and practice shows that school communities and individuals can (and do) recover from crisis events by drawing on their existing strengths and resources. This universal recovery process of resilience, or 'learning to surf the waves' of adversity, can be seen at individual and organisational levels (Kabat-Zinn, 2012; Masten A., 2018).

There are some recognised predictors and protective factors that contribute to a successful recovery. They are:

1. Connection / Relationships – it is important for students and staff to have meaningful social interaction.
2. Flexible Coping Skills – having the capacity to adapt and respond to changing circumstances.
3. Sense of agency/control e.g., being actively involved in your own recovery process. (Herman, 2015)

Our approach is influenced by the **5 Key Principles of Recovery**

# What is the school's approach to mental health – our key principles.

## The 5 Key Principles of Recovery



This model draws on the recent work of Biberough Educational Psychology Consultation Service (2020), Meredith (2020) and Wakefield Educational Psychology Service (EPS) (2020).

# What is the school's approach to mental health – our key principles.

## The 5 Key Principles of Recovery



This model draws on the recent work of Biberough Educational Psychology Consultation Service (2020), Meredith (2020) and Wakefield Educational Psychology Service (EPS) (2020).

Requires a graduated response:

Universal – provision for all students

Targeted Support – for certain groups of students.

Individual support

# What is the school's approach to mental health – our key principles.

## Universal Support:

Principle	Universal – for all students
<b>Emotional Wellbeing first</b>	<p>Focusing on wellbeing – for staff and students and parents e.g., MindKind.</p> <p>Access to resources and activities that promote wellbeing.</p> <p>Safeguarding/Pastoral monitoring of students.</p> <p>Carefully planned curriculum – addressing gaps in knowledge.</p> <p>Low stakes assessment.</p> <p>Developing metacognition skills and responsive teaching.</p> <p>Building resilience.</p>
<b>Reaffirm school values, strengths, and ethos</b>	<p>Communicating 'what we stand for' to everyone – through policy, processes, day to day interaction.</p> <p>Reaffirming our high expectations for learning in the classroom.</p> <p>Reaffirming our high expectations for behaviour, attitude, uniform etc.</p> <p>Recognition of our Learning Qualities and celebrating them.</p> <p>Consequence to modify behaviour so that it aligns with our values and ethos.</p> <p>Consistency across all Year groups.</p> <p>Assemblies and through tutor time.</p>
<b>Relationships front and centre</b>	<p>Enabling more social interaction where we can.</p> <p>Group activities that develop active listening.</p> <p>Regular communications between home and school to promote and ensure connectedness.</p> <p>Providing space and time for people to talk to trusted staff or student mentors.</p>
<b>Reaffirm safety and routines</b>	<p>Preparing staff and students for return to school and adaptations of routine, open and regular communication about our safeguarding arrangements. Communicating, modelling, and reminding of our routines.</p> <p>Creating social spaces where students feel safe.</p> <p>Assemblies.</p>
<b>Acknowledge loss, change and bereavement</b>	<p>Reflecting on the COVID-19 pandemic and how we are moving on in assemblies, PSHCE and tutor time.</p> <p>Routine acts of acknowledgement e.g., Remembrance Assemblies – learning from loss.</p>

# What is the school's approach to mental health – our key principles.

## Targeted Support:

At Testbourne we plan for additional learning support and intervention for students or groups of students and who may, for whatever reason, struggle to re-engage with learning due to missed learning or ongoing emotional needs. This targeted support includes:

1. Targeted SEND reviews for specific areas of need.
2. Key adults being available to support children and young people if and when required.
3. Key members of staff such as Heads of Year, tutors, SENDCo, Designated Safeguarding Leads working in collaboration to support and plan interventions.
4. Preparing students before returning to school, e.g., phased return plans.
5. Small group work, specifically targeting area of need, such as specific work around emotions, emotional regulation, bereavement, loss, and change, for example: e.g., ELSA, Mighty Minds for anxiety.
6. Working with and monitoring students who may be unwell at home or struggling to return.
7. Monitoring student groups where research has shown their learning has been disproportionately affected by COVID-19 e.g.,
  - Children and young people within minority communities.
  - Children in Care/Previously in Care.
  - Children and young people with Special Educational Needs and Disabilities.
  - Children and young people at key points of transition, including those starting school for the first time.
  - Children and young people with Social Workers.
  - Young Carers.
  - Children and young people living in poverty

# What is the school's approach to mental health – our key principles.

## Individual Support:

Support and intervention will often mirror the work we are doing with targeted groups, but it will also include further strategies such as Individual Education Support Plans, consistent support adults, short term personalised timetables, risk assessments and behaviour support plans.





Testbourne  
Community  
School



Mental Health  
Supporting Students

## POSITIVITY

the practice of being or tendency to be positive or optimistic in attitude.

## RESILIENCE

the capacity to recover quickly from difficulties; toughness.

## GRATITUDE

the quality of being thankful; readiness to show appreciation for and to return kindness.



Taking Time for Testbourne Minds



## 15 tips to develop good mental wellbeing

1. Talk to friends
2. Don't be afraid to tell people how you feel
3. Exercise regularly
4. Get into a good sleep routine
5. Take part in something that makes you happy
6. Make sure you eat well
7. Relax - practice some deep breathing
8. Challenge you negative thoughts
8. Learn what your stress triggers are
9. Invest time in developing your confidence
10. Share your feelings with family and friends
11. Learn how to problem solve effectively
12. Don't be afraid to seek help
13. Learn some strategies to manage your stress
14. Take some time to relax and reflect
15. Find something that makes you smile or laugh

# THOUGHTS AREN'T FACTS.

be thankful for what you have, you'll end up having more



## IMAGINE THE VIEW FROM THE TOP



RADIATE POSITIVITY



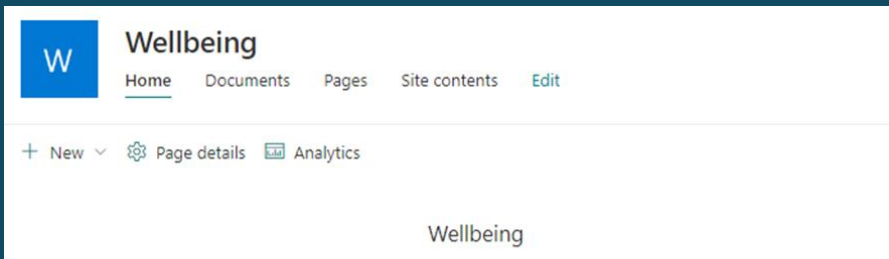
... be GRATEFUL

Thoughts Aren't Facts

# I CAN AND I WILL.

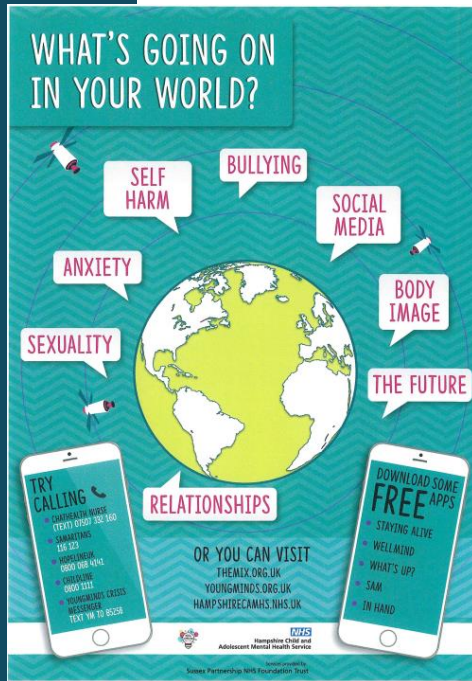
MIND kind

# Support in school



Wellbeing

## Wellbeing Pages



Lead by Mrs Day and the Mind Kind team  
Hope to see you there 😊

+ New Page details Analytics



Taking Time for Testbourne Minds

In this section, students will find: a feel-good playlist; staff mental wellbeing profiles and useful links and resources to help support their mental wellbeing.

We want to encourage students to be 'Mind Kind' - that is being kind to themselves and ensuring they have the tools to help them deal with any situations and feelings they may face. The concept behind 'Mind Kind' is also about being kind to each-other and supporting the Testbourne community to have a positive mental wellbeing.



**Useful telephone numbers:**  
Samaritans: 116 123  
Papyrus: 0800 068 4141  
NSPCC: 0800 800 500  
Text SHOUT to 85258  
Young Minds: 0800 8025544  
Childline: 0800 1111



Taking Time for Testbourne Minds

### In school support:

- Speak to your tutor/you or any member of staff.
- Visit the Student Wellbeing page on SharePoint.
- Look at the Mind Kind display by the stairs up to room 16B17.
- Attend the lunchtime Mind Kind club.
- Take a self-help card from one of the stands in Library, Reception or the Hub.

**Environment:**

Quality Street are ditching plastic wrappers!

Platinum Jubilee: tree of trees to be planted around the UK

Falling emissions in China.

In the USA, engineers are turning old wind turbine blades into gummy bears and nappies

**Animals:**

Bob the homing pigeon flew 4000 miles from home.

Did you know that dogs come from two different wolf populations?

Shark speed dating: Basking sharks go round in circles searching for love, scientists discover

Basking sharks spotted circling off the west coast of Ireland in a rarely-seen formation were engaged in 'shark speed dating', according to marine biologists from the Marine Biological Association (MBA) and

**Mindful Moments**

**Resilience:**

Man sprints to briefly lead London marathon- all to prove his friends wrong.

Catherine Debrunner won the elite female wheelchair London marathon.

A couple from Ukraine, now living in London have been running around London since arriving here, and decided they wanted to run the London Marathon to raise funds for United 24, an initiative launched by Ukrainian president to collect charitable donations in support of the country.

**Positivity:**

Gold coins hidden in 7th century found in wall.

A lonely boy whose mum asked online for pen pals has been inundated with hundreds of online messages and 120 handwritten letters.

A 16-year old British boy is nearing the final leg of his five month adventure to

At #BeeWell, we **listen** to young people's voices, **act** together for change and **celebrate** young people's wellbeing.



Years 8 and 10 will be invited to complete the online #BeeWell survey before **1st December 2023**.

The answers you provide will help make changes to improve young people's lives.

We're committed to improving your wellbeing, but we need **YOUR** help to do this!

**LISTEN.**  
**ACT.**  
**CELEBRATE.**



Visit <https://beewellprogramme.org/> to find out more.

**NHS**

# MENU OF INTERVENTIONS FOR THE MENTAL HEALTH SUPPORT TEAMS



## Mental Health Support/Resources for Parents & Carers

### **General safeguarding & mental health resources**

- [Signposting resources grid.pdf \(testbourne.school\)](#)
- [HOME | CAMHS Resources \(camhs-resources.co.uk\)](#)
- <https://www.nspcc.org.uk/preventing-abuse/keeping-children-safe/talking-about-difficult-topics/>
- [Mental Health Support Network provided by Chasing the Stigma | Hub of hope](#)
- [The Action for Happiness App | Action for Happiness](#)
- [APPS | CAMHS Resources \(camhs-resources.co.uk\)](#)
- [Child in Mind Podcast – Anna Freud National Centre](#)
- [No Limits \(Southampton Charity Supporting Young People\) \(nolimitshelp.org.uk\)](#)
- [Home – HYA \(hampshireyouthaccess.org.uk\)](#)
- [Podcast – myHappyMind](#)
- [Parents Mental Health Support | Advice for Your Child | YoungMinds](#)

### **Suicidal Thoughts**

- [Help for suicidal thoughts – NHS \(www.nhs.uk\)](#)
- [Supporting-Your-Child-A-Guide-for-Parents.pdf \(papyrus-uk.org\)](#)
- [My child is having suicidal thoughts – Support for Parents from Action For Children](#)

### **LGBTQ+**

- [Breakout Youth: LGBTQ+ Support Hampshire & Isle of Wight](#)
- [MindOut | Mental Health Charity for LGBTQ community](#)
- [LGBT Foundation – Helpline and Email Support](#)

### **In school support**

- [Mental-Health-Booklet-February-2022.pdf \(testbourne.school\)](#)
- [Wellbeing – Home \(sharepoint.com\)](#)
- [TCS Mental Health Policy.docx \(sharepoint.com\)](#)



Taking Time for Testbourne Minds

### **Body Image and Eating Disorders**

- [Tips to improve body image | Mental Health Foundation](#)
- [The UK's Eating Disorder Charity – Beat \(beateatingdisorders.org.uk\)](#)
- [Body image | YoungMinds](#)
- [Overview – The Body Image Treatment Clinic – NHS \(www.nhs.uk\)](#)

All these links can be found on our school website under: About Us/Pastoral Care/Wellbeing

### **Self-Harm**

- <https://www.nspcc.org.uk/preventing-abuse/keeping-children-safe/self-harm/>
- [The truth about self-harm | Mental Health Foundation](#)
- [001159-PAPYRUS-Leaflet\\_Self-Harm.pdf \(papyrus-uk.org\)](#)
- [Self-Harm & Mental Health | Guide For Parents | YoungMinds](#)

### **Substance Misuse**

- [Hampshire 24/7 \(Substance Misuse Support\) – Catch22 \(catch-22.org.uk\)](#)
- [Honest information about drugs | FRANK \(talktofrank.com\)](#)

### **Anxiety and Low Mood**

- [Coping with anxiety | Childline](#)
- [Anxiety and panic attacks – Mind](#)
- [What is Anxiety? | Symptoms of Anxiety & Getting Help | YoungMinds](#)
- [How to Cope With an Anxious Child | Anxiety in Children \(childmind.org\)](#)
- [001159-PAPYRUS-Leaflet\\_Coping-with-Exams.pdf \(papyrus-uk.org\)](#)

### **Useful telephone numbers:**

Samaritans: 116 123    Papyrus: 0800 068 4141    NSPCC: 0808 800 500    Text SHOUT to 85258    YoungMinds: 0808 8025544    Childline: 0800 1111



Testbourne Community School

## Self-Harm – Advice and Guidance for Staff



Taking Time for Testbourne Minds

### Mental Health Policy

#### Policy aims

This policy aims to:

- promote positive mental health in all staff and students|
- increase understanding and awareness of common mental health issues;
- alert staff to early warning signs of mental ill health;
- provide support to staff working with young people with mental health issues;
- provide support to students suffering mental ill health and their peers and parents/carers.

# GROWTH MINDSET

Change your mindset - change your life

## FIXED

I DON'T THINK  
I CAN DO IT

I DON'T KNOW  
HOW TO DO IT

I DON'T LIKE  
CHALLENGES

THIS IS TOO  
HARD

I'M NOT SMART  
ENOUGH

I ALWAYS MAKE  
MISTAKES

## FLEXIBLE

I'LL KEEP  
TRYING

I'LL FIGURE OUT  
A DIFFERENT  
WAY

CHALLENGES  
HELP ME GROW

IF I KEEP  
PRACTICING, IT  
WILL GET EASIER

I'LL GIVE IT MY  
BEST EFFORT

I CAN LEARN  
FROM MY  
MISTAKES





## POSITIVITY

the practice of being or tendency to be positive or optimistic in attitude.

## RESILIENCE

the capacity to recover quickly from difficulties; toughness.

## GRATITUDE

the quality of being thankful; readiness to show appreciation for and to return kindness.



Taking Time for Testbourne Minds

# What to do when things go wrong...

Schools are busy, dynamic and at times very complex places. Sometimes things can be very unpredictable and that's why we work hard to have clear routines, rules and processes...

Our staff are committed to achieving the highest standard of teaching and care for all the 949 students in our care.

Sometimes things don't always go to plan and sometimes we don't always get things right...let us know, follow our processes in a courteous and respectful manner and we'll do everything reasonable that we can.

You are welcome to visit the school and have a look around to see what we are like...we'd rather you did that!

# Thank you for your time...

There will no Q and A in this session.

If you have any specific questions or concerns, then please contact us via the reporting routes I have shown you. A member of the DSL team will be able to assist you if you have a safeguarding concern.

I hope you found this informative and thank you for listening...

We'd be grateful if you could complete a short feedback survey.

Have a wonderful evening!

