



## King Henry VIII School Pastoral Letter – Pupil Wellbeing

Dr MB Cuthbert (Deputy Head/DSL)

18<sup>th</sup> November 2022

Dear Parents and Guardians,

The first term in this academic year is going very well. We are so proud of how most of our students have started the academic year with a positive attitude and a willingness to work hard and get involved with all aspects of school life. The values of

**RESPECT**

**LEARNING**

**WELLBEING**

that underpin our community have been embraced by all, setting the tone for positive progress within our community. We also acknowledge that the values of our school have a direct influence on pupil wellbeing.

### **A whole school approach to mental health and wellbeing**

At King Henry VIII School, we believe that we have an important role to play in supporting the mental health and wellbeing of our pupils and students, by developing approaches tailored to the particular needs of our pupils and students. We do this by taking a co-ordinated and evidence-informed approach to mental health in our school. Our aim is that our co-ordinated approach leads to improved pupil and student wellbeing, which, in turn, can improve learning.

We use government guidance called [Promoting children and young people's mental health and wellbeing](#), to inform our approach towards supporting the wellbeing and mental health of our pupils.

From this guidance, our aim is to apply eight principles to promote a whole school approach to mental health and wellbeing, supported by one of the eight principles of 'leadership and management that support and champions efforts to promote emotional health and wellbeing' at our school. The seven other principles are listed below:

- Curriculum teaching and learning to promote resilience and support social and emotional learning;
- Enabling student voice to influence decisions;
- Staff development to support their own wellbeing and that of students;
- Identifying need and monitoring impact of interventions;
- Working with parents and carers;
- Targeted support and appropriate referral;
- An ethos and environment that promotes respect and values diversity.

Since the start of the COVID pandemic, the Senior Leadership Team of the school have put pastoral care at the centre of significant decision making within the school. Mr Dearden has supported me through the expansion and further training of my pastoral team.

## Form Tutors

Form Tutors play a significant role in the pastoral care of our pupils and students. With respect to pupils, the main roles of the Form Tutors are as follows:

- Build positive relationships and to model behaviour that promotes respect, responsibility and resilience;
- Build strong relationships with each pupil and their family;
- Offer pastoral care that enables pupils to make the very best of their time and opportunities at the school;
- Greet the pupils in the morning and get their day off to a good start;
- First point of contact for parents;
- Set the tone at the start of each school day, and establish within their form the qualities and expectations that we have of all our pupils;
- Contribute to the well-being and development of the school by guiding, caring for and supervising their tutees, inside and outside the classroom.

The Form Tutor is initially responsible to the Head of Year; they may also work closely with the School Nurse, Head of Learning Support, Pupil Wellbeing Mentor, Chaplain, Deputy Heads, and the Head, with regards to specific individuals. The Form Tutor should be your first point of call when you need to contact the school.

## Heads of Year

With respect to pupils, the main roles of the Heads of Year are as follows:

- Liaise with Tutors and parents over pupils' welfare and happiness, and over pupils causing concern. Call meetings as required and ensure all documentation is completed. Liaise promptly with the school's DSL over child protection issues;
- Monitor the academic progress of the pupils and take effective action when required, particularly in the case of serious under-performance;
- Support the arrangements for parents' meetings and be available throughout the evening for consultation;
- Co-ordinate the delivery of PSHE in liaison with the Assistant Head Pastoral, within the year, supporting the Form Tutor with appropriate material as required and contribute to the development of the school's PSHE programme;
- Support options and careers advice as appropriate, including the allocation of pupils to forms;
- Monitor the attendance record of the pupils and deal with problems of absence, particularly when unauthorised;
- Supervise the induction of new pupils;
- Give support to Tutors dealing with pupils who commit serious offences or who do not respond to a Tutor's lead;
- Ensure that the school's requirements concerning dress, conduct, punctuality and attendance are complied with by pupils;
- Assist in the planning and administration of all exams for the year.

The Heads of Year Consider [Maslow's Hierarchy of Needs](#), when working with pupils. Heads of Year play a key role in identifying the needs of pupils, gathering information about the pupil's needs and then referring the pupil to the most appropriate member of staff on our pastoral team.

## Pupil Wellbeing Mentor

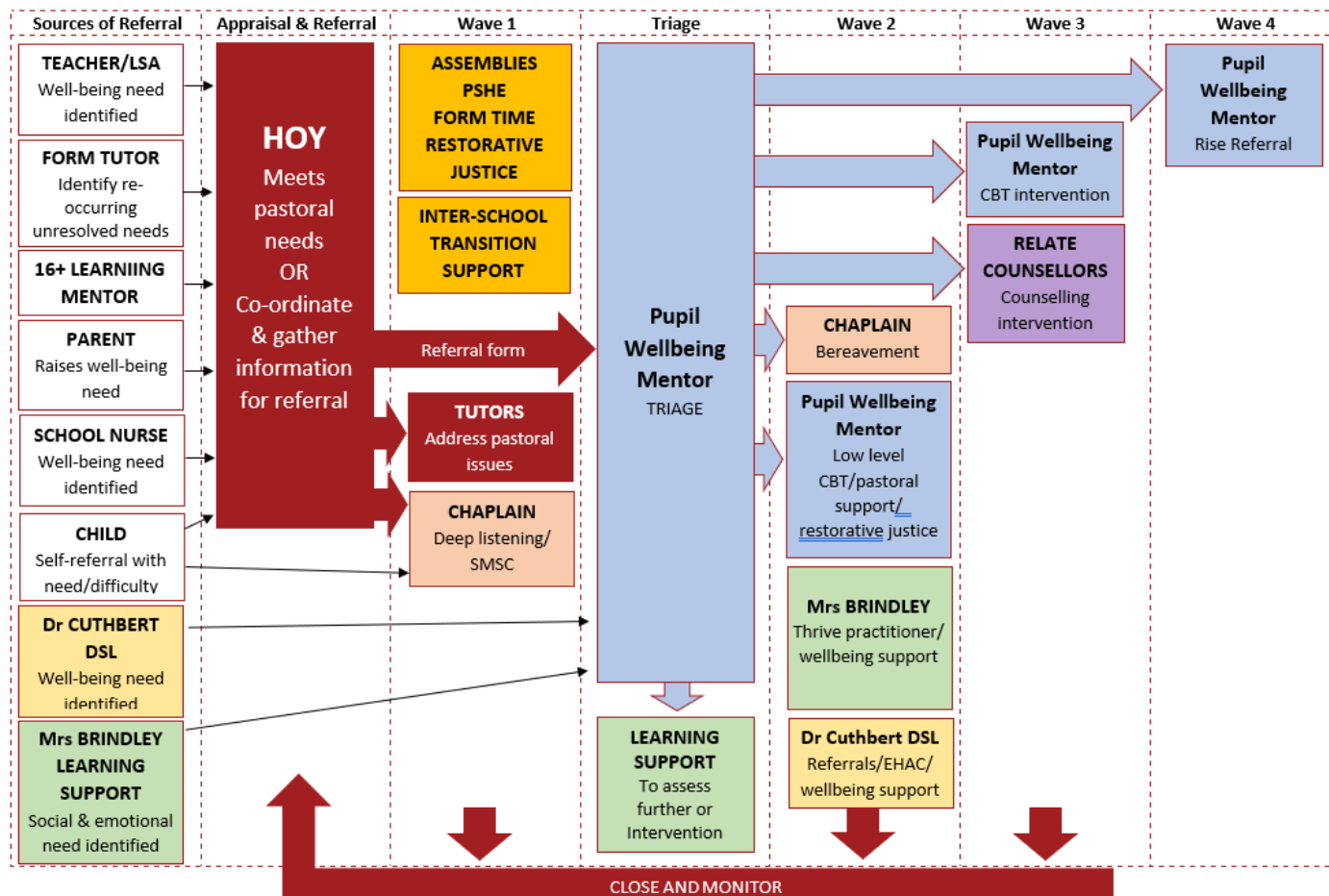
When concerned about the wellbeing of a pupil, the Heads of Year co-ordinate and gather information to:

- Ask the Form Tutor to address pastoral issues with their Tutee;
- Meet with the pupil themselves to meet their pastoral needs; or
- Make a referral to our Pupil Wellbeing Mentor, Mrs Tromans.

It is very rare that Mrs Tromans will make direct contact with parents. If you are concerned about the wellbeing of your child, please could you contact the Head of Year in the first instance. It is the role of the Pupil Wellbeing Mentor to triage the pupils who have been referred to her by Heads of Year, the SENCo, Mrs Brindley or the Pastoral Deputy Head (DSL), myself. After feedback to the SENCo and the DSL and in order to meet the individual needs of referred pupils, the Pupil Wellbeing Mentor may do any of the following:

- Pass the student back to the Head of Year for Head of Year or Form Tutor intervention;
- Refer to the school Chaplain, Rev Slavic for targeted or bereavement support;
- Refer the pupil to our Relate counsellor for 'Time for You' support;
- Undertake CBT therapy herself;
- Refer to the SENCo, Mrs Brindley, for Social, Emotional and Mental Health Support;
- Refer to the Designated Safeguarding Lead (DSL), Dr Cuthbert for safeguarding referrals to Coventry Children's Services;
- Gather information to make a [RISE](#) referral.

### King Henry VIII School: Pupil Wellbeing Referral



This is just a snapshot of our co-ordinated approach towards supporting the wellbeing and mental health of all our pupils. We cannot do our best without the support of all parents and carers. Our responsibility is to offer support when the education and learning of our pupils and students is being negatively affected by their poor wellbeing or mental health. We also work closely with GP practices and often encourage parents to take their children to their GP at a time of crisis or poor mental health.

We would also ask all parents to support us in applying our Behaviour Policy as this policy is written to keep all our pupils safe in school and to promote our Henry's values of respect, learning and wellbeing.

On a final note, I have decided to close down my KHVIII Wellbeing Twitter page and have now opened a KHVIII Wellbeing INSTAGRAM page. Please feel free to follow it if you are on Instagram. We will be posting wellbeing, encouragement and safeguarding information on the page and hope that it will be of some use to our pupils as well.

Many thanks for reading my pastoral letter,



Dr MB Cuthbert

[MBC@BKHS.org.uk](mailto:MBC@BKHS.org.uk)





# Safeguarding & Wellbeing at **KHVIII** School for STUDENTS

All students can expect the following from **KHVIII** Staff:

- Vigilance
- Understanding and action
- Stability
- Respect
- Information and Engagement
- Explanation
- Support
- Advocacy

If you are **WORRIED** or are worried about a friend, share your concerns with the Designated Safeguarding Leads (DSLs), a trusted staff member, My Concern Boxes or use the 'I Need Help' button on the School's Intranet.

## DESIGNATED SAFEGUARDING LEADS & PUPIL WELLBEING SUPPORT



Dr Cuthbert  
Deputy Head  
DSL

Mrs  
Cadwallader  
School Nurse  
DDSL

Mr Dearden  
Headmaster  
DDSL

Mrs Kaczur  
Assistant  
Head  
DDSL

Mrs Brindley  
SENCo  
DDSL

Mrs Tromans  
Pupil  
Wellbeing  
Mentor

Mrs Dowding  
Deputy Head  
Student  
Leadership

Rev Slavic  
School  
Chaplain

### Emergency Help

Call **999** if you are at immediate risk  
**NHS Mental Health Crisis service:** call  
**0300 200 0011** free 24/7 service  
<https://youngminds.org.uk/>  
Free **text YM to 85258**  
24/7 crisis support  
Samaritans call free on **116 123**  
<https://www.childline.org.uk/>  
Call free on **0800 1111**

### Mental Health Support

<https://www.kooth.com/> Free, safe and anonymous support from trained counsellors  
**RISE (for children and young people)** call **08081 966798** (select option 2) Crisis & Home Treatment team  
**Dimensions Tool** offers immediate tailored self-help support and signposting to local services.  
**IAPT Website** Coventry & Warwickshire Improving Access to Psychological Therapies (IAPT) service  
Tel: **024 7667 1090**

### Online Safety and Other Support

<https://www.thinkuknow.co.uk/>  
to REPORT abuse  
**NSPCC** Call for free: **0808 800 5000**

<https://www.childnet.com/>  
<https://www.supportline.org.uk/problems/internet-safety/>  
<https://nationalonlinesafety.com/>

All employed Staff who are safe to work with children wear a **BLACK** KHVIII Lanyard

All Governors who have been DBS checked wear a **BLUE** Lanyard

**GREEN** lanyards are worn by visitors that are allowed to be on site without supervision

**PINK** lanyards are worn by visitors that are **NOT** allowed to be on site without supervision: report to reception

