

**Counselling and Mentoring Provision:**

- 11-16: Students are referred to the school counsellor for an 8-week programme of counselling by the Inclusion team. The counsellor also offers a drop-in service at lunchtimes once a week. Students have been shown how to access the online Kooth counselling service and, in some cases, supported to do so. Off the Record (OTR) have been working with us on a project where one of their counsellors is working regularly with a group of students who suffer with low-level anxiety. Over 160 students are currently being supported with mentoring provision - this takes the form of a 6-week cycle of mentoring, either 1:1 or in groups, addressing specific social, emotional and mental health (SEMH) needs. All of our mentors access regular mental health training. Students take a Strengths and Difficulties Questionnaire (SDQ) before and after their cycle of mentoring. 22 Y8 and Y9 students are also receiving mentoring from University of Bristol (UOB) students who have been trained to provide this volunteer service. The school nurse runs a drop-in clinic once a week where students can come to her with concerns about their wellbeing, the Inclusion team also make referrals to her and she will also make referrals to the CAMHS service when needed.
- POST 16: Students self-refer for our counselling service, which operates on one day a week (Wednesdays, when students have fewest lessons). The self-referral process keeps attendance consistently high because motivation is evident, but staff can also make referrals on students' behalves. The caseload and waiting list is overseen by the Student Services Leader (SSL). Provision is largely allocated on a first come, first served basis, but the SSL moves students up and down the list in order to prioritise need and safeguard the most vulnerable. When students complete a course of counselling (6-8 weeks), they complete a survey to evaluate its impact. In 2016-17:
  - 100% of students surveyed said that counselling improved their overall happiness and wellbeing
  - 100% of students surveyed said that counselling had improved their resilience
  - 100% of students surveyed were satisfied with the methods and approaches of their counsellor

**Tutor Programme / Collapsed Curriculum:**

- 11-16: The Y7 Skills programme this year has built in a project working with an organisation called Lime Engage which has focused on building students' resilience, self-awareness and character. An organisation called TIGER have run workshops for all year groups in promoting gender equality, respect and tolerance. OTR have delivered assemblies to all year groups on the five ways of wellbeing. The school's mental health lead has trialled a Mindfulness project in Y9 - an assembly and then mindfulness exercises to be taught in tutor time; an analysis of the impact of this is to be carried out this term before deciding when to roll-out to other year groups. The school has just signed up to take part in a government-commissioned mental health research project by the Anna Freud Centre. We will either be allocated a specific mental health intervention (Mindfulness, Relaxation, Strategies for Safety and Wellbeing) to deliver to two Y7 and two Y8 classes next year or we will be assigned as a control group (Usual Practice Group). Key staff will be trained in delivering the intervention or, if we are assigned as the control group, when the project ends in

2020, we will receive multiple days of mental health training for staff. We are also about to begin a UoB project called 'The Black Dog Project' - the university will provide an intervention on social media and mental health to all of our KS3 students. During Mental Health Awareness Week this year, all year groups have been engaging in activities in tutor time, and an assembly, focusing on the three key areas of mental health issues that are relevant to Cotham School based on our Safeguarding data: Depression, Anxiety related to schoolwork/exams, Anxiety related to Social Media. The sessions are about acknowledging the mental health issue, recognising the effect it has on us and then introducing coping strategies. Grooming leading to Radicalisation or Child Sexual Exploitation is a national Safeguarding priority that is very much linked to poor mental health. Best practice is for schools to address these issues head-on with students and increase their awareness and understanding of how their mental health could lead them down this path. As a result, an external specialist from Avon and Somerset Constabulary, who specialises in delivering workshops in schools, is coming in Term 6 to deliver assemblies on the topic of radicalisation to Y8, 9 and 10, and has done so already to Post-16. The current Y7 will receive this when they are in Y8 in September, as will the new Y7s joining us next year..

- POST 16: Students have a structured weekly tutorial programme which is directed by the SSL and Senior Tutors. This includes a debate morning on a topical issue (selected to address local / national / global issues that may be affecting or triggering for this age group). There is also a weekly 'Mindfulness Tip'. As part of the Futures 18 conference in the summer, all students will attend at least one seminar on an issue relating to wellbeing / mental health, delivered by external specialists e.g. Off the Record, TIGER etc. As part of the enrichment programme, there is a weekly mindfulness hour, open to all Post 16 students. There is also a weekly wellbeing drop-in session during a lunchtime in Charnwood, this is hosted by a mix of staff and students and is a space for students to come together to talk and seek support. Post-16 tutors have been trialling with their tutor groups a mindfulness app produced by the Anna Freud Centre; initial feedback from this has been very positive.

### **Signposting Support:**

- 11-16: Displays around the school clearly identify the Core Safeguarding Team for students to be able to seek support from, in addition to the pastoral team of tutors and Heads of Year. The Core Safeguarding team also have a 'Safe Space' sticker on their offices to recognise that these are places of support. Regular assemblies have been conducted to signpost the mental health support available to students. OTR have run a pop-up shop in the Hub to signpost their services. Self-help books are available in the library for students to borrow. There are messages of well-being displayed around the school in key student locations, e.g. the toilets, to promote kindness, respect and tolerance.
- POST 16: A new 'Wellbeing Library' has been established at Charnwood in 2018, as well as more discreetly in the office of the Student Support Leader, along with a 'leaflet wall' which is discretely located. In addition, a regular 'Wellbeing Bulletin' is sent to all students in Y12 and 13 on the final day of term as the holidays (and the related break in routine) can be the most challenging time for many young people:

**WORDS of WISDOM**

"You can't calm the storm, so stop trying. What you can do is calm yourself. The storm will pass."  
- Timber Hawkeye

**TRY THIS APP: POWERUP**

Don't let exam stress pile up - seek support from the Academic Mentors on how to get organised.

It's not too late to take part in the 'PowerUp' app research trial. Talk to your tutor about how.

Feeling anxious? Anxiety toolkit linked below.

P16 Mindfulness meditation class every Weds p4 in G004. All welcome!

We have a P16 counsellor. If you would like to seek support, please speak with Mrs Kempt or Mrs Potter.

LGBT group meets Friday lunchtime in A217. All welcome!

P16 Wellbeing drop in session, every Thurs. lunchtime in G104.

Feel like doing some reading? Speak to Mrs Kempt about borrowing from the WELLBEING LIBRARY. Leaflet will coming soo

**My ANXIETY Handbook**  
Getting Into the Zone

BOOK OF THE TERM

See below for a list of places you can seek support and information online

**Wellbeing at Cotham Post 16**

I'm Lily, student leader of learning and wellbeing. Speak to me if you have any questions or suggestions!

**Give**  
**KEEP LEARNING**  
**TAKE NOTICE**  
**BE ACTIVE**  
**CONNECT**

#### SOME USEFUL LINKS:

- [Kooth](#): Free anonymous online support for young people.
- [4YP](#): Sexual health site for teenagers in Bristol.
- [Bristol Mind](#): Directory of services available to young people in Bristol.
- [Off the record \(OTR\)](#): A mental health social movement for young people, by young people living in Bristol and South Glos.
- [Anxiety Toolkit](#): Some strategies and reflections to help you address feelings of anxiety.
- [What's Your Grief?](#): A clear and accessible website that offers ways to explore and understand grief.
- [Frank](#): Friendly, confidential drugs advice.

Remember, if you are worried that you or someone you care about is at risk, please come directly to Mrs Kempt or Mrs Potter to talk through your concerns. We will always listen and we will never judge.

#### Access Arrangements:

- 11-18: Where there is knowledge of anxiety or any other diagnosed mental health issue, access arrangement applications are submitted to ensure students have small room invigilation and / or rest breaks as needed for their examinations.

#### Student Support Plans:

- 11-16: Regular Inclusion forum meetings, Team Around the Child (TAC) meetings and Multi-Agency Partnerships (MAP) meetings trigger support. Where SEMH is identified as an SEND category, students have a learning passport written - new model involves student and parent voice in the construction of their learning passport.
- POST 16: Where concern is triggered relating to attendance and / or progress and there is also indication of a mental health barrier, students are placed on a 'support plan' this is a structured approach to intervention which combines realistic target setting with relevant support. Pen portraits are also used to share support guidance with staff, using the same model employed for SEND. The key element of these is a section entitled 'what the student wants you to know'. SSL also uses 'letter to my GP' model to support rapid, external agency referral.

#### Student Voice:

- 11-16: An annual student voice survey takes place which includes questions about wellbeing to allow for action planning for the following year.
- POST 16: We issue an annual student wellbeing survey. This is issued via school email as a Google Form and is an anonymous opportunity for students to share their experiences and support needs relating to mental health and wellbeing. This information is collated and used to review provision. In addition, the P16 student leadership team has a dedicated 'Leader of Learning and Wellbeing' and the student leadership team have a questions and suggestions box for students to communicate with them directly. A wellbeing drop-in lunch has just been started up on Thursdays and includes mindfulness workshops.

### **Student-led projects:**

#### **RESPECT Project**

- 11-18: The Cotham RESPECT project was established in 2015 and is the foundation of the school's Bristol Ideal accreditation. RESPECT Ambassadors are recruited in the summer term of Y10 and Y12 when they receive training to support their peers, lead on assemblies, tutor sessions and student support drop-ins, championing the Cotham RESPECT standard:  
*The students and staff of Cotham School take a ZERO TOLERANCE approach to gender-based violence and sexual discrimination in any form. Together, we stand up for the right to a safe and unprejudiced experience both inside and outside of school. Where there is assault, abuse and/or discrimination on the basis of gender, we are united in agreement that the victim is never at fault. All people, regardless of their gender, age, sexuality, race or religion, are entitled to RESPECT.*
- The RESPECT ambassadors have taken the lead on raising awareness around the issue of healthy relationships, delivering assemblies to all year groups and celebrating Healthy Relationships Week. Over the rest of this year, the ambassadors will go into tutor groups of younger year groups to continue this work.

#### **Cardiff University Project:**

- Each House within the House system has aligned itself to an area of school improvement; Delta House has chosen Behaviour and Safeguarding. So far, Delta students have been working on a long-term project with Cardiff University around the use of social media and the internet amongst young people. By the end of the year, the students will produce a presentation for senior leaders with the learning from the project and recommendations to inform the school's planning.

#### **LGBTQ+ student group:**

- Students across the year groups have formed an LGBTQ+ student group with a teacher supporting them. The group are working closely with EACH Education, an organisation funded by the government to work with schools to create more awareness, understanding and tolerance of the issues affecting LGBTQ+ identifying young people. The students have been meeting with EACH to plan a strategy for the school, including: an LGBTQ+ policy, fundraising, addressing mental health issues in LGBTQ+ students (esp. in supporting students who are transitioning and questioning).

### **Other well-being opportunities:**

- Yoga meditation - Friday lunchtimes and Tuesdays after school for any student
- Headspace - reflection and meditation every lunchtime in a quiet classroom with relaxing music and mindful activities available
- Mindfulness - 6-week programme for selected Y7s and optional lunchtime workshops for each year group in the weeks leading up to their exams

### **Awards and Recognition**

In 2015 the school achieved the Young People Friendly Award in conjunction with the school nursing service.

In 2017 we achieved the Bristol Ideal Standard, an award that recognises the work the school does around healthy relationships.

In Y7 Skills lessons this year, students took part in the BAFTA competition during Children's Mental Health Week 2018 which was the theme of 'Being Ourselves' this year - one of our Y7 students has become one of the 12 national winners. Her design will be turned into an animation by Karrot Entertainment and shared with schools across the country.

The school has registered our interest in completing the Mental Health and Wellbeing Badge commissioned by Bristol City Council and will be working towards the Advanced level of this award over the coming year.

### **Staff development and training**

#### **CPD:**

- All staff have received regular Safeguarding training in a drip-feed approach that includes reference to mental health and wellbeing. Staff are kept informed of the key safeguarding issues of the school and how this compares to the local and national picture. Staff have been informed that mental health is the no.1 priority for Cotham School's Safeguarding priorities. The Inclusion team and Heads of Year have regular, more advanced training in mental health issues, provided by the Bristol Children's Safeguarding Board (BSCB) and Trading with Schools (TWS); we keep a track of the range of training sessions that staff go on so that we get as much coverage of the different issues as possible and then schedule opportunities in the year for the Inclusion staff to share this training with each other.

#### **Mental Health Lead:**

- 11-18: The school now has a dedicated mental health lead who has received two days of training from the government's CASCADE initiative and has continued to attend local and regional mental health training since. As well as sharing the key learning from the CASCADE training with others, the Mental Health Lead works closely with the Designated Safeguarding Lead (DSL) to strategise the work around mental health and the direction that we are going in this area.

#### **Post-16 Student Support Leader:**

- As someone new to the role of Deputy DSL, the Post-16 Student Support Leader is undertaking as much additional Safeguarding training as possible, in addition to the Child Protection training required of this role. For example, CAMHS have offered a package of free training such as Building Resilience in Young People, which the

Student Support Leader has attended. The learning from this will be shared with the other Deputy DSLs and the DSL very soon.

### **Staff wellbeing**

- The HR manager has spent time visiting all curriculum areas during their regular curriculum team meetings, to outline the pastoral element of her role and highlight the welfare and wellbeing options available to staff, such as Occupational Health, the telephone counselling service and the salary sacrifice schemes including childcare vouchers and cycle to work.
- Cotham Staff Wellbeing and Work Life Balance Policy - this was produced for the first time in January 2018.
- Reiki lunchtimes - this is offered to staff one lunchtime a week by a member of staff who is a qualified practitioner
- Staff sports - the use of the school's facilities are made available every Friday after school for any member of staff to participate in team sports
- Co-op staff reps (staff well-being group) - these meet regular to discuss issues of staff well-being and feed back to the main Co-op Forum and via the union reps.
- Counselling: the school counsellor offers a drop-in service one lunchtime a week. Also, counselling is provided to staff, should they wish to take it up, as part of a staff benefits package.
- Mental Health Working Party - the Mental Health Lead set this up in September 2017 and it was well-attended by a range of staff. The HR Manager has now taken over leading on this and re-establishing this as a Staff Wellbeing group on a regular lunchtime slot which will be an opportunity for staff to drop in and discuss their wellbeing or get advice on managing stress. This will allow the Mental Health Working Party to refocus its work on student mental health and wellbeing.
- There will also be a Health and Wellbeing week where fruit will be provided in the staff room and lunchtime activities will be organised to encourage staff to take a proper break.