

# WELCOME

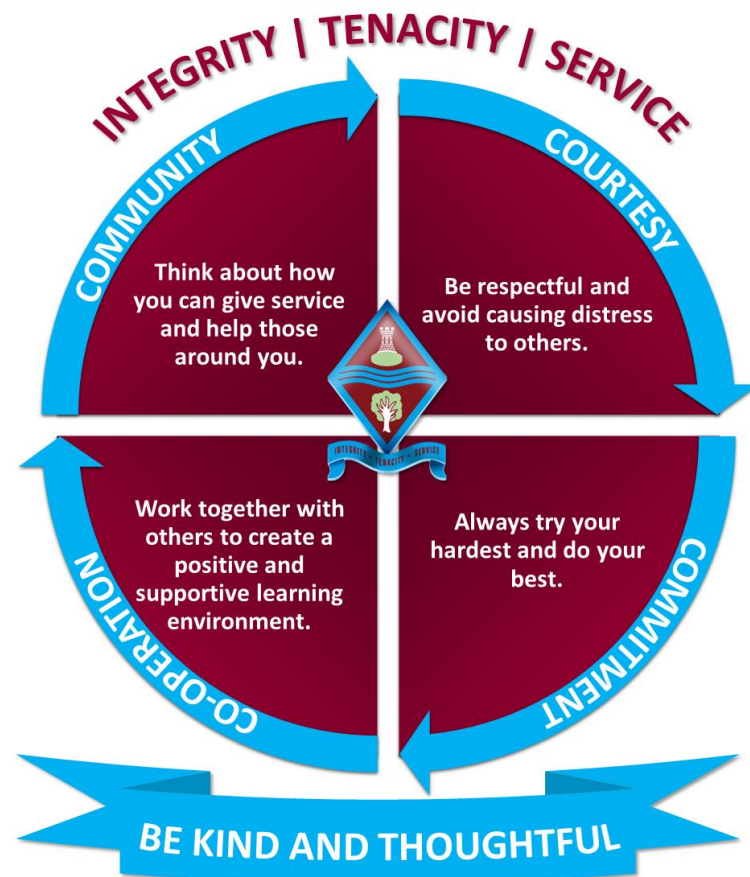
## Key Stage 3 – Information Evening





# Year 7 Information Evening

Lower School Office Pastoral Team  
The Ecclesbourne School  
19<sup>th</sup> September 2024







*A broad and balanced curriculum that develops the knowledge and skills pupils need to thrive now and for a fulfilling future*



*Develop pupils' resilience and confidence in themselves and their capacity for growth*





*Ensure pupils feel valued, value others and learn to work together to make a positive contribution*





*Ensure pupils stay safe and healthy in mind and body*





*Develop creativity in an innovative learning environment*





*Appreciate the spiritual, moral, social and cultural richness  
of the world at large*

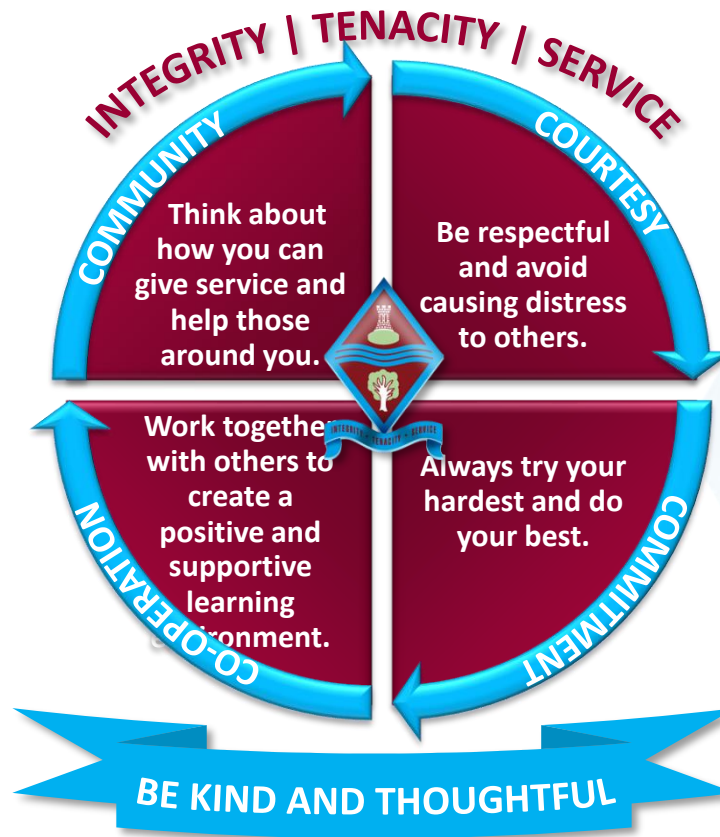




The Ecclesbourne School strives to be a successful and caring learning community that inspires individuals to meet the challenges of the future



Our theme for  
this term is  
Community



## CODE OF CONDUCT





# GCSE Performance

Congratulations Year 11





## Results - Year 11

	2017	2018	2019	2023	2024
% 5A-C (9-4)	90	89	93	86	<b>86</b>
% 5A-C (9-4)EM	86	84	91	84	<b>82</b>
A*- A (9-7)	38	25	38	32	<b>34</b>
% A*-C EM (9-4)	87	86	91	86	<b>86</b>
% A*-C EM (9-5)	73	64	72	68	<b>67</b>
% Ebacc(4+)	44	45	43	46	<b>52</b>
P8	+0.2	+0.4	+0.6	+0.4	<b>+0.46</b>
A8	58	55	59	57	<b>57.32</b>





## Derbyshire Ranking



**86%**

**9-4 inc E&M**



**67%**

**9-5 inc E&M**



**57**

**Attainment 8**



# A-Level Performance



Congratulations Year 13





# Best ever A Level results







## Results - Year 13

	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024
<b>Students</b>	164	153	170	168	158	151	167	154	165	194	191	205
<b>A* - C</b>	82	83	81	82	83	86	81	89	90.6	89	80	81
<b>A* - B</b>	61	62	60	62	61	63	60	69	74	72	60	59
<b>A*-A</b>	32	36	29	32	31	32	32	38	53	39	30	30
<b>A*</b>	11	14	8	11	10	12	9	13	26.6	13	11	10



# Agenda



- Welcome – meet the team
- Curriculum and assessment
- Behaviour and Attendance
- Enrichment
- On line safety
- Mental Health and Well Being
- Q &A





# Petra Owen-Moore

Deputy Head  
&  
Head of Lower School





## Pastoral Team



**Mrs Ourabi**  
Deputy Head -  
Head of  
Pastoral and  
DSL



**Mr Poplawski**  
Head of Year 7



**Mr Weller**  
Head of Year 8







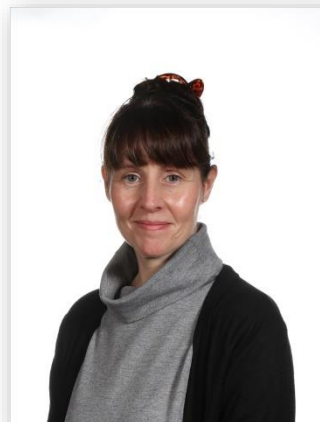
## Pastoral Team



**Mrs Parry**  
**Progress Leader**



**Mrs Monk**  
**Pastoral**  
**Support and**  
**Attendance**  
**Officer**



**Mrs Tanser**  
**Pastoral**  
**Support**  
**and School**  
**Nurse**



**Mrs Laughlin**  
**Progress Leader**



# 7 tutor groups [ECLSBRNU]

<b>7E</b>	Miss Minto	[B2]	N
<b>7C</b>	Mr Harrison	[F8]	N
<b>7L</b>	Miss Wibberley	[A2]	F
<b>7S</b>	Miss Pownell	[G2]	B
<b>7B</b>	Miss Muir	[E7]	B
<b>7R</b>	Mrs Jordan	[C8]	C
<b>7N</b>	Miss Piper	[C10]	C
<b>7U</b>	Mr Gosden	[A7]	F





2020 Vision – Learning together for the future

Governing Principle

# To Make Our School Even Better





We aim to:

- ensure KS3 prepares pupils for more challenging subsequent study
- ensure that transition from Key Stage 2 to 3 meets both academic and pastoral needs.



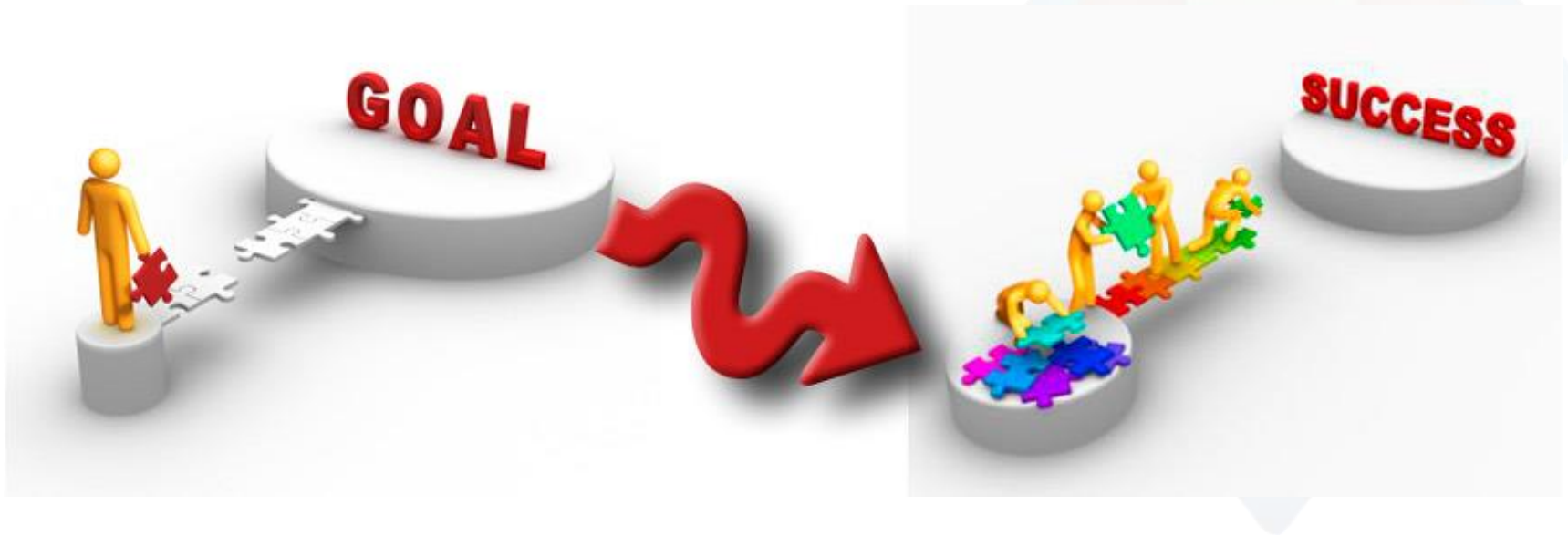
We aim to:

- Continue to build on partnerships with primary schools: **build on pupils' prior learning**
- make sure that **assessing and monitoring pupils' progress** in Key Stage 3 helps to prepare pupils for key stage 4.





# Assessment and Target Setting





# Grading System

- The school uses a consistent 1-9 assessment system from Year 7-11.
- This common approach establishes a consistency of expectation that ensures students understand assessment criteria and are better prepared for GCSE.
- To provide finer grained next step advice grades are divided as follows:
  - 3e – an emerging grade 3
  - 3s – a secure grade 3
  - 3m – mastery of grade 3.



### Students:

- know **where they are** and **how to improve**;
- receive **effective next step advice**;
- have **meaningful dialogue** with their subject teachers;
- own their **subject targets**;
- become **independent learners for life**.





In terms of demand:

- grades 7-9 are broadly equivalent to the old grades A-A\*;
- grades 4-6 are equivalent to grades C-B and
- grades 1-3 are roughly equivalent to the standard required for grades G-D .




# KS3 Reporting Cycle






# Interim Report



**THE ECCLESBOURNE SCHOOL**  
*'Learning Together For The Future'*

Head Teacher  
**James McNamara** BA(Hons) NPQH


Wirksworth Road, Duffield, Belper DE56 4GS  
 Tel: (01332) 840645 Fax: (01332) 841871  
 Web: www.ecclesbourne.org.uk  
 email: info@ecclesbourne.dertysire.sch.uk



**Student Name (9N)**

Please find enclosed your child's March Interim Report for this academic year. This report provides you and your child with an assessment of the progress they are making. Each child receives an interim report and full annual report with detailed written comments and advice. In addition, there is a parents evening so you can discuss your child's progress with their teachers.

	March			Minimum Expected Target
	Effort	Current Attainment	Projected Grade	
English	5	5m	6e	5m
Maths	5	5m	5m	5m
Science	5	5m	6s	5m
Art	5	4m	5s	5s
Computing	5	5m	6e	5m
Drama	5	4m	5m	5m
Food	5	5m	6e	5m
Geography	5	5e	5m	5m
German	5	5e	6e	5m
History	4	5e	5m	5m
Music	5	5m	6e	5m
PE	5	6e	6s	5m
Religious Studies	5	5m	6e	5m
Resistant Materials	4	5m	5m	5m



Students's tutor and Head of Year are already aware of any issues raised in this report and they will be following them up in School. Please discuss the report with your child before completing the online form linked below.  
 Thank you

[Yr 9 March Report - Reply Slip](https://forms.office.com/r/00bU234P2x)  
<https://forms.office.com/r/00bU234P2x>

Understanding Report Columns

	Effort	Current Attainment	Projected Grade	Minimum Expected Target
<b>Subject</b>	The numerical effort grades with: 5. Excellent effort 4. Good effort 3. Satisfactory effort 2. Level of effort giving some cause for concern 1. Level of effort giving serious cause for concern.	The grade currently being achieved by your child.  The school uses a consistent 1-9 assessment system from Year 7-11. This common approach establishes a consistency of expectation that ensures students understand assessment criteria and are better prepared for GCSE. To provide finer grained next step advice grades are divided as follows: 3e – an emerging grade 3, 3s – a secure grade 3 and 3m – mastery of grade 3.	The teacher's assessment of students' potential attainment at the end of the year.	Based on your child's prior attainment. Students achieving their MET will make progress in line with the top 20% of students nationally.

## The report includes: Performance Overview

- Effort
- Attainment Grade
- Projected Grade
- Minimum Expected Target

QR Code and link to online feedback form

## Grade Explanation




# Full Report

## The report includes:


- Effort
- Attainment Grade
- Projected Grade
- Minimum Expected Target
- Full written comment
- Subject QR Code/Link to website content

QR Code and link to online feedback form  
Grade Explanation



**THE ECCLESBOURNE SCHOOL**  
"Learning Together for The Future"

Head Teacher  
James Phelaners MSc(Hons) NPQH  
Vice-Chairman: David Galtier MSc(Hons) NPQH  
Tel: 01332 840445 Fax: 01332 841671  
Web: www.ecclesbourne.academy  
email: info@ecclesbourne.academy



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**Student Name (10N)**  
**Attendance**

Present %	Absent Sessions (Authorised)	Absent Sessions (Unauthorised)
85.0	6	0

**Academic Performance**

Click or scan below to view  
Course Overview and Content


	Effort	Current Attainment	Projected Grade	Minimum Expected Target
<b>English</b>	S	6a	6a	5m
<b>Maths</b>	S	6a	6a	5m
<b>Science</b>	S	6m	7a	5m

**Click or scan below to view  
Course Overview and Content**

	Effort	Current Attainment	Projected Grade	Minimum Expected Target
<b>English</b>	S	6a	6a	5m
<b>Maths</b>	S	6a	6a	5m
<b>Science</b>	S	6m	7a	5m



# Understanding Report Columns

	Effort	Current Attainment	Projected Grade	Minimum Expected Target
English 	1	2	3	4
	5			

- Effort** - The numerical effort grades and their meanings are shown below.

Key to Effort Levels	
Excellent effort	5
Good effort	4
Satisfactory effort	3
Level of effort giving some cause for concern	2
Level of effort giving serious cause for concern	1

- Current Attainment Grade** is the grade currently being achieved by your child.
- Projected Grade** is the teacher's assessment of students' potential attainment at the end of the year.
- Minimum Expected Target** is based on your child's prior attainment. Students achieving their MET will make progress in line with the top 20% of students nationally.
- Written Comment** The school strongly believes in the importance of providing an individual comment for each subject. Your child's teachers have suggested ways in which they can make progress. Please take the time to read the report with your child so that they understand what they are doing well and how to make further progress. Your child's teachers will, of course, reinforce what has been written during lessons.
- Subject Content QR Code** Scan this QR code with your smartphone to view subject aims, curriculum and assessment information.

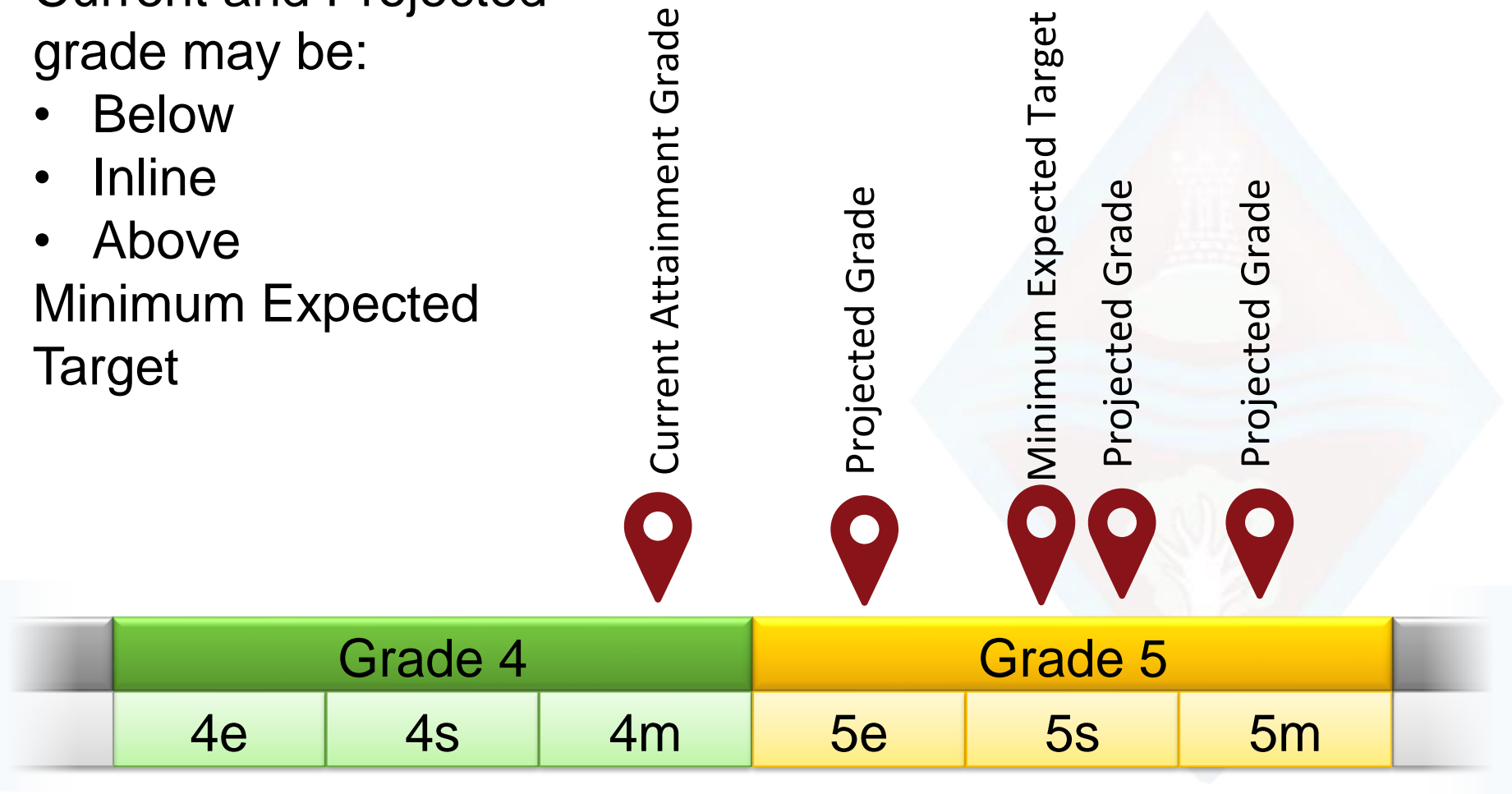


# Understanding Progress

Current and Projected grade may be:

- Below
- Inline
- Above

Minimum Expected Target







- Students are:
  - unique and individual.
  - progress at different rates and never in straight lines.
- Our approach to tracking progress is, therefore, based on the principle that teachers are best placed to know their students and to advise and enthuse them about how to improve – in incremental next steps.



# Targets

- Parents and carers should not be surprised or concerned if different children with similar starting points have different teacher targets.
- Students starting points also vary in different subjects, and that progress routes vary from subject to subject.
  - e.g students begin from a lower base in Modern Foreign Languages than they do in Mathematics or English.
- Our targets are designed to incorporate these differences and ensure we aim for excellent progress for all of our students.





# Website - Curriculum Pages

VACANCIES | STAFF | STUDENTS | PARENTS


HOME | SCHOOL INFORMATION | ADMISSIONS | CURRICULUM | PASTORAL | COMMUNITY | SIXTH FORM | CONTACT US | Search...

**THE ECCLESBOURNE SCHOOL**  
LEARNING TOGETHER FOR THE FUTURE




**Record GCSE Results – Congratulations Year 11**


**OUR SCHOOL**




**WELLBEING AND SAFEGUARDING**



**LATEST NEWS**



**CALENDAR**



**HEADTEACHER'S WELCOME**

**PROSPECTUS**

**EXAMINATIONS**

**LETTERS**

**OFSTED REPORT**

**TERM DATES**

**TRANSLATE**

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# Behaviour Rewards Attendance







**Mrs Ourabi**  
Deputy Head -  
Head of Pastoral  
and DSL





## Behaviour



*“If we are to create a community in which high quality learning can take place and all of its members can work happily together, an atmosphere of good order is vital. School rules and procedures exist to foster this ethos but students are also encouraged to develop self-discipline and consideration for others*



## Behaviour Expectations

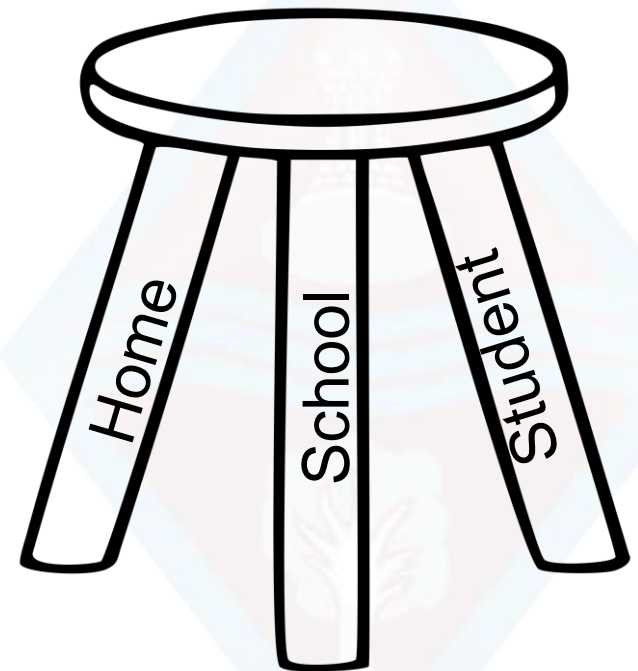
- School will set high standards which all students are expected to adhere to
- High standards students expected to maintain communicated by school
- School will have routines and checks to help students maintain high standards
- Have clear sanctions in place where high standards are not maintained
- Monitor behaviour patterns looking at individuals and sub-groups
- Educate young people to reduce further incidents
- Share concerns and actions with parents





*We owe it to students to have high expectations*

- Is excellent
- Need to avoid low-level distractions:
  - Uniform issues
  - Missing equipment
  - Late to lesson
  - Chatting
- Key is School-Student-Home Tripod hence the Home-School agreement.







# Rewards

- Prize Giving
- Roll of Honour
- Merit/Colour Ties
- Sports Certificates and Sports Award Ceremony
- Governors Awards Evening
- Merits Awards
- Letters of Commendation/postcards
- Assembly – shared success





# Merits-recognising excellence in all of its forms

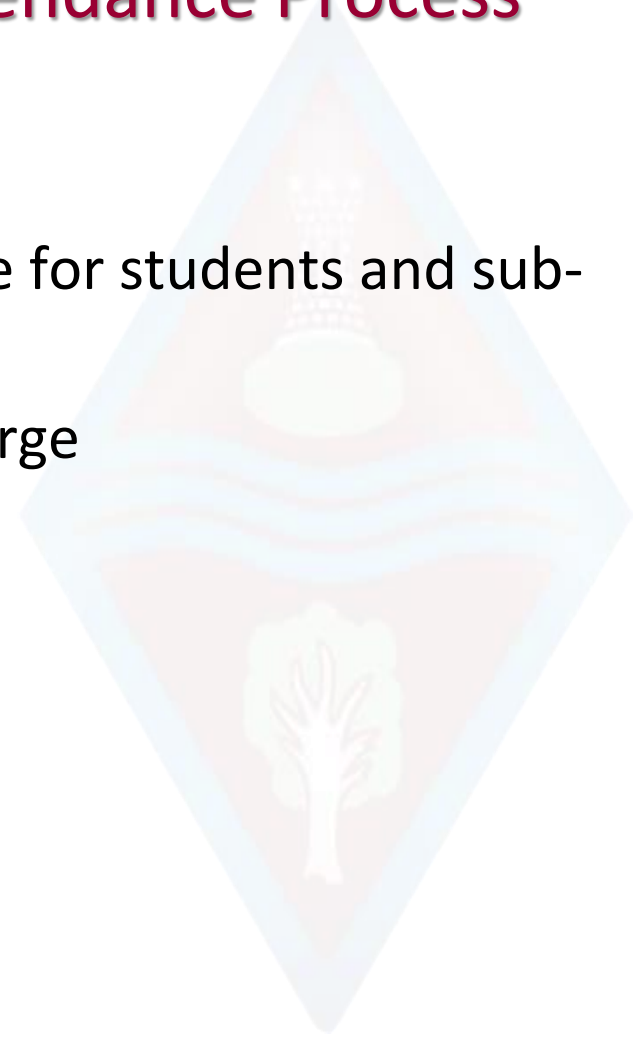
- Awarded for:
  - Outstanding work
  - Consistently high standards
  - Consistent effort
- Recognition:
  - Merit certificates
  - Merit tie
  - Letters of commendation
  - Names read out in assembly
  - Prize at the end of the year





## Our Attendance Process

- Set high expectations for attendance
- Monitor data looking for patterns of absence for students and sub-groups
- Listen and understand where problems emerge
- Facilitate support to improve attendance
- Formalise support
- Liaise with the local authority





Mrs Monk – Attendance and  
Senior Pastoral Support



### Mrs Monk – Attendance and Senior Pastoral Support



#### Role

- ensure all attendance information is up-to date
- collate the data for non-attendance
- engage with families offering support with attendance and to complete Early Help Assessments as required.
- Provide 1:1 support with students for any Pastoral concerns in school working closely with their Head of Year



## Mrs Monk's Top Tips

- Every child deserves an education. It is law that a child attends school and it is the parents' responsibility to get them there... that is not to say we won't support you with this.
- Please keep us informed if you feel that your child is struggling, or of any planned medical attention they may be receiving..... we are here to help 😊



# Absence

- A polite reminder to ask that you call school every day to notify us of your child's absence. If we do not hear from you - it is likely you will receive an unannounced visit from school as this is a safeguarding issue.



# Enrichment



Mr Carnwell  
Assistant  
Head Teacher





# Enrichment



**Simon Carnwell**  
Assistant Head  
Teacher





# Enrichment - aims

We aim to develop the skills, values and attitudes of all students in a positive, respectful and inclusive community.

Our school vision and values are embedded in all areas of school life.



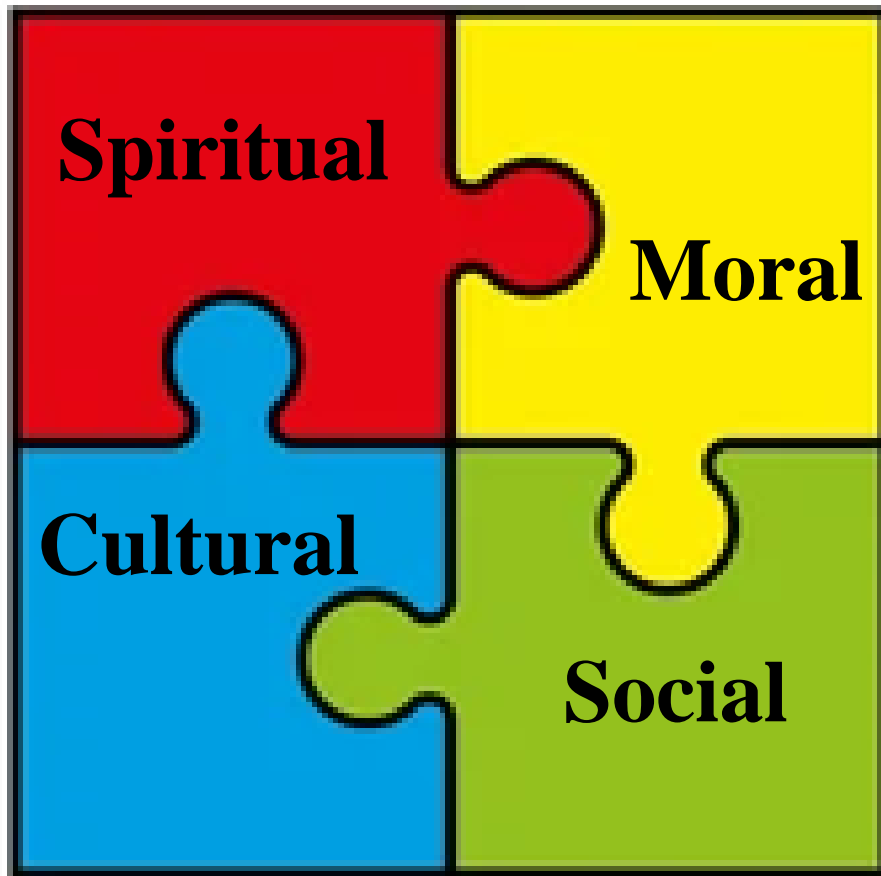


# Enrichment - Principles

- Enrichment permeates all the curriculum.
- Enrichment opportunities are broad and varied.
- Enrichment is available to every student.



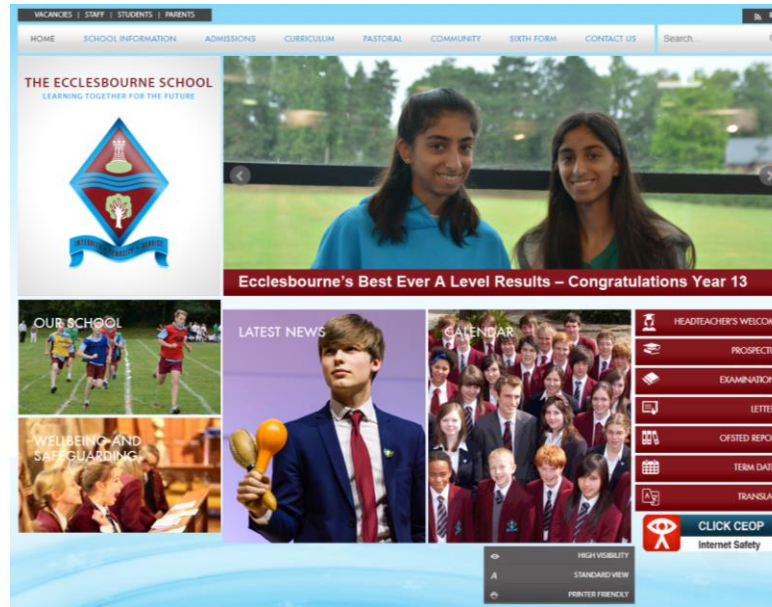








# How to get involved





# On Line safety



Mr Poplawski





# Global Context

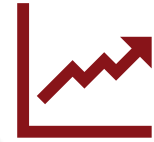


7.91 billion  
World Population



5.31 billion  
Mobile Phones

=67.1%



Internet Use  
192 million  
Growth Last Year



99% (2021)  
Young People Online



95%  
Most Popular Activity  
Video Sharing (TikTok)



22%  
12-17s could detect  
fake profiles



53%  
13-17s being online  
good for mental health.



36%  
8-17s saw something  
'worrying or nasty'



59%  
would report it

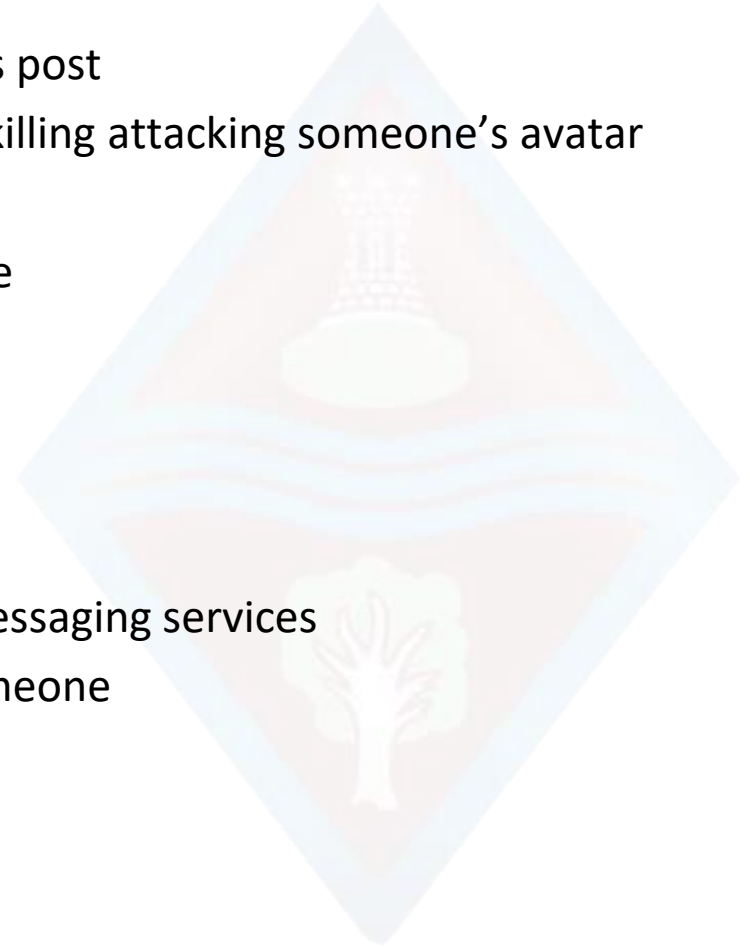


84%  
8-17s bullied online



# Types of Cyberbullying

- Negative comments on a post; dislikes
- Replica videos or videos mimicking someone else's post
- Gaming : making negative comments via a game; killing attacking someone's avatar
- Setting up fake profiles
- Sharing offensive / unflattering photos of someone
- Cyberstalking
- Catfishing
- Prank calls
- Outing
- Spreading rumours via apps / websites / texts / messaging services
- Setting up dedicated 'group chats' to victimise someone
- Threats to harm
- Retribution







# School Response - Policy

- Cyberbullying or online bullying is any form of bullying that is carried out through the use of electronic media devices such as computers, laptops, smartphones, tablets or gaming devices and apps or social networking sites that use the internet.



# School Response - PDC and Assemblies

online safety taught via ICT lessons, assemblies, the PDC program and external providers when needed.

This covers a range of online safety issues, including;

- online fraud and scams,
- copycat websites,
- phishing e-mails,
- identity theft,
- cyberbullying/trolling,
- cyberstalking,
- online grooming,
- online radicalisation,
- offensive/illegal content,
- child sexual exploitation and young produced sexual imagery (sexting),
- using social media platforms.





# CEOP – Report Cyberbullying


Home | Ecclesbourne School x +

ecclesbourne.derbyshire.sch.uk


VACANCIES | STAFF | STUDENTS | PARENTS

HOME SCHOOL INFORMATION ADMISSIONS CURRICULUM PASTORAL COMMUNITY SIXTH FORM CONTACT US Search...


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LEARNING TOGETHER FOR THE FUTURE




**UK Youth Parliament**  
Alex McDermott wows the UK Youth Parliament




**OUR SCHOOL**




**WELLBEING AND SAFEGUARDING**



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**HEADTEACHER'S WELCOME**

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**TRANSLATE**










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# CLICK CEOP

 Report to CEOP

    ceop.police.uk/ceop-reporting/     

  
A National  
Crime Agency  
command

Child Exploitation and Online Protection Command

If you need to hide this site quickly, just click here 


CEOP is a law enforcement agency and is here to keep children and young people safe from sexual exploitation and abuse. Please complete the below to start your report to one of CEOP's Child Protection Advisors.


**I am**

Under 18 years old

A parent / guardian

A professional working with children or young people



 The Ecclesbourne School

KS3 Parents Information Evening





# E-Safety

E-Safety | Ecclesbourne School

+

ecclesbourne.derbyshire.sch.uk/pastoral/student-wellbeing-centre/e-safety

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SCHOOL HOUSES

SCHOOL OFFICES

EXTERNAL EXAMINATIONS

TIMES OF THE DAY

UNIFORM AND DRESS

HOMEWORK

SPORT

STUDENT LEADERSHIP

CAREERS

STUDENT WELLBEING CENTRE

SAFEGUARDING POLICIES

TRAUMA INFORMATION SHEET

MENTAL HEALTH & WELLBEING

CHILD ABUSE

SIGNS AND BEHAVIOUR

BULLYING

WHAT SHOULD I DO

E-SAFETY

With the constant changes with technology it is very difficult to keep up-to-date with what your child might be doing online and what you can do to best support them.

The information below is not an exhaustive guide but it is a starting point as to what you can do to support your child whilst at the same time having open lines of communication so that they are able to talk to you if something is worrying them.

[PARENTS AND CARERS - UK SAFER INTERNET CENTRE](#)

[TOP TIPS - UK SAFER INTERNET CENTRE](#)

CHILD SAFETY CHECKLIST:

CHECK AND ADJUST THE CONTROLS:

Adjust the parental controls on your broadband and internet-enabled devices, depending on your child's age. Your broadband provider can tell you how. Find out how to setup safe search in Google by going to <https://support.google.com/websearch/answer/510?co=GENIE.Platform%3DDesktop&hl=en>

TALK TO YOUR CHILD

Stay interested in what they're doing online and discuss what they might have come across. Don't be afraid to tackle difficult subjects like cyberbullying and sexting. They will be discussing these topics with their teachers in their PDC lessons and we will let you know when we discuss a certain topic so that you can follow this up with your child.

PRIVACY MATTERS

Children feel that if they have lots of likes online or many friends then this can make them seem more popular. It is actually just putting them at more risks as many people will now have their details. To support them make sure they set high privacy settings on social networks. Encourage them to regularly change their passwords and never to share or put online any of their personal details like phone number, address or their school.

HELP THEM TO THINK ABOUT WHAT THEY POST

Once you post something online it is their forever and cannot be deleted and can have an impact on our wider life. Remind them that they should only post things online that they wouldn't mind you, their teacher or a future employer seeing. This is particularly the case at the moment with lots of political agendas going back and forth and they can quickly fall into a trap that might be seen as inflammatory.

STAY SAFE ON THE MOVE

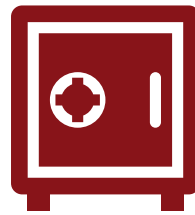
Make sure safety and privacy settings are activated on their mobile devices and they aren't sharing private information. Be aware that using public WiFi might not filter inappropriate content, so look for friendly WiFi symbols when you're out and about.



# Tips for Parents



TALK TO  
YOUR CHILD



PRIVACY  
MATTERS



HELP STUDENTS  
THINK ABOUT  
WHAT THEY POST



# Equality, Diversity and Inclusion



Mrs Green  
Assistant  
Head Teacher

# Equality, Diversity and Inclusion

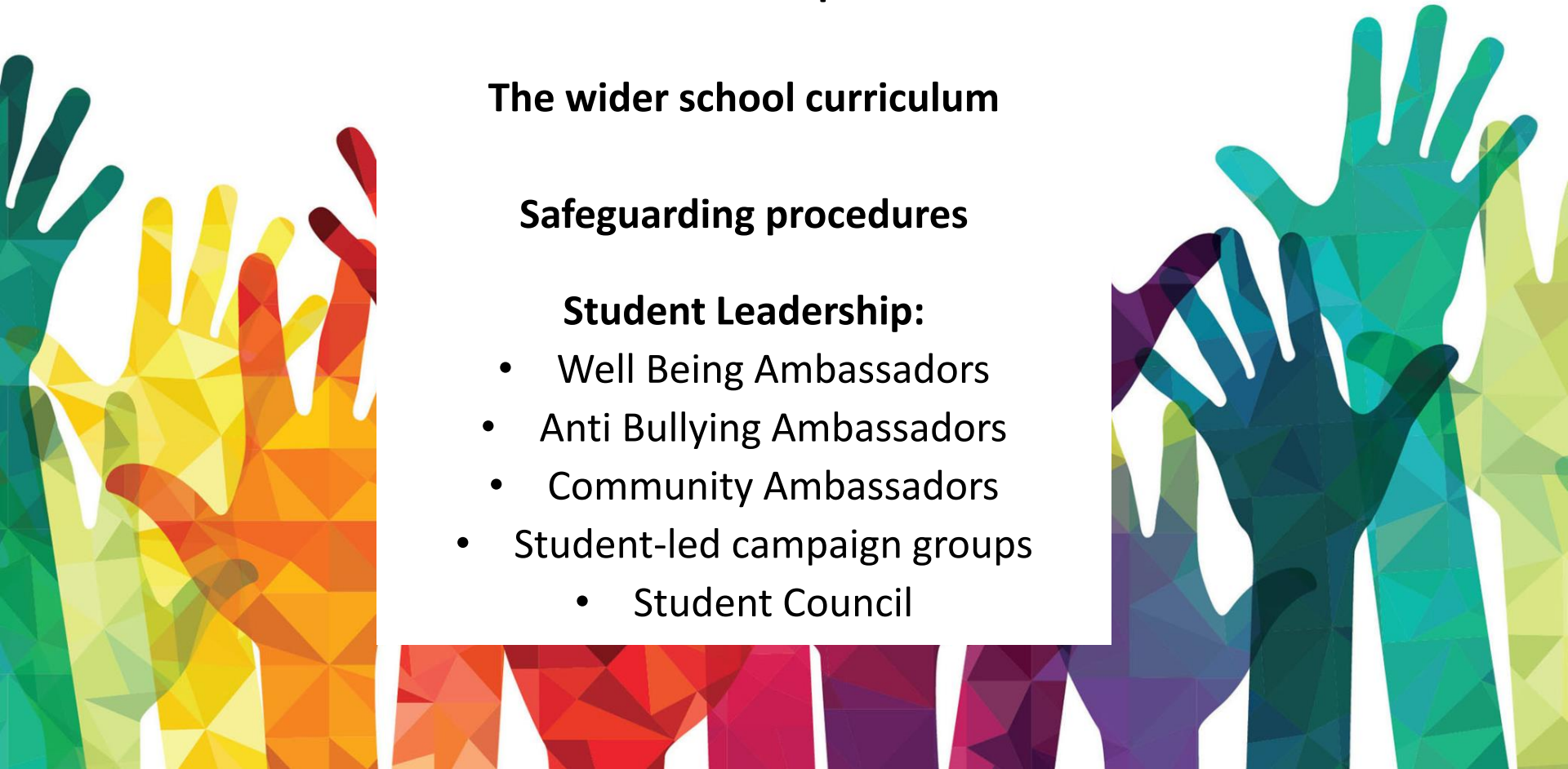
**Our PDC and RSE provision**

**The wider school curriculum**

**Safeguarding procedures**

**Student Leadership:**

- Well Being Ambassadors
- Anti Bullying Ambassadors
- Community Ambassadors
- Student-led campaign groups
  - Student Council



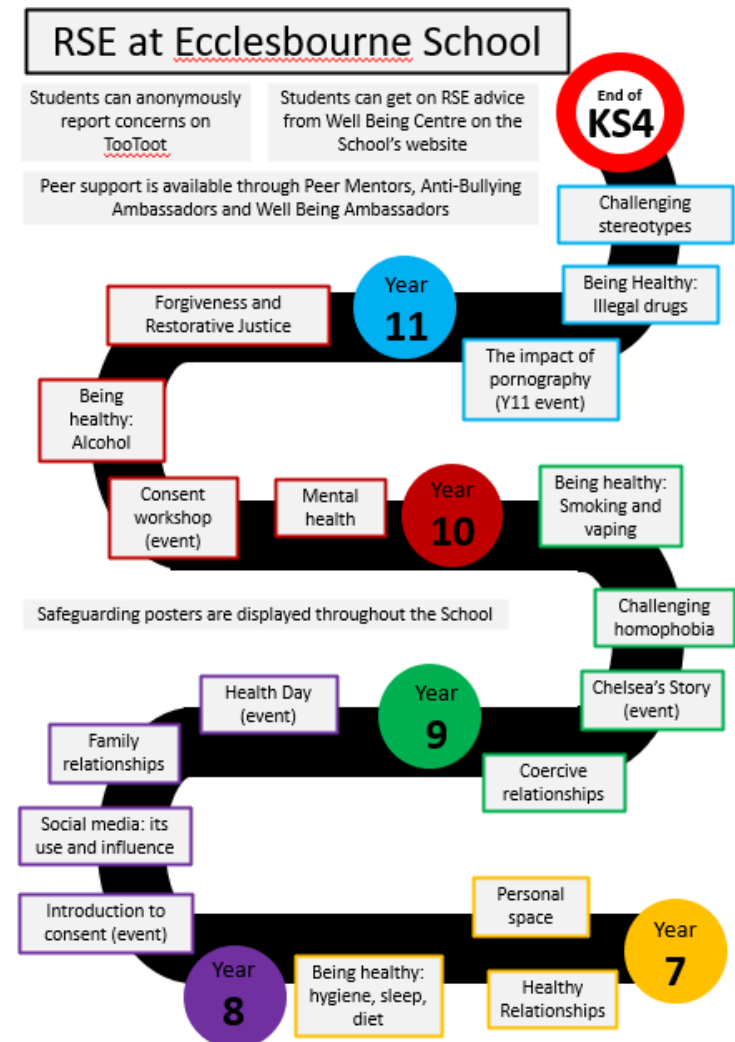


# The Personal Development and Citizenship curriculum

Relationships and Sex Education (RSE)

Careers education

Citizenship





# Code of Conduct / Inclusive Language Charter

## Our VALUES



## The Ecclesbourne School Inclusive Language Charter

### Our intention:

At The Ecclesbourne School we strive to have an inclusive community where difference is celebrated, and everyone has a sense of belonging. This is why we have a zero tolerance of derogatory language which reinforces negative stereotypes related to the protected characteristics, including gender, race, sexuality, and physical ability. We ask all members of the school community to think carefully about the language that they use so that it doesn't include any unconscious bias. In addition, all staff and students are expected to be an upstander, and to call out any language which is not inclusive.

This charter sets out the ways in which we can fulfil our Inclusive Language Charter.

### What we need to do:

#### 1. Never use insulting language

Sexist, homophobic, transphobic, racist, ableist and any other language used to insult another person is not tolerated at our school. There are no situations where using this language is considered a joke or 'banter.'

#### 2. Be aware of the difference between sex and gender

We understand that sex relates to the biological and physiological characteristics defining men and women; and gender refers to social constructed roles, behaviours, and attributes. We respect everyone's right to be addressed by their chosen pronouns and never deliberately misgender anyone.

#### 3. Be aware of what microaggressions are

Whilst we can easily recognise offensive language, microaggressions may be harder to spot. We need to know that saying things such as, 'where are you actually from?' 'doesn't your religion mean you can't do that?' can and do offend which creates barriers within our community.

#### 4. Issue appropriate sanctions

When offensive language is used by students, staff will follow procedures whereby a student receives a sanction. We have a zero-tolerance policy on the use of offensive language at our school. If a member of staff uses offensive language, we follow procedures which are guided by our DEI policy.

#### 5. Educate

We have PDC lessons, assemblies, as well as student-led awareness groups which all help us to understand the power of language and the damaging effects that it can have. A student who uses offensive language will receive further education, as means of reformation and restoration.

#### 6. Be upstanders

There are numerous ways to be an active citizen to help make our school more inclusive. Teachers, Form Tutors, Head of Year, Progress Leaders, DDSs, the DSL, the Headteacher and Tootoot are all means of staff and students holding others to account by reporting the use of offensive language.

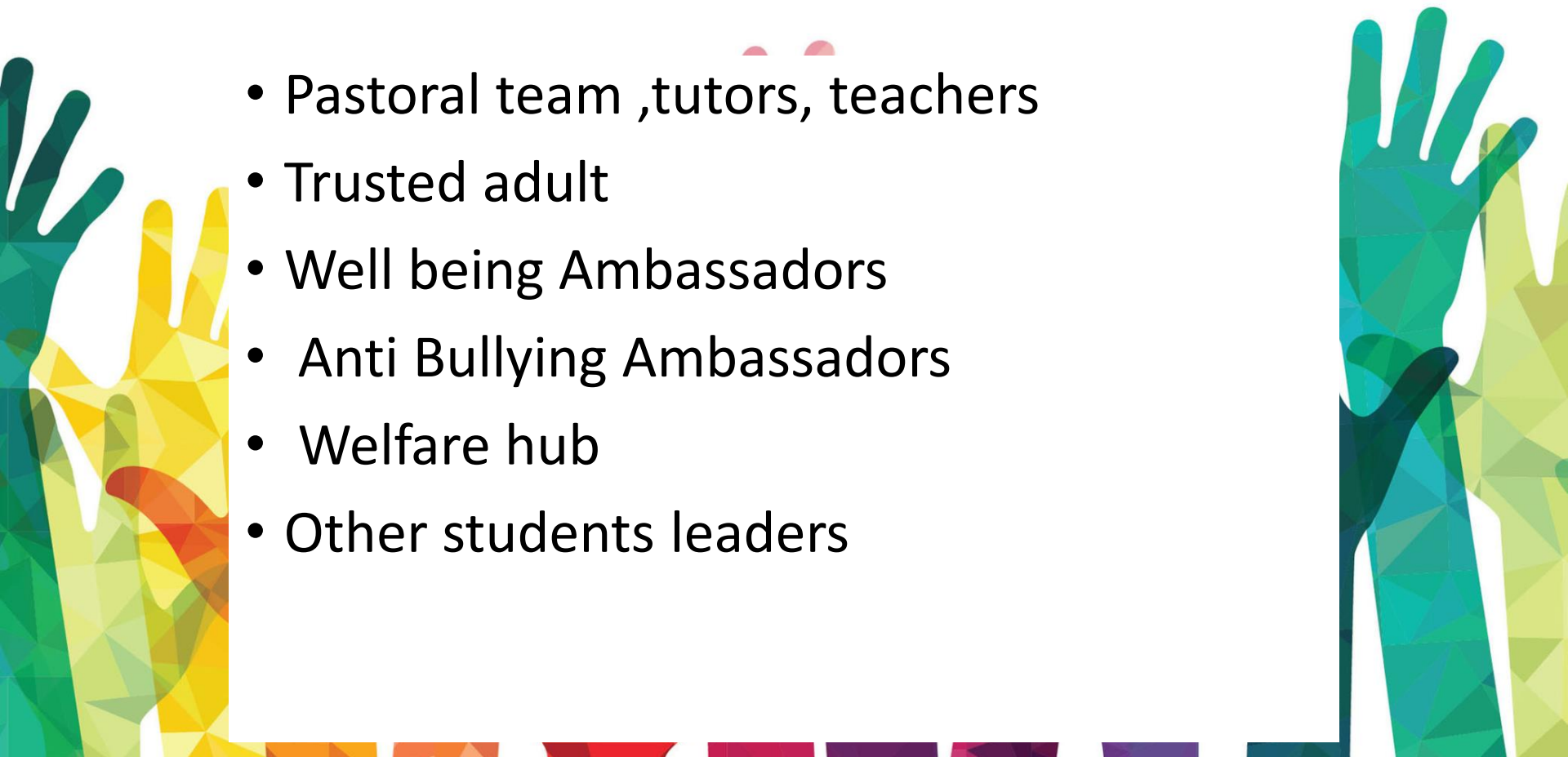
# 'SPEAK OUT'

## TooToot

- Tootoot is a confidential reporting app
- DSL responds
- Students can use it to report anything that they are unhappy with or concerned about.
- All students know how to access – told through assemblies

# ‘SPEAK OUT’ other ways

- Pastoral team ,tutors, teachers
- Trusted adult
- Well being Ambassadors
- Anti Bullying Ambassadors
- Welfare hub
- Other students leaders







# Mental Health Wellbeing







# **Senior Mental Health Lead For students and staff**







- 19 trained MHFA
- School nurse
- Not experts
- ALGEE





MHFA England

# Mental Health First Aid **ACTION PLAN**



- A**pproach, assess and assist with any crisis
- L**isten non-judgmentally
- G**ive support and information
- E**ncourage appropriate professional help
- E**ncourage other supports






# Mental Health weeks

World Mental Health Day  
October 10







# 5 Ways to Wellbeing


#MentalHealthAwarenessWeek 10 - 16 May 2021

**We're inviting you and your colleagues to immerse yourself in our 5 Ways to Wellbeing campaign this Mental Health Awareness Week!**

The '5 Ways to Wellbeing' are a set of pillars which are key to improving our mental health. They're geared around themes of social connectedness, physical activity, awareness, learning, and giving. Across the week, join us by building in some small yet effective activities into your daily lives to better your mental health!


### Connect

Build new connections in your life, be it through friends, family, colleagues or neighbours. Think of these as the cornerstones of your life and nurture them.




### Be Active

Exercise makes us feel good. But you don't need to be a fitness fanatic to boost your wellness. Whether it's walking, running, cycling or dancing, just move in a way that works for you.




### Take Notice

Becoming more aware of the world around us helps us see the unusual and notice simple pleasures. Reflect on your experiences and appreciate what matters most.




### Keep Learning

Learning something new keeps us engaged. Try something different, rediscover an old interest or sign up to that course you've always wanted to do!




### Give

Giving encapsulates many things, from giving a gift or donation, giving thanks or giving your time through volunteering. The key is giving support to others.



Visit [mentalhealth-uk.org/mhaw](https://mentalhealth-uk.org/mhaw) for more info and to get involved

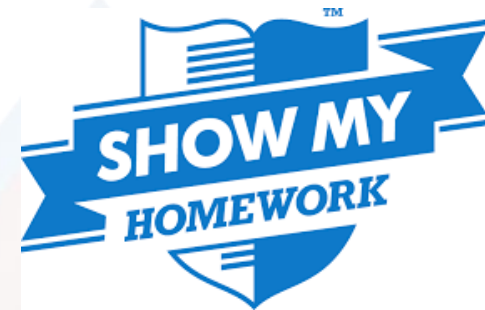
© Mental Health UK, London, SE1 7TP.  
Registered Charity Number: 1170815

 Registered with FUNDRAISING REGULATOR





- Please click on the link below for information and how to get involved.
- [https://mentalhealth-uk.org/get-involved/mental-health-awareness-days/mental-health-awareness-week/?gclid=EAIAIQOBCHMIT-3LGOCY8AIVWRHTCH2OGQIIEAAYAYAAEGJO\\_O\\_D\\_BWE&GCLSRC=AW.DS](https://mentalhealth-uk.org/get-involved/mental-health-awareness-days/mental-health-awareness-week/?gclid=EAIAIQOBCHMIT-3LGOCY8AIVWRHTCH2OGQIIEAAYAYAAEGJO_O_D_BWE&GCLSRC=AW.DS)
- This link below is for parents and carers and offers advice and help.
- <https://mentalhealth-uk.org/help-and-information/advice-for-parents-and-guardians/>
- 





MHFA England







# WellBeing





*“Books can play a vital role in promoting the mental and emotional well being of young people. They help to break the isolation experienced by young people and demonstrate that their feelings and problems are not unique.”*

*Sarah Brennan (YoungMinds Chief Executive)*



# School Library

We have a wide range of fiction, reflect real-life situations and issues that young people face.

Our non-fiction includes self-help guidance and understanding mental health and illness.

**READING WELL** have an excellent selection of recommended reading, called "Books on Prescription" <https://reading-well.org.uk/books/books-on-prescription>



## Get in touch

Concerned about your child's mental health.

- We can give you advice on:
- how to access support
- navigating services for your child
- practical techniques that can help you and your child
- signposting to other organizations
- If you are a parent/carer in need of some help, please get in touch.

**YOUNG**MiNDS  
fighting for young people's mental health







- Training
- Peer support programme for young people equips them to be Wellbeing Ambassadors within their school or setting.



This leaflet contains some basic information you may find useful.

Please ensure that should you continue to feel as you do, you must talk to someone who you feel close to and seek the correct medical advice ☺

Please also refer to The Ecclesbourne School website under the heading 'Pastoral' then 'Student Wellbeing Centre' where you will find lots of helpful information.

### **Useful Websites:-**

Childline	<a href="http://www.childline.org.uk">www.childline.org.uk</a>
Young Minds	<a href="http://www.youngminds.org.uk">www.youngminds.org.uk</a>
Kooth	<a href="http://www.kooth.com">www.kooth.com</a>
Samaritans	<a href="http://www.samaritans.org">www.samaritans.org</a>



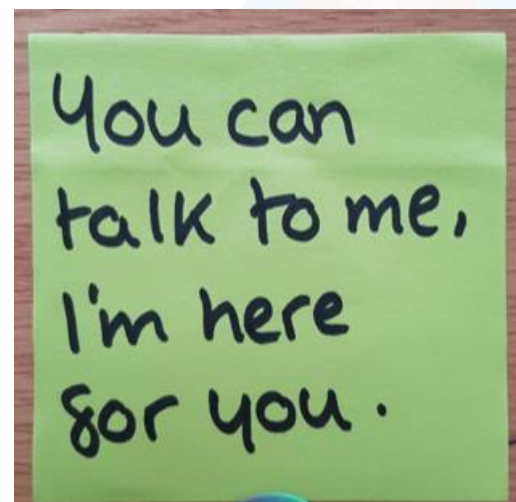
Derbyshire has launched **ChatHealth**, a secure and confidential NHS-approved text messaging service that is now offered by the School Nursing Service for young people aged 11-19 years

tel: 07507 330025  
<https://chathealth.nhs.uk>

Text on phone screen: BUT SOMETIMES IT'S EASIER TO TEXT... WE HELP STUDENTS AGED 11-19 WITH ALL KINDS OF ISSUES



The Ecclesbourne School



**Ask to speak to:-**

**Mrs Louise Monk - Pastoral Support Worker**

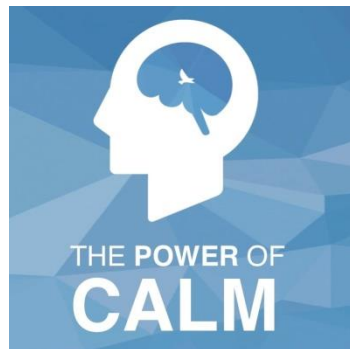
[lmonk@ecclesbourne.derbyshire.sch.uk](mailto:lmonk@ecclesbourne.derbyshire.sch.uk)

**Tel: 01332 840645 Ext 271**



# Posters, leaflets, apps, links, web sites and well being hub site information

- **Ask for HELP!**



**MHFA England**

# Build Sound Minds Derby and Derbyshire



Ruth Baldwin





# Build Sound Minds Derby & Derbyshire

- Short term early intervention mental health support for children 0-17
- **Mild to moderate mental health difficulties** that do not meet the thresholds for more specialist services – low mood, anxiety, simple phobias, stress, worry, low level self harm – not suitable for children on CAMHS waiting list.
- Build resilience and prevent more serious mental health issues developing
- Short term work – 6-8 weeks – not longer term counselling
- Waiting list – priority primary schools
- Parents can refer
- Secondary school young people will usually be offered either 1-1 support or Advanced Minds – a 6 week CBT based group intervention.



Specialist Child and Adolescent Mental Health Services

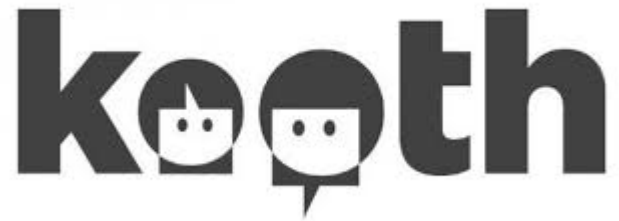


**Derbyshire Mental Health Support Line**  
**[Derbyshire Mental Health Support Line](https://www.derbyshire.gov.uk/mental-health-support-line)**  
Tel: 0800 028 0077.

Mental health support line for Derbyshire people of all ages. Open 24 hours per day, 7 days per week.

**STOP.  
BREATHE.  
THINK.**

**A SWITCH180  
PROGRAMME**



provides free, safe and anonymous mental health and emotional well-being online support for young people aged 11 to 25.



offers free online counselling and emotional wellbeing support for parents and carers of young people.



# Key Staff



**Mrs Tanser -School Nurse**  
**Pastoral Support Worker**





## **Mrs Tanser -School Nurse / Pastoral Support Worker** **Role**

- NMC Registered Nurse employed by the school
- Responsible for supporting students with medical conditions
- Also offer pastoral support for students referred by their Head of Year.
- With the first aid team manage the Medical Room and deal with daily first aid incidents and pupil illness and communicate with parents as necessary.



- Works closely with Mrs Boyall, lead First Aider and Mrs Monk, who is the Senior Pastoral support Worker.
- Offer 1:1 pastoral support for students that have been referred by their Head of Year.
- Pastoral support is generally weekly for a period of 6 weeks, and we will liaise with parents as necessary. If we feel further support is necessary, we may recommend that parents self-refer to organisations such as Build Sound Minds or see their GP.



## Mrs Tanser's – Top Tips

- Welfare Hub that is available for students to drop in before school, during lunch or after school. This is staffed by members of the pastoral team.
- Polite request – Please can parents ensure that contact numbers are up to date.



## Mrs Tanser's – Top Tips

- Also, if there is a change in a pupil's medical condition, please let me/a member of the first aid team know and complete any relevant medical forms/consent forms as required, e.g. An individual Health Care Plan, Asthma Card, Allergy Plan, FA01 Form (Medication consent form). These need to be updated yearly.
- Any questions or concerns, please don't hesitate to get in touch with Mrs Tanser





# Work as a team



**MENTAL HEALTH  
RESOURCES FOR  
STUDENTS, PARENTS,  
CARERS, AND  
SCHOOL STAFF**



