

SAFEGUARDING NEWSLETTER

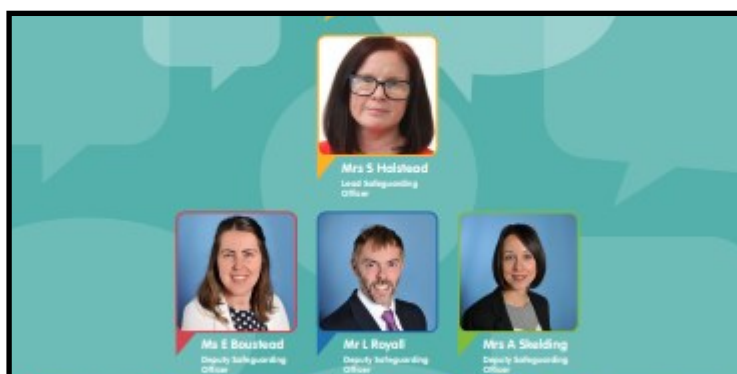
Our Promise at Madeley School

Madeley School recognises its legal duty under Education Act 2002 (section 157 in relation to independent schools and academies) and the 1989 Children Act and takes seriously its responsibilities to protect and safeguard the interests of all pupils.

The school recognises that effective child protection work requires sound procedures, good inter-agency co-operation and a workforce that is competent and confident in responding to child protection situations. Safeguarding incidents can happen anywhere and staff should be alert to any concerns being raised. All staff may raise safeguarding concerns directly with Children's Social Care Services (see making referrals section of this policy).

Welcome to our forth newsletter of the academic year. In this edition we would like to focus primarily on Resilience, and also remind you of our safeguarding team here at Madeley School.

Our safeguarding team



If you have a concern about any student of Madeley High please phone the school reception and ask for

- Designated Safeguarding Lead Officer: Sara Halstead (sara.halstead@madeley.set.org)
- Deputy Safeguarding Leads: alexa.skelding@madeley.set.org / em-ma.boustead@madeley.set.org / lee.royall@madeley.set.org
- You can also speak to any of our extended safeguarding team:

Head of Year 7: Mrs S Walker: stephanie.walker@madeley.set.org
Head of Year 8: Miss H Bentley: hollie.bentley@madeley.set.org
Head of Year 9: Miss K Leath: katie.leath@madeley.set.org
Head of Year 10: Mr S Walker: stephen.walker@madeley.set.org
Head of Year 11: Mr E Fleming: elliott.fleming@madeley.set.org

Please also take a look at our safeguarding pages on the school website.

What is resilience?

- Resilience is the ability to bounce back from adversity. It is a necessary skill for coping with life's inevitable obstacles and one of the key ingredients to success. Learning to bounce back and to bounce forward.
- Examples of challenges some young people may face where resiliency skills are essential: *physical illness, change of school, transitioning from primary school to high school, change in family make up (divorce, break up), change of friendship group, conflict with peers, conflict with family.*
- Resilient people are comfortable in talking about and expressing a range of emotions.

Why is resilience important?

Young people experience a tremendous amount of physical and mental growth on a daily basis. Between school, co-curricular activities, work and their social life, they face lots of new experiences and challenges. Being resilient gives them the ability to tackle these head-on, bounce back from any setbacks and have the best chance at succeeding. It allows them to learn and grow in all situations – two skills that are crucial to wellbeing and development. Resilience will also help them to approach new situations, people or experiences with confidence and a positive mindset, which will make them more likely to succeed.

The role of resilience in young people's mental health

Resilience can have a significant impact on young people's mental health. Without resilience, they can become easily overwhelmed and unable to see a way through difficult situations. They may struggle to manage their feelings, display distressed behaviour and struggle with low confidence and a lack of self-esteem.

However, building resilience can help to mitigate mental health challenges as it equips young people to handle emotional distress in a healthy way.

How to encourage resilience in young people — tips for parents and carers

- ♦ **Encourage them to develop a strong social network:** “Resilience comes from relationships; children need nurturing,” says Dr Rangan Chatterjee, a medical doctor and author of *The Stress Solution*. “It’s not a magical ‘inner strength’ that helps kids through tough times; instead, it’s the reliable and supportive relationships they build.” Having a strong support network of friends and loved ones who love them for who they are is one of the most effective ways for them to build resilience. Feeling part of a supportive community can also do wonders for their self-esteem and general happiness. You could also help them find a mentor or role model – whether that’s a family friend, a teacher or a tutor. Having someone to look up to and talk honestly with can really help to boost their confidence levels, especially if they’re struggling.
- ♦ **Remind them that they always have a choice:** Whatever they go through, they have a choice about how to react to it. Whether it’s being rejected for their first job or not quite making the grades, try to teach them that they don’t have to let the situation defeat them. Instead, they have a choice about how to deal with it and recover from it. It’s a great way to show them that they have power in any situation and it’s exactly how to encourage resilience in your child.
- ♦ **Inspire them to re-angle failure as a learning opportunity:** Our society can sometimes portray failure as a weakness. Help your child flip this by teaching them that failure not only means they’ve had the confidence to give something a try. But, it also allows them to take stock, learn and come back stronger. Try teaching them resilient thinking and the ability to see failing as a way of learning. Encourage them to add ‘yet’ to the end of their sentences – ‘I haven’t achieved the grades I want, yet’ or ‘I can’t do it, yet’. This turns the ‘failure’ into an opportunity to grow.

Madeley School

INSPIRING EXCELLENCE

- ♦ **Remind them of their strengths:** young people tend to remember the negative moments more than the positive ones. So, try to help them acknowledge and revel in their successes, no matter how big or small. One way of doing this could be helping them make a list of all the things they're good at and all they've achieved so far.
- ♦ **Help them (and you) practice a little gratitude:** Practicing gratitude also goes hand in hand with building resilience. A recent long-term study found that gratitude helped people foster positivity and resilience during the onset of the pandemic. Try practicing a little gratitude each day. "Instead of asking your child questions like, 'How was school?' and, 'What did you do today?', teach them to reframe their day. Try asking the whole family:
 1. What did someone do today to make you happy?
 2. What did you do to make someone else happy?
 3. What have you learned today?
- ♦ **Help them take a step back:** While an issue or a situation may feel very intense in the moment, it's really helpful to remind your child to take a step back sometimes. Ask them how they might feel about the thing that's upsetting them in a week, a month or a year. Thinking this way will help them get some perspective about how much they should let it bother them.

It is important for a parent/caregiver to model resilience and demonstrate how to cope with challenges and setbacks, showing them that it is okay not to be okay and that with strategies and the appropriate support things will get better. Modelling resilience is really important because it helps to improve your child's ability to adapt to adversity, bounce back from challenges and maintain well being - ultimately leading to better long term outcomes. It is important not to transfer your own anxieties around a situation onto your child, don't overshare your thoughts or concerns around any adult themes with your child as your child may carry these anxieties/concerns and this may impact on their ability to develop resilience. It also may negatively influence the ability for them to form their own opinions.

As a parent we want to solve our children's problems - stop - instead guide them through the problem solving process and guide them in helping to find solutions for themselves, work through each choice - discuss the pros/cons. Important for them to have some control over their lives and make age appropriate choices, even if this means making mistakes - this is a normal part of their development. Re-frame any setbacks as changes to grow and learn, that these are not failures and encourage them to ask for help when needed - never use the term 'I told you so!'.

<https://stem4.org.uk/resilience/resilience-for-teenagers/>

stem4
supporting teenage mental health

<https://www.thriveapproach.com/news/how-to-build-resilience-in-children>

thrive
Removing barriers to learning

The Boingboing resilience framework was developed by Angie Hart and colleagues at the University of Brighton and Boingboing. The Framework acts as a reminder to what is involved in building resilience.



Mental Health Support Teams (MHSTs)

As you will be aware from previous newsletters we have been accepted onto Wave 12 Mental Health Support Teams in schools with the NHS.

We are now lucky enough to have been allocated a trainee mental health practitioner: Megan Locke, a previous student of Madeley, which makes it even more exciting. Over the next year she will be working and support us as a school in enhancing our mental health provision. This will include:

- Classroom workshops
- Peer Mentoring
- Group workshops
- Parent and carer coffee mornings
- Parent and carer workshops
- Staff training workshops

I will be writing to you all shortly with the offer of joining a working party for a parent/carers voice, so that we can ensure we are able to produce bespoke workshops which support you all with your child/ren.

MENTAL HEALTH SUPPORT TEAM

Name: Meg

Trainee Education Mental Health Practitioner

All About Me
Hi, I'm Meg from the Mental Health Support Team (MHST) working within Madeley School.
I am an Education Mental Health Practitioner (EMHPI) and my role involves supporting young people and their families with mild to moderate mental health challenges using Low Intensity Cognitive Behavioural Therapy (LICBT). Together we work to identify and address difficult emotions and feelings.
I work in partnership with the school's Mental Health Lead to deliver a whole school approach to mental health; this includes educational workshops, groups, and training to reduce the signs of mental health and improve outcomes for the whole school community.

Our Core Offer
I support pupils with:
• Worry Management
• Anxiety
• Panic Management
• Low Mood
• Sleep
• Problem Solving
• Exam Stress

If you would like to know more, please speak to Mrs S. Halstead.

Further support for your child's wellbeing

If you have a child who is struggling with their wellbeing and needs to talk to someone when away from school, please use the contacts below:

North Staffordshire urgent mental health helpline: call [0800 0 328 728](tel:0800 0 328 728) option 1 (covers Stoke-on-Trent, Newcastle-under-Lyme, Staffs Moorlands).

Advice for children & their families, from early help support through to safeguarding call Staffordshire Children's Advice and Support Service on [0300 111 8007](tel:0300 111 8007)

For mental health support:

Visyon Call [01260 290000](tel:01260 290000), out of hours support The Staffordshire Crisis Team on [0300 123 0907](tel:0300 123 0907)

Young Minds www.youngminds.org.uk

For help with any sort of worry, big or small:

NSPCC www.nspcc.org.uk

Childline www.childline.org.uk



Samaritans

[116 123](tel:116 123) (freephone)

jo@samaritans.org

Freepost SAMARITANS LETTERS

samaritans.org

Samaritans are open 24/7 for anyone who needs to talk. You can [visit some Samaritans branches in person](#). Samaritans also have a Welsh Language Line on [0808 164 0123](tel:0808 164 0123) (7pm–11pm every day).

Samaritans' helplines are open every day of the year.

The Trussell Trust

[0808 208 2138](tel:0808 208 2138) (Help through Hardship helpline)

trusselltrust.org

Emergency food and support for people in need. Includes a searchable list of local foodbanks.

The Help through Hardship line is open Monday to Friday, 9am to 5pm. The helpline is closed on public holidays.

YOUNGmINDS
fighting for young people's mental health