



WELCOME TO OUR PARENT SAFEGUARDING NEWSLETTER

MEET THE SAFEGUARDING TEAM



Natalie Henry-Oliver
Deputy Head of School and
Designated Safeguarding
Lead



Catherine Tomson
Student Support Advisor
and Deputy Designated
Safeguarding Lead



Chris Raine
Cluster Lead and Deputy
Designated Safeguarding
Lead



Oliver Teasel
Head of School and Deputy
Designated Safeguarding
Lead

CONTACTS

Harington Designated Safeguarding Lead

Natalie Henry-Oliver - nhenry-oliver@haringtonschool.com

Safeguarding Officers

Oliver Teasel – oteasel@haringtonschool.com

Catherine Tomson – ctomson@haringtonschool.com

Chris Raine – craine@haringtonschool.com

- If you have any concerns about your child or another student at Harington you can email safeguarding@haringtonschool.com and a member of the team will be in touch.
- If you (or a friend) require support with your (their) mental health at Harington School you can email wellbeing@haringtonschool.com

Safeguarding links

- **Harington School Child Protection Policy** - <https://www.haringtonschool.com/wp-content/uploads/2024/09/Harington-Child-Protection-2024-1.pdf>
- **Rutland and District Schools' Federation Safeguarding Policy** - <https://www.rutlandfederation.com/wp-content/uploads/2024/09/Federation-Student-Safeguarding-Policy-September-2024-2.pdf>

MENTAL HEALTH

Keeping Children Safe in Education 2024 is statutory guidance for all schools in England, where we have a 'duty to promote the welfare of pupils'. The guidance stresses the importance of identifying behaviour that suggests that a student 'may be experiencing a mental health problem or be at risk of developing one'. Particularly at this time of the year when Year 13 are preparing for the terminal exams and Year 12 beginning to prepare for their next steps, it is normal that anxiety and stress levels increase. It is important that students have strategies to maintain good mental health, in addition to knowing where to go when they experience significant changes in their mental health.

As part of the PSHE programme and assemblies we reinforce the importance of actively working to maintain good mental health. This provides opportunities for students to be reflective and to consider strategies that will aid them, particularly with our '[With You In Mind](#)' strategy, which focuses on five key areas

- Connect
- Be active
- Keep learning
- Give to others
- Be mindful

We introduce this to students at the start of Year 12, and frequently review the key areas as part of our Friday Wellbeing Activities and the opportunities that students are able to participate in throughout their time at Harington.

Many students share their mental health concerns for themselves and/or their peers

- in conversation with their tutor or a member of the safeguarding team;
- by placing a concern in the Worry box (in Oxford);
- by emailing safeguarding@haringtonschool.com

Any matters that arise are handled promptly in line with our policies.

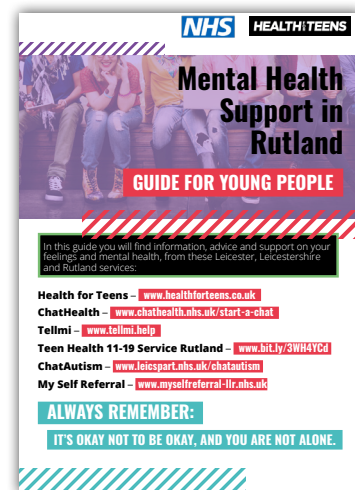
We utilise Teen Health Service Rutland, where students have access to weekly individual drop-ins meetings and group sessions with our dedicated Teen Health Officer. The purpose is to support students in improving their mental health and emotional wellbeing, in addition to exploring strategies to support students in building and maintaining healthy habits. In addition, through Teen Health and internal mechanisms, we share with students how they can access early support when they experience changes in their mental health.



There are support services locally that students can engage with; the local offer is summarised in the Mental Health in Rutland [booklet](#). There are also a range of self-help materials available to children and parents who would like further information and support, such as:

- Young Minds: www.youngminds.org.uk
- NSPCC: <https://www.nspcc.org.uk/keeping-children-safe/childrens-mental-health/depression-anxiety-mental-health/>
- Mind: <https://www.mind.org.uk/for-young-people/how-to-get-help-and-support/useful-contacts/>

Furthermore, where students are experiencing significant challenges to their mental health, we always advise them to contact their GP practice.



TOP TIPS

Be wary of avoidance

Anxiety naturally leads to avoidance and while this may create a temporary sense of relief, avoidance is particularly unhelpful as it teaches us that avoidance is rewarding. It prevents children from understanding that they can manage situations that feel uncomfortable or even frightening. Avoidance is a behaviour which naturally grows and emerges in other areas and it can then become a 'cycle'.

Promote small steps

Breaking an anxious situation down into manageable stages can help us to gain a greater sense of control and to structure a situation so that we know what to expect. Of course, it is not always possible to predict what will happen, but encouraging children and young people to manage in the moment with small steps is helpful.

Practice makes perfect

Some children find it helpful to practise managing anxiety. They may need to repeat routines before gaining independence or practise brief conversations and short exposures to busy environments. Over time, they can learn to manage their anxiety or find it eases as they realise the situation isn't as daunting as they first thought.

Challenge the anxious thought

This does not mean telling someone that their anxious thought is wrong, rather it is about being curious as to what informs their experience. Asking questions can be a helpful way of supporting children to re-focus away from negative experience and towards positive experiences:

"I wonder if there has ever been a time when you faced a difficult situation but you managed it well?"

"How do you think you might feel after managing this situation? Perhaps you might feel proud or surprised, relieved..."

"Imagine that this situation goes well for you, what would you need to happen? What can you do to make this happen?"

"This sounds like a difficult situation, what are the things we need to practice to help you feel more confident about it?"

SUPPORTING CHILDREN THROUGH BEREAVEMENT

It can be a difficult process navigating through the death of someone close to you. For adults this process, whilst painful, can be dealt by using the coping mechanisms we all develop through our early years. That first experience with bereavement, is a necessary but extremely painful experience, which will produce resilient adults. However, it is a process that must be dealt with sensitively. For students, the first death will likely be a grandparent or other older family member, individuals that usually have played an important role in the formative years of that child or young person.

Since the processing of death is an intensely private thing for adults, it may not be obvious how to support someone experiencing it for the first time.

For more information, please follow the links:

- My Self-Referral <https://www.myselfreferral-llr.nhs.uk/health/anything-else-not-covered/>
- Cruse Bereavement Support <https://leicesterleicestershireandrutland.icb.nhs.uk/be-involved/vcse-introduction/vcse-alliance/vcse-directory/cruse-bereavement-support/>
- The Laura Centre <https://thelauracentre.org.uk/>

