



THE CITY OF  
**LEICESTER**  
COLLEGE

# Parent Teacher Forum

## 7<sup>th</sup> March 2024

AMBITION FOR ALL


# Agenda


- Actions from last meeting
- Student mental health and wellbeing
- Homework
- Extra-curricular opportunities and information
- Parent Teacher Friend Association progress
- AOB, questions and thoughts for next meeting



# Actions from last meeting




ACTION	BY WHOM
Increased communication needed about progression journey, drop ins and The City Herald	SLT
Communication in letter form is too wordy, need to consider parental communication further.	KDV, HVH
Consideration of mobile phone/detention issue and re-wording of detention message (and detention communications) and how to improve	AAL and pastoral team
Investigate process of creating a PTA	HVH
Create next agenda: homework, assessment calendar and use of <u>ClassCharts</u> , trips and health and wellbeing (especially mental health)	HVH


**THE CITY OF LEICESTER COLLEGE NEWSLETTER**  
 MARCH-APRIL 2024


**HEAD TEACHER UPDATE**

Hello and welcome to our new newsletter! We are aware that while we share all of the amazing things we offer and do with our students and staff, as parents and carers you don't always get to hear about them. We are hoping that this newsletter will give you an insight into all of the amazing achievements and opportunities that happen at TCOLC outside of the fantastic exam results we get. In the coming weeks we have STEAM month, World Book Day and a range of extra-curricular trips booked on top of all the usual in lesson activities we always put on and this first edition of the newsletter will give you a flavour of all this and more!

**TCOLC CALANDER (MARCH - APRIL)**

	March TCOLC STEAM Month March 4 - 9 National Careers Week March 4 - 15 Y11 Core Mock Exams March 7 World Book Day March 7 Parent-Teacher Forum March 14 World Pi Day	
	March 23 - April 7 School Closed for Easter Break April 8 - 19 Y12 Mock Exams April 11 Y10 Parents' Evening April 22 Stephen Lawrence Day April 22 - 26 Y11 GCSE Art/Textile Exams	

**PLANNED TRIPS (MARCH - APRIL)**

March 2 LEGO League Competition - Corby  
 March 6 Y9 Active & Ambitious Girls - Women in STEM at De Montfort University  
 March 12 Y12 Physics Masterclass at the National Space Centre  
 March 22 Leicester Literacy Festival at Leicester University  
 April 24 Y10 Drama Students - Blood Brothers at the Curve Theatre  
 TBC Y10 Active & Ambitious - Etihad Stadium Tour and Workshop

AMBITION FOR ALL

08/03/2024



THE CITY OF  
LEICESTER  
COLLEGE

## Supporting Students' Mental Health and Wellbeing

# Key Statistics: Children and Young People's Mental Health

Young people are at the sharp end of a mental health crisis that gets worse every day. With a global pandemic, political instability, cultural shifts and global crises, life for young people has become more unpredictable and difficult.

**1 in 6 (5 children in a classroom of 30) are likely to have a mental health problem.**

50% of mental health problems are established by age 14 and 75% by age 24

34% of those who get referred to MH services are not accepted into treatment

Young people in the lowest income bracket are 4.5 times more likely to experience severe mental health problems than those in the highest income bracket.

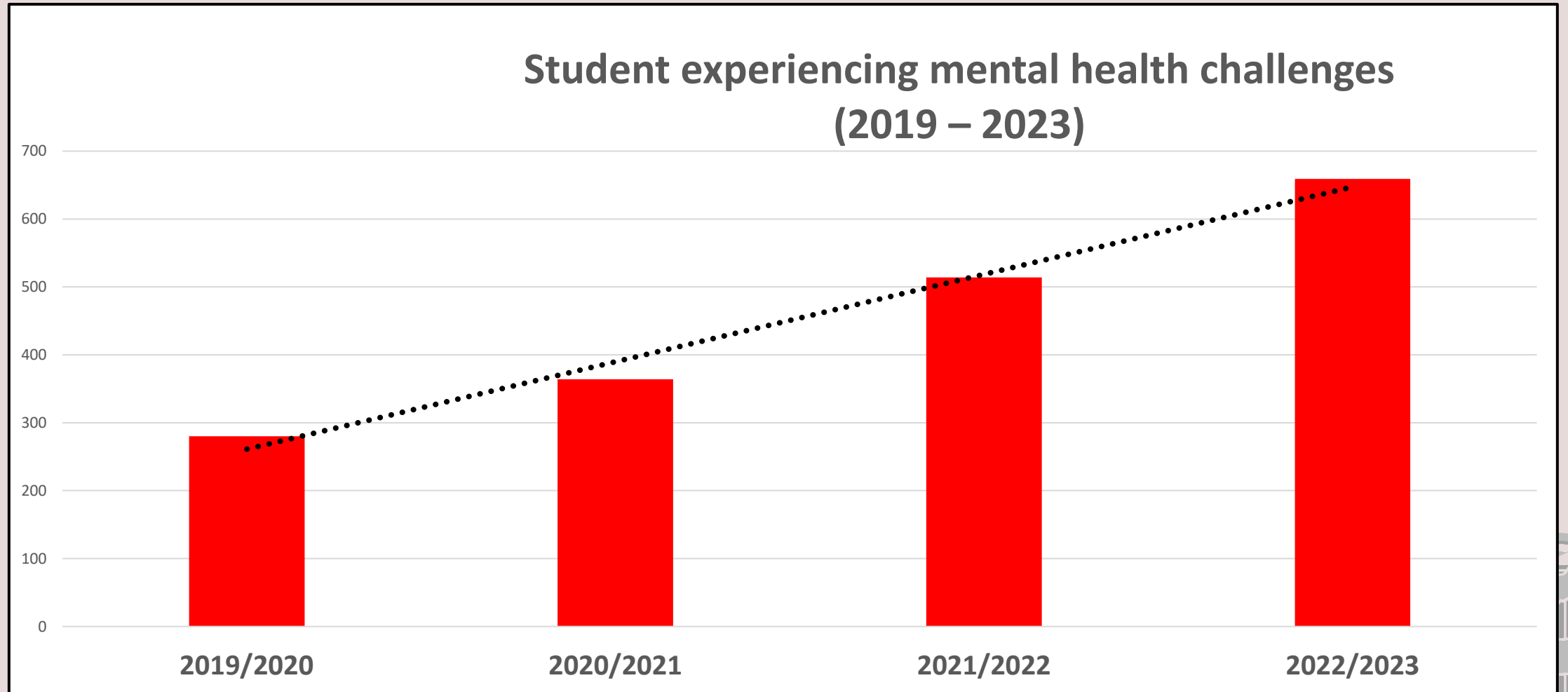
Following the pandemic, rates of probable mental health disorders in children increased from 11.6% in 2017 to 17.4% in 2021.

39.2% of 6-16-year-olds have experienced deterioration in MH since 2017

96% of young people reported that their mental health had affected their schoolwork at some point.

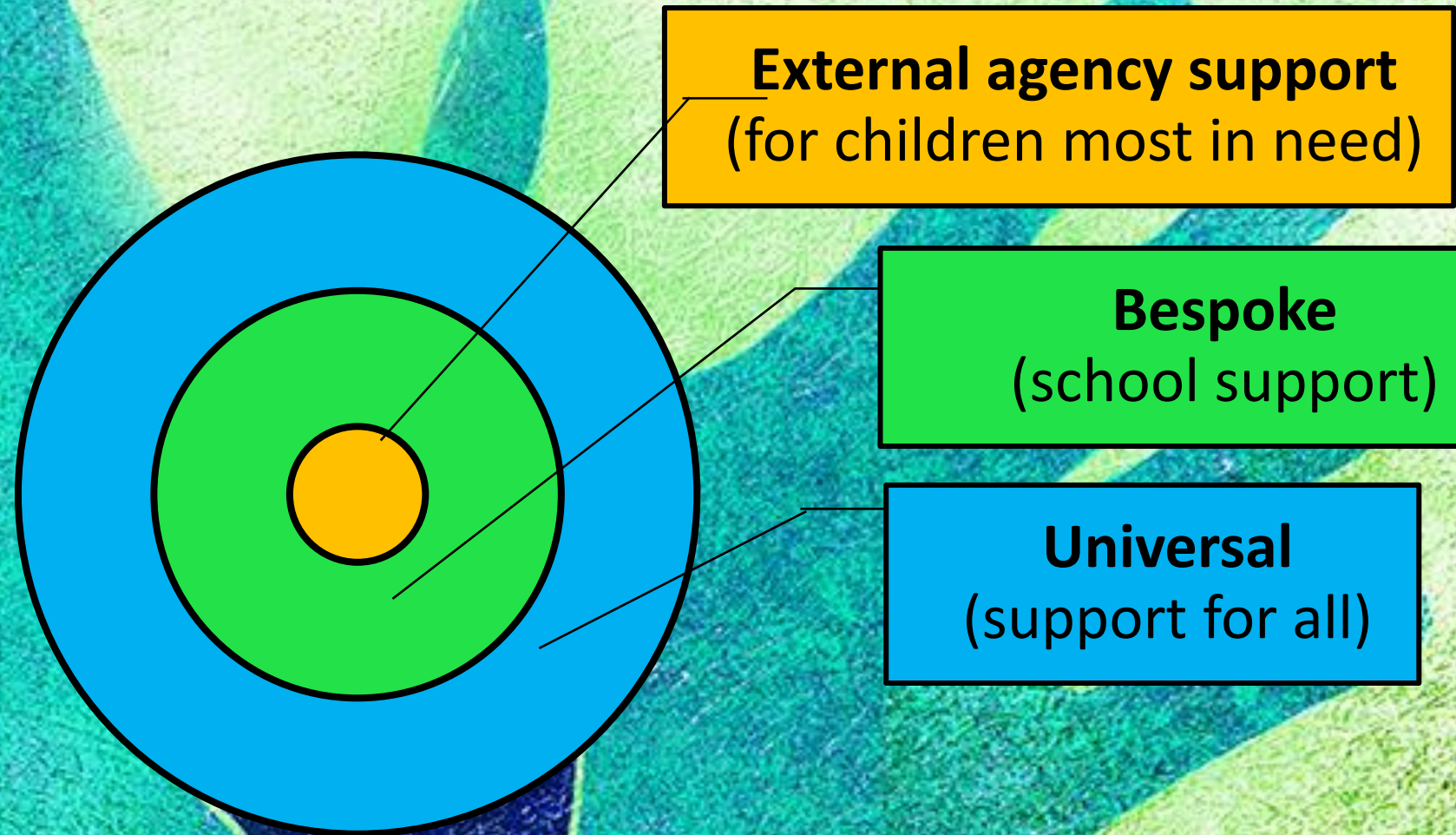
A survey published by British Gas showing that more than a quarter of people (27%) feel the cost-of-living crisis has left them struggling with their mental health, with those living in Edinburgh and Leicester the worst affected.

**We have also seen a significant increase in our students' mental health challenges and problems here at TCOLC.**





# TCOLC Mental Health Support Strategy



TCOLC has been recognised and praised for its strategy to promote positive mental health and wellbeing in young people and for support it provides for children who may be experiencing mental health difficulties and problems.



# TCOLC Designated Mental Health Roles

- **Qualified Senior Mental Health Lead** – Jill Walton (Lead DSL)
- **Youth Mental Health First Aiders** – All Heads of Years, All mentors, Inc. P16, Attendance Welfare Officer, Assistant SENDCo and Alternative Provision Coordinator.
- **Emotional Literacy Support Assistant (ELSA)** Velisha Jethwa
- **School Counsellor** – Oki Mykolyszyn-Wright

## **School referrals/specialist paid service**

- **Social Emotional Mental Health (SEMH) Teacher** – Lisa Hamlington
- **NHS Mental Health Support Team** – Layah and Fatima
- **School Nurse** - Shamina Hassan



# Universal support through TCOLC Character and our Co-Curriculum



## Tutor Time Sessions

Our tutor time sessions, have calendared sessions to promote students' positive mental health and wellbeing. Students are actively taught how they can take care and recognise the signs of good mental health in taught sessions with their tutor and lessons based around healthy eating and online safety will encourage students to be mindful of the everyday things that can impact their mental health and wellbeing. All sessions are linked to our Four TCOLC character pillars, however those focused on building resilience and determination will be particularly pertinent for students who are experiencing mental health challenges and barriers.

## Wellbeing Wednesday

Giving students the opportunity to show their character in tutor time through group work, leadership and competitiveness.

## Class Community sessions

Time for tutors to speak to students about concerns Opportunities for students to journal and to engage in reflection. Scientific studies have shown journaling goes beyond the obvious benefits of boosting mindfulness, memory and communication skills. Journaling can also lead to better sleep, a stronger immune system, more self-confidence and a higher I.Q.

## Co-curricular opportunities

Engagement in extra-curricular activity is a fantastic way to boost one's mental health! In the past 12 months, TCOLC has introduced the DofE (Yr 9) and increased the number of clubs and activities that students can regularly get involved in.



# Universal support- The Hive



*What is  
The Hive?*

**The Hive** is your one stop information Hub that includes a wealth of resources, advice and support around a range of topics, including mental health and wellbeing, sex and relationships, online safety and bullying.

**The Hive** has been created for TCOLC students and is there for you to access through your school Teams account, whether it's some advice you need around healthy eating or how to cope with exams stress, **The Hive** will have the answer for you.

You can email **The Hive** if you'd like to speak to one of the team at: [hive@tcolc.aspirelp.uk](mailto:hive@tcolc.aspirelp.uk)

*Don't forget!* : log into **The Hive** using your school Teams account.



*Our  
Partners*

A grey arrow pointing from the text 'Our Partners' towards the grid of partner logos.

# Bespoke support- Mentoring support for mental health

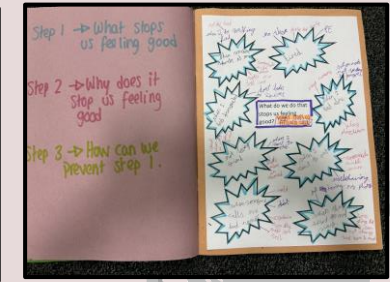
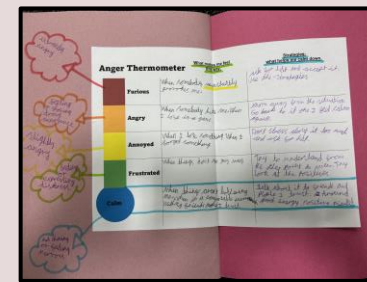
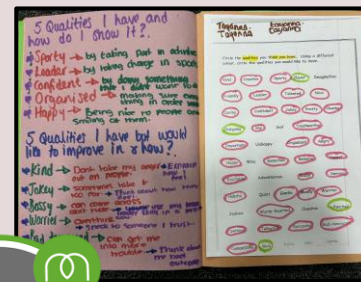
- Referrals usually made through Heads of Year
- 8 – 10 week programme
- Provide students with support who may be struggling with their mental health. Bespoke intervention planned to meet each individual needs. E.g. **anxiety, building confidence, self-esteem, motivation, anger management, regulating emotions**
- Build **positive relationships** to become their **trusted adult, break down barriers**, 1:1 support, daily check ins and an hour session each week
- Work together to Identify **triggers** and provide **positive coping skills** and **strategies** for each student
- Sessions include relevant worksheet tasks, discussion and practical activities
- Mentors are **Mental Health First Aid** trained so can provide first aid to young people who may be experiencing any mental health issues

**Mentoring Plan**

Name: \_\_\_\_\_

Form: \_\_\_\_\_

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8
<b>Introduction</b> Create Mentoring book. Go through the confidentiality agreement. Explain what mentoring is. Create a front cover. <b>Complete a Self-Assessment.</b> Student to identify her strengths and weaknesses that we can work on together. <b>Set Targets</b> Create a personalised Target and reward card.	<b>My current behaviour and what needs working on</b> Student to highlight and talk about how they behave and what they want to improve. How does this affect them? What needs to change? How will we change this? Talk about incidents/situation that has happened in the past which have led to a consequence, how can we handle the situation different next time for a better outcome?	<b>My Character Traits</b> Student to recognise What they are good at, what would I like to improve to build a better version of myself and how can I do this. <b>Self Esteem</b> Design a personalised jar to put in at least one positive note every day that has happened during the week. Review and look through the jar when we meet next week.	<b>Personal Qualities</b> What are qualities. Identify personal qualities. Recognise what qualities student would like to improve on and how. What qualities would student like to put in at least one these?	<b>Feel good</b> Identify what stops you from feeling good. Highlight how this can be prevented. Recognise small changes can make a big difference Worksheet, discussion task <b>Coping skills</b> Student to recognise the differences between positive and negative coping skills. Student to take away Positive strategies on a personalised card to remind themselves.	<b>Self-Love</b> Accept who you are and think about what you want to achieve in the future. Manifest your dreams and what you aspire. What do you want to achieve in the future? <b>'Believe to Achieve'</b> Create a mood board and write a list. <b>Learn to love yourself!</b>	<b>Creative</b> Create lyrics to a song. <b>Presentation skills</b> Student to create a power point on something that interest them. Deliver presentation to small audience. Building confidence.	<b>Review Progress</b> Review progress against targets. Complete the mentoring Evaluation/Student voice. Discuss how student has been getting on. What is going well? What has improved? Discuss strategies to support student Reward – If targets have been met





# Bespoke support - Counselling

## Why counselling?

Counselling offers our youngsters the time and space to talk to someone who is impartial, in a confidential and non-judgemental environment. Some students have good support networks in place or are comfortable in seeking support online. However, there are times some students may need to talk to someone that is outside of their day to day life and need the support of a counsellor to help them with a range of issues in their college and/or personal lives.

## What is offered

Students attend weekly appointments for up to 10 weeks. Should students need longer term support this will be decided through regular reviews. Appointments are 1 hour long and will happen during one of their lesson times.

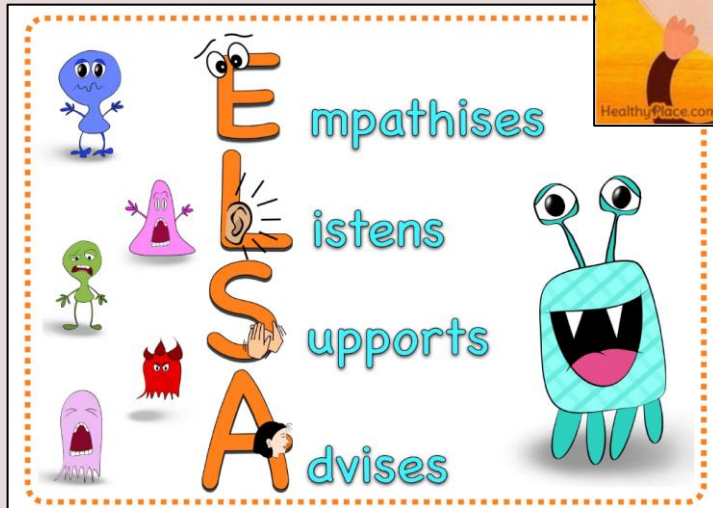
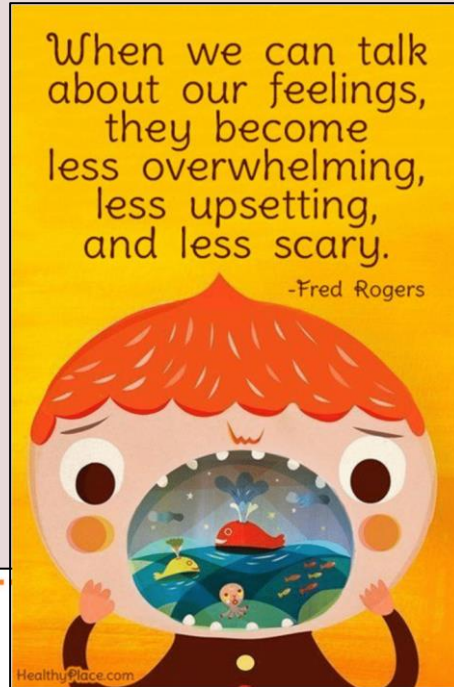
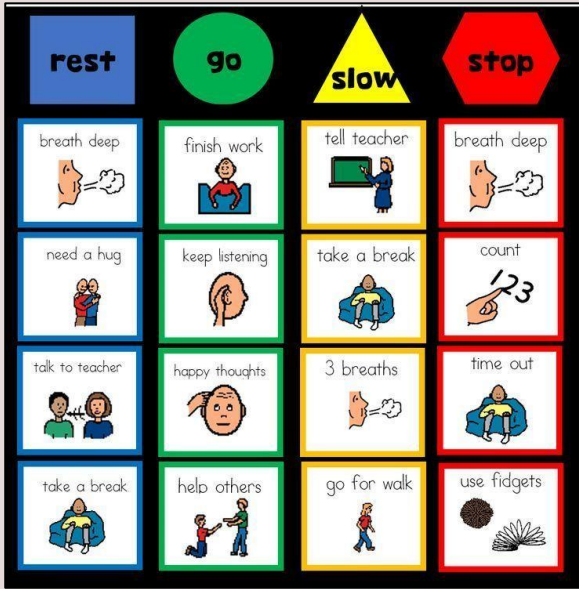
Some challenges that our youngsters have brought are:

- Anger/behaviour
- Mental health
- Identity
- Family issues
- OCD
- Eating disorders
- Bereavement
- PTSD
- Anxiety/Stress



The logo for the British Association for Counselling and Psychotherapy (BACP) is displayed. It features the lowercase letters 'bacp' in a bold, purple font. To the right of 'bacp' is a vertical red bar. To the right of the red bar, the words 'counselling' and 'changes lives' are stacked vertically in a smaller, purple font.

# Bespoke support- SEND Intervention



- The relationship between SEND needs and mental health can be quite complex
- Children and young people with SEND needs are at a higher risk of mental health difficulties compared to their neurotypical peers.
- What behaviours are likely to be displayed?
  - EBSA (emotional based school avoidance)
  - More dysregulated than normal (could be their routines or emotionally)
  - Withdrawn (from their normal social circle or activities/lessons they usually enjoy)
  - Displaying challenging behaviour (lesson avoidance, rudeness, not participating)
- How can we support them in school?
  - Making sure we understand what is 'normal' for that child
  - Interventions such as Zones of Regulation, ELSA (Emotional Literacy Support Assistant), key worker check ins
  - Inclusion space at social times



THE CITY OF  
LEICESTER  
COLLEGE

## TCOLC Mental Health Strategy



THE CITY OF  
**LEICESTER**  
COLLEGE

# Homework





THE CITY OF  
LEICESTER  
COLLEGE



## Homework at TCOLC

- **October 2021: Working party, draft policy to HoDs**
- **January 2022: Class Charts launched to students**
- **March 2022: Sanctions tweaked and revised**
- **2022/23: Parent launch and some QA**
- **2023/24: Focus on quality, consistency and completion of homework**



# Why Homework?

- Students to take **responsibility** for their own learning to develop their ability to learn **independently**
- To **consolidate knowledge learned** in lessons and practise applying new skills
- Aid **revision** for exams through practising knowledge recall and retention
- Deepen knowledge and understanding, in turn strengthening **Intellectual Character**
- **Inspire** students to deepen their exploration of a subject area





Education  
Endowment  
Foundation

# Homework

High impact for very low cost based on very limited evidence

Implementation cost <sup>?</sup>



Evidence strength <sup>?</sup>



Impact (months) <sup>?</sup>





# ClassCharts

- Used to set and monitor homework for all key stages
- All our students have access to Class Charts
- Parents/Carers can also obtain access to Class Charts
- The app shows all homework information as well as positive and negative behaviour points





# Our Homework Policy: Teachers

- Class Charts to set *all* tasks and record when they are submitted
- Reasonable time given to complete homework
- At Key Stage 3, centralised homework where possible
- Homework clearly explain in class, giving sufficient time to set
- Set regularly ensuring that it is an integral part of the students' curriculum provision
- Give feedback as soon as possible.



# Our Homework Policy: Students

- Check the Class Charts app for work set by their teacher
- Complete and submit their homework on time.
- Spend the amount of time on homework that is directed by the teacher
- Take pride in their homework and complete it to the best of their ability
- Attend any detentions set as a result of not completing homework.



# Our Homework Policy: Parents/Carers

- Monitor your child's homework and completion of tasks by regularly logging onto Class Charts
- Support the college by making sure your child completes their homework and on time
- Support your child by helping them develop good study habits where possible
- Show an interest and offer to support their child where they can with the work they are doing
- Contact the school – ideally the subject teacher - if due to exceptional circumstances their child is unable to complete their homework.



# Our Homework Rewards/ Sanctions

- Homework of a good quality should be rewarded with character points.
- All missed homework incurs a x2 negative points on Class Charts: **Warning – No Homework**
- Teachers, in line with their departments, to put in place their own sanctions
- Whole school detention: Once a student incurs **x3 warnings on the system for missed pieces of homework within a two-week period**, they will be automatically added to sit a detention on a Wednesday afternoon.
- This will happen regardless of any outstanding homework at that point or not. This will be re-set every two weeks for students to start afresh.



# Class Charts for Parents/Carers







THE CITY OF  
LEICESTER  
COLLEGE

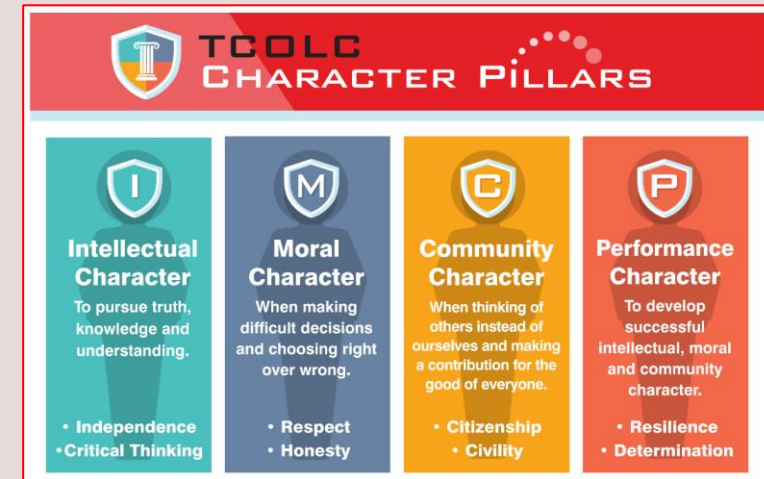
\* Extra-curriculum / co-curriculum / Character education

## Extra-Curriculum\* activities

- Co-curriculum refers to the activities and learning experiences that take place in school alongside the academic curriculum.
- Academic attainment is complemented by a broad and enriching co-curriculum to provide a rounded education.

# Context

- Early in 2020-21 it was identified that TCOLC required a change of ethos and culture to develop its wider co-curriculum activities
- The need for Character Education was investigated, planned and deployed in late summer 2020-21, with the launch in earnest at the start of 2021-2. The introduction of the Character Pillars
- Character education aims to **equip our students** with the character traits and tools they need to **flourish and succeed**.
- **Character Taught** – Through explicit Character Education, there is a developed shared and embedded (whole school) language for personal development.
- **Character Caught** – TCOLC Character is in the fabric of our students' behaviours and the driver for their success
- **Character Sought** – Build a co-curricular programme that will support the development of character and the love of life-long learning.



## Objectives of our co-curricular programme

- The programme is designed to focus on high quality activities across a **wide spectrum** of different domains (for example **cultural, creative, sporting, physical, service-oriented, volunteering**) which enable pupils to participate over time, learn and improve in their chosen activities and **compete or perform** as appropriate.
- The curriculum extends beyond the academic, technical or vocational. It provides for learners' **broader development**, enabling them to develop and discover their **interests and talents**. It supports learners to develop their character – including their **resilience**, confidence and **independence**, and will help them know how to keep **physically and mentally healthy**.
- Current provision in Numbers:



# TCOLC leadership opportunities for each Character pillar

I

CREST award



Science club

History Club

Chess club

TCOLC newspaper

Book Buddies

LEGO league



STEAM ambassadors



M

Philosophy club

Feminist reading club

RS club

Eco Club

Debating Club

History debates

C

Anti-bullying ambassadors



Community listening groups

TCOLC Pride group



Student councils

Charity support such as One Nepal

Duke of Edinburgh



Community events

P

Badminton

Football

Sports leaders



Music Practise

Table tennis

Basketball

This Girl Can

Volleyball

Dance club

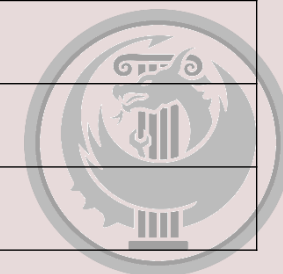
Rock Band

Drama Production

Textile Club

# Up and coming trips

March/April	May / June / July
LEGO League Competition - Corby Y9 Active & Ambitious Girls	TBC Etihad Stadium Tour and Workshop
Women in STEM at De Montfort University Y12 Physics	TBC Houses of Parliament
Y12 Physics Masterclass at the National Space Centre Leicester	Y10 Alton Towers
Literacy Festival at Leicester University Y9	DofE Expeditions
Drama Students - Blood Brothers at the Curve Theatre Y10	TBC Y10 History Kenilworth castle
	TBC Y10 Geography
	TBC Science museum
	TBC KS3 Drayton Manor





# Questions

- Are there experiences we should be considering?





THE CITY OF  
LEICESTER  
COLLEGE

# Parent Teacher Friend Association Progress

AMBITION FOR ALL

# PTFA Progress – ‘Friends of TCOLC’

## Actions so far:

- Parental forum and SLT agreed to the creation of a PTFA (Dec ‘23)
- Meetings within school with co-curricular lead, Business Manager and SLT to discuss aims and process (Jan ‘24)
- Registered school with Parentkind (the PTA charity) and purchase of public liability insurance (Jan ‘24)
- Meeting with Parentkind on process of creating a PTFA, constitution of a charity, finance arrangements and key roles needed (Feb ‘24)

**Parentkind**  
Bringing together home & school



# PTFA Progress – ‘Friends of TCOLC’

## Next steps:

- Advertise the association and how people can get involved.
- Run an AGM (with 21 days' notice) before the end of the year.
  - Appoint a constitution (Parentkind have one that has already been agreed with the charity commission – copies available).
  - Appoint elected members at the AGM (Chair, treasurer and secretary, but these roles can be separated)
  - Formalise the name of our PTFA
- Communicate creation of PTFA and that all parents and staff become members.
- Once that is in place, we can start collaborating and fundraising!



# PTFA Progress – ‘Friends of TCOLC’

Roles needed:

- Treasurer
- Chair
- Secretary

However, these can be split:

Fundraising officer

Minute taker

Social media officer

Grants officer...







# AGM – June 2024

Please do get in touch if you feel you could come to the meetings as part of the committee.

Do also talk to other parents about it and communicate any ideas they have about their plans and ambitions for the Association.

Come along to the meeting in any capacity.



# AOB, questions, next meeting?

