



## **GSA Annual Conference for Heads**

The Amba Hotel, Marble Arch, London

Monday 19 November

12.15 – 1.15pm

### **Roundtable Discussions**

#### **1. Tackling Homophobic, Biphobic and Transphobic Bullying and building LGBT inclusion into school**

**Sidonie Bertrand-Shelton, Programmes Manager, Stonewall**

An overview of the current state of homophobic, biphobic and transphobic (HBT) bullying in schools, and a discussion on how staff can foster a whole school approach to tackling HBT bullying and being LGBT inclusive.

#### **2. How girls can flourish doing authentic research in STEM at school?**

**Becky Parker, Institute for Research in Schools**

Becky will introduce the opportunities available for students to do fundamental research including particle physics, space science, genomics, sustainable chemistry, biodiversity and well-being, and climate change and Earth Observation.

When teaching, Becky found that girls continued in STEM when they could contribute themselves. One year, 2% of girls who took up physics at University came from her school. IRIS encourages contributions from young people in cutting edge research while they are at school. The aim is to produce papers, speak at scientific conferences and tackle some of the huge challenges that we face.

#### **3. Promoting the very best wellbeing for your staff**

**David Rycroft, Mind with Heart**

##### ***Building on what works***

Schools are already committed to staff wellbeing and good practice is extensive. Reflecting on what works in cultivating wellbeing at school... as a Head, in what ways am I aware of the wellbeing of my staff? And how, as a school, can we enhance good practice?

##### ***Recent research***

New research into Mind with Heart's Reconnected - an 8-week wellbeing programme completed by 400 teachers in 20 Australian schools - shows the correlations between mindfulness exercises and teacher wellbeing and between teacher wellbeing and student learning.

##### ***First-hand experience***

Leading by example, emotional health starts in the Head's office. Experimenting with practical exercises from Connected with Myself and Connected with Others... only when we experience the benefits of these exercises personally will we find the commitment to championing them in our school



#### **4. The art of talking to parents about mental health issues**

**Dr Emma Loveridge, Rafan House**

Student mental health issues are usually not restricted to the student, but how as a school, do we have that conversation with the family? This session will explore the approaches pastoral care leaders can take to initiate meaningful discussions.

#### **5. How outstanding PSHE contributes to outstanding overall outcomes including SMSC, safeguarding and combatting radicalisation**

**Janet Palmer, Jigsaw PHSE**

This session will focus on the new statutory regulations for PSHE and for relationships and sex education, the role of PSHE in preparing pupils for life in modern Britain, the characteristics of good and outstanding PSHE, Ofsted's findings and priorities, and safeguarding through the PSHE curriculum.

#### **6. Are we ABLE to spot groomers and prevent harm?**

**Marilyn Hawes, Freedom from Abuse Ltd**

To demonstrate and explain insidious behaviours of groomers, how they think and operate, and who may infiltrate schools to target children for criminal activity. Once explained and shown, it is easy to identify, and is necessary knowledge to maintain pupil safety and school reputations. Media are brutal to schools who fall short when an issue is openly realised.

#### **7. Create a culture conducive to good mental health**

**Grace Barrett, Self Esteem Team**

We know that good mental health promotes the capacity to fulfil potential and we know there are a terrifying number of teens struggling with their brains today. So, whilst the 'whose responsibility is this' debate rages on it's in everyone's interest to create spaces, in which teen brains can flourish.

This talk will provide advice to implement as soon as you get back to school that help to make your school a place conducive to good mental health.

#### **8. Can fund-raising really make a difference to your school?**

**John Cloughton, Senior Counsel, Graham-Pelton Consulting**

There is much talk of the need for greater accessibility to independent schools through the provision of means-tested support. This needs money and, for some independent schools, fund-raising has found that money. But, can this be a solution for more schools and for girls' schools?

#### **9. Raising your media profile**

**Matt Smith, Attain**

Many Heads are reluctant contributors to the media, wary of journalists and cautious about upsetting the Governors if a story plays badly in the newspapers. But building an effective media profile is a hugely important aspect of modern Headship. How do you position yourself as someone who can provide excellent commentary on a range of topics both offline and online? Matthew Smith Editor of Attain, shares his experience to help Heads become more effective commentators on a range of educational issues, enabling them to raise the profile of their schools.



## **10. Working to your strengths to engage your school's community to give**

**Jo Beckett, IDPE**

Most leadership training focusses on developing competencies and skill sets and yet soft skills such as emotional intelligence and communication are often over looked. Engaging your school's community and fundraising is more about your ability to listen and respond than anything else. In this session I will share my story of leading a charitable organisation to achieve fivefold growth in income. In my experience, every conversation is an opportunity – how can you apply this to your school?

## **11. Girls on Board, empowering girls to resolve their friendship issues for themselves**

**Andrew Hampton – Girls on Board**

Girls on Board is an approach which is rapidly being adopted across all sectors of UK education which helps schools to support girls when friendship issues arise. Based on the work of American Psychologist Rosalind Wiseman, this approach is all about the power of empathy.

## **12. Do we practice what we preach? Exploring the impact of mental health and wellbeing on teachers**

**Steph McClean, Senior Associate, Mental Health, Bright Field Consulting**

Schools are being driven to focus more on than ever on the mental health and social care of the students within them, putting higher pressure on schools to assess, provide or refer students for adequate mental health support. What is not being discussed so openly is the impact this increasing remit has on the staff within the schools.

In order to inspire the futures of not only the students but the staff team that teach them, we must broaden the focus on mental health to allow for a 'whole school approach' to mental health and dealing with stress. This discussion seeks to open up a dialogue and explore the mental health and wellbeing needs of teachers at every level within the school.

This discussion will aim to cover the following areas:

- The dual role in the classroom- exploring the need for teachers to teach and assess mental health simultaneously.
- Pouring from an empty cup- how do we cope with the added pressures of an increasing remit whilst also helping students manage their stress? How do we make sure stress does not become an insidious dynamic within school culture?
- Supporting the supporters- Recognising the impact of managing emotional distress within the school, exploring signs of burnout and dynamic impact on staff teams.

## **13. Breaking cultural stereotypes: inspiring leaders across the globe**

**Fionnuala Kennedy & Beth Chapman, Girls 4 Girls**

In summer 2018 two teams of girls from Wimbledon High and Queen's Gate travelled to Sri Lanka and Tanzania to take part in a unique cultural exchange programme called 'Girls 4 Girls'.

Living and working alongside a group of girls the same age but from the local community, the Girls4Girls programme facilitates workshops between the girls - enabling them to discuss, debate and reflect on the core issues which affect women across the globe: self-belief, confidence, lack of voice and barriers to achievement. This session will give you the opportunity to find out more about what the unique Girls 4 Girls programme could offer your students and meet some of the girls from Wimbledon High and Queen's Gate as they share



their experiences on how the trip broke down their own cultural stereo-types as well as inspiring them and their host girls to step up and become Leaders within their own communities.