



# The MindEd Trust Conference

## 18 March 2016

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Natalie Bamford (Student Support Officer)



Hills Road  
Sixth Form College  
Cambridge

# Hills Road Sixth Form College

State-funded college specialising in academic, advanced level education for 16-19 year olds



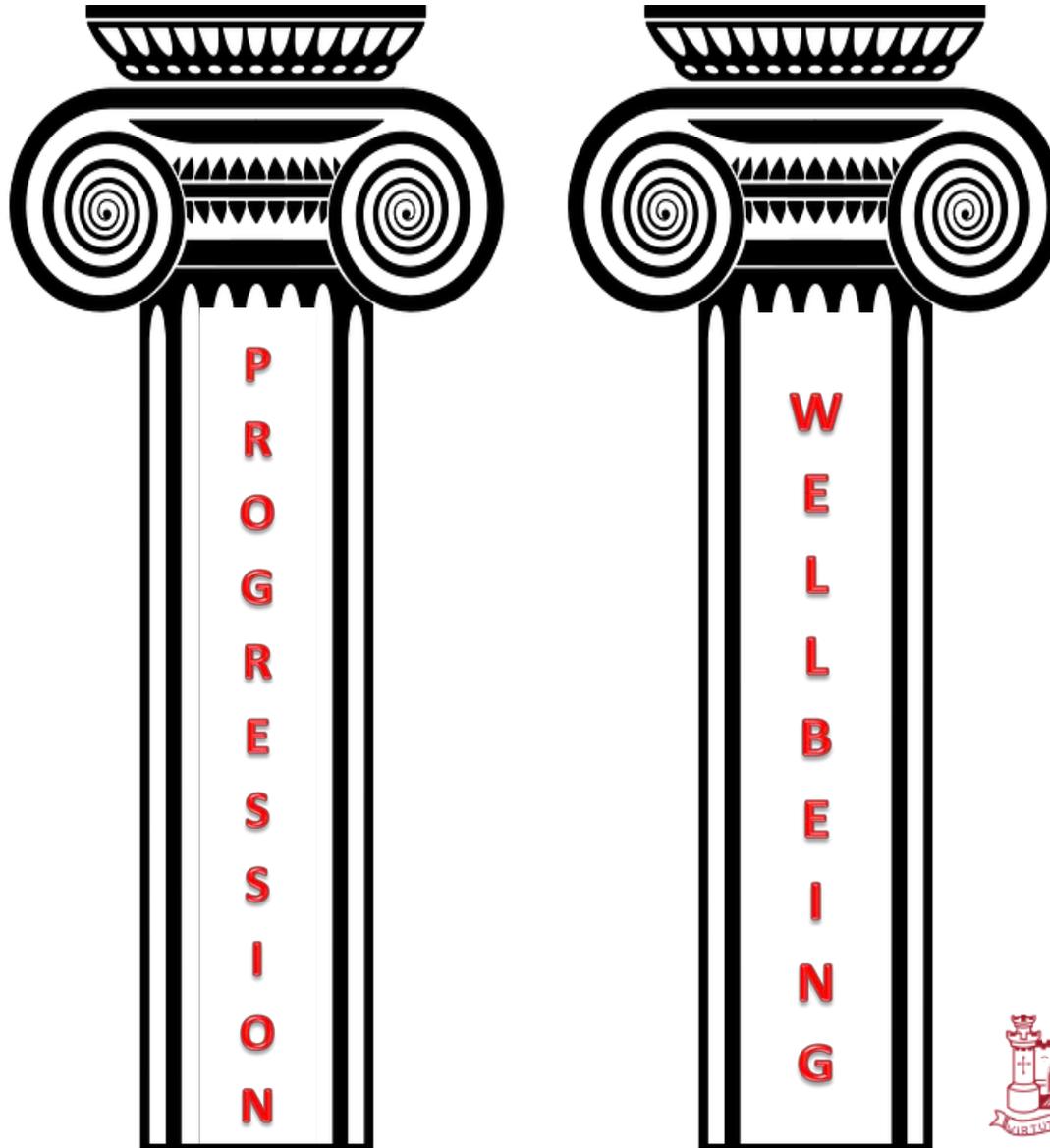
Broad, holistic curriculum comprising A levels, enrichment/extension, tutorial and careers guidance

The aim is to prepare our students exceptionally well for the next educational stage and for the future:  
knowledge, skills, resilience, character, relationships



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# Tutorial Programme



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# Enrichment..

...helps to promote emotional wellbeing and to develop resilience, self-assurance, problem-solving and decision-making skills.



Duke of Edinburgh Award



Geology Society



Rocket Science



Student drama production



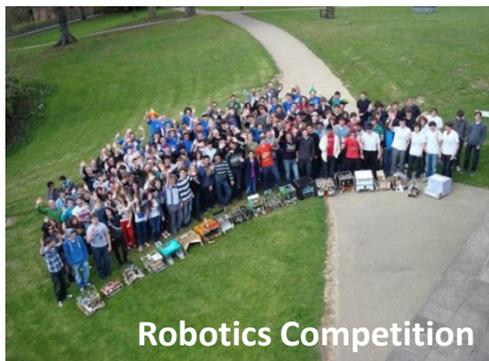
Science employers' project



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# Enrichment ...

..promotes a sense of community and encourages students to work in teams, to build relationships, to have fun!



Robotics Competition



Charitable Fundraising



Dance Society



Politics Society



Annual Fun Run



Folk Roots Group

Spotted At Hills Pg 3    Scotland Debate Pg 5    Iraq Crisis Pg 7    World Cup Debate Pgs 21,23

**Student Newspaper**

## The Phoenix

THE HILLS ROAD STUDENT NEWSPAPER    10 July 2014

### Hillsfest 2014

Ram Laksham reflects on the annual festival here at Hills

Hills Road was decked out in all the colours of the Commonwealth for this year's 'Hillsfest', our annual celebration of culture, diversity and variety. New friends were made, new things were learnt, but most importantly a lot of fun was had!

The day started out in a maelstrom of organisation, with displays being put up, forms being brought together, and scores of cake-laden students searching for the answer to that all-important question: where on earth is the curriculum office?

With everything in place, it was time for the fun to begin. Forms sent representatives to compete in the interform quiz: those who wanted to succeed required a brutal combination of intelligence, nerve, and tactical skill. Many chose their answers simply by following the crowd: going against the majority was a risky strategy but one that could reap great rewards.

The excitement was heightened by the existence of 'joker cards' that form representatives could use to call their tutors into the action. Alloys turned to see what our tutors really knew about the Commonwealth!

With the quiz done, students moved on to their self-chosen activities. Activities ranged from Archery to Zumba, with each student getting

to pick something that suited them. Despite the mad rush to get hotly contested slots for activities such as wheelchair basketball and the treasure hunt, the volume and variety of options meant that very few people were left disappointed.

For me personally, my session 2 on mindfulness and soft chi was something I'll never forget. We were engaged in exercises involving the movement of energy and becoming aware of our body: I was so enlightened that I felt the need to demonstrate these to my friends, underpinned by the confusion and odd looks that I appeared to attract!

At the start of lunchtime there was only one place to be: the barbeque. In a day that was all about diversity and trying new things, there was undoubtedly still a special place for those well-known staples: the burger, the

hodge and the tomato ketchup. Those (like me) who went for the vegetarian option got the added joy of getting 2 burgers for the price of one, the sort of surprise that lives long in the memory.

Afterwards, crowds gathered outside to watch the finals of the tug of war. After a long tussle, featuring coordination, strength and a number of very odd faces by a certain Lewis Manning, Kiribati were finally declared victorious.

However, from this point onwards it was the teachers who took over. First disappointed by the confusion and odd looks of the students from Kiribati, they then made short work of the holy tipped hills road rugby team, much to the shock, anger and disappointment of the watching students.

As one disillusioned onlooker claimed 'they're all hair

**Note From The Editors**

We are delighted to announce that The Phoenix has won an award at the Cambridge Community Magazine Awards Evening, for the Best Editorial Piece of 2014, continuing the publication's success of previous years.

The chosen article was Darren D'Souza's thoughtful, probing piece on homophobia in sport, published in our Christmas edition, which received much praise from the judges on the night.

Read more about the inspiration behind Darren's article on page 2.

The Phoenix as a publication received acclaim from the judges at the awards evening, which is testament to the hard work and skilful writing of all those who have contributed towards each edition.

A big thank you to the previous editors for all their work towards the three editions of last year, and for training us up to continue their legacy!

We hope you enjoy reading our first edition of The Phoenix as the new editors.

**The Editors:**  
Abby Marchese  
Darren D'Souza  
Emily Thomas  
Lucy Williams  
Iam Lakshman  
Suhba Kumar

**Continued on Page 3**



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# Supported Independent Learning Service



# Counselling Service



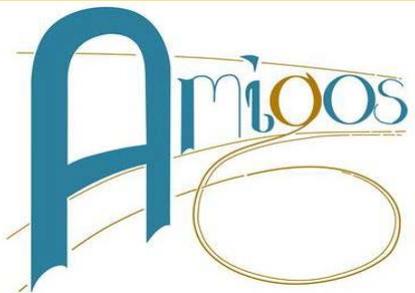
Here To Help  
make life easier...

# Support and Guidance

## Study Skills Support



## Student to Student Support Service



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# On-going Challenges

- Nature of Sixth Form education
- Educating students on relevance of mental health
- Competing demands on student/tutor time
- Need to educate and inform parents
- Measuring impact





# Wellbeing Days



TedTalks



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# Response from Students

- **Mental Health:** “we learnt more about different types (and symptoms) of mental health illnesses. It was an enjoyable and interactive session as well as informative”
- **Perfectionism, stress and procrastination:** “when I get stressed I should treat it as a good thing and it will actually help me work better. It was really interesting to understand what these terms mean,...the effects of them and ways to deal with them”
- **Stress & resilience:** “lots of techniques on how to deal with stress such as breathing exercises and keeping positive. I found it useful and the people were helpful and nice”
- **Choice therapy:** “it taught me to do all my work well before their deadlines so that I can invest time in the things I enjoy”
- **Music therapy:** “I learnt that playing and listening to music you enjoy can help you relax.”
- **What makes a good listener:** “I learnt a lot and it is a skill a lot of people could benefit from”
- **Kung Fu:** “I found it extremely useful. It taught people how to defend themselves so you could stay safe. It was insightful and taught you a lot about resilience”



# Next Steps

- A bespoke Student Services area at the heart of the College site
- The creation of a new staff role: dedicated to the promotion of student wellbeing
- The introduction of a daily drop in support service in addition to existing counselling provision
- Enhanced programme of wellbeing workshops, talks and activities
- Increased support and training for staff
- Increased parental involvement and education

