**Angela King DSL**

**Senior Mental Health Lead Action Plan**

(MH Lead is also DSL in Safeguarding Team)

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|  | Action | When | Who | Success Criteria | Resources | Monitoring  |
| 1. Leadership and Management
 | All teaching and relevant pastoral staff to receive training on Trauma informed practice (TIP) | Throughout the year – 9 modules | JG | Staff can use strategies for relevant pupils in lesson enhancing learning potential | Space and timeFree |  |
| Further staff training on Mental health issues | Calendared during safeguarding training sessions | AKG | Staff have better awareness of limitations and ways to deal with students experiencing MH difficulties | Space and timeFree |  |
| Staff to be able to make the distinction between the child and the behaviour through behaviour training  | Behaviour training has been calendared throughout the year | CGo | Staff are able to tackle challenging behaviour in a productive way, so that students don’t miss out on learning opportunities | Space and timeFree |  |
| Clear and positive behaviour policy which is available on website |  | CGo | Fidelity to policy by all |  |  |
| Mental health and wellbeing policy which is available on the website |  | AKG | Fidelity to policy by all |  |  |
| ASD and ADHD training for all teaching staff | To be arranged | JG | Staff are able to tackle challenging behaviour in a productive way, so that students don’t miss out on learning opportunities | Space and time |  |
| Thrive training for relevant staff | To be arranged | KS/ JG | Staff are able to tackle challenging behaviour in a productive way, so that students don’t miss out on learning opportunities | Space and time |  |
| Mental health first aid training for relevant staff | To be arranged | AKG | Staffa re able to support and signpost students effectively when they are in times of crisis | Space and time |  |
| Restorative practice update and improvement | To be arranged | CGo | Students are able to see how their behaviour impacts others and modify | Space and time |  |
| Monitoring of data to spot patterns of improvement; Behaviour, bullying logs, CPOMS data etc | Ongoing | All above | Strategies are identified and adapted where needed |  |  |

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|  | Action | When | Who | Success Criteria | Resources | Monitoring  |
| 1. Ethos and environment
 | Ensure that there are suitable spaces for students to go to who are experiencing difficulties – ensure that HOYs are following the same plans consistently.Safe spaces;Cabin, SG team if available, PSRStudents with behavioural needs have spaces identified in escalation plans if needed | All year | CGo | Spaces are used as way to prevent behaviour/ situations from escalating and to provide support to students | Spaces and staff |  |
| Students receive assemblies that are tailored to each year group about relevant safeguarding and mental health issues | One per half term | AKG | Student are more informed about how to deal with challenging situations | Assembly spaces |  |
| Personal development curriculum gives knowledge on RSE topics | All year round | NR/RW | Student are well informed about issues and strategies | Knowledge books |  |
| Student mentoring programme is used so that students can support students in lower year groups. | Weekly meetings | CGo | Students are supported by peers in school | Spaces during form time |  |
| Mental health week and days are celebrated in school | Annually | AKG | Greater awareness of issues | Resources for form time and on satchel one |  |
| Annual diversity day is celebrated in school | Annually | SLT | Greater levels of empathy and acceptance in school | Paper based resources |  |
| Student mental health area of website is promoted to staff and parents | All year round | AKG | Students and parents can find support from website independently | Website and maintenance support |  |

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|  | Action | When | Who | Success Criteria | Resources | Monitoring  |
| 1. Identifying need and monitoring impact
 | Year 6 data is monitored so we can be prepared for any students who may struggle when they start in September – also see how students interact on the transition days.Student Info to be shared with relevant stakeholdersTransition plan put together by NR | Ongoing transition process and meetings SG team strategic day – info sharing meeting4th and 6th July  | SLT, HOY and SG Team - KDifusco | Year 6’s enjoy the transition days and feel ready to start without any issues in SeptemberStaff get to know students and their needs.Students specific needs can be catered for in September more effectively | Transition plan |  |
| Monitoring daily behaviour reports to spot patterns and implement interventions. This needs to be reviewed for impact. | Weekly and termly | HOYS | Pattern are spotted and strategies are put in placeto assist staff and students. | SIMS |  |
| Monitoring positive behaviour so that areas of success can be replicated – to be reviewed during the year | Weekly and termly | CGo | Rewards system is revamped and embedded. Students are motivated to try hard in school | Unsure yet |  |
| Monitoring attendance data – who is falling below the benchmark and how can we support further? Why don’t they want to come to school?Working with resistant families training for PSA’s | Weekly | CGo & MS | All attendance issues are dealt with swiftly before poor attendance becomes an issue. Working with resistant families. | SIMS, weekly meetings, SG meetings |  |
| Counsellor evaluation forms to see what has been successful and what hasn’t | Termly | LMcD | Areas for development can be spotted – areas of achievement celebrated | Counsellor time |  |
| SG CPOMS data – bullying and SG issues – Data/ info shared with staff each half termAnti-bullying ambassadors programme to be started too. | Weekly and termly | AKG, ABM, AB | Bullying awareness is raised amongst studentsBullying ambassadors help to promote a culture of empathyData enables pockets of bullying to be tackled | Students and staff who will run the anti-bullying programme |  |
| SG weekly meetings to show where there are issues amongst students – bullying, SH , MH etc | Weekly and termly | AKG and Team | Support is able to be offered for each student who needs it | Time |  |
| Working with resistant families training for PSA’s so that they can work with families more effectively | Ongoing | PSA’s and CGo | Greater collaboration and cooperation between school, families and students | Time to call and meet |  |

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|  | Action | When | Who | Success Criteria | Resources | Monitoring  |
| 1. Targeted Support and appropriate referrals
 | Investigate what local support there is that we can use? BSM, KOOTH, CAMHS  | Weekly at SG meetings | SG team | Students have got accurate signposting to allow them to seek support independently if appropriate | Leaflets and website  |  |
| Monitor school referrals through CPOMS | Weekly at SG & HOY meetings | SG and HOY | Student are receiving correct support which has a positive impact in school | CPOMS |  |
| Monitor the effect of the school counsellor | Termly evaluative report from LMcD | LMcD and SG team | Students situations are positively impacted | Meeting time |  |
| Monitor the external agency liaison and impact.  | Weekly at SG meetings | SG team | External agencies are vetted and impact reviewed  | Meeting time |  |
| Multi disciplinary meetings are held to discuss individual student plans  | Weekly meetings | SG/ HOYS SEN etc | Effective bespoke plans are put in place for students | Meeting time |  |

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|  | Action | When | Who | Success Criteria | Resources | Monitoring  |
| 1. Curriculum and PSHE
 | Long term plan for PD curriculum and prepared and is shared with the PD teaching team | Start of each year | RW/ NR and teaching team | All know requirements and content | PD resources on shared area |  |
| Beyond the classroom is relaunched and data monitored to ensure all student are able to access | All year | NR/ RW | All students are able to access despite circumstances | Funding model, plan of experiences, participant info for monitoring |  |
| Plan for Damascus students is formulated to ensure all students receive knowledge for this curriculum area | All year | CGo/ LS | Damascus students have received same info as mainstream | PD resources on shared area and training time |  |
| PD coordinator is worked with to ensure that students are covering relevant topics for MH in school.Topics such as physical wellbeing, sleep & nutrition and coping strategies are delivered | Start of each year | RW/ NR and teaching team | All know requirements and content – RSE association resources are used as well as MH resourcesFavourable ED data shows lesson are good quality | PD resources on shared areaED time |  |
| Ensure that the PD curriculum covers everything that is needed for each year group – knowledge books are created which show all the resources needed. | Start of the year | RW/ NR/ AKG/ CK | Knowledge books are Quality assured and printed in time for new academic year | Knowledge books |  |
| Curriculum impact to be monitored through reports and team meetings | Each term via DC points and student voice | RW/ NR/ AKG/ CK | Student voice is favourable and staff feedback that lessons are well received. Book scrutiny assess book work and Dc data shows progress | DC data info, time for scrutiny and focus groups |  |
| Safeguarding assemblies are completed for each year group each half term. These are to be made available to Damascus students too | Once a half term | SG and AKG | All students learn about current topics and issues relating to Safeguarding that are relevant to them | Assembly time and hall resources |  |
| Mental Health and diversity weeks are celebrated in school | Yearly | All staff | Raising awareness of issues and strategies to cope with MH issues | TBA |  |

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|  | Action | When | Who | Success Criteria | Resources | Monitoring  |
| 1. Student Voice
 | Focus groups are undertaken to gain insight into the student experience in school | Termly | ACW | Good quality feedback that can be implemented during the year to show improvements | Time for ACW |  |
| Student mentoring to show them how to support each other rather than relying on staff/ developing skills. | Termly | HOYs and CGo | Students have access to support form peers  | Time for students to meet up |  |
| Monitor the effect of the school counsellor | Termly evaluative report from LMcD | LMcD and SG team | Students situations are positively impacted | Time to complete report |  |
| Counsellor and SG team to use knowledge of current landscape to be able to give insight into what current issues are affecting students and devise interventions | Weekly meetings | SG and LMcD | Current issues are raised and tackled | Meeting time to discuss |  |
| Sexual Health session to be run by LMcD further to student voice requests | TBA | LMcD and SG | Students have a greater understanding of sexual issues that are relevant to age group | Time to prepare and deliver sessions |  |

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|  | Action | When | Who | Success Criteria | Resources | Monitoring  |
| 1. Staff development and well being
 | School to join the Staff wellbeing project in conjunction with Derby University – Staff to be surveyed | Survey completed. Training scheduled for September | AKG | Staff have a greater sense of belonging and know what resources are available to them. An increase in staff wellbeingCommunication, awareness and SLT links to be explored | Training timeMind resource package bought for staffMeeting time to discuss issues |  |
| Staff diversity group | Termly meetings | HB | Staffa re able to voice opinions and affect change around school | Meeting time with HB |  |
| Ensure staff know where they can get support for their own mental health | HDT training session in Autumn termWellbeing area set up on sharepoint with resources and staff know about EAP | AKG | Staff know where they can get help if they need it | Training timeIT support |  |
| Giving staff the training to recognise signs of stress in students with SEN/ASD so that they are equipped to recognise possible situations and minimise the impact more swiftly | TBA | AJ/ CSG/ JG | Staffa re able to work with challenging student more effectively, allowing them to feel empowered and less stressed about difficult situations. | Training time |  |
|  | Staff fitness/ yoga sessions offered | Every Tuesday after school | HB | Free to attend for staff | Gym usage |  |

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|  | Action | When | Who | Success Criteria | Resources | Monitoring  |
| 1. Working with resistant families
 | Use of school newsletter to give parents info on MH matters a long with signposting to support services and development of website | Termly | SLT  | Parents are aware of all the events and support available in school | Newsletter admin support |  |
| Continuing to strengthen current links with resistant families - Further emphasis put on contacting home by teachers and Pastoral teams | Fortnightly calls from form tutor | HOYs and form tutors | Parents are regularly contacted | PPA time used for this |  |
| Training for HOYs and PSA on working with resistant families | TBA | CGo | More effective partnerships with parents which allow for greater working relationships | Training time |  |
| Communication from school re behaviour and mental health incidents |  | HOYS/ CGo/ SG Team | Parents feel included and are aware of what is happening to their child in school | Time to contact stakeholders |  |