Senior Mental Health Lead action Plan – Updated March 2024

		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	J Gash	Staff can use strategies for relevant pupils in lesson enhancing learning potential	Space and time	Has been postponed for a year by TIP group
		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 time	2 staff have completed this. More to follow
		Staff to be able to make the distinction between the child and the behaviour through behaviour training	Behaviour training has been calendared throughout the yea	CGo	Staff are able to tackle challenging behaviour in a productive way, so that students don't miss out on learning opportunities	Space and time	Staff training at the start of the year. De-escalation training on inset day
		Clear and positive behaviour policy which is available on website		CGo	Fidelity to policy by all	Final policy	New policy being developed by the MAT at present – expectation shared every term
		Mental health and wellbeing policy which is available on the website		AKG	Fidelity to policy by all	Final policy	On website – to be reviewed Jan 2025 Website shared with parents

	ASD and ADHD training for all teaching staff	To be arranged	J Gash	Staff are able to tackle challenging behaviour in a productive way, so that students don't miss out on learning opportunities	Space and time	JG to arrange session for staff during HDT
	Thrive training for relevant staff	Currently been undertaken	ACW	Staff are able to tackle challenging behaviour in a productive way, so that students don't miss out on learning opportunities	Space and time	Staff member is part way through the course
	Mental health first aid training for relevant staff	Staff have been sent details	AKG	Staff are able to support and signpost students effectively when they are in times of crisis	Space and time	Course details shared with relevant staff
	Restorative practice update and improvement – Behaviour lesson	Weekly behaviour lesson	CGo	Students are able to see how their behaviour impacts others and modify	Space and time	Behaviour lesson is delivered weekly to students who struggle to meet expectations
	Monitoring of data to spot patterns of improvement; Behaviour, bullying logs, CPOMS data etc	Ongoing	CGo & AKG	Strategies are identified and adapted where needed	Relevant programmes	Weekly CPOMS report is monitored Half termly bullying analysis Daily behaviour report is analysed
	Supervision for staff in key roles – Currently being developed by the MAT	To be arranged	AKG	Supervision sessions to be provided to support staff in challenging roles	Space and time	A proposal is currently being developed

		Online offering links shared with SLT					

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	2. 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, PSR Students 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	Silent study spaces are offered, library, year office etc. These are regularly used by students
		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	Every half term students have assemblies/ resources used
		Personal development curriculum gives knowledge on RSE topics	All year round	NR/RW	Student are well informed about issues and strategies	Knowledge books/ teaching resources	All year groups have weekly PD inputs
		Mental health support is signposted on satchel one for students	Every half term	AKG	Students know where they can get help if they need it	Satchel one	Happens every half term
		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	So far has gone well – regular monitoring is underway
		Reward shop so that students can redeem positive reward cards for desirable items	Weekly	CGo	Students are motivated to try hard in school	Prizes and space	Offered weekly – has been well received

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	Cultural capital experiences for students – school trips and guest speakers	At random times during school year depending on the opportunity	Relevant staff	Giving students access to wider cultural experiences	Transport, staffing, communication with parents	All trips are reviewed afterwards
	Beyond the classroom experiences	Weekly range of clubs and groups offered to students to get involved in	Relevant staff	Giving students access to beyond the classroom, cultural, sporting or leisure experiences	Staffing and equipment/ spaces	Free bus is offered to facilitate this too. Students regularly take part and this is reviewed
	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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3. 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 stakeholders	Ongoing transition process and meetings SG team strategic day – info sharing meeting 4th and 6th July	SLT, NR, HOY and SG Team - KDifusco	Year 6's enjoy the transition days and feel ready to start without any issues in September Staff get to know students and their needs.	Transition plan	All went well. Process reviewed and any changes made for this academic year

	Transition plan put together by NR			Students specific needs can be catered for in September more effectively		
	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 place to assist staff and students.	SIMS	Currently under review and being actioned
	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	Positives are given, rewards cards given	Reward shop and year team rewards are going well. Areas of positive behaviours currently being analysed
	Vulnerable pupil list is updated and shared with staff every half term	Half termly	AKG	Allows staff to see which students have got more complex situations allowing them to be treated with empathy	Confidential list is shared electronically	Works well and keeps staff informed
	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 | Ongoing

Weekly attendance meetings and attendance is discussed in Sg meetings |

		Action	When	Who	Success Criteria	Resources	Monitoring
		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	Current waiting list time is now one year
		SG CPOMS data – bullying and SG issues – Data/ info shared with staff each half term	Weekly and termly	AKG, ABM, AB	Bullying awareness is raised amongst students. Data enables pockets of bullying to be tackled	Students and staff to engage	Information is regularly shared with HOYS and governors to show trends and plans put in place
		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	SG team meet every week to discuss issues and tackle them
		Bespoke plans put in place to support targeted year 8 students with challenging behaviours	Daily plan	CGo	Different curriculum and spaces used for particular students	Staff and spaces	Currently being developed/ reviewed
		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	Pastoral and SG teams regularly work with resistant families to strengthen relationships. Tutors are encouraged to call home as much as possible

		Action	When	Who	Success Criteria	Resources	Monitoring
	4. Targeted Support and appropriate referrals	Investigate what local support there is that we can use? BSM, KOOTH, CAMHS, Catharsis etc	Weekly at SG meetings	SG team	Students have got accurate signposting to allow them to seek support independently if appropriate	Leaflets and website	Current external agencies are always changing. DSL is given info

Action	When	Who	Success Criteria	Resources	Monitoring
					on services via DSL network
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	Regularly reviewed by SG and HOYs
Regular meetings - LAC review, pastoral meetings, PEP, EHCP reviews, annual reviews, TAF, Strats etc	All called at need	SL, SG, SENCO and Pastoral	Individual support provided at need	Staff and spaces	Regularly meetings and actions
Monitor the effect of the school counsellor	Termly evaluative report from LMcD	LMcD and SG team	Students situations are positively impacted	Meeting time	Report write to show impact which is always high
Monitor the external agency liaison and impact.	Weekly at SG meetings	SG team	External agencies are vetted and impact reviewed	Meeting time	Done through SG team via ACW – ongoing AKG ensures all staffing checks are completed
LGBTQIA+ project being trialled by ACW	Currently being devised	ACW			
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	Weekly meetings held amongst stakeholders

	Action	When	Who	Success Criteria	Resources	Monitoring
5. 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	Good feedback from student and staff

	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	High level of engagement grom student groups
	Plan for Living and Learning 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	KS4 is going well and students are working hard. KS3 to be further developed
	PD coordinator is worked with to ensure that students are covering relevant topics for MH in school.\n\nTopics 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 resources\n\nFavourable ED data shows lesson are good quality	PD resources on shared area ED time	OD offering is mapped against PSHE association framework and is scrutinised by DSL – Gaps are filled in SG 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	VA/ NR/ AKG/ CK	Knowledge books are Quality assured and printed in time for new academic year	Knowledge books	Reviewed annually
	Curriculum impact to be monitored through reports and team meetings	Each term via DC points and student voice	VA/ NR/ AKG/ CK	Student voice is favourable and staff feedback that lessons are well received. Book scrutiny assess book	DC data info, time for scrutiny and focus groups	Reports are scrutinised by Heads of year

		Action	When	Who	Success Criteria	Resources	Monitoring
					work and Dc data shows progress		
		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	Feedback from staff and students is good
		Mental Health and diversity weeks are celebrated in school	Yearly	All staff	Raising awareness of issues and strategies to cope with MH issues	A range of activities planned. Students are allowed to come in their own cultural clothing	Students enjoyed it and this will be run again this year

		Action	When	Who	Success Criteria	Resources	Monitoring
6.	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	Good feedback is gained and actioned in school
		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	Still in infancy but reports are positive so far
		Pupil parliament meet to discuss pertinent issues	Half termly	VA	Students feel that their voice is heard to make changes around school	Time and spaces	Pupils feel empowered to change their community in school
		Student suggestion box to allow anonymous idea sharing/ reporting	Available at all times	HOYS	Students are able to report any ideas they may want to change issues in school or	Box in suitable area	In infancy at present.

	Action	When	Who	Success Criteria	Resources	Monitoring
				report any behaviour/ bullying		
	Anonymous QR code reporting on school website	Available at all times	AKG	Students are able to report bullying anonymously	Website	Used well and is promoted through satchel one and assemblies
	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	Report is produced and impact is high
	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	Regularly discussed at weekly meeting and plans put in place if needed. Extended tutor time was offered so that year groups could have input on specific topics that were relevant to them

	Action	When	Who	Success Criteria	Resources	Monitoring
7. 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 wellbeing	Training time Mind resource package bought for staff Meeting time to discuss issues	Done and soe training provided for line managers

				Communication, awareness and SLT links to be explored		
	Staff diversity & equality group	Termly meetings	HB	Staffa re able to voice opinions and affect change around school	Meeting time with HB	Feedback given and changes suggested to Headteacher
	Ensure staff know where they can get support for their own mental health	HDT training session in Autumn term Wellbeing area set up on sharepoint with resources and staff know about EAP Senior Mental Health lead is available	AKG	Staff know where they can get help if they need it	Training time IT support	SMHL is used regularly
	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	JG	Staff are able to work with challenging student more effectively, allowing them to feel empowered and less stressed about difficult situations.	Training time	
	Staff have access to Vivup for staff benefits and MH support services – this is promoted to staff	Details sent out tp staff and promoted on staff noticeboard	AKG/ MAT	Staff can use the services as and when they need them	Log ins which have been sent out	New so no feedback yet
	Staff fitness/ yoga sessions offered	Every Tuesday after school	HB	Free to attend for staff	Gym usage	Regularly used by staff

		Action	When	Who	Success Criteria	Resources	Monitoring
8. 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	Website is always being developed and texts are sent home with links to support services
		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	Staff given time each fortnight to call home
		Parent wellbeing portal to allow parents to get help if they have issues with children at home	Termly	ACW	Parents can access a 5 minute appointment with ACW to discuss problems	Time and PC	Currently being prepared
		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	Currently being looked into
		The following are offered to parents when needed; Family support services, EHA's, home visits, Team around the child meetings	Services or meetings are used when needed on a case by case basis	Range of staff	Tailored support provided for families and young people	Spaces and time	Case by case basis
		Communication from school re behaviour and mental health incidents	Families are made aware of all mental health concerns in school on the day they are raised	HOYS/ CGo/ SG Team	Parents feel included and are aware of what is happening to their child in school	Time to contact stakeholders	Ongoing communication between pastoral/ SG

						team and families