**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 time  Free | 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  Free | 2 staff have completed this. More to follow  PSA’AP and cabin staff |
| 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 time  Free | 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 half 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 | 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 | 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 | Staffa re 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 | 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 |

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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, 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 |
| 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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| 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 stakeholders  Transition plan put together by NR | 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.  Students specific needs can be catered for in September more effectively | Transition plan | All went well. Process reviewed and any changes made for this academic year |
| 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 |
| 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 |

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| 1. 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 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 |

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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 | 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.  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 resources  Favourable 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 work and Dc data shows progress | DC data info, time for scrutiny and focus groups | Reports are scrutinised by Heads of year |
| 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 |

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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 | 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 report any behaviour/ bullying | Box in suitable area | In infancy at present. |
| 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 |

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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 wellbeing  Communication, awareness and SLT links to be explored | Training time  Mind resource package bought for staff  Meeting time to discuss issues | Done and soe training provided for line managers |
| 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 |

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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 | 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 |