

## Senior Mental Health Lead Action Plan – Updated July 2025

	Action	When	Who	Success Criteria	Monitoring
1. Leadership and Management	All teaching and relevant pastoral staff to receive training on Trauma informed practice (TIP)	Throughout the year – 9J	Gash	Staff can use strategies for relevant pupils in lesson enhancing learning potential	Has been postponed for a year by TIP group
	Further staff training on Mental health issues	Calendared during safeguarding training sessions	NR	Staff have better awareness of limitations and ways to deal with students experiencing MH difficulties	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 year	CGo	Staff are able to tackle challenging behaviour in a productive way, so that students don't miss out on learning opportunities	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	New policy being developed by the MAT at present – expectation shared every term
	Mental health and wellbeing policy which is available on the website		NR	Fidelity to policy by all	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	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	Staff member is part way through the course

	Mental health first aid training for relevant staff	Staff have been sent details	NR	Staff are able to support and signpost students effectively when they are in times of crisis	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	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	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 Online offering links shared with SLT	To be arranged	NR	Supervision sessions to be provided to support staff in challenging roles	A proposal is currently being developed

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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	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	NR	Students are more informed about how to deal with challenging situations	Each half term students have assemblies/ resources used
	Personal development curriculum gives knowledge on RSE topics	All year round	JF/NR	Students are well informed about issues and strategies	All year groups have weekly PD inputs
	Mental health support is signposted on Arbor one for students	Every half term	NR	Students know where they can get help if they need it	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	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	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	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	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	NR	Greater awareness of issues	
	Annual diversity day is celebrated in school	Annually	SLT	Greater levels of empathy and acceptance in school	
	Student mental health area of website is promoted to staff and parents	All year round	NR	Students and parents can find support from website independently	

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3. Identifying need and monitoring impact	<p>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.</p> <p>Student Info to be shared with relevant stakeholders</p> <p>Transition plan put together by NR</p>	<p>Ongoing transition process and meetings</p> <p>SG team strategic day – info sharing meeting 4<sup>th</sup> and 6<sup>th</sup> July</p>	<p>SLT, NR, HOY and SG Team -</p>	<p>Year 6's enjoy the transition days and feel ready to start without any issues in September</p> <p>Staff get to know students and their needs.</p> <p>Students specific needs can be catered for in September more effectively</p>	<p>All went well. Process reviewed and any changes made for this academic year</p>
	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.	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	<p>Reward shop and year team rewards are going well.</p> <p>Areas of positive behaviours currently being analysed</p>
	Vulnerable pupil list is updated and shared with staff every half term	Half termly	NR	Allows staff to see which students have got more complex situations allowing them to be treated with empathy	Works well and keeps staff informed
	<p>Monitoring attendance data – who is falling below the benchmark and how can we support further? Why don't they want to come to school?</p> <p>Working with resistant families training for PSA's</p>	Weekly	CGo & MS	All attendance issues are dealt with swiftly before poor attendance becomes an issue. Working with resistant families.	<p>Ongoing</p> <p>Weekly attendance meetings and attendance is discussed in Sg meetings</p>

	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	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	NR	Bullying awareness is raised amongst students Data enables pockets of bullying to be tackled	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	NR and Team	Support is able to be offered for each student who needs it	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	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	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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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	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	Students are receiving correct support which has a positive impact in school	Regularly reviewed by SG and HOYs
	Regular meetings - LAC review, pastoral meetings, PEP, EHCP	All called at need	SL, SG, SENCO	Individual support provided at need	Regularly meetings and actions

	reviews, annual reviews, TAF, Strats etc		and Pastoral		
	Monitor the effect of the school counsellor	Termly evaluative report from LMCD	LMCD and SG team	Students situations are positively impacted	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	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	Weekly meetings held amongst stakeholders

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5. Curriculum and PSHE	Long term plan for PD curriculum and prepared and is shared with the PD teaching team	Start of each year	JF/NR and teaching team	All know requirements and content	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/ JF	All students are able to access despite circumstances	High level of engagement from 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	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	JF/ 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	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	DOL / NR	Knowledge books are Quality assured and printed in time for new academic year	Reviewed annually
	Curriculum impact to be monitored through reports and team meetings	Each term via DC points and student voice	DOL/NR	Student voice is favourable and staff feedback that lessons are well received. Book scrutiny assess book work and Dc data shows progress	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 NR	All students learn about current topics and issues relating to Safeguarding that are relevant to them	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	Students enjoyed it and this will be run again this year

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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	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	Still in infancy but reports are positive so far
	Pupil parliament meet to discuss pertinent issues	Half termly	JF	Students feel that their voice is heard to make changes around school	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	In infancy at present.
	Anonymous QR code reporting on school website	Available at all times	NR	Students are able to report bullying anonymously	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	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	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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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	NR	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	Done and soe training provided for line managers
	Staff diversity & equality group	Termly meetings	HB	Staff are able to voice opinions and affect change around school	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	NR	Staff know where they can get help if they need it	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.	
	Staff have access to Vivup for staff benefits and MH support services – this is promoted to staff	Details sent out to staff and promoted on staff noticeboard	NR/ MAT	Staff can use the services as and when they need them	
	Staff fitness/ yoga sessions offered	Every Tuesday after school	HB	Free to attend for staff	Regularly used by staff

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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	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	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	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	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	Case by case basis
	Communication from school re behaviour and mental health incidents	Families are made aware of all mental health concerns in	HOYS/ CGo/ SG Team	Parents feel included and are aware of what is happening to their child in school	Ongoing communication between pastoral/ SG team and families

		school on the day they are raised			
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