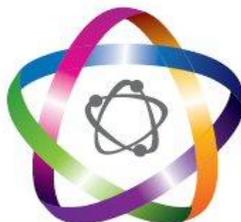


POLICY DOCUMENT No W15**DEBENHAM HIGH SCHOOL**

A Church of England High Performing Specialist Academy



SOCIAL EMOTIONAL MENTAL HEALTH POLICY

This policy is reviewed by the Governing Body
every 2 years in the Summer Term

History of Document

Issue No	Author/ Owner	Date Written	Approved by	Comments
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1. Policy Statement

“Mental health is a state of well-being in which every individual realises their own potential, can cope with the normal stresses of life, can work productively and fruitfully, and is able to make a contribution to her or his community.”

World Health Organisation

2. Aims

At Debenham High School we aim to promote positive social, emotional and mental health (SEMH) for every member of our student body and staff. In addition and linked to the whole school aims of creating active, responsible citizens who are prepared for their future, we aim to support students to be able to be resilient and manage change.

We pursue these aims using both universal, whole school approaches and specialised targeted approaches aimed at vulnerable students.

The importance of social, emotional and mental health (SEMH) is recognised within the School Development Plan with the aim of creating a successful SEMH strategy to ensure that students receive the mental health support they need quickly and efficiently.

The school intends to test its developing provision and current systems for SEMH through The Carnegie Centre of Excellence for Mental Health in Schools. The award has focus on changing the long-term culture of a school, and embedding an ethos where mental health is regarded as the responsibility of all.

With this award we will demonstrate that we are committed to:

- Promoting mental health as part of school life
- Improving the emotional wellbeing of our staff and students
- Ensuring mental health problems are identified early and appropriate support provided
- Offering provision and interventions that matches the needs of our students and staff
- Engaging the whole-school community in importance of mental health awareness
- Capturing the views of parents, carers, students and staff on mental health issues

In addition to promoting positive mental health, we aim to recognise and respond to mental ill health. In an average classroom three children will be suffering from a diagnosable mental health issue. By developing and implementing practical, relevant and effective mental health policies and procedures, we can promote a safe and stable environment for students affected both directly and indirectly by mental ill health. As a school there is an acknowledgement that some are at greater risk of ill mental health based on risk factors such as socio-economic background, family circumstance, being a Child In Care, Adopted from Care, exploring sexuality and/or gender identity. Through an inclusive and trauma informed approach, staff are made aware of our most vulnerable and their progress –academically, socially and emotionally are monitored more closely through termly Case Studies completed by the Mental Health Team.

3. Scope

This document describes the school’s approach to promoting positive mental health and wellbeing and is intended as guidance for all staff and governors. This policy should be read in conjunction with the following policies: Child Protection and Safeguarding Policy; Equalities Policy and Action Plan; Positive

Behaviour Management Policy; Attendance Policy; Relationships, Sex and Health Education Policy; Supporting Students with Medical Conditions Policy.

Any member of staff who is concerned about the mental health or wellbeing of a student should speak to one of the Pastoral Team in the first instance. If there is a fear that the student is in danger of immediate harm then the normal child protection procedures must be followed with an immediate referral to the Designated Safeguarding Lead (DSL) or deputies if the DSL is unavailable. If the student presents a medical emergency then the normal procedures for medical emergencies must be followed, including alerting student support, first aid staff and contacting the emergency services if necessary. Where a referral is required to a specialist service, this will be led and managed by the Designated Mental Health Lead.

Staff who have concerns about their own social, emotional and mental health are encouraged to talk to their line manager and/or a member of staff that they trust. Support will be offered to any staff member either within school or through supporting health appointments outside of school. Staff Occupational Health referrals or other agency support for mental health and wellbeing will be lead and managed by the Headteacher.

4. Governance and Leadership

The 8 principles to promoting a whole school and college approach to mental health and wellbeing is presented in a wheel diagram with ‘leadership and management that support and champions efforts to promote emotional health and wellbeing’ at the centre. This is based on the DfE guidance: “Promoting children and young people’s mental health and wellbeing. A whole school or college approach” April 2020



These eight principles form the core of the SEMH offer within the school as shown in the SEMH Overview for December 2021 in Appendix A.

Areas for development are also noted and included in the Strategic Mental Health Action Plan for 2021-23.

Within Debenham High School the PERMA model underpins the positive approach to SEMH based on the work of Martin Seligman. This model is taught through assemblies, form time, PSHE and lived out in the ethos of the school as a whole. There is a focus on Positive Emotion; Engagement; Relationships, Meaning and Achievement.

5. Team Members

Whilst all governors and staff have a responsibility to promote the mental health of students and staff a core group of governors and staff will play a significant role in the development of the SEMH strategy and for ensuring successful application for the Mental Health Award.

The DSL Team – Louise Ramsay (Designated Safeguarding Lead ; Designated Mental Health Lead and Designated Teacher for Children in Care); Simon Martin (Headteacher and Alternate Designated Safeguarding Lead); Lorraine Keeble (Alternate Safeguarding Lead; Student Support Co-Ordinator and ELSA); Angela Scott (SENCo); Heads of Year and the SEMH Governors (Reverend Susan Bates and Sophie Edmond).

6. Identification of Students with SEMH

Using a range of data and information, the school will identify and record students about who we have SEMH concerns. The Pastoral Referral system will be used to record concerns, which can be interpreted as expressions of SEMH, including self-harm, anxiety, suicidal thoughts, being withdrawn, challenging behaviour. The Designated Mental Health Lead will be used to record diagnosed SEMH conditions, such as eating disorders, Attention Deficit Hyperactivity Disorder (ADHD), Obsessive Compulsive Disorder (OCD), and Post Traumatic Stress (PTS). Heads of Year will complete a weekly Pupils Causing Concern Sheet. All incidents will be recorded on SIMs to allow reports to be run so patterns can be picked up and early intervention planned.

These referrals will allow the student support / safeguarding teams working in conjunction with the SENCO to flag students who have significant SEMH concerns.

Risk Assessments for some students who require them will be shared with relevant staff.

7. Individual Health Care Plans

Individual health care plans will be prepared for students causing concern or who receive a diagnosis pertaining to their mental health. This will be drawn up involving the student, the parents, carers and guardians and relevant health professionals. This can include:

- Details of a student's condition
- Special requirements and precautions
- Medication and any side effects
- What to do and who to contact in an emergency
- The role the school can play

8. Teaching about Social, Emotional and Mental Health

The skills, knowledge and understanding needed by our students to keep themselves and others physically and mentally healthy and safe are included as part of our subject curriculum, PSHE, Form Periods and assembly time.

We follow the DfE Statutory Guidance with regards to PSHE to ensure that we teach mental health and emotional wellbeing issues in a safe and sensitive manner, which helps rather than harms. See in Appendix C where SEMH is covered currently in the PSHE curriculum

9. Signposting

We will ensure that staff, students and parents, carers and guardians are aware of sources of support within school and in the local community. This will be provided on the School Website, on information boards in classroom and through the SEMH Bulletins. We will regularly highlight sources of support to students within relevant parts of the curriculum and in other presentations and assemblies. Whenever we highlight sources of support, we will increase the chance of student help-seeking by ensuring students understand:

- What help is available
- Who it is aimed at
- How to access it
- Why to access it
- What is likely to happen next

10. Warning Signs

School staff may become aware of warning signs, which indicate a student is experiencing mental health or emotional wellbeing issues. These warning signs should always be taken seriously and staff observing any of these warning signs should communicate their concerns with the Pastoral Team. This must be recorded on the Pastoral Referral Form.

Listed below are some possible examples of warning signs of SEMH. This list is not comprehensive but give a small insight into some examples of SEMH expression:

- Physical signs of harm that are repeated or appear non-accidental
- Changes in eating or sleeping habits
- Increased isolation from friends or family, becoming socially withdrawn
- Changes in activity and mood
- Lowering of academic achievement
- Talking or joking about self-harm or suicide
- Talking about using drugs or alcohol
- Expressing feelings of failure, uselessness or loss of hope.
- Change in clothing, e.g. long sleeves in warm weather
- Secretive behaviour
- Skipping PE or getting changed secretively lateness to or absence from school
- Repeated physical pain or nausea with no evident cause
- An increase in lateness or absenteeism

11. Managing Disclosures

A student may choose to disclose concerns about themselves or a friend to any member of staff so all staff need to know how to respond appropriately to a disclosure. Staff must follow the guidance in the schools Child Protection and Safeguarding Policy.

If a student chooses to disclose concerns about their own mental health or that of a friend to a member of staff, the member of staff's response should always be calm, supportive and non-judgemental. Staff should listen rather than advise and our first thoughts should be of the student's emotional and physical safety rather than of exploring 'Why?'

All disclosures must be recorded in writing on the Safeguarding Form or headed notepaper. This written record should include:

- Date
- The name of the member of staff to whom the disclosure was made
- Main points from the conversation
- Agreed next steps
- This information must be shared in a timely manner with the DSL or ADSL. Support and advice about next steps will then be agreed.

12. Confidentiality

We should be honest with regard to the issue of confidentiality. If it is necessary for us to pass our concerns about a student on, then we should discuss with the student:

- Who we are going to talk to
- What we are going to tell them
- Why we need to tell them

We should never share information about a student without first telling them. Ideally, we would receive their consent, though there are certain situations when information must always be shared with another member of staff and / or a parent, is appropriate. This will be when students are at risk.

Staff should share disclosures with a colleague, usually the Designated Mental Health Lead and the DSL. This helps to safeguard our own emotional wellbeing as we are no longer solely responsible for the student, it ensures continuity of care in our absence; and it provides an extra source of ideas and support. We should explain this to the student and discuss with them who this will be, as finding the most appropriate support and help is imperative.

Parents, carers and guardians will generally be informed regarding SEMH issues. This may not happen immediately and will not happen if we feel this puts the student at further risk (This decision will be taken by the DMHL) and students may choose to tell their parents, carers and guardians themselves. If this is the case, the student should be given 24 hours to share this information before the school contacts parents, carers and guardians. We should always give students the option of us informing parents, carers and guardians for them or with them.

If a child gives us reason to believe that there may be underlying child protection issues, parents, carers and guardians should not be informed, but the DSL must be informed immediately.

13. Working with Parents and Carers

Where it is deemed appropriate to inform parents and carers, we need to be sensitive in our approach. Before disclosing to parents, carers and guardians we should consider the following questions (on a case by case basis):

- Can the meeting happen face to face? This is preferable.
- Where should the meeting happen? At school, at their home or somewhere neutral?
- Who should be present? Consider parents/carers; student; other staff members
- What are the aims of the meeting?

It can be shocking and upsetting for parents, carers and guardians to learn of their child's issues and many may respond with anger, fear or upset during the first conversation. We should be accepting of this (within reason) and give the parent time to reflect.

We should always highlight further sources of information (signposting) and give information to take away where possible, as parents/carers will often find it hard to take much in whilst coming to terms with the news that is being shared. Sharing sources of further support aimed specifically at parents/carers can also be helpful too, e.g. the school website, parent helplines and forums. We should always provide clear means of contacting us with further questions and consider booking in a follow-up meeting or phone call right away as parents/carers often have many questions as they process the information. Finish each meeting with agreed next steps and always keep a brief record of the meeting and share with the most appropriate.

Parents/carers are often very welcoming of support and information from the school about supporting their children's emotional and mental health. In order to support parents, carers and guardians we will:

- Highlight sources of information and support about common mental health issues on our school website
- Ensure that all parents, carers and guardians are aware of who to talk to, and how to go about this, if they have concerns about their own child or a friend of their child
- Make our mental health policy easily accessible to parents/carers
- Share ideas about how parents, carers and guardians can support positive mental health in their children through our regular information evenings
- Keep parents, carers and guardians informed about the mental health topics their children are learning about in PSHE and share ideas for extending and exploring this learning at home through a SEMH Bulletin

14. Supporting Peers

When a student is suffering from mental health issues, it can be a difficult time for their peers and friends. Friends often want to support but do not know how. In the case of self-harm or eating disorders, it is possible that friends may learn unhealthy coping mechanisms from each other. In order to keep peers safe, we will consider on a case by case basis which friends may need additional support. Support will be provided either in one to one or group settings and will be guided by conversations with the student who is suffering and their parents, carers and guardians with whom we will discuss:

- What it is helpful for friends to know and what they should not be told
- How friends can best support
- Things friends should avoid doing or saying which may inadvertently cause upset

- Warning signs that their friend may need help (e.g. signs of relapse). Additionally, we will want to highlight with peers:
- Where and how to access support for themselves
- Safe sources of further information about their friend's condition
- Healthy ways of coping with the difficult emotions they may be feeling.

15. Managing Expectations

Mental health issues can be ongoing for a long time. They can influence a student's ability to access learning. We need to ensure that all members of staff are familiar with students who are suffering from mental health and provide information that helps manage expectations of affected students in order to ensure those students are not placed under undue stress which may exacerbate their mental health issues.

In addition to the Pastoral Team, Teachers will play a significant part in monitoring these identified students, taking a holistic approach which may include considering issues addressing:

- Academic achievement
- Absence and lateness
- Access to extra-curricular activities including sport
- Duration and pace of recovery
- Ability to interact and engage within lessons

16. Continuous Professional Development

As a minimum, all staff will receive regular training about recognising and responding to mental health issues as part of their regular child protection training to enable them to keep students safe. We will host twilight training sessions for all staff to promote learning or understanding about specific issues related to mental health. We will host relevant information on our Website for staff who wish to learn more about mental health.

Training opportunities for staff who require more in depth knowledge will be considered as part of our appraisal process and additional CPD will be supported throughout the year where it becomes appropriate due developing situations with one or more students.

17. Staff Wellbeing

Staff wellbeing is of fundamental importance. First and foremost, the school aims to have a transparent and open culture - staff are encouraged to talk to Senior or Middle Leaders and to voice their opinions. Staff workload is taken into account when making policy decisions; changes to policies such as the Marking and Feedback Policy reflect this approach.

The school pays into the Employment Wellbeing service and actively promotes its use. From Spring 2022 the school will have access to the Edenred Wellbeing scheme to allow financial incentives.

Debenham High School has a positive track record for supporting staff who have mental ill health. Good use is made of Occupational health, along with lower key strategies to promote a return to work or the management of work. These include flexible working arrangements, reduced timetables and more formal supervision

18. Further Information and Sources of Support about Common Mental

a. Health Issues

- Prevalence of Mental Health and Emotional Wellbeing Issues
- 1 in 10 children and young people aged 5 - 16 suffer from a diagnosable mental health disorder- that is around three children in every class.
- Between 1 in every 12 and 1 in 15 children and young people deliberately self-harm.
- There has been a big increase in the number of young people being admitted to hospital because of self-harm. Over the last ten years this figure has increased by 68%.
- More than half of all adults with mental health problems were diagnosed in childhood. Less than half were treated appropriately at the time. • Nearly 80,000 children and young people suffer from severe depression.
- The number of young people aged 15-16 with depression nearly doubled between the 1980s and the 2000s.
- Over 8,000 children aged under 10 years old suffer from severe depression.
- 3.3% or about 290,000 children and young people have an anxiety disorder.
- 72% of children in care have behavioural or emotional problems - these are some of the most vulnerable people in our society.
- Below, we have sign-posted information and guidance about the issues most commonly seen in school-aged children. The links will take you through to the most relevant page of the listed website. Some pages are aimed primarily at parents, carers and guardians but they are listed here because we think they are useful for school staff too.
- Support on all these issues can be accessed via Young Minds (<https://www.youngminds.org.uk>), Mind (<https://www.mind.org.uk>) and for e-learning opportunities Minded (<https://www.minded.org.uk>)

19. Types of Mental Health

b. Self-Harm

Self-harm describes any behaviour where a young person causes harm to themselves in order to cope with thoughts, feelings or experiences they are not able to manage in any other way. It most frequently takes the form of cutting, burning or non-lethal overdoses in adolescents, while younger children and young people with special needs are more likely to pick or scratch at wounds, pull out their hair or bang or bruise themselves.

Online support includes:

www.selfharm.co.uk/National
www.nshn.co.uk/

Books:

- Pooky Knightsmith (2015) *Self-Harm and Eating Disorders in Schools: A Guide to Whole School Support and Practical Strategies*. London: Jessica Kingsley Publishers
- Keith Hawton and Karen Rodham (2006) *By Their Own Young Hand: Deliberate Self-harm and Suicidal Ideas in Adolescents*. London: Jessica Kingsley Publishers
- Carol Fitzpatrick (2012) *A Short Introduction to Understanding and Supporting Children and Young People Who Self-Harm*. London: Jessica Kingsley Publishers

c. Depression

Ups and downs are a normal part of life for all of us, but for someone who is suffering from depression these ups and downs may be more extreme. Feelings of failure, hopelessness, numbness or sadness may invade their day-to-day life over an extended period of weeks or months, and have a significant impact on their behaviour and ability and motivation to engage in day-to-day activities.

Online support includes:

www.mind.org.uk/about-us/what-we-do/depression-alliance/

Books:

Christopher Dowrick and Susan Martin (2015) *Can I Tell you about Depression?: A guide for friends, family and professionals*. London: Jessica Kingsley Publishers

d. Anxiety, Panic Attacks and Phobias

Anxiety can take many forms in children and young people, and it is something that each of us experiences at low levels as part of normal life. When thoughts of anxiety, fear or panic are repeatedly present over several weeks or months and/or they are beginning to impact on a young person's ability to access or enjoy day-to-day life, intervention is needed.

Online support include:

www.anxietyuk.org.uk

Books:

- Lucy Willetts and Polly Waite (2014) *Can I Tell you about Anxiety?: A guide for friends, family and professionals*. London: Jessica Kingsley Publishers
- Carol Fitzpatrick (2015) *A Short Introduction to Helping Young People Manage Anxiety*. London: Jessica Kingsley Publishers

e. Obsessions and Compulsions

Obsessions describe intrusive thoughts or feelings that enter our minds which are disturbing or upsetting; compulsions are the behaviours we carry out in order to manage those thoughts or feelings. For example, a young person may be constantly worried that their house will burn down if they don't turn off all switches before leaving the house. They may respond to these thoughts by repeatedly checking switches, perhaps returning home several times to do so. Obsessive compulsive disorder (OCD) can take many forms – it is not just about cleaning and checking.

Online support includes:

www.ocduk.org/ocd

Books:

- Amita Jassi and Sarah Hull (2013) *Can I Tell you about OCD?: A guide for friends, family and professionals*. London: Jessica Kingsley Publishers
- Susan Connors (2011) *The Tourette Syndrome & OCD Checklist: A practical reference for parents, carers and guardians and teachers*. San Francisco: Jossey-Bass

f. Suicidal Feelings

Young people may experience complicated thoughts and feelings about wanting to end their own lives. Some young people never act on these feelings though they may openly discuss and explore them, while other young people die suddenly from suicide apparently out of the blue.

Online support include:

www.papyrus-uk.org

www.nspcc.org.uk/preventing-abuse/research-and-resources/on-the-edge-childline-spotlight/

Books:

- Keith Hawton and Karen Rodham (2006) *By Their Own Young Hand: Deliberate Self-harm and Suicidal Ideas in Adolescents*. London: Jessica Kingsley Publishers
- Terri A. Erbacher, Jonathan B. Singer and Scott Poland (2015) *Suicide in Schools: A Practitioner's Guide to Multi-level Prevention, Assessment, Intervention, and Postvention*. New York: Routledge

g. Eating Problems

Food, weight and shape may be used as a way of coping with, or communicating about, difficult thoughts, feelings and behaviours that a young person experiences day to day. Some young people develop eating disorders such as anorexia (where food intake is restricted), binge eating disorder and bulimia nervosa (a cycle of bingeing and purging). Other young people, particularly those of primary or preschool age, may develop problematic behaviours around food including refusing to eat in certain situations or with certain people. This can be a way of communicating messages the child does not have the words to convey.

Online support includes:

www.b-eat.co.uk/about-eating-disorders

Books:

- Bryan Lask and Lucy Watson (2014) *Can I tell you about Eating Disorders?: A Guide for Friends, Family and Professionals*. London: Jessica Kingsley Publishers
- Pooky Knightsmith (2015) *Self-Harm and Eating Disorders in Schools: A Guide to Whole School Support and Practical Strategies*. London: Jessica Kingsley Publishers
- Pooky Knightsmith (2012) *Eating Disorders Pocketbook*. Teachers' Pocketbooks

Appendix A

Debenham High School – Approach to Social, Emotional and Mental Health

Context

Debenham High School is a relatively small, rural 11-16 high school. There are 675 students on roll; we are over-subscribed. Academically our students achieve exceptionally well; better than expected progress is made. 10 % of our students received Pupil Premium funding; 7% are on the Special Needs Register; 1% with Education and Health Care Plan.

Approach to social, emotional and mental health (SEMH)

Over the past seven years, developing good social, emotional and mental health have been key areas for development for the school; it continues to be part of our School Improvement Plan to embed good practice with regards to promoting mental health and emotional wellbeing and to work more explicitly with staff to promote their own wellbeing.

Within school we take a holistic and proactive approach to social, emotional and mental health so we actively seek to promote this with all students and staff as our first key approach in school.

a. Leadership and Management

Senior Leadership is committed to a co-ordinated, interwoven approach to SEMH. This has been a long term commitment and continues to be as strong in 2022 as in 2014 when proactive work began in earnest. In order to meet statutory requirements, DfE training is taking place for the Designated Mental Health Lead through the Carnegie School of Education, Leeds Beckett University and policy/action plan /screening tools are being written to reflect current practice; identify areas for development and to further improve our current provision.

To further develop

- **To test developing provision and current systems for SEMH through application for The Carnegie Centre of Excellence for mental Health in Schools**
- **SLT and Middle Leadership to better develop methods to assess the impact of approach/intervention**

b. Ethos and Culture within School

Proactively our school ethos promotes self-respect, self-compassion and diversity. The aim is to value all students; to support all students through a positive behaviour and equalities policy and the promotion of attitudes of tolerance and acceptance of all. As a Church of England High School, this is encapsulated in our school motto, “Treat others as you want to be treated”, which is based on Jesus’ teaching to love our neighbour. As such all students, staff, parents/carers and other friends to the school, have this securely embedded.

In everyday life in the school, visitors talk of a “feel” of inclusivity in the school. It is also actively promoted through a variety of methods, including Achievement Assemblies; a half termly newsletter celebrating student achievement in all areas of life i.e. academic, sporting, musical, creative, charity work, hobbies and interests outside of school; leadership opportunities in all year groups; charity weeks; delivery of a variety of extracurricular opportunities; bespoke events such as a bi-annual Diversity Week and the curriculum delivery being by an experienced team of

staff. Our Spiritual, Moral, Social and Cultural audit shows our work on this pervades all aspects of school life, within and beyond the classroom.

The Pastoral System

The pastoral system actively promotes good SEMH. In 2016-7 there was a focus in Year assemblies on the acronym PERMA, following on from Dr Hazel Harrison's training. 2017-8 the focus from January will be on the 5Rs of a good learner so looking for example at being reflective, responsible, resilient – all qualities that are important as learners but also as people with good mental health.

In terms of supporting younger students and providing opportunities for student leadership for older students, an excellent peer mentoring system runs. This is effective in working on transition in Year 7, including Match Mentors for the most vulnerable and anxious; a Drop In for Year 7 at Lunchtime and Form Mentoring. Along with this there are Anti Bullying Ambassadors.

The pastoral system is understood through the way PSHE is structured to include all strands, including the year teams and TAs through the Key Worker system.

Curriculum – Teaching and Learning

In terms of discreet provision for our students, we tailor our PSHE curriculum to include elements of SEMH in all year groups – See as Appendix C an outline of our PSHE curriculum. As this is delivered in year teams, it allows for proactive work with students whose personal development is known and understood. In the SIAMS inspection of December 2017 and our internal review of PSHE, the programme is seen as a strength of the school. All schemes of work have been written by the Designated Mental Health Lead or the Co-Ordinator of PSHE to ensure the quality and robustness of the information shared along with the approaches taken in delivery.

Along with discreet PSHE provision, our curriculum within school is mapped for opportunities to develop softer skills around relationships, tolerance and self-respect. This is best evidenced in our Social, Moral, Spiritual and Cultural audit. However opportunities are taken where possible to promote positive SEMH.

The focus of our Faculty and Year Reviews is also on learning behaviour and the development of those skills needed to be resilient and embrace challenge

To further develop

- **To respond to student voice, to extend the PSHE curriculum into Year 11 more fully so allowing additional time to focus on RSHE, especially SEMH and Careers/aspiration**
- **Middle Leaders to audit SEMH across the curriculum afresh for 2022-3**

a. Enabling Student Voice

Students are encouraged to contribute to, and evaluate their school experience – from their learning experiences to extracurricular and the general ethos. Through a variety of media this is captured – from formal surveys providing quantitative data to smaller Pupil Perception Interviews. These are routinely held as part of Faculty Reviews and now form part of the Year Reviews.

Along with evaluating experiences, students are invited to share their views with the school leaders through Student Council and Form Representative meetings; Peer Mentoring training sessions and workshops and other bespoke working groups.

As needed additional opportunities are taken to hear student thoughts – Year 10 students fed back through their tutors there were aspects of PSHE missing for them – Meeting held to share strengths and weaknesses from each Year 10 form in December 2021; there was a Focus Group as well as Pupil

Perception Interviews in the PSHE Learning Review in March 2022. This has provided the impetus to change the PSHE teaching in Year 11

To further develop

- **To respond to student voice, to extend the PSHE curriculum into Year 11 more fully so allowing additional time to focus on RSHE, especially SEMH and Careers/aspiration**

Staff Development

Staff Wellbeing

Staff wellbeing is of fundamental importance to the SLT. It is promoted in a number of ways

Culture

Through a transparent and open culture, staff are encouraged to talk to Senior or Middle Leaders at any time – there is a collegiate feel to the school in which opinions are voiced and taken seriously. Any major change is managed positively through communication with staff and opportunities for staff to feedback – most recently this was through the changes in PSHE teaching. Through staff feedback, additional training was planned to meet needs and attention paid to their worries.

Life Balance

As a leadership team, staff's life balance is taken seriously - in 2020 a ban on staff answering emails (or sending them at least) beyond 6.30pm to discourage a growing culture of parents and staff wanting immediate feedback. The Marking and Feedback CPD group meeting 2020-21 have adapted an aspect of the Marking and Feedback Policy

Staff Wellbeing

In 2017 a Staff Wellbeing Questionnaire was completed – the feedback was taken seriously and a Staff Social Group was established to plan activities for staff to enjoy together.

A further survey was taken to assess staff feeling at the end of Lockdown in 2020 which was very positive. Again a survey was taken to feed into the Policy and Action Plan in January 2022.

The school pays into the Employment Wellbeing service and actively promotes its use. Also the school has a subscription to The Fit Business for staff to have online workouts. From January 2022 the school is having the Edenred Wellbeing scheme to allow financial incentives.

Support in periods of ill health

DHS has a positive track record for supporting staff who have mental ill health. Good use is made of Occupational health, along with lower key strategies to promote a return to work or the management of work. These include flexible working arrangements, reduced timetables and more formal supervision.

Staff Training and Confidence working with students

All staff are trained to a competent level in supporting SEMH eg all staff have regular input on maintaining healthy bodies and minds in our students. In September 2015, there was training for all staff on how to support anxious students based on a Keynote Talk from Dr Tanya Byron at a Mental Health Conference disseminated by the Assistant Headteacher for Pastoral Care. In September 2016 all staff received input from Dr Hazel Harrison, a local clinical psychologist, who talked about keeping

teenagers healthy. She promotes the PERMA model by Seligman, which the Year Teams then used as the focus of year assemblies through a term and which continues to influence their work. This has continued to inform our current practice. Eight of our staff are trained in Mental Health First Aid. Staff also attend bespoke training events and conferences and feedback to staff – eg the Head of Year 7 went to the Mental Health Conference in London; she fed back to the Pastoral Team in December 2017 and then disseminated to all staff on the January PD Day. The Student Support Co-Ordinator is a trained ELSA. In the recent local authority bids around wellbeing, the school supported funding for two more ELSAs to be trained in 2022-23

Annually staff are trained in Safeguarding, in which the importance of promoting positive SEMH, early identification of symptoms and a reminder of tiers of support and intervention form a part, as they are written within the Child Protection and Safeguarding Policy. Likewise our annual Equalities Action Plan has a section on SEMH and how to remain well and also the ways to remove barriers associated with ill emotional or mental health.

In July 2021, the Psychology in Schools Team trained staff in a twilight CPD session on the impact of Adverse Childhood Experiences and how best to support young people in the classroom.

In September 2021, using a training video from Hazel Harrison, staff were trained in the importance of self-compassion – this was led through the pastoral team and shared with students through the Tutor System.

To further develop

- **To continue to ensure SLT prioritise Staff wellbeing by signing up to the Workplace Wellbeing Charter National Standards**
- **To continue to make SEMH an important part of our CPD offer for all staff and for specific staff eg through ELSA training; Mini Path training; MHFA**

Identifying Need and Monitoring

Where problems occur, we have a strong pastoral system with Heads of Year and a Student Support Co-ordinator, who work with low level cases eg provision of strategies we have discussed and formulated with advice from external agencies. The Assistant Headteacher with responsibility for Pastoral Care, who is also the Designated Mental Health Lead also has a case load of students with mental health issues so working with students and parents/carers around accessing the curriculum and coping within school.

All staff are trained through Safeguarding Training to identify students in need – the referral systems within school are effective and allow for intervention at the right level. Likewise through education in PSHE and the wider culture of the school, students also know where to come to refer their peers and share concerns.

In terms of external support, the school employs a Talk Therapist to work with referred cases one day a week; the school nurse provides a Drop In once a week and holds a caseload to support as referred cases. There are strong links with the Primary Mental Health Worker, the Psychology in Schools Team and the local Early Help Team, as the school uses effectively CAF assessments and Family Network

Meetings. Along with this the school works with Young Carers, the Virtual School and other agencies as needed both proactively through Young Carer Drop Ins but also where problems arise.

Monitoring of high end cases is robust – paperwork is clear and shared to the appropriate members of the school team to ensure students are watched and kept safe.

To further develop

- **SLT and Middle Leadership to better develop methods to assess the impact of approach/intervention**

Working with Parents/Carers

Understanding we had a problem a few years ago with self-harm and eating disorders, we began to actively work with parents through liaison with the primary Mental Health Worker. We ran a Healthy Teenagers session in February 2014. As well as this, we arranged a parents and primary school liaison evening led by Dr Hazel Harrison in February 2017, which was attended by over 100 parents and carers. The evaluation and feedback was very positive.

Having used Hazel's model, a workshop on Promoting positive mental wellbeing forms part of the school's Learning Together Programme, which was run in 2017, 2019 and 2022.

In January and March 2018, the school hosted parental workshops on mental wellbeing run by MIND in January and March 2018. Also funded the Self Esteem Team to run Learning Together Evening events for identified students and their parents in September 2021.

During Lock Down in both 2020 and 2021, the Designated Mental Health Lead communicated with parents and students to provide a list of trusted sources of support around SEMH. Also, the school promotes workshops/webinars run by the Psychology in Schools Team and those run by the Wellbeing Team.

In general parents/carers are well informed about school life through a weekly Blog from the Headteacher on the website and regular communication home through letters and the Aspire magazine.

To further improve

- **To develop a more systematic and interactive way to communicate with Parents/Carers concerning SEMH**

Targeted Support

As a small high school, referrals for targeted support are managed through the DSL Team and the pastoral team within school. The DSL is also Designated Mental Health Lead and Designated Teacher for Children In Care.

All are well trained in Assessment and Risk Tools so have been trained in CAF writing and Signs of Safety Approaches used. All understand when to escalate a concern; the final triage is left to the DSL Team.

Within school strategies are used to support individual students such as Time Out facilities; provision of a safe space; negotiated timetable; ELSA sessions; signposting to other universal services such as the School Nurse. Also referral to the Talk therapist; support from Young Carers; CISS; the Inclusion Team; Virtual School; Early Help Team

As a school we have an excellent reputation for working with external agencies.

To further develop

To review and build capacity for low level intervention within school

Outward Facing Work

Work with Primary Feeders

From 2016-7, the school has led work across the pyramid focusing on building resilience in young people. Primary colleagues have attended training at the high school, led their own focused work in schools and contributed to a cross-phase resilience event at the High School. In July 2016, an event was held to celebrate resilience at the high school in which good examples were showcased. This project work continued in 2016-17 with someone co-ordinating the approaches taken across the pyramid. Continued collaboration and development of a shared approach are one of the foci of the pyramid headteachers.

Mid Suffolk Teaching School

As a Teaching School until July 2021 we hosted DfE Training the Trainer webinars on RSHE, including running the session on Mental Health and Wellbeing both in July 2020 and September 202 – this was co- led by Hazel Harrison.

Sharing Strategies that work in schools with other professionals

Designated Mental Health Lead trained as Volunteer for Life Questions with the St Nicholas Hospice to pilot use of a manual to train staff in schools June 2021; also a Webinar on Self Harm in school in May 2021

Appendix B

Mental Health Action Plan 2022-2025
NB To work alongside the Equalities Action Plan

Area for Development	Action needed	Lead	Progress Milestones	Measured Outcome
1.Leadership and Management	<p>To test developing provision and current systems for SEMH thorough application for The Carnegie Centre of Excellence for mental Health in Schools</p> <p>To establish a Mental Health Team representing all stakeholders</p>	<p>LRa (DMHL)</p> <p>LRa (DMHL)</p>	<ul style="list-style-type: none"> • Application accepted • Use of the standards expected to assess quality of current provision and highlight areas for action • Mental Health Team established and meets • Specific roles are assigned and followed through eg CPD; staff wellbeing initiatives; mental health champions 	<p>Achieving the Award showing inwardly and outwardly our commitment to SEMH</p> <p>Meeting happens/minutes</p> <p>Co-ordination of MH Action Plan and support is evident and clearly communicated to staff, students and parents</p>
1.Leadership and Management 6. Identifying Need and monitoring	To develop methods to better assess the impact of SEMH approach and interventions eg Entry Exit Questionnaires	LRa (DMHL); SLT; HoY	<ul style="list-style-type: none"> • Decisions made on best format to assess outcome at Pastoral Team Meeting January 2022 • Sharing the approach with the groups delivering intervention eg Talk Therapist/School Nurse/ELSA 	<p>Having in place a more robust way to capture impact of an intervention eg Entry Exit Questionnaires</p> <p>Students report a positive outcome from interventions given.</p> <p>Measures such as student wellbeing; attendance and academic outcomes to measure effectiveness of support</p>

Area for Development	Action needed	Lead	Progress Milestones	Measured Outcome
3. Curriculum – PSHE 4. Enabling Student Voice	Re-draft KS4 PSHE curriculum to enhance SEMH Write PSHE scheme of work to be taught in Year 11 away from Drop Down Afternoon modelling Map opportunities to look at SEMH across the curriculum and personal development Programme of Study	KSa (PSHE Co-Ordinator); LRa (DMHL) LRa (DMHL); APB	<ul style="list-style-type: none"> • PSHE re-drafted in Summer 2022 • Shared with Year 10 students and teaching staff for review July 2022 • Resourced and ready to teach in September 2022 • Completed and shared with staff July 2022 	Reviewed as part of PSHE Faculty Review in Spring 2023
3. Curriculum – Cross Curricular	Audit opportunities for SEMH in the curriculum – also a way to keep this area of development high on agenda for all	LRa (DMHL) though APB	<ul style="list-style-type: none"> • Audit completed and shared with staff and governing body • SEMH Policy updated with the curriculum mapping as Appendix 4 	Audit completed Faculty Reviews pick up opportunities for SEMH as good practice to share
5. Staff Development – Staff Wellbeing	Sign up to the Workplace Wellbeing Charter National Standards	Twi (Business Manager) and SLT	<ul style="list-style-type: none"> • Sign up to the programme to audit standard of approach to staff development in Spring 2022 • Devising an action plan based on the audit 	Staff report through surveys an improvement in their wellbeing and work life balance
5. Staff Development – Staff Training 8.Targeted Support	To plan CPD that ensure SEMH is included annually – <ol style="list-style-type: none"> Whole Staff focus Individual Staff expertise eg ELSA training; MHFA; Mini PLAN training 	LRa (DMHL); SMc (DH)	<ul style="list-style-type: none"> • CPD training plan included SEMH focus eg development of RSHE in Spring/Summer 2022 • Training for ELSA in Spring 2022 and September 2022 • Mini PATH training Spring 2022 for LRa and CSc 	Staff report feeling confident in teaching/supporting SEMH in school Capacity is built for intervention and targeted support Entry/Exit Questionnaire demonstrate the impact on students 2022-3
Area for Development	Action needed	Lead	Progress Milestones	Measured Outcome

7. Working with Parents and Carers	To develop a more systematic and interactive way to communicate with Parents/Carers eg Bulletin; Learning Together Evenings; drop in; reaching into the community; bridge building activities such as Art and Craft with parents/staff workshops	LRa (DMHL); SLT	<ul style="list-style-type: none"> • Parents/Carers survey around SEMH in school as a baseline in Spring 2022 • Learning Together event is planned for Spring/Summer 2022 • DMHL to pilot a termly Bulletin for Parents/Carers around SEMH; Safeguarding to allow more systematic contact • Hard to reach families engage 	<p>Parent/carer survey complete and shows strengths from which the school can build</p> <p>Learning Together Event happens with positive feedback</p> <p>Bulletin is set up for Spring 2022 – working with group of parents/carers around content.</p> <p>All parent/s carers access support</p> <p>Bridge building activities are planned and running</p>
8. Targeted Support 5. Staff development	To review and build capacity for further low level intervention within school to support ill mental health or emotional dysregulation	LRa (DMHL); Pastoral Team; SLT	<ul style="list-style-type: none"> • Audit of current provision in Spring 2021 – strengths and ways to build capacity • Planning to upskill/re-allocate staff to build capacity eg ELSA training for NRe in Spring 2022 • Employing a Chaplain two days a week to support with mentoring; provision of safe space and small group intervention for students and support for staff. Working hours 10-5 to allow staff access • Review of physical space needed for Student Support 2022-23 • Students needing support can access the support in a timely manner 	<p>Audit completed – action plan established on outcomes Spring/Summer 2022</p> <p>Measures such as student wellbeing; attendance and academic outcomes to measure effectiveness of support, along with monitoring tools from above eg Entry Exit Questionnaires</p>

Appendix C**Years 7-11 PSHE Overview by Theme****Theme 1 – Health and Wellbeing**

Year Group	Module	Area of development
7	Unit 2 : How can I be safe in mind and body? <ul style="list-style-type: none"> • First Aid, including CPR, basic life support and managing bleeding • Cyber-bullying; social media – how to report inappropriate behaviour • Consequences of sharing online 	
7	Unit 3 : How to keep healthy? <ul style="list-style-type: none"> • Managing change at puberty • External factors – sun, weather, dark • Personal Hygiene and oral health • Diet, exercise and sleep 	
8	Unit 1 : Why is it so important that I like myself? <ul style="list-style-type: none"> • The importance of self esteem • The role of the media and how this can impact on self esteem • Body image – what can happen when this is unhealthy? Unit 4 : How can I take care of myself?– Knowing about drugs and addiction <ul style="list-style-type: none"> • Knowledge and understanding of the dangers of addiction - gambling; screen time • Knowledge and understanding of using drugs, including alcohol and tobacco – <ul style="list-style-type: none"> a)Why they are taken? b) Identifying drugs and understanding the effect they have mentally and physically c) Looking at the law and drugs 	<p>Importance of self esteem is revisited in all units regarding relationships in Years 9 and 10 as well as in those about mental wellbeing eg Unit 1 and 2 in Year 9; Units 1, 2 in Year 10</p> <p>Drugs education is revisited in both Year 9 and 10 – Unit 1 in Year 9 and Unit 1 in Year 10 about health and wellbeing</p>

9	<p>Unit 1 : Making the right decisions: Looking after my Body & Mind</p> <ul style="list-style-type: none"> • Re-cap – how can I be healthy? • Thinking positively • Exploring issues linked to mental health i.e. eating disorders, depression and self –harm • Drugs and the law <p>Drop Down Session</p> <ul style="list-style-type: none"> • Run by Dave and Sam from the Mix on Drugs and Self Esteem • Drop Down Morning on managing health decisions – Tattoos, Piercings, organ and blood donation 	<p>Deliberate overlap with content from Year 8 Units 1 and 4 on mental wellbeing, healthiness and substance/drug use</p>
10	<p>Unit 1 : Health and wellbeing : Respecting Ourselves?</p> <ul style="list-style-type: none"> • Re-cap – Sexual health and use of alcohol • Pornography – the harmful effects on relationships • Managing power and authority in relationships/abuse – controlling, coercive and abusive • Avoiding unhealthy substances • The importance of screening and self examination • Illness and management of illness - stand alone lesson on cancer and identification of early signs 	<p>Re-cap sexual health message within health and wellbeing.</p>
11	<p>Drop Down Afternoon 1</p> <ul style="list-style-type: none"> • Emotional health and wellbeing; importance of resilience <p>Drop Down Afternoon 2</p> <ul style="list-style-type: none"> • Being safe and understanding all actions have consequences i.e. drink driving; texting when driving or being in the car with others • Sexual health – contraception and STI reminder • Is this Rape? Importance of having consent 	<p>Deliberate overlaps – higher level material used and directed at the time student are most likely to be impacted eg Christmas time in Year 11 for the second Drop Down afternoon</p>

Years 7-11 PSHE Overview by Theme**Theme 2 – Relationships**

Year Group	Module	Area of development
7	Unit 1 : How can I have healthy friendships in the real world? <ul style="list-style-type: none"> • What is friendship? • How to make and keep friends in the real world and online • How to manage peer pressure • What is a toxic friendship? • How to resolve conflict within relationships? 	
7	Unit 2 : How can I be safe in mind and body? <ul style="list-style-type: none"> • First Aid, including CPR, basic life support and managing bleeding • Cyber-bullying; social media – how to report inappropriate behaviour • Consequences of sharing online 	Developing safe relationships online so building on Unit on real life friendship
8	Unit 2 : How to manage growing up in a family? <ul style="list-style-type: none"> • What is a family – Look at diversity of family structure • Benefits and challenges of being in a family • Identification of challenges facing a family i.e. bereavement, illness, new siblings, grandparents moving in ... • Working on ways to manage these stages in life 	Links to KS4 RE on Relationships and Families
9	Unit 2 : Relationships : How to make the right decisions? <ul style="list-style-type: none"> • Love, relationships, intimate relationships – pros and cons • Sexuality and sexual identity i.e. diversity in relationships • Consent – being in control/managing peer pressure Unit 4 : Sexual Health – How can I take care of myself?	Links to KS4 RE on Relationships and Families – marriage and alternative to marriage; relationships within their religious context

	<ul style="list-style-type: none"> • ESafety in relationships – Sexting; exploitation on line • Contraception • STIs, including HIV/AIDs 	
<p>10</p>	<p>Unit 2 : Relationships : Relationships – preventing pregnancy, planned and unplanned pregnancy, miscarriage and infertility</p> <ul style="list-style-type: none"> • Sexual health – prevention of pregnancy. Contraception re-cap; emergency contraception • Pregnancy – concept of family planning; fertility; management of pregnancy; unplanned • Alternatives to having a baby – abortion; foster care and adoption • Problems with having a baby – miscarriage; infertility • Parenting – emotional and physical impact; what makes a good parent 	<p>Re-cap sexual health message from Year 9; emphasis on parenting so revisiting family structures again.</p> <p>Parenting and family in KS4 RE</p>
<p>11</p>	<p>Drop Down Afternoon 2</p> <ul style="list-style-type: none"> • Sexual health – contraception and STI reminder • Is this Rape? Importance of having consent 	<p>Deliberate overlaps – higher level material used and directed at the time student are most likely to be impacted eg Christmas time in Year 11 for the second Drop Down afternoon</p>

Theme 3 – Living in the Wider World

Year Group	Module	Area of development
7	<p>Unit 3 : What qualities do I need to do well in school and in my future career?</p> <ul style="list-style-type: none"> • Looking forward – Aspirations for the future • Qualities to ensure success in careers and within school life – i.e. why is education important; skills and qualities • Link to future reference writing • Management of time and money <p>Unit 5 : Why is it so good to live in a diverse society?</p> <ul style="list-style-type: none"> • Our rights and responsibilities in a society • How are people the same/different? • Multicultural/Diverse Britain – what is so good about this this? • How do we keep distinct traditions and build respect/tolerance? <p>Study Skills</p>	<p>Deliberate use of Study Skills in all year groups to revisit, develop skills</p> <p>Deliberate focus on careers and the importance of developing the skills needed for the workplace in all years</p> <p>Links with financial independence and numeracy for Units 4 in Year 7; Unit 5 in Year 9 and Unit 4 in Year 10</p> <p>The idea of human rights introduced in Year 7 and built upon</p>
8	<p>Common Unit : Aiming High</p> <ul style="list-style-type: none"> • Aspiration – Where I am I now? Where do I want to be in 10 years' time? • Building up a portfolio of success • What routes are on offer to me in the future? <p>Unit 3 : How can I be an active and responsible citizen?</p> <ul style="list-style-type: none"> • What are my human rights? Why are they important? • What are my responsibilities? • Understanding prejudice and discrimination – why are these wrong? • Case studies on those fighting for human and civil rights eg Martin Luther King, Suffragettes, Fathers for Justice 	<p>Development of the Careers and Guidance units according to age and needs within their education but with the main focus being on aspiration. Also every two years solidified by Careers Week</p> <p>Human rights and how to challenge abuse of human rights begins in Year 8 and is looked at again in Year 10 Unit 3</p>

	<p>Unit 5 : How can I be politically aware?</p> <ul style="list-style-type: none"> • The importance of voting; general elections • Understanding the political system in the UK; the role of the government and parliament – both currently and evolution over history • Understanding peoples’ role in democracy • How does the UK compare to other countries in Europe? The world? • Case study of world organisations in the world eg EU, World Health Organisation, G8, NATO 	<p>Links to the Human Rights Unit in Year 10</p> <p>Links also to Year 8 and 9 History on development of voting rights</p>
<p>9</p>	<p>Common Unit :</p> <ul style="list-style-type: none"> • Aspiration – Options focus – how to make the right decisions? • Study Skills for the Exams <p>Unit 3 : Crime and Anti Social Behaviour</p> <ul style="list-style-type: none"> • What is anti-social behaviour? • Crime and the Criminal Justice System • Knife crime • County Lines <p>Unit 5 : Looking after yourself and your money</p> <ul style="list-style-type: none"> • Understanding the importance of budgeting at individual and wider levels • Having a job at 14 • Understanding how banks work; saving money • How to get the best deal for your money – a case study on buying a mobile phone • Borrowing – the danger of borrowing with high interest rates • Feeding yourself well on a budget 	<p>Links to all Aiming higher Units Years 7-11</p> <p>Links to KS4 RE Crime and Punishment unit</p> <p>Links to Unit 4 in Year 7; Unit 4 in Year 10</p>

<p>10</p>	<p>Common Unit : Careers – Being prepared</p> <ul style="list-style-type: none"> • Future Plans – Where am I aiming for? • What skills and qualities do I need? What does an employer look for? • Action planning on how to develop key skills and qualities • Understanding how to apply for jobs/sixth form – importance of references and CVs • Importance of digital footprint <p>Unit 3 : Human Rights – What are our human rights? How are these abused? How can they be challenged?</p> <ul style="list-style-type: none"> • What are our human rights? Are they in place across the world • Extremism and radicalisation • Use of torture • Female gender mutilation; forced and arranged marriage; honour based violence <p>Unit 5 : Living in the wider world – How best to manage your money and online life</p> <ul style="list-style-type: none"> • Wants and needs linked to finance. • Understanding of the tax system • Understanding of pay slips and what is taken from these • Interest rates/exchange rates • Consumer rights and ethical training • Why is my digital footprint important? • Keeping yourself safe online in relationships and after these have ended 	<p>Links to all Aiming higher Units Years 7-11</p> <p>Links to human rights in Years 7 Unit 5 and Year 8 in Unit 3</p> <p>Links to religious belief/cultural practice as in Unit 2 in Year 9; RE unit on Relationships and Families re arranged marriages</p> <p>Links to Units 4 in Year 7 and 5 in Year 9 re money; Units 2 in Year 7, Unit 4 in Year 9 on sending indecent images; Aiming Higher Unit in Year 10</p>
<p>11</p>	<p>Drop Down Afternoon 3</p> <ul style="list-style-type: none"> • Managing examinations – Planning and managing time; Revision strategies; managing stress <p>Study Skills</p> <ul style="list-style-type: none"> • Maximise session 	<p>Links to study skills in all years</p>

Appendix D

Whole School Approach to teaching about physical, social, emotional and mental health and wellbeing

“The aim of teaching pupils about physical health and mental wellbeing is to give students the information that they need to make good decisions about their own health and wellbeing. It should enable them to recognise what is normal and what is an issue in themselves and others and, when issues arise, know how to seek support as early as possible from appropriate sources.

Physical health and mental wellbeing are interlinked, and it is important that pupils understand that good physical health contributes to good mental wellbeing, and vice versa.

It is important for schools to promote pupils’ self-control and ability to self-regulate, and strategies for doing so. This will enable them to become confident in their ability to achieve well and persevere even when they encounter setbacks or when their goals are distant, and to respond calmly and rationally to setbacks and challenges. This integrated, whole-school approach to the teaching and promotion of health and wellbeing has a potential positive impact on behaviour and attainment.

Effective teaching should aim to reduce stigma attached to health issues, in particular those to do with mental wellbeing. Schools should engender an atmosphere that encourages openness. This will mean that pupils feel they can check their understanding and seek any necessary help and advice as they gain knowledge about how to promote good health and wellbeing.” (DfE updated in September 2021)

Physical health and mental wellbeing: Secondary PSHE

It is important that the starting point for health and wellbeing education should be a focus on enabling pupils to make well-informed, positive choices for themselves. In secondary school, teaching should build on primary content and should introduce new content to older pupils at appropriate points. This should enable pupils to understand how their bodies are changing, how they are feeling and why, to further develop the language that they use to talk about their bodies, health and emotions and to understand why terms associated with mental and physical health difficulties should not be used pejoratively. This knowledge should enable pupils to understand where normal variations in emotions and physical complaints end and health and wellbeing issues begin.

Teaching about the impact of puberty, which will have started in primary school, should continue in secondary school, so that pupils are able to understand the physical and emotional changes, which take place at this time and their impact on their wider health and wellbeing. Emphasis should continue to be given to steps pupils can take to protect and support their own health and wellbeing. They should know that there is a relationship between good physical health and good mental wellbeing and that this can also influence their ability to learn. Teachers should cover self-

care, the benefits of physical activity and time spent outdoors. This should be linked to information on the benefits of sufficient sleep, good nutrition and strategies for building resilience.

Pupils should know the contribution that hobbies, interests and participation in their own communities can make to overall wellbeing. They should understand that humans are social beings and that outward-facing activity, especially that with a service focus (for example, work, volunteering and participation in organisations such as the scouts or the girl guiding movements, the National Citizen Service or the Duke of Edinburgh Award) are beneficial for wellbeing. This can also contribute to the development of the attributes for a happy and successful adult life. Pupils should be supported to recognise what makes them feel lonely. Self-focused or isolating lifestyle choices can lead to unhappiness and being disconnected from society for those who have greater need for companionship and relationships.

Pupils should also be taught about problems and challenges. This should include factual information about the prevalence and characteristics of more serious mental and physical health conditions, drugs, alcohol and information about effective interventions. Schools may also choose to teach about issues such as eating disorders.

Teachers should be aware of common 'adverse childhood experiences' (such as family breakdown, bereavement and exposure to domestic violence) and when and how these may be affecting any of their pupils and so may be influencing how they experience these subjects. The impact of time spent online, the positive aspects of online support and negotiating social media, including online forums and gaming, should also be included. Teachers should understand that pupils who have experienced problems at home may depend more on schools for support.

Pupils should be taught how to judge when they, or someone they know, needs support and where they can seek help if they have concerns. This should include details on which adults in school (e.g. school nurses), and externally can help.

Therefore every opportunity should be taken across the curriculum and in Tutor time; break and lunchtimes to actively promote SEMH. For example when setting a Milestone, talk through the best way to approach the work with attention paid to self regulation, managing stress and adversity. In terms of making choices including Options and post 16 studies to expect students to reflect on decisions that best support their aspiration.

Looking more specifically at expectations from DfE

Key Theme	Detail of content to be taught	KS3	KS4
Mental Wellbeing	<p>Pupils should know</p> <ol style="list-style-type: none"> How to talk about their emotions accurately and sensitively, using appropriate vocabulary. That happiness is linked to being connected to others. How to recognise the early signs of mental wellbeing concerns. Common types of mental ill health (e.g. anxiety and depression). How to critically evaluate when something they do or are involved in has a positive or negative effect on their own or others' mental health. The benefits and importance of physical exercise, time outdoors, community participation and voluntary and service-based activities on mental wellbeing and happiness. 	<p>f) PSHE Year 7 Unit 3 : How to keep healthy?</p> <ul style="list-style-type: none"> Managing change at puberty External factors – sun, weather, dark Personal Hygiene and oral health Diet, exercise and sleep <p>a+c+d) PSHE Year 8 Unit 1 : Why is it so important that I like myself?</p> <ul style="list-style-type: none"> The importance of self esteem The role of the media and how this can impact on self esteem Body image – what can happen when this is unhealthy? <p>b+c+d+e+f) PSHE Year 8 Unit 1 : Making the right decisions: Looking after my Body & Mind</p> <ul style="list-style-type: none"> Re-cap – how can I be healthy? Thinking positively Exploring issues linked to mental health i.e. eating 	<p>a, b, e, f) PSHE Year 11 – Drop Down Session one on Emotional resilience; protective and risk factors</p> <p>b+f) Music All Year groups. Importance of group work/ensemble performance in musical groups</p> <p>e) History Year 10 (option), Changing attitudes to mental health in History of Medicine unit; Western front links to PTSD and shellshock</p> <p>a) DT Years 10 – 11 (option) encouraged to use personal ideas and themes in their projects and describe how art work makes them feel.</p> <p>b and f) HSC component 3 – health and wellbeing. Students are taught about healthy lifestyles, including negative effects of isolation, and positive effect of exercise on depression.</p> <p>d) HSC component 1 – dealing with life events. Illness, including mental illness, is classed as a life event and a number of students choose this as an option for their essay. Mental health as a barrier to accessing services is also discussed in Component 2 – Values in HSC services.</p> <p>d) Year 11 Assemblies</p>

		<p>disorders, depression and self-harm</p> <ul style="list-style-type: none"> • Drugs and the law <p>a)English All Year Groups Explores the emotional life of characters, inviting students to explore different emotional experiences in an empathetic way</p> <p>French – All Year Groups – emphasis on the importance of communication and working with a partner</p> <p>b) French in Years 7-9 – Discussion of family relationships and reasons people do/do not get on with others</p> <p>b)Geography – Year 7 Connections work; Year 8 work on social development eg cities, urbanisation and development; Year 9 Globalisation unit linking to understanding connectivity and responsibilities eg FairTrade</p> <p>a+b+e+f) RE Year 9 Who am I? project</p> <p>b+f) Music All Year groups. Importance of group work/ensemble performance in musical groups.</p>	
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		<p>a) DT Years 7 – 9 Encouraged to use personal ideas and themes in their projects and describe how art work makes them feel.</p> <p>a+b+c+d) Year 7 assemblies</p> <p>c+d+f) Year 8 Assemblies</p> <p>a+b+c+d+e+f) Year 9 Assemblies</p>	
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Key Theme	Detail of content to be taught	KS3	KS4
Internet safety and harms	<p>Pupils should know</p> <p>a) The similarities and differences between the online world and the physical world, including: the impact of unhealthy or obsessive comparison with others online (including through setting unrealistic expectations for body image), how people may curate a specific image of their life online, over-reliance on online relationships including social media, the risks related to online gambling including the accumulation of debt, how advertising and information is targeted at them and how to be a discerning consumer of information online.</p> <p>b) How to identify harmful behaviours online (including bullying, abuse or harassment) and how to report, or find support, if they have been affected by those behaviours.</p>	<p>a) Year 7 PSHE Unit 1 : How can I have healthy friendships in the real world?</p> <ul style="list-style-type: none"> • What is friendship? • How to make and keep friends in the real world and online • How to manage peer pressure <p>a+b) Year 7 PSHE Unit 2 : How can I be safe in mind and body?</p> <ul style="list-style-type: none"> • First Aid, including CPR, basic life support and managing bleeding • Cyber-bullying; social media – how to report inappropriate behaviour • Consequences of sharing online • <p>a+b) Year 8 PSHE Unit 1 : Why is it so important that I like myself?</p> <ul style="list-style-type: none"> • The importance of self esteem • The role of the media and how this can impact on self esteem 	<p>a+b) Year10 Unit 1 : Health and wellbeing : Respecting Ourselves?</p> <ul style="list-style-type: none"> • Re-cap – Sexual health and use of alcohol • Pornography – the harmful effects on relationships • Managing power and authority in relationships/abuse – controlling, coercive and abusive <p>a+b) Year 11 Assemblies</p> <p>a) GCSE Business (Option)– Targeted Advertising; The Influence of Social Media</p> <p>a+b) French – Year 10 (Option) La Technologie unit</p> <p>a) HSC component 1 – appearance is discussed as a factor that impacts people’s development</p>

		<ul style="list-style-type: none"> • Body image – what can happen when this is unhealthy? <p>a) Year 8 Unit 4 : How can I take care of myself?– Knowing about drugs and addiction</p> <ul style="list-style-type: none"> • Knowledge and understanding of the dangers of addiction - gambling; screen time <p>b)Year 9 Unit 4 : Sexual Health – How can I take care of myself?</p> <ul style="list-style-type: none"> • ESafety in relationships – Sexting; exploitation on line <p>a+b) Computing, Years 7 – 9</p> <p>Year 7.1 – Impact of Technology – Collaborating Online Respectfully</p> <ul style="list-style-type: none"> • Recognise a res[ectful email • How to communicate with peers online • Describe cyberbullying • Explain the effects of cyberbullying • Check who you are talking to online <p>Year 9.1 – Cybersecurity</p>	
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		<p>Year 9.2 – Image Manipulation</p> <ul style="list-style-type: none">• Identify how an image has been retouched• Give examples of positive and negative effects that retouching can have on an image• Students create their own fake images and reflect on how easy it is to digitally alter images, and what this might mean for the images they see around <p>Year 9.3 Trends in Computing Project</p> <ul style="list-style-type: none">• Understanding the social, legal and ethical impacts of technology <p>a+b) French – Year 9 La Technologie unit</p> <p>b) Year 8 Assemblies</p> <p>a+b) Year 9 Assemblies</p>	
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Key Theme	Detail of content to be taught	KS3	KS4
Physical health and fitness	<p>Pupils should know</p> <ol style="list-style-type: none"> The positive associations between physical activity and promotion of mental wellbeing, including as an approach to combat stress. The characteristics and evidence of what constitutes a healthy lifestyle, maintaining a healthy weight, including the links between an inactive lifestyle and ill health, including cancer and cardiovascular ill-health. About the science relating to blood, organ and stem cell donation. 	<p>a) Year 7 PSHE Unit 3 : How to keep healthy?</p> <ul style="list-style-type: none"> Managing change at puberty External factors – sun, weather, dark Personal Hygiene and oral health Diet, exercise and sleep b) Year 8, Why is it so important that I like myself? <p>Year 9 PSHE Unit 1 : Making the right decisions: Looking after my Body & Mind</p> <ul style="list-style-type: none"> Re-cap – how can I be healthy? <p>a) Music, All Year groups. Importance of group work/ensemble performance in musical groups</p> <p>a)Geography –Year 9 - Quality of life looked at in unit on Population and Demographics eg factors affecting life expectancy</p> <p>a+b)French – Year 8 – Food Mealtimes and Opinions ; Sports and Free Time; Year 9 Healthy Lifestyle</p>	<p>C)Year 11 PSHE Unit looking at medical choices including blood and organ donation; tattoos and piercings</p> <p>a) Music, All Year groups. Importance of group work/ensemble performance in musical groups</p> <p>a) DT, Year 10-11, Food and nutrition</p> <p>b) Science, Year 11, Unit 5 Biology (option)</p> <p>c) Science, Year 11, Unit 3 Biology</p> <p>A and b) HSC component 1 Lifespan and Development – exercise, diet and other lifestyle choices are discussed and how they impact development. This is further discussed in Component 3 – health and wellbeing, where students recognise the benefits of exercise to both physical and mental health, and links between weight and inactivity with increased health risks are also taught.</p>

		<p>a+b) RE Year 9 Who am I? project</p> <p>b) DT, Year 7-9, Food</p> <p>b) Science, Year 8, Health topic</p> <p>c) Science, Year 7, Cells Unit</p> <p>a) Year 8 Assemblies</p> <p>a) Year 9, Form Challenge activities</p>	
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Key Theme	Detail of content to be taught	KS3	KS4
Healthy eating	<p>Pupils should know</p> <p>a) How to maintain healthy eating and the links between a poor diet and health risks, including tooth decay and cancer.</p>	<p>a) Year 7 PSHE Unit 3 : How to keep healthy?</p> <ul style="list-style-type: none"> Managing change at puberty External factors – sun, weather, dark Personal Hygiene and oral health Diet, exercise and sleep <p>a)DT, Year 7-9, Food</p> <p>a+b)French – Year 8 – Food Mealtimes and Opinions</p> <p>a) Year 9 Assemblies</p>	<p>a) DT, Year 10-11, Food and nutrition</p> <p>a)HSC – component 3 health and wellbeing – students are taught health risks associated with various lifestyle factors.</p> <p>a) RE – links to dietary laws and their rationale</p>

Key Theme	Detail of content to be taught	KS3	KS4
Drugs, tobacco and alcohol	Pupils should know <ol style="list-style-type: none"> The facts about legal and illegal drugs and their associated risks, including the link between drug use, and the associated risks, including the link to serious mental health conditions. The law relating to the supply and possession of illegal substances. The physical and psychological risks associated with alcohol consumption and what constitutes low risk alcohol consumption in adulthood. The physical and psychological consequences of addiction, including alcohol dependency. Awareness of the dangers of drugs which are prescribed but still present serious health risks. The facts about the harms from smoking tobacco (particularly the link to lung cancer), the benefits of quitting and how to access support to do so. 	a+b+c+d+e+f) Year 8 PSHE Unit 4 : How can I take care of myself?– Knowing about drugs and addiction <ul style="list-style-type: none"> Knowledge and understanding of the dangers of addiction - gambling; screen time Knowledge and understanding of using drugs, including alcohol and tobacco – <ol style="list-style-type: none"> Why they are taken? Identifying drugs and understanding the effect they have mentally and physically Looking at the law and drugs a +b) Year 9 PSHE Unit 1 : Making the right decisions: Looking after my Body & Mind <ul style="list-style-type: none"> Re-cap – how can I be healthy? Thinking positively Exploring issues linked to mental health i.e. eating disorders, depression and self –harm 	c+d) Year10 PSHE Unit 1 : Health and wellbeing : Respecting Ourselves? <ul style="list-style-type: none"> Re-cap – Sexual health and use of alcohol Avoiding unhealthy substances c) Science, Unit 2 Physics, Driving hazards f) Science, Unit 2 Biology, Driving hazards , c, d, e, f HSC component 1 and 3. Health risks, including addiction, is explicitly taught for illegal drugs, prescription drugs, alcohol and tobacco. A+b+e RE – Crime & Punishment, Dietary laws

		<ul style="list-style-type: none">• Drugs and the law <p>All) French – Year 9 – Healthy Lifestyles</p> <p>a+c+f) History, Year 8, Cromwell</p> <p>c) RE – Buddhism and teachings about intoxicating the mind</p> <p>f) Science, Year 8, Health topic</p> <p>a) Geography – Year 9 Squatter Settlements – link between drugs and crime</p>	
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Key Theme	Detail of content to be taught	KS3	KS4
Health and prevention	<p>Pupils should know</p> <p>a) About personal hygiene, germs including bacteria, viruses, how they are spread, treatment and prevention of infection, and about antibiotics.</p> <p>b) About dental health and the benefits of good oral hygiene and dental flossing, including healthy eating and regular check-ups at the dentist.</p> <p>c) (Late secondary) The benefits of regular self-examination and screening.</p> <p>d) The facts and science relating to immunisation and vaccination.</p> <p>e) The importance of sufficient good quality sleep for good health and how a lack of sleep can affect weight, mood and ability to learn.</p>	<p>e) Year 7 PSHE Unit 3 : How to keep healthy?</p> <ul style="list-style-type: none"> Managing change at puberty External factors – sun, weather, dark Personal Hygiene and oral health <p>a+d) Science, Year 8, Health topic</p> <p>D) Year 9 Assembly from Vaccination Team</p> <p>e) Year 8 Assemblies</p>	<p>c) Year 10 PSHE Unit 1 on respecting yourself and others – including a lesson on screening and self examination</p> <p>e) Year 11 PSHE included in Drop Down PSHE provision, including the Revision Carousel in Term 2</p> <p>a+d) History, Year 10 (option), Medicine</p> <p>a+d) Science, Year 11, Unit 5 Biology (option)</p> <p>Year 11 Assemblies</p> <p>A and e) HSC component 3 health risks associated with poor personal hygiene is covered. The importance of sleep as a health factor is also taught.</p> <p>a) RE - Jewish Mitzvot</p>

Key Theme	Detail of content to be taught	KS3	KS4
Basic First Aid	Pupils should know <ol style="list-style-type: none"> a) Basic treatment for common injuries. b) Life-saving skills, including how to administer CPR. c) The purpose of defibrillators and when one might be needed. 	<p style="text-align: center;">Year 7 CPR Training</p> <p>A,b,c) Year 7 PSHE Unit 2 : How can I be safe in mind and body?</p> <ul style="list-style-type: none"> • First Aid, including CPR, basic life support and managing bleeding 	

Key Theme	Detail of content to be taught	KS3	KS4
<p>Changing adolescent body</p>	<p>Pupils should know</p> <ul style="list-style-type: none"> a) Key facts about puberty, the changing adolescent body and menstrual wellbeing. b) The main changes which take place in males and females, and the implications for emotional and physical health. 	<p>a+b) Year 7 How can I have healthy friendships? Identifying changes that people go through during puberty.</p> <p>b) Year 8, Why is it so important that I like myself? Investigation into self esteem.</p> <p>a+b) Science, Year 7, Reproduction Unit</p> <p>a+b) Year 7, Separate puberty assemblies for girls and boys</p> <p>B) RE – Who Am I? project</p>	