

SEMH Bulletin

Social, Emotional and Mental Health Bulletin November 2023



“It was the best of times, it was the worst of times”

(Charles Dickens “A Tale of Two Cities”)



As we begin this next Half Term, I cannot help but reflect on the events of the 20th October here in Debenham. It really was extraordinary—both in terms of being the worst some people could imagine through the flooding of their homes; loss of furniture and personal possessions and damage caused to cars. Yet also through bringing out the best in many within the community.



At the high school, we were overwhelmed by the resoluteness of our staff and students—the lack of complaint and patience as we at one point honestly believed we may have needed to stay overnight. The support of countless parents and members of the community—whether offering beds for students to stay; bringing duvets and sleeping bags to the school; the Co-Op sending boxes of snacks to keep everyone going. Our kitchen staff staying to cook dinner for just mere 200 people still in school at 6pm.



Also, to the amazing farmers who drove students and staff home—despite some of them having been on the go for over nine hours and

the selflessness of the Lowland Rescue team, who were still working with the local farmers to get all our students home until the early hours of Saturday morning.



The strapline that they have on the

Suffolk Lowland Rescue Home Page is so apt—*“Ordinary people can do extraordinary things”*

Looking forward, there are many lessons we can learn—perhaps the two most important from my point of view would be : Firstly, in a time of crisis we are totally dependent on one another —without the support of each other, the farmers, Lowland Rescue, kind families the situation would have been much different. Secondly, while we can control many of the things that happen in our lives, we often cannot control the big things—what we can determine is the way we respond. This reminds me of The Serenity Prayer which I have on my office wall—



Supporting Families Affected by Flooding

Kate Fieldhouse, Senior Area Educational Psychologist, has shared advice with local schools on how best to support children and young people affected by flooding. She based her advice on a project run with two school communities who suffered significant flooding in 2014. The full document can be found at—[Children-Young-People-and-Flooding-Report-Final.pdf](#) (nationalfloodforum.org.uk)

Some of this advice includes :

- Children need to have those in school and in the community notice and acknowledge the significant flooding that has happened and how it has impacted on their lives. Research has found Children want a voice, they want to be heard and be taken into account.
- Those supporting children who have had their homes flooded must bear in mind the children and young people will have had their everyday practical lives changed significantly. They could be living with other people, have no access to their own things, they may have lost access to computers, printers etc.
- Children often feel isolated as it seems this has happened just to them and not happened to others.

Taking this into account, please do let us know whether there is anything in particular we can do to support you and your families at this time.

Louise Ramsay

SEMH Support within school

All students have the support of their form tutor, subject teachers, Head of Year. Through assemblies, form time, PSHE and the wider school curriculum there are regular opportunities to learn about, reflect upon and question personal issues as well as those linked to the local community and national/international picture.



All students have access to the School Nurse, Lisa Jaynes through the Tuesday lunchtime Drop In.

For some students there is additional targeted support—perhaps a match mentor. specific learning interventions, a bespoke curriculum including PSHE Plus or ASDAN, the support of Student Support and the Chaplaincy team.

Referral is possible to the School Nurse, Lisa Jaynes and Stella Hanson, a Talk therapist who is in school twice a week. Along with this the school liaises with Suffolk Young Carers to support our registered Young Carers and those wanting support within school and Outreach Youth for those exploring their sexuality and gender.

Proudly Announcing our Quiet Space

The Chaplaincy Team have transformed part of the Boulter Room into a quiet space where students can relax away from the busyness of the school. Having the opportunity to read, colour or do puzzles in a quiet environment has been a positive addition to the school at lunchtime.



Excited to Introduce our newest Chaplain



We welcome back David Yaroslaw, who has joined the Chaplaincy Team.

He is working with us to support both students and staff following his retirement as both an RE teacher and Head of Year in July 2023.

First Point of Contact

Form Tutor; Head of Year

More Serious....

Designated Safeguarding Team:

Louise Ramsay;

Simon Martin,

Lorraine Keeble

DSL : lramsay@debenhamhigh.co.uk

Needing a Quiet Space at lunchtime...



Every lunchtime there is a space in Room 34 for students to go and be still.

There is the chance to read, colour, do puzzles and generally unwind.



Keep in touch with us!

If there are any concerns about your child, please do not hesitate to get in touch with us. We welcome contact whether through the Log Book, email or telephone.

PSHE Corner

Every week students have a PSHE (Personal, Social and Health Education) lesson with someone from their Year Team—usually their Form Tutor.

Currently these topics are being taught :

Year 7—Unit 2: How can we be safe in mind and body?

This will include lessons on First Aid, using resources written by St John's Ambulance; staying safe online ; cyber bullying; maintaining a positive online reputation

Year 8—Unit 2: How to manage growing up in a family?

Looking at the many ways families are structured in modern Britain. Also exploring the changes that can occur within families and how these changes can be managed, such as the birth of siblings; moving house; divorce/separation; bereavement.

Year 9—Unit 2: Sexual Health—How can I take care of myself?

Consideration of what it means to be in a sexually healthy relationship—consideration on relationships online; contraception as a way of managing pregnancy and STIs. There will be information taught on sexually transmitted infections, including HIV and AIDs.

Year 10

Unit 1—Health and wellbeing : Respecting Ourselves?

Re-capping the importance of good sexual health ; the impact of pornography on relationships and body image; management of power within relationships looking at control, coercion and abuse; avoiding unhealthy substances.

Year 11—Study Skills; revision for Mock Examinations

Unit 12: Understanding healthy relationships

Re-capping how to have a sexually healthy relationships. Also an investigation of what a coercive relationship may look like and ways to manage this should this happen to them

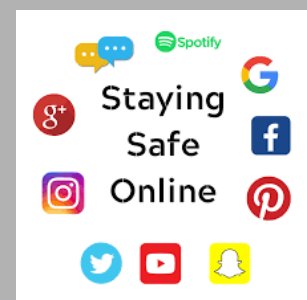
If you want to know more about our PSHE Curriculum please follow this link— <http://www.debenhamhigh.co.uk/Curriculum/PSHE/>



Mental Health Ambassadors

Within school our Year 11 Mental Health Ambassadors have been busy. They delivered an assembly to KS3 students about their role and how students can seek support within Debenham High School.

The Ambassadors also run Headspace each Monday in the Chaplaincy Room at lunchtime. This is the provision of a quiet space where students can seek someone to talk to or simply come and carry out some mindfulness based activities to help



See attached an Online Safety Fact Sheet prepared by the Local Authority