

SEMH Bulletin

Social, Emotional and Mental Health Bulletin January 2024



“It takes a village to raise a child”

(African Proverb)

The staff Book Club read the book called “Grit” by Angela Duckworth in November. She examines what needs to be in place for all of us to show “grit”. This refers to the importance of being able to show resilience, to persevere with something—be that academic study, a hobby.

Within the book there is a chapter on “Parenting for Grit”. It examines two case studies looking at the impact of parental influence which is very interesting. Using two contrasting examples of a high performing American Footballer, Steve Young as well as a stand up comedian, Francesca Martinez, there are common traits that exist in two very different parent styles. In both the cases the parents have high expectations and provide the rigour where needed and the support where needed so their children succeed in their given field.

In the case of Francesca Martinez, she was born with cerebral palsy, which makes her in her words “wobbly”. She chose her career and her parents then supported her by promoting her self worth; encouraging her to persevere but also instilling her an understanding that to succeed, while unfair, she would have to do more breathing and voice exercises than the average comedian or entertainer to have the stamina to complete her show.

The idea of “tough love” is evident in both cases i.e. not allowing their children to give up; listening to them but nevertheless not allowing them to “opt out”. This is described by Larry Steinburg as “wise parenting” which is both supportive and yet demanding.

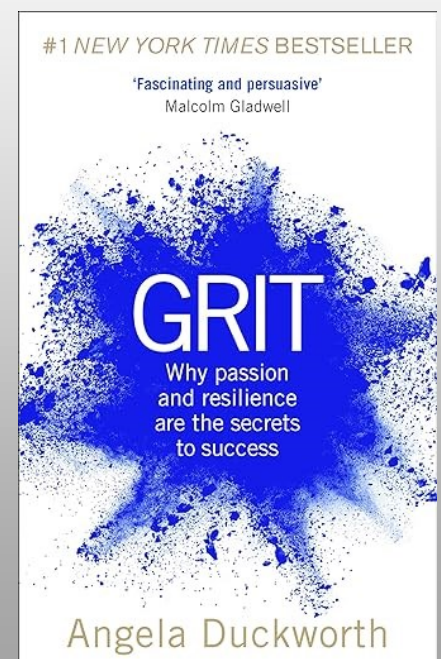
Duckworth writes, “Growing up with support, respect, and high standards confers a lot of benefits...wise parenting encourages children to emulate their parents”

However, thinking about the African Proverb, “It takes a village to raise a child”, it made me reflect on the significance all adults interacting with young people can have. Are we role modelling and encouraging what they need to succeed/to show “grit”? Are we someone that young people should emulate?

Certainly food for thought as we begin 2024.

Wishing you all a Happy New Year

Louise Ramsay



Attendance:

Moments Matter; Attendance Counts

As we end one year and look ahead to another, we would like to express our gratitude for the support shown by parents/carers at Debenham High School in getting children to attend school. Working together we are seeing an improvement. However we should be aiming for 95% or above which is the expectation of the DfE.

Autumn Term Attendance at DHS :**91.128%**

Locally the average attendance in Secondary Schools is 91.1%; nationally it is 93.6%

The importance of Good Attendance

Attendance at school is extremely important both in terms of academic progress and also in terms of setting good routines for future working life. Good attendance enables students to keep up with the work required to realise their academic potential through formal examinations and also to lay the foundations for lifelong learning. It also helps with sustaining relationships with peers. This is at the centre of the DfE campaign “Moments matter, Attendance Counts” being led by THE Education Secretary, Gillian Keegan.

Attendance at school is a legal expectation – parents/carers and the school have a duty to ensure children attend school regularly.

In terms of school statistics, a student is considered persistently absent if they are under 90%. Yet at this level the reality is that your child would be missing half a day of school each week or 19 days of school during the school year. That is nearly four school weeks. If projected across all five years of high school this would equate to twenty weeks of schooling.

How is attendance monitored?

Attendance is monitored weekly; contact is made to offer support where attendance levels fall. We would anticipate that through a range of interventions and actions taken within school, the needs of most students can be met and attendance will rise.

However where this is not the case and there is persistent absence without medical evidence to support, a referral will be made to the Education Welfare Service.

How can student attendance be supported?

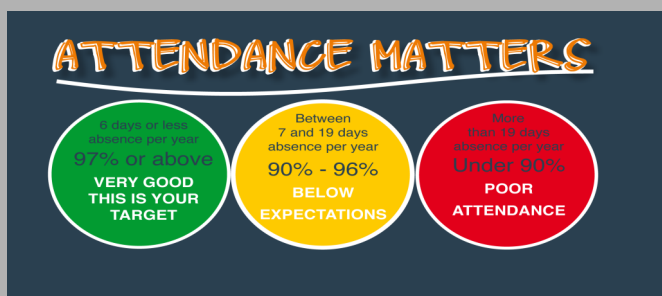
As parents/carers you can help support your child’s attendance levels by reducing the number of times they need to miss school for pre-planned events, for example:

- making doctor, dentist and medical appointments outside of school hours when possible;
- not booking any term time holidays or breaks;
- ensuring that your child arrives at school on time. Registration is 9.05am in the morning and 1.55pm in the afternoon.

Long Term Absence/Chronic Illness or Condition

If your child suffers with a long term illness or condition the school will do all it can to support your child, working with you as parents/carers and the medical professionals involved in the care or treatment of your child. Clearly agreements will be made collectively on expected levels of attendance.

We look forward to working positively with you to ensure students attend school and have the best possible start in life .



PSHE Corner

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

Key Stage Three

Currently these topics are being taught :

Year 7—Unit 3: Why is it good to live in a diverse society?

The content of this unit will focus on Britain as a multicultural nation where diversity can be celebrated; there will be the opportunity to consider where this is not the case as well and the tensions of living in a diverse society. In terms of skills, the main focus of this unit will be to develop the skills needed to give a good oral presentation.

Year 8—Unit 3: How can I be an active and Responsible Citizen

Focusing on rights and responsibilities within a familiar context such as school or home; looking more broadly at human rights and the importance of British Values, including tolerance and challenging prejudice and discrimination. There will be the chance to research and deliver a presentation on individuals/groups who have acted against discrimination

Year 9—Study Skills/Options Focus and beginning Unit 3 : Making the right decisions—how to look after our bodies and minds

With Year 9 Exams in January and the Options process beginning, time will be given in PSHE to develop study skills and think through Options Choices. Unit 3 will begin with a look at how to positively look after emotional and mental health and then looking at mental ill health including depression, anxiety, self harm and eating disorders

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



Key Stage Four

Year 10—Unit 2—Relationships—Family Planning and Parenting & Study Skills

A focus on the management of power within relationships looking at control, coercion and abuse; avoiding unhealthy substances.

Moving on in Unit 2 to look at family planning in positive sense; pregnancy/miscarriage; managing unplanned pregnancy; infertility; parenting

Year 11— Health and Wellbeing

Looking at decisions to be made around bodies i.e. piercings and tattoos; organ and blood donation. Also awareness around common illnesses, including cancer and the importance of self examination



Please find attached the Online Safety Bulletin for this half term.

Getting Involved with the Wider Life of the School

We have a wide range of opportunities for students in school—we would encourage them to get involved with as many of these as possible.



Extra Curricular Clubs – Spring 2024

No need to book, just go to the Venue/PE Office

	Lunchtime – 1.20pm – 1.50pm				After School – 3.50pm – 5.00pm			
	Club	Year	Venue	Staff	Club	Year	Venue	Staff
Monday	Year 7 Drop In	7	42	SM-C	KS3 Homework	7,8,9	20	NR
	Year 8 Drop In	8	4	JS	KS4 Homework	10,11	Library	CFJ
	Philosophy/Current Affairs	All	31	AH/EL	Classical Civilisations	11	4	JR
	Film Club (1.05 onwards)	All	33	ST	Year 7 Boys Football	7	Field	KC
	MFL Drop In	All	14	KM				
	Chess Club	All	30	JF				
	Quiet Space	All	34	SFS				
	Indoor Cricket	All	DLC	KS				
Tuesday	Year 7 Drop In	7	42	EF	KS3 Homework	7,8,9	20	NR
	Year 8 Drop In	8	4	SM-C	KS4 Homework	10,11	Library	CFJ
	STEM Club	7,8	21	AF	Classical Civilisations	11	4	JR
	Orchestra	All	Drama	JD				
	String Choir	All	41	SR				
	Quiet Space	All	34	SFS				
	Boys Football	10, 11	Field	KC				
	Girls Football	All	Field	NMi				
	Rugby	8,9	Field	IT				
Basketball	All	DLC	SP					
Wednesday	Year 7 Drop In	7	42	LB	KS3 Homework	7,8,9	20	NR
	Year 8 Drop In	8	4	JSP	KS4 Homework	10,11	Library	CFJ
	Textiles Club	All	8	DK	Warhammer	All	24	SRO
	Photoshop	All	15	KV	Cookery Club	8	1	BM
	Lego	All	19	KS				
	Arts & Crafts	7,8,9	6	LS				
	Quiet Space	All	34	MM				
	Boys Football	8, 9	Field	KC				
	Rugby	10,11	Field	IT				
	Table Tennis	All	Hall	NR				
Thursday	Year 7 Drop In	7	42	TW	KS3 Homework	7,8,9	20	NR
	Year 8 Drop In	8	4	JP	KS4 Homework	10,11	Library	CFJ
	KS4 Art	10,11	7	LC	Computing Club	All	15	EG
	MFL Storytelling	7, 8	14	ED				
	Pop Choir	All	41	SR				
	Quiet Space	All	34	SFS				
	Netball	All	DLC	VS				
	Hockey	All	MUGA	SP				
	Rugby	7	Field	IT				
	Running (1.10-1.40)	All	Reception	MG				
Table Tennis	All	Hall	NM					
Friday	Year 7 Drop In	7	42	JP				
	Year 8 Drop In	8	4	CC				
	Polyglot	All	16	HG				
	KS4 Art	10,11	7	LC				
	Jazz Band	All	41	SR				
	Quiet Space	All	34	SFS				
	Badminton	All	DLC	JW				
	Just Dance	All	Hall	NR				
	French Revision	11	14	ED				

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, Hollie Knock through the Wednesday 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; ELSA.

Referral is possible to the School Nurse, Hollie Knock 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.



Introducing the new Young Carer Advisor, Tara Spurgeon



Tara led the first Young Carer's Drop on 10th January; she is also getting to know our registered Young Carers.

I had the pleasure of joining Suffolk Family Carers in 2023. Prior to this I worked across the education and healthcare sectors and have worked at several different school holiday camps.

It is incredibly rewarding to work with young people and see them blossom into confident, independent and resilient adults. I especially look forward to respite activities and school clubs because I am an artist that loves creative ideas and adventure sports.

In my spare time I like to read, attend rock gigs and volunteer my time at wildlife and LGBTQ+ charities and events. I am also fluent in British Sign Language (BSL) because I am a CODA (Child of Deaf Adults).

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



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.