HUMPHRY DAVY SCHOOL

RAISING ASPIRATIONS : ACHIEVING EXCELLENCE
KCSIE 2020 definition of safeguarding now includes preventing impairment to children’s health or development

RISK AND PROTECTIVE FACTORS

- Personality factors, such as optimism, ability to delay gratification, resilience and emotional regulation
- Learning and development
- Physical health
- Substance use

- Poverty or socio-economic status/opportunities
- Support, belonging
- Agency over own life
- Online life
- Personal safety

- Mental and physical health
- Parental consistency and support
- Finances

- Influence of peers
- Academic and exam pressures
- Opportunity for exercise, health, behaviour
- Sense of connectedness
- Respect for others in school
INDICATORS AT SCHOOL AND AT HOME

- Changes in behaviour, emotions or school performance
- Increased social isolation
- Physical signs
- Not developing as well as they were previously
- Less interest in things they usually enjoy
- Low mood, or tearfulness

PARENTAL CONTACT
KARA GROUP/RESTORATIVE PEERS
MY CONCERN
PASTORAL HUDDLE
CAUSE FOR CONCERN
PASTORAL BULLETIN
Brain Architecture and the Limbic System (simplified)

**Prefrontal (Cerebral) Cortex**
Learning, thinking, executive function.

**Limbic system**
Emotion attachment, memory evaluation of good and bad.

**Hypothalamus**
Spots the danger: real or perceived.

**Pituitary Gland**
Releases Cortisol and Adrenaline. This is known as the HPA - Axes, and will keep going until the stress/fear is gone.

**Amygdala**
Stimulates Fear Response. Can hijack system with an out of proportion response, shuts down the cortex.

**Brain Stem**
Instinct and survival

‘The Smarts’, ’The Upstairs Brain’
Ability to learn, Ability to concentrate, Good Impulse control, Emotional regulation, Empathy, Ability to reflect, Emotional and social intelligence.

‘The Reptilian Brain’, ’The Security Guard’, ‘The Downstairs Brain’
Flight / Fight / Freeze. The alarm system on line (e.g. amygdala)
<table>
<thead>
<tr>
<th>SPECIFIC APPROACHES</th>
<th>BASICS</th>
<th>BELONGING</th>
<th>LEARNING</th>
<th>COPING</th>
<th>CORE SELF</th>
</tr>
</thead>
<tbody>
<tr>
<td>Good enough housing</td>
<td>Find somewhere for the child/YP to belong</td>
<td>Help child/YP understand their place in the world</td>
<td>Make school/college life work as well as possible</td>
<td>Understanding boundaries and keeping within them</td>
<td>Instil a sense of hope</td>
</tr>
<tr>
<td>Enough money to live</td>
<td>Tap into good influences</td>
<td>Keep relationships going</td>
<td>Engage mentors for children/YP</td>
<td>Being brave</td>
<td>Support the child/YP to understand other people’s feelings</td>
</tr>
<tr>
<td>Being safe</td>
<td>The more healthy relationships the better</td>
<td>Take what you can from relationships where there is some hope</td>
<td>Map out career or life plan</td>
<td>Solving problems</td>
<td></td>
</tr>
<tr>
<td>Access &amp; transport</td>
<td>Get together people the child/YP can count on</td>
<td>Responsibilities &amp; obligations</td>
<td>Put on rose-tinted glasses</td>
<td>Fostering their interests</td>
<td></td>
</tr>
<tr>
<td>Healthy diet</td>
<td>Make sense of where child/YP has come from</td>
<td>Highlight achievements</td>
<td>Calming down &amp; self-soothing</td>
<td>Help the child/YP to know her/himself</td>
<td></td>
</tr>
<tr>
<td>Exercise and fresh air</td>
<td>Focus on good times and places</td>
<td>Develop life skills</td>
<td>Remember tomorrow is another day</td>
<td>Help the child/YP take responsibility for her/himself</td>
<td></td>
</tr>
<tr>
<td>Enough sleep</td>
<td>Predict a good experience of someone or something new</td>
<td>Lean on others when necessary</td>
<td>Have a laugh</td>
<td>Foster their talents</td>
<td></td>
</tr>
<tr>
<td>Play &amp; leisure</td>
<td>Make friends and mix with other children/YP</td>
<td></td>
<td></td>
<td>There are tried and tested treatments for specific problems, use them</td>
<td></td>
</tr>
</tbody>
</table>

**Noble Truths**

**Accepting**

**Conserving**

**Commitment**

**Enlisting**

[www.boingboing.org.uk](http://www.boingboing.org.uk)
Formtimeideas.com

**Week 8**

**Monday**
- Assembly: 9:50 AM
- Review and complete the questions for the theme of the week:
  - S, T, F, C
- Feedback to teachers from your teams.

**Wednesday**
- 30 Day Physical Challenge
- 30 Day Physical Challenge
- 30 Day Physical Challenge
- 30 Day Physical Challenge

**Thursday**
- Reading: Reading Resources
- Reading: Reading Resources
- Reading: Reading Resources
- Reading: Reading Resources

**Friday**
- Non-Uniform MIDI
  - Voluntarist
  - Fund Friday
- Non-Uniform MIDI
  - Voluntarist
  - Fund Friday
- Non-Uniform MIDI
  - Voluntarist
  - Fund Friday
- Non-Uniform MIDI
  - Voluntarist
  - Fund Friday

**Important information this week (check this daily):**
- National Apprenticeship Week - Slide 3: Mentors please share this
- Anti social behaviour - Slide 3
- HOD Volunteering events - Slide 4-4
MONDAY

Before School

Time | Activity | Year Group | Where | DoE
--- | --- | --- | --- | ---
8.00-8.30 | Free Breakfast | All | Restaurant | N/A
8.45-9.05 | Big Sing | All | 72 |$

Lunchtime

Time | Activity | Year Group | Where | DoE
--- | --- | --- | --- | ---
11:00-1:45 | Games | All | 72 |$
11:00-1:45 | Drama | All | 72 |$
11:00-1:45 | Multi-sports | All | 72 |$
11:00-1:45 | Non-sports | All | 72 |$

After School

Time | Activity | Year Group | Where | DoE
--- | --- | --- | --- | ---
3:00-4:15 | Science Academy | Year 8-11 | Science |$
3:00-4:15 | Science and Tech | Year 9-10 | Science |$
3:00-4:15 | Homework Club | All | Learning Zone |$
3:00-4:15 | Dance for All | All | 77 |$
3:00-4:15 | Badminton | All | Sports Hall |$
3:00-4:15 | Airline Club | All | 73 |$
3:00-4:15 | Impact Club | All | 73 |$

TUESDAY

Before School

Time | Activity | Year Group | Where | DoE
--- | --- | --- | --- | ---
8.00-8.30 | Free Breakfast | All | Restaurant | N/A
8.45-9.05 | Big Sing | All | 72 |$

Lunchtime

Time | Activity | Year Group | Where | DoE
--- | --- | --- | --- | ---
11:00-1:45 | Basketball | Year 10 | Sports Hall |$
11:00-1:45 | Musical Theatre | All | 72 |$
11:00-1:45 | Music Theory | All | 72 |$
11:00-1:45 | Kit Car | All | Lock-up |$
11:00-1:45 | Languages Club | All | 62 |$

After School

Time | Activity | Year Group | Where | DoE
--- | --- | --- | --- | ---
3:00-4:15 | Humanities Academic Support | Year 10-11 | Humanities |$
3:00-4:15 | Humanities Support | Year 10-11 | Humanities |$
3:00-4:15 | New Music Club | All | 73 |$
3:00-4:15 | Music QCE Support | Year 10-11 | Studio |$
3:00-4:15 | Netball | All | Netball Courts |$
3:00-4:15 | Roy Football | All | Field |$
3:00-4:15 | P10 Design workshop | Year 10 | Design Workshop |$
3:00-4:15 | Homework Club | All | Learning Zone |$
3:00-4:15 | Bike Club | All | 78.9 |$

WEDNESDAY

Before School

Time | Activity | Year Group | Where | DoE
--- | --- | --- | --- | ---
8.00-8.30 | Free Breakfast | All | Restaurant | N/A
8.45-9.05 | Science Club | All | 73 |$

Lunchtime

Time | Activity | Year Group | Where | DoE
--- | --- | --- | --- | ---
11:00-1:45 | Wellbeing ambassadors | All | Learning Zone |$
11:00-1:45 | HPE Walkers | All | Student Services |$
11:00-1:45 | PE Ripper | All | 31 |$
11:00-1:45 | Group Work | All | 36 |$
11:00-1:45 | Basketball | Year 9-10 | Sports Hall |$

After School

Time | Activity | Year Group | Where | DoE
--- | --- | --- | --- | ---
3:00-4:15 | Multi-academic | Year 10-11 | Maths |$
3:00-4:15 | PE Autumn | All | PE |$
3:00-4:15 | French Film & Culture | All | 63 |$
3:00-4:15 | STEM Science Club | 7.869 | 53 |$
3:00-4:15 | Tennis Tournament | All | 72 |$
3:00-4:15 | Music QCE Support | Year 9-10 | Studio |$
3:00-4:15 | Homework Club | All | Learning Zone |$
3:00-4:15 | Advanced Dance | All | 77 |$
3:00-4:15 | QCE Spanish support club | All | 21 |$
3:00-4:15 | Karate | All | 22 |$
3:00-4:15 | Pencil Club | All | Sports Hall |$
3:00-4:15 | Mask Trial competition | All | 54 |$

THURSDAY

Before School

Time | Activity | Year Group | Where | DoE
--- | --- | --- | --- | ---
8.00-8.30 | Free Breakfast | All | Restaurant | N/A

Lunchtime

Time | Activity | Year Group | Where | DoE
--- | --- | --- | --- | ---
11:00-1:45 | Scholars Workshop | Scholars | 73 |$
11:00-1:45 | Basketball | All | Sports Hall |$
11:00-1:45 | Coffee Club | All | 21 |$

After School

Time | Activity | Year Group | Where | DoE
--- | --- | --- | --- | ---
3:00-4:15 | Drama | Year 10-11 | Drama |$
3:00-4:15 | English Academic Support | Year 10-11 | English |$
3:00-4:15 | French Academic Support | Year 10-11 | French |$
3:00-4:15 | Homework Club | Year 10-11 | Learning Zone |$
3:00-4:15 | Advanced Dance | All | 77 |$
3:00-4:15 | QCE Spanish support club | All | 21 |$
3:00-4:15 | Pencil Club | All | 22 |$
3:00-4:15 | Pencil Club | All | Sports Hall |$
3:00-4:15 | Mask Trial competition | All | 54 |$

FRIDAY

Before School

Time | Activity | Year Group | Where | DoE
--- | --- | --- | --- | ---
8.00-8.30 | Free Breakfast | All | Restaurant | N/A

Lunchtime

Time | Activity | Year Group | Where | DoE
--- | --- | --- | --- | ---
11:00-1:45 | Reward Shop Collection | All | Learning Zone |$
11:00-1:45 | Samba Sesh | All | 73 |$
11:00-1:45 | Basketball | All | Sports Hall |$
11:00-1:45 | Breakfast | All | Learning Zone |$

After School

Time | Activity | Year Group | Where | DoE
--- | --- | --- | --- | ---
3:00-4:15 | Creative Arts | Year 10-11 | Creative Arts |$
3:00-4:15 | APPLIED ACADEMY | Year 10-11 | Applied |$
3:00-4:15 | P.E Support | All | Fitness Suite |$
3:00-4:15 | Music QCE Support | Year 10-11 | Studio |$
3:00-4:15 | Jewellery Making | Year 10-11 | Studio |$
3:00-4:15 | Hockey Club | All | Mixed PE |$
3:00-4:15 | Cheerleading | All | Gym |$

CLUBS AND ACTIVITIES

Spring 2023

GET INVOLVED!
HUMPHRY DAVY SCHOOL

RAISING ASPIRATIONS
ACHIEVING EXCELLENCE

Interventions

High level intervention e.g. lead adult, focusing on developing relationship and sticking with them

Medium level intervention; e.g. step up to more individual support, monitoring etc. – raise awareness of others in school

Low level intervention e.g. watchful tutor; develop rapport and belonging

Curriculum opportunities. Modelling the approach

X no. High risk (likely known to you already)

X no. Medium risk (prevent escalation)

X no. Risk indicated (keep an eye on and focus prevention activity here)

Rest of the school (embed Fostering Academic Resilience culture)
PIPA Trial

Mental health during childhood and adolescence is very important. Difficulties like anxiety and depression can start when people are young and it is important for young people and their families to understand these difficulties and get support when needed.

The PIPA Trial is exploring the effectiveness of an online resource for parents/carers to help reduce depression and anxiety in young people. The trial is being coordinated by the University of Warwick and involves families of young people aged 11-15 years from schools in the UK.

The trial is free and conducted completely online. Eligible parents/carers and young people will be asked to complete some questionnaires. Parents/carers will then receive access to some online parenting resources: either the standard educational package of fact sheets or the personalised programme with up to nine modules. Parents/carers and young people will also be asked to complete some follow-up questionnaires.

Please see the letter below which gives further about how to sign up.

If you have any questions, please speak to Mrs K Oliver or contact the PIPA trial team at PIPA@warwick.ac.uk or 02476 574316 / 02476 575078.
<table>
<thead>
<tr>
<th>Uniform</th>
<th>Attendance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parentmail &amp; Parent Pay</td>
<td>PIBA Trial</td>
</tr>
<tr>
<td>Parent Portal</td>
<td>Satchel:One</td>
</tr>
<tr>
<td>Transition</td>
<td>Transport</td>
</tr>
<tr>
<td>Term Dates</td>
<td>School Closures in Emergencies</td>
</tr>
<tr>
<td>Parent View</td>
<td>Letters Home</td>
</tr>
<tr>
<td>The Restaurant</td>
<td>Privacy Notices</td>
</tr>
<tr>
<td>Free School Meals</td>
<td>Activities Week 2022</td>
</tr>
<tr>
<td>Our School Day</td>
<td></td>
</tr>
</tbody>
</table>