



Statement of Mental Health and Pastoral Intent



Moral Purpose

Sheldwich Primary School and Little Hedgehogs staff are passionate about making a difference to the lives of young people. We believe in teamwork; working with each other, with teachers and colleagues across the school, with the wider school community and most importantly with the young people in our school. We act with determination. Whatever issues our pupils, their families, the school, our team or the community face, we always support, react and pull together. Finally, we are committed to making a difference; we are not passive players in young people's lives but active participants who can and do make a real difference. These are a reflection of the school's curriculum intent statement and core values, in particular 'build strong relationships, celebrate diversity, encourage respect and have the skills needed to be learners for life'.

Our moral purpose can therefore be summarised below -

- Teamwork.
- Determination.
- Commitment.

What Inclusion and Effective Mental Health Interventions Means to Us

- The child stays at the centre of every conversation.
- We prioritise those who need our help most, but we intervene with all.
- We use evidence-based practice for all our interventions.

Expectations of Each Other

- Notes are kept up to date.
- Have read and understood section one of Keeping Children Safe in Education.
- Make sure you know our behaviour, SEMH, attendance and safeguarding policies and protocols.
- Attend duties to support the wider school community.
- Attend meetings on time and prepared.
- Ensure 'mainstream core standards wave one' pastoral work is evidenced.
- Speak to pupils, staff and each other with courtesy, respect and understanding.

SAFEGUARDING

- Safeguarding pupils comes above everything else we do.
- All staff across the school have training annually with reminders throughout the year at briefings, staff meetings and inset days.
- All new staff have safeguarding training as part of their induction.
- All staff at the school recognise that safeguarding is everyone's responsibility, that they should have read and understood Section One of Keeping Children Safe in Education 2021, that early intervention is key and that context matters.
- All notes are kept securely.

ATTENDANCE

- All staff have a role to play in ensuring each child attends school.
- Clear and robust Attendance Policy which is shared with all stakeholders.
- We work together with external agencies to address and remove barriers to school attendance.
- We prioritise pupils who are classed as disadvantaged, SEMH or SEND, however, we are passionate about providing the same support to all pupils, irrespective of background.
- We follow the protocols which are in place, acknowledging that each child and situation is different and adjusting as required.

BEHAVIOUR

- Good behaviour allows for teachers to teach and pupils to learn.
- We have a moral obligation to prepare young people for the rigours of work and life beyond education.
- We are here to educate the whole child, helping with their moral and personal development.
- We apply the protocols for each pupil, acknowledging that each pupil and situation is different and adjusting as required.
- We prioritise pupils who are classed as disadvantaged, SEMH or SEND, however, we are passionate about providing the same support to all pupils, irrespective of background.
- We make reasonable adjustments for pupils with special educational needs or vulnerable pupils.
- We have a support-based system; after each punishment comes a level of support.
- We involve parents in supporting their child to improve their behaviour.

PASTORAL CARE/MENTAL HEALTH

- Pastoral support is driven by our moral purpose (see previous page).
- We do not give up on pupils and constantly look for ways to support them.
- Our interventions are directed by evidence-based practice.
- We work with numerous external agencies to support our pupils.
- We recognise that early intervention is vital.
- We involve parents as appropriate in the support which we put in place.
- Our interventions are assessed and evaluated using entry and exit questionnaires.
- The mental health of our pupils and staff is of the highest priority.

Our Intent statement places high value on excellent school practice and research evidence to inform the overarching principles above.