



Statement of Mental Health and Pastoral Intent

Moral Purpose

The Priors School is 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 children in our school. We act with determination. Whatever issues our children, 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 children'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.

Our moral purpose can therefore be summarised below -

- We support and care for each other
- We are all individuals
- We are the best we can be

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.
- When children are here, we can support and educate them – attendance matters.
- Children learn best when there are clear rules and simple consequences.
- Staff teach best when there are clear rules and simple consequences.
- 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 Young people 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 wave one pastoral work is evidenced.
- Speak to children, staff and each other with courtesy, respect and understanding.

SAFEGUARDING

- Safeguarding children 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 Young people Safe in Education 2021, that early intervention is key and that context matters.
- All notes are kept securely.
- Staff have had mental health training and Ricky and Jane have had more in-depth mental health first aider training.

ATTENDANCE

- All staff have a role to play in ensuring each child attends school.
- We support by providing first wave support, checking in with children who have poor or low attendance.
- All of the team work to remove barriers to good school attendance.
- We work together with external agencies to address and remove barriers to school attendance.
- We prioritise children who are classed as disadvantaged, SEMH or SEN, however, we are passionate about providing the same support to all students, 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 students to learn.
- We have a moral obligation to prepare children for the next step of their journey.
- We are here to educate the whole child, helping with their moral and personal development.
- We apply the protocols for each children, acknowledging that each child and situation is different and adjusting as required.
- We prioritise children who are classed as disadvantaged, SEMH or SEN, however, we are passionate about providing the same support to all students, irrespective of background.
- We make reasonable adjustments for children with special educational needs or vulnerable children.
- We have a support-based system.
- We involve parents in supporting their child to improve their behaviour.

PASTORAL CARE/MENTAL HEALTH

- Pastoral support is driven by our moral purpose.
- We do not give up on children 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 children.
- 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 children and staff is of the highest priority.

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