

Statement of Mental Health and Pastoral Intent

Moral Purpose

Bury St Edmund's County Upper School Inclusion Team 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 young people in our school. We act with determination. Whatever issues our students, 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 reflect the school's curriculum intent statement and core values, in particular 'Be Supportive', 'Be Determined' and 'Aim High'.

Our moral purpose can therefore be summarised below -

- Teamwork.
- Determination.
- Commitment.

Our pastoral work is always seen as our strength in supporting young people achieve their potential.

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 young people are here, we can support and educate them – attendance matters.
- Young people learn best when there are clear rules and simple consequences.
- Staff teach best when there are clear expectations and simple consequences.
- We use evidence-based practice through our pastoral system for all our interventions.

Expectations of Each Other

ALL staff are responsible

- Notes are kept up to date and logged on CPOMS.
- Have read and understood section one of Keeping Children Safe in Education. (KCSIE)
- 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 students, staff and each other with courtesy, respect and understanding.



We are proud to share 3 core values – **Respect, Responsibility and Resilience** and we do this throughout our pastoral system and curriculum time.

SAFEGUARDING

- Safeguarding students underpins 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.
- The Head of Pastoral Care and Mental Health Practitioners are experts in this field supported by the Deputy Head Teacher.

ATTENDANCE

- All staff have a role to play in ensuring each child attends school.
- Mentors support by providing first wave support, checking in with students who have poor or low attendance.
- All of the Inclusion 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 students who are classed as disadvantaged, SEMH or SEN, however, we are passionate about providing the same support to all students, irrespective of any additional needs.
- 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 system in place that rewards positive behaviour.
- 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 student, acknowledging that each child and situation is different and adjusting as required.
- We prioritise students who are classed as disadvantaged, SEMH or SEN, however, regardless of needs, we are passionate about providing the same support to all students, irrespective of background.
- We make reasonable adjustments for students with special educational needs or vulnerable students but continue to encourage resilience.
- We have a support-based system; after each sanction 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 students and constantly look for ways to support them.
- Our interventions are directed by evidence-based practice.
- Our Inclusion Team are passionate about becoming experts in their field around pastoral and mental health support.
- We work with numerous external agencies to support our students.
- 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 on a regular basis by several teams within the school. The mental health of our students 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.