

# Statement of Mental Health and Pastoral Intent

## Place Farm Vision statement

Our vision is for Place Farm Primary Academy to be an excellent school, where best practice and excellent CPD, high achievement, inclusion and wellbeing are at the heart of everything we do for our children and for our staff.

## Moral Purpose

In an ever-changing world, positive mental health is key to everyone's well-being and quality of life. It allows us to respond effectively to the challenges daily life brings. At Place Farm Primary Academy, we 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 pupils 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, particularly our Belonging Pillar – Every member of the school community is valued, and every voice is heard.

Our moral purpose can therefore be summarised below -

- Teamwork.
- Determination.
- Commitment.

Which links to our PROUD Values – Professional, Resilient, Optimistic, Understanding and Driven

## 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 rules and simple consequences.
- We use evidence-based practice for all our interventions.

## Expectations of Each Other

- CPOMS and all systems 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.
- Pastoral work is evidenced and added to CPOMS.
- PSHE lessons are evidenced.
- Speak to pupils, staff and each other with courtesy, respect and understanding.

- 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 PD days (Professional development 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 2024, that early intervention is key and that context matters.
- All notes are kept securely, and all concerns are added to CPOMS.
- The Children and Family support manager is supported by Senior Leadership Team.

## ATTENDANCE

- All staff have a role to play in ensuring each child attends school.
- The Attendance Team monitor attendance and have weekly attendance meetings. There is an Attendance policy in place to support pupils who have poor or low attendance.
- All teachers 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 pupils, irrespective of background.
- We follow the policies 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 primary education.
- We are here to educate the whole child, helping with their moral and personal development.
- We have high expectations for all pupils, acknowledging that each child and situation is different and adjusting as required.
- We prioritise pupils who are classed as disadvantaged, SEMH or SEN, 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 students.
- We have a Thrive team who support teachers and pupils daily.
- 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.
- Our Thrive Team are passionate about becoming experts in their field around pastoral and mental health support. Our Children and Family Support Manager works closely with families – within both the school and home environment.
- 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 analysed and a plan put in place for individuals.
- 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.