

# Statement of Mental Health and Pastoral Intent

## **Ethos and Values**

At Kelvin Hall School we have a strong commitment to create and maintain an environment which nurtures the mental health and wellbeing of everyone in our school. We are dedicated to putting in the support and guidance necessary to develop the whole child and to give them the skills needed to thrive.

## **Moral Purpose**

At Kelvin Hall School we are committed to making a positive difference in the lives of our students. We believe that the best way to do this is by working together with our staff, students, parents/carers and other professionals to get the best possible outcomes for all. At the heart of this is the need for effective, open and honest **communication** which allows us to form a “big picture” for every student in our care. We adopt an empathic approach so that every young person is treated with Universal Positive Regard and held in high esteem by everyone who works with them. We aim to treat everyone with kindness and **empathy** and recognise that, although we can never truly know what someone else is going through, we can try to imagine what it is like to walk in their shoes. Finally, we have a strong determination to leave a positive **impact** on our students’ lives. We understand the important role schools play in developing protective factors for our students and we aim to send every student out into the world with the strength, resilience and belief they need to succeed and be happy.

Our moral purpose can therefore be summarised below -

- **Communication**
- **Empathy**
- **Impact**

## **What Inclusion and Effective Mental Health Interventions Means To Us**

- We always act in the best interest of our students.
- We have procedures in place to make sure no young person goes unnoticed or slips through the net.
- Every child deserves to be treated equally, with respect and compassion.

- We value the importance of good attendance as having our students in school allows us to best educate and support them.
- Students and staff work best when they have a shared understanding of the same clear rules and consequences.
- We use evidence-based practice for our interventions and always seek help and support from appropriate specialist services when required.

### **Expectations of Each Other**

- Clear communication within the bounds of confidentiality.
- Record keeping is kept current and shared with appropriate staff.
- Safeguarding Training is kept up to date and relevant.
- Key policies are read, understood and followed.
- Meet the needs of our students in the most effective way through a willingness to be flexible and amend working duties/practise.
- Speak to students, staff and each other with courtesy, respect and understanding.

## **SAFEGUARDING**

- Safeguarding students 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.
- We use the CPOMS system to record all safeguarding concerns securely.
- The DSL/DDSL and Pastoral Year Leaders are experts in this field supported by the rest of the Pastoral team.

## ATTENDANCE

- All staff have a role to play in ensuring each child attends school.
- We act quickly to identify students who have poor or low attendance and establish communication with parents/carers to begin to address any issues.
- Staff work together 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 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 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, 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.
- We have a support-based system; after each punishment we aim to add 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 Safeguarding/Pastoral/Wellbeing teams are passionate about becoming experts in their field around pastoral and mental health support and are constantly embarking on further training to expand their knowledge and skills.
- 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.
- The mental health of our students and staff is of the highest priority.