

Statement of Mental Health and Pastoral Intent

Put simply,

“Mental health is our ability to respond to challenges.”

The World Health Organisation definition in 2021 explains this more comprehensively as

“Good mental health and well-being are essential for all of us to lead fulfilling lives, to realize our full potential, to participate productively in our communities, and to demonstrate resilience in the face of stress and adversity.” (WHO 2021)

Moral Purpose

At Woodland Grange we aim to promote positive mental health and wellbeing to our entire school community (staff, pupils and families). We recognise the importance of maintaining good physical and mental health as well as its effect on our total wellbeing. 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 want all our children to feel safe, valued and have trusted adults that they can talk to. We know that good mental health can lead to improved attainment, attendance, reductions in behavioural problems, as well as happier, more confident and resilient children. As a result, we act with determination. When our children, their families, the school, our team or the community face challenges, we always support, react and pull together. Finally, we are committed to making a difference; our children know that we will do all we can to make a real difference to them and their lives. These are a reflection of the school’s mission statement and can therefore be summarised below:

- Aim high
- Achieve excellence and success
- Work together

What Inclusion and Effective Mental Health Interventions Means to us

- The child stays at the centre of every conversation.
- When needed, we put a team around the child and family.
- 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.

How our intent to develop positive mental health is underpinned at Woodland Grange

Early intervention to identify issues and provide effective support is crucial.

The school’s role in supporting and promoting mental health and wellbeing can be summarised as:

1. Prevention: creating a safe and calm environment where mental health problems are less likely, improving the mental health and wellbeing of the whole school population, and equipping children to be resilient so that they can manage the normal stress of life effectively. This will include teaching children about mental wellbeing through the curriculum and reinforcing this teaching through school activities and ethos.

2. Identification: recognising emerging issues as early and accurately as possible.

3. Early support: helping children to access evidence informed early support and interventions.

4. Access to specialist support: working effectively with external agencies to provide swift access or referrals to specialist support and treatment.

An evidence-informed approach to ensuring good mental health:

We have chosen ‘Eight principles to promoting a whole school approach to mental health and wellbeing’ as our tool for ensuring that we have an effective approach to developing the mental health of all in our school community. Leadership and management sit at the heart of this model as this binds it all together, ensuring that all other aspects are taking place in a cohesive, sustained and effective way.



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 using CPOMS.

ATTENDANCE

- All staff have a role to play in ensuring each child attends school.
- When required, a mentor will be appointed to provide the first wave of support, checking in with children if they have poor or low attendance.
- All staff, with particular support from our ELSAs, will work to remove barriers to good school attendance.
- When needed, 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 children, 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 children to learn.
- We are here to educate the whole child, helping with their moral and personal development.
- We acknowledge that each child and situation is different and respond appropriately.
- We prioritise children who are classed as disadvantaged, SEMH or SEN, however, we are passionate about providing the same support to all children, irrespective of background.
- We make reasonable adjustments for children with special educational needs or vulnerable children.
- 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 children and constantly look for ways to support them.
- Our interventions are directed by evidence-based practice.
- Our ELSA Team are passionate about becoming experts in their field around pastoral and mental health support.
- We work with 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.
- The mental health of our children and staff is a priority.