



Carr Hill Community Primary School

Mental Health and Wellbeing Statement

“Mental health is a state of well-being in which every individual realises his or her own potential, can cope with the normal stresses of life, can work productively and fruitfully, and is able to make a contribution to her or his community.” (World Health Organisation 2014)

Moral Purpose

At Carr Hill Community Primary School we respect and value all children and are committed to providing a caring, friendly and safe environment for all our pupils so they can learn, in a calm and secure atmosphere. We are committed to promoting positive mental health and emotional wellbeing to all students, their families and members of staff and governors. We pursue this aim using both universal, whole school approaches and specialised, targeted approaches aimed at vulnerable pupils. Our open culture allows students’ voices to be heard, and through the use of effective policies and procedures we ensure a safe and supportive environment for all affected - both directly and indirectly - by mental health issues.

The Carr Hill Team 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 young people in our school. We act with determination. Whatever issues our pupils, their families, the school, our team or the community face, we always support, respond 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.

Our Statement of Mental Health and Pastoral Intent reflects the school’s curriculum intent statement and our core values:

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

- 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 students, staff and each other with courtesy, respect and understanding.

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

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 , that early intervention is key and that context matters.
- All records are stored securely on our CPOM's system
- The Senior Leadership Team and Family Support worker within school are all DSL trained
- All Governors have annual safeguarding training

Attendance

- All staff have a role to play in ensuring each child attends school.
- Our Family Support Worker supports by providing first wave support, checking in with students who have poor or low attendance.
- We 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, which is restorative .
- We fully 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 students and constantly look for ways to support them.
- Our interventions are directed by evidence-based practice.
- Our school 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 in the support which we put in place.
- Our interventions are assessed and evaluated using entry and exit questionnaires.
- The mental health of our students and staff is of the highest priority

