Barwic Parade Community Primary School Statement of Mental Health

Moral Purpose

All staff at Barwic Parade Community Primary School are passionate about making a difference to the lives of our young people. We believe in teamwork; working with each other and 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, 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 are a reflection of the school's strong ethos on relationships, embraced by the Thrive Approach and observed through are strong Personal Development across school.

Our moral purpose can therefore be summarised below -

- **Commitment** to building strong, positive relationships with our pupils, each other and our community.
- **Determination** to support healthy social, emotional and cognitive development as our children grow into resilient, successful, valued members of society – regardless of what barriers might stand in their way.
- **Joined-up thinking** to ensure all staff have the knowledge and skills to support all children all of the time.

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 is of high priority.
- Young people guided by clear rules, simple consequences and restorative conversations.
- Staff teach best and pupils learn best when they know their children well and have a good relationship with them.
- We use evidence-based research to support our practice.

Expectations of Each Other

- Read and understood, at a minimum, section one of Keeping Young people Safe in Education.
- CPOMs is clear, concise and up to date.
- Read, understand and follow Positive Relationships and Thrive Policy, Attendance and Safeguarding policies and protocols.
- Share information sensitively with appropriate people.
- Provide pastoral support to all children as required.
- Speak to pupils, staff and each other with courtesy, respect and understanding.

SAFEGUARDING

- Safeguarding pupils is of paramount importance.
- 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 at least section one of Keeping Young people Safe in Education 2025, that early intervention is key and that context matters.
- The Inclusion Leader, Senior Mental Health Lead and Thrive Practioners are experts in this field supported by the Head Teacher.

ATTENDANCE

- All staff have a role to play in ensuring each child attends school.
- Class Teachers monitor attendance of children within their classes and will be the first response; checking in with parents of pupils who have poor or low attendance.
- All of the staff work to remove barriers to good school attendance.
- We work together with external agencies to address and remove barriers to school attendance.
- We prioritise pupils who are classed as disadvantaged, however, we are passionate about providing the same support to all pupils, 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 pupils to learn.
- We allow opportunities for our pupils to prepare for the work and life beyond education.
- We are here to educate the whole child, helping with their moral, social and personal development.
- We use the Thrive approach and Vital Relational Functions to support our pupils, acknowledging that each child and situation is different and adjusting as required.
- We make reasonable adjustments for pupils with special educational needs or vulnerable pupils whilst ensure they are fully included in school life.
- We work with parents to support them to support their child to improve their behaviour.
- We focus on celebrating success for all pupils and children fully understand school rules, expectations and the reward system.

PASTORAL CARE/MENTAL HEALTH

- The Thrive Approach is an evidence-based practice.
- Our Team are passionate about becoming experts in their field around pastoral and mental health support including Thrive.
- We work with numerous external agencies to support our pupils.
- 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 using entry and exit data.
- The mental health of our pupils and staff is of the highest priority.