Statement of Mental Health and Pastoral Intent

Autumn Term 2024

Moral purpose

Our staff are committed to providing the very best education for all the children in our care. Elloughton has a supportive and caring community, where children's talents can grow and flourish and every child are known and cared for as an individual. We strive to ensure each individual pupil achieves their academic potential through consistently good teaching, in an environment that seeks to nurture their love of learning and challenges them to excel. We encourage our pupils to be responsible for their own learning, to build both confidence and independence.

Our Moral Compass values form part of our everyday life in school and guide thinking and behaviour. The values are evident in our curriculum, the way we teach, in the behaviour policies and in the way adults treat children and each other. We strive to ensure we are instilling these same values in our children so that they learn to treat others with kindness and respect. Our moral compass gives us a clear sense of purpose and direction, underpinning all we do at Elloughton and preparing all our children in a rapidly changing world.

Definition

Mental Health is a state of mind that affects how we think, feel and behave. We recognise that mental health is a dynamic state that goes up and down. Having good mental health creates a feeling of wellbeing which allows us to grow, learn, form relationships, cope with life's challenges and experience life to the fullest.

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, through our ELSA who also offers check-ins to identified children
- Our children learn best when there are clear expectations and simple consequences (through our behaviour system and restorative practice)
- We believe in a whole school approach to mental health provision and support for our children, parents, and staff.
- Interactions with children aim to increase their self-awareness and expand their emotional vocabulary so they gain a greater understanding of themselves
- An empathic response to children's moods makes our relationship with them happier and closer. Children who are treated with empathy and respect will learn to be empathic and respectful towards other people.

Staff

The staff's mental health and wellbeing is paramount to ensure they are in the best place to teach our children. We have a policy in place to support staff where we expect parents and other visitors to behave in a reasonable way towards members of school staff. Managing Inappropriate, Rude, Offensive and Aggressive Behaviour from Parents and Visitors Policy.

Safeguarding

Safeguarding children comes above everything else we do.

Behaviour

Good behaviour allows teachers to teach and children to learn.

- We are here to educate the whole school, helping with their moral and personal development.
- We make reasonable adjustments for children with special educational needs or vulnerable children.

Pastoral care and mental health

Pastoral support is driven by our moral compass.

- We continually look for ways to support children
- Our interventions are directed by evidence-based nurturing principles
- Our Inclusion Team are passionate about becoming experts in their field around pastoral and mental health support
- We work with a wide range of external agencies to support our children's social, emotional and mental health needs
- We recognise that early intervention is vital to our pupil's future achievements
- We involve parents as appropriate in the support which we put in place
- Our interventions are assessed and evaluated
- The mental health of our children and staff is of the highest priority

Our inclusion intent statement places high value on excellent school practice and research to inform the overarching principles above.

Adoption, Approval, Sign Off

Signed	**Mrs Brammall**
On behalf of	Mrs Fulstow
Date	Autumn Term 2024

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