



Statement of Mental Health and Pastoral Intent

Townsend Church of England School is passionate about making a difference to the lives of young people. We know that childhood development is best approached holistically necessitating working collaboratively, as a whole staff body, with external agencies, with the wider community and most importantly with the young people in our school. We strongly believe that positive emotional wellbeing and mental wellness are not only crucial in enabling students to feel happy and fulfilled within themselves, but also enables them to thrive and flourish during their time with us. We act proactively to support and encourage our pupils to improve their life chances as we know students, who enjoy positive mental health and wellbeing are better able to cope with the normal stresses of life, work productively and fulfil their own potential.

Our school's ethos of 'Respect for All, Achievement for All' is underpinned by the concept of 'Love thy Neighbour' from the bible story of the Good Samaritan (Luke 10:25-37). We value everyone and encourage students to Love themselves, Love their neighbour and Love the journey and we actively support students to develop positive habits for achieving positive emotional wellbeing and mental wellness.

What Inclusion and Effective Mental Health Interventions Means to Us

- Inclusion refers to every student and all staff.
- Inclusion encompasses Learning, wellbeing and safeguarding.
- The child stays at the centre of every conversation.
- When young people attend school, we can support and educate them.
- Relationships are integral to learning.
- Poor behaviour and bullying undermine inclusion and damage wellbeing and life chances.
- 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 a variety of interventions from universal support for all young people and more targeted support for those young people who may need it.

Expectations of Each Other

- Have read and understood section one of Keeping Young people Safe in Education.
- We all understand our behaviour, Social Emotional and Mental Health, attendance and safeguarding policies and protocols and are supportive of the ethos of a trauma informed school.
- Attend duties to support the wider school community.
- Attend meetings on time and prepared.
- We speak to students, staff and each other with courtesy, respect and understanding.
- Records are kept up to date by all staff.
- We share an inclusive and clear ethos about how individuals treat each other that does not tolerate bullying in any form.
- Pupils can feel confident that all staff are alert to, and will challenge behaviour that causes immediate concern and will make time to listen, record, support and pass on using the appropriate mechanisms.

SAFEGUARDING

- Maintaining a strong culture of safeguarding is a key priority for the school. Developing the understanding, vigilance and confidence of staff, students and parents in this area is one of our core aims.
- All staff across the school have been trained in recognising and dealing with safeguarding concerns 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 Children Safe in Education 2024 and that early intervention is key and that context matters.
- All records are kept securely and updated regularly.
- The pastoral teams, wellbeing lead, safeguarding team and senior mental health lead all receive additional training to help and support students with wellbeing and mental health needs.

ATTENDANCE

- Attendance is everyone's responsibility.
- Pastoral teams provide the primary support by building relationships with students and parent/carers who have poor or low attendance.
- The pastoral team, the attendance team and senior leaders work together, along with external agencies to address and remove barriers to school attendance.
- We are especially mindful about students who are classed as disadvantaged, have special educational needs (SEN) and/or are dealing with Social, Emotional and Mental Health issues (SEMH), however, we are passionate about providing the same support to all students, irrespective of background.
- We follow protocols that are in place, acknowledging that each child and situation is different and adjusting as appropriate.

BEHAVIOUR

- Good behaviour allows teachers to teach and students to learn.
- We are here to educate the whole child, helping with their moral and personal development.
- We apply the behaviour policy for each student, acknowledging that each child and situation is different and adjusting as appropriate.
- We are mindful of students classed as disadvantaged, SEMH or SEND, however, we are passionate about providing the support to all students, irrespective of background.
- We make reasonable adjustments for students with special educational needs or vulnerable students.
- We involve parent/carers in supporting their child to improve their behaviour.
- We believe in a restorative approach to behaviour management, poor behaviour must be addressed in a way that reduces the likelihood of repetition whilst repairing damaged relationships.

PASTORAL CARE/MENTAL HEALTH

- Pastoral support is at the centre of what we believe in order to support students who may need additional support throughout their time with us.
- Our Wellbeing Team are passionate about becoming experts in their field around pastoral and mental health support and we recognise that early intervention is vital.
- We work with external agencies to support our students.
- We involve parent/carers in the support that we put in place.
- The mental health of our students and staff is of the highest priority.
- Our interventions are assessed and evaluated using entry and exit questionnaires and we use peer support who may benefit from it.