

# Statement of Mental Health

## Moral Purpose- Intent

Hatherleigh Community Primary School is passionate about making a difference to the lives of children. We believe in teamwork; working with each other, with colleagues across the school, with the wider school community and most importantly with the children in our school.

We act with determination. Whatever issues our children, 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 children's lives but active participants who can and do make a real difference. These are a reflection of the school's curriculum intent statement and core values, in particular:

**Resilience**

**Ambition**

**Achievement**

**Independence**

## 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 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.

## 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, Attendance and Safeguarding policies and protocols.**
- **Speak to children, staff and each other with courtesy, respect and understanding.**

## **ATTENDANCE**

- **All staff have a role to play in ensuring each child attends school.**
- **All teaching 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 students who are classed as disadvantaged, SEMH or SEND, 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 children to learn.**
- **We have a moral obligation to prepare children 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 child, acknowledging that each child and situation is different and adjusting as required.**
- **We prioritise children who are classed as disadvantaged, SEMH or SEND, however, we are passionate about providing the same support to all students, irrespective of background.**
- **We make reasonable adjustments for children with special educational needs or**

**vulnerable students.**

- **We involve parents in supporting their child to improve their behaviour.**
- 

## **PASTORAL CARE/MENTAL HEALTH**

---

- **We do not give up on children and constantly look for ways to support them.**
  - **Our interventions are directed by evidence-based practice.**
  - **Our Senior Leadership Team are passionate about becoming experts in their field around pastoral and mental health support.**
  - **We work with numerous 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 of the highest priority.**
-