

Moral Purpose

Birdsedge First School is passionate about making a difference to the lives of young people. We believe in being 'Better Together'; working with each other, with teachers and colleagues across the school, with the wider school community and most importantly with the children in our school. We act with Positivity and a 'Can Do' attitude. Whatever issues our students, their families, the school, our team or the community face, we will always endeavour to support, react and pull together and always find a way. Finally, we are committed to making a difference. We see ourselves as active participants who can and do make a real difference by providing the Birdsedge BEST for everyone in our community – Brilliance in our Knowledge, Excellence in our Education, Success in our Lives and Trust in Each Other.

Our moral purpose can therefore be summarised below -

- Being Better Together
- We Can Do It!
- Providing the Birdsedge BEST for all

Add more personalisation of the culture and feel on the ground

Maybe extend and include policy as part of this

What Inclusion and Effective Mental Health Interventions Means to Us at Birdsedge First School

- The child stays at the heart of every interaction, conversation and decision
- We prioritise those who need our help most, but we intervene and make time and support for all.
- Attendance really matters - when young people are here, we can support and educate them –
- Young people learn best and staff teach best when there are clear rules and simple consequences.
- A happy and supported staff team is important for quality teaching, we value our Staff Mental Health and Wellbeing as much as our children's
- We use evidence-based practice for any interventions or additional support

Expectations of Each Other

- Staff have read and understood section one of Keeping Young people Safe in Education.
- We make sure we know our behaviour, SEMH, attendance and safeguarding policies and protocols.
- Attend duties to support the wider school community.
- Attend meetings on time and prepared.
- Speak to students, staff and each other with courtesy, respect and understanding.

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 2021, that early intervention is key and that context matters.
- All notes are kept securely.
- The Safeguarding Lead is an expert in this field and supported by the Trust.

Make links to other policies

ATTENDANCE

- All staff have a role to play in ensuring each child attends school.
- The Headteacher monitors attendance half termly, checking in with students who have poor or low attendance.
- The school team 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 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; coaching and support pupils to mend mistakes and move on and grow.
- We involve parents in supporting their child to improve their behaviour when this is needed.

PASTORAL CARE/MENTAL HEALTH

- Pastoral support is driven by our moral purpose (see previous page).
- 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 is 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 as appropriate 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.

