

Yorkmead School Statement of Social Emotional Mental Health Intent

The World Health Organization (WHO) defines health as **the balance of mental, physical and social health**, also known as the health triangle. Having a good balance in all three areas is essential to living a healthy lifestyle. When all sides of the triangle are stable we are all in a better position to succeed in all aspects of our lives.

The World Health Organization (WHO) defines mental health as a state of mental well-being that enables people to cope with the stresses of life, realize their abilities, learn well and work well, and contribute to their community. It is an integral component of health and well-being that underpins our individual and collective abilities to make decisions, build relationships and shape the world we live in. Mental health is a basic human right. And it is crucial to personal, community and socio-economic development.

Moral Purpose

Yorkmead Junior and Infant School Inclusion and Well-being Team is passionate about making a difference to the lives of young people. We believe in teamwork; working together, with teachers and colleagues across the school, with the wider school community and most importantly with the young people in our school. We act with determination. Whatever issues our students, 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 curriculum intent statement and core values, 'All Together', 'Being Open Minded', 'Curiosity', 'Determination', 'Empathy' and 'Fairness'.

Our moral purpose can therefore be summarised below -

- Early identification.
- Early intervention.
- Effective targeted support.
- Ongoing pastoral care.

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 matters.
- 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 evidence-based practice for all our interventions.

Expectations of Well-being and Inclusion Team Members

- Have read and understood section one of Keeping Children Safe in Education, including annual updates.
- Familiarise yourself with our behaviour, SEMH, attendance and safeguarding policies and protocols.
- Attend duties to support the wider school community.
- Attend CPD / INSET / Research Projects, as directed by the Well-being Lead or Inclusion Lead.
- Attend meetings on time and prepared.

Yorkmead School is committed to the safeguarding and promoting of well-being for all children.

- Notes are kept up to date.
- All concerns are recorded and referred to the DSL and Well-being Lead (my Concern).
- Speak to students, staff and each other with courtesy, respect and understanding.
- Uphold Yorkmead's Values at all times.

Expectations of Stakeholders (Leaders, Staff, Governors)

- Have read and understood section one of Keeping Children Safe in Education, including annual updates.
- Familiarise yourself with our behaviour, SEMH, attendance and safeguarding policies and protocols.
- Attend staff meetings for Inclusion and Well-being.
- Attend safeguarding updates as directed by SLT.
- All concerns are recorded and referred to the DSL and Well-being Lead (my Concern).
- Speak to students, staff and each other with courtesy, respect and understanding.

Expectations of Community (Families and Carers)

- Familiarise yourself with Yorkmead's behaviour, SEMH, attendance and safeguarding policies.
- Ensure children have the best possible attendance.
- Communicate clearly with school regarding your child's attendance.
- Attend parent teacher meetings.
- Attend SEND review meetings.
- Communicate any concerns regarding your child's behaviour, social, emotional or mental health to the school's Inclusion and Well-being Team.

SAFEGUARDING

- Safeguarding students comes above everything else we do.
- All staff across the school have training annually with updates 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 Children Safe in Education 2022, that early intervention is key and that context matters.
- DSLs attend a weekly safeguarding meeting to discuss and respond to all safeguarding, behaviour and well-being concerns.
- All records are kept secure through My Concern.
- The Well-being (SMHL) Lead and Inclusion Lead are experts in this field, through regular and intensive training. They are supported in their roles by teams who regularly receive training in a wide range of aspects and issues.

ATTENDANCE

- All staff have a role to play in ensuring each child attends school.
- Our attendance Officer, Inclusion and Well-being Leads check in with students who have poor or low attendance, supported by the EWO.
- All of the Inclusion Team work to remove barriers to good school attendance.
- We work together with external agencies to address and remove barriers to school attendance.
- Children from all backgrounds including, disadvantaged, SEMH or SEND, are supported in achieving the best possible attendance.
- 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 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, with additional support available through our 'Nest'.
- We have a support-based system; after each punishment comes a level of support.
- Incidences of poor behaviour are recorded on our school tracking, which tracks the number and severity of issues.
- Effective communication means that we involve parents in supporting their child to improve their behaviour.

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 Inclusion and Well-being Team are passionate about becoming experts in their field around pastoral and mental health support and actively seek out professional development in these fields.
- We work with external agencies to support our students and staff.
- 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.

Our Inclusion Intent statement places high value on excellent school practice and research evidence to inform the overarching principles above.

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