



Kings Langley School

Unlocking Potential for Life

Statement of Mental Health and Pastoral Intent

Moral Purpose

At Kings Langley school we believe strongly that positive emotional wellbeing and mental wellness are not only crucial in enabling students to feel happy and fulfilled within themselves as individuals, but also in enabling them to thrive and flourish during their time with us here at school. Students who enjoy positive mental health and wellbeing are better able to cope with the normal stresses of life, work productively and fruitfully, fulfil their own potential and make a contribution to their wider community.

This statement exists to provide a framework for supporting our stated aim of “ensuring the happiness of every individual in our community”, to promote a climate which enables all students to flourish, regardless of ability or special needs, and supports our desired outcomes of developing "strong character".

In addition, in the application of this policy, Kings Langley School will strive to reflect the school aims to ensure that members of our community develop resilience, grit and self-reliance as this helps them remain safe and secure in a range of challenging circumstances.

What Effective Mental Health and Wellbeing Interventions Mean 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 Each Other:

- Records are kept up to date.
- We have all 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.
- We attend duties to support the wider school community.
- We attend meetings on time and are prepared.
- We ensure that all pastoral work is evidenced.
- We speak to students, staff and each other with courtesy, respect and understanding.

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 Young people Safe in Education 2021, that early intervention is key and that context matters.
- All records are kept securely.
- The Pastoral Teams, School Counsellors/Pastoral Support Workers, SEMH team and Mental Health First Aiders receive additional training to help support students with Mental Health and Wellbeing needs.

ATTENDANCE

- All staff have a role to play in ensuring each child attends school.
- Form Tutors and Learning Mentors support by providing primary support, checking in with students who have poor or low attendance.
- All of the Pastoral 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; after each punishment comes a level of support.
- 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 Pastoral Team are 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 and wellbeing of our students and staff is of the highest priority.

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