

Statement of Mental Health and Pastoral Intent

Moral Purpose

Digitech is passionate about promoting a culture of acceptance and belonging. We believe in working collaboratively with our students, parents/guardians, all staff & the wider community. We are determined to be proactive in putting mental wellbeing at the forefront of Digitech and as part of the everyday conversation. Our triage team which includes the Mental Health Lead meets weekly to discuss the welfare of our students. We aim to be supportive and address the issues that all members of the school body face. We want to be active in putting positive & supportive relationships in place so that our school community will feel safe and feel like they belong. Our tutors provide that first friendly base and provide wellbeing checks for our young people. We feel we are well placed to do this due to the size of the school and first name terms we use gives the school community the opportunity for positive & supportive relationships to form quickly. Our school guidelines/rules are Ready, Respectful, Safe which summarise our ethos around relationships and wider achievement.

Our moral purpose can therefore be summarised below -

- Relationships – We put great emphasis on getting to know our students.
- Non-Judgemental Caring – We offer support without judgement.
- Sense of belonging – We aim to have the whole school community feel part of Digitech.

What Inclusion and Effective Mental Health Interventions Means To Us

- The young person is at the forefront of the conversation. We work collaboratively with them.
- We prioritise those who need our help most, but we support all through the whole school approach.
- When young people are here, we can support and educate them – attendance matters.
- We use evidence-based practice for all our interventions.

Expectations of Each Other

- Notes are kept up to date.
- All staff have read and understood section one of Keeping Children Safe in Education.
- Make sure you know our behaviour, SEMH, attendance and safeguarding policies and protocols.
- Attend duties to support the wider school community.
- Commitment to working collaboratively with young people, home & wider community.
- Attend meetings on time and prepared.
- Speak to students, staff and each other with respect.
- Young people learn best when there are clear rules and simple consequences.
- Staff teach best when there are clear rules and simple consequences.

SAFEGUARDING

- Safeguarding students comes above everything else we do.
- All staff across the school have training annually with reminders throughout the year at CPD, 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 2021, that early intervention is key and that context matters.
- All notes are kept securely.
- The Designated Safeguarding & Mental Health Lead work closely with the SENCO & Assistant team to form the Triage team.

ATTENDANCE

- All staff have a role to play in ensuring each child attends school.
- Tutors support by providing first line of support, checking in with students who have poor or low attendance.
- All the Triage Team work to remove barriers to good school attendance.
- We work together with external agencies to address and remove barriers to school 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 believe in motivating and praising students through rewards and have a clear rewards programme.
- We regularly report to parents as a means of generating praise outside of school.
- 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 sanction 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.
- 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.
- The mental health of our school community is of the utmost importance.
- The Triage team work collaboratively with Young People, home & external agencies to agree best forms of support.
- We promote the mental wellbeing of all students.