

Forest Fields Primary and Nursery School



Statement of Mental Health and Pastoral Intent

September 2025

Approved at the meeting of the Governing Body held on: 23rd September 2025

Signed: James Verran

Position: Chair of Governors

Date to be reviewed: September 2026

Moral Purpose

Forest Fields Primary School Inclusion Team is passionate about making a difference to the lives of young people. We believe in teamwork; working with each other, with teachers and colleagues across the school, with the wider school community and most importantly with the pupils in our school. We act with determination. Whatever issues our pupils, 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 our pupils' 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. Forest Fields Primary and Nursery School is a caring, friendly and extremely happy school where children value themselves and others and are encouraged to achieve beyond their expectations. We are privileged to be part of a multi-cultural community where all cultures and beliefs are valued and celebrated.

Our inclusion statement is:

Everyone in our school feels included, engaged, valued, listened to and empowered.

Our School Values

All year groups will work on these values across school and each year group will have a focus on a value, fostering and nurturing it as they progress through the year.

Nursery: Curious

Foundation 2: Creative

Year 1: Teamwork

Year 2: Empathetic

Year 3: Resilience

Year 4: Reflective

Year 5: Diligent

Year 6: Excellence

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 our 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.
- We use evidence-based practice for all our interventions.

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, SEMH, attendance and safeguarding policies and protocols.
- Attend duties to support the wider school community.
- Attend meetings on time and prepared.
- Ensure wave one pastoral work is evidenced.
- Speak to students, staff and each other with courtesy, respect and understanding.

SAFEGUARDING

- Safeguarding children comes above everything else we do.
- All staff across the school have training annually with reminders throughout the year at briefings, staff meetings, inset days and CPOMs updates
- 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.
- We have eight DSLs

Filtering and Monitoring

Whilst considering our responsibility to safeguard and promote the welfare of children and provide them with a safe environment in which to learn, governing bodies should be doing all that they reasonably can to limit children's exposure to the above risks from the school's or college's IT system. As part of this process, governing bodies should ensure their school or college has appropriate filters and monitoring systems in place and regularly review their effectiveness. We use Schools IT as our filtering system, and we use Smoothwall for our monitoring system. They should ensure that the leadership team and relevant staff have an awareness and understanding of the provisions in place and manage them effectively and know how to escalate concerns when identified. Governing bodies should consider the age range of their children, the number of children, how often they access the IT system and the proportionality of costs verses safeguarding risks

- Ref Paragraph 140 – Filtering and monitoring(KCSIE)

ATTENDANCE

- All staff have a role to play in ensuring each child attends school.
- Mentors support by providing first wave support, checking in with children who have poor or low attendance.
- 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 pupils 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 involve parents in supporting their child to improve their behaviour.

PASTORAL CARE/MENTAL HEALTH

- Pastoral support is driven by our inclusion statement is:
 - **Everyone in our school feels included, engaged, valued, listened to and empowered.**
- We do not give up on our children and constantly look for ways to support them.
- Our interventions are directed by evidence-based practice.
- Our Inclusion 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.
- The mental health of our children 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.