



Safety ★ **Commitment** ★ **Aspirations**

Statement of Mental Health and Pastoral Intent



At Mapledene, we are more than a school — we are a family. Rooted in our core values of

'Safety, Commitment, Aspirations'

We create a positive, inclusive, and ambitious learning environment where every child, staff member, and family feel safe, valued, and supported.

We believe children thrive when they feel secure, respected, and inspired. Through strong relationships and a nurturing culture, we build emotional security and mutual respect, enabling children to grow with confidence.

Our Statement of Mental Health and Pastoral Intent nurtures a safe and supportive environment, grounded in our commitment and shared aspirations, where every child and member of our community feels valued, understood, and empowered to thrive emotionally, socially, and academically.

Working closely with parents, carers, and external partners, we ensure every child—regardless of background or need—has the right support to flourish. We celebrate diversity and promote kindness, teaching children to embrace differences and recognise their unique strengths. Every child is encouraged to contribute, helping us build a caring, inclusive community.

Our broad, creative curriculum is designed to spark curiosity, foster independence, and prepare children for life as responsible global citizens. With personalised support, enrichment opportunities, and access to the full National Curriculum, every child is empowered to achieve their academic, social, and emotional potential.

We promote a *Growth Mindset*, celebrating effort, resilience, and achievement, while encouraging children to take ownership of their learning journey. High expectations and aspiration give children the confidence, character, and skills they need to thrive—both now and in the future.

Our ethos is reflected in our motto:

BELONG, BELIEVE, BE YOU; ACHIEVE.

Mapledene Statement of Mental Health and Pastoral Intent

Moral Purpose

Mapledene's Pastoral and Inclusion Team are resolutely proud of our school and the meaningful differences we make to the lives of our children, their parents and carers, and our wider community. We are committed to ensuring that every member of our school community feels safe, valued and supported to lead a fulfilling life. Guided by compassion and care, we actively listen to our children, families and staff so that we truly understand their needs and can provide the most appropriate and effective support.

We are unwavering in our commitment to continuous improvement, always aspiring to enhance our provision for all children, regardless of ability or special need. Our work is underpinned by a belief that every child should have the opportunity to grow in confidence, achieve academic success, develop socially and flourish spiritually.

This vision is firmly rooted in our school values of safety, commitment, aspirations.

What Inclusion and Effective Mental Health Interventions Mean to Us

At the heart of our practice lies our unwavering commitment to ensuring that every child feels safe, supported, and empowered to reach their aspirations. We believe that by nurturing both emotional wellbeing and academic growth, every child can flourish and achieve their full potential.

- The needs of the whole child are always considered and placed at the centre of every conversation.
- We provide effective, timely support for all and carefully consider the most appropriate approach for each individual.
- Our school is a safe and supportive environment where mental health can be discussed openly and without judgement.
- We actively promote good attendance as an integral part of safeguarding — when children are here, we can care for, support, and inspire them.
- Our Behaviour Policy ensures fair and consistent responses to both positive and negative behaviours, helping children understand expectations and the reasons behind them.
- All of our interventions are grounded in evidence-based practice and research, reflecting our commitment to continuous improvement and high-quality care.

Expectations of Each Other – Staff

We are a team bound by commitment, mutual respect, and a shared belief in the potential and aspirations of every child.

- Staff have high expectations of themselves, their colleagues, and our children — academically, socially, and behaviourally — fostering strong, supportive relationships.
- All staff remain vigilant, adopting the mindset that “it could happen here,” and demonstrate unwavering commitment to safeguarding through tenacity in following protocols and reporting concerns.
- Every member of staff has read and understood section one of *Keeping Children Safe in Education*, seeking clarification whenever needed to ensure safety for all.
- We speak to children, colleagues, and one another with courtesy, respect, and understanding, modelling the values we wish to see in our pupils.

Safeguarding

Safety is the foundation of everything we do.

- Safeguarding children is our highest priority and underpins every aspect of our practice.
- All staff receive annual safeguarding training, with regular updates and refreshers throughout the year.
- Every new member of staff, whether permanent or temporary, undertakes safeguarding training as part of their induction.
- We recognise that safeguarding is everyone's responsibility. All staff have read and understood section one of *Keeping Children Safe in Education (2021)* and understand that early help and contextual awareness are essential to keeping children safe.
- Safeguarding concerns are always shared, recorded, and stored securely.
- The Pastoral Team, including the Lead DSL and Deputy DSLs, meets weekly in *ChildWatch* meetings to review concerns holistically — linking mental health, attendance, behaviour, and SEND to ensure joined-up support.

Attendance

We view attendance as a reflection of commitment, wellbeing, and aspiration.

- Every member of staff has a role in ensuring each child attends school every day.
- The Pastoral Team works proactively to remove barriers and promote excellent attendance.
- We collaborate closely with external agencies to address and overcome challenges to school attendance.
- We recognise that each child's situation is unique, and we tailor our interventions accordingly while maintaining fairness and consistency.

Behaviour

We believe that positive behaviour creates a climate of safety, mutual respect, and opportunity for all.

- Good behaviour supports emotional wellbeing and reduces stress for both children and staff, creating an environment where teachers can teach and children can learn.
- Understanding and respecting rules prepares our children for life beyond school and helps them pursue their aspirations with integrity.
- Our Behaviour Policy provides opportunities for reflection, recognising that learning how to behave is an essential part of moral, social, and spiritual development.
- We apply our policy consistently and fairly while acknowledging the individuality of each child and situation.
- We work collaboratively with parents and carers to promote shared understanding and partnership in supporting positive behaviour.

Pastoral and Mental Health Care

Our commitment to pastoral care is rooted in our moral purpose and driven by our belief that every child deserves the chance to thrive.

- We are proactive in identifying the best support for each child and resilient in adapting when initial strategies are less effective — we never give up on a child.
- While grounded in evidence-based practice, we remain creative and flexible in meeting unique individual needs.
- Our Pastoral and Inclusion Team are passionate lifelong learners, continually developing their expertise in pastoral and mental health support to meet the evolving needs of our community.
- We work collaboratively and respectfully with external agencies, maintaining open communication and mutual challenge to ensure the best outcomes for children.
- We recognise that early intervention is key to safeguarding mental health and promoting wellbeing.
- Parents and carers are encouraged to be active partners in the support we provide.
- All interventions are monitored, assessed, and evaluated for impact using a range of standardised tools.
- The mental health and wellbeing of our children and staff are of the highest priority — our foundation of safety, strengthened by our commitment and guided by our aspirations for all.