



Statement of Mental Health and Wellbeing Intent

Moral Purpose

Temple Learning Academy 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 academy, with the wider academy community and most importantly with the young people in our academy. We act with determination. Whatever issues our young people, their families, the academy, our team or the community face, we always support, respond 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 reflect the academy's curriculum intent statement and core values 'Courage' 'Opportunity' 'Respect' and 'Excellence.'

Our moral purpose can therefore be summarised below -

- Courage
- Opportunity
- Respect
- Excellence

What Effective Mental Health Interventions Means to Us

- Making sure that the young person stays at the heart of every conversation.
- Prioritising those who need our help most and ensuring that we intervene with all young people identified as needing support.
- Promoting the value of attendance so that young people can be educated and supported.
- Establishing an environment where young people can thrive that is rooted in consistency and high expectations.
- Using evidence-based practice for all our interventions.

Expectations of Each Other

- All members of the academy community speak with courtesy, respect and understanding.
- Universal strategies are widely implemented across the academy community.
- Records are kept meticulously and are completed in a timely manner and shared with relevant and appropriate parties.
- Keeping Children Safe in Education is read and understood by all staff.
- All policies linking to mental health, behaviour, safeguarding, and attendance are read and understood by all staff.
- All members of the academy community work with professional integrity and generosity.
- Members of the academy community liaise with external agencies to secure additional support or resources for our young people.

SAFEGUARDING

- Safeguarding young people comes above everything else we do.
- All staff across the academy have annual safeguarding training 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 Temple Learning Academy 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.
- The Designated Safeguarding Leads and Safeguarding Team, Mental Health and Wellbeing Lead and Pastoral Advocates are experts in this field supported by the Assistant Principals.
- The academy uses CPOMS as a vehicle for reporting all safeguarding issues which is monitored and secure
- The academy liaises with external agencies to ensure that all young people are safeguarded appropriately

Our Mental Health and Wellbeing Intent statement places high value on excellent academy practice and research evidence to inform the overarching principles above.

ATTENDANCE

- All staff have a role to play in ensuring each child attends academy
- Assistant Principal for Attendance, Attendance Champion and Attendance Improvement Officers will provide young people with long and sustained absence, opportunities for re-integration with a view to integrating back into full time education
- All the Inclusion Team work to remove barriers to good academy attendance
- We work together with external agencies such as the local authority and the local cluster team to address and remove barriers to academy attendance working alongside with families
- We prioritise young people who are classed as disadvantaged, SEMH, SEND and Looked After. However, we are passionate about providing the same support to all young people, irrespective of background
- We follow the policies and procedures which are in place, acknowledging that each child and situation is different and adjusting as required
- We work with young people and families to celebrate good and improving attendance and have a highly publicised, inclusive rewards system
- We follow the local authority guidelines in terms of sanctioning poor attendance after we have worked with families to put support in place
- All young people in Secondary are aware of their current attendance percentage and late data; this is discussed during their personal guidance to promote good attendance and punctuality and provide accountability to the young people

BEHAVIOUR

- Good behaviour allows for teachers to teach and young people to learn
- The academy has a Behaviour for Learning Policy which is frequently reviewed by SLT and Governors
- 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 Behaviour Policy for each student, acknowledging that each child and situation is different and adjusting as required
- We prioritise young people who are classed as disadvantaged, SEMH or SEND; however, we are passionate about providing the same support to all young people, irrespective of background
- We make reasonable adjustments for young people with special educational needs, Looked After or vulnerable young people
- We involve parents/carers in supporting their child to improve their behaviour via regular communication
- The academy has a large Pastoral team who are dedicated to ensuring that behaviour expectations are met and adhered to
- The academy has a consequence and rewards system that allows young people to flourish, but also be supported in developing according to their needs

PASTORAL CARE AND MENTAL HEALTH

- Pastoral support is driven by our moral purpose (see previous page)
- We do not give up on young people and constantly look for ways to support them
- Our interventions are directed by evidence-based practice
- Our pastoral team are highly skilled and passionate about becoming experts in their field around pastoral and mental health support
- We work with numerous external agencies to support our young people
- We recognise that early intervention is vital
- We involve parents/carers as appropriate in the support which we put in place
- The mental health of our young people and staff is of the highest priority
- We work with external agencies to support young people's mental health
- We work closely with our alternative provisions to ensure our support continues even when our young people are educated off-site