

The Redway School - Statement of Mental Health Intent – September 2026

“More than anything else, being able to feel safe with other people defines mental health; safe connections are fundamental to meaningful, satisfying lives”

Bessel A. Van Der Kolk

Moral Purpose

The Redway School Wellbeing 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 young people in our school. We act with determination. Whatever issues our students, 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 young people’s lives but active participants who can and do make a real difference. These reflect the school’s curriculum intent statement and core values, in particular to develop a sense of **belonging**, to really feel part of things, for all pupils to be part of a community where opportunity allows us to **believe** we can achieve, that we can be part of things and that our voice can be heard and to **become** active and valued citizens.

Our moral purpose can be summarised:

Teamwork – We recognise that working as a team where everyone works together, has a sense of belonging, has a voice, and is listened to creates a firm base for the promotion of good mental health, **ask-listen- respect**

Compassion – We work with compassion and kindness; we believe without this we cannot promote good mental health. This belief extends to all members of the school and wider community, we model compassion and kindness and have expectations that others do the same.

Determination – We are a voice for our pupils and our families, we don’t give up, we keep going even when the going is tough, and we encourage this in others. We are determined that our community have a voice and that it is listened to. We persevere to find our way to the best outcomes.

Commitment – We are committed to making a difference, we know we can have a positive influence on lives and feel privileged that we can make a difference

Celebration – We celebrate with the school community; we celebrate achievements big and small and celebrate belonging and togetherness. We are a team, a community, we want everyone to feel valued but equally expect everyone to contribute in a way that is meaningful to them

What Effective Mental Health 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 is the right support and staff understand their needs
- Staff teach best when they feel supported and have access to good, appropriate training
- Good regular observation and team discussion build the right approach to intervention

Expectations of Each Other

- Communication is of the highest standard
- All staff have read and understood section one of Keeping Children Safe in Education
- All staff have read and are aware of our behaviour, mental health, attendance, and safeguarding policies.
- All staff are committed to work to support the wider school community.
- Attend meetings on time and prepared, be respectful attack the problem not the person
- Ensure all interventions are documented and monitored.
- Speak to students, staff and each other with courtesy, respect and understanding.

Safeguarding

- Safeguarding students comes above everything else we do.
- All staff across the school have training annually 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 Children Safe in Education 2025, that early intervention is key and that context matters.
- All notes are kept securely using our online system, MyConcern
- The Head and mental health practitioners are confident in supporting and signposting in this field.

Attendance

- All staff have a role to play in ensuring each child attends school.
- Class staff support students by providing immediate help and checking in with students/families who have poor or low attendance.
- The whole school team work to remove barriers to good school attendance.
- We work together with external agencies to address and remove barriers to school attendance.
- All of the pupils at The Redway school are children in need, every pupil is monitored. However, additional support is given to pupils who have been escalated on the school's monitoring system. we are passionate, though, about providing the highest level of support to all students.
- We follow the protocols which are in place, acknowledging that each child and situation is different and adjusting as required.
- Where appropriate, home learning is facilitated through our outreach team who offer home learning for pupils with serious and enduring health needs which prevent attendance at school

Behaviour

- Positive behaviour allows students to feel fully engaged in learning.
- We have a moral obligation to prepare young people for life beyond education.
- Our approach to education is holistic, we educate the whole child understanding that personal development is at the centre of that.
- We apply the protocols for each student, acknowledging that each child and situation is different and adjusting as required.
- All students are our priority, but we recognise that, at times, some students will need additional targeted nurture and support.
- We adjust, where needed, for students with additional complex needs who have been identified as extremely vulnerable.
- Our systems are based on positive behaviour support
- We work with families so an effective approach to behaviour support can be embedded

Wellbeing and Mental Health

- Wellbeing support is driven by our moral purpose.
- We constantly look for ways to support all of our pupils.
- Our interventions are directed by evidence-based practice and ongoing observation
- Our wellbeing Team are passionate about becoming experts in their field around pastoral and mental health support.
- We work with external agencies to support our students; multi-agency working is important to us.
- We recognise that early support and intervention is vital.
- We involve parents as partners in the support which we put in place.
- Our interventions are mapped, assessed, and evaluated
- The mental health of our students and staff is of the highest priority.