



Statement of Mental Health and Pastoral Intent 25/26

Moral Purpose

Arbour Academy provides access to a broad and balanced curriculum, in a small nurturing environment, for young people unable to access a mainstream school placement due to anxiety and mental health needs.

Arbour Academy aims to re-engage each young person with their education, develop social skills and learn coping strategies to support their mental health and wellbeing. Through tailored therapeutic support and a small nurturing environment, we aim to ensure learners feel safe, secure and supported and as a result are able to access the education they deserve.

"We do things differently HERE"

H-High Standards E-Empathy R-Resilience E-Emotional Response

What Inclusion and Effective Mental Health Intervention means to us;

- The child stays at the centre of every conversation.
- Young people learn best when they have the tools to cope with their feelings and emotions.
- All staff receive appropriate and up to date training based on the latest therapeutic interventions and trauma informed practice.
- We use evidence-based practice for all our interventions.
- Communication and information sharing is key amongst professionals.
- A whole school approach ensures all of our learners have access to a wide range of support.
- Relationships are key.

Expectations of Each Other;

- Confidentiality and professionalism are paramount.
- All staff approach and support learners' mental health and wellbeing discretely and sensitively following all safeguarding procedures and guidance.
- All record keeping and appropriate documents are kept up to date, are accurate and are securely stored.
- All staff have completed appropriate training and have read and understood section one of Keeping Children Safe in Education 2024.
- All staff have good knowledge and have received appropriate training on behaviour, SEND, attendance and safeguarding policies and protocols.
- Attend appropriate CPD and whole staff meetings.
- Communicate any information regarding learners' mental health and wellbeing confidentially with the appropriate DSL/DDSL.
- Ensure all pastoral and intervention work is quality assured and evidenced appropriately using

school evidencing systems.

- Speak to students, staff and each other with professionalism, courtesy, respect and understanding.

SAFEGUARDING

- At Arbour Academy we are committed to safeguarding the welfare of all our learners.
- As with all school we have a pastoral responsibility and are legally obliged to pass on concerns about child welfare to Children's Social Care following Salford's Safeguarding Partnership Board.
- Arbour Academy has a Designated safeguarding lead and Deputy Designated Safeguarding leads who support staff to keep children safe. All staff are aware of the role and responsibilities of the DSL and DDSL.
- All staff are trained in our internal safeguarding reporting system CPOMS.
- All staff have completed appropriate training and have read and understood section one of Keeping Children Safe in Education 2025. This training is updated annually and on induction for all new staff.
- Combined policies; Safer Recruitment policy, Child Protection policy and Keeping Children Safe in Education 2025 are in place to protect children and young people attending our school.
- All staff have a responsibility to provide a safe environment in which children can learn. All staff are trained to identify children who may benefit from external agency support such as Early Help.
- Designated staff work closely with external agencies and social care to ensure children receive the support they need.
- All staff are fully trained and know how to follow internal safeguarding procedures and systems when sharing sensitive information.

ATTENDANCE

- When young people are here, we can support and educate them – attendance matters.
- All staff understand their legal obligation to take accurate registers and report absence.
- All staff have a role to play in ensuring each child attends school.
- Mentors support by providing first wave support, checking in with students who have poor or low attendance.
- The Inclusion Team work together with external agencies and the support of the LA to remove barriers to good 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 aim to support learners to overcome barriers to education through inclusive teaching, pastoral support and therapeutic care.
- We have a moral obligation to prepare young people for the rigors 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 make reasonable adjustments for our learners with special educational needs and vulnerabilities.
- We have a strong behaviour policy and whole school approach which includes a whole school rewards and sanctions system.
- We involve parents and dual registered schools in supporting their child/learner with their behaviour.

PASTORAL CARE/MENTAL HEALTH

- Pastoral support is driven by our moral purpose (see Moral Purpose statement).
- Supporting our learners in understanding their emotions forms the basis of our pastoral intervention.
- Staff are trained in latest mental health practices and trauma informed approached.
- Multi agency work is part of our daily practice in supporting our young people.
- Interventions are personalised and impact is measured.
- All learners have access to our inclusion team.
- Home visits take place to support the mental health and wellbeing for those who are unable to attend school.
- 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 students and staff is of the highest priority.

This statement places high value on excellent school practice and research evidence to inform the overarching principles above.

