



Race Leys
Junior School

Wellbeing Policy

Review Due: September 2026

Reviewed Annually

Moral Purpose

Race Leys Junior 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 Griffin's 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 our Griffin's 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, in particular 'Proud Traditions', 'Wide Horizons' and 'High Achievement'.

Our moral purpose can therefore be summarised below:

- Teamwork.
- Determination.
- Commitment.

What Inclusion and Effective Mental Health Interventions Means to Us

- The Griffin stays at the centre of every conversation.
- We prioritise those who need our help most, but we intervene with all.
- When Griffin's are here, we can support and educate them – attendance matters.
- By building positive relationships, Griffin's are supported to make the right choices and develop a positive approach to learning. .
- Build positive relationships between staff, Griffins and parents.
- Staff to encourage positive self-esteem in Griffin's.
- We use evidence-based practice for all our interventions.

Expectations of Each Other

- All communication to be shared through CPOMs in a timely manner.
- To attend Whole School safeguarding & child protection training annually.
- Have read and understood Keeping Young people Safe in Education each time it is updated.
- 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 Griffin's, staff and each other with courtesy, respect and understanding.

Safeguarding

The Head of Pastoral Care and Mental Health Practitioners are experts in this field supported by the Head of School

Attendance

- All staff have a role to play in ensuring each Griffin attends school.
- Mentors support by providing first wave support, checking in with Griffins who have poor or low attendance.
- All of the inclusion team work to remove barriers to good school attendance.

- We work together with external agencies to address and remove barriers to school attendance.
- Safeguarding Griffin's 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 Young people Safe in Education 2021, that early intervention is key and that context matters.
- All notes are kept securely.
- We prioritise Griffins who are classed as disadvantaged, SEMH or SEN, however, we are passionate about providing the same support to all Griffins, irrespective of background.
- We follow the protocols which are in place, acknowledging that each Griffin and situation is different and adjusting as required.
- We provide a welcoming 'from home, to home' environment for our students.

Behaviour

- Good behaviour allows for teachers to teach and Griffins to learn.
- We have a moral obligation to prepare Griffins for the rigours of work and life beyond education.
- We are here to educate the whole Griffin, helping with moral and personal development.
- We apply the protocols for each Griffin, acknowledging that each Griffin and their situation is different and adjusting as required.
- We prioritise Griffins who are classed as disadvantaged, SEMH or SEN, however, we are passionate about providing the same support to all Griffins, irrespective of background.
- We make reasonable adjustments for Griffins with special educational needs or vulnerable Griffins.
- We have a positive relationship policy that enables Griffins to be supported following negative incidents.
- We involve parents in supporting their Griffin to improve their behaviour.

Pastoral Care and Mental Health

- Pastoral support is driven by moral purpose.
- We do not give up on Griffins 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 recognize that early intervention is vital.
- We involve parents as appropriate in the support that we put in place.
- Our interventions are assessed and evaluated using entry and exit questionnaires.
- The mental health of our Griffins 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.