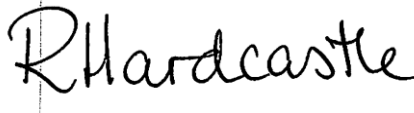




Sir Christopher Hatton Academy

A Member of Hatton Academies Trust



Title	Child Physical and Mental Health and Wellbeing Policy
Reviewed	April 2019
Next Review	April 2021
Associated Policies	Anti-Bullying Policy Child Protection Policy
Originator	K Blackett K Gunn C Raku
Approved	

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Child Physical and Mental Health and Wellbeing Policy

At Sir Christopher Hatton Academy we recognise that positive physical and mental health and wellbeing are essential to the development of thriving and successful students. It is therefore vital to our aims as an organisation that we provide high quality support.

1. Aims

We aim to ensure that our Academy:

- reduces the stigma attached to mental health issues and promotes positive wellbeing in all students
- provides a secure environment that encourages openness and trust
- can respond effectively to concerns about students' mental health
- embeds the skills students need to make good decisions about their own mental health and wellbeing
- offers comprehensive pastoral and medical support that is accessible to all students.
- encourages support for good physical health

2. Roles and responsibilities

The Academy's designated leads for physical, mental health and wellbeing are responsible for:

- co-ordinating the academy's approach to promoting positive physical, mental health and wellbeing
- providing all members of staff with the knowledge and skills they need to identify signs of mental ill health in students
- building strong working relationships with child and adolescent mental health services and other external partners
- working with the senior leadership team (SLT), Directors, academy staff, parents, carers and students to create an environment where everyone feel safe, supported and motivated.

The designated safeguarding lead is responsible for:

- keeping detailed records of any significant mental health concerns
- liaising with external services where there are any significant mental health concerns
- acting as a source of support and expertise to the academy community
- should a referral to an outside agency (e.g. CAHMS) be required the DSL (and/or pastoral team member/SENCO) will complete the documentation as required. This may well be part of an Early Help Meeting or other relevant meeting with outside agencies

All members of academy staff are responsible for:

- treating all students with empathy, respect and kindness
- encouraging students to disclose concerns or seek help when necessary
- reporting any wellbeing or mental health concerns to the academy's designated leads for physical, mental health and wellbeing.

Examples of good practice may include:

- organising whole-academy or year group assemblies to discuss specific physical, mental health and wellbeing issues
- arranging for external speakers to visit and discuss topical issues such as the use of social media or the impact of body image
- using key dates such as Mental Health Awareness Week and World Mental Health Day as opportunities to raise the profile of mental health
- holding designated health and wellbeing days, organising activities across the curriculum
- dedicating time to celebrate students' academic and extracurricular achievements
- including student wellbeing in lesson observation criteria for teaching staff
- running yoga or mindfulness sessions to prepare students for the demands of the day
- using displays and bulletins to signpost students to sources of support
- ensuring that students have regular opportunities to discuss physical, mental health issues in small groups.

3. Mental health and wellbeing in the curriculum

The academy will commit to promoting physical health and mental wellbeing through in-classroom teaching. In addition to the basic steps students can take to care for themselves, teachers will put specific emphasis on the skills young people need to overcome setbacks and succeed in the face of adversity in order to build physical and mental resilience.

The academy's PSHE curriculum will include lessons on physical, mental health and wellbeing, as well as the importance of relationships.

4. Supporting individual students

All members of staff will work together to identify and monitor any form of health concerns (physical and mental). Staff will record information accurately using Academy systems and all disclosures should be communicated directly to the DSL via the Academy Safeguarding Procedures taking into account statutory requirements (Keeping Children Safe In Education 2018 and Working Together to Keep Children Safe). This will complement the academy's pastoral tracking processes

Staff will be encouraged to look out for signs such as:

- erratic, unaccountable behaviour (e.g. leaving lessons suddenly)
- changes in sleeping habits
- disengagement from work or extracurricular activities
- unexpected or disproportionate reactions to ordinary situations
- aggressive or compulsive behaviour
- a drop in academic achievement
- a drop in attendance
- isolation from peers
- dysfunctionality in family life
- talking/exhibiting about self-harm or suicide
- changes in appetite
- changes in clothing
- abusing alcohol or drugs.

This is not an exhaustive list and staff should record and report any concerns using the relevant system.

5. Physical Health

The academy is committed to encouraging a healthy, active lifestyle. Students in years 7-11 participate in core PE every week and a range of extracurricular sport activities are on offer to students. The canteen offers a varied range of healthy food options and we promote healthy lifestyles across the academy, for example: through assemblies, form time, Life Skills and House Events.

6. Individual care plans

Individual care plans are drawn up for any student who has an identified diagnosis/medical condition pertaining to their physical health. These include:

- Details of a student's condition
- Special requirements and precautions
- Medication and any side effects
- What to do, and who to contact in an emergency
- The role the Academy can play

7. Providing a network of support

In addition to supporting individual students with physical, mental health and wellbeing concerns, the academy will commit to making sure that all students can access a cohesive network of pastoral and medical services. These include:

- Our pastoral team
- Any member of staff
- Access to external agencies
- School Nurse Drop-in
- Service 6
- peer mentors, who are trained to support other students in their year groups

The designated physical and mental health leads will work closely together to identify opportunities for staff training, so that all members of staff feel confident in supporting students.

8. Working with families and the community

The academy believes that effective physical and mental health and wellbeing support depends on the input of parents, carers and the broader community.

Senior and pastoral leaders are available to meet parents/carers to discuss any concerns.

9. Related policies

This policy should be read in conjunction with policies for:

- anti-bullying

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- child protection and safeguarding
- online safety
- personal, social, health and economic (Lifeskills PSHE) education

10. Useful links

- [Young Minds](#) is one of the UK's leading charities for children and young people's mental health.
- [Place2Be](#) is one of the UK's leading children's mental health charities.
- [Mind](#) is the UK's leading mental health charity, offering a great deal of useful information on children's mental health.
- [Children's Mental Health Week](#) is an annual opportunity to encourage children, young people and adults to celebrate their uniqueness.
- [Child and adolescent mental health services \(CAMHS\)](#) provide support to children and young people with a wide range of behavioural and emotional issues.