



Sir Christopher Hatton

AN ACADEMY WITH SPECIALIST MATHEMATICS & COMPUTING STATUS

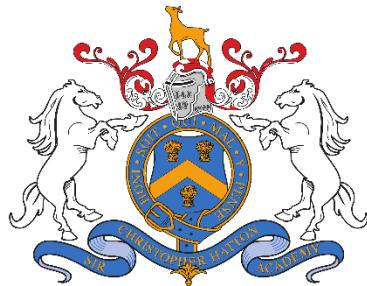
Excellence

Aspiration

Achievement

Inspiration

Community



Title	Child Physical and Mental Health and Wellbeing Policy
Reviewed	December 2023
Next Review	December 2024
Associated Policies	Anti-Bullying Policy Child Protection Policy RSE Policy Online Safety Policy Behaviour for Life Policy
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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.

There is clear evidence that emotional wellbeing is a key indicator of academic achievement, and subsequently improved outcomes in later life. The Department for Education has found that, on average, children with higher levels of emotional, behavioural, social and school wellbeing, had higher levels of academic achievement and were more engaged in school.

The Department of Education have identified schools as key sites for intervention, and we are focusing on the importance of evidence based prevention and early intervention in school alongside challenging any stigmas associated with poor mental health, coupled with targeted intervention when needed.

Students need education to include how to understand and look after their mental health – just like we learn how to look after our physical health. By shifting the focus to preventing mental health problems and building resilience we can do so much to improve the lives of so many. Good wellbeing on leaving school has a much greater impact on life outcomes than exam success. - **Sarah Brennan Chief Executive YoungMinds**

At Sir Christopher Hatton Academy our curriculum aims to educate beyond the confines of school examinations. We believe in creating and developing students that self-regulate and develop as independent, emotionally intelligent, and successful learners, ready to take their place as responsible global citizens. We aim to challenge, grow and support our students throughout not only their academic, but also their personal journey at the Academy, by having a strong focus on creating and maintaining a positive wellbeing.



Aims

Our aims are:

- to provide support, challenges and rewards that encourage positive student wellbeing
- to regard wellbeing as a thread that runs through all aspects of Academy life
- to embed wellbeing into our pastoral curriculum including PSHE, RSHE, assemblies and form time that enhances our Academy values
- to provide targeted support and intervention for students where higher needs are identified
- to address misconceptions and reduce negative stigmas associated with mental health and wellbeing
- to ensure appropriate training and support and an understanding of appropriate signposting, is in place for staff to support student wellbeing.

1. 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

- 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
- 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.

2. 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.

3. 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 2020 and Working Together to Safeguard Children 2018). 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 about/exhibiting 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.

4. 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 all 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.

5. Individual care plans

Individual care plans are drawn up for any student where necessary, 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

Medical information is also regularly updated and is securely available for relevant staff members.

6. 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 clinic
- Service Six
- 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.

7. 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.

8. Further help and support

Useful links

- [Young Minds](#) is one of the UK's leading charities for children and young people's mental health. Or text 85258.
- [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.
- [NHS 5 Steps To Wellbeing](#)
- [Samaritans](#) offer listening and support to people and communities in times of need.

- [**ServiceSix**](#) is a Northamptonshire based charity that provides emotional support and projects in the local area. Projects include Happier Families Wellbeing Drop in Clinic in Wellingborough. For a full list of services please see their website.

Wellbeing Apps

- **Headspace** – Guided meditation and mindfulness
- **Mindfresh** – Emotional Wellbeing support
- **Calm Harm** – Designed for people managing self-harm
- **Happy Not Perfect** – Designed to look after your mind in a fun way