



Clovelly House School
Stay safe, respect, achieve

Health and Well-being Policy

January 2024



Clovelly House School Policy

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Health and Wellbeing Policy

1. Introduction

The purpose of this policy is to ensure that pupil health and wellbeing are central to the successful engagement of children in the life of the school and the residence and to acknowledge the link between health and wellbeing with educational success and progress.

2. Aims and objectives

The school aims to promote a caring and nurturing environment for children to feel safe, develop emotional regulation and to reach a place where they are able to access learning and make progress in all aspects of their lives. The promotion of positive mental health and wellbeing are central to the work of the school.

To do this the school endeavours to:

- Improve behaviour and attendance
- Reduce bullying
- Improve staff morale
- Improve relationships between staff and pupils
- Have co-ordinated support from a range of external organisations
- Support children to thrive

3. Procedures for promoting Health and Wellbeing

The school approaches emotional health and wellbeing according to these 7 principles:

- Ethos and environment
- Curriculum, learning and teaching
- Support for pupils
- Support for staff
- Identification and impact,
- Working with families,
- Targeted support

3.1 Ethos and Environment

The school's approach to wellbeing is to:

1. Ensure that the school has robust policies and procedures to support mental health and wellbeing.
2. Place safeguarding and the protection of children at the centre of the work.
3. Ensure that the classrooms, grounds and environment are attractive, clean, comfortable and safe for use
4. Create an ethos and conditions that support positive behaviours for learning and for successful relationships,
5. At all times to promote equality and celebration of diversity across the school.

3.2 Curriculum, Teaching and Learning

1. Integrate activities to support the development of social and emotional skills and wellbeing and to prevent bullying and violence in all areas of school life.
2. Teach children about positive mental health,
3. Offer curricular and extra-curricular support so that pupils engage optimally,
4. Tailor social and emotional skills education to the developmental needs of young people
5. Reinforce curriculum learning on social and emotional skills and wellbeing by integrating relevant activities into all aspects of secondary education
6. Provide a curriculum that promotes positive behaviours and successful relationships and helps reduce disruptive behaviour and bullying

3.3 Support for Pupils

1. Ensure that children's physical, emotional and social developmental needs are considered in all aspects of planning for the child;



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2. Ensure that children understand their health needs, how to maintain a healthy lifestyle and make informed decision about their own health;
3. Encourage pupils to make informed decision about their own health;
4. Encourage pupils to participate in a range of positive activities that contribute to their physical and mental health;
5. Ensure that children's wishes and feelings are sought and taken into account in their health care according to their understanding, and that the staff at the school and the residence act as advocates on behalf of the children.
6. Support pupils with EHC plans so that they meet the target set.
7. Supporting peers to build positive peer relationships.

3.4 Support for staff

1. Positively implement strategies for the health and wellbeing of staff,
2. Offer teachers and practitioners in schools training and support for developing pupils' social, emotional and psychological wellbeing,
3. Support and offer staff training to manage disclosures,
4. Implement and maintain robust supervision processes for the support of staff,
5. Have 'wellbeing' events and activities for staff across the school year,
6. To offer staff a wellbeing service through Peninsula, if necessary.

3.5 Identification and Impact

1. Staff will be trained to recognise warning signs from pupils about health and wellbeing issues,
2. Staff will understand protocols and procedures for supporting pupils with mental health difficulties,
3. Staff will be confident in the reporting procedures regarding children with health and wellbeing difficulties.

3.6 Working with Families

1. The school will offer support to parents/carers to develop their parenting skills,
2. The school will encourage working together between parents and staff,
3. The school will have a Family Liaison Officer to facilitate communication with parents,
4. The school will provide weekly updates to parents about the progress of their children in school,
3. The school will hold a range of Open days for parents to visit the school across the school year to celebrate the success and achievements of the children.

3.7 Targeted Support

1. The school's uses an individualised approach to supporting its pupils who may struggle to access school by adapting the curriculum, offering home learning and trying to offer enrichment activities on site.
2. The school also promotes external links to promote the health and wellbeing of children by supporting positive links with health agencies, including specialist services where appropriate such as CAMHs, (Child and Adolescent Mental Health Services), Sexual Health Services, the LAC nurse and the child's dental and medical practitioners, where necessary.
3. Each child in need, as stated on the EHCP, will be allocated a qualified and registered therapist from within the organisation to work with the child on a weekly basis. This decision will be made in consultation with local Authorities on placement and children will be encouraged to participate in this support.
4. The school will have reflective practice sessions to work with and support staff members to promote the wellbeing of children.
5. The school and the organisation have policies in place for the care of children who are unwell. These include 'First Aid', 'Care of those with chronic conditions and disabilities', 'administration of medicines' and 'dealing with medical emergencies'.
6. The school will have a school counsellor to work with all pupils during 'talk time' weekly.
7. Prescribed medicines are given only to children to whom they are prescribed. Children are allowed to self-medicate according to their individual risk assessments if they are assessed at sufficiently responsible to do so.



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7. Any treatment received by a child is recorded in a written school record, (separate from NHS records), to which only appropriately designated staff have access.
8. Where school staff carry out medical procedures for a child, (such as anaphylaxis), they are authorised and trained to do so.
9. The confidentiality and rights of children as patients are appropriately respected. This includes that right of a child deemed to be “Gillick Competent” to give or withhold consent for his/her own treatment.
10. Where necessary, a child has a clear individual health and welfare plan, IHCP, containing relevant health and welfare information provided by parents/carers and social services which records significant health and welfare needs and issues. This record will be agreed by parents/carers and include:
 - * records of developmental checks;
 - * health monitoring required by staff;
 - * involvement of a child’s parents/carers or significant others in health and welfare issues.
11. The child’s health plans will be discussed and updated at care team meetings and reviews as necessary.

4. Arrangements for monitoring and evaluation

The head teacher will report on a termly basis to the Senior Management Team on Health and Wellbeing matters as well as reporting as needs arise. The managers will evaluate those outcomes and will consider whether any further action should be recommended.

The Principal and Senior Leadership Team will review this policy at least annually and implement revisions as necessary in line with government guidance and the needs of the school.

See also: This policy should be read in conjunction with all other Education policies and the Clovelly House Policies and the ‘Guidance for Staff’ documents.