



## Wellbeing and Mental Health Policy

Reviewed: September 2022

### **Aims & Objectives**

At Repton Al Barsha, we are focused on creating a culture of wellbeing for students, staff and the wider Repton Al Barsha community. This policy has been developed to promote the emotional wellbeing of pupils to increase awareness and understanding of mental health issues and how the school seeks to address these.

It will also provide staff with the resources and information they need should they require further support with a pupil in school in terms of their emotional wellbeing, what action they can take and the people or services they can obtain support from. SLT and The Well-Being Team have been working in conjunction to provide staff well-being initiatives to help support them.

This policy should be read in conjunction with the Anti-Bullying, Behaviour, Curriculum, Inclusion, Child Protection and Safeguarding policies.

### **What Repton Al Barsha does to promote positive mental health:**

- **Pastoral support** from staff: there are various layers to this support, including Form Tutors, Heads of Year, Heads of Pastoral Care, Senior Leadership and the school Medical Centre. All strive to ensure that each individual pupil is valued, known and is listened to.
- **Form Tutors** play a particularly important role in emphasising the academic and personal development of each pupil and encouraging them to pursue an active and balanced life, to develop friendships through engagement with the co-curricular life of the school and to nudge them outside of their comfort zone, particularly in trying new things.
- A commitment to **helping others**: this is viewed by many experts as one of the best ways of maintaining a healthy perspective on one's own life and to establish a strong sense of self-confidence and wellbeing.
- A **Learning Support** team: to provide practical support with specific learning support needs, and to work to reinforce pupils' self-esteem and confidence.
- **All staff** play a crucial role in listening to pupils and identifying vulnerabilities and concerns as early as possible. The pupil's Form Tutor is the first point of contact for all staff and parents with concerns about a pupil.
- The school is committed to a **collaborative approach** to supporting pupils, including the school's staff, pastoral staff, parents, external agencies and experts. Repton Al Barsha is not a specialist physical or mental health facility, and at certain points, we rely on medical professionals and external support for advice, guidance and treatment.
- The school is committed to making reasonable **adjustments** to a pupil's education and daily routine, where they will not affect the learning environment of other pupils.



- The school provides **healthy meals** for all pupils who avail of the school lunch and parents are asked to provide a healthy packed lunch for those who don't. Healthy eating and the benefits are promoted through the curriculum.
- The school encourages all children to be **physically active** with all pupils taking part in 3 hours of Games, Swimming and P.E. lessons during the week and an outstanding selection of extra-curricular and House activities are also provided to promote further participation.

### **Staff Responsible**

If you have any concerns regarding a pupil's emotional wellbeing, firstly you should record any observations, conversations or work produced that has given you cause for concern. This should be given immediately to the Form Tutor, Head of Year and Deputy Head Pastoral and Wellbeing.

If further specialist advice or support is required, the Deputy Head Pastoral and Wellbeing and/or the Assistant Head Inclusion, after consultation with the Principal, will suggest an external agency or make contact themselves with the support of the person / family involved.

All communication will be recorded and relevant staff will be kept apprised of the situation. All processes in place are accountable and transparent for the protection of staff and students.

A self-referral by a pupil or staff member can be made directly to the Head Teacher or Deputy Head Pastoral and Wellbeing.

### **Repton Al Barsha aims to:**

- promote good mental and physical health, happiness and wellbeing
- be a happy, open, trusting and well-ordered community
- engender a lifelong love of learning
- promote our **RAB Values** (Responsible, Academic, Be Kind)
- be free of any kind of harassment, bullying or abuse, that is physical or mental
- exhibit honesty, frankness, punctuality and courtesy at all times
- cooperate with those in authority
- have the confidence to ask for help
- respect each other's privacy
- grow intellectually, spiritually and culturally in an atmosphere of positive encouragement in which pupils and adults engage with mutual respect
- celebrate and reward good conduct and achievement, and recognise it in Assemblies and House meetings
- encourage healthy and ethical living
- develop leadership potential and teamwork
- provide for physical development and team sports
- encourage responsible attitudes to the environment
- confront problems and find solutions to them

### **Emotional well-being**

We recognise that emotional difficulties may be expressed in many different ways including depression, self-harm and eating disorders.

Our aim is to ensure any pupil experiencing emotional difficulties is identified promptly, appropriate care is accessed and continuing support is provided in order to optimise recovery rate.

**Care of pupils suspected of emotional difficulties:**

The very nature of emotional difficulties means that it is often hard for an individual to acknowledge that they have a problem, and even harder to seek help to do something about it.

It is therefore essential for all staff to be on the alert for any signs that a pupil is not thriving. Any concerns should be reported to Assistant Head Pastoral. (appendix 1 & 2)

Fellow pupils may be the first to raise concerns and must be reassured that their concerns will be taken seriously.

The Assistant Head Pastoral can then liaise with any relevant members of staff e.g. Form Teacher, School Nurse, School Doctor, Head of House, HOY or Headmistress to collate information (such as changes in behaviour, academic performance, eating habits etc) and consider appropriate referral options.

Further details of what to look out for are provided below and specific conditions are given in Appendix 3 – both are not extensive and designed to highlight key aspects.

**Referral options:**

Any pupil with the parent's permission can be referred to an external counsellor at Insights Psychology with whom the school has strong links.

A pupil identified as possibly having significant emotional issues should be referred to an external counsellor, even if reluctant to do so, for further assessment. Ideally parents would always be involved in this process, but this would depend on the nature of the problem, and may not always be appropriate.

**Treatment options:**

In conjunction with parents and health care professionals, treatment options would be dependent on the findings of the relevant health professional but possible outcomes could be further counselling, cognitive behaviour therapy, medication, a regime for maintaining healthy eating habits and monitoring weight, or a combination of these.

**Signs and Signals:**

Every member of the Repton Al Barsha community has the responsibility to look after one another. The following list will help you to identify if someone needs support.

**In Adults, Young Adults and Adolescents:**

- Confused thinking
- Prolonged depression (sadness or irritability)
- Feelings of extreme highs and lows
- Excessive fears, worries and anxieties



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- Social withdrawal
- Dramatic changes in eating or sleeping habits
- Strong feelings of anger
- Strange thoughts (delusions)
- Seeing or hearing things that aren't there (hallucinations)
- Growing inability to cope with daily problems and activities
- Suicidal thoughts
- Numerous unexplained physical ailments
- Substance use

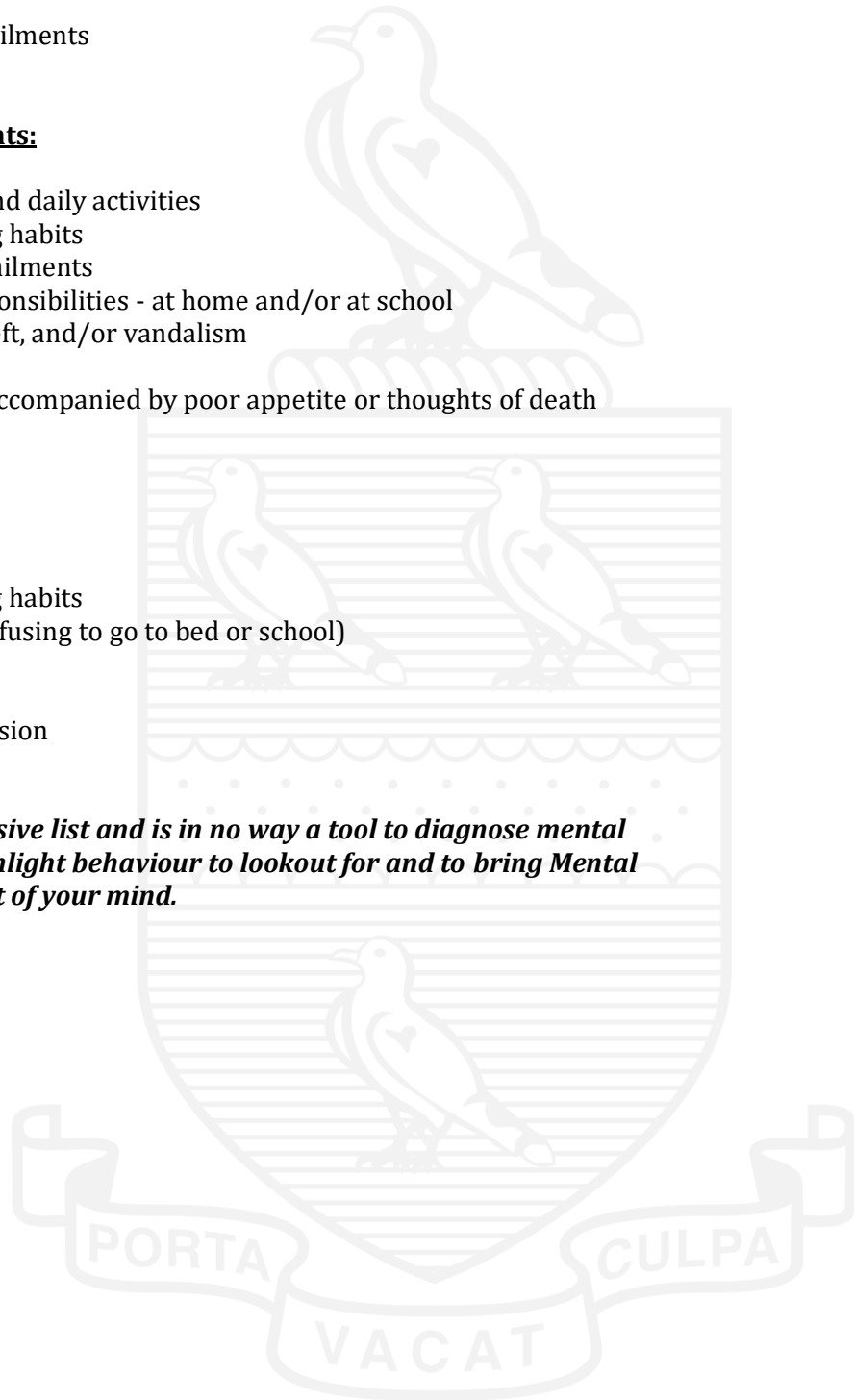
## **In Older Children and Pre-Adolescents:**

- Substance use
- Inability to cope with problems and daily activities
- Changes in sleeping and/or eating habits
- Excessive complaints of physical ailments
- Changes in ability to manage responsibilities - at home and/or at school
- Defiance of authority, truancy, theft, and/or vandalism
- Intense fear
- Prolonged negative mood, often accompanied by poor appetite or thoughts of death
- Frequent outbursts of anger

## **In Younger Children:**

- Changes in school performance
- Poor grades despite strong efforts
- Changes in sleeping and/or eating habits
- Excessive worry or anxiety (i.e. refusing to go to bed or school)
- Hyperactivity
- Persistent nightmares
- Persistent disobedience or aggression
- Frequent temper tantrums

***Please remember this is not an extensive list and is in no way a tool to diagnose mental health concerns. It is designed to highlight behaviour to lookout for and to bring Mental Health and Wellbeing to the forefront of your mind.***



### **Staff Wellbeing**

At Repton Al Barsha we are committed to the well-being and positive mental health of all members of our community. Staff have access to the school nurse and doctor and have comprehensive medical insurance. In addition to this, there are staff well-being initiatives in place such as:

- 3 staff rooms areas
- Discounts, for example, the school coffee shop, Serafina (restaurant), Beauty Time (hair and beauty - female staff only)
- Meeting-free weeks to provide alternative activities such as art or sport activities for staff
- Kudos board in the staff room for staff to highlight the success of colleagues.
- Staff in-house competitions – Bake-off
- Weekly treats for staff
- Shared breakfasts/lunches with staff group
- End of term celebrations & staff social events
- Staff accommodation has a gym and pool
- Team building activities once per term
- Access to the school doctor, nurse and external counsellors
- Comprehensive world-wide medical insurance
- New staff orientation
- After School Care for staff children
- Professional development: Senior/Middle leader training

Support is also available for the staff team in terms of reflective practice and supervision. People are available to listen if you they need a non-judgmental space or support in terms of their own emotional wellbeing. Furthermore, support can also be obtained following an incident at school to debrief and reflect.

**Next Review Date: September 2023**