

*"Think in, speak out"*



Designed by Rose Kong, 8.1

# *Wellbeing and Positive Mental Health*

*Wednesday 28 September*



**REGENTS INTERNATIONAL SCHOOL  
PATTAYA**

A NORD ANGLIA EDUCATION SCHOOL



In partnership with



*Be Ambitious Be Regents*

# Workshop Aims

- Introduce the Whole School Pastoral Team
- Explore mental health and wellbeing
- Describe what good student wellbeing looks like
- Discuss why positive wellbeing is important at Regents and how we support students
- Recognise signs and symptoms
- Identify what to do if you are worried about your child

# Whole School Pastoral Team



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School Counsellor

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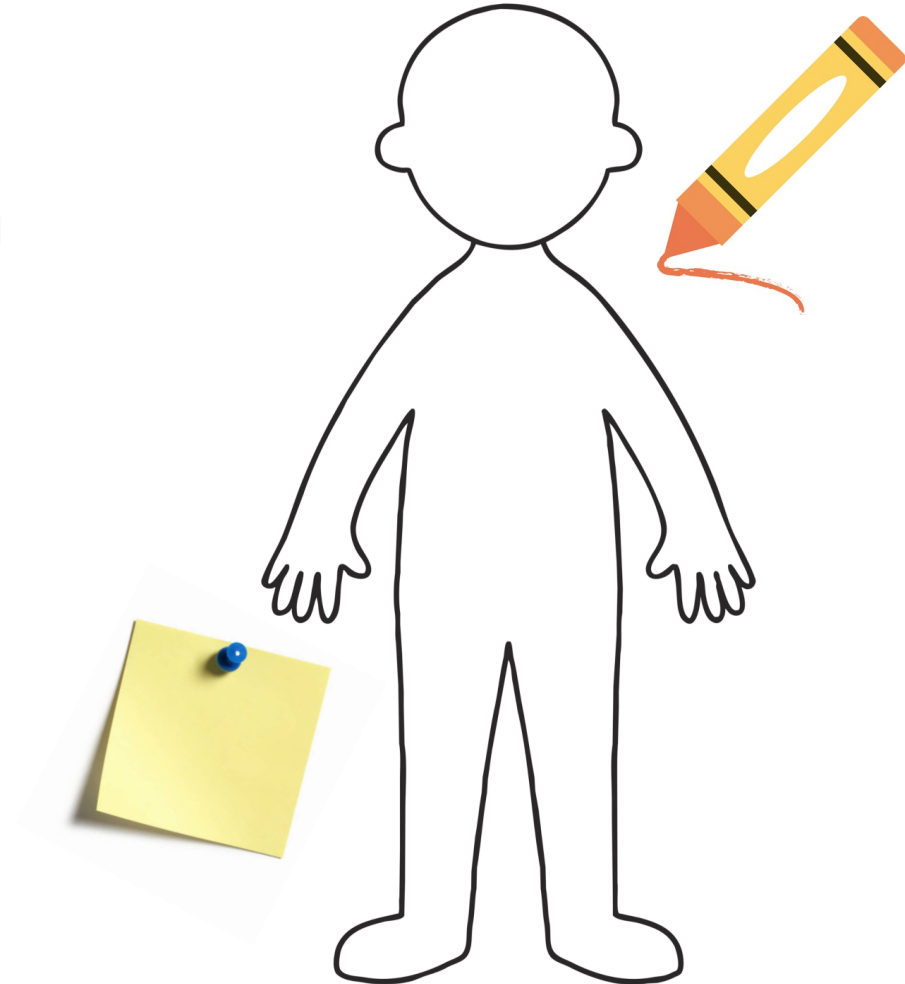


Ice-Breaker

*Wellbeing and Positive Mental Health*

# Group Activity

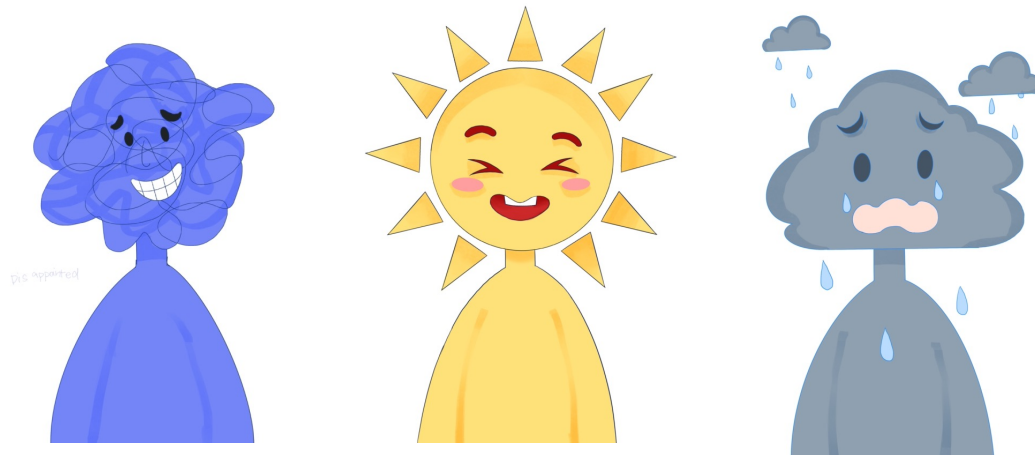
What might we observe in an individual with good wellbeing and positive mental health?



# Mental Health and Wellbeing

"[Mental health] is a state of wellbeing in which the individual realises his, her or their own abilities and can cope with the normal stresses of life, can work productively and fruitfully, and is able to make a contribution to his, her or their community. It encompasses **emotional wellbeing**, the **capacity to live a full and creative life**, and the **flexibility to deal with life's inevitable challenges**"

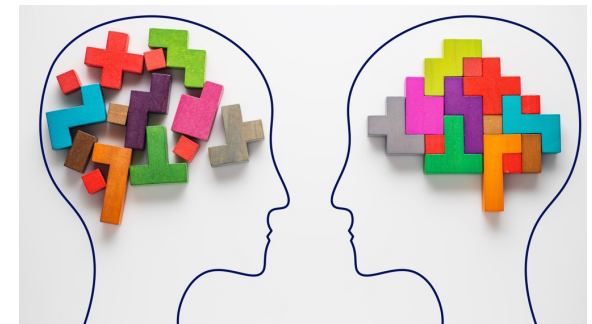
- World Health Organisation



# *What does good student wellbeing look like?*

## **When students experience good mental health and wellbeing:**

- They feel good
- They are able to regulate their emotions
- They feel that, overall, their life is going well
- They are able to cope well with life and life's challenges



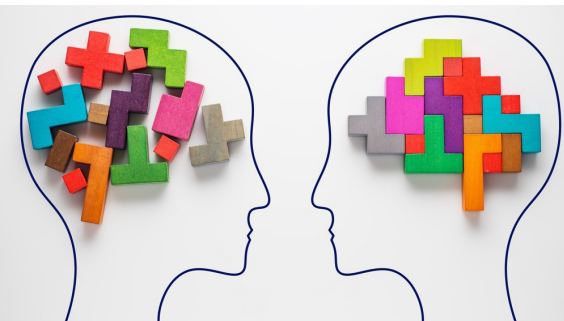


# What does good student wellbeing look like?



**When children and young people have good levels of wellbeing, it helps them to:**

- Learn and explore the world
- Feel, express and manage positive and negative emotions
- Form and maintain good relationships with others
- Cope with and manage change, setbacks, and uncertainty
- Develop and thrive
- Engage positively with their education



# *Our Aim - To create a positive, whole school environment*

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Conversations about wellbeing and mental health are more effective in the context of a **positive whole-school environment**, where:

- There is an **ethos** of constructive, caring relationships across the school built on **trust, kindness, safety** and **security**.
- There is a **sense of belonging** and students are encouraged to talk to staff about worries and difficulties.
- Students have been taught good social and emotional skills.
- All staff are encouraged and supported to be alert, watchful and curious about students' behaviour, their body language, their interaction with other students, what they say, what they draw and what they do in school.

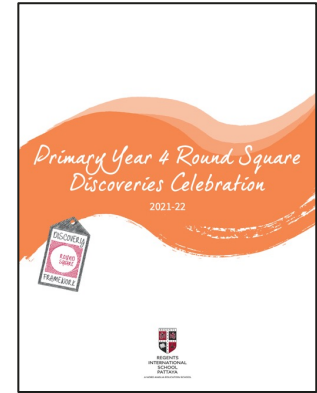
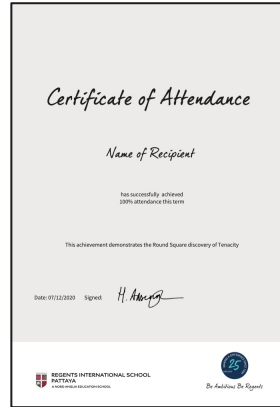
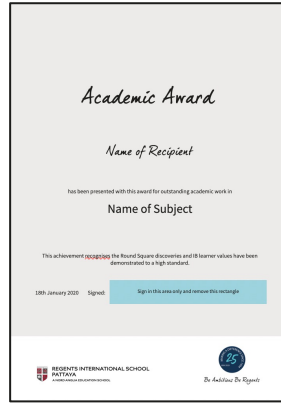
*Why?*

## Recognition, Connection and Belonging

We want all children/young people to:

- feel confident in themselves
- be able to express a range of emotions appropriately
- be able to make and maintain positive relationships with others
- cope with the stresses of everyday life
- manage times of stress and be able to deal with change
- learn and achieve

How?







**GROWING**  
MINDS





# Primary Pastoral Team



## STUDENT WELLBEING IN THE PRIMARY SCHOOL

*Who is Who?*

If you want to talk to someone about your wellbeing,  
you can speak to any of these people



### YEAR 4R



**Mr. William Woodhouse**  
*Year 4R Class Teacher*



**Ms. Gemma Cottam**  
*Milepost 2 Leader*



**Ms. Hannah Naowasuk**  
*Deputy Head of Primary*



**Ms. Aga Dorochowicz**  
*Whole School Counsellor*



# STUDENT WELLBEING IN THE SECONDARY SCHOOL

## Who is Who?

If you want to talk to someone about your wellbeing,  
you can speak to any of these people



### YOUR FORM TEACHER YOUR HEAD OF YEAR



Ms. Ruth Demery  
Head of Year 7  
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Ms. Iena Dua  
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Ms. Amy Beale  
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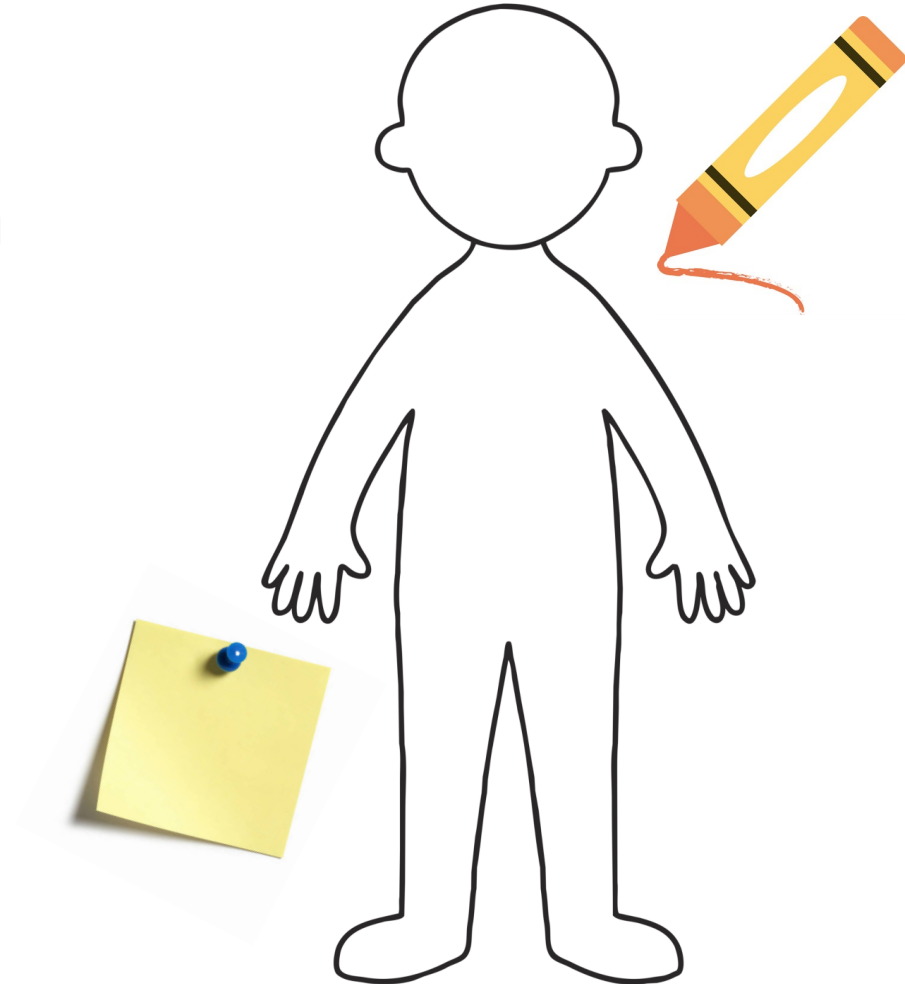
Secondary Pastoral  
Team



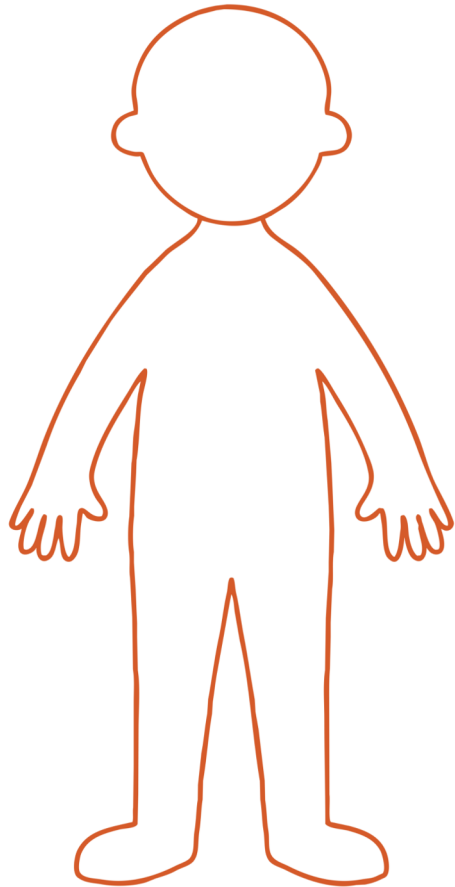
Wellbeing tutors

# Group Activity

What might we observe in an individual who is struggling with wellbeing and mental health?



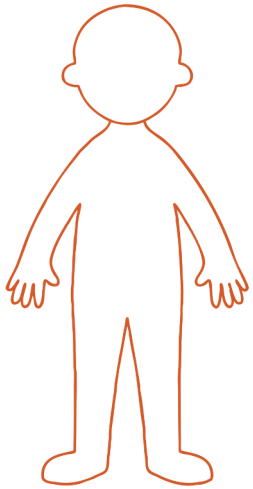
# Signs and Symptoms - Discussion at tables



- Feeling sad or down
- Confused thinking or reduced ability to concentrate
- Excessive fears or worries, or extreme feelings of guilt
- Extreme mood changes of highs and lows
- Withdrawal from friends and activities
- Significant tiredness, low energy or problems sleeping
- Inability to cope with daily problems or stress
- Trouble understanding and relating to situations and to people
- Problems with alcohol or drug use
- Major changes in eating habits
- Excessive anger, hostility or violence
- Suicidal thinking

Sometimes symptoms appear as physical problems, such as stomach pain, back pain, headaches, or other unexplained aches and pains.

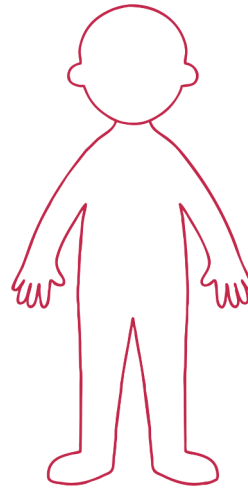
# Group Activity - What would you do?



*Student X*

## Case Study

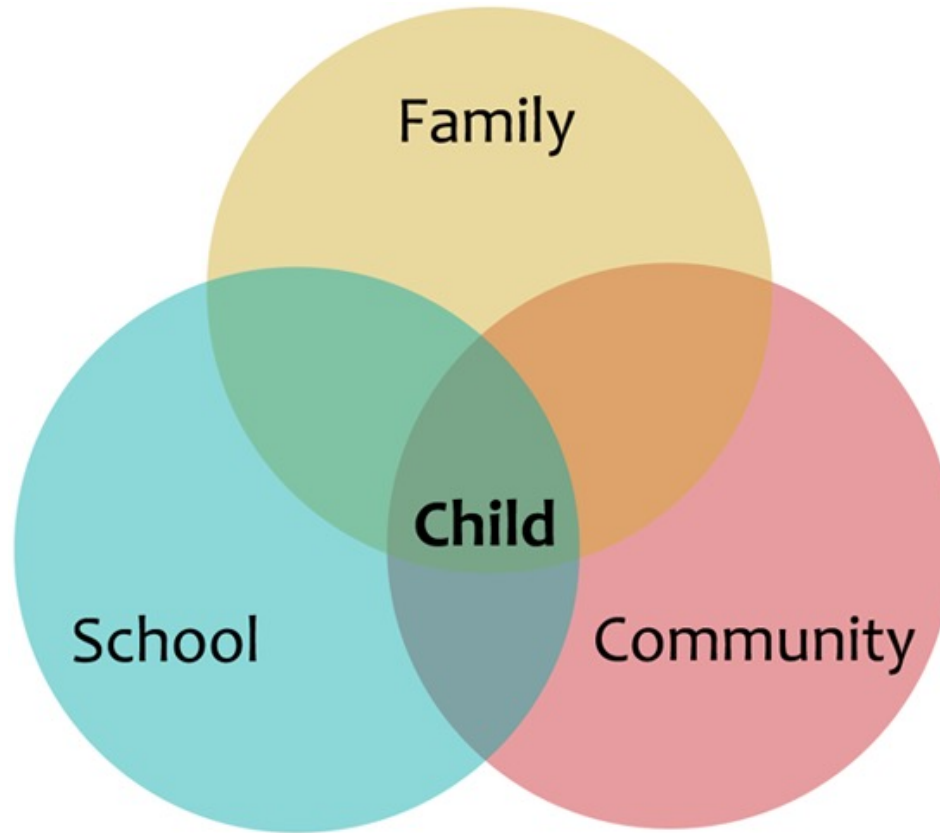
Your child usually talks a lot when they come home from school and tells you about their day. For the past week, they have been very quiet on the way home from school and have stayed in their room until bedtime.



*Student Y*

## Case Study

Your child walks into the kitchen appearing overwhelmed about a Maths assessment tomorrow morning. They run back to their bedroom saying they “need to study”. It is 11pm.



Mental health is everyone's responsibility.

*Thank you.*



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