

Wellbeing Policy

Policy Number:

Effective Date:

February 2022

Review Date:

February 2023

Policy Holder:

ATW Head of Secondary

Approval By:

Senior Leadership Team (SLT)



REGENTS INTERNATIONAL SCHOOL
PATTAYA

A NORD ANGLIA EDUCATION SCHOOL

Be Ambitious Be Regents

Document review summary

Date	Area/ page reviewed	Amendment	Staff

Contents

1. Wellbeing Statement of commitment
2. Purpose of the Policy
3. Definition and shared understanding of wellbeing and mental health
4. Staff roles and responsibilities
5. Commitment to students
 - a. How to identify and record concerns
 - b. CPOMS
6. Commitment to staff
7. Commitment to Parents
8. Training and guidance

1. Statement of Commitment

Regents International School Pattaya is committed to working with all members of the community to ensure “it is okay to talk” and will provide the relevant training and support to ensure that wellbeing is a priority for all.

Wellbeing at Regents means we show CARE to all members of our community. Taking Anna Freud’s approach, we are:

- Curious
- Approachable
- Reactive
- Empathetic

Wellbeing is everyone’s responsibility.

We commit to reflecting on our current practice, identify the gaps in knowledge and skills. Provide opportunities for training and support for adults working with adults and children. We will also support parents in how to support children at home through workshops and 1:1 guidance.

We commit to have a committee who will work with different stakeholders by leading meetings, listening, guiding and changing practice based on feedback from all members of the community. We will do this through a parent committee, student committee and a staff committee.

2. Purpose of the policy

This policy sets out:

- What is our definition of mental health and wellbeing
- What are the roles and responsibilities of staff across school
- What is our commitment to improving mental health and wellbeing of students, staff and parents. Within that how we identify and support children and staff with mental health needs.
- How we train and support all staff to understand mental health issues and spot early warning signs to help prevent or address mental health problems

3. Definition of Wellbeing and Mental Health

We use the World Health Organisation's definition of mental health and wellbeing:

“a state of well-being in which every individual realises his or her own potential, can cope with the normal stresses of life, can work productively and fruitfully, and is able to make a contribution to her or his community.”

Mental health and wellbeing is not just the absence of mental health problems. 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.

4. Roles and Responsibilities

Wellbeing is everyone's responsibility who works in the school. Regents is committed to reviewing its practice annually and ensuring that all staff and students have access to up to date training and support. The Senior Leadership Team, Extended Leadership Team and school staff will work together to create an ethos where everyone is valued, where respect, empathy and honesty are the cornerstone of all relationships in school. Health and wellbeing are held central to all practice in school.

The School Leadership Team are responsible for: Supporting the Wellbeing Committee, providing guidance and direction.

The members of staff are responsible for: Their own wellbeing and taking appropriate action to look after the wellbeing of each other and our students

5. Commitment to Students

We believe the school has a key role in promoting children's positive mental health and helping to prevent mental health problems. We focus on three key concepts when supporting our students with wellbeing and mental health. These are Recognition, Connection and Belonging.

Teachers and staff who are aware of students positive emotions, level of engagement, their relationships, their sense of meaning and accomplishment will have a positive impact on the students wellbeing.

Our School has developed a range of strategies and approaches including:

- Campaigns and assemblies to raise awareness of mental health
- Student leadership - with over 100 students involved in student leadership activities we recognize their impact and give the students a sense of belonging
- Academic Excellent Awards
- Transition Programme to secondary school from Primary - Belonging
- House Point system linked to the Round Square discoveries and rewards issued half termly
- Mental health teaching programmes e.g. based on cognitive behavioural therapy
- Student Feedback and Voice
- Displays and information around the School about positive mental health and where to go for help and support
- Staff Training
- Discussion groups: small group intervention to improve children's communication skills around turn taking, dealing with issues, resolving conflict
- Who's Who campaign so students know who to go to for help
- Dinner table debates for parents to develop conversations with parents
- Wellbeing Wednesdays – Clubs in school to focus on wellbeing
- Growing minds Curriculum teaching them about positive mental health and wellbeing strategies

Schooling has a large impact on such balance: **the school environment, the level of student engagement, and the connectedness or relationships students have with their peers and teachers** are all decisive factors of students' wellbeing. (Choi, 2018)

a. How to identify and record concerns

Early identification of a student who may be suffering is critical. If there is any change in a child's behaviour, no matter how small, it is our role to log it on the school system CPOMS.

Here is a list of examples; the list is not exhaustive:

- Change in demeanor/behaviour
- Elements of disengagement
- Patterns of missing homework/lateness
- Tiredness
- Not eating properly
- Forgetfulness
- Seen on their own
- Maybe a change in their clothing (wearing hoodies, hair over face)

- Frequent trips to the toilet or nurse
- Falling behind academically
- Expressing feelings of failure, uselessness or lack of hope

Staff are aware that these behaviours can sometimes come across as disengaged or not compliant, and be related to issues both in or out of school. It is important that they are logged on the CPOMS system. Any concern of a child's safety or if they are in danger a DSL must be found immediately and informed.

b. CPOMS

CPOMS is a secure based system which we use to log and raise any concern regarding a child. This system the immediately alerts the Designated Safeguarding Leads and they will respond immediately. They will see if there are any patterns of behaviours and decide the appropriate actions and inform the relevant staff.

If teachers would like to see the action take them must have the two factor authentication app on their phone for the security and safety of our children.

Regents also provides a student counsellor to support students with their wellbeing and mental health. We understand how this can impact on a child's holistic development and have a significant influence on their academic achievement. A student can access the school counselor in the following ways:

- 1. Head of Year (HOY) referral:** HOY to identify a student that may benefit from counselling in discussion with the Assistant Headteacher for Pastoral. There will also be a discussion with the student and their family prior to appointments.
- 2. Head of Boarding House (HBH) referral:** HBH to identify a student that may benefit from counselling. here will also be a discussion with the student and their family prior to appointments.
- 3. Self referral:** our counsellor is also available to students to access directly if they need to. If it was felt the student would benefit from regular appointments the HOY would discuss with the student's family.

6. Commitment to Staff

All staff have access to relevant up to date training on managing stress, and their own wellbeing. The school is committed to ensuring teachers and staff at Regents are well looked after, treated with respect and fairness at all times.

Staff have access to a wealth of professional development both within the school and as part of Nord Anglia.

Regents International School Pattaya commits to:

- Providing frequent relevant professional development for all staff
- Ensure all staff have access to regular training and support directly linked to their own and students' emotional mental health and wellbeing
- Ensuring staff have all the necessary resources and material to do their jobs effectively
- Providing staff with quality performance management meetings and appropriate support
- Providing opportunities outside of the classroom to connect and build strong professional relationships
- Regularly gather feedback and gather information of staff wellbeing and look at strategies to improve
- Ensure teachers have access to 3 personal days per year; one per term
- Communications should be between 6 a.m. and 6 p.m. except in emergencies
- There is a free NAE counselling Service for all staff at school
- Recognition Programme for staff who go above and beyond
- Rewards and celebrations for staff throughout the year
- Meetings to only be held if needed or for development purposes
- Staff wellbeing wall to share ideas and strategies

7. Commitment to parents

Effective partnership between home and school is a key to fulfilling these aspirations. Parents and carers are one of the most important influences in a child's life and Regents pledges to listen to and communicate with parents and carers frequently and effectively in order to build the trust, understanding and partnership essential to support pupil achievement.

Regents International School Pattaya aims to be a resource for all members of the community that it serves and pledges to support parents, carers and families in the following ways:

- Providing a welcoming, friendly and safe school environment
- Acknowledging and responding to parental enquiries within the agreed time scale
- Providing effective and informative induction for all new pupils and their parents/carers
- Providing regular and high-quality information on pupil progress and achievement
- Offering parent workshops
- Providing a high-quality enrichment programme of learning and fun activities for parents and pupils together (International Day, Loy Krathong, Sports Days etc)
- Informing parents of forthcoming activities, opportunities, and events at school
- Inviting parents to share in the celebration of pupil and school success
- Providing advice, guidance, and signposting to parental requests for personal, social and emotional support

- Offering support and guidance to help parents make informed decisions regarding choices and transition to other educational establishments
- Ensuring that all relevant school policies are effective, available, and easy to understand
- Gathering regular feedback in order to inform further developments and improvements on wellbeing and pastoral care
- Parents are also able to refer their child to our counselling service if appropriate

At Regents we commit to responding to parental requests within the following time scales:

- Response to a request to see a senior member of staff on arrival at school with or without appointment – as soon as possible when a senior member of staff is free
- Response to a telephone contact by a parent/carer – within 24 hours
- Response to email is within 24 hours
- Response to a letter from a parent/carer requesting information or action – within 3 working days

Supporting parents and carers with children with mental health needs we are aware that parents and carers react in different ways to knowing their child has a mental health problem and we will be sensitive and supportive. We also aim to reassure by explaining that mental health problems are common, that the school has experience of working with similar issues and that help and advice are available

8. Training and Guidance

We want all staff to be confident in their own knowledge of mental health and wellbeing and to be in a position where they are presenting positive mental health and wellbeing.

We take a whole school approach to promoting positive mental health that aims to help children become more resilient, happy and successful and to prevent problems before they arise.

This encompasses these aspects

1. Creating an ethos, policies and behaviours that support mental health and resilience, and which everyone understands.
2. Helping children to develop social relationships, support each other and seek help when they need it through Growing Minds and the Pastoral Teams
3. Helping children to be resilient learners through our approaches to teaching and learning and as a Round Square school
4. Early identification of children who have mental health needs and planning support to meet their needs
5. Working with parents and carers.

6. Supporting and training staff to develop their skills and their own resilience.

We also recognise the role that stigma can play in preventing understanding and awareness of mental health issues. We therefore aim to create an open and positive culture that encourages discussion and understanding of these issues. Also providing staff with guidance on training to support themselves and students affectively.

Staff and students will have regular opportunities for training and support in areas of mental health. For students this is built into their Growing Minds programme which is delivered each week. It is also embedded in lessons where teachers are encouraged to practice mindfulness with their students.

For staff there is training planned throughout the year. Staff will also be directed to the Nord Anglia University Platform where there is access to hundreds of relevant training programmes.