



Name of Policy: **Royal School Wellbeing Policy**

Date approved: September 2025

Date for Review: August 2027

Purpose

The purpose of this policy is to promote a positive environment that supports the physical, mental, and emotional wellbeing of all staff and pupils at The Royal British International School. This policy is aligned with the guidelines from the British Department for Education "Mental Health and Behaviour in schools" and adheres to the Education Staff Wellbeing Charter. We are committed to creating a supportive environment where every individual can thrive, and we encourage all the Royal community to engage with the initiatives outlined in this policy.

Objectives

1. Promote a Positive Culture and Foster an environment where everyone feels valued, respected, and supported.
2. Encourage Work-Life Balance.
3. Support Mental Health and provide resources and initiatives to enhance mental wellbeing and resilience among staff and students.
4. Encourage open dialogue about wellbeing and mental health, ensuring that staff and students feel comfortable discussing their needs.

Staff Wellbeing

Key Principles

1. Respect and Dignity: All staff will be treated with respect and dignity, fostering an inclusive and supportive workplace.
2. Individual Needs: Recognize that each staff member has unique needs and circumstances; support will be tailored accordingly.
3. Continuous Improvement: Regularly review and improve wellbeing initiatives based on staff feedback and best practices.

Implementation Strategies

1. Wellbeing Programs.
 - Workshops on stress management, resilience, and work-life balance.
 - Access to mental health resources, including counseling services
2. Professional Development

3. Regular Check-Ins, We implement one-on-one check-ins between staff and management to discuss workload, challenges, and wellbeing and group check ins once per year with the Managing director and line leaders.
4. Feedback Surveys, we send anonymous feedback surveys where staff can share concerns or suggestions related to wellbeing.
5. Social Activities: We organize several activities and social events to strengthen relationships and foster a sense of community.
6. A dedicated and comfortable staff lounge to have a break and be able to socialise with colleagues

Student Wellbeing

Key Principles

- Child-centred practice: The best interests, safety, and wellbeing of the child are always the top priority.
- Inclusivity: All students are supported regardless of background, ability, or personal circumstances.
- Safeguarding: Student wellbeing is closely linked with safeguarding; concerns are addressed promptly and in line with the Royal British Safeguarding and Child Protection Policy.
- Early intervention: Staff act proactively to identify concerns before they escalate.
- Confidentiality: Information is handled sensitively and shared only with relevant staff on a need-to-know basis.
- Collaboration: Wellbeing is a shared responsibility between the school, parents/carers, and, where appropriate, external agencies.

Students Wellbeing Provision

Baseline support for all pupils

- Raising awareness of mental health during assemblies, tutor time, and PSHE
- Having open discussions about mental health during lessons
- Appointing a school counselor with a strategic oversight of our whole school approach to mental health and wellbeing
- Offering pastoral support through heads of year groups or key stage coordinators
- Making classrooms a safe space to discuss mental health and wellbeing through interventions such as: Worry boxes and Circle time

Targeted support

If a pupil is identified as experiencing emerging wellbeing or mental health concerns, the Designated Safeguarding Lead and school counsellor will take a case-by-case pastoral approach to:

- Identifying concerns through observation, discussion, and information shared by staff and parents.
- Putting in place appropriate pastoral support strategies, which may include short-term individual or group-based interventions delivered within school.
- Providing inclusion support for pupils with SEND and those with EAL needs, in line with the SEND & Inclusion Policy.
- Monitoring the impact of the support over time and adjusting provision where necessary.
- Referring parents/guardians to external professionals where concerns are ongoing, complex, or beyond the scope of the school's pastoral support.

Internal mental health interventions

Where appropriate, pupils may be offered pastoral wellbeing support within school, including reflection time, small group support, or one-to-one sessions with the school counsellor.

If a pupil's needs cannot be met through school-based pastoral support alone, the school counsellor and Designated Safeguarding Lead will work with parents and carers to signpost and support access to appropriate external professionals, such as educational psychologists, mental health practitioners, or speech and language therapists.

At no point does the school seek to diagnose medical or mental health conditions. The role of the school is to observe, support, monitor, and refer in line with safeguarding guidance and parental consent.

Supporting and collaborating with the home

We work with parents and guardians to support pupils' mental health by:

- Asking parents/guardians to inform us of any mental health needs their child is experiencing, so we can offer the right support
- Informing parents/guardians of mental health concerns that we have about their child
- Sharing our wellbeing policy on the website
- Keeping parents/guardians informed about the mental health topics their child is learning about in PSHE through weekly learning overviews, and share ideas for extending and exploring this learning at home.
- Where possible, this should be done face-to-face. In urgent safeguarding situations, communication may take place immediately by telephone or online in line with safeguarding procedures.
- These meetings can be difficult, so the school will ensure that parents are given time to reflect on what has been discussed, and that lines of communication are kept open at the end of the meeting.

A record of what was discussed, and action plans agreed upon in the meeting will be logged on Engage (see communication policy)

Whole school approach to promoting mental health awareness

1. Mental health is taught in PSHE, pupils will be taught to:
 - Develop healthy coping strategies
 - Challenge misconceptions around mental health
 - Understand their own emotional state
 - Keep themselves safe
 - For more information, see our PSHE curriculum.
2. Tutor / form time check-ins.
3. Anti-bullying education and behaviour expectations.
4. Assemblies about wellbeing awareness.
5. Positive behaviour support and restorative practices.(see RTL policy)

Confidentiality

The school respects the confidentiality of all students and their families. Information relating to a pupil's wellbeing or mental health is handled sensitively and is shared only on a need-to-know basis, in the best interests of the child, and in accordance with the school's Safeguarding Policy and Data Protection Policy. However, confidentiality cannot be guaranteed where a student is at risk of harm or where a safeguarding concern is identified. In such circumstances, information will be shared immediately with the Designated Safeguarding Lead and relevant professionals, in line with safeguarding procedures and statutory guidance, to ensure the safety and welfare of the child.

All records relating to wellbeing and safeguarding are stored securely and managed in accordance with data protection requirements.

Responsibilities

1) Steering Committee:

- Create and maintain a culture of wellbeing.
- Ensure the wellbeing framework aligns with BSO standards.
- Ensure staff receive ongoing training in safeguarding, mental health, and pastoral care.

2) Designated Safeguarding Lead (DSL)

- Coordinate support for students with wellbeing or safeguarding concerns.
- Maintain and monitor records on the school's designated system.
- Liaise with external agencies where appropriate.

3) Counselor

- Provide targeted wellbeing interventions.
- Offer confidential support sessions for students.
- Deliver workshops, group programmes, and preventative wellbeing initiatives.

4) Staff:

All staff at The Royal British International School have a shared duty of care to promote and protect the wellbeing of every pupil and colleague. Staff are expected to:

- Take an active role in supporting their own wellbeing and the wellbeing of colleagues.
- Participate positively in whole-school wellbeing initiatives and training.
- Model positive behaviour, emotional regulation, and respectful professional conduct at all times.
- Create inclusive, safe, and supportive classroom and working environments where pupils feel secure and valued.
- Remain vigilant to early signs of wellbeing or mental health concerns in pupils and colleagues.
- Report all concerns immediately to the Designated Safeguarding Lead in accordance with the Safeguarding Policy.
- Work collaboratively with staff, the school counsellor, and senior leaders to support pupils appropriately.
- Maintain professional confidentiality, sharing information only on a need-to-know basis and always in line with safeguarding and data protection requirements.
- All staff must act at all times in line with the Staff Code of Conduct.

5) Parents and Carers

- Work in partnership with the school to support their child's wellbeing.
- Share relevant information that may affect the child's welfare or learning.

6) Students

- Treat others with respect and kindness.

- Seek help when concerned about their own or others' wellbeing.

Monitoring and Review

This policy will be reviewed annually to ensure its effectiveness and relevance. Feedback from staff will be integral to this process, and necessary adjustments will be made based on evolving needs and best practices. All wellbeing data and feedback are managed in accordance with the Data Protection Policy.

Appendix 1.

Mental health needs most commonly seen in school-aged children

- Anxiety (including panic attacks, phobias and Obsessive-Compulsive Disorder OCD)
- Depression
- Eating Disorders
- Substance Misuse
- Self-Harm
- Conduct Disorder

Appendix 2.

Signs and symptoms in children and young people

- Change in behaviour from what is normal for that particular child or young person
- Not taking care of their appearance and/or hygiene
- Absence from school (or sickness – often in adolescence, young people will experience physical symptoms of anxiety or stress before they can necessarily articulate the issue; for example, being sick before coming school)
- Socially isolated and/or withdrawing
- Erratic behaviour or mood swings
- Risk taking behaviour
- Anger and aggression
- Not being able to concentrate and seeming distracted
- Avoiding friends and avoiding activities they used to find fun
- Missing regular appointments
- Seeming jumpy or nervous for no obvious reasons
- Panic attacks
- Tired in school
- Change in appetite
- Lack of aspiration or not being able to predict positive things happening in the future

Appendix 3.

Factors that may impact staff wellbeing

- Family predisposition to an illness
- Mental health conditions (OCD, eating disorders, bipolar, etc.)
- Low self-esteem
- Anxiety
- Depressive episodes
- Feeling of being under continual stress
- Financial difficulties
- Personal issues
- Low levels of physical activity and/or Poor health
- Work-related stress
- Isolation at work – limited opportunities to socialise with other staff
- Overwhelmed
- Bereavement

This list is not exhaustive and does not constitute diagnosis by the school.

Appendix 4.

Signs and symptoms in staff.

Indicators of work-related stress include, but are not exclusive to.

- Anxious or nervous behaviour
- More conflicts between staff – short tempers and heightened emotions
- High number of absences (poor attendance and timekeeping)
- Preventable errors due to lack of concentration and rushing to complete work
- Diminished ability to make decisions
- Reduced self-confidence
- Not completing work – worried about doing it incorrectly
- Reduced socialisation of staff
- Substance misuse

Appendix 5.

Further reading, and where to get help.

<https://www.gov.uk/government/publications/mental-health-and-behaviour-in-schools--2>

<https://www.annafreud.org/resources/schools-and-colleges/schools-in-mind/>

<https://www.educationsupport.org.uk/resources/for-individuals/>

<https://mentallyhealthyschools.org.uk/>

Get Help.

<https://www.healcounseling.com/>

https://web.facebook.com/SerenityPsychologyCenter/?_rdc=1&_rdr#