REPTON
AL BARSHA

Wellbeing and Mental Health Policy

DOCUMENT CONTROL			
Document title	Wellbeing and Mental Health Policy	**Reference**	RAB-PAS-012
Owner	Deputy Head Pastoral	**Approved by**	Principal, on behalf of SLT
Date reviewed	August 2026	**Next review**	August 2027
Status	School policy — Cognita Group requirement	**Applies to**	All pupils and staff, and the wider school community
Related documents	School Counselling; Safeguarding Policy; SEND & Inclusion; Behaviour for Learning; Anti-Bullying; Attendance, Punctuality, Absence and Late Collection		
Regulatory framework	KHDA regulations and Dubai Inclusive Education Policy Framework; UAE National Wellbeing Strategy 2031; Cognita Safeguarding Standards; KCSIE (as guiding good practice)		

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 Policy (RAB-PAS-001), Behaviour for Learning Policy (RAB-PAS-003), Inclusion Policy and Safeguarding Policy.



What Repton Al Barsha does to promote positive mental health:

- **The Wellbeing Charter** provides the foundation for our wellbeing provision. The physical contributors and mental contributors are key factors in the overall welfare and wellbeing of

our children to help them flourish. The Wellbeing Charter provides a focus for our Global Be Well Day, which is celebrated each year in September, and our Repton Wellness Events that vary in theme throughout the year.

- **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 improving its wellbeing provision and listening to **stakeholder voice**. The school commits to yearly PASS (Pupils Attitudes to self and school) assessments for pupils and VOS (Voice of the Student) and VOP (Voice of the Parent) surveys. Results from these surveys are analysed to make reasonable adjustments to wellbeing practice.

- 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 or 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, Head of Inclusion or Deputy Head Pastoral and Wellbeing.

The pastoral team will then decide appropriate action and if a referral to the school counsellor is needed. If further specialist advice or support is required, the school counsellor and Deputy Head

Pastoral and/or the Head of Inclusion, 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 the pastoral team mentioned above and any concerns where a child may be at immediate risk must be reported via CPOMS, or to the DSL as per the Safeguarding Policy.

Fellow pupils may be the first to raise concerns and must be reassured that their concerns will be taken seriously when speaking with an adult. The pastoral team can then liaise with any relevant members of staff e.g. Class Teacher, Head of Year or School Counsellor, to collate information (such as changes in behaviour, academic performance, eating habits etc) and consider appropriate referral options.

REPTON
AL BARSHA

Referral options:
Any pupil can be referred to the school counsellor but must have parental consent to begin. If so, a referral is made which is followed by a meeting with the person who referred, an observation of the child in class and a discussion with the parents for consent as well as contextual understanding. If needed, a referral to external therapy can be made depending on the need. 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
- 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.