



RAFFLES
INTERNATIONAL
SCHOOL

Mental Health and Wellbeing Policy – Students and Staff

School Vision, Mission and Core Values

Our Vision

Providing world-class education

Our Mission

To empower students with a holistic, rigorous and international education for success in an ever changing world




Core Values

Achievement | Collaboration | Innovation | Integrity | Respect | Responsibility

Adopted: October 2022

Reviewed: August 2023

Next review: August 2024

CEO/Board		 Principal
 Head of Primary School	 Head of Secondary School	Wellbeing Governor

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1. The Wellbeing High Five



The Wellbeing High Five

The wellbeing High Five Descriptors take inspiration from Dr Martin Seligman's positive psychology approach (2011). We believe every member of our community – students, staff, parents and wider stakeholders should feel at ease at Raffles International School. It is our responsibility to collectively enable every member of our community to *flourish*, to feel seen, heard, valued and respected. The Wellbeing High Five provides a framework to support our Wellbeing provision across the curriculum and beyond.

Health

- Be proactive in making the right choices (food and lifestyle)
- Maintain physical wellbeing through an active lifestyle
- Develop emotional health and wellbeing and know how to seek support if required

Engagement

- Learn new skills and develop existing skills through engagement in a broad curriculum offer
- Expand personal passions and activities, taking inspiration from others and seeking opportunities to engage in 'flow' activities such as the arts or sports
- Build friendships and support through collaborative or communal activities, such as house events

Relationships

- Always show respect
- Demonstrate kindness in your interactions and notice when peers may be sad
- Give to others – you time, your kind words, your patience and your support

Celebration

- Display the core values of Achievement, Collaboration, Innovation, Integrity, Respect and Responsibility and be acknowledged for this
- Celebrate personal achievement, take pride in your success, be humble.
- Celebrate the achievement of others

Resilience

- Have the confidence to know you will succeed, despite setbacks
- Lean on the support around you to overcome challenges
- Have a growth mindset and believe in the power of '...yet'

Mission Statement, Purpose and Rationale

Mission Statement: To ensure that wellbeing is at the forefront of all that we do, including curriculum design and provision, co-curricular opportunities and pastoral support and provisions.

At Raffles International School, the mental health of our students, families and staff are at the core of our decision-making as a school. This policy aims to embed our commitment to promoting and monitoring wellbeing within our culture. It also aims to set out a clear, visible approach to supporting students and staff during times when their emotional wellbeing is less than optimal. We, as a school, aim to promote protective behaviours to safeguard the wellbeing of all. We believe that all members of the community have the right to feel safe and for their wellbeing to be prioritised.

Aims

1. We are committed to supporting the wellbeing and the mental health of our students, staff and community of families.
2. To create an atmosphere where our emotional wellbeing is valued and respected to develop positive relationships.
3. To provide a safe environment to express any worries and concerns that we may have.

Looking After Each Other

It is the personal and professional responsibility of all members of staff to work together to promote the positive wellbeing of themselves and others. At RIS, we have an open-door policy for all staff members to feel comfortable and secure in knowing that they will be listened to and the best support possible put in place.

A dedicated staff and student wellbeing team are responsible for planning events and implementing initiatives to promote and build relationships across year groups and teams. These are supported and monitored by the Pastoral and Leadership Team.

We ensure that staff, students and parents are aware of sources of support within the school and the wider community. We display relevant sources of support around the school to highlight who can help students and staff.

Regular check-ins with students and staff are carried out through meetings, surveys and assemblies. These offer the opportunity to gain feedback and implement initiatives or support as required. RIS Pulse is a regular survey completed by members of staff, where the data is analysed by the Leadership Team and used to inform ways to improve staff wellbeing or provide support for individuals or teams.

Self

If a staff member feels that they require social or emotional support in order to maintain positive wellbeing, it is important that they approach the Head of Year, Head of Department or a member of the Senior Leadership Team. Time will always be made to ensure that the staff member is listened to, valued and supported, and the next steps will be agreed upon together. Staff have availability to meet with the school counsellor should they require further personal support.

Others

If a member of staff hears, sees or feels that there is a change in another member of staff where they may require support, they should speak to a suitable member of the Senior Leadership Team to talk about their concerns. Confidential discussions and matters will be dealt with sensitively in order to protect all involved. Staff have the opportunity to complete timely wellbeing surveys to flag or raise concerns with school leaders regarding their work-life balance and general wellbeing.

Students

Any staff member with a social or emotional concern about a child should speak directly to the dedicated Pastoral Leader for the year group. If it may be a safeguarding concern, then the same procedures must be adhered to as when the following Safeguarding Policy.

Designated Safeguarding Leads, the School Counsellor, Pastoral and Inclusion Teams will work together to draw up an individual care plan for students causing concern or who receive a diagnosis pertaining to their mental health. This should be drawn up involving the student, the parents and relevant health professionals. This can include:

- Details of a condition
- Special requirements and precautions
- Medication and any side effects
- What to do and who to contact in an emergency
- The role the school can play
- Clear support approaches suggested by industry professionals

Parents

We seek ways to engage with our parent community regarding the topic of mental health and wellbeing. For example, through the organisation of expert-led talks and presentations. We promote effective communication between the class teacher, pastoral team and parents to ensure we work collaboratively with parents to support our students. We value our strong home – school partnerships. If additional help is required, parents will be signposted to additional services.

Teaching and Learning

Positive wellbeing permeates our school curriculum, the building and the daily interactions. We understand the positive psychology approaches can be taught explicitly and implicitly.

Our curriculum connects the students with health and wellbeing right from the beginning of their time at school to create and understand how to approach people in our support networks. Lessons, events and wellbeing days help to initiate mental health conversations and further develop emotions and communicate them.

An overview is sent to parents on a termly basis featuring our curriculum, themes and topics related to students' wellbeing. Students in the Primary and Secondary stages have the opportunity to support their peers by joining the Wellbeing student leadership team. Student leaders support the integration of wellbeing into the curriculum by taking part and leading lessons and events related to mental health and wellbeing.

Students in the foundation stage are introduced to feelings and emotions through adult-led circle time and literacy-based lessons. This supports their vocabulary and ability to express themselves. Personal, Social, and Emotional development are key areas that are recognised as prime areas under the Early Years Foundation Framework 2021, and this is supported and developed through lessons, interactions and continuous provision in the FS stage at RIS.

YouHQ & GL PASS

YouHQ is a wellbeing and personal development digital platform. It enables students to frequently record their mood, complete surveys issued by the WHO (World Health Organisation), set goals, and engage in self-care tools. YouHQ is monitored by our pastoral leaders in order to support every child in our care.

Every student from year 1 to year 13 is provided with a YouHQ account, and they are encouraged to check-in on a weekly basis, during Friday wellbeing lessons. Students may also access the platform at any other time to request a check-in.

In addition to YouHQ regular surveys and check-ins, RIS values the rich information from GL PASS surveys (Pupil Attitudes to Self and School). Information from the PASS surveys feed in to wellbeing initiatives, curriculum developments and personalised support where appropriate.

Training

All staff receive regular training about recognising and responding to mental health concerns as part of their child protection training to enable them to keep students safe. The Pastoral Team and the school counsellor work closely with staff to keep updated with current issues that could affect individual students. Training and sharing of best practices through team meetings, webinars and outside agencies are planned in line with the curriculum topics as well as adapted to meet the needs of our RIS community.

Training opportunities for staff who require more in-depth knowledge will be considered as part of our performance management process, and additional CPD will be supported throughout the year where it becomes appropriate due to developing situations with one or more students.

Suggestions for individual, group or whole school CPD should be discussed with the Pastoral Team who can also highlight sources of relevant training and support for individuals as needed.

In addition to staff training, regular coffee mornings, webinars, newsletters and information sessions are provided in order to best support families.

Confidentiality

We should be honest with regard to the issue of confidentiality. If it is necessary for us to pass our concerns about a student or member of staff on, then we should discuss:

- Who we are going to talk to
- What we are going to tell them
- Why we need to tell them

Any disclosures should be shared with a member of the Safeguarding Team in line with school policy.

All members of staff are required to adhere to the Safeguarding policy to protect students and themselves.

Roles and Responsibilities

The Principal, in collaboration with the Pastoral Team, has the overall responsibility to monitor and evaluate the impact of this policy on the social and emotional wellbeing of our staff and children. This policy will be reviewed by the Principal, the Wellbeing Team and the Pastoral Team at least yearly.

Our Wellbeing Team

- Matthew Barrett, School Principal
- Martyn Humphries, Deputy Head Secondary, Pastoral
- Rebecca Humphries, Deputy Head, Primary
- Sarah Varghese, School Counsellor
- All Heads of Year
- Student Wellbeing leaders
- Staff Wellbeing Committee
- Wellbeing Governor

Our RIS Wellbeing Committee

Our RIS Wellbeing Committee consists of members of staff that have volunteered their time to improve the quality of wellbeing across the school. The committee meet regularly to review wellbeing, discuss what actions can be taken, and what impact we expect to see. We have created a Wellbeing Improvement Plan in order to set targets relating to wellbeing.

Policy Review

This policy is to be reviewed annually, though any deficiencies or areas for development will be remedied without delay.

This policy should be read in conjunction with:

- Behaviour Policy
- Teaching and Learning Policy
- Trips and Visit Policy
- Safeguarding and Child Protection Policy

DATE FOR REVIEW:

August 2025