



WETHERBY
PREPARATORY SCHOOL



the **Gold Standard** in education

Wetherby Preparatory School
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Wellbeing Policy

Policy reviewed by:	Natasha Gourlay
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Reviewer's signature:	
Headmaster's signature:	

Circulation: This policy is addressed to all members of staff and volunteers and is available to parents on request. It applies wherever staff or volunteers are working with the boys.

Please note: 'School' refers to Wetherby Preparatory School and 'parents' refers to parents, guardians and carers.

At Wetherby Preparatory School, we recognise that positive mental health and wellbeing are essential to the development of thriving and successful boys. It is therefore vital to our aims as a school that we provide high quality mental health and wellbeing support.

This policy sets out our commitment to monitoring and improving the wellbeing of our boys. It sets out some of the ways in which key members of staff take responsibility for the school's approach to promoting positive mental health and wellbeing. It also describes our process for identifying and responding to mental ill health, and the support we make available to all boys.

This policy is drafted by the Head of Wellbeing in consultation with the Senior Management Team (which includes the Designated Safeguarding Lead) and is reviewed annually.

1. Aims

We aim to ensure that our school:

- reduces the stigma attached to mental health issues and promotes positive wellbeing in all boys
- provides a secure environment that encourages openness and trust
- can respond effectively to concerns about boys' mental health
- embeds the skills boys need to make good decisions about their own mental health and wellbeing
- offers comprehensive pastoral support that is accessible to all boys

2. Roles and responsibilities

The School's Head of Wellbeing and the School's Designated Safeguarding Lead are responsible for:

- coordinating the school's approach to promoting positive mental health and wellbeing
- providing all members of staff with the knowledge and skills they need to identify signs of mental ill health in the boys
- building working relationships with child and adolescent mental health services and other external partners
- reporting to the Headmaster and governing body on the school's wellbeing policy and programmes
- working with the Senior Management Team (SMT), school governors, school staff, parents and boys to create an environment where everyone feel safe, supported and motivated

The Headmaster is responsible for:

- reviewing this policy with the Head of Wellbeing annually, ensuring that it is developed in consultation with boys, parents and members of staff
- ensuring that staff are equipped with the appropriate training to support boys in mental health and wellbeing
- listening to the views of boys and making sure that they have opportunities to contribute to the decision-making process
- ensuring that the school shares information on mental health with all boys

The Headmaster implements these responsibilities with the support of appropriate members of the SMT such as the Deputy Head, senior leaders and pastoral staff, as well as with the whole staff body.

The Designated Safeguarding Lead is responsible for:

- keeping detailed records of any significant mental health concerns
- liaising with external services where there are any significant mental health concerns
- acting as a source of support and expertise to the school community

All members of school staff are responsible for:

- treating all boys with empathy, respect and kindness
- encouraging the boys to disclose concerns or seek help when necessary
- reporting any wellbeing or mental health concerns to the school's designated lead for mental health and wellbeing

Examples of good practice may include:

- organising whole school or year group assemblies to discuss specific wellbeing and behaviour issues
- arranging for external speakers to visit and discuss topical issues such as the use of social media or the impact of body image
- using key dates such as Mental Health Awareness Week and World Mental Health Day as opportunities to raise the profile of mental health
- holding designated health and wellbeing days, organising activities across the curriculum
- dedicating time to celebrate boys' academic and extracurricular achievements
- including pupil wellbeing in lesson observation criteria for teaching staff
- running, yoga or mindfulness sessions/breaks to help the boys have a relaxed day
- using displays and bulletins to signpost boys to sources of support
- regular opportunities for boys to be able to discuss mental health issues such as in Form Times and PSHE lessons

3. Mental Health and Wellbeing in the curriculum

The school will commit to promoting physical health and mental wellbeing through in-classroom teaching. In addition to the basic steps boys can take to care for themselves, teachers will put specific emphasis on the skills young people need to overcome setbacks and succeed in the face of adversity.

The school's PSHE curriculum (See PSHE policy) will include lessons on wellbeing, as well as the importance of relationships. To emphasise the benefits of spending time outdoors, all boys have allocated break times and Games lessons.

4. Supporting individual boys

All members of staff will work together to identify and monitor mental health concerns. Open communication between members of staff will help to create a 'first line' in supporting individual boys and responding to disclosures. Staff will record information accurately and regularly in order to track concerns. This will be done through SIMS, the weekly staff meetings (recorded on the meeting minutes) and there will also be a working document in

the online All Staff Teams folder. In addition, the Head of Years and SMT will meet weekly to discuss any ongoing concerns and make suitable arrangements as required.

Staff will be encouraged to look out for:

- erratic, unaccountable behaviour (e.g. leaving lessons suddenly)
- changes in sleeping habits (parents/boys will have to inform school)
- disengagement from work or extracurricular activities
- unexpected or disproportionate reactions to ordinary situations
- aggressive or compulsive behaviour
- a drop in academic achievement
- a drop in attendance
- isolation from peers
- dysfunctionality in family life
- talking about self-harm or suicide
- changes in appetite
- changes in clothing
- abusing alcohol or drugs

The school has a number of members of staff who are available to discuss mental health concerns confidentially. If a member of staff feels it is appropriate to pass on concerns, they will explain to the boy who they are going to talk to and what they are going to tell them.

PASS

We have used PASS this year (October 2020 and June 2021) to assess the boys attitudes to school and this flags up any boys who we feel could be emotionally vulnerable or have possible mental health difficulties. The Pupil Attitudes to Self and School (PASS) is a short self-evaluation survey, run through the GL Assessment platform, which is used to gain insight into pupils' attitudes that could be hindering achievement. PASS acts as an effective early warning system, the traffic light reporting is easy to read and act on, helping to pinpoint who is at risk so we can plan interventions early and sensitively. The hope is that through the increased use of PASS in our school, we can develop learning environments that not only enable every student to achieve the best educational outcomes, but also nurture a robust love of learning and positive wellbeing.

The interpretation of PASS results provides an in-depth insight. The report collates results to reveal individual, whole class and whole school attitudinal profiles, and can be broken down further to show how each group compares by gender, nationality and year group.

Interpreting percentile scores

The color coding used in the report should be interpreted as a guide to help schools see at a glance the level of satisfaction that cohorts or individuals have with their school experience. Those found to be in the lowest 5% (marked in red) compared to the population should be taken as an immediate concern for the school. The average range of responses lies between the 16th and 84th percentile.

The PASS survey report interprets factor and item responses based on the following percentile values:

High satisfaction with their school experience	Students/Cohorts in the 31st - 100th percentile
Moderate satisfaction with their school experience	Students/Cohorts in the 21st - 30th percentile
Low moderate satisfaction with their school experience	Students/Cohorts in the 6th - 20th percentile
Low satisfaction with their school experience	Students/Cohorts in the lowest 5% of responses

5. Peer Mentoring and Adult Mentoring

In addition to supporting individual boys with mental health and wellbeing concerns, the school will commit to making sure that all boys can access a cohesive network of pastoral and medical services. These include:

- our pastoral team: Form Teachers, Heads of Year, Head of Wellbeing, Designated Safeguarding Lead, SMT
- any member of staff at the school
- appointments with the school counsellor, Pat Capel (drop in sessions organised when needed)
- peer mentors

The school also works with a few counsellors and psychiatrists, who are available to boys during or outside of the school day. They liaise through the School's Head of Wellbeing and Designated Safeguarding Lead and parental consent must be gained prior to the session. The counsellor will always provide feedback to the parents and in some cases to the school at his discretion. See attached document for more details.

The Head of Wellbeing and SMT will work closely together to identify opportunities for staff training, so that all members of staff feel confident in supporting boys. Examples of good practice include organising mental health first aid training for all staff and holding INSETs.

6. Working with families and the community

The school believes that effective mental health and wellbeing support depends on the input of parents, family and the broader community. The school has open lines of communication and we make sure that parents have regular opportunities to inform our approach. We are also pleased to offer parent information evenings, such as a talks from Dick Moore, on mental health and wellbeing which covers topics such as anxiety, pressures and stresses, suicide and parental concerns. SMT and pastoral leaders are also always available to meet parents to discuss any concerns.

7. Related policies

This policy should be read in conjunction with policies for:

- PSHE Scheme of Work
- Anti-Bullying
- E-Safety
- Safeguarding

8. Useful links

- [Young Minds](#) is one of the UK's leading charities for children and young people's mental health.
- [Place2Be](#) is one of the UK's leading children's mental health charities.
- [Mind](#) is the UK's leading mental health charity, offering a great deal of useful information on children's mental health.

- [Children's Mental Health Week](#) is an annual opportunity to encourage children, young people and adults to celebrate their uniqueness.
- [Child and adolescent mental health services \(CAMHS\)](#) provide support to children and young people with a wide range of behavioural and emotional issues.
- Pat Capel
School Councillor
Psychotherapist, Counsellor and Coach
www.patcapel.co.uk
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