



## Wellbeing Policy

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Owner: AFP (DH- Inclusion and Wellbeing)

**Linked documents:** Equal Opportunities Policy, Anti-Bullying Policy, First Aid Policy and Procedures, PSHE and RSE Policy, Equality, Diversity and Inclusion Policy, SMSC and PSHE Audit, EDI Audit, Administration of Medicines, Safeguarding and Child Protection Policy, Repton's Online Safety Policy, Statement of Boarding Principles, Behaviour Management Policy, Supervision and Safety Policy, Acceptable Use

And with reference to the following documents and websites:

- Serious Incidents Protocol
- Missing Pupils Protocol
- Individual management plan
- Individual pupil risk management plan
- The School Rules
- Boarding house risk assessments.
- Mental Health and Behaviour in Schools 2018
- KCSiE September 2023
- Working Together To safeguard Children 2018
- [www.mentalhealth.org.uk](http://www.mentalhealth.org.uk)
- [www.youngminds.org.uk](http://www.youngminds.org.uk)

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## 1 Key Staff

Anna Parish <a href="mailto:aparish@repton.org.uk">aparish@repton.org.uk</a>	Deputy Head Inclusion and Wellbeing	i/c PSHE i/c CPD i/c Health Centre and Matrons i/c Outreach Deputy DSL
Tom Naylor <a href="mailto:tnaylor@repton.org.uk">tnaylor@repton.org.uk</a>	Deputy Head Pastoral  Deputy Safeguarding Lead	i/c Discipline i/c Pastoral management and development i/c Hsms
Sally Lees <a href="mailto:slees@repton.org.uk">slees@repton.org.uk</a>	Deputy Head Safeguarding	i/c Safeguarding and child protection
Nicola Blunt <a href="mailto:health@repton.org.uk">health@repton.org.uk</a>	School Nurse	i/c San i/c Medical care i/c First aid
Fr. Adam Watkinson <a href="mailto:awatkinson@repton.org.uk">awatkinson@repton.org.uk</a>	The Chaplain	i/c spiritual wellbeing
Richard Smith <a href="mailto:Wellbeing@repton.org.uk">Wellbeing@repton.org.uk</a>	The School Counsellor	Independent counselling care
Kate Ananda-Rajan <a href="mailto:kananda-rajan@repton.org.uk">kananda-rajan@repton.org.uk</a>	Counsellor	Counselling Sex education
Pippa Parker <a href="mailto:pparker@repton.org.uk">pparker@repton.org.uk</a>	Head of Personalised Learning	i/c SEN International pupil welfare
Anna Morris <a href="mailto:amorris@repton.org.uk">amorris@repton.org.uk</a>	EAL	i/c EAL and overseas students
John Golding <a href="mailto:jgolding@repton.org.uk">jgolding@repton.org.uk</a>	Principal Deputy Head	Overview

## 2 Introduction

Wellbeing is a broad concept, embracing and underpinning many aspects of school life, and this policy, overarching in its nature, both reflects that range and creates its own important focus on the individual pupil. Much of what follows is embedded in daily practice but the emphasis here is to create or confirm a holistic understanding of individual experience and need. As a school, we want our pupils to be happy.

To give our pupils the best support and encouragement, we need to know them well

### Parental Communication

- The knowledge of home and history

### The Hsm and the House staff

- Life in the community: the home from home

### The Teaching Staff

- Life in lessons and activities

### The Medical Centre

- Help when it matters

### iSAMs

- The record of the daily experience

### AS Tracking

- The unknown or hidden factors revealed

## THE WHOLE PUPIL

### 3 What is Wellbeing?

Wellbeing is defined as that state of '*being comfortable, healthy or happy*' but it is more than that. The primary consideration is how the individual pupil feels about themselves but, in addition, the School regards a pupil's wellbeing as involving a combination of the following factors: satisfaction with life, a sense of purpose, social interaction, the degree of control over one's life, physical activity, a sense of optimism, a sense of opportunity and achievement and a sense of being listened to and valued for themselves. In this policy, when it refers to 'health', this is understood to mean not just physical but mental and emotional health, unless otherwise specified.

### 4 Purpose and Aims

1. The wellbeing of each pupil is paramount and is the foundation of personal, social and academic development. In general terms, the School's approach, as stated in this policy, is threefold:
  - To develop a whole school culture of wellbeing.
  - To give appropriate and effective support to those pupils who need it.
  - To prepare our pupils to lead healthy lives in the future.
2. It is important to note that if the health or safety of an individual is thought to be at risk, the school will follow procedures set down in the Safeguarding Policy, the Supervision and Safety Policy and the Behaviour Management Policy such that the Designated Safeguarding Lead (DSL) and the School Nurse will assume responsibility for the pupil immediately.
3. The School aims to promote and develop resilience in its pupils, to enable them to cope with problems, pressures and change, not just during their time at Repton but as a preparation for the future.
2. Every pupil should feel safe and at ease within the School. This is particularly important for boarders for whom the boarding house should be a 'home from home'. A sense of safety is created not just by maintaining the security of the site and its buildings but also by establishing a clear, fair and consistent code of behaviour (The Repton Code of Conduct) and a set of School Rules by which all pupils are expected to abide. Disciplinary matters are overseen by the Principal Deputy Head but are the responsibility of the Deputy Head Pastoral on a daily basis, working with the Director of School Operations and the Houseparents. The School Rules and the Repton Code of Conduct remain the templates for behavioural guidelines in the school and are published on the website and, in the case of the latter, on house boards. A clear and thorough disciplinary process for more serious issues is outlined in the Serious Incidents Protocol and a hierarchy of sanctions is in place for lesser misdemeanours on the school's management system.
4. The School promotes a sense of belonging to a community. A sense of identity is at the heart of self-worth. Every pupil should feel accepted for who they are regardless of race, religion or belief, culture, gender reassignment, sex, sexual orientation, special educational needs, disability, or family situation. Any undermining antagonism or abuse on these grounds has no place in Repton and will be dealt with immediately.

5. The School promotes a varied programme of physical activity as part of healthy living. Every pupil, regardless of ability, should undertake an appropriate amount of physical exercise during the school week.
6. Pupils should be encouraged to adopt a healthy and varied diet while at school.
7. Pupils should be encouraged to develop a selflessness and social awareness in their thinking that extends both to their fellows and to the wider world and which generates a culture of giving and charitable involvement.
8. The school seeks to encourage the pupils to contribute to the creative life of the School, not only as an end in itself but also as a means to good mental health.
9. The management of the School's Wellbeing Policy is the responsibility of the Deputy Head Inclusion and Wellbeing. The DHIW will also take a lead in the promotion of healthy values and the development of wellbeing initiatives under the overall direction of the Deputy Head Pastoral and working in conjunction with the Health and Wellbeing Centre (for medical care and supervision and contact with outside agencies), the school counsellors, the Personalised Learning team and the Houseparent body.

## 5 Communication and Confidentiality

Every pupil should feel that there is an adult to whom he/she can talk if there is a problem. However, because of the wellbeing of the pupil being paramount, the following rules on confidentiality always apply:

- A member of staff cannot promise confidentiality to a pupil and should make this clear if asked.
- If any counsellor feels concern for the safety of a pupil, he/she cannot preserve absolute confidentiality.
- There is confidentiality on medical matters in the Health and Wellbeing Centre.
- The degree of confidentiality on safeguarding matters is restricted to those who need to know on the pastoral team. When a concern is raised, the Deputy Head Pastoral/DSL assesses the situation and assigns appropriate members of staff to help/monitor the individual pupil.
- The School will always look to inform parents at an early stage of any issues affecting the wellbeing of the pupil. If these issues are to do with the parent, the School might be required to approach the matter as directed by outside agencies but will always seek to act with sensitivity and openness wherever possible. Any decision not to inform a parent directly would only be taken after consultation with the Headmaster.
- In the most serious of Child Protection issues, knowledge will be limited to the Safeguarding team, the Housemaster and the Headmaster.

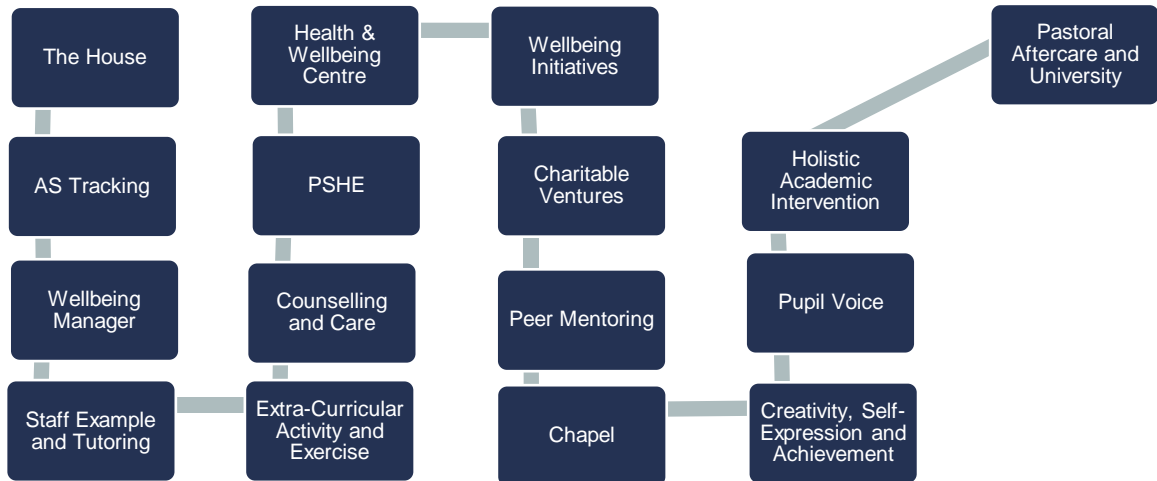
## 6 Support for the Individual Pupil

- The School offers support of varying kinds in times of need to the individual pupil.
- The School recognises a duty of care to all pupils and works with parents/guardians, other professional bodies and outside agencies, firstly in the interests of the individual pupil, but also of other pupils and of the School as a whole.
- The School recognises that there are particular times of the year eg. the public exam period, when changes need to be made to the usual routines and practices of the School in order to engender self-confidence and minimise anxiety in the pupil body.
- In addition, this same principle may be applied to individual pupils whose many commitments or particular needs require individual programmes and solutions. Decisions of this sort will be made for the individual while taking the broader school context into account.
- The School seeks to educate its pupils to the difficulties and dangers of social media, working with professional expertise and parental opinion to enable its pupils to use technology wisely, usefully and enjoyably.
- The School recognises that every pupil is an individual and will have particular needs that will be best served through contact with people they feel comfortable with, and/or those who have particular relevant expertise.



## 7 Delivery of Care

1. The School's pastoral support of the individual pupil is done through **WellWorks**.



2. The school boarding house and the roles of the Houseparents and house staff are pivotal in inculcating a sense of wellbeing in each pupil. The house is the primary community for the pupil in creating that stabilising sense of belonging. It is the place where the pupil is most and best known, valued and heard and one in which close friendships and unstinting support and encouragement from fellow pupils and house staff do most to establish, self-esteem, self-confidence and resilience. It is the place where the pupil is often most happy and secure, and where the pupil is able to behave most naturally and freely. This creates a significant responsibility for the Houseparent, but also for the Matron and the House Tutors:
  - Monitoring individual behaviour and progress
  - Being the nexus of communication for SMT, staff, parents and the pupils themselves for each of the pupils in their charge
  - Developing (often with other key staff) and implementing programmes for pupils with particular individual needs.
  - Maintaining records for individual pupils. Medical records will be kept by Matrons and the Medical centre.
  - Being the most immediate, and invariably the most important, adult presence and role model in the lives of the pupils in their charge, apart from parents.
3. The School uses STEER (what used to be known as Affective Social Tracking), a triannual assessment of wellbeing which monitors a pupil's state of mind, their openness and their readiness to communicate with others, and places trends in Repton within a national context. This scientific approach reinforces the work of personal pastoral connection.
4. Wellbeing Manager is the database kept on iSAMS of all significant safeguarding, disciplinary and pastoral matters relating to an individual child and provides the historical record that underpins current action.

5. In a pastoral and educational environment such as Repton, each member of the whole school staff has a role to play in encouraging and monitoring the wellbeing of the pupils. Any concern about an individual's wellbeing is passed on to the relevant Houseparent or to a member of the SMT. In addition, each member of staff realises their importance as a role model to the pupil body. The daily manifestation by staff of values such as fairness, tolerance, kindness, support, an interest in the pupil and a clear sense of right and wrong, is perhaps the single most significant aspect of establishing **a culture of wellbeing** in the School and in the individual. The enlargement of the role of the tutor has been a key initiative of WellWorks. The B Block will continue to be tutored by the ever-present figure of the Resident Tutor in the house but from A Block to U6th, a pupil can usually expect to have the same tutor all the way through, providing continuity of care and communication with home as an invaluable support to the Housemaster/mistress.
  
6. The Health and Wellbeing Centre, with doctor/patient confidential advice, information and treatment on matters of physical, mental, emotional and sexual health freely available to pupils, is at the heart of the School's Wellbeing programme. In the most serious cases, especially those involving boarders, the opinion and expertise of the School Doctor, the School Nurse and the Mental Health and Wellbeing Lead will be sought by staff as a matter of routine. The School Nurse and the Matrons are line-managed by the Deputy Head Inclusion and Wellbeing with the Deputy Head Pastoral and Deputy Head Safeguarding taking an additional significant involvement.
  - Matrons and the School Nurse ensure the communication and the maintenance of medical records on individual pupils.
  - Matrons communicate any physical illness or medical condition to parents as soon as is practicable.
  - In terms of more sensitive mental health conditions, the communication of an issue should be done by the Housemaster/mistress, in the company of the DSL or DHIW if necessary.
  - The School Mental Health and Wellbeing Lead is the liaison with CAMHS and outside agencies for safeguarding issues such as those which deal with eating disorders. The School is very careful to assess each individual thoroughly against detailed threshold criteria in order to determine the best outcome for each child.
  
7. The PSHE and tutorial programmes, devised by the Deputy Head Inclusion and Wellbeing, are the primary vehicles for communicating wellbeing issues to the pupil body, including:
  - Diet and eating disorders
  - Relationships and Sex Education
  - Mental health
  - Self-harming
  - ESafety, sexting, pornography, cyberbullying
  - Anti-bullying
  - Drugs and alcohol
  - Social, political and cultural issues eg. Sexism, racism, homophobia, gender, British values.

The School is particularly aware of the potential risks posed by social media. IT operations are controlled by the Digital Development Manager and related safeguarding matters by the DSL (the Deputy Head Safeguarding). Clear guidelines are set on online behaviour in the Acceptable Use Policy, which each pupil signs on entering the school, but also attention is drawn repeatedly to the distorting influences pupils may face on the

internet. Both of these issues are reinforced by an educational programme in PSHE and tutorials and by a limiting of access to mobile phones to varying degrees for Years 9, 10 and 11.

8. Counselling is an essential part of the daily process of supporting our pupils. It allows the pupil access to a sympathetic ear and to trained and caring support and guidance, either through the Pupil Mental Health and Wellbeing Lead (Mrs Jane Rushton) the Chaplain (Rev. Adam Watkinson), through Mrs Ananda-Rajan or through the independent counsellor, Mr Richard Smith.

When pupils encounter difficulties in their lives, there is a network of support in school that is ready to be employed to help them in both the short and longer term. Discussion of vulnerable pupils takes place on many levels between staff, Housemasters and SMT: it is frequent, recorded and monitored.

In addition, concerns are discussed at 'Hsms' (the weekly Housemasters / mistresses' meeting, chaired by the Deputy Head Pastoral, and comprising the Principal Deputy Head, the Assistant Head Pastoral, the ten Houseparents, the Director of School Operations, the Chaplain, the School Nurse, the School Counsellors, the Pupil Mental Health and Wellbeing Lead and the Head of Personalised Learning, which meets on a weekly basis to discuss individual issues, immediate action and longer term programmes of support and allocation of specific pastoral roles and responsibilities in relation to the pupil.

Safeguarding concerns are also be logged via the School's MIS through the 'Create a Concern' process. Incidents, action and outcomes are recorded on the Wellbeing module.

9. The sports programme is an integral part of healthy living and is overseen by the Assistant Head Sport. Each pupil, with an increasing element of personal choice rising with age, commits to team sports or chooses sports options on a termly basis, combining elements of competition and personal fitness. In addition, pupils also contribute to inter-house sporting competitions. It also needs to be recognised that sport, especially at a high level or where it is integral to a pupil's sense of self-worth or their ambitions post-18, brings its own pressures which can impinge upon an individual's wellbeing. A similar function – providing a route to personal development, challenging resilience, and providing a sense of achievement - is fulfilled through the Combined Cadet Force and the Duke of Edinburgh scheme. All pupils are enrolled in the CCF in A Block and then have a choice in O Block and L6th between CCF and DofE Silver and Gold awards.

10. The School employs many specific wellbeing initiatives:

- As well as not being allowed mobile phones in lesson time, no junior pupil is allowed access to a mobile phone overnight and access to the school network is also limited for ALL pupils in order to encourage a good night's sleep as the foundation of wellbeing.
- The school firewall is a robust defence against potentially harmful influences but also reports attempts to gain access to banned sites which are followed up by the Deputy Head Pastoral and the relevant Housemaster.
- Repton is a local, national and international school. Many of our pupils are a long way from home and need a reassurance and support at times in their school lives as a result. The Head of EAL has a pastoral responsibility for the overseas pupils, which encourages both a sense of cultural identity and recognition and a guide to integration in what can be a new and perhaps daunting experience at first for some.

- The school engages with national mental health events and initiatives.
- Speakers to year groups and in Chapel also broaden understanding and engagement.

11. Charity and the concepts of giving and service are an integral part of school life. This has an inward focus in terms of living as a community within the house and school, but also extends outward, notably in a series of charitable occasions – dinners, plays, sponsored events, the proceeds of which are distributed to local and national good causes. In the Lower Sixth, pupils may also choose Community Action as their Wednesday activity option which embraces involvement in local community activities, visits to nursing homes, reading in primary schools etc.
12. Peer mentoring can be a very powerful tool in helping individuals. Sometimes, knowing a person in one's own year is there to talk to, or more often, a prefect who can help, is of huge benefit to an individual in need. This relationship is necessarily carefully managed for the good of all parties.
13. Chapel remains the spiritual home of the school; at times of national focus, like Remembrance Day, and for our community in a whole-school Wednesday service and a Sunday service for boarders. It is a predominantly Christian message as befits a Church of England foundation but is the home of broader moral messages too as a range of speakers – external, staff and pupils – offer a variety of experience and interest and is a still centre in a busy life.
14. The School actively seeks to promote the confidence of pupils, celebrating individual efforts and achievements and collective success at whole school events such as Lists and Speech Day, on house and school Twitter feeds, through a system of commendations for good work, merits for good academic performance and personal qualities, and by Houseparent emails home. The Personalised Learning programme, led by the Director for Personalised Learning (PCP), seeks to improve pupils' self-confidence to learning and the academic demands of the school within the context of the whole person.

Music, Drama, DT, Debating and Art provide opportunities both within the curriculum and outside it for individuals to express themselves and their talents in a huge variety of competitions, performances and exhibitions.

15. The School encourages the pupil voice to be heard so that pupils feel valued for themselves and their feelings and opinions. This takes place on many levels, from informal conversations to formal meetings with Houseparents, SMT and the Headmaster, and includes house and whole school surveys and pupil-led forums. In this process, the role of the school prefect team is a vital one in representing the pupil voice to the staff in weekly meetings with the SMT and in weekly house meetings with the Hsm. A pupil voice box is situated under the Cloisters for anonymous contributions.
16. The whole pupil is considered when issues arise and opportunities for concerns both academic and pastoral are possible on the Wellbeing Manager system. Intervention is holistic and discussions between relevant pastoral, academic and extra-curricular staff form part of any decisions moving forward.

17. The Repton Family exists as a whole-school entity and not only extends abroad but very much includes years of alumni. In this spirit, the School contacts all ORs in the early part of their university or apprenticeship careers to check on how they have adapted to the very different demands of their new and changed lives

## 8 Wellbeing Issues

Being a young person today can present challenges and problems.



## 9 The Wellbeing Support Protocol

### Assess

- Emergency? Call emergency services.
- Establish the safety of the individual, his/her peers and the House or immediate group.
- Hsm to contact parents/guardian.
- Medical concern? Contact School Nurse.
- Safeguarding concern? Contact Designated Safeguarding Lead.
- Broader pastoral matter? Contact Deputy Head Pastoral.

### Plan

- 'Create A Concern' on Wellbeing Manager.
- If the need is urgent, immediate meeting of relevant staff and Hsm.
- The DSL/DHP and Safeguarding Team to decide on course of action: (temporary) removal from school, house or pupil body? School Doctor? Counselling? Pupil Mental Health Lead? External agencies? Referral? Programme of monitoring?
- DHP to designate action group on Wellbeing Manager: Health and Wellbeing Centre, School Counsellor, Chaplain, KAR, PCP, Hsm, designated other.
- Establish Pastoral Lead for the pupil.

### Action

- DHP (or School Nurse if required) to contact relevant Hsm and discuss Action Plan.
- Hsm to meet with parents/guardian (& DHP School nurse if necessary).
- Pupil identified and recorded as a pastoral concern and raised at 'Hsms'.
- Action points identified and recorded.
- Staff made aware of issue in general terms via Pastoral Flag on iSAMS
- Pastoral Lead to liaise with Hsm, meet and monitor pupil and update Hsms/PSG.
- Review date established
- Parents updated regularly by Hsm.

# Appendix 1:

## Repton School - Searching and Confiscation Protocol for Vulnerable Pupils

This Protocol, with specific focus on Vulnerable Pupils, is written with reference to the Government document 'Searching, Screening and Confiscation – Advice for Schools' ([Searching, Screening and Confiscation \(publishing.service.gov.uk\)](https://www.publishing.service.gov.uk)) and the Repton School Pupil Behaviour Management Policy (Appendix A, section 1.1.3).

### Vulnerable Pupils and personal injury:

It is recognised that a pupil with a known or suspected mental health related profile (i.e. a Vulnerable Pupil) could cause themselves personal injury, for instance through use of 'sharps' (razor; knife; scissors; etc.) or medication. Therefore, there are times when it is necessary to search their belongings for such items ('sharps' and medication) for safeguarding reasons. First and foremost the search will be undertaken for the pupil's own safety, but it is recognised that a search also takes into consideration the wellbeing of other pupils and staff too who might be affected by an incident of self-harm.

The Government document 'Searching, Screening and Confiscation – Advice for Schools' (and the Repton School Pupil Behaviour Management Policy (Appendix A, section 1.1.3) states:

*“Under common law, school staff have the power to search a pupil for any item if the pupil agrees. The member of staff should ensure the pupil understands the reason for the search and how it will be conducted so that their agreement is informed”.*

Both documents include a list of prohibited items, and make specific reference to:

*“...any items that might cause personal injury to, or damage to property of, any person (including the pupil themselves)”.*

### Circumstances under which a search would take place:

Depending on the specific context of the pupils' vulnerability (as well as guidance from external agencies, e.g. CAMHS), a search might take place as:

- a one-off course of action in response to a known or suspected concern
- an occasional or a regular (perhaps, even, daily) course of action as a preventative measure to safeguard an individual with a known vulnerability.

*At all times, any search will be motivated by safeguarding concerns for the individual pupil.*



## Conducting a search:

- The pupil will be made aware of the reason(s) for the search and how it will be conducted.
- An opportunity will be given to the pupil to hand in any items that they know they should not have, due to these posing a risk to themselves and/or others.
- The parents of the pupils will also be informed about a search or planned, regular searches. In most cases this communication will be prior to the search taking place; although if the risk is immediate and it is not possible to contact parents beforehand then communication will be made as soon as is reasonably possible after the search has taken place.
  - The Risk Assessment for an identified Vulnerable Pupil might demand a search of a pupil's belongings / personal space on an occasional, or even regular, basis (rather than as a one-off action). In such circumstances the pupil and parents will be informed so that communication is not needed before/after every search.
- In some cases it may be that such searches are a condition of entry to the school or remaining in the school.
- It will be made clear to parents that any search cannot be exhaustive and that items could be concealed by the pupil and not found by a staff member conducting the search.
- As a general rule, a search will be undertaken by two recognised members of boarding house staff – i.e. HsM, Matron, Tutor – or a member of the Health & Wellbeing staff, a member of the senior management team or any other member of staff given permission by the Principal Deputy Head/Deputy Head Pastoral/Head of Safeguarding (DSL) to do so.
- Staff undertaking a search should be informed of the context as to why the search is taking place and recognise the importance of being sensitive to the pupils' needs. Indeed, any staff asked to undertake a search will be trained, with particular emphasis on respecting the pupil and their belongings / personal space and what actions are needed if an item of concern is found.
- A member of staff may search a pupil's outer clothing, pockets and possessions (including desks, wardrobes, lockers, bed). A member of staff's power to search does NOT enable them to conduct a strip search.
- Typically, the pupil will be present whilst the search takes place. However, there might be circumstances when this does not happen, including:
  - where there is a significant level of concern and potential risk of personal injury and it is felt necessary to eliminate any possible opportunity for the Vulnerable Pupil to use the items ('sharps' and medication) prior to a member of staff conducting the search with the pupil present.
  - if a Vulnerable Pupil is in a shared bedder/study, and it is felt that a less intrusive approach to a search is preferable, then a search might take place without the Vulnerable Pupil being present and at a time when all pupils are unlikely to need access to the room.
  - For the practicalities of a daily check – where there are significant concerns about a Vulnerable Pupil and potential risk of harm - domestic staff might be undertake the search duties.

**In all such cases two adults (members of staff) should be present for the search and the search formally recorded.**

***Action after a search has taken place:***

- If a search leads to a prohibited item ('sharps' or medication) being found then parents will be notified as soon as is reasonably possible and it is possible that a referral will be made to children's social care. Additionally, all aspects of the Safeguarding Children and Child Protection Policy should be considered. Also, the Risk Assessment for the Vulnerable Pupil will need to be reviewed and consideration given by the Designated Safeguarding Lead and other relevant colleagues (e.g. Deputy Head Pastoral, Housemaster/mistress, School Nurse, Pupil Wellbeing & mental Health Lead) as to whether the Vulnerable Pupil is, from a safeguarding perspective, safe to be in school (especially if they a Boarder).
- A record of a search should be kept in an agreed location in Teams, with the following information noted:
  - the date, time and location of the search.
  - which pupil was searched and who conducted the search (and any other adults or pupils present)
  - the reason for searching and what items, if any, were found; and
  - what follow-up action was taken as a consequence of the search.

# Appendix 2: Bereavement Policy

## 1. INTRODUCTION

Every year 20,000 children under the age of 16 years will be bereaved of a parent and many more will experience the death of someone else special in their life. In addition to these individual pupils, schools may also experience the death of a child at the school or a staff member. It is almost inevitable therefore, that at some time all schools will have to deal with a death that affects the school community. As children spend a large proportion of their time at school, teachers and staff members maybe the primary source of care and support. Bereaved children will see our school as a safe haven away from the turmoil of emotions at home and will look to trusted staff members for help. Death is something that most people choose not to think about so when faced with it we often find ourselves ill prepared. The purpose of this Bereavement Policy is to help everyone involved at a time when there may be shock, upset and confusion, ensuring that there is as little disruption as possible, effective communication takes place and each member of the school community is supported to help them through a very difficult time.

## 2. THE IMPACT OF DEATH ON YOUNG PEOPLE

The impact of death upon children should not be underestimated. While it is true that their understanding of death develops over a prolonged period of time, it is clear that:

- Young children can suffer deeply as a result of the death of a member of their family, or a close friend.
- This suffering is more intense when they do not have opportunities to talk or to grieve openly, and do not feel that those close to them recognise their feelings - even though they themselves may not yet have the words to express them.
- In particular, for teenagers, there is sometimes a tendency not to talk about how they feel as they do not wish to place an extra burden on for example the remaining parent if their father or mother has died. They in effect try to manage on their own, which can be very difficult for them.

Reactions to bereavement can include:

- Withdrawal
- Open distress
- Tears
- Panic
- Aggression
- Anxiety
- Fear
- Other signs of stress.

Bereaved children may act out this stress in unexpected ways, such as:

- Nervous giggling
- Stoical bravery
- Untypical aggression

- Becoming the class clown
- Total denial
- They may also become extremely tired, to the point of exhaustion, as so much emotional energy goes into dealing with the loss and the stress of the changes in the family.
- For some children, there may be additional terrors; if the death has been referred to as 'falling asleep' or 'being taken', then it is sometimes the case that children become afraid of sleep; words like 'loss' or 'lost' can put fear into a young child's mind, too, and they are afraid of losing other family members.
- Children can become particularly clinging and attached to the members of the family who remain.

#### An expected bereavement

In addition the death of a terminally ill pupil or member of staff can be planned for with full support being given before the actual event.

- Often pupils will want to create a memory board to allow their emotions to be shared with others.
- Open discussion and realistic language are often the best way to deal with issues that arise.
- Once the pupil or member of staff dies then it is important that all emotional support is given and the need to mourn is recognised.

### 3. THE DEATH OF A CHILD

If a child dies at school or on a school trip the Emergency Plan should be put into operation immediately.

#### 3.1 IMMEDIATE ACTION

On discovery of a possible death, the member of staff should:

- 3.1.1 Call the emergency services at once, including paramedics and police.
- 3.1.2 Summon Medical Centre staff (if on site) and Principal Deputy Head (to activate Emergency Plan).
- 3.1.3 Secure scene and remain with the body until help arrives. The building, if appropriate, should be evacuated.
- 3.1.4 A roll call should be taken to ascertain that all pupils, staff and any visitors are safe.
- 3.1.5 If it is an off-site activity, it is the responsibility of the Teacher in Charge of the Group, or, where necessary, by delegation to another Member of Staff or Responsible Adult, to:
  - Make sure that all members of the party are accounted for and that they are safe.
  - If there are injuries immediately establish their extent and administer appropriate first aid.
  - Call emergency services if required.
  - Ensure that the remainder of the party is adequately supervised throughout and make arrangements for their return to base, either School or Field Trip Base.

- Arrange for at least one adult to remain at the incident site to liaise with the emergency services and to ensure that all the staff and pupils are accounted for.
- Control access to telephones until contact is made with the Headmaster or Headmistress (as appointed), emergency contact point or designated senior member of staff and until he/she has had time to contact any parent whose children are directly involved. It will be the job of the DSL to ensure that school records are updated.

## 3.2 NEXT STEPS

- 3.2.1 Where a pupil collapses during the school day when other pupils are present, is rushed to hospital and subsequently dies, those pupils will need to know what has happened before they leave at the end of the school day.
- 3.2.2 The School will consult with the family regarding their wishes in sharing the information with the School community. It is important to agree with the police the timing and content of the information that you give to pupils so as to meet the needs of the pupils whilst not impeding any police investigation. Are there any siblings, close relatives, or boy/girl friend who need to know first? Advise them first, but only when parents are ready to collect them.
- 3.2.3 Gather the House and year group together at an appropriate times and subsequently the entire School community. The pupils will listen until you tell them that the pupil has died. Then they may stop hearing. If the pupil has died as the result of an accident you may want to ask them not to speculate about the causes of the accident and not to spread rumours. Getting them to hear this is very difficult. Allow them ten minutes to just be together as a year group. They will need to cry. Expect that some pupils will contact the local press.
- 3.2.4 Working with the police. Very soon after the death is announced the police should visit as they have to carry out an investigation into the circumstances. Clear rooms or spaces for them to work in. They may want to collect evidence. The police will normally tell the child's next of kin and will want to speak at once to the (usually very upset) teacher who will need someone with them and will probably need to stay at school. The police will almost certainly tell you that you must not speculate on the cause of death. But remember that the media are under no such restriction.
- 3.3 **Telling teachers.** This may have to be after you have told the key pupils. You will need to tell the teachers who were nearest to what happened first. Depending on who that teacher is, they will probably need someone with them. If you want teachers to tell other pupils for you, have a statement ready for them to read out before you advise them.
- 3.4 **Telling parents.** The police will tell the parents of the child. Getting a letter to other parents, which both expresses sympathy and gives factual information about the death, is very important. It saves rumours, which can be intensely hurtful to pupils, parents and teachers.

#### **4. SUBSEQUENT CARE FOR THE BEREAVED AND THE COMMUNITY**

Following the death of a child either at school or on a school off-site activity every measure will be taken at appropriate times to provide support and counselling for those who need it. The Chaplain will be a key member of the pastoral response along with the other members of the SMT.

- 4.1.1 to liaise with the family and to support them
- 4.1.2 to establish appropriate ways for pupils and staff to assist grieving
- 4.1.3 to honour memory
- 4.1.4 to manage the shock and loss of such an event
- 4.1.5 to organise and re-establish normal daily business within the school.  
Measures may include:
  - specific support for those closest to the child who has died
  - the opportunity for quiet time out of normal activities if appropriate in the weeks immediately following the death. The Wellbeing Centre may be an appropriate place for this.
  - permission for close friends not to compete in a fixture or take part in a concert etc if they do not feel able to
  - the completion of a special circumstances examination form for close friends if the loss is close to an examination period
  - Counselling support from one of the school counsellors
  - other such reasonable steps. It is usually appropriate for the whole community to achieve some closure through a memorial service or similar event, after a period of time has elapsed. It may be that members of the child's family would be able to attend a memorial event of this kind, and draw some comfort from attending and meeting their son's or daughter's friends.
- 4.1.6 **CHILD DIES AWAY FROM SCHOOL.** If a child dies during the school holidays and away from school, the points in section 4 should still be followed. The Headmaster, the Head of Repton Prep School and the rest of the Senior Management Team, as well as the Housemasters/mistresses, and other senior staff should be contacted. All staff may need support, and pupils should be contacted, especially any known close friends. A letter from the School to the rest of the school community should be sent as soon as possible.

#### **5. THE IMPACT OF THE DEATH OF A PET OR LOVED ANIMAL**

The School should also be aware of the emotional impact the death of a family pet or, for example, a horse or farm animal, might have on a pupil or a member of staff. Emotional support can be offered through the normal channels (Health and Wellbeing Centre, Houseparent's, Matrons, Teachers, Tutors and peers) and discussion and honesty are vital. Terminology is again important. Pupils and staff should be encouraged to be honest with their emotions and talk about their memories of their pets. Whilst much of the Bereavement Policy deals with the death of people we should not underestimate how important the death of a pet can be to pupils and staff.

#### **6. DEALING WITH THE MEDIA**

The Headmaster, along with the Director of Marketing and Admissions and other external assistance (Alder Communications), should field enquiries. The press and local TV channels may contact the parents and may speculate about the cause of death. This is a very hard thing to deal with, especially if a TV crew has filmed this speculation by distraught parents. All statements are made through the Headmaster. Keep expressing your sympathy for the parents so that editors will find it hard to cut this part of your statement. If there is a post-mortem, this may happen very quickly, possibly within 24 hours of the death. Ensure you are advised of the results of any post-mortem as soon as possible. The best way to stop speculation is to give facts.

## **8. GUIDELINES FOR BREAKING NEWS ABOUT A DEATH TO STAFF AND GOVERNORS**

- Arrange a staff meeting which should take place as soon as possible.
- Impart factual information. Never make assumptions or repeat what has been said by rumour.
- Give news sensitively and empathetically, being aware that people may react in different ways.
- Be cognisant of the relationships staff may have had with the person who has died.
- Ensure that there is someone responsible for telling people who are unable to attend the staff meeting i.e. part time staff, peripatetic staff. Consider the best way of imparting the information to those absent e.g. by doing home visit, by telephone, text or e-mail etc.
- Identify individual members of staff who feel able to: a) support members of staff b) support groups of children The most appropriate person to support the children should be well known to them and trusted.
- Identify a member of staff who will liaise with the individual's family, to deal with staff condolences and any funeral arrangements (if necessary).
- Identify an appropriate member of staff who will take 'phone calls and/or direct them as appropriate. Try to establish a "protected" telephone line to ensure free flow of accurate information.
- Identify a member of staff who will provide a letter for parents, which should be sent the same day.
- Arrange a staff meeting at the end of the day to ensure staff are coping with the situation.
- Identify any unresolved problems or ongoing issues.
- Ensure that those staff that live alone have contact numbers of friends in case of need.
- Identify sources of advice and support to access for help in coming to terms with the bereavement (see bereavement toolkit)

## **9. GUIDELINES FOR BREAKING NEWS OF THE DEATH TO THE PUPILS**

- Inform the pupils as soon as possible about the death.
- Where possible, the pupils should be informed in small groups i.e. class or tutor groups, or House groups by age.

- Identify those children who had a long term and/or close relationship with the person who has died so they can be told separately.
- If appropriate, a special assembly could be held at a later time in the day to remember the person who has died.
- Allow the pupils to ask questions and answer them honestly and factually in terms that they will understand.
- Allow the pupils to verbalise their feelings.
- Allow the pupils to discuss the situation and share their experiences of death.
- Be honest about your own feelings and talk about your relationship with the person.
- Avoid using euphemisms.
- Those pupils who have had more involvement with the person should be given the opportunity to share their feelings and experiences either within the group or in a one-to-one situation.
- Reassure them that not all people who are ill or have had an accident will die and that many people get better.
- Put an appropriate time limit on the discussion. It is preferable to resume normal school activities as soon as possible thus ensuring minimal disruption within the school.
- Conclude the discussion with a prayer or special poem to remember the person who has died and their family.
- Be available for any pupil who needs additional help and support.

**External sources of support:**

1. Winston's Wish <https://www.winstonswish.org/coronavirus/>
2. Grief Encounter <https://www.griefencounter.org.uk/serviceupdate/>
3. Childhood Bereavement Network  
<http://www.childhoodbereavementnetwork.org.uk/covid-19.aspx>
4. Hope Again (youth section of Cruse) <https://www.hopeagain.org.uk/>



## Appendix 3: Checks on International pupils after guardian stays

In order to ensure that International pupils are being appropriately cared for during holiday stays, with their guardians, all Housemaster's and Housemistresses will check in with an International pupil on their arrival back to their boarding House.

The check-in should include questions to understand what their experience was like (what they did, who they saw, did they get out of the house, exercise/fresh air, etc.) and if there were any problems.

This check-in should be recorded in the appropriate column in the Overseas Pupils Travel Log. This entry will include a date to note when the pupil was spoken to and a suitable comment - 'no issues' or 'issue as entered into Wellbeing Manger'.

If an issue has arisen (or if there is anything notable to report) a new Concern will be entered into Wellbeing Manager.

Any issues that are identified from these check-ins will be followed up, as appropriate, by the Deputy Head Pastoral, Deputy Head Safeguarding or Deputy Head Marketing and Admissions.

## Appendix 4: Co-Curricular Activity at Repton

Co-Curricular activity is an integral part of Wellbeing at Repton.

- Each pupil is expected to commit to the opportunities outside the classroom with the same enthusiasm and determination as in lessons.
- We know that co-curricular activity can be integral to the identity of a child, to their sense of personal wellbeing, as any aspect of their school life.
- Co-curricular activity does much to create that sense of belonging which is so important in a Repton education. Being part of a team builds bonds of trust, shared goals and ambitions and satisfaction in tasks completed, difficulties overcome and a level of excellence in performance achieved.
- Co-curricular activity, especially in sport, does so much to build healthy minds and bodies through physical exercise and mental challenge.
- There is too, a deeper, creative, spiritual and cultural understanding and wellbeing to be gained from many co-curricular activities, particularly those linked to Chapel and to charitable enterprises.
- Co-curricular activity develops a sense of individuality and independence but simultaneously creates an awareness of community, of selflessness and of service.
- Repton creates time and variety of activity in the daily and weekly timetable for pupils to exercise, to commit to projects and interests and to enjoy free time to socialise.
- This is achieved through a system of supervision which allows degrees of personal responsibility within an overarching framework of staff oversight.
- Individual excellence in pursuit of personal and collective goals are achieved alongside a commitment to wellbeing.
- Creativity in its many forms is important to wellbeing. Each Reptonian gets a chance to sample the creative arts in Year 9 on a carousel of Music, Art, DT and Drama.

	<b>Mon</b>	<b>Tues</b>	<b>Wed</b>	<b>Thurs</b>	<b>Fri</b>	<b>Sat</b>	<b>Sun</b>
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<b>School Day</b>	Y9 Games P 3&4.  Y9 Creative Arts P7  Sport 4-6pm	Sport 2-6pm	Chapel  Form Period P1  Y9 Creative Arts P7  DofE, CCF, Community Action 4-6pm	Sport 2-6pm	Sport 4-6pm	Sport 2-6pm  Evening social events	Chapel  Weekend Trips and Events
<b>Post-Tea 6.15-7.15pm</b>	Orchestra	Big Band	Debating	Choir  Green Power	Choir  Chess Club  Christian Forum		
	Academic Clinics						
<b>Prep Time 7-9pm</b>	Drama		Drama	Life Drawing			
	Academic Societies, Visiting Speakers, Theatre, Music and Art Trips						

## Sport at Repton

Each pupil at Repton does some sort of physical activity as part of their life in the School. Repton is nationally renowned for its sporting prowess, but individual success can be measured in a great variety of different ways and the importance of exercise, especially as the year heads towards examinations, both public and internal, cannot be underestimated.

- There is a firm belief at Repton that there is a sport or an exercise programme for everyone and there is a level at which the individual feels comfortable.
- There are competitive opportunities in school teams and in internal house competitions.
- All Y9 do PE lessons including swimming, tennis, gym induction.
- All Y9-11 do compulsory team sports across the three terms of hockey, netball and tennis for the girls and football, hockey and cricket for the boys. This is increasingly mapped against a school strategic plan of a co-educational core programme for football, hockey, cricket, tennis and swimming for boys and girls, with netball and athletics sitting alongside.

- Elite sports programmes operate for hockey, football, swimming, tennis, netball and athletics for boys and girls which incorporate Strength and Conditioning programmes and links with school (Repton Hockey, Swimming and Tennis Clubs), and external (national League Hockey Clubs, Burton Athletics Club, Loughborough Lightning netball, Derbyshire CCC, Derby FC, Aston Villa FC, Leicester City FC, Derbyshire Tennis etc) clubs, as well as development pathways and representative honours for ISFA, England Hockey, England Swimming etc.
- There is deliberately limited choice in the junior years in order to foster the collective team spirit and sense of achievement in representing the School at various levels. However, there are differentiated approaches for A team players and those in B & C sides in terms of time allocation in order to offer the possibility of other options being made available.
- In the sixth form, sport is governed by choice with other activities possible: squash, fencing, basketball, dance, badminton etc.
- Whole school sporting events such as the Steeplechase or the Parker 100 embrace participation and team performance alongside individual achievement. This same mentality underpins the Kropacsy Relays and the football and hockey leagues.
- Tennis courts, the astroturf hockey pitches and the Gym are all available to pupils in free time.
- Sports tours broaden Repton horizons. In recent years, there have been football trips to Spain, hockey to Argentina and Chile, with proposals for cricket and swimming to go to Dubai and tennis to Spain.
- The SwimSquad work to a different weekly and annual timetable; early each day, across weekends and into holiday time

## **Music at Repton**

- Music at Repton is both for those proficient in the various musical disciplines and for everyone.
- In October, the House Unison competition focuses on musical participation in which every member of the school sings with their house to an audience of the other 9 houses, again as much an exercise in team-building as it is in musical ability.
- Various concerts (informal, Coffee..., Derby Cathedral, Chatsworth, the Steinway series, the Michaelmas Gala, the Leavers'), the Carol Service, singing in St Pauls', the choir tours to Rome and Berlin all offer important opportunities for Repton musicians to demonstrate their many qualities in public arenas.
- Instrumental lessons are available to all pupils and take place, rotationally, across lessons and in afternoon time.
- Popular music is also high on the agenda with bands required for School musicals and for Rockit, a biannual event for the School's rock bands to perform.
- The Music School is open each Sunday for individual rehearsal as well as in the weekday afternoons until 6pm.

## **Drama at Repton**

- There are two major shows each year, one in the Michaelmas Term and one in the Lent Term, of which one is usually a musical. These are major productions, drawing

upon a wide spectrum of the pupil body, involving not just dramatic or choral talent but also musical and technical expertise in the band and with sound and lighting and stage crew.

- The discipline, the challenge and the team satisfaction of a school performance – over three nights and with a matinee for junior schools in some cases – is a hugely beneficial experience for pupils, within the exceptional surrounds of the 400 hall Theatre.
- Alongside these, there is a B Block Showcase for Music and Drama and then a Lower School Drama Production in the Summer Term, so that younger talent gets its chance to shine.
- LAMDA qualifications in public speaking have been an increasingly popular addition to the Drama portfolio as part of the Lower Sixth 'Future Leaders' programme and has provided both a sense of achievement and worthwhile skills to pupils, boosting self-confidence and soft skills.

### **Art at Repton**

- The Art School is open during the week, in Prep and at weekends to allow pupils to use its creative environment for individual work.
- Life – drawing takes place on Thursday evenings.
- The Art School has become the home for the Repton Film Club.
- The Art department is also the home of pottery, photography and textiles teaching.
- Shows from local and nationally-renowned artists feature in the two gallery spaces in the village alongside work from staff, pupils, culminating in the Speech Day Exhibition in both the Art School and the Textiles Rooms.
- There is a biennial fashion Show

### **Community Action, Outreach, CCF and DofE at Repton**

- In Y10, all pupils choose either uniformed CCF or non-uniform rangers CCF. The former follows a more traditional army cadet or RAF curriculum while the latter prepares pupils for their Bronze DofE award.
- In Y11, pupils may choose between staying in CCF or opting for the DofE Silver Award.
- In Y12, pupils have the option of CCF, taking the DofE Gold Award or choosing Community Action which comprises a charity team, a green team, a visible diversity team and helping in the local community at the village café, in the churchyard and reading, drama club and the forest school at the primary school.
- CCF and DofE create ample opportunity for personal development in their training and in the Field Days and expeditions.
- Charitable enterprises are a key part of Repton life with an annual charity established as a focus for pupil endeavour.
- Our outreach programme forges links with Repton Primary School, John Port Spencer Academy and the David Nieper Academy.