

Safa Vision



To create a school that unlocks the potential in every child.

SBS Mental Health and Well-being Policy 2021-2022

Contents

- 1. Purpose and Rationale**
- 2. Aims**
- 3. Looking After Each Other**
- 4. Curriculum Adaptations**
- 5. Training**
- 6. Confidentiality**
- 7. Roles and Responsibilities**
- 8. Reference Documents**

Created: August 2021

To be Reviewed: August 2022

1 - Purpose and Rationale

At Safa British School, the mental health of our students, families and staff have been at the core of our decision-making as a school, and this policy aims to embed this commitment to promoting and monitoring wellbeing within our culture. It also aims to set out a clear, targeted approach to support children and staff, during times when their emotional wellbeing is less than optimal. Our focus on well-being and safety is even more pertinent now than ever before as we navigate through the Global Pandemic, COVID-19 and the impact that this has had on the whole community. 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 our wellbeing to be prioritised, and that nothing is too small or insignificant to talk about with a trusted adult in our school support network.

2 - Aims

- We are committed to supporting the well-being and the mental health of our students, staff and community of families.
- To create an atmosphere where our emotional well-being is valued and respected to develop positive relationships.
- To feel safe to express any worries and concerns that we may have (using pulse when needed).

3 - Looking After Each Other

It is the personal and professional responsibility of all members of staff to work together to promote positive well-being of themselves and others. At SBS, we have an open door policy for all staff members to feel comfortable and secure in knowing that personal or confidential information will be listened to and the best support possible put in place. Due to the impact of COVID-19, there may be increased anxiety, concerns or worries which may affect mental health and wellbeing. This could be related to past experiences with the pandemic, emotional or social interactions.

We will ensure that staff, students and parents are aware of sources of support within school and the wider community. SBS recognises the need to utilise the expertise of our wider community in such matters and fosters a strong working relationship with 'Light House Arabia'. We will 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, pulse weekly surveys and assemblies. These offer the opportunity to gain feedback and implement initiatives or support as required.

Self

If a staff member feels that they require social or emotional support in order to maintain a positive wellbeing, it is important that they approach the head of year or department, or a trusted member of staff. Time will always be made to ensure that the staff member is listened to, valued and support or next steps will be agreed upon together. Staff will have availability to meet with a counsellor should they require further personal support. During Performance Review Cycle the first session focuses on wellbeing. Regular peer wellbeing check-ins are also actively encouraged.

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 go to PLT to talk about their concerns. Surveys also offer the opportunity to disclose colleagues you may feel need additional support. Confidential discussions and matters will be dealt with sensitively in order to protect all involved. We foster the belief that it is the responsibility of the whole school community to support one another, look for signs of discomfort and encourage the pathways provided for support.

Students

Any member of staff who has a social or emotional concern about a child should speak directly to the dedicated Pastoral Leader. If it is a Child Protection concern, then the same procedures must be adhered to as when following Safeguarding. (Please refer to Child Protection and Safeguarding Policy). This will be logged on CPOMS.

Child Protection, 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

Parents

It is important that we work together with the parents to educate them on positive mental health and wellbeing. Constant communication through the class teacher and pastoral team ensure that strategies are in place to support at home. We should always provide clear means of contacting us with further questions and consider booking in a follow-up meeting or phone call right away as parents often have many questions as they process the information. Finish each meeting with agreed next steps and always keep a brief record of the meeting on the child's confidential record. If additional help is required, parents will be recommended with resources as appropriate.

4 – Curriculum Adaptations

Check in time is embedded in our timetable each morning so that they can start each morning more positively and can be made aware of any early warning signs so that they are more easily able to self-regulate their behaviour. Form Tutors are assigned in Secondary to allow for a trusted adult to be easily and regularly accessible for the students. This consistent routine and structure to each day helps students to manage their emotions so that they are in the mindset to build positive relationships. Children will check in officially each Sunday using our Pulse Application to further support any children who may need additional support.

Our curriculum has a sustained focus on wellbeing and encourages a self-centred approach to exploring these. 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 such as ‘Kind Mind Week’ and our ‘Diversity Curriculum’ help to initiate mental health conversation and further develop emotions and communicate them. In Secondary, we have incorporated a daily ‘Curriculum Plus’ session where we can tailor the time to suit the needs of the students and use this time to provide structured wellbeing guidance, where required.

5 - Training

Staff receive regular training about recognising and responding to mental health issues as part of their child protection training to enable them to keep students safe. The AHTs work closely with staff to keep updated with current issues which could affect individual students. Training and sharing of best practice 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 SBS 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.

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

6 - Confidentiality

We are regularly reminded of our responsibility to be honest and open 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 Child Protection Team. This helps to safeguard our own emotional wellbeing as we are no longer solely responsible for the student, it

ensures continuity of care in our absence; and it provides an extra source of ideas and support. We should explain this to the student and discuss with them who it would be most appropriate and helpful to share this information with.

7 - Roles and Responsibilities

The Head of Primary, and Head of Secondary in collaboration with the AHTs, have overall responsibility to monitor and evaluate the impact of this policy on the social and emotional well being of our staff and children in the relevant phases. This policy will be reviewed at the start of each Academic year and adapted as required throughout the year.

8 - Reference Documents

This document describes the school's approach to promoting positive Mental Health and Wellbeing. The policy is intended as guidance for all staff including non-teaching staff and governors.

This policy should be read in conjunction with:

- Child Protection and Safeguarding Policy
- Pastoral Policy