



## Safa Vision

At SCS we aim to enable our learners to have success for today and to be prepared for tomorrow.

نحن في مدرسة الصفا كوميونيتي نسعى الى تأهيل طلابنا للنجاح اليوم وتحضيرهم لمواجهة المستقبل

## **SCS Mental Health and Well-being Policy 2021-2022**

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### **1 - Purpose and Rationale**

At Safa Community 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 stepped approach to supporting students and staff during times when their emotional wellbeing is less than optimal. During the Global Pandemic COVID-19 and the impact that this has had on the whole community, it has resulted in an added importance with the focus on well-being and safety. We, as a school, aim to promote protective behaviours to safeguard the well-being of all. We believe that all members of the community have the right to feel safe and for their 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.

### **3 - Looking After Each Other**

It is the personal and professional responsibility of all members of staff to work together to promote the positive well-being of themselves and others. At SCS, 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 and present experiences with the pandemic, emotional or social interactions.

There is a dedicated staff and student wellbeing team who 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 Team.

We will ensure that staff, students and parents are aware of sources of support within the school and the wider community. We will display relevant sources of support around the school to highlight who can help students and staff. (Appendix A, Pastoral Support Team)

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.

#### **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 their allocated senior leader. Time will always be made to ensure that the staff member is listened to, valued and supported or the next steps will be agreed upon together. Staff will 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 go to the allocated senior leader to talk about their concerns. Confidential discussions and matters will be dealt with sensitively in order to protect all involved.

## **Students**

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

Child Protection, 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

## **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 - Teaching and Learning**

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 and 'feeling of the month' 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 becoming Wellbeing Champions (Primary) and Wellbeing Leads (Secondary). 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 literacy-based lessons as they explore books such as the colour monster in term 1. This supports their vocabulary and ability to express themselves. Personal, Social, 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 Safa.

## **5 - Training**

All 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 Pastoral Team, along with the school counsellor, work closely with staff to keep updated with current issues which 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 SCS 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.

Secondary students are given the opportunity to attend the Lighthouse Arabia, Teen 2 Teen Mental Health First Aid training which will lead to further opportunities to support their peers.

## **6 - 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 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.

All members of staff are required to adhere to the Confidentiality Policy to protect themselves, members of staff and students.

## **7 - 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 well being of our staff and children. This policy will be reviewed by the Principal, the Wellbeing Team and the Pastoral Team 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
- Confidentiality Policy
- Teaching and Learning Policy
- Early Years Foundation Stage Framework 2021

**Next Review Date: November 2022**



## **Appendix A - SCS Pastoral Support Team**