



Cambridge International School

Student Wellbeing Policy and Procedures

NAME OF POLICY	Student Wellbeing Policy and Procedure
APPROVED BY	Principal
DATE APPROVED	September 2022
SCHEDULED REVIEW DATE	January 2023
RELATED POLICIES	<ul style="list-style-type: none">• Safeguarding Policy• E-Learning Policy• Anti-Bullying Policy• Student Code of Conduct Policy

Purpose

At Cambridge International School, we are committed to promoting positive mental health and emotional wellbeing to all students, their families and members of staff and governors. Our open culture allows students' voices to be heard and by using effective policies and procedures we ensure a safe and supportive environment for all. It is our mission to create students who are emotionally resilient, flexible and inspired to reach their full potential. We aim for all students to be able to flourish and inspire students to be independent thinkers that will make an active and positive contribution to society, creating a more peaceful world.

Scope

This policy is a guide to all parents and staff – including non-teaching and governors – outlining Cambridge International School's approach to promoting mental health and emotional wellbeing. It should be read in conjunction with other relevant school policies.

Policy Aims

- Promote positive mental health and emotional wellbeing in all students
- Increase understanding and awareness of common mental health issues
- Enable staff to identify and respond to early warning signs of mental ill health in students
- Enable staff to understand how and when to access support when working with young people with mental health issues
- Provide the right support to students with mental health issues and know where to signpost them and their parents/carers for specific support
- Develop resilience amongst students and raise awareness of resilience building techniques

Roles and Responsibilities

This policy aims to ensure all staff take responsibility to promote the mental health of students, however key members of staff have specific roles to play:

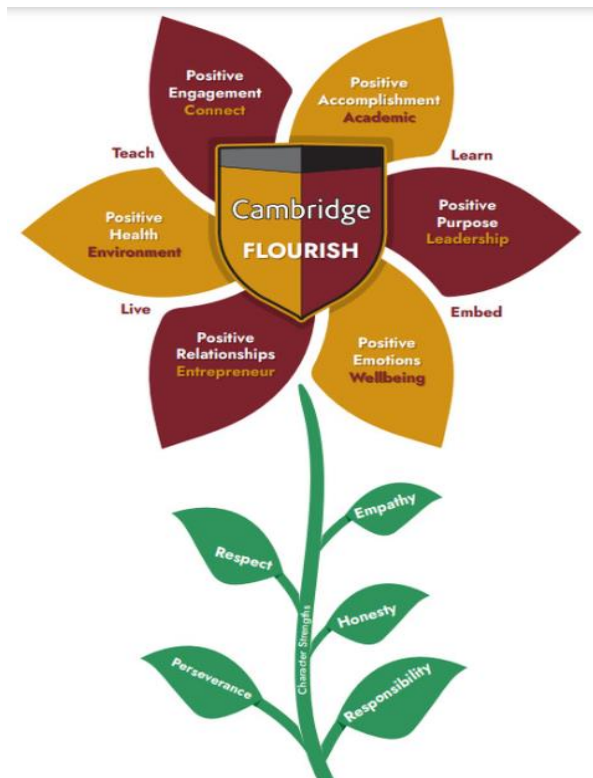
- HOY, Class teachers, TAs, LSAs
- Head of Inclusion
- School Counselor
- Mental Health First Aid trained staff and students
- HODs Moral, Social, Cultural Studies
- Designated Safeguarding Lead and Deputy DSLs
- The Senior Leadership Team (SLT)

If a member of staff is concerned about the mental health or wellbeing of a student, in the first instance they should speak to the Head of Year, and as applicable make a referral to the School Counselor. All concerns to be communicated and shared with the Head and Deputy Head of school, during weekly meetings and bi-weekly SLT student wellbeing meetings. If there is a concern that the student is high risk or in danger of immediate harm, the school's child protection procedures should be followed, and the DSL (or Deputy DSL) must be informed immediately. If the child presents a high-risk medical emergency, relevant procedures should be followed, including involving the emergency services if necessary.

Pastoral Action Planning

At CIS the Heads of Year are key members for the monitoring and support for students within their year group. Collectively, a Pastoral Action Plan is created at the start of the year and periodically reviewed and amended throughout the year. Specifically, the HOY focus on Performance Standard 2: Students' personal and social development and their innovation skills and Performance Standard 5: The protection, care and guidance of and support of students. For each element the HOY create a target, actions, performance indicators and indicate who is involved as well as any key sources of evidence or notes. Within each month, HOY also assign five students to coach and communicate this with the parents, which is then logged on PULSE.

Positive Education



Cambridge International School recognises the importance of Martin Seligman's Positive Psychology approach and introduced the **Positive Education Enhanced Curriculum (PEEC)** in January 2021. It is a proactive approach that endeavors to provide students with skills and knowledge for when difficulties arise.

It is a whole school approach to nurture wellbeing that is successfully implemented through a learn, live, teach and embed model. At all times, we strive to adopt a strength-based approach; the idea of having a language about what is right within our community. PEEC is an evidence-based approach, that is continually evolving. We encourage students to learn from their mistakes, to evaluate if it is increasing the wellbeing of students and giving them the resilience and the ability to successfully cope and manage with life's challenges.

The Cambridge International School Positive Education Approach

Martin Seligman (2011) asks what it is that enables us to cultivate talents, to build deep, lasting relationships, to feel pleasure, and to contribute meaningfully to the world? In a word, what is it that allows us to *flourish*?

Within the PEEC curriculum there are six domains that run alongside our core values and pillars at CIS. We are committed to the wellbeing of Cambridge International School community, collectively and individually. Below is a table of how we support students within each of the six domains:

Positive Emotions	<ul style="list-style-type: none"> • 30 minutes Wellbeing sessions planned each day; Daily Positive Conversations through: Monday Mantra, Happy-Gratti Tuesday, Wellbeing Wednesday, Thoughtful Thursday and Feel Good Friday • Student Mental Health First Aiders and Happiness Ambassadors are allocated students to support • Therapy room and School Counselor Support • Students from Year 5 upwards regularly identify their emotions on Upstrive, which is closely monitored and addressed by the learning managers. All students have access to 'Speak Up' and Phoenix to log any concerns they may have • Assemblies with a consistent Wellbeing theme/character strength threaded throughout
Positive Relationships	<ul style="list-style-type: none"> • A sense of belonging, through sports teams and a wide range of ECA clubs are offered to students • Whole School House System –Falcons, Kestrels, Eagles, Hawks • School community events • Guest speakers to visit school to raise awareness (e.g. Pinktober) and to inspire future careers
Positive Health	<ul style="list-style-type: none"> • Nutritional, healthy food promotion and availability as well as a whole school wellbeing calendar focused on Monthly Healthy Living/Lifestyles initiatives (e.g. seatbelt safety) • Sports teams and interhouse competitions, as well as a wide range of ECA's for students to choose from • Wide range of PE lessons with swimming as a key strength • High quality medical facilities and staff and care plans where required • Wellbeing Support and Counselor
Positive Engagement	<ul style="list-style-type: none"> • Rich and varied co-curricular programme affording students wide opportunities for 'flow'. • Strengths identification and development through scholarship / Higher Performance Learning programmes • School House System competitions and events • Whole school mental health awareness days and events are co-ordinated
Positive Accomplishment	<ul style="list-style-type: none"> • Regular charity and fundraising organised by the staff and students • The 'end goal' – University Placements, Internships, Careers • Duke of Edinburgh & Mini Dukes Awards and Playground Duke Leaders utilised in Primary • Celebrating achievements in assembly • Regular Goal setting - SMART targets

Positive Purpose	<ul style="list-style-type: none"> • The Cambridge International School Rights: Everyone has the right to learn, be treated with respect and to learn and play in a safe environment • Values & Aims of the school • A culture of a Growth Mindset approach - the power of 'not yet' • A culture of 'mistakes show that we are learning'
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Despite all we do to promote positive mental health and wellbeing we know that some students may suffer from poor mental health

PASS Action plans

When a student has been identified as having cause for concern, been flagged from the PASS survey, has received a diagnosis of a mental health issue, or is receiving support through another organisation the students are identified and strategies to support are listed on the PASS action plans. Students are referred to the School Counselor and the students' needs and support are communicated with the parents.

Suggested elements of this plan include:

- Low PASS satisfaction factors identified and set as targets
- Key strategies and actions identified
- Performance indicators outlines as small, achievable outcomes
- Detailed notes of the student's situation/condition/diagnosis
- Special requirements or strategies, and necessary precautions
- Medication and any side effects
- The role the school and specific staff

Upstrive

'Upstrive' an online application is used daily from Y5-Y13 to monitor student wellbeing. Students complete their daily 'check-in' at the start of each morning which is viewed by their Learning Manager. The check-in asks 'How are you feeling today?' and each student's response is shared confidentially with their teacher. The student also has an option to write and disclose why they are feeling this way so that they can confidentially communicate this with their teacher. This is monitored daily by each Head of Year and School and appropriate action is taken for any students who make any disclosures.

Teaching about Mental Health

The skills, knowledge and understanding our students need to keep themselves - and others - physically and mentally healthy and safe are included as part of our PEEC curriculum, assemblies and our Mental Health First Aiders and Happiness Ambassadors support. We will follow the guidance issued with regard to Moral, Social, Culture, Studies to further enable us to teach about mental health and emotional health safely and sensitively. This curriculum is supplement by relevant resources. Incorporating PEEC into our wider curriculum at all stages is a good opportunity to promote students' wellbeing through the development of healthy coping strategies and an understanding of students' own emotions as well as those of other people. Additionally, we use such lessons as a vehicle for providing students who do develop difficulties with strategies to keep themselves healthy and safe, as well as supporting students to support any of their friends who are facing challenges.

Signposting

We will ensure that staff, students and parents/carers are aware of the support and services available to them, and how they can access these services.

Within the school (noticeboards, welcome board and classroom display etc.) and through our communication channels (newsletters, websites), we will share and display relevant information about local and national support services and events.

The aim of this is to ensure students understand:

- What help is available
- Who it is aimed at?
- How to access it
- Why should they access it?
- What is likely to happen next

Sources of support at school and in the local community / School based support:

Local Support

In Dubai, there are a range of organisations and groups offering support for mental health. A Government portal for Mental Health is available here - [Mental health - The Official Portal of the UAE Government](#)

Emirates Health Services which provides Mental Health Services - [Mental Health Services | Services Directory | Services | Emirates Health Services - UAE \(ehs.gov.ae\)](#)

Warning signs

Staff may become aware of warning signs which indicate a student or colleague is experiencing mental health or emotional wellbeing issues. These warning signs should always be taken seriously and staff observing any of these warning signs should alert one of the Key Staff Members noted on page 2.

Possible warning signs, which all staff should be aware of include:

- Physical signs of harm that are repeated or appear non-accidental
- Changes in eating / sleeping habits
- Increased isolation from friends or family, becoming socially withdrawn
- Changes in activity and mood
- Lowering of academic achievement / enthusiasm for vocation
- Talking or joking about self-harm or suicide
- Abusing drugs or alcohol
- Expressing feelings of failure, uselessness, or loss of hope

Identifying need

The school has standing agenda items of safeguarding, student welfare and health and safety to ensure these key areas are kept as a regular focus. These are opportunities for all and Key Staff to identify emerging signs of students with poor mental health and swiftly act upon any concerns.

Targeted Support

We recognise some children and young people are at greater risk of experiencing poorer mental health. For example, those who are in care, young carers, those who have had previous access to CAMHS, those living with parents/carers with a mental illness and those living in households experiencing domestic violence. We are fortunate to have a School Counsellor and Wellbeing Support worker located at the school to support and provide advice to the community around the emotional and mental health needs of our students. Work is undertaken with families and individuals where required. Our Key Staff, as identified earlier in the policy, work hard to identify issues early, determine potential risks and provide early intervention to prevent issues escalating.

We ensure timely and effective identification of students who would benefit from targeted support and ensure appropriate referral to support services by:

- Providing specific help for those children most at risk (or already showing signs) of social, emotional, and behavioural challenges.
- Identifying children who are showing early signs of anxiety, emotional distress, or behavioural problems.
- Discussing options for tackling these problems with the child and their parents/carers. Agree an Individual Care Plan as the first stage of a 'stepped care' approach.
- Providing a range of interventions that have been proven to be effective, according to the child's needs.
- Ensure young people have access to pastoral care and support, as well as specialist services, so that emotional, social, and behavioural problems can be dealt with as soon as they occur.
- Provide young people with clear and consistent information about the opportunities available for them to discuss personal issues and emotional concerns. Any support offered should take account of local community and education policies and protocols regarding confidentiality.
- Provide young people with opportunities to build relationships, particularly those who may find it difficult to seek support when they need it; and
- The identification, assessment, and support of young carers.

Managing disclosures

If a student chooses to disclose concerns about themselves, or a friend, to any member of staff, the response will be calm, supportive, and non-judgemental. All disclosures should be recorded confidentially using 'Safe

Guard' and raised with the Designated Safeguarding Lead (or Deputy DSL). Our Mental Health First Aiders, are be trained so that any disclosures made to them will immediately be reported to the School Counselor (who coordinates them) and ultimately Designated Safeguarding Lead and/or Deputy DSL as appropriate. Support will be available for Mental Health First Aiders through regular meetings with the School Counsellor.

Confidentiality

If a member of staff feels it is necessary to pass on serious concerns about a student to someone outside of the school, then this will be first discussed with the student and/or parents. We will tell them:

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

Ideally, consent should be gained from the student and/or parents first, however, there may be instances when information must be shared, such as when students are deemed to be in danger of harm. It is important to also safeguard staff emotional wellbeing. By sharing disclosures with a Key Staff Member or DSL as appropriate, this ensures one single member of staff isn't solely responsible for the student. This also ensures continuity of care should staff absence occur and provides opportunities for ideas and support. If a student gives us reason to believe that they are at risk, or there are child protection issues, parents should not be informed, but the child protection procedures should be followed.

Working with Parents

If it is deemed appropriate to inform parents of any concerns, there are questions we consider first:

- Can we meet with the parents/carers face-to-face?
- Can the meeting take place somewhere quiet without disturbance?
- Who should be present – students, staff, parents, Key Staff Members etc?
- What are the aims of the meeting and expected outcomes?

We are mindful that for any parent, hearing about concerns for their child can be upsetting and distressing. They may, therefore, respond in various ways which we should be prepared for and allow time for the parent to reflect and come to terms with the situation. Signposting parents to other sources of information and support can be helpful in these instances. At the end of the meeting, lines of communication should be kept open should the parents have further questions or concerns. Booking a follow-up meeting or phone call might be beneficial at this stage. Ensure a record of the meeting and points discussed/agree are added to the student's record on Guard / SIMS as appropriate and an Individual Care Plan created if appropriate.

Supporting Parents

We recognise the family plays a key role in influencing students' emotional health and wellbeing; we will work in partnership with parents and carers to promote emotional health and wellbeing by:

- Ensuring all parents are aware of and have access to material promoting social and emotional wellbeing and preventing mental health problems
- Highlighting sources of information and support about common mental health issues through our communication channels (social media, newsletters etc.)
- Offering support to help parents develop their parenting skills as appropriate
- Offering bespoke 1:1 support and advice through our School Counsellor
- Having open lines of communication between parents and class teacher or tutor, Head of Year and/or Key Staff Members
- Wellbeing seminars to be held for parents by the School Counsellor

Supporting Peers

When a student is suffering from poor mental health, it can be a difficult time for their friends who may want to support but do not know how. To keep peers safe, we will consider on a case by case basis which friends may need additional support. Support will be provided in one to one or group settings and will be guided by conversations by the student who is suffering, and their parents, with whom we will discuss:

- What it is helpful for friends to know and what they should not be told
- How friends can best support and safe sources of further information
- Things friends should avoid doing / saying which may inadvertently cause upset

- Where and how to access support for themselves
- Healthy ways of coping with the difficult emotions they may be feeling

Training

As a minimum, all staff will receive regular training about recognising and responding to mental health issues as part of their regular child protection training to enable them to keep students safe. Additional and specific training is undertaken by all staff regarding supporting Mental Health in children. All staff are encouraged to visit <https://www.minded.org.uk/> learning portal which provides free online training suitable for staff wishing to know more about a specific issue. 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 developing situations with one or more students. Our curriculum is enhanced by a wellbeing focus in Moral, Cultural and Social Studies and through our assemblies. Suggestions for individual, group, or whole school CPD should be discussed with SLT and the School Counsellor who can also highlight sources of relevant training and support for individuals as needed.