SABIS® Wellbeing
Policy and Procedures

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Introduction

As part of the SABIS® School Network, the school recognizes that the health and safety ofthe entire school community is essential to promoting and establishing an effective, positive, and supportive learning environment.

With the COVID-19 pandemic's effects, consequences, and disruptions to traditional learning, the school also appreciates the need to update our procedures around the topicof mental health and wellbeing.

Purpose

This document and its addendums detail the school's policy and procedures that ensure emotional and mental wellbeing and safety. The purpose of this document is to clarify the following:

- The aims behind having a sound wellbeing support structure
- Background on Mental Wellbeing
    - List of the common wellbeing concerns that may arise in a school environment
    - List of protective factors and risk factors
    - Signs of Mental Health and Wellbeing Concerns
- The procedures in place to support the mental wellbeing of students
- The procedures in place to support the mental wellbeing of staff
- Communication protocols and reference personnel
- Staff training and parent support on how to identify and deal with potential wellbeing concerns

Aims and Objectives

The aim of the school is to support and develop positive learning and working environments necessary for all stakeholder to feel safe and welcome. We have developed our policy to cultivate positive protective factors which:

- Build resilience to mental health and wellbeing problems

- Help children and staff feel valued and safe to discuss concerns without the fear of being labeled

- Promote positive wellbeing

- Create a connected school community

- Supports our parent community

Mental Wellbeing-Background

Common Mental Health and Wellbeing Concerns in a School Setting

- Anxiety

  - This also includes phobias, panic attacks, obsession, compulsions, andstress. Low level anxiety is common to everyone as part of regular daily life;however, feelings of anxiety sometimes persist for extended periods of timeespecially children and young people.

- Depression

  - Depressed people experience extreme ups and downs. They frequently feel sad, hopeless, and numb for extended durations (weeks or months at a time). At times of depression, some young people may develop suicidal feelings.

- Eating and sleeping disorders

  - Sometimes children convey messages about feelings they cannot express by using their weight and shape. Some people develop eating disorders while others may exhibit odd or problematic behavior around food.

  - Sleep and mental wellbeing are linked. Mental wellbeing and sleep deprivation often go hand in hand and affect one another in a vicious circle. People with mental health concerns experience sleep deprivation while insomnia contribute to mental health problems.

- Self-harm

  - This may also include substance misuse. Any behavior where students deliberately cause harm to themselves (typically cutting or burning) to manage with thoughts, feelings, experiences.

Risk Factors and Protective Factors

Research indicates that protective factors promote positive outcomes for the school community even when exposed to risk factors. The school believes that developing a whole school focus on strengthening the school based protective factors is important towards building a positive and open learning environment.

School specific risk/protective factors	
Risk Factors	Protective Factors
Disengagement, absenteeism, isolation	Developing positive teacher-student and teacher-management relationships
Violence/Aggression/Bullying/Relationship Difficulties	Developing a positive culture and climate to promote a sense of belonging to the school
Low Achievement/ Learning Difficulties/ SEN/ Social-emotional needs	Developing appropriate expectations and valuing contributions
Cultural Differences/ School Transitions	Clear protocols to support students, staff, and families at home
Poor communication between family and school	Securing the availability of professional development and clear communication channels and procedures
Harsh Inconsistent Discipline	Providing opportunities to develop skills and responsible decision making by creating a culture of positive reinforcement
No opportunities to develop social emotional learning	Developing a praise culture as opposed to a blame culture

Signs of Mental Health and Wellbeing Concerns
Students

- Isolation and becoming withdrawn from friends and family

- Changes in mood, eating/sleeping habits, or activity

- Inconsistent or regressing academic performance

- Writing or talking about self-harm (even as a joke)

- Feelings of failure/uselessness and hopelessness

- Increased absence and lateness

- Not wanting to do PE or get changed for PE/ Wearing long sleeves in hot weather

- Repeated physical pain or nausea with no evident cause

Staff

- An increase in absences and sick leave

- An increase in working overtime and staying late

- Poor timekeeping

- Physical symptoms like head and back aches, tiredness, low energy levels

- Shifts in behavior such as an increase in the consumption of coffee

- Changes in performance:
  - Not getting things done on time, unusual errors, indecisiveness, forgetfulness, conflict with team members and/or manager

- Uncharacteristic displays of emotion:
  - Irritability, erratic behavior, anxiousness, tearfulness, changes in sleep patterns

Wellbeing Support

Students and Parents

The school provides learning support by:

- Clearly setting expectations and providing clear instruction and training to develop te necessary skills and knowledge

- Supporting the children in teacher support sessions

- Putting in place a familiar routine with minimal variation to their daily schedule

- Support tutorials and guides on utilizing the school's virtual learning provisions and online systems

- Student support groups via the SABIS® Student Life Organization (SLO®)

The school provides emotional support by building a positive environment for students. This is achieved by:

- Applying a clear discipline policy around bullying and labeling. In less serious cases, we rely on guidance and positive reinforcement as a primary strategy

- Establishing familiar routines and expectations

- Encourage children to express their feeling and emotions

- Letting students know that it is okay to make mistakes by encouraging persistence rather than perfection

- Preparing in advance to anticipate children's anxiety relating to COVID-19 in addition to visual campaign to reminding students of how to protect themselves from COVID-19

- Appreciating that different students have different backgrounds and different physical and mental attributes

- The school utilizing its proprietary Integrated Learning System (ILS) to encourage independent learning and boost student confidence

- Improving whole family engagement by building a robust and engaging social media presence

- Encouraging positive and supportive student relations and student-staff relations
- Supporting the development of students' self-esteem by encouraging student leadership and initiative through the SLO®
- Making extracurricular activities available for students such as sports academies and student clubs
- Training staff to look for and identify signs of potential mental wellbeing concerns

The school believes that parent involvement is crucial to sustaining and promoting student wellbeing. This is achieved by:

- General parent meetings and being open to feedback as well as regular subject focused meetings
- Regular and timely communication of upcoming plans, adjustments, and expectations
- Involving parents with SEN student IEPs and providing regular updates and followup on student academic progress and behavior
- Providing parents with guides and tutorials relating to online learning platforms, online safety, and supporting their child(ren)'s wellbeing at home

Staff

Staff wellbeing is taken very seriously. The school is keen on upholding staff morale, motivation, and general wellbeing. This achieved by:

- Providing yearly induction training and ongoing professional development for new and returning staff
- Promoting staff specific activities to allow them to socialize together, relieve stress, and build relationship in a non-academic contextHolding
- staff meetings during the school day
- Maintaining regular contact and communication with staff
- Developing a culture where staff feel comfortable voicing their concerns and discussing their issues
- Providing adequate training material on how to care for pupil wellbeing as well their own

- Making sure that the school environment is safe for teachers and staff

- Arranging for supporting individual staff where needed

- Holding regular appraisal and feedback meetings with staff

- Promoting a culture of praise and recognizing hard work

- Being open to and encouraging staff initiative

- Providing opportunities for the staff to engage with their students in a non-academic setting

Communication Protocols and Key Personnel

The school's wellbeing committee is responsible in conjunction with the school director for the entire school community's wellbeing and the implementation of this policy. The committee includes members of the school's senior and middle management personnel as well teacher representatives. The students' opinions are also taken into consideration and are primarily voiced through the SLO®.

Parents

Parents can contact their child's Academic Quality Controller (AQC) directly for any wellbeing concerns. The parents may also speak to any member of the school's management regarding any concerns.

Students

Students can refer to their teachers, supervisors, peers, or the SLO® at any time to discuss any issues of concern. The school's wellbeing committee decides on the best way to address the situation and inform the parents.

Staff

The school management team maintains an open-door policy where staff are encouragedto openly voice and discuss their issues and ask for support. Staff members may also convene the wellbeing committee to discuss concerns or make suggestions.