



Mental Health and Wellbeing Policy 'Engage, Embrace, Empower'

At Pristine Private School we are committed to supporting positive mental health, wellbeing and building a culture of wellness in the PPS Community by nurturing students, supporting adults, and strengthening resilience.

This policy should be read alongside our Child Protection and Safeguarding, Health and Safety, Risk Assessment Policy, Anti-bullying, Learning Support and Behaviour policies.

Two key elements to support good mental health are:

- Feeling Good – experiencing positive emotions like happiness, contentment and enjoyment. It also includes feelings like curiosity, engagement, and safety.
- Functioning Well – how a person is able to function in the world. This includes positive relationships and social connections, feeling in control of one's life and having a sense of purpose.

Definition of Mental health and Wellbeing

- *'a state of mind in which an individual is able to realise his or her own abilities, can cope with the normal stresses of life, can work productively, and is able to make a contribution to his or her community.'*
(The World Health Organisation 2010)
- *'Mental health is also defined as the strength and capacity of our minds to grow and develop, to be able to overcome difficulties and challenges, and make the most of our abilities and opportunities.'* <https://www.educare.co.uk/news/what-is-mental-health>

Emotional Health & Wellbeing Principles



The school ethos aimed to be supportive, caring and respectful through its wellbeing practices. We recognise that for students to be academically successful, they should feel safe, comfortable, and happy by applying the above principles unique to their context

Aims and Objectives

To provide a safe, secure, supportive, and stimulating environment that is responsive to the personal, social, and emotional needs of all members of the school community in which

- All students are encouraged and supported to express themselves and be listened to in a safe environment. Every child can talk openly with trusted members of staff about their problems without feeling any form of stigma.
- Students feel they are valued as an individual in their own right and that school life has a meaning and purpose for them.
- Positive mental health and wellbeing are promoted and valued in the whole school community.
- Warmth and positive relationships between children, staff, and parents are promoted.
- An atmosphere of trust is built.
- Students and staff grow in self-esteem, confidence, and independence of thought.
- Students and staff are provided opportunities to strengthen resilience and coping strategies.
- Bullying is not tolerated (both physical and online).

Scope

Our Student Wellbeing Program is instilled in the actualization of our School's Mission and Vision. Inspired by the PERMA framework of wellbeing and happiness, we recognise that mental health and wellbeing are not simply the absence of mental health problems. We know building student's confidence and self-esteem in a safe environment is vital to positive mental health and successful learning outcomes.

At our school, we want all students to:

- Understand their emotions and experiences.
- Form and maintain friendships and relationships.
- Be able to express a range of emotions appropriately.
- Develop resilience and cope with setbacks.
- Manage the stresses of everyday life and be able to deal with change.
- Learn and achieve.

The school maintains a mentally healthy environment for pupils and staff by:

- Promoting our school rules and values, and encouraging a sense of belonging and community
- Developing life skills and encouraging students to utilise their skills and talents
- Supporting students to have their say and participate in decision-making
- Raising awareness amongst students on strategies to identify cyberbullying (whether as a victim or perpetrator) and mechanisms to protect oneself from being bullied/bullying.
- Raising awareness amongst staff about early warning signs and symptoms of mental health issues
- Supporting staff to maintain their mental wellbeing
- Increasing and prioritising positive emotions
- Teaching emotional regulation skills
- Providing challenging activities to facilitate growth
- Identifying and using character strengths
- Promoting and supporting inclusion
- Communicating high expectations
- Fostering positive relationships
- Facilitating connection with the school community
- Enhancing self-efficacy
- Celebrating success

School's Responsibilities

All teaching and non-teaching staff have a responsibility and important role in promoting and supporting the mental health and wellbeing of students and each other.

1. The school is committed to equality in a diverse school community to take positive steps to embed a school culture in which all stakeholders are treated fairly, and irrespective of individual differences, tolerance and dignity are always maintained. Equal opportunities will continue to hold the fabric of good relations amongst all.
2. Staff are trained to observe students day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or are at risk of developing one. Staff have a responsibility to look out for early warning signs to ensure students get the early intervention and support they need.
3. All staff have a responsibility to facilitate and support positive mental health. The school aims to spot the early warning signs of mental health issues and identify appropriate support for the student based on their needs. If required, parents are involved immediately to understand the home environment.

4. If a member of staff is concerned about the mental health and wellbeing of a pupil or other staff member, in the first instance, they are required to speak to a member of the wellbeing support Team.
5. All staff are made aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.
6. To diagnose any mental health issue, the cases are referred to an appropriately trained professional.
7. The wellbeing team maintains regular communication with parents explaining the concerns and providing guidance about who they can talk to about their child's mental health problems.
8. The wellbeing team, including the counselor and pastoral care personnel, will provide one-to-one counseling sessions to deal with the present moment and more of the conscious mind to reprogram the beliefs of students struggling with mental health problems.

Parent's Responsibilities

1. The school recognises that many emotional and behaviour problems can be supported within the school environment. However, in case a need arises, parents should reach out to certified professionals from whom they can seek further specialised support.
2. Parents must share any unusual behaviour exhibited or issues that the child is facing with the school.
3. Parents must support the school by providing relevant information to assist in improving the mental wellbeing of their child.
4. Parent should implement the suggestions/ guidance provided by the school wellbeing team.
5. Parents to play active roles in the learning of their children. Effective parental involvement improves students' academic performance, wellbeing and school attendance.
6. Parent must aim to attend all scheduled parent-teacher meetings, workshops and parental engagement activities organised by the school.
7. The parent-teacher relationship is important to a child's wellbeing, especially when the child needs support for self-regulation and behavioral challenges.
8. Parents must ensure that their child/children attend school regularly and are punctual to school.

Disclosures

School recognises the importance of staff remaining calm, supportive, and non-judgemental with students who disclose a concern. Concern is shared with School Wellbeing Team and the required level of confidentiality is maintained.

Interventions

All concerns are reported to the Wellbeing Team and recorded. The Wellbeing team will ensure the student gets the appropriate support.

Following an assessment by the Wellbeing Team

- A plan is set out for the pupil to be supported.
- Action is taken to provide that support
- Regular reviews are conducted to assess the effectiveness of the provision and changes made where necessary.

Staff Wellbeing

We encourage clear and open communication between staff and management in all areas of school life.

We believe that *stress is not considered a weakness*, and staff members are encouraged to feel comfortable asking for help or raising concerns.

Actively promote new and innovative ways of reducing workload while not impacting pupil achievement and the school's performance

We ensure teacher development opportunities by allowing partnering with colleagues to support each other in reflecting on their practice and problem-solving work challenges.

All school leaders take responsibility to ensure that the staff enjoy a reasonable work-life balance and lead by example in this regard.

All staff are encouraged to share their views, ideas and feelings about issues concerning the school at formal meetings and directly with their Line Manager.

SLT will be sensitive to any problems which may cause the employee stress-related issues and will act in a professional, fair, consistent and timely manner when a concern arises.

SLT will support the governing body in ensuring that strategies are implemented to effectively manage and, where necessary, reduce employee stress.

Team Pristine Annual Staff Party ensures that staff recognition and praise is conducted annually.

Staff questionnaires and surveys provide an opportunity throughout the year to improve practice and monitor outcomes.

Reference

<https://www.gov.uk/guidance/mental-health-and-wellbeing-support-in-schools-and-colleges>
Making Wellbeing Count: <https://web.khda.gov.ae/en/About-Us/News/2022/Making-wellbeing-count-in-Dubai%E2%80%99s-schools>

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