

Nurture ~ Believe ~ Discover ~ Achieve

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 2024-2026

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1 - Purpose and Rationale

At Safa Community School, we understand the uniqueness of each student and their wellbeing journey and we aim to develop a thriving, inclusive learning culture. The school enables a wellbeing focused environment that recognises that every member of the school community is a facilitator and beneficiary of the wellbeing development process. The wellbeing and 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. We, as a school, aim to foster a culture where all stakeholders are equipped with the knowledge, experiences and support to enable them to take care of their own wellbeing as well as support the wellbeing of others. We have a clear, stepped approach to supporting students and staff with their wellbeing. This is supported by our School Development plan to create wellbeing provisions for all members of the community which has a lasting impact.

2 - Vision and Mission Statement



Safa Wellbeing Vision:

Everyone Matters at Safa Community School

OECD defines wellbeing as ‘the psychological, cognitive, social and physical functioning and capabilities that students need to live a happy and fulfilling life’. At Safa Community School we are committed to supporting the well-being and the mental health of our students, staff and community of families. We aim to:

- Create an atmosphere where our emotional well-being is valued and respected which supports positive relationships.

- Outline the ways in which SLT and key leaders at Safa monitor the wellbeing of all stakeholders.
- Outline how wellbeing is embedded within our curriculum.

3 - 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. 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, Wellbeing and Pastoral Team)

4. Monitoring Wellbeing

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 to listen and support all stakeholders to feel comfortable and secure in knowing that personal or confidential information will be listened to and the best support possible put in place.

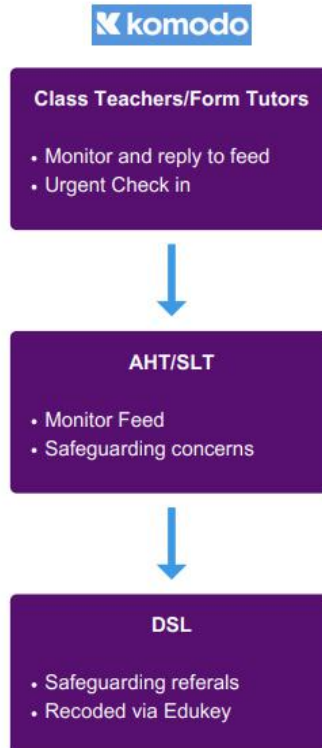
4.1 Student Wellbeing

Student wellbeing is monitored using our online data-driven platform, Komodo. This online tool serves to empower students in completing regular surveys which will analyse their overall wellbeing. Staff will monitor the results of surveys to track student wellbeing over time to make positive and effective interventions.

With the use of Komodo, as a school, we can further monitor student wellbeing in order to provide personalised intervention and support for all students at Safa Community School.

Based on the wellbeing values at Safa Community School regular personalised surveys will be sent to all children to monitor individual students.

'Everyone Matters at Safa Community School'



Any staff member with 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 following Safeguarding concerns (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

It is important that we work together with the parents to educate them on positive mental health and well-being. Constant communication through the class/form teacher and pastoral team ensures 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 straight away as parents often have many questions as they process the information. Each meeting is finished with agreed next steps, and always keep a record of the meeting on the child's confidential record on Edukey. If additional help is required, parents will be recommended with resources as appropriate.

4.2 Staff Wellbeing

If a staff member feels that they require social or emotional support in order to maintain positive well-being, it is important that they approach their line manager. 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. 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.

Staff wellbeing is monitored using both regular staff surveys through Komodo as well as regular performance management meetings with a focus on Wellbeing. The data is analysed by the Leadership Team and used to inform ways to improve staff wellbeing or provide support for individuals or teams. Staff wellbeing survey responses are reviewed and actioned and feedback is always provided to staff. Feedback from all stakeholders influences well being provision.

5. Wellbeing Curriculum

We have a specific tailor made Safa Wellbeing curriculum that incorporates our 11 Safa wellbeing values and is progressive from Foundation Stage through to Key Stage 5. Wellbeing is incorporated throughout our curriculum at SCS with dedicated timetabled lessons alongside our specific theme days/weeks, assemblies, hooks days and calendar of wellbeing events.



A dedicated staff and student wellbeing team 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 and Leadership Team.

Students in the Primary and Secondary stages have the opportunity to support their peers by becoming Wellbeing Warriors (Primary) and Wellbeing Leads and/or Mental Health Ambassadors (Secondary). Student leaders support the integration of well-being into the curriculum by taking part and leading lessons and events related to mental health and wellbeing. 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. Additionally, Sixth Form students are provided training with Mind Your Health to strengthen their abilities to identify mental health signs and symptoms in themselves and those around them. Senior students within this cohort will also be given the opportunity to become 'non-rescue' advisors for their peers in all phases of the school. This methodology is a prescribed low tier counselling programme aimed at dealing with every day issues and concerns.

Students in the foundation stage are introduced to feelings and emotions through adult-led circle time and 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, and 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.

6. Professional Development

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 and the school counsellor work closely with staff to keep updated with current issues that 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.

Parents are invited to attend regular coffee mornings, information sessions and online webinars on specific wellbeing themes such as; Online Safety. The pastoral team regularly send newsletters on subjects such as nutrition, sleep, self - regulation and maintaining a healthy lifestyle in order to provide the best support for our families. Similar to the Sixth Form students, opportunities are provided for parents to develop strategies to offer non judgement, non rescue based approach to daily conversations at home.

7 - Confidentiality

Any disclosures regarding safeguarding concerns should be shared with a member of the Child Protection Team. This helps to safeguard our own emotional well-being 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 would be most appropriate and helpful to share this information with.

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

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

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
- Keeping Children Safe in Education 2024
- Primary Pastoral Policy
- Secondary Behaviour and Pastoral Policy
- Confidentiality Policy
- Through School Teaching and Learning Policy
- Counselling Referral Process
- Early Years Foundation Stage Framework
- Safa Wellbeing Curriculum
- Wellbeing Matters Document

Next Review Date: April 2026

Appendix A - Wellbeing and Pastoral Team



Leanne Fridd
Safa Community School
Executive Principal



Zara Harrington
Safa British School Principal
Board Member



Trish Gregory - Parent Liaison
Board Member

Primary Pastoral Team



Jack Luukas
Head of Primary



Linda Marmion
Deputy Headteacher - Pastoral



Dawn Wearing
Deputy Headteacher - Academics



Hannah Howard
Head of EYFS



Mark Tiley
Assistant Headteacher



Rebecca McNamara
Assistant Headteacher



Carla Lamora
Assistant Headteacher

Secondary Pastoral Team



Michael Davies
Headteacher of Secondary



Mathew Ashton
Deputy Headteacher Middle School



Emmet Glackin
Deputy Headteacher Senior School



Kirsty Valentine
Assistant Headteacher
Key Stage 3



Adrienne Deacon
Assistant Headteacher
Key Stage 4



Jennifer O'Donnell
Assistant Headteacher
Key Stage 5



Nicholas Makin
Second in KS5 - Pastoral



Finola Mulvey
Head of Year 7



Steven Geaney
Deputy Head of Year 7



Hannah Skidmore
Head of Year 8



Alex Hay
Deputy Head of Year 8



Charlotte Jones
Head of Year 9



Stephen Edwards
Deputy Head of Year 9



Sam Bell
Head of Year 10



Rachael O'Neill
Deputy Head of Year 10



Tina Filipcic
Head of Year 11



Lucy Allport
Deputy Head of Year 11



Sarah Cockroft
Head of Year 12



Hannah Lunt
Head of Year 13

School Counsellors



Lucinda Hutchins



Emily Allen

Careers Advisor



Eleanor Nolan

Primary Wellbeing Team



Nilam Khaira



Riffat Merchant



Emily Harvey



Abigail Welton



Steph Barlow
Pastoral TA



Lynette Bruce
Pastoral TA



Helen Eadon
Pastoral TA

Secondary Wellbeing Team



Aine Mannion
Wellbeing Curriculum



Caitriona Hoy
Staff Wellbeing



Clodhna Lafferty
Wellbeing Curriculum