



مدرسة الرشيد الأمريكية الخاصة
Al Rashed American Private School

معلوم نافعة وأخلاق راقية
مدرسة الرشيد الأمريكية الخاصة

Wellbeing Policy



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1. Definition of Wellbeing

“A state of wellbeing in which every individual realizes his or her own potential, can cope with the natural stresses of life, can work productively and fruitfully, and is able to make a contribution to her or his community.” World Health Organization

Wellbeing is not just the absence of disease or illness. It's a complex combination of a person's physical, mental, emotional and social health factors. Wellbeing is strongly linked to happiness and life satisfaction. In short, wellbeing could be described as how you feel about yourself and your life.

At our School we want all children 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.

We maintain a mentally healthy environment for pupils and staff by:

- Promoting our school rules and values and encouraging a sense of belonging and community.
- Providing opportunities to develop self-worth.
- Valuing each pupil for who they are.
- Celebrating academic and non-academic achievements.
- Supporting our children to have their say and participate in decision-making.
- Raising awareness amongst staff about early warning signs and symptoms of mental health issues.
- Supporting staff who are struggling with their own mental health problems.



2. Policy statement

At Al Rushed American School, we are committed to promoting positive mental health and emotional wellbeing to all students and members of staff. Our open culture allows students' voices to be heard, and through the use of effective policies and procedures we ensure a safe and supportive environment for all affected - both directly and indirectly - by mental, health, and emotional issues.

Our ethos is supportive, caring, and respectful. We understand how important positive mental health and wellbeing are to our lives. We recognize that children's mental health is a vital factor in their overall wellbeing and how it can affect their learning and achievements.

SPEA recognizes that "in order to help their children succeed, schools have a role to play in supporting them to be resilient and mentally healthy". Our School is a place for children to experience a nurturing and supportive environment. We support the children to develop their self-esteem and build resilience. We understand all children and their families go through ups and downs, and some face significant life events .

Our culture of nurturing children and building resilience to mental health problems means our School is a safe place where :

- Every child feels valued.
- Every child has a sense of belonging.
- Every child feels able to talk openly with trusted members of staff about their problems .
- Positive mental health is promoted.
- Bullying is not tolerated .

We recognize the importance of supporting positive mental health and well-being in the whole school community .



3. Scope

This Policy is a guide for all teaching and non-teaching staff. It outlines our approach and commitment to promoting and supporting positive mental health and well-being in the whole school community. It should be read and understood alongside our Child Protection Policy, Clinic Policy, Health and Safety Policy and Behavior policies

4. Policy Aims

Promote positive mental health and emotional well-being in all staff and 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 and 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.
- Instilling a culture of staff and student welfare where everyone is aware of signs and symptoms.

5. Staff 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 :

- School Doctor
- School Nurse
- Psychologist
- Special education teacher
- Social Workers
- Health and Safety Coordinator



All teaching and non-teaching staff have a responsibility and important role in promoting and supporting the mental health and well-being of children and each other. We understand some children will need additional help and we know all staff has a responsibility to look out for early warning signs to ensure children get the early intervention and support they need.

We recognize that many behaviors and emotional problems can be supported within the school environment, or with guidance from external professionals. If a member of staff is concerned about the mental health or well-being of students, in the first instance they should speak to the Social Worker, the Psychologist, or the Special Education Teacher.

All staff should also be 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. Where children have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence, and adulthood. It is key that staff are aware of how these children's experiences can impact their mental health, behavior, and education .

If staff have a mental health concern about a child immediate action should be taken, following their child protection policy and speaking to the designated responsible . If a child or staff member presents a medical emergency then relevant procedures must be followed, including involving the clinic services.

6. Teaching about physical and 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 activities and curriculum and our peer mentoring program.

- Physical health

Learning about physical health includes food choices, physical activity, balanced lifestyles, drugs and alcohol education, first aid, sleep, dental health, and more.



- Mental health

Our activities equip pupils to adopt healthy behaviors and strategies from an early age, and to seek trustworthy support when they or their friends need it. Protective learning – including good communication, problem-solving, healthy coping skills, resilience, and recognizing emotions.

- Personal safety

This includes teaching pupils how to identify risk and manage personal safety in face-to-face and online social settings. Children and young people must also know where to get advice and report concerns about their own or others' personal safety.

- Bullying and discrimination

Learning about different types of bullying (including online). This includes the impact of bullying, the responsibilities of bystanders to report bullying, and how and where to get help.

In addition, the student will know about abuse, harassment, and discrimination.

- Media and digital literacy

Support students to assess if the information is trustworthy and to recognize misleading narratives. These include looking at how to assess the reliability of sources of information and understanding the influence of extreme views.

Additionally, we will use such events and presentations as a vehicle for providing students who do develop difficulties to keep themselves healthy and safe, as well as supporting students to support any of their friends who are facing challenges.

7. Warning Signs

Staff may become aware of warning signs which indicate a student is experiencing a mental health or emotional well-being issues. These warning signs should always be taken seriously and staff observing any of these warning signs should alert a social worker or nurse.

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

- Physical signs of harm that are repeated or appear non-accidental



- Increased isolation from friends or family, becoming socially withdrawn
- Changes in activity and mood
- Lowering academic achievement
- Talking or joking about self-harm or suicide
- Expressing feelings of failure, uselessness, or loss of hope
- Secretive behavior
- Repeated physical pain or nausea with no evident cause
- An increase in lateness or absenteeism

8. Targeted support

We recognize some children and young people are at greater risk of experiencing poorer mental health. For example, those living in households experiencing domestic violence.

We are working to support the emotional and mental health needs of school-aged children and are equipped to work at community, family, and individual levels. We identify issues early, determine potential risks, and provide early intervention to prevent issues from 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 behavioral problems.
- Discuss options for tackling these problems with the child and their parents/carers.
- Providing a range of interventions that have been proven to be effective, according to the child's needs.
- Provide young people with clear and consistent information about the opportunities available for them to discuss personal issues. Any support offered should take into account of local community and education policies and protocols regarding confidentiality.



9. Confidentiality

The information should be strictly confidential and only the support team will be aware of the information and the steps to be taken.

10. Working with parents

If it is deemed appropriate to inform parents there are questions to consider first:

- Can we meet with the parents face-to-face?
- Where should the meeting take place
- Who should be present – students, staff, parents etc.?
- What are the aims of the meeting and expected outcomes?

We are mindful that for a parent, hearing about their child's issues 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.

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 and an Individual Care Plan is created if appropriate.

11. Supporting parents

We recognize the family plays a key role in influencing children and young people's emotional health and well-being; 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 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 (website, newsletters etc.);



- Offering support to help parents or carers develop their parenting skills. This may involve providing information or offering small, group-based programs run by social workers, health and safety coordinator and nurses, or other health or education practitioners.

12. Support and Services

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 in the school and through our communication channels (newsletters, websites, social media), we will share and display relevant information about local and national support services and events.

- Helpline (Boys): 0556845234
- Helpline (Girls): 0565346633

13. Policy Review

- Created: Nov. 2019
- Reviewed: Dec. 2022
- Reviewed: Oct. 2023
- Reviewed: Sep. 2024