



مدرسة ديرة الدولية
DEIRA INTERNATIONAL SCHOOL
FESTIVAL CITY

 Al-Futtaim Education Foundation

Mental Health and Wellbeing Policy

Date	29 November 2023
Review Date	29 November 2024
Owner	Director
Author	Megha Jootla
Version	Version 2
Policy Type	Exec
Circulation	Internal
Date Authorised	29 November 2023
Authorised By	Exec

At DIS, we aim to promote positive mental health and wellbeing for every member of our school community. We pursue this aim using both universal, whole school approaches and specialised, targeted approaches aimed at vulnerable students.

This policy has been written following advice from Keeping Children Safe in Education (DfE 2021) and Mental Health and Behaviour in Schools (DfE 2018)

Wellbeing Vision

At Deira International School, we strive for a community where all students, staff, and families feel supported, connected, and empowered to reach their full potential in both mind and body.

We aim to create a safe and inclusive environment where everyone is valued and respected, and where everyone can thrive. Through a commitment to social and emotional learning, we aim to foster a culture of well-being that promotes resilience, gratitude, and kindness.

We believe that when people feel their best, they are able to learn, grow, and contribute in meaningful ways to the world around them.

Aims:

- Promote positive mental health in all staff and students
- Increase understanding and awareness of common mental health issues
- Alert staff to early warning signs of mental ill health
- Provide support to staff working with young people with mental health issues
- Provide support to students suffering mental ill health and their peers and parents/carers
- Ensure that all students have wellbeing time to discuss and learn new ways to support their well-being.

This policy also supports and works in conjunction with the Behaviour policy and Child Protection and Safeguarding policy.

Mental health and wellbeing affects how we feel, how we think and how we behave. All children and young people need to:

- Be able to connect with others by participating in groups and teams
- Know they are capable and able to achieve
- Know they count in their world and can contribute to their community
- Know they have courage and can manage risks appropriately
- Learn new skills and techniques to manage and support their own well-being
- Articulate their feelings in a range of ways
- Know how and when to ask for support if they are facing challenges with their well-being
- Understand that well-being can change over periods of time
- Understand the impact of self-care and physical exercise on mental well-being
- Identify different ways in which they can regulate their emotions

The mental health of children and young people, adults in school, parents and carers and the wider whole school community will impact on all areas of development, learning, achievement and experiences.

At DIS we encourage our students to:

- Be able to form and maintain connections with others
- Embrace challenges
- Articulate their emotions in a range of ways
- Identify and utilise various techniques to regulate their emotions

- Understand the important role of physical exercise, sleep and nutrition in relation to their well-being
- Uphold the DIS school values of respect to all, integrity, collaboration and excellence
- Understand that well-being is not linear and can change over time
- Resolve conflicts in a constructive and positive manner
- Understand when and how to ask for support with their mental wellbeing
- Showcase the IB learner attributes and character strengths:
 - Risk taker
 - Thinker
 - Open Minded
 - Reflective
 - Knowledgeable
 - Communicator
 - Balanced
 - Caring
 - Principled
 - Inquirer

At DIS we ensure that the whole school community:

- Is involved in promoting positive mental health and wellbeing
- Is valued for the role it plays in promoting positive mental health and wellbeing
- Contributes towards the ethos of the school

Roles and Responsibilities

DIS is committed to safeguarding and promoting the welfare of children and young people, including their mental health and emotional wellbeing, and expect all staff and volunteers to share this commitment.

In line with the UN Declaration of Human Rights and the CIS commitment to Child Protection and Student Wellbeing, we recognise that children have a fundamental right to be protected from harm and that pupils cannot learn effectively unless they feel secure. We therefore aim to provide a school environment which promotes self-confidence, a feeling of self-worth and the knowledge that pupils' concerns will be listened to and acted upon. In order to support this the school has created a designated Safeguarding Team – see Appendix 1

Children

- To treat others with respect always
- To support and listen to their peers
- To speak openly and honestly about things that are troubling them
- To know who to go to if they or someone they know has a problem

In order to provide our students with the opportunity to improve the levels of wellbeing within the school community, student-led teams are developed to drive student-focused wellbeing initiatives.

All staff

- To ensure that all policies are followed throughout the school both in and out of class.
- To have high expectations of the children about supporting student's mental health and wellbeing.
- To model expectations consistently, treating each child fairly, with respect and understanding.
- To share information regarding wellbeing concerns with parents and carers.
- To liaise with the Pastoral Team if concern continues or escalates further
- To follow actions set out by the wellbeing counsellors and pastoral team in line

with results of student wellbeing data

The Wellbeing Team

- To provide students with a known support network beyond the classroom
- To refer concerns to the relevant person within school e.g. Safeguarding team, Wellbeing Counsellors or School Doctor
- To develop and oversee actions based on the data from ePulse and BounceTogether
- To keep records of all reported serious concerns
- To make external recommendations where appropriate and possible
- To use the data from ePulse and BounceTogether to plan appropriate intervention and awareness with year groups and other specific groups

Wellbeing Counsellors

- To provide support to students with mental health concerns on a one to one or small group basis
- Support and counsel students in the assigned phase
- Support parents and deliver workshops on the subject of wellbeing, child development and safeguarding
- Lead assemblies where necessary relating to wellbeing and keeping ourselves safe
- Foster a positive environment of learning, growth and self-awareness
- Identify areas of concern that are prevalent across the school
- Maintain suitable records in a secure place
- Provide guidance and advice to middle Leaders, teachers and supporting staff in ensuring that pupils receive consistent methods of support across the school

Designated Safeguarding Leads

- Responding promptly to calls for assistance in high risk cases and safeguarding and child protection issues
- Making referrals to appropriate agencies
- Summoning immediate medical help if required
- Informing parents and carers

Head Teacher & Senior Leaders

- To ensure the health, safety and welfare of all children in the school.
- To implement the school mental health and wellbeing policy consistently throughout the school, and to report to the board, when requested, on the effectiveness of the policy.
- To implement the policy by supporting staff in applying the policy consistently.
- To oversee records of all reported serious concerns.

Parents

- To share relevant information with school regarding any concerns or issues that may have an impact on the student's wellbeing in school
- To support the school by following advice from staff in school

School Doctor

- To work closely with students, parents, carers and staff, offering support and advice on a range of medical issues
- Play a vital role in children's development, carrying out immunisation and screening programmes, managing medical conditions and acting as a point of contact on child protection issues
- Maintain accurate records of all support given and share information of any disclosures

made with the relevant staff

Procedures

The most important role school staff play is to share any concerns with the Wellbeing Counsellors and/or Safeguarding Team

Confidentiality and information sharing

- Students may choose to confide in a member of school staff if they are concerned about their own welfare or that of a peer.
- Students should be made aware that it may not be possible for staff to offer complete confidentiality.
- If a member of staff considers a student is at serious risk of causing themselves harm, then confidentiality cannot be kept.
- It is important not to make promises of confidentiality that cannot be kept even if a student puts pressure on a member of staff to do so.
- If a student confides in a member of the school medical team then they are expected to speak to the DSL.
- Confidentiality will be maintained within the boundaries of safeguarding the student.
- The DSLs, after discussion with the director, will decide what information is appropriate to pass on to parents/carers.
- Parents/carers are encouraged to disclose to the school any known mental health problem or any concerns they may have about a student's mental health or emotional wellbeing. This includes any changes in family circumstances that may impact the student's wellbeing

APPENDICES - Appendix 1 – Safeguarding Poster



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At Deira International School, we are committed to the safety, well-being and happiness of all our students.

We are committed to inspiring, challenging and safeguarding our students, enabling them to become:

Successful learners that thrive in our vibrant learning environments and make excellent progress and achieve.

Confident individuals that are able to live safe, healthy and fulfilling lives.

Responsible citizens that make positive contributions, both socially, economically and environmentally to society.

INFORM YOUR DESIGNATED SAFEGUARDING LEAD

Designated Safeguarding Leads



Ganor Dale
Primary School



Emma Hannon
Secondary School



Lisa Boer
Primary School



Sarah Gray
Primary School

IF YOU SEE SOMETHING SAY SOMETHING

Deputy Designated Safeguarding Leads



Barry Lomas
Secondary School



Alistair Dale
Secondary School

