



**SABIS®**

**SABIS® Wellbeing**  
*Policy and Procedures*

*Education for a changing world.®*

North America | South America | Europe | Africa | Asia

Member of the **SABIS®** Network



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## Introduction

As part of the SABIS® School Network, the school recognizes that the health and safety of the 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 topic of mental, physical and emotional 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 of Establishing a Robust Wellbeing Support Structure and Systems

- 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
- Provide staff training and parent support to effectively identify and address potential wellbeing concerns.

## Aims and Objectives

The aim of the school is to foster and maintain positive learning and working environments where all stakeholders feel safe, valued, and welcome. We have developed our policy to cultivate positive protective factors which:

- Build resilience against mental health and wellbeing challenges



- Help children and staff feel valued and safe to discuss concerns
- Promote positive mental, physical and emotional wellbeing
- Create a connected and nurturing school community
- Supports our parent community

## Mental Wellbeing-Background

### Common Mental Health and Wellbeing Concerns in a School Setting

- Anxiety

Anxiety can manifest in various forms, including phobias, panic attacks, obsessions, compulsions, and stress. While low-level anxiety is a normal part of everyday life, persistent feelings of anxiety can occur, particularly in children and young people. These prolonged experiences of anxiety may require additional support and understanding to ensure wellbeing.

- Depression

People experiencing depression often face significant emotional fluctuations, feeling intensely sad, hopeless, and numb for extended periods, such as weeks or months. During depressive episodes, some young people may also experience thoughts of self-harm or suicide, highlighting the importance of early intervention and support.

- **Eating and Sleeping Disorders**

At times, children may express feelings they cannot verbalise through their relationship with food and body image. Some may develop eating disorders, while others may display unusual or problematic behaviours around food.

Mental wellbeing and sleep are closely interconnected. Sleep deprivation often accompanies mental health challenges, creating a harmful cycle where lack of sleep worsens mental health, and mental health issues exacerbate sleep problems. Addressing both aspects is essential for overall wellbeing

- Self-harm

Self-harm refers to any behaviour where students intentionally cause harm to themselves, as a way of coping with overwhelming thoughts, emotions, or experiences. This may also include substance misuse. It is important to address these behaviours with care and provide appropriate support to help students manage their emotions in healthier ways.



## Risk Factors and Protective Factors

Research shows that protective factors can lead to positive outcomes for the school community, even when exposed to risk factors. The school is dedicated to implementing a whole-school approach that reinforces these protective factors, which is vital for fostering a positive, supportive, and open learning environment. By addressing risks with proactive strategies, we can cultivate an environment where all students thrive and feel supported.

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	Promoting a positive school culture and climate to foster a sense of belonging
Low Achievement/ Learning Difficulties/ SEN/ Social-emotional needs	Setting appropriate expectations and validating contributions
Cultural Differences/ School Transitions	Implementing clear protocols to support students, staff, and families
Poor communication between family and school	Establishing continuous professional development (CPD) for staff, and clear communication channels
Inconsistent Discipline	Offering opportunities for skill development and responsible decision-making through a culture of positive reinforcement and clear practices and procedures
No opportunities to develop social emotional learning	Cultivating a praise culture that encourages growth and support, rather than a blame culture



## Signs of Mental Health and Wellbeing Concerns

### Students

- Isolation and withdrawal from friends and family
- Changes in mood, eating/sleeping habits, or activity levels
- Inconsistent or declining academic performance
- Writing or talking about self-harm (even as a joke)
- Feelings of failure, uselessness, or hopelessness
- Increased absence and lateness
- Reluctance to participate in physical education or refusal to change for PE / wearing long sleeves in hot weather
- Repeated complaints of physical pain or nausea with no apparent cause

Recognising these signs early allows for timely intervention and support to ensure the student's wellbeing is addressed effectively.

### Staff

- Increased absences and sick leave
- Working overtime frequently and staying late
- Poor timekeeping
- Physical symptoms such as headaches, back pain, fatigue, or low energy levels
- Changes in behaviour, such as an increase in coffee consumption
- Changes in performance, including missed deadlines, unusual errors, indecisiveness, forgetfulness, and conflicts with team members or managers
- Uncharacteristic emotional responses, such as irritability, erratic behaviour, anxiety, tearfulness, or changes in sleep patterns

Recognising these signs early allows for appropriate support and intervention, contributing to a healthier, more productive work environment.



## Wellbeing Support

### Students and Parents

#### The School Provides Learning Support By:

- Clearly setting expectations and offering clear instruction and training to develop essential skills and knowledge
- Supporting students during teacher-led support sessions
- Establishing a consistent routine with minimal changes to their daily schedule
- Providing tutorials and guides for utilising the school's virtual learning resources and online systems
- Offering student support groups through the SABIS® Student Life Organization (SLO®)

**These measures ensure students receive the support they need to thrive academically and personally.**

#### The School Provides Emotional Support By:

- Fostering a positive environment for students where they feel safe and supported
- Implementing a clear discipline policy regarding bullying, using guidance and positive reinforcement as primary strategies in less serious cases
- Establishing familiar routines and clear expectations to provide stability for students
- Encouraging children to express their feelings and emotions openly in a secure environment
- Reassuring students that making mistakes is okay, and promoting persistence over perfection
- Recognising that students come from diverse backgrounds with varying physical and mental and cultural values and attributes
- Using the school's proprietary Integrated Learning System (ILS) to encourage independent learning and boost student confidence
- Enhancing family engagement through a robust and interactive social media presence
- Promoting positive and supportive relationships among students and between students and staff



- Supporting the development of self-esteem and self-confidence by encouraging student leadership and initiative through the SABIS® Student Life Organization (SLO®)
- Offering extracurricular activities, such as sports academies and student clubs, to provide students with additional opportunities for growth and socialisation
- Training staff to identify signs of potential mental wellbeing concerns in students and respond appropriately
- Addressing any lingering anxiety related to COVID-19, supported by visual campaigns that remind students of essential protective measures.

**These initiatives are designed to create a supportive and nurturing environment that fosters emotional wellbeing and personal growth.**

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

- Holding general parent meetings and being receptive to feedback, alongside regular subject-focused meetings
- Ensuring regular and timely communication about upcoming plans, adjustments, and expectations
- Involving parents in the development of Individual Education Plans (IEPs) for students with Special Educational Needs (SEN), and providing regular updates on academic progress and behaviour
- Offering parents guides and tutorials on how to navigate online learning platforms, ensure online safety, and support their child's wellbeing at home

**These strategies foster a strong partnership between the school and parents, essential for supporting the overall wellbeing of students.**

## Staff

**Staff wellbeing is a priority. The school is committed to upholding staff morale, motivation, and overall wellbeing. This is achieved through:**

- Offering yearly induction training and continuous professional development for both new and returning staff
- Promoting staff-specific activities that allow for socialisation, stress relief, and relationship-building in a non-academic context
- Holding staff meetings during the school day to respect work-life balance





- Maintaining regular communication and contact with staff
- Cultivating a culture where staff feel comfortable voicing concerns and discussing issues openly
- Providing comprehensive training materials on how to care for student wellbeing as well as their own
- Ensuring that the school environment is safe and supportive for all staff
- Offering individual support when needed for staff members
- Holding regular appraisal and feedback meetings to monitor progress and address concerns
- Promoting a culture of praise and recognition for hard work
- Encouraging staff initiative and openness to new ideas
- Providing opportunities for staff to engage with students in non-academic settings

**By implementing these strategies, the school ensures that staff are well-supported and able to thrive, contributing to a positive and productive learning environment.**

### **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 reach out to their teachers, supervisors, peers, or the SABIS® Student Life Organization (SLO®) at any time to discuss any issues of concern. The school's wellbeing committee assesses the situation and determines the best course of action, ensuring that parents are informed as appropriate

### **Staff**

The school management team upholds an open-door policy, encouraging staff to openly voice and discuss their concerns and seek support when needed. Staff members are also welcome to convene the wellbeing committee to address issues or offer suggestions for improvement.



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## SABIS® Policy Document

Whilst all Policies have a minimum date for review as a guideline, policies are under constant review. Changes to policies will occur as required. \*

Approved by: Governing Board	Date: December 2022
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Last reviewed on:	Date: August 2024
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Next review due by: 1 year	Date: August 2025
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\*Monitoring and review: This policy will be reviewed by the School Management no later than August 2025, or earlier if significant changes to the systems and arrangements occur or if legislation, regulatory requirements, or best practice guidelines are required.

This policy is subject to continuous monitoring, refinement, and audit by the School Management, who will undertake a complete annual review of this policy and procedures, inclusive of its implementation and the efficiency with which the related duties have been discharged. This discussion will be formally documented in writing. All staff will be informed of the updated/reviewed policy, which will be made available to them electronically, or by hard copy on request.