



Mental Health and Wellbeing Policy

Please see [Brighton College Dubai Policies and Guidelines](#)

1. Policy Statement

Brighton College Dubai is committed to positively influencing the wellbeing and safety of staff and pupils.

School performance and wellbeing are inextricably linked. Research confirms that students demonstrate improved performances at school when all aspects of their wellbeing are nurtured. The wellbeing of all members of the BCD community is at the center of the college's mission and core values. We are committed to supporting positive mental health and wellbeing of our entire community and we foster a culture where stakeholders are actively involved in the wellbeing vision and mission of the college.

Under the guidance of an exceptionally qualified team, pupils, parents, staff and governors are equipped with knowledge, experience and support to enable them to take care of their own wellbeing as well as support the wellbeing of others. Staff and governors are deeply committed to the wellbeing vision and play an active part in shaping its evolution. Advanced approaches to wellbeing monitoring and data gathering enable and ensure nuanced and in-depth understanding of wellbeing needs and guide proactive interventions. Robust referral procedures are in place to ensure pastoral care for all stakeholders, and we believe the embedding of wellbeing practices into our daily routines and teaching practices both implicitly and explicitly will positively impact individuals and the College community.



2. Wellbeing Vision and Mission of Brighton College Dubai

At Brighton College Dubai, our primary emphasis is fostering wellbeing in everything we undertake. Our College places the utmost priority on the health and wellbeing of each pupil, staff member, community member, aiming to empower every individual to reach their full potential. Through the diverse array of wellbeing initiatives and strategies, we endeavor to cultivate thriving pupils, teachers and families.

- We are committed to supporting the positive mental health and wellbeing of the entire community.
- We foster a culture where stakeholders are actively involved in the wellbeing vision and mission of the college.
- Robust referral procedures are in place to ensure pastoral care and support of all stakeholders.
- We believe that academic success and wellbeing are intrinsically linked.
- We believe that embedded daily wellbeing practices positively impact pupils and the college community.

3. Wellbeing Framework

The guiding PERMAH wellbeing framework, as proposed by KHDA, includes specific focus areas in which the college leads a wellbeing culture; how the college listens to the needs of its pupils and staff members; and how well the policies and processes improve student wellbeing. Based on international wellbeing research and policies, the framework sets standards and enables greater improvement of wellbeing provision over time.

The framework proves the following focus areas which direct wellbeing throughout the college:

- POSITIVE EMOTIONS – the right balance of heartfelt positivity to boost resilience.
- ENGAGEMENT - the regular development of strengths – those areas in which people excel and enjoy most doing
- RELATIONSHIPS - the creation of authentic, energizing connections
- MEANING - a sense of connection to a larger power or force.
- ACCOMPLISHMENT - the belief and ability to do the things that matter most
- HEALTH - establishing habits that increase physical and psychological health.



4. Wellbeing Teams at Brighton College Dubai

4.1 WELLBEING CHAMPIONS: The 'working wellbeing team' at BCD, is representative of all stakeholders. This team is the voice of all our important role players: parents, staff, governors, leadership teams and pupils in ensuring we work towards the wellbeing vision and mission of BCD.

4.2 WELLBEING TEAM: This team consists of our pastoral team plus members of staff who are trained in Mental Health First Aid.

The pastoral team's role is crucial in providing support and guidance to pupils, addressing their social, emotional and academic needs. The pastoral team's main responsibilities include: pupil welfare and support, behaviour management, attendance monitoring, transition support, pupil advocacy and collaboration with other members of staff.

Mental health first aiders at BCD serve a critical role in promoting and supporting the mental well-being of students and staff. Their responsibilities are similar to those of physical first aiders but are focused on addressing mental health concerns. This group of staff members are trained to assist in mental health emergencies.

4.3 SUNSHINE COMMITTEE: This great team is responsible for staff wellbeing and staff socials. This committee is dedicated to creating a positive and supportive work environment by acknowledging and appreciating staff, organizing events and initiatives that celebrate staff achievements and milestones. By actively addressing staff well-being, this committee contributes to a healthier, more engaged, and productive workforce, ultimately enhancing the overall wellbeing of staff at BCD.

4.4 DIGITAL LEADERS: This pupil led team is a proactive and effective approach to involve pupils in promoting safe and responsible use of digital technologies and to ensure the entire college's online safety culture.

5. Roles and Responsibilities

5.1 BCD Staff

- Staff at BCD are expected to champion the wellbeing culture we promote, acting as a role model when it comes to wellbeing practices.
- Staff should monitor their own wellbeing and the wellbeing of colleagues, seeking help and guidance from relevant members of SLT or the school counsellor should they need support.
- Staff are responsible for monitoring the wellbeing of students within their care, referring any concerns or observations to members of SLT or the school counsellor if they see fit.
- Staff are expected to engage in wellbeing activities and respond to any implicit or explicit teaching or events positively.



5.2 Head Master and School Leadership Team

- Promote a culture of mutual respect, trust between pupils and staff and the fostering of a positive learning environment.
- Ensure that staff can access relevant training and that it is regularly updated as appropriate e.g., Mental Health First Aid.
- Ensure that staff supporting pupils through challenging situations such as self-harm are themselves well supported via appropriate channels e.g., immediate and follow-up debriefs with the school counsellor.

5.3 Designated Safeguarding Lead

- Ensure that mental and physical wellbeing considerations are embedded within safeguarding and child protection practice, including environmental and social factors that form part of the provision's contextual safeguarding approach.
- Ensure that all staff understand their safeguarding duties about mental and physical wellbeing.
- Regularly review systems for supporting good mental and physical health and wellbeing within their provision.

5.4 BCD Pupils

- Pupils at BCD are expected to engage in all wellbeing activities that are provided at the College, both within the curriculum and special events
- Pupils should consider their own wellbeing and the wellbeing of others at the College, communicating with staff, parents or peers if they need support.

5.5 BCD Parents

- Parents should support the wellbeing practices delivered at BCD and support the wellbeing culture BCD promotes.
- Parents are expected to communicate with SLT, the class teacher or school counsellor at the college if they are concerned about the wellbeing of their child.

6. Community Entitlement

All pupils, staff and parents will:

- Be encouraged to treat themselves and others with dignity and respect.
- Engage in mental health and wellbeing curriculum-related topics and initiatives.
- Be encouraged to raise any wellbeing concerns with staff.
- Adhere to this policy and any related policies and procedures.



All staff will:

- Treat all people with dignity and respect.
- Understand their safeguarding duties concerning students' mental and physical health and wellbeing and raise any concerns promptly with the DSL or other members of the safeguarding team.
- Adhere to this policy and any related policies and procedures.

7. Safeguarding

The safeguarding/child protection policy of BCD outlines the school's procedure for checking the identity and suitability of visitors. Education and training providers will be expected to adhere to this policy. Staff will also undergo regular training in safeguarding to ensure they are skilled in ensuring the safety of pupils and fellow colleagues.

8. Staff Wellbeing

The staff are an integral part of the college system, playing a crucial role in contributing not just to the future of the pupils, but also to promoting the harmonious advancement of the school community. For such a vital role to be successfully taken forth, ensuring the health, safety as well as well-being of the staff is a priority of the college. Should there be any factors that could hamper the wellbeing of the staff, the college is required to have the necessary processes in place to manage the same. Such a responsibility on the part of the college extends only to those factors and concerns that are related to the college setting, the work environment and within the college premises.

The wellbeing of staff members will be acknowledged by email curfews as well as various social events and gestures by the Sunshine Committee.

8.1 Responsibility of the College

- Support the wellbeing of all staff to avoid negative impacts on their mental and physical health
- Provide a supportive work environment for all staff
- Acknowledge the needs of staff, and how these change over time
- Allow staff to balance their working lives with their personal needs and responsibilities
- Help staff with any specific wellbeing issues they experience
- Ensure that staff understand their role in working towards the above aims
- Promoting wellbeing at all times



8.2 Responsibility of Staff

All staff are expected to:

- Treat each other with empathy and respect
- Keep in mind the workload and wellbeing of other members of staff
- Support other members of staff if they become stressed, such as by providing practical assistance or emotional reassurance
- Report honestly about their wellbeing and let other members of staff know when they need support
- Contribute positively towards morale and team spirit
- Use shared areas respectfully, such as the staff room or offices
- Take part in training opportunities that promote their wellbeing

8.3 Responsibility of Line Managers

Line managers are expected to:

- Maintain positive relationships with their staff and value them for their skills, not their working pattern
- Take any complaints or concerns seriously and deal with them appropriately using the school's policies
- Monitor workloads and be alert to signs of stress, and regularly talk to staff about their work/life balance
- Make sure new staff are properly and thoroughly inducted and feel able to ask for help
- Recognise and be considerate regarding personal issues and pressures at work may have a temporary effect on work performance.
- Promote information about and access to external support services
- Help to arrange personal and professional development training where appropriate
- Keep in touch with staff if they're absent for long periods
- With the HR Manager, monitor staff sickness absence, and provide support where required.

8.4 Responsibility of senior staff

The Head Master, Senior Teams and HR manager are responsible for wellbeing of staff and monitor wellbeing through regular surveys. Senior staff are expected to:

- Lead in setting standards of conduct, including how they treat other members of staff and adhering to agreed working hours
- Provide and manage a non-judgmental and confidential support system for staff via the school counsellor
- Monitor the wellbeing of staff through structured conversations and regular surveys
- Make sure accountability systems are based on trust and professional dialogue, with proportionate amounts of direct monitoring



- Regularly review the demands on staff, such as the time spent on paperwork, and seek alternative solutions wherever possible
- Make sure job descriptions are kept up to date, with clearly identified responsibilities and staff being consulted before any changes are made
- Listen to the views of staff and involve them in decision-making processes, including allowing them to consider any workload implications of new initiatives
- Communicate new initiatives effectively with all members of staff to ensure they feel included and aware of any changes occurring at the school
- Make sure that the efforts and successes of staff are recognised and celebrated
- Produce calendars of meetings, deadlines and events so that staff can plan ahead and manage their workload
- Provide resources to promote staff wellbeing, such as training opportunities
- Promote information about and access to external support services
- Organise extra support during times of stress, such as external inspections

8.5 Responsibility of the Governing body

The governing board is expected to:

- Make sure the school is fulfilling its duty of care as an employer, such as by giving staff a reasonable workload and creating a supportive work environment
- Monitor and support the wellbeing of the Head Master
- Ensure that resources and support services are in place to promote staff wellbeing
- Be reasonable about the format and quantity of information asked from staff as part of monitoring work
- Ensure that staff are clear about the purpose of any monitoring visits and what information will be required from them

College Actions Taken to Promote Wellbeing:

- Staff attendance is monitored on a regular basis with support offered and provided to staff where problems are being experienced
- Adopt an email curfew between the hours of 6pm and 6am to assist with wellbeing
- Parent teacher conference dates and timings have been changed in order to improve the working hours of staff – they have been moved later and spread more evenly
- Decision making processes are communicated, understood and supported by staff
- There is a staff social committee (the Sunshine Committee) who work with the Leadership Teams to organise events
- There is a standing agenda item on each weekly SLT meeting that covers staffing issues and staff wellbeing where each member of SLT has the opportunity to raise any concerns about particular members of staff
- Line management meetings have staff issues and wellbeing as a standing item
- Health & Safety meeting is held weekly with Bloom, BFM and College leaders
- There is a detailed induction process for new staff
- Appropriate facilities are available for staff to take breaks, socialise and relax with each other at relevant times of the day



- There are several INSET days and other forms of training throughout the year to meet CPD needs
- The school uses school calendars, and working/QA calendars to ensure that all staff are aware of forthcoming events/report timings etc. in order that they can plan their workload – this is shared daily
- Daily notices are sent to all staff to communicate key information
- Access to a counselling service is available to conduct one to one meetings with staff to listen to issues concerning staff wellbeing
- The leadership teams support staff by doing regular staff duties and acting as positive role models
- The leaders of the school have focused on the development of a positive school culture, where expectations are high but realistic; teachers feel safe, trusted, supported and valued and part of an ever-improving environment

8.6 Managing specific wellbeing issues:

The school will support and discuss options with any staff that raise wellbeing issues, such as if they are experiencing significant stress at school or in their personal lives. Meetings will be convened, and support offered wherever possible. Where possible, support will be given by line managers or senior staff. This could be through:

- Giving staff time off to deal with a personal crisis
- Supporting with duties
- Alleviating extra-curricular activities for a period of time
- Changing timetables to support

8. Approved by

Monitoring and review

Policy to be reviewed and checked annually by the Head Master.

Head Master on behalf of the College:

Simon Crane, Head Master

Chair on behalf of the Governors:

Craig Lamshed, Board Member



Change History Record

Version No.	Description of Change	Owner	Date of Issue
1.0	Initial Policy written by LRE	LRE	November 2022
2.0	Annual Updates	LRE	November 2023
3.0	Policy updated	LRE	January 2024
4.0	Annual update	LRE	September 2024

Brighton College Dubai Policies and Guidelines

Policy Statement

Brighton College Dubai policies have been developed by the College Leadership Team (CLT) with input and guidance from the Brighton College network, including Brighton College UK.

Policies reflect current best practice.

At the time of writing, policies aligned with the following:

- KHDA Guidance and Guidelines for Private Schools
- MOE United Arab Emirates School Inspection Framework
- DSIB School Inspection Supplement
- The College's Academic Plan written for KHDA approval
- Standards for British Schools Overseas (DfE)
- COBIS Accreditation and Compliance

Bloom Education and Bloom Holding policies where applicable

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Verify that this is the correct version before use



Should any regulations change or develop further, the policies will be reviewed to ensure continued alignment.

Policy Structure

Policies will show the date of writing and reviews on them. Version control will also be in place. Should there be an error or inaccurate fact in any policy, a CLT member should be notified.

Policy Development

Policies will continue to be developed as strategic priorities are set.