

Well-being policy

Table of changes

| Date | Version | Summary of Amendments | Author |
|------------------------------|---------|-----------------------------------|--------|
| 05.10.2021 | 1a | n/a | JC |
| 25.04.2022 | 1b | To reflect change from SEE to CEE | JC |
| 05.01.2023 | 2 | To reflect change from BIS to SEI | |
| To be reviewed by 05.01.2024 | | | |

Context

This policy should be read in conjunction with:

- Anti-bullying policy
- Online safety policy
- Whistleblowing policy
- Complaints procedure
- Health and Safety policy
- Behaviour policy
- Cultural Experience England (CEE) Absent and Missing Child policy
- Low level concern policy
- CEE Emergency plan
- CEE Safer recruitment policy
- CEE Anti-radicalisation policy
- CEE Private fostering statement
- CEE Relocation Policy
- CEE Staff and host family code of conduct

Legislation and Guidance

This policy is based on the following legislation and guidance:

- Children Act 1989
- Children Act 2004
- Keeping Children Safe in Education (Statutory Guidance for schools and colleges) 2022
- Working together to safeguard children (Statutory guidance on inter-agency working to safeguard and promote the welfare of children) 2018 (updated 2022)
- Promoting children and young people's mental health and wellbeing. A whole school or college approach 2015, last updated 2021 (Guidance by Public Health England)
- Mental health and behaviour in schools 2014 (last updated 2018) (departmental Guidance)

Ethos and Policy

South England International School is committed to promoting mental health and well-being amongst both students and staff. SEI acknowledges the responsibility for following through on this commitment every day. SEI promotes a whole school approach to prevention, identification, early support, access to specialist support.

The South England International School curriculum encourages and contributes to equipping students to become life-long learners and responsible thinkers with a growth mindset. Care for our students must go beyond the curriculum and taught hours

Many of our students are living away from home at a relatively young age and thus may have different needs to those still living in the place they grew up. South England International School draws on the vast experience of the proprietor, South England Exchange, to create an environment suitable for the specific needs of this group. The knowledge gained from the research carried out in the production of the book 'High School Happiness' is reflected in the SEI Wellness Policy. In particular, the tried and trusted High School Happiness Formula:

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Happiness = Structure + Connection + Success

This formula is based on the Seligman model of happiness (PERMA ™) forms a background on which to measure the cohesiveness of our thoughts and actions. All those who work with our students are reminded to continually check that they are not focussing too hard on one of the three components.

SEI additionally adopts the eight principles to promoting a whole school or college approach to mental health and wellbeing as laid out in '*Promoting children and young people's mental health and wellbeing*', Public Health England working with the Department for Education. 2021.

Proprietor: South England Exchange Ltd.

Registered office: 12 Russell Mews, Brighton, BN12HZ

24 hour hotline: 07796997780

DSL: Nigel Flude; Deputy DSL: Juliet Cassells

info@southenglandexchange.org



People

All staff at South England International School are responsible for doing all they can to support our young people and each other. The following people carry particular responsibility:

1. Designated Safeguarding Lead: Nigel Flude nigel@southeastexchange.org, Tel: 07789673147
2. Deputy Designated Safeguarding Lead: Juliet Cassells juliet@southeastexchange.org, Tel.: 07796 997780

The key staff structure is designed to function as a tight network, increasing the chances of issues being noticed.

Academic Coordinator

- Interviews each student prior to admission.
- Assesses each student's academic aims and career plans.
- Formulates Progress Plan (PP) to be sent with acceptance.
- Reviews PP during arrival and serves as or allocates tutor.
- Oversees or holds weekly tutor meeting with each student.
- Coordinates student reports on Zoho.
- Coordinates with the Environmental Science Coordinator, LUK teacher and MFL teachers to identify cross-curricular opportunities.
- Coordinates SOWs for all subjects.
- Processes exam entries.
- Advises on international university applications.
- Enters information on Zoho every month for parent access.

Environmental Science Coordinator

- Coordinates SOW.
- Organises field trip.
- Identifies potential areas of research for student project.
- Organises project presentations.
- Coordinates with Academic Coordinator and MFL teachers on cross curricular opportunities.
- Coordinates volunteering.
- Coordinates guest speakers.
- Enters information on Zoho every month for parents access.

Lifelong learning Growth mindset



Responsibility Interaction

Personal Development Coordinator

Currently covered by Academic Coordinator and Family Coordinator.

- Studies application and PP prior to arrival.
- Maintains register of previous health history, current ailments and coordinates medication.
- Coordinates counselling if required.
- Is aware of activity requests prior to arrival.
- Communicates activities in orientation week.
- Meets each student once a month to follow up on wellbeing.
- Enters information on Zoho every month for parent access.
- Coordinates extra-curricular activities.

Family Liason Coordinator

Currently provided by CEE

- Studies application prior to placement.
- Places in a suitable family.
- Completes family safeguarding procedure.
- Communicates on placement and ensures student preparation via online training, handbook and follow ups.
- Liaises with host families.
- Liaises with Social services.
- Contacts each student once a month to follow up on wellbeing.
- Coordinates travel.

Please refer to the safeguarding policy for further contacts.

Awareness

One of the key things that all staff can do is to keep an eye out for warning signs that might indicate a student or colleague is experiencing a mental health issue.

School staff cannot act as mental health experts and should not try to diagnose conditions. **However, we must all be aware of some of the symptoms of common mental health problems such as:**

- Anxiety** – Agitation, significant changes in appetite, headaches, digestive difficulties, or panic attacks. Includes post-traumatic stress disorder (PTSD), an anxiety disorder that may be characterised by repetitive memories or flashbacks of a traumatic event.
- Depression** – Low mood, lack of motivation, sense of emptiness, change of appetite, disturbed sleep patterns, withdrawal, self-neglect, self-loathing, thoughts of hurting or killing oneself.
- Psychosis** – Disordered or paranoid thoughts, delusions, disorganised or strange speech, “hearing voices”, hallucinations, agitated or bizarre behaviour, extreme emotional states.

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-Schizophrenia – Schizophrenia is the most common psychotic disorder. In addition to the symptoms of psychosis listed above, this disorder may be characterised by negative symptoms such as social withdrawal, poor personal hygiene and poor motivation.

-Anorexia Nervosa – An eating disorder characterised by extreme fear of being fat, distorted body image, extremely low dietary intake, excessive exercise.

-Bulimia Nervosa – An eating disorder characterised by binge eating, induced vomiting, induced diarrhoea.

-Obsessive-Compulsive – Repetition of behaviours, rituals, checking, ruminating, repetitive thoughts. Intense fear, usually with one focus such as open or confined spaces, heights, rats, spiders, social situations.

Common examples of signs to look out for can include but are not restricted to:

- Attendance issues such as increased absenteeism.
- Punctuality – an increase in lateness for school or individual classes.
- Relationships such as becoming socially withdrawn.
- Approach to learning.
- Negative behaviour patterns such as secretive or disruptive behaviour.
- Recent bereavement.
- Changes in eating / sleeping habits.
- Changes in activity and mood.
- Talking or joking about self-harm or suicide.
- Expressing feelings of failure, uselessness or loss of hope.
- Repeated physical pain or nausea with no evident cause

Response

Any member of staff who feels a student may be suffering from a mental health issue should discuss this at the monthly meeting. The monthly meeting is considered to be the right place because it enables the team to gather observations from various members. Early response is essential as it may be possible to prevent escalation.

Any member of staff who feels a colleague may be suffering from a mental health issue is asked to consider talking directly with the colleague if appropriate and/or discuss the matter with the Head of school.

If a student discloses concerns about themselves or a friend, to any member of staff, then all staff will respond in a calm, supportive, and non-judgemental manner. All disclosures will be recorded confidentially and only shared with the appropriate authorities if it's necessary to keep the child safe, in line with our Safeguarding Policy.

We apply a graduated response process (assess – plan – do – review).

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Actions

The school will offer

- LUK classes to raise awareness of mental health.
- Pastoral support.
- Interventions to improve students' communication skills around dealing with issues, resolving conflict.
- Displays and information around the school about positive mental health and where to go for help and support.
- reasonable adjustments to coursework and examinations for students experiencing mental health difficulties.
- Taking time out and/or withdrawal – the process for this for both students and staff.
- Resuming studies or duties following a period of time out and/or withdrawal – the process for this for both students and staff.

Training

All staff will receive regular training in child mental health so that they can recognise and respond to mental health issues. This will form part of their regular safeguarding training and is a requirement to keep children safe. Training records will be held in staff files.

This policy will be reviewed every year. This is so that it remains up to date, useful, and relevant. We will also regularly review it in accordance with local and national policy changes.

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