BRIDGE HOUSE COLLEGE
IKOYI, LAGOS

....Knowledge for success

Mental Health & Wellbeing Policy

Compiled by: Designated Safeguarding Lead Print Name: Adelekan Olugbenga Signature: Date: September, 2022	Approved by the Board of Directors: Print Name: Kamal Abdulrazq Signature: K. Razq Date: 02/11/22
Review Date: December, 2024	Next Review Date: December, 2025
Related Policies, Procedures and Guidelines: ● Health & Safety ● Safeguarding	Policy Superseded by this Policy: ● **None**

1. Introduction

At Bridge House College, we take the mental health and wellbeing of our students and staff very seriously. Our ethos is a caring one, which develops respect, self- esteem and gives a voice for all. Our school is committed to providing a caring and supportive environment for all staff and we recognize the importance of staff welfare. We promote a supportive and inclusive ethos, which values parental/carer involvement and contribution. This policy outlines the ways in which we, as a school, care for and nurture the mental wellbeing of our students and staff.

1. Purpose of policy

This policy describes the way we support the mental needs of all stakeholders at BHC and the importance BHC places on the wellbeing of all members of the community.

2. Aims and objectives.

We aim to develop a community where all stakeholders can flourish, feel safe and welcome and which:

- Create an enthusiastic and engaging learning community which would ensure our students achieve their full potential.
- Develops the whole child.
- Aspires to be at the heart of our community

We aim to be a school where:

- Teaching and learning are personalized, creative, challenging and fun.
- A sense of mutual respect, care and responsibility is shown for everyone in school
- Everyone in school feels safe, supported, valued and happy
- All staff members are supported through existing policies, procedures, initiatives and through individual pastoral care and advice.

3. Rationale

The Mental health and wellbeing of everyone in the care of BHC is fundamental to our vision and our daily running. We believe it promotes school improvement and success in a multitude of ways:

- Students are more engaged with their learning.
- Improved standards in all subjects
- More effective teaching
- Parents and carers more involved in school life and learning
- Students with high self-esteem and confidence
- Improved behavior and attendance
- Fewer disengaged students
- Lower rates of persistent absence
- Positive and effective relationships between staff and with students
- Positive impact on recruitment we believe that positive emotional health and wellbeing creates happier, motivated staff and students who strive to get the most out of life.

4. Promoting Mental Health and Wellbeing

The school promotes and strengthens the students' voice through:

- A democratic process for the election of School Council representatives and student leaders
- Regular School Council meetings
- Consulting students about change and policy development
- Allocating a wellbeing budget to celebrate with students.
- Establishing a student wellbeing group

The school promotes the involvement of parents and carers in the life and learning of the school through:

- Parent meetings
- Having an 'open door policy'
- Parent questionnaires and surveys
- Regular consultation about change and development through questionnaires/surveys and special meetings
- Subject focus meetings
- Sports and theme days
- Involvement in school trips and co-curricular activities
- Regular communication and involvement regarding students' progress, behaviour, and pastoral issues

The school facilitates an enhanced environment for learning through:

- Improved school and classroom environment, facilities, and resources
- « Recognising the background of individual students and their physical, social and emotional needs
- Establishing clear rules, routines, and expectations about behaviour for learning
- Encouraging positive, caring and constructive relationships

The school enhances student motivation and learning through:

- Consistent support for vulnerable students and those with SEND from learning support, teaching assistants and other agencies where appropriate.
- Celebrating successes and achievements in the classroom through termly academic awards and certificates given out in assemblies
- An exciting and varied range of extra-curricular events, sports and trips
- A balanced curriculum with opportunities for intellectual, physical and expressive development
- Recognizing a range of learning styles
- Encouraging independence in learning

- Using a range of teaching styles appropriate to students' age, ability and level of maturity.
- The application of High-Performance Learning (HPL) strategies

The school enhances students' self-esteem and personal development through:

- The Personal Development Curriculum which includes PSHE
- Information, advice and guidance on health and development
- A focus on Growth Mindsets
- Opportunities for pupil leadership through School council etc.
- An emphasis on praise and reward for effort
- Opportunities for reflection and personal development through art, Islamic values, and mindfulness
- Access to extra curricula activities and school trips
- Access to school counsellors for further support when required
- The application of High-Performance Learning (HPL) strategies

The school enhances staff motivation, learning and professional development through:

- Curricular planning time within the school week
- Whole school training events
- Pupil progress meetings held during the school day.
- Access to appropriate external training and visits to specialists
- Involving all staff in decision making and proposed change
- Consultation in training and support needs through regular review.
- Induction training and information for inexperienced staff
- Provide additional support at times of particular stress, change and/or difficulty
- Have a responsive and listening culture, reacting quickly to problems
- Maintain contact with staff when they are absent.
- Provide opportunities for staff to relax and socialize together.
- Opportunities to discuss with the Principal or other members of the senior leadership team any issues of worry/concern

The principal and other senior leaders will:

- Ensure the provision of a healthy working environment.
- Take responsibility for his/her work life balance and be aware of the role model they are setting for others
- In collaboration with leaders at all levels, set positive role models
- Provide pastoral/welfare support for individual staff as required
- Ensure that all staff are treated in a fair, sensitive and confidential manner
- When issues arise, discuss options appropriate to the circumstances.
- Support as far as possible any initiatives and recommendations in relation to staff welfare with the staff welfare and wellbeing committee
- Promote a safe environment through the training and implementation of the Safeguarding policy.

WELLBEING OFFICER: Ms. Maryam Aremu
ROLE TITLE: Wellbeing Officer
REPORTING TO: Vice Principal Operation

ROLE PURPOSE

The Wellbeing Officer will be responsible for meeting the day to day needs of students who present with welfare and wellbeing issues.
The interactions may be individual face to face or remote and would include small group sessions where appropriate. There will also be a focus on preventative measures including, for example, building emotional resilience and independence through signposting.
In addition, the Wellbeing officer will undertake a variety of tasks including contributing to student records, helping to manage and coordinate student welfare and well-being support.
The Wellbeing Officer will also work closely with the Vice Principal(s), Sport Coaches, Personal Tutors and teaching staff.
The Wellbeing Officer will also provide support to the academic and management team as required on safeguarding and Prevent concerns.

MAIN DUTIES AND RESPONSIBILITIES

- To provide pastoral care, supporting students with welfare and wellbeing issues, advising accordingly and maintaining notes in our incident record system, keeping staff informed and referring cases to professional services as necessary.
- To liaise with Sport Coaches, Health and Safety Officers and other staff across the College.
- To monitor at risk students and work to support academic progress and build emotional resilience.
- To act as a first point of contact, receiving, responding to and acting upon referrals by staff and/or students.
- To build relationships with and refer to external agencies as necessary, keeping up to date with the services they offer and support they can provide the students.
- To consult with and inform parents/carers as appropriate.
- To work within an extended range of networks and partnerships to broker support and learning opportunities and improve the quality of services to all students.
- To contribute and support in the organization and delivery of group and individual sessions for students to promote wellbeing through tutorials and curriculum.
- To assist in staff training on welfare and wellbeing issues and develop preventative strategies.

To contribute to accurate and timely data on wellbeing and safeguarding

Monitoring and review

The Board of Directors and Principal are committed to reviewing the impact of the Mental Health and Wellbeing policy as part of the school's strategic direction and improvement plans. This policy should be used in conjunction with other policies, including, but not restricted to:

- Safeguarding and Child Protection
- Behavior and Discipline
- Code of Conduct for Staff
- Anti-Bullying
- Health and Safety
- Whistle Blowing Policy

Signed Date

Principal/