



1. Policy Statement

Brighton College Abu Dhabi 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 BCAD 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 a 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. Approaches to wellbeing monitoring and data gathering enable and ensure nuanced and in-depth understanding of wellbeing needs that 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 Mission and Vision of Brighton College Abu Dhabi

At Brighton College Abu Dhabi, 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 various wellbeing initiatives and strategies, we endeavor to cultivate thriving pupils, staff 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 Teams at Brighton College Abu Dhabi

PASTORAL TEAM: 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 (trained by Lighthouse Arabia) at BCAD 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.

STAFF WELLBEING COMMITTEE: This 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, organising events and initiatives that celebrate staff achievements and milestones. By actively addressing staff wellbeing, this committee contributes to a healthier, more engaged, and productive workforce, ultimately enhancing the overall wellbeing of staff at BCAD.

PUPIL COUNCIL: The Pupil Council plays a vital role in addressing wellbeing matters during its meetings, focusing on initiatives to promote the overall mental and emotional health of our college community. These discussions involve thoughtful consideration of various aspects of wellbeing, with students actively participating in sharing insights and concerns.

4. Roles and Responsibilities

5.2 BCAD Staff

- Staff at BCAD are expected to champion the wellbeing culture we promote, acting as role models 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 CLT or the College Counsellor should they need support.
- Staff are responsible for monitoring the wellbeing of pupils within their care, referring any concerns or observations to members of CLT or the College Counsellor if they see fit.
- Staff are expected to engage in wellbeing activities and respond to any implicit or explicit teaching or events positively.



5.3 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 College Counsellor.
- The Head Master meets with the pastoral team every two weeks and wellbeing concerns form part of this discussion.

5.4 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.

5.5 BCAD Pupils

- Pupils at BCAD 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.
- The Pupil Council serves as a platform for collaborative problem-solving, ensuring that the diverse perspectives of our pupils are taken into account when shaping initiatives that genuinely address the wellbeing needs of our school community.

5.6 BCAD Parents

- Parents should support the wellbeing practices delivered at BCAD and support the wellbeing culture BCAD promotes.
- Parents are expected to communicate, the class teacher, tutor or College Counsellor at the college if they are concerned about the wellbeing of their child.

5. 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.
- Treat all people with dignity and respect.
- Understand their safeguarding duties concerning pupils' mental and physical health and wellbeing and raise any concerns promptly with the DSL or other members of the safeguarding team.



6. Safeguarding

The safeguarding/child protection policy of BCAD 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.

7. Staff Wellbeing

The staff are an integral part of the college playing a crucial role in contributing not just to the future of the pupils, but also in developing a culture of wellbeing within the school community.

As such the college leadership takes the safety, wellbeing and welfare of staff very seriously and has a number of structures in place.

The staff wellbeing committee promotes positive staff welfare through various social events and gestures.

8.1 Responsibility of the College

- 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.
- Acknowledge and where possible help staff with any specific wellbeing issues they experience.
- 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.

8.3 Responsibility of Line

Managers

- 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.
- 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.
- 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 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 regular conversations and check-ins.
- Make sure accountability systems are based on trust and professional dialogue, with proportionate amounts of direct monitoring.



- Regularly review the demands of staff, such as the time spent on paperwork, and seek alternative solutions wherever possible.
- Make sure job descriptions are up to date, with clearly identified responsibilities
- Listen to the views of staff and involve them in decision-making processes, including reflecting on 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.
- Outline the purpose of monitoring visits and what information will be required from them.



8.6 Managing specific wellbeing issues:

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.
- Decision making processes are communicated, understood and supported by staff.
- There is a staff social committee who work with the Leadership Teams to organise events.
- There is a standing agenda item on each weekly SLT and CLT meeting that covers staffing issues and staff wellbeing where each member of SLT/CLT has the opportunity to raise any concerns about particular members of staff.
- Health & Safety meeting is held fortnightly 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.
- Key information is communicated to staff in a timely manner.
- Weekly whole college briefings ensure staff are included on the journey of the college.
- 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 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.

The College 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 co-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 Headmaster.

Headmaster on behalf of the College:

Chair on behalf of the Governors:

Change History Record



| Version No. | Description of Change | Owner | Date of Issue |
|-------------|---------------------------|-------|---------------|
| 1.0 | Initial Policy written by | DHPs | January 2024 |
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Brighton College Abu Dhabi Policies and Guidelines

Policy Statement Brighton College Abu Dhabi 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:

- ADEK Guidance and Guidelines for Private Schools
- MOE United Arab Emirates School Inspection Framework
- National Identity Mark
- DSIB School Inspection Supplement
- The College’s Development Plan written for ADEK approval
- Standards for British Schools Overseas (DfE)
- COBIS Accreditation and Compliance
- Bloom Education and Bloom Holding policies where applicable.

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.