



# Student Wellbeing Policy

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## 1. Rationale

At SBS International School Bangkok we recognise that positive mental health and wellbeing are essential to the development of a thriving and successful community. Wellbeing is a component of the schools mission to *Inspire Academic Success; Nurture Holistic Wellbeing; and Cultivate Curiosity and Passion.*

Student wellbeing and academic achievement are interdependent. Our aim is to therefore facilitate a learning environment that positively nurtures and supports student wellbeing, personal growth, and character development.

This policy sets out our commitment to monitoring and improving the wellbeing of our students. It details some of the ways in which staff take responsibility for the school's approach to promoting positive mental health and nurturing wellbeing. It also describes our process for identifying and responding to mental ill health, and the support we make available to all students.

Specifically this policy aims to:

- provide a secure and positive school environment in line with our school mission, vision and values.
- reduce the stigma attached to mental health issues and promote positive wellbeing for all students
- respond effectively to concerns about students' mental health and provide comprehensive pastoral and medical support accessible to all students.

## 2. Responsibilities

The UK Department for Education, in Mental Health and Behaviour for School (Nov 2018), has summarised school responsibility in supporting and promoting mental health and wellbeing as:

- 1) **Prevention:** *creating a safe and calm environment where mental health problems are less likely, improving the mental health and wellbeing of the whole school population, and equipping pupils to be resilient so that they can manage the normal stress of life effectively. This will include teaching pupils about mental wellbeing through the curriculum and reinforcing this teaching through school activities and ethos.*
- 2) **Identification:** *recognising emerging issues as early and accurately as possible.*
- 3) **Early support:** *helping pupils to access evidenced based early support and interventions.*
- 4) **Access to specialist support:** *working with external agencies to provide swift access to referrals to specialist support and treatment.*

At SBS International School Bangkok specific roles are defined as follows:

The Head of School and Principals are responsible for:

- The strategic vision for wellbeing across the school, established collaboratively with all stakeholders
- The implementation of this wellbeing policy
- The integration and deployment of wellbeing services related to this policy

The school Safeguarding Leads (the Head of School; Principals; and School Director) are also responsible for:

- Coordinating the school's approach to promoting positive mental health and physical wellbeing
- Providing all members of staff with the knowledge and skills they need to identify signs of mental or physical ill health in students
- Building strong working relationships with community support services
- Keeping detailed records of any significant health concerns
- Acting as a source of support and expertise within the school community.

All staff are responsible for:

- Personal wellbeing and welfare
- Creating a climate of trust that reflects our school values
- Encouraging students to disclose concerns or seek help when necessary
- Reporting any wellbeing or mental health concerns to the school's Designated Safeguarding Leads
- Implementing strategies proactively to increase student wellbeing and welfare.

### **3. Content**

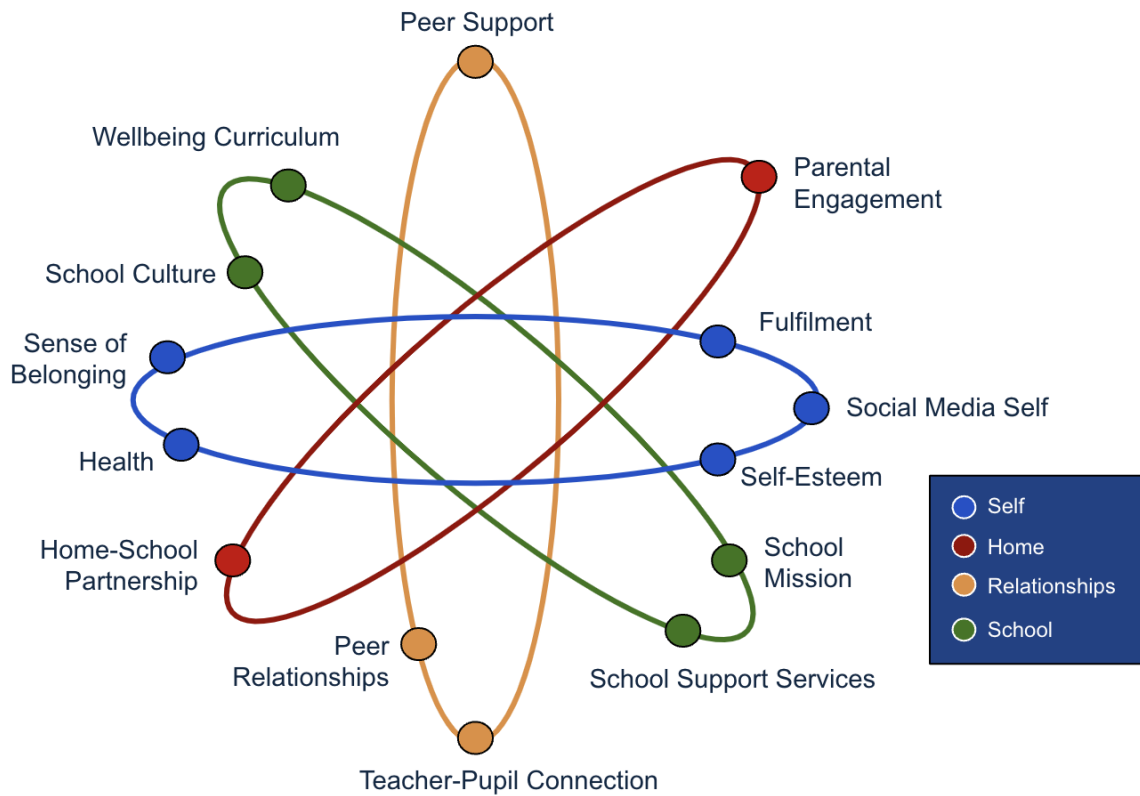
#### **3.1 Defining 'Wellbeing' at SBS International School Bangkok**

Wellbeing is the experience of health, happiness and fulfilment.

At SBS International School Bangkok we understand the need to be responsive to the needs of our students and to proactively focus on issues pertinent to student wellbeing. This is addressed in teaching and learning programmes and the pastoral care that we provide for students (e.g. in Wellbeing Education lessons/experiences; Assemblies; class teaching; restorative practices etc). This approach can sometimes respond to deficits in student wellbeing, however we recognise that wellbeing is 'contextual' and is an outcome of positive school culture and ethos.

We believe that there are multiple factors that impact our sense of wellbeing, and the way in which these factors interconnect and evolve in our system of schooling is crucial. Our unique approach is to view these factors as interdependent - one affects the other. We call this 'systems thinking'.





A systems thinking model deconstructs the big picture and identifies how experiences and feelings are interconnected. Experiences and feelings such as:



A simple definition of the term 'wellbeing' is to deconstruct and flip the two parts of the title, from 'well-being' to 'being well'. It is our belief that all members of the community can develop and increase their personal capacity to learn and develop in character, and that this in turn positively impacts a sense of personal wellbeing.

### 3.2 Five Flourishing Factors

At SBS International School Bangkok we identify 5 interconnected areas of wellbeing for optimal learning:

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**Physical & Mental Wellbeing** ••• • Leading a healthy and fulfilling life where our mind and body thrive
- 
**Emotional Wellbeing** ••• • Developing a sense of optimism, gratitude and self-regulation in order to flourish.
- 
**Social Wellbeing** ••• • Forming healthy social connections.
- 
**Spiritual Wellbeing** ••• • Finding meaning and purpose through experience and engagement.
- 
**Cognitive Wellbeing** ••• • The motivation and desire to inspire success and intellectual growth.

Through each area of wellbeing, students develop and nurture skills and competencies that positively impact personal growth. The following table provides examples in a school context:

Element of wellbeing	Importance	Example of skills or competencies utilised	Example of learning experience
<b>Social Wellbeing</b>	To form healthy social connections, and appreciate interdependence in school life.	<ul style="list-style-type: none"> <li>• Connectedness</li> <li>• Empathy</li> <li>• Listening skills</li> </ul>	A sense of belonging and value in a team.
<b>Emotional Wellbeing</b>	To develop a sense of optimism, happiness, and gratitude to enable us to flourish in all areas of school life.	<ul style="list-style-type: none"> <li>• Resilience</li> <li>• Self-reflection</li> <li>• Self-regulation</li> <li>• Heightened self-esteem</li> </ul>	Fulfilment in extra-curricular participation.
<b>Physical Wellbeing</b>	To lead a healthy and balanced life where the mind and body thrive.	<ul style="list-style-type: none"> <li>• Physical fitness</li> <li>• Positive self-image</li> <li>• Grit and determination</li> </ul>	Self-regulation of sleep and nutritional intake relative to need.
<b>Spiritual Wellbeing</b>	To find meaning and purpose through experience and engagement.	<ul style="list-style-type: none"> <li>• Belonging</li> <li>• A sense of serving something greater than ourselves</li> </ul>	Serving learning experiences.
<b>Cognitive wellbeing</b>	The motivation and desire to inspire success/growth.	<ul style="list-style-type: none"> <li>• Growth mindset</li> <li>• Mastery and accomplishment</li> </ul>	Achieving academic goals.

### 3.3 Teaching Wellbeing

We recognise that wellbeing is taught both explicitly and implicitly and as such is a ‘thread’ running through all that we do. It is evident in the way we talk to students and each other, the behaviours we model, and the core values we transmit. It is implicit in our interaction with others, and the professional and moral culture and ethos of the school

A range of wellbeing related topics and concepts are intentionally taught within the curriculum. A typical age related continuum of wellbeing topics include:

**Primary School Focus:** Foundational knowledge and habits

Topics include:

- Personal hygiene (handwashing, brushing teeth)
- Healthy eating habits (food groups, portion control)
- Basic safety and 'intelligent disobedience'.
- Identifying and expressing emotions
- Building positive relationships with peers
- Importance of sleep and physical activity

**Lower Secondary Focus:** Expanding knowledge and developing self-management skills

Topics include:

- Puberty and body changes
- Nutrition and healthy choices (dietary needs, food labels)
- Mental health awareness (stress management, coping mechanisms)
- Body image and self-esteem building
- Healthy relationships (communication, conflict resolution)
- Substance abuse prevention (drug and alcohol awareness)
- The concept of Child Protection and risk.

**Upper Secondary Focus:** Advanced understanding, decision-making, and advocacy

Topics include:

- Sexual health and responsible choices
- Mental health literacy (depression, anxiety, resources)
- Healthy relationships and consent
- Stress management and coping skills
- Substance abuse prevention and intervention strategies
- Financial literacy and healthy consumer habits
- Healthy risk assessment and decision-making
- Advocacy for personal health and optimal living.

### **3.4 Generic Intervention**

All members of staff work together to identify and monitor the wellbeing and mental health of students through daily interaction. Open communication between members of staff helps to create a 'first line' in supporting individual students and responding to disclosures. General safeguarding protocols should be applied and staff should particularly be observant of mood/behaviour changes (see Child Protection Policy). Specifically staff are encouraged to look out for:

- erratic, unaccountable behaviour (e.g. leaving lessons suddenly)

- poor diets or eating habits
- changes in sleeping habits
- disengagement from work or extracurricular activities
- unexpected or disproportionate reactions to ordinary situations
- aggressive or compulsive behaviour
- a drop in academic achievement
- a drop in attendance
- isolation from peers
- dysfunctionality in family life
- talking about self-harm or suicide
- changes in appetite
- changes in clothing
- abusing alcohol or drugs.

Senior staff and pastoral teams meet to discuss any ongoing concerns and plan intervention as required. Early intervention is always desirable in order to prevent a deterioration in wellbeing and mental health.

### **3.5 School Counselling**

Our counselling team provides additional support to students to form healthy goals, mindsets and behaviours. Students learn to develop a mindset that fosters effective collaboration and cooperation skills, perseverance, time management and study skills, and self-motivation and self-regulatory habits. Assistance and support is offered to a student or small group of students during times of transition, heightened stress, critical change or other situations impeding student wellbeing.

School counselling does not provide long-term therapy, however, the team is prepared to recognise and respond to student mental health needs and assist students and families seeking resources. At times we may refer students or families to external agencies or professionals.

Our approach prioritises:

1. Unconditional Positive Regard: unconditional positive regard is an important practice accepting students for who they are, providing support and care no matter what they are going through.
2. Genuineness: providing students with a safe model of good communication and showing the individual that it is okay to be vulnerable.
3. Empathetic Understanding: we extend empathy to the student, both to form a positive therapeutic relationship and to act as a mirror, reflecting the student's thoughts and feelings back to them to facilitate self-awareness.
4. Strengths based approach: A focus on what is 'going right' as much as what is 'going wrong'.

**NOTE:** Disclosure to a member of staff is CONFIDENTIAL unless there is 'significant or immediate risk of harm' to anyone relating to the information shared (please see Child Protection Policy)

### **3.6 A Network of Support Services**

In addition to supporting individual pupils with mental health and wellbeing concerns, the school will commit to making sure that all students can access a cohesive network of pastoral and medical services that extends beyond the core responsibility for all staff to support students. These include:

- Our pastoral and senior leadership teams
- The School Medical Centre
- Peer support programmes
- External consultants and agencies where available eg Occupational Health; Nutritionists; Child Psychologists etc

The Head of School and Principals work closely together to identify opportunities for staff training so that all members of staff feel confident in supporting students. The school believes that effective mental health and wellbeing support requires partnership between all members of our community. We are pleased to offer regular parent information sessions on topics relating to child welfare and wellbeing. Senior and pastoral leaders are always available to meet parents to discuss any concerns.

## **4. Review**

Student wellbeing and mental health is fluid and subject to change. This policy should therefore be regularly reviewed with progress in each area measured objectively. The process of review (eg survey; student feedback/voice etc) should include student representation.

SBS International School Bangkok is fully committed to ensuring that the implementation of this policy is non-discriminatory.

**Implemented - September 2024**

**Review date - June 2026**

# Appendices

## Appendix 1: Resource Links

- [International Schools Counselling Association](#)
- [Young Minds](#) is one of the UK's leading charities for children and young people's mental health.
- [Place2Be](#) is one of the UK's leading children's mental health charities.
- [Mind](#) is the UK's leading mental health charity, offering a great deal of useful information on children's mental health.
- [Children's Mental Health Week](#) is an annual opportunity to encourage children, young people and adults to celebrate their uniqueness.
- [Child and adolescent mental health services \(CAMHS\)](#) provide support to children and young people with a wide range of behavioural and emotional issues.
- [www.annafreud.org/what-we-do/schools-in-mind/](http://www.annafreud.org/what-we-do/schools-in-mind/)
- [www.mentallyhealthyschools.org.uk](http://www.mentallyhealthyschools.org.uk)
- [www.Mindfulteachers.org](http://www.Mindfulteachers.org)
- [www.nhs.uk/conditions/stress-anxietydepression/improve-mental-wellbeing/](http://www.nhs.uk/conditions/stress-anxietydepression/improve-mental-wellbeing/)
- [www.educationsupportpartnership.org.uk/helping-you/telephone-support-counselling](http://www.educationsupportpartnership.org.uk/helping-you/telephone-support-counselling)
- [www.mentalhealth.org.uk/](http://www.mentalhealth.org.uk/)
- [www.mentalhealth.org.uk/sites/default/files/how-to-manage-and-reduce-stress.pdf](http://www.mentalhealth.org.uk/sites/default/files/how-to-manage-and-reduce-stress.pdf)