

DARUL ULOOM WELLBEING POLICY SEPTEMBER 2024



Ratified by the Trustee: 30 August 2024
Signed by the Trustee: 30 August 2024

To be reviewed: 01 September 2025



This policy should be read in conjunction with:

1. Safeguarding policy
2. Behaviour policy
3. Anti-bullying policy
4. KCSIE 2024
5. Equalities policy
6. Curriculum policy
7. Curriculum map

Contents

Our Statement.....	4
Introduction and Aims	4
Staff: Training and Responsibilities	5
Meetings and Disclosures	5
Confidentiality	5
Parents, Guardians and Carers	6
External Agencies	6
Our Curriculum.....	6
Our strategies:.....	6
Monitoring and Evaluation.....	8
Conclusion	8

Our Statement

Darul Uloom Islamic High School's Wellbeing Policy aims to provide students with tools, guidance, and support to promote holistic wellbeing—spiritually, mentally, emotionally, and physically. This will create an environment that fosters personal growth, academic success, and a sense of community. We are dedicated to supporting all our stakeholders, especially staff and students.

We recognise the challenges our staff and students face in and outside of school, acknowledge the support they need to manage and cope with their difficulties and accept the importance of everyone's participation in maintaining positive mental health.

Introduction and Aims

This policy guides all school staff and associates and as an understanding with parents and students about the school's approach to promoting wellbeing and positive mental health.

Our Intentions:

- Support students in understanding their emotions
- Support children in being comfortable and understanding of their experiences
- Encourage confidence in our students
- Help develop students' self-esteem and resilience
- Develop students' tolerance and coping mechanisms, helping them find appropriate ways to overcome impediments in life
- Build a culture of confidence where students can comfortably share their inhibitions, concerns and worries
- Support students in building positive relationships
- Ensure the wellbeing of all staff through open dialogue
- Build a culture of openness through an invitation to speak minds without judgement or repercussion
- Find effective strategies and coping mechanisms for staff to manage their work without undue stress

Identifying Warning Signs

Through training, all staff will be educated to identify signs of distress and signs of mental health problems so that they can address issues and refer them as appropriate to relevant support services. The school ensures that any issues are treated with seriousness, urgency, and care.

Signs:

- Drastic physical changes or blemishes on the skin
- Increasingly negative/uncharacteristic behavioural issues
- Clothing – ripped, bloodied, soiled
- Clothing – irregular e.g., wearing excessive clothing or winter clothing during a hot day
- Abuse of drugs – use of intoxicants and unprescribed medicine
- Association with suspicious groups, parties or friends
- Mockery of death and suicide
- Discussing or joking about death, self-harm or suicide
- Unusual, usually unprovoked, changes in mood
- Eye bags that demonstrate poor sleep patterns
- Drastic weight loss, loss of complexion and signs of malnutrition
- Social withdrawal

Administrative / Additional signs:

- Decline in attendance
- Decrease in punctuality
- Uncharacteristic or drastic decline in assessment and effort scores
- Known issues with family
- Problems with relationships
- Bereavement
- Poor health, poor health of family members
- Dietary change

Staff: Training and Responsibilities

All staff are responsible for the wellbeing of the students and their colleagues, and they also have a responsibility to seek support for themselves where the possibility to do so exists. All staff members have thus been, and continue as part of their CPD to be, trained in the relevant practices revolving around managing the wellbeing of the students including the following:

- Safeguarding
- First Aid
- Emotional Intelligence
- Behaviour Management
- Child Protection
- Training in the Light of Sunnah
- Effective Teaching strategies
- Differentiation
- Mental Health First Aid Training: Provide teachers with training to recognise signs of stress, anxiety, or depression in students. Equip them with basic counselling skills and referral procedures
- Islamic Guidance for Teachers: Offer professional development sessions on how to support students' wellbeing while integrating Islamic principles

Labelled under 'Safeguarding Team', there are key identities that specifically operate in service of directly promoting mental health and wellbeing:

- **Designated Safeguarding Lead:** Azharul Islam
- **Deputy Designated Safeguarding Lead(s):** Azmol Ali, Md Ibrahim Amin, Mw Shahidullah, Abir Kaiser
- **Behaviour Officer / Anti-Bullying Lead:** Azmol Ali
- **SEN Lead:** Mohammed Qasim
- **Wellbeing Officer:** Junaid Usman
- **First Aid Officers:** Various – see *first aid* documentation

Staff and students will be referred to the Wellbeing Officer for mental health and wellbeing-related concerns. If the wellbeing officer is distressed, the referral will be made to one of the DSLs.

Meetings and Disclosures

Staff are asked only to discuss matters regarding student mental health if (a) they are qualified and confident to do so, (b) if the child expresses the specific need to confide in that individual.

Typically, conversations of mental health will follow the listed procedure:

- Referral by staff, parents or other students
- Decision by the Safeguarding team on which member's role fits the need for the investigation in question
- Conversations with the child in question regarding the matter addressed
- Parental meetings to discuss the matter where the issue is as reported

When a student reports a concern regarding himself or another student, staff must respond in a neutral manner and tone, without judgement and with a calm, supportive approach. Disclosures will be kept confidential and reported to the relevant associates if the matter needs addressing following the safeguarding policy. The disclosure should be recorded with the date, the staff member receiving the disclosure, the topic of disclosure, the key points of conversation and a proposed action plan to be authorised by the DSL or a member of the Safeguarding or SLT team.

Confidentiality

If there is a need to reveal the content of the discussion to authorities within or outside of the school, the decision to disclose will be made to communicate the matter upon the belief that the child's life and/or wellbeing is at immediate risk. As much as possible, the matter will only be disclosed with the student's consent. However, with child protection being the focal priority, it may often be the case that permission consent cannot be relied upon. In such a case, the student will be notified of who will receive the information, the contents that will be disclosed, the need to disclose and when it will occur.

Parents, Guardians and Carers

Through an informed service and focus on a strong drive to effectively communicate, we virtue to do the following as part of the drive this policy emits:

- Imparting of internal policies and information that support the direct understanding of wellbeing and health before understanding how to promote its positivity
- Provision of literary guidance on how to support students' growth of positive mental health
- Referral and provision of externally available literature, support packages and information
- Create awareness of relevant authorities to share concerns
- Create awareness of key individuals designated for support within the school
- Educate parents about the importance of mental health, and how they can support their children's wellbeing at home while incorporating Islamic values
- Partner with local mosques, Islamic centres, and mental health organisations to provide additional resources and support

External Agencies

The school is open and dedicated to exploring external options to support mental health and wellbeing. We seek to explore relationships and referrals, and maintain close dialogue when necessary with the following:

- Family support workers
- Social workers
- Birmingham Safeguarding Board
- Analysis systems to survey and identify wellbeing concerns

Our Curriculum

Our school curriculum is designed to implement an impactful learning system that promotes positive mental health through the development of SMSC and its associated developments. The implementation determines the impact in all areas of learning. Students are taught in development worthy of their self-esteem and confidence. All subjects must address impacts related to ethos, careers, health and safety, wellbeing, sex and relationships, SMSC and FBV, and equality and diversity.

Our PHSE curriculum is the most significantly developed to directly develop student's awareness of mental health and wellbeing, and all the surrounding contexts that constitute its positive exposition. The curriculum delves into aspects of various points in a person's personal, social, academic and professional life ranging from the simple necessities of maintaining general personal hygiene to the more complex understanding of marriage, sexual relationships and pregnancy. With these being the implicit approach to fortifying confidence and esteem within the students, the direct approach within the syllabus involves exploring stresses, family feuds and reconciliation, generational conflict, financial issues, bullying and more that impacts one's health.

The curriculum also includes a training system for students to become aware of safeguarding practices including knowledge of Safeguarding Leads, effective and relevant practices, and basic strategies to identify signs of abuse, radicalisation and other potential harm to others.

Our strategies:

- Support staff and students struggling with mental health
- Train specific staff members to identify early signs of mental illness and stress
- Raise awareness and educate all stakeholders about mental health, the issues, and the signs and symptoms
- Regular communication with all stakeholders regarding mental health and the available support mechanisms
- Active promotion of positive mental health and wellbeing throughout the school with open opportunities available to all staff and students
- House points, reward, certificate and celebration-event system: Celebration of all achievements academic or otherwise
- Commendation and recognition: All deserving staff and students to be acknowledged for all levels of achievements

- Recognition of individual qualities – e.g., awarding students for qualities they possess with uniqueness to others
- Resonation of the Islamic ethos, principles and fundamental values to promote equality within the diversity, and belonging of a single community
- Constant opportunity to reflect on achievements
- Constant opportunity to increase reputation and recognition
- Empowerment of student's voice through various opportunities to be heard – including direct leadership in *student council*
- Active participation by *student councillors*, and through them, the exploration of other students' needs to be heard
- Respecting students through appreciation of their views, tolerance of their differences and through a professional educate-not-punish mentality
- Empowerment of peer-to-peer relationships
- Daily Islamic Reflections (Tafakkur and Tadabbur): We start each day with Dua, a 5-minute reflection, reciting/discussing prayers from Hadith that emphasise patience, gratitude, kindness, and self-discipline
- Jum'ah (Friday) Wellbeing Focus: During Friday sermons, we include themes of mental and emotional health, stress management, and the importance of seeking help, all within the framework of Islam
- Mindfulness through Salah (Prayer): Students are taught how to use Salah as a tool for mindfulness, focusing on the spiritual and emotional benefits of prayer
- Workshops and Guest Speakers: Wellbeing Week, managing academic stress, handling peer pressure, emotional intelligence, and the Islamic approach to mental health. Bring Muslim mental health leads such as the Imams to relate faith-based strategies to mental health management
- School Wellbeing officer: We provide access to a wellbeing lead who understands both Islamic and Western approaches to mental health. Regular one-to-one sessions are encouraged
- Peer Support Groups: Within the houses/Dars, students can share experiences and support each other in a safe, confidential space
- Anxiety and Exam Stress Workshops: Managing exam stress through time management, relaxation techniques, and spiritual practices like Dua (supplication) and Dhikr (meditation). Students receive booklets/materials on how to cope with exam stress while adhering to Islamic values
- Physical Activity Programs: There are weekly sports clubs such as football and basketball, alongside P.E lessons. The importance of physical fitness in Islam is taught (e.g., Hadith encouraging horse riding, archery, swimming)
- Healthy Eating Campaign: We educate students on balanced diets and halal nutrition, learning about the Prophet Muhammad's (PBUH) teachings regarding food and healthy habits
- Anti-Bullying Campaign: We have regular workshops on bullying and its un-Islamic nature, using Islamic teachings to promote kindness, respect, and the dignity of every individual. Within each house/Dar older students are mentors to younger ones, guiding them through social and academic challenges
- Community Building Events: We have held events that promote teamwork and inclusivity, such as charity drives, group iftars during Ramadan, or interfaith dialogues
- Academic Wellbeing: We help students balance their academic responsibilities with their mental and spiritual wellbeing
- Study Skills Workshops: Teachers run sessions on time management, effective study techniques, revision strategies, and balancing schoolwork with religious obligations
- Islamic Motivation for Learning: The teachers discuss the importance of education in Islam, citing scholars from the Islamic Golden Age. We integrate the pursuit of knowledge as an act of worship
- We will give Islamic Reminders and make Dua (Supplication). Also, distribute booklets or daily reminders that combine practical mental health tips with relevant Islamic supplications for peace, patience, and relief from stress.
- Charity and Giving (Sadaqah) will be emphasised, showing the spiritual benefits of giving to others. We will encourage students to engage in charitable activities, linking this with personal wellbeing.
- Gratitude will be emphasised by encouraging students to express gratitude and recite Hamd (praise) where they can reflect on their blessings. This can promote mental wellbeing and encourage a positive outlook.

Monitoring and Evaluation

The school will conduct wellbeing surveys. We will aim to conduct termly surveys to assess students' mental, emotional, and social wellbeing. Then, we will use feedback to adjust the Wellbeing Drive's initiatives. We will also train wellbeing ambassadors and appoint students to represent their peers' needs and suggest new wellbeing activities.

Conclusion

Our wellbeing drive for Darul Uloom students is designed to foster an environment where students can thrive academically and personally, grounded in the values of Islam. By offering a holistic approach that nurtures spiritual, emotional, mental, and physical wellbeing, the school will help students lead balanced, fulfilling lives.