

نويا
مدرسة بريطانية



NOYA
BRITISH SCHOOL

STUDENT WELLBEING POLICY

Policy	Student Wellbeing policy
Policy issued:	May 2024
Next review:	May 2025
Lead Professional:	Senior Leadership Team
SGG ratification	

[Introduction](#)

Wellbeing is internationally recognised as a prerequisite for 'successful' children and happy communities. Wellbeing is a “positive state experienced by individuals and societies and encompasses quality of life, as well as the ability of people and societies to contribute to the world with a sense of meaning and purpose. It is a resource for daily life and is determined by social, economic, and environmental conditions” (WHO, 2021).

Successful learning is largely dependent on the quality of the learning environment, and it is the human relationships in the school that most impact this environment's quality. Students will find it difficult to engage with learning programs if they are distracted by significant physical, social or emotional issues. There is overwhelming evidence that children and youth learn more effectively if they are happy, believe in themselves, feel supported, and are in a learning environment that is committed to supporting their wellbeing.

The student wellbeing policy, therefore, is concerned with all that impacts on a student's capacity to be a learner and to achieve.

The purpose of this policy is:

- To maintain positive, tolerant, and respectful relationships where students take responsibility for their wellbeing and behaviour.
- To acknowledge that all students are valued as individuals regardless of gender, racial, cultural, physical, or intellectual differences.
- For parents to work in partnership with the school to support student learning, personal growth, and positive self-esteem of students.
- To maintain a safe, positive and caring school environment.
- To create a culture where the responsibility for student wellbeing is shared by students, staff, parents, and governors.
- To build positive relationships between teachers, students, parents and governors.
- To know, respect and protect the rights and responsibilities of members of the school community.
- To ensure ongoing dialogue amongst staff concerning the wellbeing of students

Planning and implementation

When planning, implementing, and maintaining the student wellbeing policy and initiatives Noya British School is guided by the following key elements:

Primary Prevention

Strategies at this level include:

- Building mutual respect and promoting safety at school.
- Implementing a comprehensive and inclusive curriculum to engage all students in an innovative and creative learning and teaching environment.
- Enhancing school attendance.
- Encouraging supportive mutually interdependent relationships.
- Building leadership capacity in students developing through curriculum, good citizens, in the local community and globally through online interactions.
- Engaging parents/families in the learning process with a specific focus on how to support a student's wellbeing.
- Develop partnerships within and beyond the school to support the wellbeing of students and families.
- Strategically planned transition for all students through their school journey.
- Buddying system and opportunities for cross age collaboration.

Early intervention

Strategies at this level include:

- Assessing children at risk and identifying their needs.
- Providing PSG (Parent Support Group) meetings to set goals and review progress.
- Developing programs and individual learning plans to improve skills.
- Providing early intervention through internal and external professionals such as the school counsellor, Inclusion specialists, speech therapists, educational psychologists or educational advisors as required.

Intervention

Strategies at this level include:

- Establishing a support group for the student
- Linking to appropriate support staff/agency
- Monitoring and evaluating progress
- Provide ongoing intervention through internal and external professionals such as school counsellor, Inclusion specialists, speech therapists, educational psychologists or educational advisors as required.

Post intervention

- Ongoing after care for students and families to include relevant handover and family liaison including the internal and external professionals as outlined above

Critical incident

- A sudden and unexpected overwhelming event (trauma, accident or emergency) would evoke the school's critical incident management plan.
- The pastoral team would convene to plan to support the needs of students and families as required. Initiating internal and external support as needed.
- Ongoing monitoring and evaluation of recovery plans.

Strategies that Noya British School is committed to developing to assist in nurturing an effective whole-school wellbeing and behaviour management policy include: -

- Positive student-student relationships
- Anti-bullying strategy
- Embedding social skills
- Positive and regular involvement with parents
- Ongoing and frequent staff collaboration
- Student wellbeing program
- Student Wellbeing Team

Policies & Risk Assessments

When considering student wellbeing it is also important to familiarise yourself with other Noya British School policies and relevant Risk Assessments:

- • Behaviour Management policy
- • Self-Harm guidance
- • Risk assessment
- • Child Protection and Safeguarding Policy
- • Inclusion policy
- • Teaching and Learning Policy
- • Curriculum and Assessment Policy
- • Anti Bullying Policy
- • Internet safety guidelines
- • Praise and rewards policies

The importance of being familiar with these documents is highlighted to all staff during Induction week. New staff will be directed to this policy upon starting employment with the school. All policies will be covered within induction week and will be referenced on an ongoing basis and are available in the AMA policies Teams area.

The implementation of the strategies

To raise awareness and importance of mental health and wellbeing, themes are explored on a regular basis and include:

- Whole school initiatives such as kindness week and internet safety day
- Working with the wider community
- Assemblies - Whole school and year groups appropriately
- Enterprise and Innovation activities
- Project based learning
- Rewards and sanctions
- Student wellbeing checks (pupil check ins, PASS data, stakeholder surveys)
- School counsellor individual and group work

- Parent workshops
- Student workshops
- Staff information sessions

Monitoring the effectiveness of wellbeing strategies

Students will complete PASS (Pupils Attitudes to Self & School) assessment annually and the data will be compared to see if wellbeing is improving. Any concerns regarding a student's wellbeing will be documented on CPOMS and trends identified. Action plans will be developed in line with the data. Staff surveys will also be carried out annually to monitor the wellbeing of staff.

Ratification

This policy was last ratified by the Senior Leadership Team in June 2024