



Well-being Policy

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	Regional Director		Principal			Vice Principal
	Head of Foundation Stage		Head of Primary			Head of Secondary

What is Well-Being?

The World Health Organisation's definition of Mental Health and Well-being; "a state of well-being in which every individual realises his or her own potential, can cope with the normal stresses of life, can work productively and fruitfully, and is able to make a contribution to her or his community".

At Newlands, we are dedicated to ensuring that we foster a positive environment for all stakeholders in the community. These stakeholders include staff, students and parents. The school endeavours to create a community learning environment that is devoted to developing resilience and empowering all stakeholders who are strong, adaptable and empowered to grow. Therefore, Well-being is the responsibility of the whole school community.

For some students, school may be a place where they get to experience a caring and supportive environment that has the potential to develop their self-esteem, confidence whilst giving them a holistic and positive understanding of the world. For others, school could be a place of respite from difficult home lives and offer constructive role models and relationships, which are critical in promoting children's well-being and can help engender a sense of belonging and community.

Our role is to ensure that children are able to manage times of change and stress. Additionally, they should feel like they are supported to reach their potential or access help when needed. We also have a role to ensure that children learn about what they can do to maintain positive mental health, what affects their mental health, how they can help reduce the stigma surrounding mental health issues, and where they can go if they need help and support. The purpose of this policy is to provide an outline of what Well-being is and the protocols and procedures in place to support our community.

Equality for All

At Newlands, we understand and appreciate what it means to have a diverse school community. Our community comprises of people from all walks of life, having different skills and abilities and they come from different nationalities and cultures. Alongside the governors and staff, Newlands aims to make school a place where students and families feel safe, are treated with respect and fairness as well as dignity.

We aim to develop our community's collective Emotional Intelligence. In an Emotionally Intelligent organisation or community, individuals are more likely to work together as proactive and supportive members of a team. Therefore, it is vital to include systems and procedures that empower staff and parents to feel acknowledged, appreciated and listened to so all stakeholders can work together to promote an ethos that supports the entirety of needs of our children. Our curriculum and outreach are designed to maximize opportunities for individuals to succeed in vital skills such as: managing emotions and feelings, self-awareness, intrinsic motivation, empathy and social skills.

Identification

In order to identify potential mental health/well-being related issues at an early stage and refer students to support their needs, the following is done at Newlands:

- A safe environment to enable children to express themselves and be listened to is provided.
- Ensuring that the welfare and safety of children are paramount.
- Identifying and providing appropriate support for children based on their needs.
- Involving parents/caregivers when their child needs support.
- Monitoring, reviewing and evaluating the support with children and keep parents/caregivers updated.
- Early identification of potential mental health/well-being issues through SNAP-B assessment which analyses self-esteem (both academically and socially) with one's self and peers/adults. Student behaviour, visits to the medical room/school nurse and attendance also feed into understanding the issues that may arise.
- Staff reporting concerns about individual children to the relevant lead persons.
- Pupil Progress Review meetings.
- Gathering information from a previous school at transfer.
- Parental meetings across phases.
- Enabling parents/caregivers to raise concerns to any member of staff.

Assessment and Record Keeping

Home Room Teachers/Form Tutors keep records of student support by doing the following:

- Reporting and sorting out day-to-day issues within year level teams involving Year Leaders/Phase Leaders when necessary. Incident Forms are filled out by all parties when issues occur.
- Reporting Child Protection issues to the Designated Child Protection Officer and other members of SLT where required.
- Informing parents/caregivers within an appropriate time in order to have all stakeholders involved through emails, Dojo messages, phone calls or in-school meetings if necessary.
- Using PASS information to guide teaching/learning for all students based on the recommendations provided.

Purpose

- All children are appreciated and respected within an atmosphere of trust and empathy.
- All children are able to talk freely with trusted adults about their problems without feeling any stigma.
- School promotes and prioritizes positive mental health and well-being consistently.
- School provides a safe, protected, caring and stimulating environment that is proactive and responsive to the personal, social and emotional needs of all members of the school community.
- School encourages co-operation, respect and consideration for and between all members of the school community.
- School provides the community with opportunities to develop their resilience and coping strategies.
- School encourages all stakeholders to value one another and to respect the views of other members of their community.
- School prepares students for the opportunities, responsibilities and experiences of adult life.
- School provides staff opportunities to develop professionally and personally.
- Bullying is not tolerated.

Aims and Objectives

- To create and follow an approach based on KHDA's well-being agenda for schools.
- To continue to make health, safety and well-being of all staff, students and families our top priority.
- To design teaching and learning that is personalized, creative, challenging and fun.
- To develop skills to enable students to make the right choices.
- To create a sense of mutual respect, care and responsibilities shown for everyone in school.
- To reassure and provide appropriate comfort whenever necessary.

Provision

Student Wellbeing

- Promote healthy lifestyles
- Encourage students to enjoy and achieve their full potential
- Motivate students to contribute positively to their community
- An open choice for co-curricular activities as after school clubs for students to boost their talents
- Endorse emotional health and safety of all students
- Raise student's voice through student council
- Maintain a record for potentially vulnerable students in terms of any medical or psychological condition
- Increase understanding and awareness of common mental health issues
- Develop resilience amongst students
- Meetings with Principal to enhance staff understanding of students' perceptions about their school experiences
- Using Well-being journals for emotional/academic reflections
- Using class Well-being boxes to anonymously speak about a topic that may be bothering someone so that they can be dealt with as a whole class together
- Having Well-being check-ins during break and lunch times or one-to-one conversations with students who need more support
- 100% participation in well-being week activities
- Awareness regarding bullying- identifying different areas of bullying (physics, verbal, emotional, racist, cyber)
- Zero tolerance to bullying

Staff Wellbeing

- Regular formal and informal check ins by Well-being Committee, Year Leaders and Phase Leaders
- Counselling services provided by school for staff in need
- Moral and social/emotional support at crucial times of every staff member's life such as loss of loved ones, personal issues etc.
- Staff birthday, condolence messages, happy news shared officially with entire staff through emails
- Staff questionnaires and surveys to monitor and improve staff wellbeing
- Termly events (i.e., potlucks, lunches, donut days, etc.) promoting socialization amongst staff members

- Staff Appreciation awards
- Wellbeing box placed in staff room for suggestions and concerns monitored by Phase Leaders
- Induction meetings for new staff
- Awareness regarding bullying - identifying different areas of bullying (physics, verbal, emotional, racist, cyber)
- Zero tolerance to bullying
- All teaching staff will recognise that some members of our community may be more vulnerable to bullying and its impact than others. This will help to develop effective strategies to prevent bullying from happening and provide appropriate support, if required.

Parent Wellbeing

- Regular, effective and prompt communication with potentially concerned parents
- Ensuring that every child is valued
- Dojos, direct phone calls, formal and informal meetings
- Parent surveys to enhance suggestive and reciprocal communication amongst school and parents
- SLT available weekly for Zoom meetings
- Parent wellbeing coffee mornings

Roles and Responsibilities

All staff are accountable to promote healthy, positive mental health and to understand risk factors as well as proactive/protective measures to support the school community and its stakeholders. There may be certain students who will need extra support and staff should be equipped with the appropriate skills to be on the lookout for warning signs of mental health problems and get them the early intervention they require. Risk factors for all to be aware of are: physical long-term illness, having a parent who has a mental health problem, death and loss, loss of friendships, family breakdown and bullying. Factors that protect children from adversity are: building self-esteem, enhancing communication and problem-solving skills and imbibing a sense of worth and belonging along with emotional literacy.

There are many behaviours and emotional problems that can be supported within the school environment, or with advice from external professionals. Some children will need more intensive support at times, and there are a range of mental health professionals and organisations that provide support to children with mental health needs and their families. Sources of relevant support include:

- **Newlands Wellbeing Policy** (as a guide to protocols and procedures)
- **Senior Leadership Team** (supporting class teachers to promote student well-being)
- **School Counsellor/ Well-being Coordinator** (developing a formal well-being programme and individual risk assessments for those students who need extra care)
- **Inclusion Team** (to help staff understand their responsibilities to children with special educational needs and disabilities (SEND), including children whose mental health problems mean they need special educational provision)

- **Designated Child Protection Officer**
(to lead investigations and possible external agency support when issues of safeguarding/child protection arise)
- **Year Leaders** (to tackle daily classroom issues if not solved by Home Room Teacher/Form Tutors)
- **School Medical Team** - Doctor and Nurses (to raise awareness of possible medical issues and inform respective members of staff if medical issues are causing academic/emotional/social/mental stress)
- **Well-being Committee** (to plan ongoing events through the year for all stakeholders)
- **Student Council Members** (Well-being Leader to bring forth student issues and raise them to appropriate staff members)

Links to other policies

This policy links to our policies on Child Protection and Safeguarding, Inclusion, Gifted and Talented, EAL, Behaviour and Health and Safety. Links with the School’s Behaviour Policy are especially important because behaviour, whether it is unruly, inhibited, anxious, unhappy or otherwise, may be related to an unmet mental health need.

