



# **STUDENT WELLBEING POLICY**

|                               |                                 |                |                                |                 |                     |                    |                     |
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| <b>POLICY NAME</b>            | <b>STUDENT WELLBEING POLICY</b> |                |                                |                 |                     |                    |                     |
| <b>APPROVAL AUTHORITY</b>     | <b>PRINCIPAL</b>                | <b>ADOPTED</b> | <b>APRIL 2023</b>              | <b>REVIEWED</b> | <b>JANUARY 2024</b> | <b>NEXT REVIEW</b> | <b>JANUARY 2025</b> |
| <b>RESPONSIBLE EXCECUTIVE</b> | ADMINISTRATION                  |                |                                |                 |                     |                    |                     |
| <b>RESPONSIBLE OFFICE</b>     | ADMINISTRATION                  | AVAILABLE      | <b>In the Library, Website</b> |                 |                     |                    |                     |

## Rationale

At IES, we aim to promote wellbeing for our whole school community (children, staff, parents and caregivers), and recognise how important mental health and wellbeing is to our lives, in just the same way as physical health. We recognise that children’s mental health is a crucial factor in their overall wellbeing and can affect their learning and achievement. We want our students to be at their best, socially, emotionally, physically, and academically in their present world and as they grow into valuable citizens of the future.

### The purpose of this policy is to:

- Maintain in our school positive, tolerant and respectful relationships where students take responsibility for their behaviour and where, in partnership the school and parents support student learning, personal growth and positive self-esteem.
- To maintain a safe, positive and caring school environment
- Focus on attributes and strengths that teach and support students to grow and learn from challenges and complexities.
- Create a culture where mutual responsibility taken by students, staff and parents for achieving a high standard of student wellbeing.
- Use co-operative and restorative approaches to resolving conflict.
- To know, respect and protect the rights and responsibilities of members of the school community.

## **Definition of mental health and wellbeing**

Student Well-being is the experience of health and happiness. It includes mental and physical health, physical and emotional safety, and a feeling of belonging, sense of purpose, achievement and success. Well-being is a broad concept and covers a range of psychological and physical abilities.

Mental health and wellbeing is not just the absence of mental health problems. We want all children/young people to:

- feel confident in themselves.
- be able to express a range of emotions appropriately.
- be able to make and maintain positive relationships with others.
- cope with the stresses of everyday life.
- manage times of stress and be able to deal with change.
- learn and achieve.

## **Scope**

The Ideal English school is committed to excellence in education and student wellbeing is the responsibility of all members of staff and people working at the school. The scope of a student wellbeing policy aims to create a supportive and nurturing environment that enables students to thrive academically, socially, emotionally, and physically. It addresses both preventive measures and responsive actions to ensure the holistic wellbeing of all students within the school community.

## **Roles and Responsibilities**

Our role in school is to ensure that students can manage times of change and stress, become resilient, and are supported to reach their potential. We must also ensure that pupils learn about what they can do to maintain positive mental health, understand factors which affect 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.

## **Responsibility of Principal**

- Ensuring there are robust measures in place to safeguard and protect students from harm
- Ensuring that Student Wellbeing continues to feature on every school agenda and thread through school vision.

- Providing professional development for the staff to equip them with strategies to promote student wellbeing
- Monitoring the wellbeing needs of students
- Ensuring that all community members including students, staff and caregivers feel valued and belong in the IES community
- Ensuring that there are effective methods of communication available for staff, students and families
- Ensuring all staff members are trained and informed about the safeguarding policies and procedures
- The principal implements these responsibilities with the support of appropriate staff such as the Vice Principal, senior and middle leadership team, school student advisor and coaching team, who all strive to be positive role models through their own practice.

### **Responsibilities of Teachers**

- Creating an environment which values and celebrates the whole child as a unique Individual.
- Maintaining a warm and nurturing atmosphere where children can be themselves and feel safe.
- Recognising signs of emotional distress or difficulty and taking appropriate action to ensure the student is safe.
- Role modelling best practice for self-care and self-regulation.
- Responding to the emotional states and supporting appropriate behaviour of students.
- Using the school's strengths-based language approach across the curriculum to help children identify their strengths.
- Keeping notes and observations of any behavioural changes or emotional challenges faced by individual students and seeking advice on supporting their needs.
- Reporting any safeguarding concern directly to the designated child protection officer.
- Acknowledge positive behaviour and deal assertively and effectively with challenges.
- Abide by the MOE Code of Conduct for Education Professionals in General Education and the School policy on Teacher Code of Ethics and Professional Conduct.

## **Responsibilities of Students**

- Treat others with respect and kindness.
- Express your ideas and feelings in a responsible manner.
- Tell your side of the story if you are accused of rule-breaking.
- Allow others to express their opinions, to show tolerance and respect.
- Complete work and to allow others to work without interference.
- Learn and obey all school rules.
- Be honest and truthful about your own behaviour.
- Take care of your own and other people's property.

## **Responsibilities of Parents/care givers**

- Encourage their child to obey school rules and have a positive attitude toward school.
- Have access to the Principal, Section Supervisor and Class Teachers to discuss matters concerning their child's progress at school.
- Expect that their child receives a "fair go" in relation to discipline and educational programs.
- Ensure their child's regular attendance.
- Respect teacher's timetables by avoiding unnecessary interruptions.
- Encourage their child to respect the "rights" of others and have tolerance of different values and beliefs.

## **Wellbeing For Students Of Determination**

School provides all students with the opportunity to achieve their best academically, emotionally and socially through:

- Providing high quality learning to enable the acquisition of skills, knowledge and concepts relevant to their future
- Promoting an ethos of care, mutual respect and support, where effort is valued, and success celebrated.
- Enabling students to become active, responsible and caring members of the school and wider international community
- Monitoring the achievement and well-being of all our students and the quality/nature of the learning opportunities they are offered
- Tracking each student's academic, social and emotional progress and using the resulting knowledge to plan provision for the individual or groups of students.
- Correctly identifying and then seeking to overcome potential barriers to students' learning or their full participation in school life.

- Developing and deploying our resources to best reflect the various levels of need experienced by students.
- Taking care to ensure that vulnerable students, including those with identified additional or Special Educational Needs (SEN) or Disabilities are appropriately supported.
- Sharing any concern, we may have regarding a student with their parents and then seeking to work together with them, for the good of the student.
- Ensuring that schools have access to appropriately qualified and experienced staff.
- Providing teaching and non-teaching staff with the support and training they need in order that their work promotes the best outcomes for each student.

## **Wellbeing Initiatives**

- ❖ Happiness and Wellbeing Centre at school has as its objective the empowerment of students so that they can make decisions, solve problems, address behavioural issues, develop coping strategies, and resolve difficulties they may be experiencing. Our mission is a comprehensive and whole-school approach to promote positive mental health/wellbeing and not just for individuals with identified need.
- ❖ We upgraded the confidential and secure service to support parents who have concern in regard to their child's behavioural, academic, or social issues through an online parent referral form. Once completed, the referral form is sent to the Leader for Provision who determines where the referral should go from that point. After discussing the case with the parent, the referral form and supporting documents are either forwarded to a teacher, school counsellor or supervisor depending on the issue or the type of need.
- ❖ Inclusion and Wellbeing implemented 'Thrive Program' where counsellors teach students the knowledge, attitudes, and skills necessary for academic, career and social/emotional development.
- ❖ Student Wellbeing Census' and common concerns that surface through student wellbeing requests.
- ❖ School Counsellors offer tips and support parents to make good decisions through fortnightly infographic titled 'IES Wellness Program.' Tips on motivation, dealing with behavioural concerns, positive attitude, overcoming stress etc. help parents with proactive ways to support young learners.
- ❖ Student Leadership is promoted at all levels in the school through explicit extra-curricular programs and curriculum

- ❖ Student Council Members undergo leadership training that fosters positive interpersonal skills among students and staff while executing various responsibilities.
- ❖ Physical Education is a vital component to our students' physical development and wellbeing. Our PE curriculum is both broad and balanced providing access to team and individual sports.
- ❖ **Links to other policies**

This policy links to our policies on Safeguarding, Anti-Bullying, SEND and Equalities. Links with the School's Behaviour Policy are especially important because behaviour, whether it is disruptive, withdrawn, anxious, depressed or otherwise, may be related to an unmet mental health need.
- ❖ **Monitoring and review**

The school will review this policy annually and update accordingly to include changes in the law and guidance on good practice. The policy will be promoted throughout the school community.

**Date of Review : January 2024**

**Next Review : January 2025**



**Dr Prasanna Bhaskar**  
**Principal**