



**Newton British Academy
Barwa City**

WS Wellbeing Policy

Policy Date: May 2022 – June 2025

Review Date: June 2024

**“An international community of learners striving for
excellence and celebrating success”**

Introduction

At Newton British Academy, Barwa City, we understand that the wellbeing of our school community is of vital importance and hence we are mindful of the fact that we must create an environment in which our students and staff are happy and feel safe.

Wellbeing is a broad concept, embracing and underpinning many aspects of school life, and this policy, overarching in its nature, both reflects that range and creates its own important focus on the individual pupil. Much of what follows is embedded in daily practice but the emphasis here is to create or confirm a holistic understanding of individual experience and need. As a school, we want our pupils to be carefree and untroubled as much as possible. We fully accept Maslow's priority of needs and do all that we can to ensure we create an environment that meets their personal, social and academic needs.

To give our pupils the best support and encouragement, we need to know them well.

Definition of Wellbeing

Wellbeing is defined as that state of *'being comfortable, healthy or happy'* (OED) but it is more than that. The primary consideration is how the individual pupil feels about themselves but, in addition, the School regards a pupil's wellbeing as involving a combination of the following factors: satisfaction with life, a sense of purpose, social interaction, the degree of control over one's life, physical activity, a sense of optimism, a sense of opportunity and achievement and a sense of being listened to and valued for themselves. In this policy, when it refers to 'health', this is understood to mean not just physical but mental and emotional health, unless otherwise specified.

Purpose and Aims

1. At NBA, the wellbeing of each pupil is paramount and is the foundation of personal, social and academic development. In general terms, the School's approach, as stated in this policy, is threefold:
 - To develop a whole school culture of wellbeing.
 - To give appropriate and effective support to those pupils who need it.
 - To prepare our pupils to lead healthy lives in the future.
2. It is important to note that if the health or safety of an individual is thought to be at risk, the school will follow procedures set down in the Safeguarding Policy and the Serious Incidents Protocol such that the Designated Safeguarding Lead (DSL) and the School Nurse will assume responsibility for the pupil immediately.

3. The School aims to promote and develop resilience in its pupils, to enable them to cope with problems, pressures and change, not just during their time at NBA but as a preparation for the future.
4. Every pupil should feel safe and at ease within the School. A sense of safety is created not just by maintaining the security of the site and its buildings but also by establishing a clear, fair and consistent code of behaviour (NBA Code of Conduct/ Behaviour Policy) and a set of school rules by which all pupils are expected to abide.
5. A sense of identity is at the heart of self-worth. Every pupil should feel accepted for who they are regardless of race, religion, culture, gender, sexuality, special educational needs, disability, or family situation. Any undermining antagonism or ridicule on these grounds has no place in NBA and will be dealt with immediately.
6. The School promotes a varied programme of physical activity. Every pupil, regardless of ability, should undertake an appropriate amount of physical exercise during the school week.
7. At NBA we promote healthy lifestyles and as part of this policy, pupils should be encouraged to adopt a healthy and varied diet while at school.
8. Pupils should be encouraged to develop a selflessness and social awareness in their thinking that extends both to their fellows and to the wider world and which generates a culture of giving and charitable involvement.
9. The school seeks to encourage the pupils to contribute to the creative life of the School, not only as an end in itself but also as a means to good mental health.

Communication and Confidentiality

Every pupil should feel that there is an adult to whom he/she can talk if there is a problem. However, because of the wellbeing of the pupil being paramount, the following rules on confidentiality always apply:

- A member of staff cannot promise confidentiality to a pupil and should make this clear if asked.
- If any school counsellor or staff member feels concern for the safety of a pupil, he/she cannot preserve absolute confidentiality.
- There is confidentiality on medical matters.
- The degree of confidentiality on safeguarding matters is restricted to those who need to know on the pastoral team. When a concern is raised, the Deputy Head Pastoral/DSL assesses the situation and assigns appropriate members of staff to help/monitor the individual pupil.

- The School will always look to inform parents at an early stage of any issues affecting the wellbeing of the pupil. If these issues are to do with the parent, the School might be required to approach the matter as directed by outside agencies but will always seek to act with sensitivity and openness wherever possible. Any decision not to inform a parent directly would only be taken after consultation with the Principal/ Deputy Principal.
- In the most serious of Child Protection issues, knowledge will be limited to the safeguarding team (Deputy Head Pastoral/DSL-Principal/ Deputy Principal).

Support for the Pupil

The School offers support of varying kinds in times of need to the individual pupil. The School recognises a duty of care to all pupils and works with parents/guardians, other professional bodies and outside agencies, firstly in the interests of the individual pupil, but also of other pupils and of the School as a whole.

The School recognises that there are particular times of the year eg. the public exam period, when changes need to be made to the usual routines and practices of the School in order to engender self-confidence and minimise anxiety in the pupil body. In addition, this same principle may be applied to individual pupils whose many commitments or particular needs require individual programmes and solutions. Decisions of this sort will be made for the individual while taking the broader school context into account.

The School seeks to educate its pupils to the difficulties and dangers of social media, working with professional expertise and parental opinion to enable its pupils to use technology wisely, usefully and enjoyably.

The School recognises that every pupil is an individual and will have particular needs that will be best served through contact with people they feel comfortable with.

Delivery of Care

1. In a pastoral and educational environment such as NBA, each member of the whole school staff has a role to play in encouraging and monitoring the wellbeing of the pupils. Any concern about an individual's wellbeing should be passed on to the relevant Pastoral Team or to a member of the SMT/SLT. In addition, it is vital that each member of staff realises their importance as a role model to the pupil body. The daily manifestation by staff of values such as fairness, tolerance, kindness, support, an interest in the pupil and a clear sense of right and wrong, is perhaps the single most significant aspect of establishing a culture of wellbeing in the School and in the individual.
2. The management of the School's Wellbeing Policy, the promotion of healthy values and the development of wellbeing initiatives is the responsibility of the Deputy Head

Pastoral, referring to the Deputy Principal/Principal and working in conjunction with the Pastoral Team, the School Councillors and Nurses if need be.

3. The Health and Wellbeing Centre, with doctor/patient confidential advice, information and treatment on matters of physical, mental, emotional and sexual health freely available to pupils, is at the heart of the school's Wellbeing programme.
4. The PSHE/ P4C and tutorial programmes (in line with our Global Citizenship Policy), devised by the Head Pastoral and overseen by the Deputy Principal/ Principal, are the primary vehicles for communicating wellbeing issues to the pupil body:
 - Diet and eating disorders
 - Relationships
 - Mental health
 - E-Safety, cyberbullying
 - Anti-bullying
 - Social, political and cultural issues eg. Sexism, racism, gender, British and Qatari values
5. The School House System exists to promote competition and harmony- see Rewards.
6. Disciplinary matters are overseen by the Deputy Head of Pastoral but are overseen by the Deputy Principal/ Principal. The School Rules/ Behaviour Policy remain the templates for behavioural guidelines in the school and are published on the website. A clear and thorough disciplinary process for more serious issues is outlined in the Exclusion Policy and a hierarchy of sanctions is in place for lesser misdemeanours.
7. The sports programme is an integral part of healthy living and is overseen by the Head of PE. Each pupil, with an increasing element of personal choice rising with age, commits to team sports or chooses sports options on a termly basis. In addition, pupils also contribute to inter-house sporting competitions.
8. The School is particularly aware of the potential risks posed by social media. IT operations are controlled by the ICT Team and related safeguarding matters by the DSL (the Deputy Head Pastoral). Clear guidelines are set on online behaviour with their ICT Teachers, each pupil signs an online safety form with their specific teacher. The school firewall is a robust defence against potentially harmful influences but also reports attempts to gain access to banned sites which are followed up by the Deputy Head Pastoral. Appropriate assemblies are held to inform students about the appropriate use of social media platforms and the internet.

- 9. NBA creates as many opportunities as it can for students through sporting events, themed days, MUN, ECA's etc to improve pupils' self-confidence to learning and the academic demands of the school within the context of the whole person.**
- 10. Counselling is an essential part of the daily process of supporting our pupils. It allows the pupil access to a sympathetic ear and a trained and caring support and guidance, either through those known to the pupil or through the School Counsellors.**
- 11. NBA is a local, national and international school. We encourage both a sense of cultural identity and recognition and a guide to integration in what can be a new and perhaps daunting experience for some students as they move to the school or through the Key Stages.**
- 12. The School encourages the pupil's voice to be heard. This takes place on many levels, from informal conversations to formal meetings with the School Council, the SMT or SLT. Whole school surveys and pupil-led forums help to inform the school about how the student population feels.**
- 13. The School actively seeks to promote the confidence of pupils, celebrating individual achievements and collective success at whole school events such as Form Time, Assemblies, MUN, theme days, theme weeks etc.**
- 14. When pupils encounter difficulties in their lives, there is a network of support in school that is ready to be employed to help them in both the short and longer term. Discussion of vulnerable pupils takes place on many levels between staff, SMT and SLT.**
- 15. Safeguarding concerns are logged, SLT are advised and all records and details are confidential. The Head of Pastoral or School Counsellor will keep a secure record of all concerns and files are safely locked away.**