



## **Pupil Wellbeing Policy**

**Last Reviewed Date: 30th June 2025**

**Reviewed by: Meadhbh Murphy Secondary School Counsellor**

**Next Review Date: 19th June 2026**

### **1. Purpose**

Newton International School Lagoon seeks to promote and support the health and well being of all students and will provide education and care that recognises the individual needs of every child and that the health and welfare of our students is paramount. We know that children who feel happy and secure are more able to achieve and thrive within school and the wider community. We deeply care about each individual and recognise the uniqueness of every child. The purpose of this policy is to provide a framework for procedures and responsibilities to support the health and well being of all our students.

### **2. Aims**

The school aims to serve its community by providing education of the highest quality, embedded in the context of our school ethos and practices. It encourages an understanding of the meaning of well being and promotes both Qatari and British values through the experiences it offers students.

The ethos of the school promotes the spiritual, moral, cultural, emotional, social, and academic progress of every child within a safe, secure, and positive learning environment in which all learners can thrive. The school also aims to nurture students as responsible global citizens who appreciate and respect diversity. We strive to develop pupils' understanding of different cultures, perspectives, and values, helping them grow into compassionate and ethical contributors to both local and global communities.

### **3. Our Wellbeing Curriculum**

We believe a healthy learning environment provides opportunities that promote positive mental health through our bespoke curriculums and extended provision. Our school-based programmes of social and emotional learning have the potential to help our pupils acquire the skills they need to make good academic progress as well as benefit pupil health and wellbeing. We are also committed to providing a curriculum that integrates the development



of social and emotional skills within all subject areas (these skills include problem-solving, coping, conflict management/resolution, understanding and managing feelings, resilience, confidence, and building self-esteem).

Our curriculum is underpinned by a strong focus on Character Education and Philosophy for Children (P4C), where students engage in meaningful discussions that build empathy, critical thinking, and moral understanding. These approaches encourage students to reflect on values such as resilience, respect, honesty, and kindness—contributing to their overall social and emotional growth.

We have many ways of promoting positive mental health and wellbeing throughout our school. We have specific aims of incorporating the area of mental health into our curriculum, which is supported through our commitment to work closely with Mental Health Support Teams and the wider offer within school.

This includes:

- Play and Nurture Groups
- Individual timetables,
- Parents/carers groups;
- Differentiated learning activities,
- Establishing clear rules, routines and expectations about behaviour for learning and social cohesion;
- Encouraging positive, caring and supportive relationships;
- Consistent support for vulnerable children and those with SEND from teachers, teaching assistants, other external agencies when appropriate;
- An exciting and varied range of extra-curricular events, trips, visits, visitors;
- A bespoke curriculum with opportunities for intellectual, physical, creative and expressive development;
- Recognise a range of teaching and learning styles and how this may support children's progress and development;
- Encouraging independence, self-confidence and resilience in their learning;
- Using the SEL materials to raise self-esteem, resilience and confidence levels;
- A bespoke curriculum;
- Information, advice and guidance on Understanding Relationships and Health Education (PSHE);
- Opportunities;
- P4C
- Character Education

We provide many opportunities which encourage students to have responsibilities in school in their roles as Class Captains, School Council, Corridor Monitors and Playground helpers.



We also encourage students to take initiative through volunteering e.g. fundraising projects.

## 4. Health, Safety and Safeguarding

Students have the right to feel safe and free from risk of harm. As a school, we are committed to promoting a happy, healthy lifestyle and recognise that positive mental health is a key factor in enabling students to thrive. This is achieved through our PSHE, Character Education, and Wellbeing Curriculum, which is supported by whole-school initiatives such as Children's Mental Health Awareness Week, Anti-Bullying Week, and E-Safety Week.

In today's digital age, we also recognise that student wellbeing extends beyond the classroom. Through our PSHE, Character Education, and Computing programmes, students are encouraged to reflect on the impact of digital technology on their mental health and are taught how to manage screen time, stay safe online, and engage respectfully and responsibly in digital environments.

## 5. Student Supervision

Students should feel happy and secure in whatever activity they are taking part in. The students are supervised at all times, and we place great emphasis on the welfare and wellbeing of the children in our care.

Full supervision continues during all extra-curricular activities, such as school clubs. No child remains in the classrooms, corridors, toilets or other areas of the building during break-times without adult supervision.

## 6. A Listening School

All of the students should feel able to talk freely and openly to any member of staff, if they have any worries or problems of any kind on a work or personal level. Staff will respond to students in an appropriate manner, offering advice, support, guidance and reassurance in conjunction with our other policies, including our Child Protection Policy (in the case of child protection issues, confidentiality cannot be guaranteed, and the staff member may have to involve the designated person for Child Protection).

We encourage parents to share their views, concerns and comments. The leadership team and staff are always willing to meet with parents to discuss any issues.

Student voice plays a central role in shaping our school's wellbeing provision. Pupils are encouraged to contribute ideas and express concerns through regular surveys, form feedback, and platforms such as the School Council and Wellbeing Ambassadors. Their



contributions help us improve the school environment and ensure that all students feel heard and valued.

## 7. Staff Development and Consistent Practice

All staff are trained to support student wellbeing, safeguarding, and mental health. Regular professional development ensures that staff are equipped with up-to-date knowledge and strategies to nurture student wellbeing in an inclusive and consistent manner across the school.

## 8. Social and Emotional Wellbeing

The school believes that students who are emotionally literate and able to operate well within the social environment of school, will be happier and learn better- consequently achieving higher standards. Therefore, we take this aspect of school life very seriously, planning regular learning opportunities for the students to explore their emotions and feelings. This is currently supported through our delivery of PSHE lessons in daily tutor time. We also offer a full support network from our learning mentors and Wellbeing Counselor. These are fully trained facilitators within school, to support students who have experienced a range of wellbeing issues including loss and bereavement. These sessions foster independence, emotional literacy, and responsible decision-making—skills which prepare our students for life in a global society.

The school has successfully achieved a recognised Wellbeing Award, demonstrating our commitment to the ongoing development of wellbeing across the school. This process included a thorough self-review and the creation of an action plan informed by the views of all stakeholders.

## 9. Getting On and Falling Out

Students have disagreements at times- like all human beings, but our focus is always placed upon reaching a positive conflict resolution. The class teacher or the member of staff on duty usually resolves minor difficulties, worries or upsets involving any child, which arise within the classroom or at break-times. The child (or children) concerned participates in any discussion about an incident. Incidents that are more serious, or concerns about a child's behaviour, health or welfare, will be referred to the Head Teacher, the Senior Leadership Team, and the Wellbeing Counselor.

A child's parents are contacted if it is felt advisable to involve them in a particular situation or issue. This contact is in person, when the child is collected from school, or by a telephone



call, email or letter.

## 10. Working with Parents

If there are any concerns or worries, parents are encouraged to talk to their child's class teacher initially, followed by a Senior Teacher or Leader whose door is always open. Parents should feel able to share concerns about home circumstances or medical matters that might affect their child's work or behaviour in school. All discussions are treated as confidential. However, Child Protection procedures must be followed where appropriate. Parents' views are gathered through surveys and in more formal parent consultation events. Parents are included as a key stakeholder in the school's bid to achieve the wellbeing award.

## 11. Bullying

The school has a very clear policy in place. **All forms of bullying behaviour are unacceptable and will not be tolerated.** Students and parents should feel free to talk to a member of staff at any time about this issue. Bullying diminishes both the bullied and the bully- we work with both in all cases of bullying, and their parents if necessary.

Two Student and Parent surveys are completed every year which are shared with the School Council, Wellbeing Counsellor and Leadership team. The surveys are reviewed and appropriate actions are taken as a consequence.

## 12. Healthy Lifestyles

The school's curriculum promotes at least two sessions of quality Physical Education each week. This is often added to through extra-curricular activities. We encourage meaningful play at break-times (the use of suitable toys and equipment in EYFS & Primary sections of the school). The Science and PSHE curriculum also promotes healthy lifestyles through a deeper understanding of our bodies.

## 13. Working with Outside Agencies

Newton International School Lagoon maintains close links with various outside agencies involved in the care of children. We value collaborative work with external professionals who bring international perspectives and culturally responsive support, enriching our holistic provision. We also maintain a very close working relationship with the School Nurses and visitors from the Ministry of Public Health. In addition, we run a variety of Parenting Courses termly and have a fully supportive PTA (Parent Teacher Association).

## 14. Medical Needs/ Accidents and Injuries



The school works with relevant health professionals to ensure vision, hearing and health checks are conducted as appropriate. There is a school policy on the giving of medicine in school. All accidents are recorded by the school nurses and are communicated home. If they are of deeper concern, they will be communicated to parents as soon as possible.

## **Further Provision**

At Newton International School Lagoon, we are aware that certain groups of children are at particular risk and a programme of support may be put in to place to support such students if needed:

- Looked-after children
- Children with mental health issues
- Children with special needs
- Those from families experiencing stress, e.g. bereavement
- Children with school phobias
- Children with long-term absence from school for medical reasons

Please refer to these **key policies** which support our Pupil Wellbeing Policy:

Teaching and Learning

Health and Safety

Child Protection

Safeguarding

Anti-Bullying

Equality

Behaviour

Personal, Social and Health Education (PSHE)

Healthy Eating

Physical Education

SEMH Policy

## **Reviewing Wellbeing Practice**

The school regularly reviews its wellbeing practices through staff reflection, student and parent feedback, and ongoing monitoring of student engagement and support needs. Data and feedback are used to guide planning, refine interventions, and strengthen the overall wellbeing provision to meet the needs of every learner.

## **Conclusion**

# *Newton International School, Lagoon*

[www.newtoninternationalschool.edu.qa](http://www.newtoninternationalschool.edu.qa)

*An International community of learners striving for excellence and celebrating success*



All staff at Newton International School Lagoon are committed to promoting the health and wellbeing of every child, through providing the highest possible level of care and education for all of the children and families who we serve.