



Student Wellbeing Policy 2023-2024

Policy Aims

This policy is to provide a framework of procedures and responsibilities to support the health and wellbeing of all pupils. It will ensure that all pupils have access to appropriate support and are treated with respect and dignity. It is the aim of this policy is to ensure that children develop the knowledge and understanding, skills, capabilities and attributes which they need for mental, emotional, social and physical wellbeing now and in the future. Learning through health and wellbeing enables children to

- i. Make informed decisions in order to improve their emotional, social and physical wellbeing
- ii. Experience challenge & enjoyment
- iii. Experience positive aspects of healthy living and activity for themselves

Rationale of Policy:

SMSC and British Values are included in this Wellbeing policy as they are fundamental to the building blocks and ethos that make up our curriculum. British Values are promoted through SMSC and embedded into the Wellbeing of our young pupils. We seek to support the health and wellbeing of all pupils and will provide education and care that recognises the individual needs of all children. The health and welfare of our pupils is paramount and liaises closely with the Ministry of Education in Qatar to ensure that all wellbeing and safety measures are met

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- Make informed decisions in order to improve their emotional, social and physical wellbeing
- Experience challenge & enjoyment

- Experience positive aspects of healthy living and activity for themselves 3 • Apply their mental, emotional, social and physical skills to pursue a healthy lifestyle
- Establish a pattern of health and wellbeing which will be sustained into adult life and which will help promote the Health and Wellbeing of the next generation of children.
- Pupils have the opportunity to have their voices heard through our School Council and Pupil questionnaires.
- Within school, pupils are actively encouraged to make choices, knowing that they are in a safe and supportive environment. As a school we educate and provide boundaries for young pupils to make choices safely, through of provision of a safe environment and empowering education. Pupils are encouraged to know, understand and exercise their rights and personal freedoms and advise how to exercise these safely, for example through our ESafety and PSHE .

Pupils are often given the freedom to make choices in our many extra-curricular clubs.

Mutual Respect:

Part of our school ethos and behaviour policy has revolved around Core Values such as 'Respect', and pupils have been part of discussions and assemblies related to what this means and how it is shown. Posters around the school promote respect for others and this is reiterated through our classroom and learning rules, as well as our behaviour policy.

Tolerance of those of Different Faiths and Beliefs:

This is achieved through enhancing pupils understanding of their place in a culturally diverse society and by giving them opportunities to experience such diversity through 'Global Citizenship Week'. Assemblies and discussions involving prejudices and prejudice-based bullying have been followed and supported by learning in RE and PSHE.

Student/teacher relationship

Each student will have access to members of staff who will:

- Work to ensure the pupil is happy and safe in school
- Deal with any problems or concerns in a positive and supportive manner • Provide relevant learning opportunities about pastoral concerns and practices.
- Act as a supportive link to parents and carers

School Services

Each student will have access to the following trained staff on site:

- A qualified school nurse
- A school social councillor

The school provided the following training to is teachers:

First aid

Child protection

P4C

P4C is an integral part of our curriculum and all staff have had up to date training. It is an approach to learning that was founded by Professor Matthew Lipmann. Children are taught how to create and debate their own philosophical questions with their peers in a safe and trusting environment.

To be reviewed May 2024