

# **14. Health and Wellbeing policy**

## **13.1 Purpose**

We are committed to ensuring that we nurture a positive atmosphere for the entire The Model School community.

With regards to students in our care, we nurture their growth into healthy adults, by ensuring that they:

- be healthy
- stay safe
- enjoy and achieve
- make a positive contribution
- achieve economic and mental health well-being

Promoting a healthy lifestyle is integral to our curriculum, we recognise our role in ensuring students not only are physically fit and make healthy eating choices but they also take steps that enable them to experience mental well-being as well. As a school, we know that food is fundamental to the quality of a child's life, not just in providing essential nutrition but in communicating and sharing positive values, attitudes and experiences with each other. And along with this, we are also cognizant of the fact that physical activity, sleep and learning to manage our time all contribute to a child's overall mental well-being.

Consequently, TMS does its utmost to teach students the key points about living a healthy life. It is only through a whole-school approach that the key messages about physical and mental health can be achieved.

Adults should be good role models and support the students in understanding how balanced nutrition contributes to a person's health, happiness and general well-being.

## **13.2 Aim and objectives:**

We aim for a community where all stakeholders develop the knowledge and understanding, skills, capabilities and attributes necessary for mental, emotional, social and physical wellbeing, now and in the future.

#### **13.2.1 We aim to:**

- Creates an enthusiastic and engaged learning community who will achieve their full potential.
- Plan and deliver a coherent and curriculum based Health and Wellbeing Education programme in line with the new Learning Outcomes.
- Provide a supportive and encouraging atmosphere for all stakeholders
- Work closely with outside resources to encourage a wide range of health related activities.
- Further develop school policies and procedures to promote health.
- Ensure all members of staff are aware of their professional roles in health related issues and are involved in developments to promote healthy living.

#### **13.2.2 We aim to be a school where:**

- Students know and understand the importance of food and drink in a healthy lifestyle. and also the importance of living an active lifestyle
- Students know and understand how they can take steps to improve their overall mental wellbeing.
- Students the skills they need to make the right choices.
- To give students the opportunity to experience success and the positive benefits of contributing to the school and wider community.
- To promote the physical and emotional well-being of all our students.

- To improve the health of students, staff and the whole school community by helping to influence eating habits through increasing knowledge and awareness of food issues, including what constitutes a healthy diet.
- To ensure a safe, hygienic, learning environment for students.
- To ensure students are well nourished at school and that every child has access to safe, tasty and nutritious food and a safe, easily available water supply during the school day.
- To ensure that food provision in the school acknowledges the ethical and medical requirements of staff and students e.g. religious, vegetarian, medical and allergenic needs.
- To respect the dietary laws and customs of the host nation.
- To introduce and promote practice within the school to reinforce these aims and to remove or discourage practice that negates them.
- To outline the roles and responsibilities of key members of staff who work to promote living an all-around healthy lifestyle within our school community

### **13.3 Strategies**

#### **13.3.1 Healthy eating**

We regard healthy eating education as a whole-school issue, and we ensure that opportunities to teach the importance of living a healthy lifestyle occur throughout the curriculum. Healthy eating education is an important part of our school's curriculum and the importance of balanced nutrition and healthy food choices are taught throughout the school.

We also promote healthy eating through the informal curriculum. We encourage students to participate in school games, clubs and sports, and so learn the benefits of a healthy lifestyle. We organize school visits to outdoor pursuit centers and provide opportunities for students to explore the natural world. Our school site is fully utilized in the interest of the students' physical and emotional development through playground activities.

#### **13.3.2 School Clinic**

- Our team of School Nurses and science teachers works to produce educational campaigns on a range of health related topics. These include campaigns on personal hygiene, germs, healthy eating, obesity, breast cancer awareness, etc.
- Our clinic staff conducts checks of eyes, weight and height and monitors the obesity percentages in each phase. Checks are also conducted for lice. In addition, our clinic staff ensures all students are up to date on the required vaccinations.
- Our clinic coordinates also with our School Counselor to identify students who show signs of concern ensuring counseling are offered to both students and their parents as needed.
- Our clinics also ensure teachers are made aware of students with any medical conditions.
- The implementation of all clinic and safety policies will be monitored systematically to ensure protocols for the enhanced well-being of our staff.

### **13.3.3 The School Environment**

We ensure that our school environment promotes healthy eating. Students are encouraged to eat fruit as part of their daily break time. Primary Teachers conduct healthy lunch box checks and send home communication to parents in regards to any unhealthy items found within a student's lunchbox.

All students are encouraged to bring in a water bottle so they can have access to water throughout the day. Water dispensers are also provided in the school for additional access to drinking water.

Chewing gum and fizzy drinks are not permitted on the school premises or while the students are representing the school.

The school is aware of the possibility of food allergies within the school population, particularly nut allergies. Parents of students who are on special diets for medical or religious reasons, or who have allergies, are asked to provide as much information as possible about which foods are suitable or foods which must be avoided.

## **13.4 Emotional health and well being**

The emotional health and wellbeing of everyone in the care of The Model Private School is fundamental to our vision and our daily running. We believe it promotes school improvement and success in a multitude of ways:

- Pupils are more engaged with their learning
- Improved standards in all subjects
- More effective teaching
- Parents and carers more involved in school life and learning
- Pupils with high self-esteem and confidence
- Improved behaviour and attendance
- Fewer disengaged pupils
- Lower rates of persistent absence
- Positive and effective relationships between staff and with pupils

Positive impact on recruitment we believe that positive emotional health and wellbeing creates happier, motivated staff and pupils who strive to get the most out of life.

#### **13.4.1 Promoting Health and Wellbeing**

The school promotes and strengthens the pupil voice through:

- A democratic process for the election of School Council representatives and student leaders
- Regular School Council meetings
- Consulting pupils about change and policy development
- Allocating a wellbeing budget
- Establishing a student wellbeing group

The school promotes the involvement of parents and carers in the life and learning of the school through:

- Parent meetings

- Having an 'open door policy'
- Parent questionnaires
- Regular consultation about change and development through questionnaires and special meetings
- Subject focus meetings
- Sports and theme days
- Involvement in school trips and extracurricular activities
- Regular communication and involvement regarding pupil progress, behaviour and pastoral issues
- Parental workshops
- Involvement in school priorities and reviews for children with special educational needs

#### **13.4.2 The school enhances pupil motivation and learning through:**

- Consistent support for vulnerable children and those with SEND from learning support, teaching assistants and other agencies where appropriate.
- Celebrating successes and achievements in the classroom through dojo points, house points and weekly peer certificates given out in assemblies.
- An exciting and varied range of extra-curricular events and trips.
- A balanced curriculum with opportunities for intellectual, physical and expressive development
- Recognising a range of learning styles
- Encouraging independence in learning

#### **13.4.3 The school enhances pupil self-esteem and personal development through:**

- The Personal Development Curriculum which includes Social Studies, Moral Education.
- Information, advice and guidance on health and development.
- A focus on Growth Mindsets.
- Opportunities for pupil leadership through School council, Eco council, Anti-bullying council, Head Boy and Head Girl, School Houses including family members being in the same house, Peer and teacher certificates.
- An emphasis on praise and reward for effort.
- House points, class rewards, dojo, stickers, positive comments.
- Opportunities for reflection and personal development through art, literature, Islamic values and mindfulness.
- Access to extracurricular activities and school trips both local and abroad.
- Access to school counselors for further support when required.

#### **13.4.4 The school enhances staff motivation, learning and professional development through:**

- Curricular planning time within the school week
- Whole school training events
- Pupil progress meetings held during the school day
- Access to appropriate external training and visits to specialists

- Involving all staff in decision making and proposed change
- Consultation in training and support needs through regular review
- Induction training and information for new staff
- Provide additional support at times of particular stress, change and/or difficulty
- Have a responsive and listening culture, reacting quickly to problems
- Maintain contact with staff when they are absent
- Provide opportunities for staff to socialise for all staff to relax and socialise together
- Opportunities to discuss with the Principal or other members of the senior leadership team any issues of worry/concern

**13.5 The Principal and other senior leaders will:**

- Ensure the provision of a healthy working environment
- Take responsibility for his/her work life balance and be aware of the role model they are setting for others
- In collaboration with leaders at all levels, set positive role models
- Provide pastoral/welfare support for individual staff as required
- Ensure that all staff are treated in a fair, sensitive and confidential manner



- When issues arise, discuss options appropriate to the circumstances
- Support as far as possible any initiatives and recommendations in relation to staff welfare with the staff welfare and wellbeing committee
- Promote a safe environment through the training and implementation of the Safeguarding policy.

### **13.6 School Counselor Roles & Responsibilities :**

- Open and maintain a file for any student referred to them.
- Conduct observations.
- Write up observation reports.
- Maintain a case log detailing reason for referral and details of each counseling session with next steps noted.
- Refer cases if needed to the SoD to determine if there are concerns about specific barriers to learning.
- Provide counseling for SoD to develop their social and emotional skills.
- Attend meetings of the Student Behavior Management Committee.
- Identify trends in the behavior that are a concern within the school.
- Raise awareness of the role of the school counselor within the school.
- Advocating for student services and students' best interests.
- Providing case management services including, but not limited to, referrals to community resources, collaboration with other professionals.

- Run the anti-bullying campaign within the school.
- Devise programs, policies, etc, to curb negative behavior and promote positive behavior.
- Place students on a behavioral report and conduct follow up with teachers to determine if a student has met his/her targets.
- Raise awareness of mental wellness among students and parents.
- Create student leadership opportunities in the form of training students to be mentors, playground buddies or helping students to take on a school community project or external volunteering project.

### **13.7 Supporting Students and Staff Cope with Anxiety/Trauma**

School shall develop a staff and student wellbeing plan based on their individual Risk Assessments in conjunction with school counselors.

Staff and students may be returning to school having experienced effects related to confinement, social isolation, and loss and bereavement amongst many other things. School may want to consider hiring additional counselors to support the school community (students but also teachers and staff) with post-confinement as well as identify age- and context-appropriate resources to cope with mental health issues.

Counselors and wellbeing support staff should have appropriate knowledge of how to communicate with Students of Determination and demonstrate an understanding of their unique circumstances. Students of Determination may be more emotionally vulnerable as a result of the COVID 19 situation and this may impact negatively upon their emotional health and wellbeing.

Where Counselors do not have the appropriate training and expertise to support and communicate with Students of Determination, professional training and advice should be sought from staff members familiar with the needs of the student whilst ensuring their right to privacy. If this support cannot be found within the school due to issues of privacy, Counselors should seek advice from other professionals whilst maintaining the student's confidentiality.

Developing Resources to Safeguard Students from Online Harassment and Exploitation in Preparation for Future Remote Learning.

School shall review their existing online harassment policies to include any additional risks as identified as part of their Risk Assessment.

School are encouraged to develop resources and awareness campaigns to teach students on how to identify cyber bullying (whether as a victim or perpetrator) and mechanisms to protect oneself from being bullied/bullying further.

Students of Determination may be at increased vulnerability to online harassment and exploitation. Students of Determination must receive training and the appropriate resources to support their personal cyber safety. Parents of Students of Determination should also be supported to be alert to instances of harassment and concerns over cyber safety. All reports of online harassment must be reported to the school immediately and dealt with as appropriate.