



Student Wellbeing Policy

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| Policy | Student Wellbeing Policy |
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| Person Responsible | Assistant Principal Pastoral & Wellbeing Lead |

Statement of commitment

At NBS, we, the stakeholders—educators, parents, administrators, and the wider community—wholeheartedly commit to fostering an environment that prioritises the holistic wellbeing of every learner. Recognising that a child's educational journey is not only about academic achievement but also about their emotional, social, and physical development, we pledge to work collaboratively to ensure a supportive and nurturing space for all.

Our Commitments:

1. Emotional Wellbeing:
 - We will prioritise the emotional health of our learners, creating a culture that encourages open communication, empathy, and understanding.
 - Implementing programs and resources that support emotional resilience and coping skills.
2. Physical Wellbeing:
 - Providing opportunities for regular physical activity and promoting a healthy lifestyle.
 - Ensuring understanding of nutritious meals and snacks to support optimal physical development.
3. Social Wellbeing:
 - Fostering a sense of belonging and inclusivity within the school community.
 - Encouraging positive peer relationships and teamwork.
4. Academic Wellbeing:
 - Striving for a balanced approach to education that values not only academic success but also the joy of learning.
 - Recognising and addressing individual learning needs to create an inclusive learning environment.
5. Collaboration:
 - Facilitating open and constructive communication between educators, parents, and the wider community.
 - Working together to address challenges and celebrate achievements in the best interest of the learners.

Our Vision and Mission Statement

At Noya British School we are committed to promoting positive mental health and emotional wellbeing to all learners, their families and members of staff and governors. Our open culture allows learners' voices to be heard and by using effective policies and procedures we ensure a safe and supportive environment for all affected - both directly and indirectly - by mental health issues.

This policy is a guide to all parents and staff – including non-teaching and governors – outlining Noya British School's approach to promoting mental health and emotional wellbeing. It should be read in conjunction with other relevant school policies.

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Wellbeing is at the centre of all that we do and is therefore incorporated into many of our policies. This policy aligns with best practices by adopting a whole-school, prevention-based approach that is both inclusive and evidence-informed, creating an environment where students and staff can thrive in all aspects of wellbeing: psychological, social, mental, physical, intellectual, and environmental.

Our wellbeing policy establishes a framework to promote and support wellbeing through:

- **Whole-School Approach:** Through engaging with students, staff, families, and key stakeholders we have created our NBS Vision which fosters an environment that supports personal growth, resilience, and happiness.
- **Evidence-Informed Strategies:** Guided by the latest research and UK national guidelines, our approach integrates mental health and wellbeing across all areas of school life.
- **Supportive Relationships:** Fostering trusted, supportive relationships within the school community, enabling students and staff to navigate life's challenges with resilience.

Policy Aims

- Promote positive mental health and emotional wellbeing in all learners
- Increase understanding and awareness of common mental health issues
- Enable staff to identify and respond to early warning signs of mental ill health in learners
- Enable staff to understand how and when to access support when working with young people with mental health issues
- Provide the right support to learners with mental health issues and know where to signpost them and their parents/carers for specific support
- Develop resilience amongst learners and raise awareness of resilience building techniques

What is mental health?

Mental health is an integral and essential component of health. The World Health Organisation March 2018 constitution states:

"Health is a state of complete physical, mental and social wellbeing and not merely the absence of disease or infirmity."

Mental health is a state of wellbeing in which an individual realises his or her abilities, can cope with the normal stresses of life, can work productively and can contribute to his or her community.

Mental health and wellbeing at NBS

Noya British School aims to promote the development and maintenance of mental wealth, health and wellbeing within all of its provisions and associated services. Our approach has been

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developed in line with the UAE government's National Strategy for Wellbeing 2031, and ADEK which summarises the role of educational providers as:

- **Prevention:** creating a safe and calm environment where mental health problems are less likely, improving the mental health and wellbeing of the whole school population, and equipping pupils to be resilient so that they can manage the normal stress of life effectively
- **Identification:** recognising emerging issues as early and accurately as possible
- **Early support:** helping pupils to access evidence-based early support and interventions; and
- **Access to specialist support:** working effectively with external agencies to provide swift access or referrals to specialist support and treatment.

Perform Better Programme

At Noya British School, we believe that wellbeing is the foundation of high performance and we are committed to nurturing a school culture where both staff and students feel valued, supported and empowered. To enhance this, we proudly partner with **8Billion Ideas** through their "**Perform Better**" programme.

Perform Better is a forward-thinking wellbeing and performance initiative designed to build confidence, self-awareness and healthy habits across our school community. It complements our core values and aligns with our vision for a positive, resilient and high-performing environment.

How "Perform Better" Supports Our Wellbeing Policy:

- **Empowers Staff and Students:** Through workshops, resources and reflective practices, it equips individuals with tools to manage stress, build resilience and optimise mental and emotional wellbeing.
- **Promotes Purpose and Positivity:** Encourages everyone to connect with their goals and values, developing a mindset of growth, gratitude and purpose-driven action.
- **Strengthens Daily Habits:** Focuses on sleep, movement, mindset, nutrition and rest—creating sustainable routines that support wellbeing and productivity.
- **Drives a Culture of Belonging and Motivation:** Helps embed wellbeing into daily school life through accessible language, regular check-ins and shared strategies for thriving together.

By embedding **Perform Better** into our wellbeing strategy, we are making a deliberate, whole-school commitment to creating a place where individuals feel safe, seen and set up for success—both in learning and in life.

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Prevention

We are committed to maximising opportunities for learners to engage with health and wellbeing education. Opportunities include:

- Wellbeing Wednesdays
- Fitness Fridays
- Sunshine boxes
- Sunshine days
- Gratitude Post Boxes
- House events
- Behaviour Interventions
- Counselling
- HPL activities and awards
- Curriculum subjects such as moral education and PE
- Open door policy for learners to discuss their concerns when they have any
- Making learners aware of the safeguarding team and the school social worker
- Learner sensory room
- Learner centred policies:
 - Behaviour Policy
 - Healthy Eating
 - Attendance and Punctuality
 - Counselling
 - Inclusion Policy
 - EAL Policy

Noya British school also have a Wellbeing team consisting of teachers who meet regularly to ensure not only learner wellbeing, but wellbeing for the whole Noya British School community. This team include the Head of Inclusion, Wellbeing, and Safeguarding, school social worker and other staff members who share a passion for promoting and developing Wellbeing.

Identification

Staff receive extensive training in identifying any possible warning signs as part of the safeguarding training conducted annually for all staff members. Teachers are expected to always follow the safeguarding policy event when identifying and dealing with possible warning signs. These warning signs should always be taken seriously and staff observing any of these warning signs should alert one either the head of inclusion, Wellbeing, and Safeguarding, or the school counsellor.

- Possible warning signs, which all staff should be aware of include:
- Physical signs of harm that are repeated or appear non-accidental
- Changes in eating / sleeping habits
- Increased isolation from friends or family, becoming socially withdrawn
- Changes in activity and mood
- Lowering of academic achievement / enthusiasm for vocation
- Talking or joking about self-harm or suicide
- Abusing drugs or alcohol
- Expressing feelings of failure, uselessness, or loss of hope
- Any serious medical conditions that could directly or indirectly lead to anxiety or stress
- Difficulty self-regulating

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Any learners showing warning signs are added to the NBS watchlist for learners identified and being at risk. A meeting is held with their parents/ caregivers to alert them of the school's awareness and eagerness to support. The learners are then closely monitored and supported by the Wellbeing and Safeguarding team until such time where they can safely be removed from the watchlist.

Disclosure

If a learner chooses to disclose concerns about themselves, or a friend, to any member of staff, the response will be calm, supportive, and non-judgemental. Under no circumstances will a teacher promise confidentiality to a learner as it their safeguarding responsibility to report any disclosures of a safeguarding and child protection nature to the safeguarding team. All disclosures should be recorded confidentially using 'CPOMs', as per the safeguarding policy, and raised with the Designated Safeguarding Lead (or Deputy DSLs).

Early Support

At Noya British School we offer a range of wellbeing support to ensure the needs of all learners are being met irrespective of the challenges they might be facing. These can include:

- Counselling – see counselling policy
- Behaviour interventions – see behaviour policy
- Individualised support plans
- Parent engagement
- Team around the child/ family interventions

Individual Support Plans

When a learner has been identified as having cause for concern, has received a diagnosis of a mental health issue, or is receiving support through another organisation, we believe an individual support plan should be developed in school to help support the learners throughout their growth journey.

The development of the plan should involve the learner, parents, and relevant professionals, and should be reviewed often and when relevant, but no less than once a term. Suggested elements of this plan include:

- Details of the learner's situation/condition/diagnosis
- Special requirements or strategies, and necessary precautions
- Medication and any side effects
- Who to contact in an emergency?
- The role the school and specific staff
- Any behavioural consequences that should be followed

HPL to support behaviour at NBS

These early support strategies are supported by the HPL framework followed in school which focuses on developing life skills that will help learners not only with their academic success but also their social, emotional, and behavioural success. The HPL framework focuses on the following skills:

- **Meta-thinking** - Consciously thinking about thinking
- **Linking** - The ability to see learning as part of a larger scheme as opposed to series of

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single events

- **Analysing** - Thinking logically and carefully in their approach even when being creative
- **Creating** - A combination of flexibility, originality, and sensitivity to ideas which enables the thinker to break away from usual sequences of thought
- **Realising** - The ability to make effective use of other characteristics in a form that best ensures high performance
- **Empathetic** - How an individual approached working alone and others to achieve strong outcomes
- **Agile** - The desire to learn and being prepared to use multiple approaches in order to achieve good outcomes
- **Hard-working** - Comprises practice, perseverance and resilience

Removal from the NBS watchlist

A learner can only be removed from the watchlist after a time of monitoring (minimum a half term), in which a learner shows no signs of being at risk. The case will be discussed by the safeguarding team and collectively decided on whether the learner should be moved off the list and what that process needs to include for each learner. Parents are informed when a learner enters the monitoring stage, as well as when they have successfully been removed. Parents are further encouraged to reach out in future if any warning signs return.

Action Plan

At NBS the Wellbeing committee regularly collects input from all stakeholders regarding the current state of Wellbeing at NBS and what could be improved on. Weaknesses and strengths are identified and incorporates into the action plan alongside any other feedback and comments gathered from the termly Wellbeing audits conducted.

Confidentiality

At NBS we respect the privacy of our learners and families. Any cases being dealt with are not openly discussed outside of key staff members involved. It is also against NBS policy to conduct meeting regarding confidential cases in any open spaces or in front of other learners.

If a member of staff feels it is necessary to pass on serious concerns about a learner to someone outside of the school, then this will be first discussed with the learner and/or parents. We will tell them:

- Who we are going to tell
- What we are going to tell them
- Why we need to tell them
- When we are going to tell them

Ideally, consent should be gained from the learner and/or parents first, however, there may be instances when information must be shared, such as when learners are deemed to be in danger of harm.

It is important to also safeguard staff emotional wellbeing. By sharing disclosures with a Key Staff Member or DSL as appropriate, this ensures one single member of staff isn't solely responsible for the

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learner. This also ensures continuity of care should staff absence occur and provides opportunities for ideas and support.

Supporting Parents

We recognise the family plays a key role in influencing learners' emotional health and wellbeing; we will work in partnership with parents and carers to promote emotional health and wellbeing by:

- Ensuring all parents are aware of and have access to material promoting social and emotional wellbeing and preventing mental health problems
- Highlighting sources of information and support about common mental health issues through our communication channels (social media, newsletters etc.)
- Offering support to help parents develop their parenting skills as appropriate
- Offering bespoke 1:1 support and advice through our school social worker
- Having open lines of communication between parents and class teacher or tutor, Year Group Lead or Head of Year and Key Staff Members

Supporting Peers

When a learner is suffering from poor mental health, it can be a difficult time for their friends who may want to support but do not know how. To keep peers safe, we will consider on a case-by-case basis which friends may need additional support. Support will be provided in one to one or group settings and will be guided by conversations by the learner who is suffering, and their parents, with whom we will discuss:

- What is helpful for friends to know and what they should not be told
- How friends can best support
- Things friends should avoid doing / saying which may inadvertently cause upset
- Warning signs that their friend needs help (e.g. signs of relapse)

Additionally, we will want to highlight with peers:

- Where and how to access support for themselves
- Safe sources of further information about their friend's condition
- Healthy ways of coping with the difficult emotions they may be feeling

Roles and Responsibilities

Staff Responsibility

Promoting and encouraging wellbeing is the responsibility of all staff at our school.

Role of the Senior Leadership Team

It is the responsibility of the Senior Leadership to implement the school wellbeing policy consistently throughout the school and to ensure the health, safety and welfare of all learners. The SLT supports all staff by implementing the policy, setting the standards of wellbeing, and supporting staff in their implementation of the policy.

Head of Wellbeing

The Head of Wellbeing plays a pivotal role in shaping and implementing our school's commitment to learner wellbeing. This involves overseeing and coordinating all aspects of the wellbeing initiatives.

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The Head of Wellbeing collaborates with teachers, the school counsellor, and other stakeholders to develop, implement, and evaluate programs that foster a positive and inclusive school culture. Additionally, they take a proactive approach to identifying emerging wellbeing trends and areas for improvement, working towards a school environment where every learner feels supported and valued. Through effective communication and strategic planning, the Head of Wellbeing ensures that the wellbeing policies and practices align with the overall educational goals of the school, creating a harmonious and nurturing learning community.

Wellbeing Committee

Our commitment to learner wellbeing is further strengthened by the establishment of the Wellbeing Staff Committee, comprised of dedicated educators and staff members. This committee serves as a dynamic forum for the exchange of ideas, expertise, and feedback on initiatives related to learner wellbeing. Members actively contribute to the development and refinement of policies, programs, and interventions, drawing on their diverse perspectives and experiences. The Wellbeing Staff Committee also plays a crucial role in disseminating information and fostering a shared understanding of best practices in wellbeing throughout the school community. By promoting a collaborative and inclusive approach, this committee ensures that the collective wisdom and passion of our staff contribute to the continuous enhancement of our school's wellbeing framework.

The Role of the Class Teacher

It is the responsibility of class teachers to ensure that wellbeing is present in their classes, and that they encourage wellbeing when appropriate. Teachers are expected to be good role models and treat all learners with respect and understanding. Should a learner display inappropriate behaviour the teacher will take advantage of a teachable moment to remind him/her of expectations and which behaviours they need to practise.

Social Worker

Our school counsellor, in recognition of the multifaceted needs of our learners, serves in a dual capacity as both a counsellor and a social worker. This integrated approach allows for a comprehensive understanding of the diverse challenges our learners may face. In addition to providing counselling services, the counsellor-social worker will actively engage in addressing broader social factors that may impact learner wellbeing. This includes collaborating with external agencies, community resources, and families to create a network of support that extends beyond the school walls. By embracing both counselling and social work principles, our school counsellor aims to holistically address the complex and interconnected aspects of our learners' lives, promoting not only emotional resilience but also social and environmental wellbeing.

The Role of Parents and Carers

The school collaborates actively with parents and carers, so that learners receive consistent wellbeing support. We expect parents and carers to support their child's wellbeing, and to cooperate with the school.

Learner Wellbeing Warriors

Empowering learners to be active participants in their own wellbeing journey is central to our approach at Noya British School. The Learner Wellbeing Warriors, composed of enthusiastic and representative learners, plays a pivotal role in amplifying learner voices and perspectives on matters

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related to their wellbeing. This committee collaborates with educators, parents, and other stakeholders to contribute insights and ideas that inform the development and enhancement of our wellbeing initiatives. Through regular meetings, the Learner Wellbeing Warriors fosters a sense of ownership and agency among learners, ensuring that their unique needs and concerns are not only heard but actively addressed. By championing a learner centered approach, this committee becomes a catalyst for positive change, creating a school culture where learners are valued partners in the ongoing pursuit of holistic wellbeing.



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