



Mental Health, Counselling & Wellbeing Policy

2025-26

Purpose

We are committed to ensuring that we nurture a positive atmosphere for the entire school community. With regards to the students who are in our care, we nurture their growth into healthy adults, by ensuring that they:

- are healthy and fit
- stay safe
- enjoy and achieve
- make a positive contribution
- achieve mental health well-being

This policy has been written to help teachers (Adults) think about possible ways forward in terms of the emotional well-being and mental health of oneself, students and parents.

“Well-being which enables an individual to be able to function in society and meet the demands of everyday life; people in good mental health have the ability to recover effectively from illness, change or misfortune”.

As educators, it is our responsibility to work for the well-being of our students to make them feel happy, satisfied and to give positive perspective of life that how beautiful life is, and they can make it more beautiful by participating in the well-being activities.

Promoting a healthy lifestyle is integral to our curriculum, we recognize 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.

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.

Objectives

This policy main aims and objectives are:

- To help students know and understand the importance of food and drink in a healthy lifestyle.
- To help students know and understand the importance of living an active lifestyle
- To help students know and understand how they can take steps to improve their overall mental well-being.
- To give 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 ensure that students refrain from bringing unhealthy food as part of their snacks/lunches.
- 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.

Roles and responsibilities

A) School management

One of the main priorities for the school management is to ensure that the school is safe and have healthy environment, where students can feel happy and safe. Here are some key approaches to ensure that:

Creating a Safe and Supportive Atmosphere:

- Ensure the school is a safe space free from bullying, harassment, and discrimination.
- Develop clear policies and procedures for addressing any safety concerns.
- Foster an inclusive environment where every student feels valued and respected.

Promoting Physical Health:

- Provide nutritious meals and snacks in the school cafeteria.
- Offer regular physical education classes and encourage active play during recess.
- Ensure the school facilities, such as playgrounds and sports equipment, are well-maintained and accessible.

Supporting Mental Health:

- Implement programs that teach stress management, resilience, and emotional regulation.
- Provide access to school counselors or mental health professionals.
- Encourage practices like mindfulness and relaxation techniques.

Enhancing Social Well-being:

- Promote positive relationships among students through team-building activities and group projects.
- Create opportunities for students to participate in clubs, sports, and other extracurricular activities.
- Encourage a sense of community and belonging through school events and celebrations.

Integrating Well-being into the Curriculum:

- Incorporate lessons on health, nutrition, and personal development into the curriculum.
- Teach students about the importance of mental health and emotional well-being.
- Use a holistic approach to education that balances academic learning with physical and emotional development.

Providing Professional Development for Staff:

- Train teachers and staff to recognize and respond to signs of stress, anxiety, and other mental health issues.
- Encourage staff to model healthy behaviors and create a supportive classroom environment.
- Equip staff with tools and strategies to support students' well-being effectively.

Engaging Families and the Community:

- Partner with parents and caregivers to support students' well-being at home and in the community.
- Organize workshops and informational sessions for families on topics related to student health and well-being.
- Collaborate with local organizations and health services to provide additional resources and support.

Monitoring and Addressing Student Needs:

- Regularly assess the well-being of students through surveys, feedback, and observation.
- Provide targeted support for students who may be struggling with specific issues.
- Create a responsive and adaptable approach to meet the changing needs of the student population.

B) Staff

Staff play a crucial role in promoting the well-being of students by creating a supportive and nurturing environment. They can significantly enhance the overall well-being of students, helping them thrive academically, socially, and personally.

Here are some keyways staff contribute to student well-being:

- **Providing a Safe and Inclusive Environment:** Ensuring that the school is a safe, inclusive, and welcoming place where all students feel valued and respected.
- **Modeling Healthy Behaviors:** Demonstrating healthy lifestyle choices, such as balanced eating, regular physical activity, and positive social interactions, to inspire students to adopt similar habits.
- **Integrating Well-being into the Curriculum:** Embedding lessons on physical health, mental health, and emotional well-being across different subjects and activities.
- **Offering Emotional Support:** Being approachable and available for students to talk to, offering guidance, and connecting them with additional support services when needed.
- **Promoting Physical Activity:** Encouraging participation in sports, physical education, and other active pursuits to support physical health and stress relief.
- **Supporting Mental Health:** Providing resources and support for mental health, including mindfulness practices, stress management techniques, and access to counseling services.
- **Fostering Social Connections:** Creating opportunities for students to build positive relationships with peers and staff, fostering a sense of community and belonging.
- **Encouraging Balanced Nutrition:** Teaching the importance of balanced nutrition and making healthy food choices available and appealing within the school environment.
- **Monitoring and Responding to Needs:** Keeping an eye on students' well-being and promptly addressing any signs of physical, emotional, or social difficulties.
- **Collaborating with Families:** Working closely with families to support students' well-being, sharing information, and creating a consistent approach to health and well-being both at school and at home.

C) Well-being Leads

Each section has a well-being lead (section supervisor) who play a vital role in improving the well-being of students. They play a key role in fostering a positive school environment

that supports the mental, emotional, and physical health of students. Their responsibilities include:

- **Creating a Supportive Environment:** Well-being leads work to create an inclusive and supportive atmosphere in the school. This includes implementing policies and practices that promote respect, inclusivity, and a sense of belonging among students.
- **Identifying and Addressing Needs:** They are trained to identify the diverse well-being needs of students. This can involve conducting surveys, holding focus groups, and using other tools to gather information on students' mental health and well-being.
- **Developing Programs and Interventions:** Based on the identified needs, well-being leads develop and implement programs and interventions aimed at improving student well-being. These can range from mental health workshops and stress management programs to physical fitness activities and nutrition education.
- **Providing Support and Resources:** They act as a point of contact for students seeking help with their well-being. This includes providing one-on-one support, offering guidance, and connecting students with appropriate resources and professional services, such as counseling or healthcare providers.
- **Training and Educating Staff:** Well-being leads also play a role in educating and training school staff on issues related to student well-being. This can involve organizing professional development sessions on topics like mental health awareness, trauma-informed practices, and effective communication strategies.

- **Monitoring and Evaluating Impact:** They monitor the effectiveness of well-being initiatives and programs, gathering feedback from students, staff, and parents. This allows them to make data-driven decisions and continually improve their strategies to better support student well-being.
- **Promoting a Balanced Lifestyle:** Encouraging students to maintain a balanced lifestyle that includes adequate sleep, physical activity, healthy eating, and leisure activities is another important aspect of their role. Well-being leads often organize events and campaigns to promote these healthy habits.
- **Collaboration with Stakeholders:** Well-being leads collaborate with various stakeholders, including parents, teachers, school administrators, and external organizations, to ensure a comprehensive approach to student well-being. This collaboration helps in creating a cohesive support system for students.

D) School Clinic

Our team of School Doctor and Nurses work 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 conduct checks of eyes, weight and height and monitor the obesity percentages in each phase. Checks are also conducted for lice. In addition, our clinic staff ensure all students are up to date on the required vaccinations.

Our clinic coordinates also with our Social Worker to identify students who show signs of concern ensuring counselling is offered to both students and their parents as needed.

Our clinics also ensure teachers are made aware of the students with any medical conditions.

E) Parents and Guardians

We work closely with parents to ensure that the messages we give in school about food and drink are reinforced and supported at home.

In addition, we send home communication to parents in regards to any trends in behavior that needs to be addressed or to alert them to dangerous trends occurring on social media,

etc.

The parents are also involved in governing board, throughout the school year that address not only academic subject areas but also our students' mental and emotional well-being. Topics are wide-ranging from sleep, to university guidance, to raising awareness of the importance of volunteering etc.

Monitoring and Evaluation

Monitoring the effectiveness of a well-being policy is essential to ensure it meets the needs of students and achieves its intended outcomes. Here are several strategies for monitoring and evaluating the effectiveness of the well-being policy:

1. Regular Surveys and Feedback

- **Student Surveys:** Conduct regular anonymous surveys to gather students' perceptions of their well-being, the support available, and the school environment.
- **Parent and Caregiver Surveys:** Collect feedback from parents and caregivers on their children's well-being and their views on the school's efforts.
- **Staff Surveys:** Obtain insights from teachers and staff regarding their observations of student well-being and the effectiveness of the programs in place.

2. Focus Groups

- **Student Focus Groups:** Organize focus groups with diverse groups of students to discuss their experiences and gather qualitative data on well-being initiatives.
- **Parent and Community Focus Groups:** Engage parents, caregivers, and community members in discussions to understand their perspectives and suggestions for improvement.
- **Staff Focus Groups:** Hold discussions with staff members to identify strengths and areas for improvement in the policy's implementation.

3. Well-Being Metrics and Indicators

- **Attendance Records:** Monitor attendance rates as high absenteeism can indicate well-being issues.
- **Behavioral Reports:** Track behavioral incidents, disciplinary actions, and referrals to understand trends related to student well-being.
- **Academic Performance:** Analyze academic performance data to identify any

correlations between well-being initiatives and academic outcomes.

4. Counseling and Support Services Data

- **Usage Statistics:** Monitor the utilization of counseling services, including the number of students seeking support and the frequency of visits.
- **Outcome Tracking:** Assess the outcomes of counseling and support interventions, such as improvements in students' emotional and behavioral health.

5. Health and Wellness Assessments

- **Physical Health Screenings:** Conduct regular health screenings and track physical health indicators, such as BMI, fitness levels, and overall health status.
- **Mental Health Assessments:** Use validated mental health assessment tools to evaluate students' mental health status periodically.

6. Observation and Reporting

- **Classroom Observations:** Have administrators and well-being leads conduct classroom observations to assess the implementation of well-being practices and the classroom environment.
- **Incident Reports:** Maintain detailed records of incidents related to bullying, harassment, or other well-being concerns and analyze trends over time.

7. Program Evaluations


- **Specific Program Reviews:** Evaluate the effectiveness of specific well-being programs and initiatives through pre- and post-program assessments.
- **External Evaluations:** Consider engaging external evaluators to provide an objective assessment of the well-being policy and its implementation.

8. Continuous Improvement Mechanisms

- **Feedback Loops:** Establish mechanisms for continuous feedback from students, parents, and staff to inform ongoing improvements.
- **Review Committees:** Form committees that include representatives from all stakeholder groups to review and discuss the effectiveness of the well-being policy regularly.
- **Action Plans:** Develop action plans based on the findings from surveys, assessments, and evaluations to address identified gaps and enhance the well-being policy.

9. Transparent Reporting

- **Annual Well-Being Report:** Publish an annual report detailing the well-being initiatives, their outcomes, and the feedback received. Share this report with the school community.
- **Regular Updates:** Provide regular updates on well-being initiatives and their progress during school meetings, newsletters, and other communication channels.

Approval and Review	
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Approved as Policy by:	<div>Principal:</div> <div>Mohannad Al Jayousi</div> <div></div>