

Wellbeing Policy

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Policy Amended on	07/07/25
Lead Professional	Luke Jameson
Signature	<i>L. Jameson</i>
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1. Policy Statement

At Muna British Academy, we are committed to promoting the health and wellbeing of every member of our community—students, staff, parents, and carers. Wellbeing is defined as a state of complete physical, mental, and social wellbeing, and not merely the absence of disease or infirmity (World Health Organisation).

This policy has been developed in alignment with the:

- **ADEK Wellbeing Policy and Framework**
- **ADEK Performance Standard 5 - Protection, Care, Guidance, and Support of Students**
- **ADEK Child Protection Policy**

2. Aims and Objectives

We aim to:

- Develop an environment where everyone can flourish and feel safe and welcome.
- Provide personalised, engaging, and inclusive learning experiences.
- Celebrate student achievement in all areas.
- Ensure access to appropriate wellbeing support.
- Promote a culture of mutual respect and care.
- Create an environment where staff are valued and supported.

3. Scope

This policy applies to:

- All students and their families.
- All staff and volunteers.
- All areas of school life.

4. Whole-School Approach

We use MIND's **Five Ways to Wellbeing** to guide our efforts:

- ✓ **Connect**
- ✓ **Be Active**
- ✓ **Keep Learning**
- ✓ **Be Aware**
- ✓ **Give**

(See Appendix 1 for details.)

5. Promoting Wellbeing

5.1 Student Voice and Leadership

- Democratic elections of School Council and Student Leaders.
- Establishment of a **Student Wellbeing Ambassador Team** to lead peer support and initiatives.
- Consultation with students on policy development.
- Allocation of a wellbeing budget.

5.2 Parental Engagement

- Regular parent workshops, information meetings, and coffee mornings.
- Termly parent meetings focusing on curriculum and pastoral care.
- Family events such as sports days and theme days.
- A transparent feedback process demonstrating how parent input informs decisions.

5.3 Staff Wellbeing

- Designation of a **Staff Wellbeing Lead** to coordinate staff support.
- Curriculum planning time and professional development opportunities.
- Access to counselling or specialist services when needed.
- Promotion of healthy work-life balance.
- Recognition and celebration of staff contributions.
- Regular opportunities for feedback and consultation.

5.4 Learning Environment

- Safe, well-equipped, and inclusive classrooms.
- Clear routines and behaviour expectations.
- Recognition of diverse backgrounds and needs.

5.5 Personal Development and Support

- Social Studies, Moral Education, and PSHE embedded in the curriculum.
- Access to counselling and wellbeing services.
- Resilience, growth mindset, and mindfulness activities.
- Opportunities for reflection and creative expression.

5.6 Wellbeing Committee

At Muna British Academy, a Wellbeing Committee or Lead, to oversee the school's overall wellbeing strategy, will be set up. The school, through the Wellbeing Committee or Lead, shall:

- Annually monitor and review the effectiveness of the school's Wellbeing Policy to ensure it is known, understood, and practiced appropriately by the school community.
- Oversee the design, delivery, and analysis of an annual student and staff wellbeing survey(s).
- Update the wellbeing strategy and/or relevant policies and initiatives, as required, in line with the insights received from the monitoring and evaluation measures.
- Ensure that all members of the school community are informed of the school's wellbeing strategy and its efforts to promote wellbeing (psychological, social, mental, physical, intellectual, and environmental) across the entire school community including engagement with students with additional learning needs.
- Ensure parents have access to the school's Wellbeing Policy and all supporting initiatives and procedures documents, through all appropriate means (e.g., the school website).
- Develop an induction and training strategy to ensure all staff and volunteers receive information on the school's wellbeing requirements.
- Ensure compliance with other relevant processes set out in the group of ADEK wellbeing policies.

6. Accessing Support

Students can access support by:

- Speaking to any trusted adult.
- Contacting the School Counsellor confidentially.
- Requesting help via their teacher, Wellbeing Ambassador, or Senior Leader.

Where wellbeing concerns indicate risk of harm, safeguarding procedures will be followed in accordance with the ADEK and Muna British Academy Child Protection Policies.

7. Confidentiality

Wellbeing support will be provided in a confidential manner, except where there are concerns about the safety or welfare of the student. In such cases, information will be shared with designated safeguarding leads in line with child protection obligations.

8. Monitoring and Evaluation

We will:

- Gather student, parent, and staff feedback annually.
- Analyse data (attendance, behaviour, engagement) to monitor impact.
- Review this policy annually and when required to ensure compliance with ADEK guidance and the needs of our community.

9. Review

This policy will be reviewed by the Senior Leadership Team annually, in consultation with students, staff, and parents, and updated in response to ADEK updates or school development priorities.

Appendix 1: Five Ways to Wellbeing

Having good wellbeing doesn't mean that you will never experience situations that you find difficult. But it does mean that you might have resilience to cope when things get tough.

There are 5 steps we can all take to improve our wellbeing. If you give them a try you may feel happier, more positive, and able to get the most from life.

Take notice:

Take time during your day to be more aware of your surroundings and notice the present moment. Whether it's pausing for break, talking to a friend, or being aware of the world around you and reflecting on what you're feeling. It can help you appreciate what's going on around you.

For example:

- going for a walk and notice of sights and sounds outdoors
- switching off technology
- taking notice of how others around you are feeling

Connect:

Building and maintaining positive relationships with people can be an important part of wellbeing. Spending time speaking to positive and supportive people can help you have a better self-image, be more confident and feel able to face difficult times.

For example:

- speaking to a friend or family member to see how they are
- asking how someone is feeling and really listening when they tell you
- making new friends and finding something in common

Give:

Giving can be a great way to look after your wellbeing. People who show a greater interest in helping others are more likely to rate themselves as happy. Allow yourself time to recognise how your goal gives something back to your community.

For example:

- volunteering your time and supporting your community
- doing something nice for a friend
- thanking someone

Keep learning:

Setting challenges and learning new things can improve your confidence and add fun to your day. You could rediscover an old hobby, sign up to a course or try learning a new skill, such as playing a musical instrument.

For example:

- researching something you're interested in
- setting yourself a new goal
- trying painting or drawing

Be active:

Regular exercise can lift your mood and increase your energy levels. It doesn't have to be strenuous or sporty to be effective. Pick something you enjoy so you're more likely to stick with it.

For example:

- going for a walk after school
- following a yoga video
- doing some 'easy exercise', like stretching, in the morning and before you go to bed

If you have any worries or concerns, please speak to a trusted adult who can help you. In school, you can speak to Mr Jameson, the Assistant Principal for Pastoral or Ms Moran, our School Counsellor.