



MAMOURA

BRITISH ACADEMY

Student Wellbeing Policy

Policy Issued	August 2023
Policy Updated	February 2025
Next Review	August 2026
Lead Professional	AP Pastoral & School Counsellor
SGG Ratification	March 2025

Rationale

We believe at Mamoura British Academy that everyone should be treated respectfully, every person needs to feel safe and secure and students need an environment that supports their learning, personal growth and positive self-esteem.

Policy References

This policy is written in conjunction with:

- ADEK School Management of Student Behaviour Policy 2024-25
- ADEK School Safeguarding Policy 2024-25
- ADEK School Student Mental Health Policy 2024-25
- ADEK School Staff Wellbeing Policy 2024-25
- ADEK School Wellbeing Policy 2024-25

Introduction

Wellbeing is internationally recognised as a prerequisite for 'successful' children and happy communities.

WHO defines wellbeing as a 'positive state experienced by individuals and societies and encompasses quality of life, as well as the ability of people and societies to contribute to the world with a sense of meaning and purpose. It is a resource for daily life and is determined by social, economic and environmental conditions'.

OECD (Organisation for Economic Co-operation and Development) defines wellbeing as 'the psychological, cognitive, social and physical functioning and capabilities that students need to live a happy and fulfilling life'.

Successful learning is, to a large extent, dependent on the quality of the learning environment and it is the human relationships in the school that most impact on the quality of this environment. Students will find it difficult to engage with learning programs if they are distracted by significant physical, social or emotional issues.

The student wellbeing policy therefore, is concerned with all that impacts on a student's capacity to be a learner and to achieve.

Purpose

The purpose of this policy is:

- To maintain positive, tolerant and respectful relationships where students take responsibility for their wellbeing and behaviour
- To acknowledge that all students are valued as individuals regardless of gender, racial, cultural, physical or intellectual differences
- For parents to work in partnership with the school to support student learning, personal growth and positive self-esteem of students
- To maintain a safe, positive and caring school environment
- To create a culture where the responsibility for student wellbeing is shared by students, staff, parents and governors
- To build positive relationships between teachers, students, parents and governors
- To know, respect and protect the rights and responsibilities of members of the school community
- To ensure ongoing dialogue amongst staff concerning the wellbeing of students

Planning and implementation

When planning, implementing, and maintaining the student wellbeing policy and initiatives, Mamoura British Academy is guided by the following key elements:

Primary Prevention

Strategies at this level include:

- Building mutual respect and promoting safety at school
- Implementing a comprehensive and inclusive curriculum to engage all students in an innovative and creative learning and teaching environment
- Enhancing school attendance
- Encouraging supportive mutually interdependent relationships
- Building leadership capacity in students developing through curriculum, good citizens, in the local community and globally through online interactions
- Engaging parents/families in the learning process with a specific focus on how to support a student's wellbeing
- Develop partnerships within and beyond the school to support the wellbeing of students and families
- Strategically planned transition for all students through their school journey
- Buddying system and opportunities for cross age collaboration

Early intervention

Strategies at this level include:

- Assessing children at risk and identifying their needs
- Providing PSG (Parent Support Group) meetings to set goals and review progress
- Developing programs and individual learning plans to improve skills
- Providing early intervention through internal and external professionals such as the school counsellor, inclusion specialists, speech therapists, educational psychologists or educational advisors as required

Intervention

Strategies at this level include:

- Establishing a support group for the student
- Linking to appropriate support staff/agency
- Monitoring and evaluating progress
- Provide ongoing intervention through internal and external professionals such as school counsellor, Inclusion specialists, speech therapists, educational psychologists or educational advisors as required

Post intervention

- Ongoing after care for students and families to include relevant handover and family liaison including the internal and external professionals as outlined above

Critical incident

- A sudden and unexpected overwhelming event (trauma, accident or emergency) would evoke the school's critical incident management plan
- ELT and the extended pastoral team would convene to plan to support the needs of

- students and families as required. Initiating internal and external support
- Ongoing monitoring and evaluation of recovery plans

Strategies that Mamoura British Academy is committed to developing to assist in nurturing an effective whole-school wellbeing and behaviour management policy include:-

1. An overarching wellbeing strategy/action plan that encompasses all aspects of wellbeing including:
 - Statement of the school's overall wellbeing goals and vision
 - Ensuring the policy is created in line with the relevant ADEK policies
 - Key wellbeing initiatives, interventions and action plans
 - Mechanisms for measuring, monitoring and reviewing the delivery of the strategy
 - Resources required to deliver the strategy
2. Positive student-student relationships
3. Employing an Anti-bullying Strategy
4. Embedding social skills into the curriculum and pastoral programme
5. Positive and regular involvement with parents
6. Ongoing and frequent staff collaboration
7. Having a student wellbeing program
8. Student leadership and ownership of aspects of student wellbeing such as providing the weekly wellbeing tip of the week
9. Community service opportunities
10. 'Results through relationships' & 'Best Buddies' programme
11. School pride and belonging via affiliation and membership of School Houses (Lions, Bears, Tigers or Eagles) and Year Groups (Nursery – Y13)
12. Having a Student Wellbeing Team
13. In line with the Carnegie School of Education, Mental Health Award for Schools, Mamoura British Academy is also committed to developing wellbeing in each of the following competencies:
 - Leadership and strategy
 - Organisational structure and culture – staff
 - Organisational structure and culture – pupils
 - Support for staff
 - Professional development and learning
 - Support for pupils
 - Working with parents and carers
 - Working with external services

The importance of being familiar with these documents is highlighted to all staff during Induction Week. New staff will be directed to this policy upon commencement of their employment with the school. All policies will be covered within induction week and will be referenced on an ongoing basis and are available in the MBA Policies Teams area.

The implementation of the strategies

To raise awareness and importance of mental health and wellbeing, Student Leadership groups (Student Council & TRACK ambassadors) and the Staff Wellbeing Committee, led by the Assistant Principals, identify relevant themes that are explored on a regular basis and may include but are not limited to:

- Whole school initiatives such as kindness week and internet safety day
- Working with the wider community (attendance focus)
- Assemblies - Whole school and subgroups appropriately
- Enterprise and Innovation activities
- Project based learning
- Rewards and sanctions
- Student wellbeing checks (pupil check ins, PASS data, stakeholder survey outcomes, student voice)
- School counsellor - individual and group work
- Parent workshops
- Student workshops
- Staff information sessions
- Trained staff and students in mental health support
- Pupil Attitude to School & Self survey and subsequent interventions

Monitoring and Evaluation

As part of our commitment to student wellbeing it is our intention to monitor our actions to ensure that they are impactful. We undertake this in the following way:

- We will undertake a termly student wellbeing survey, ratified by student leaders. This will include questions related to:
 1. Psychological wellbeing (personal development)
 2. Physical wellbeing (student participation in sport, healthy eating)
 3. Social wellbeing (sense of belonging, positive relationships, sense of feeling safe)
 4. Intellectual wellbeing (interest, motivation and attitude towards learning)
 5. Digital wellbeing (digital safety)
 6. Environmental wellbeing (knowledge of sustainable practices)
 7. Feedback on current wellbeing policies
- After obtaining parental consent, this survey will target all students
- Following completion of the survey an action plan to enhance student wellbeing will be initiated with all relevant stakeholders made aware of the wellbeing strategy
- The School Wellbeing Committee, led by the Assistant Principal(s), will oversee the overall wellbeing strategy. This includes responsibilities such as annually monitoring and reviewing the effectiveness of the Wellbeing Policy
- Mamoura British Academy will consult with the Wellbeing Committee on the Wellbeing policy and action plan, and measures taken for implementation
- The contents of the policy will be covered during assemblies throughout the Academic Year
- The Wellbeing Policy and action plan will be reviewed every year by the Assistant Principal and outcomes shared with ADEK as required

Inclusion

The Head of Inclusion collaborates closely with all relevant stakeholders, such as staff and parents, to promote the wellbeing of students with additional learning needs.

Ratification

This policy is reviewed every 2 years and ratified by the governing body.