



WELL BEING POLICY (2020-2022)

Introduction

The promotion of wellbeing for all is central to GMS's mission to enable key stake holders to achieve their full potential and contribute to social, cultural and mental development. As a society, everyone faces a wide range of challenges that impact on the wellbeing. This national focus on wellbeing in education seeks to ensure that our students realize their potential now and in the future, and are able to deal with the challenges they face in life.

Definition

It is important that any definition of wellbeing communicates its multi-dimensional nature and draws on the insights of psychology, philosophy and sociology

Wellbeing is present when a person realises their potential, is resilient in dealing with the normal stresses of their life, takes care of their physical wellbeing and has a sense of purpose, connection and belonging to a wider community. It is a fluid way of being and needs nurturing throughout life.

Objectives

GMS aims to ensure:

- the promotion of wellbeing will be at the core of the ethos of the school policies and workings
- evidence-informed approaches and support, appropriate to need, to enhance the wellbeing of all
- good practice already in place and the capacity of GMS to assess, understand, evaluate and promote the key factors that will lead to optimal promotion of student wellbeing in their own school setting.

Policy statement

Mental health is a state of well-being in which every individual realises his or her own potential, can cope with the normal stresses of life, can work productively and fruitfully, and is able to make a contribution to her or his community. (World Health Organization)

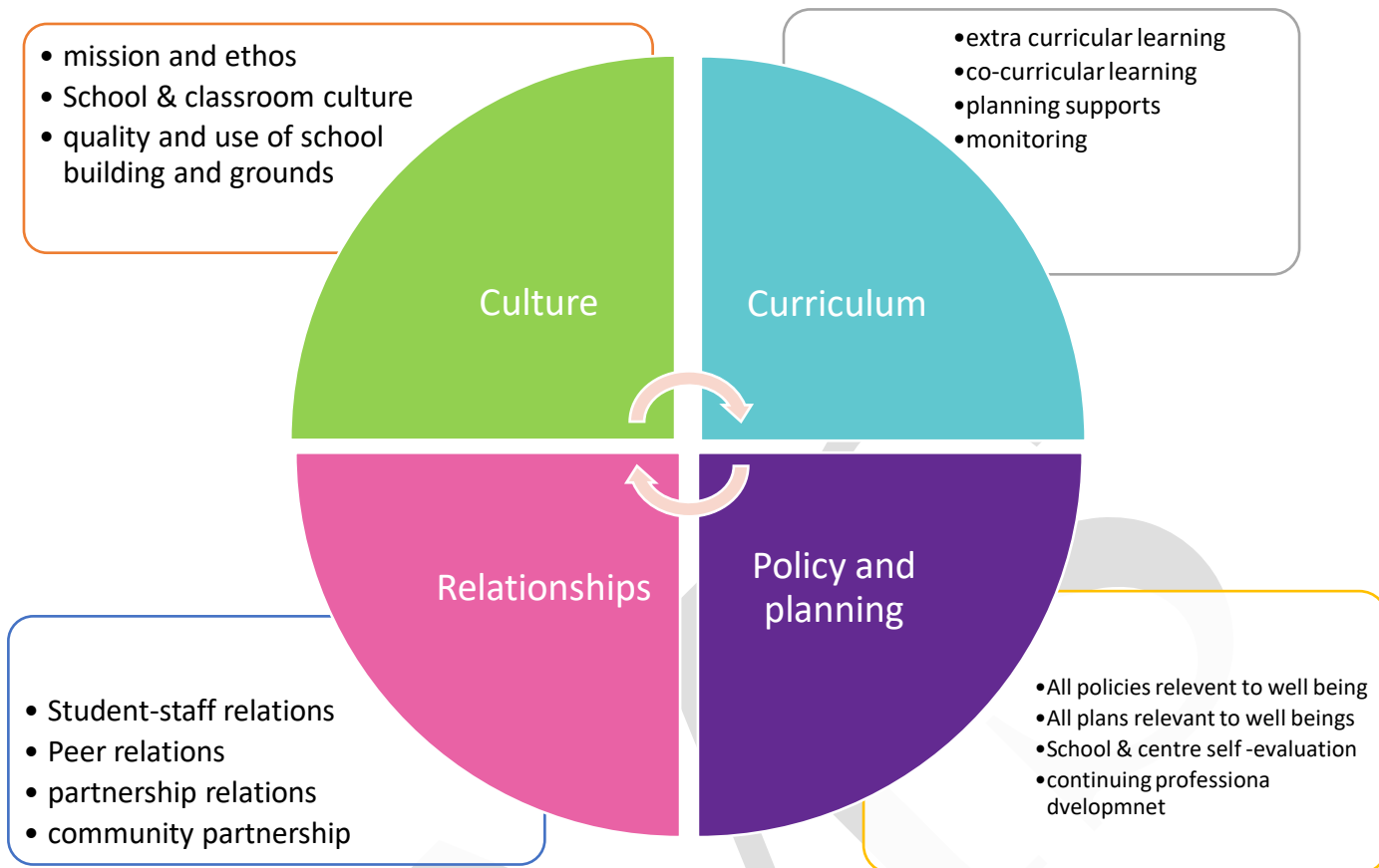
Key Principles

The development of this policy has been guided by **key principles**, which in turn will guide its implementation and monitoring:

- **Child/Young person-centered:** The wellbeing needs, and the best interests of students are a central focus of this policy. This requires GMS to respect and value the voice of children and young people and foster their belonging and connectedness to the school community. This ensures a sound developmental base for present and future wellbeing, as well as academic achievement.
- **Equitable, fair and inclusive:** All children and young people need access to equitable, fair and inclusive opportunities to develop their wellbeing in ways that are responsive and suitable to their particular needs and contexts. Practices need to be tailored, responsive and relevant, building on the existing strengths of children and young people, school staff, families and school communities.
- **Evidence-informed:** This policy promotes the use of evidence-informed practice, which brings together local experience and expertise with the best available evidence from research. It acknowledges that what works in one context may not be appropriate or feasible in another.
- **Outcomes focused:** This policy promotes continuous improvement practices and the use of data relating to outcomes to guide practice in GMS in relation to the promotion of wellbeing for all children and young people. This policy and framework for practice will ensure the use of a self- reflection process for the identification, monitoring and review of outcomes.
- **Partnership/Collaboration:** The wellbeing of students at GMS is a shared responsibility. Working in partnership with other departments and agencies is key to ensuring this policy is implemented.

GMS considers that the following four areas of wellbeing promotion are key:

- culture and environment
- curriculum (teaching and learning)
- policy and planning
- relationships and partnerships



Implementation

Lead members of staff

Whilst all staff have a responsibility to promote the mental health of students. Staff with a specific, relevant remit include:

- * Academic director
- * Principal
- * Inclusion champion
- * Phase wise supervisors
- * Counselors

Any member of staff who is concerned about the mental health or wellbeing of a student should speak to the counselors. If there is a fear that the student is in danger of immediate harm then the normal child protection procedures should be followed with an immediate referral to the designated staff or the supervisor. If the student presents a medical emergency then the normal procedures for medical emergencies should be followed, including alerting the first aid staff and contacting the emergency services if necessary.

Teaching about Mental Health

The skills, knowledge and understanding needed by students to keep themselves and others physically and mentally healthy and safe are included as part of the curriculum.

The specific content of lessons will be determined by the specific needs of the cohort teaching but there will always be an emphasis on enabling students to develop the skills, knowledge, understanding, language and confidence to seek help, as needed, for themselves or others.

Policy Review

This policy will be reviewed every 2 years as a minimum. It is next due for review in April 2022

Additionally, this policy will be reviewed and updated as appropriate on an ad hoc basis.

This policy will always be immediately updated to reflect personnel changes.