



Sveti Duh 122, Zagreb, Croatia

WELL-BEING POLICY

Introduction

Our school principals are “**honesty, integrity and respect for others.**” The core of these principles is the desire and belief in educating the whole child in all its fullness with a healthy mind and the opportunity to share their thoughts, feelings, worries and aspirations in a safe and caring school environment and we give the utmost importance to pupil’s wellbeing. The wellbeing of the whole school community is central to the school’s mission statement and management take responsibility to promote wellbeing defined as:

“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.” (WHO, 2001).

Whole School Approach to Well-Being

A multi-dimensional, preventive, whole school approach to the promotion of well-being, with involvements at both universal and targeted levels, is the priority for *Bright Horizons*. This whole school approach involves all members of the school community engaging in a collaborative process of change to improve certain areas of school life that impact on well-being. All class and subject teachers understand their mutual role in supporting learning about wellbeing in their classroom/subject.

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By implementing a whole school approach *Bright Horizons* aims to create a wide range of educational and social benefits for our pupils such as

- increased inclusion
- greater social unity
- improved behaviour
- improved learning results for pupils
- improvements to mental health
- Increased pupil self-esteem
- Lowered occurrence of bullying
- School atmosphere is safer and more secure

Mindfulness and Well-Being programme in Bright Horizons

The impact that the pandemic caused by the coronavirus has further confirmed that the focus in education should also be on the mental and emotional health of students in the regular educational program. Inspired by the *Mindfulness in School Project* (MISP) from September 2020, Bright Horizons introduced a *Mindfulness and Wellbeing program* for students.

We have worked at developing mental wellness through exploring growth mindsets and how to be the best version of ourselves.

Ongoing Erasmus+ project *Stop, Breath, Think*.

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Key stages of approach at Bright Horizons

Our pupil well-being offer follows a four-stage approach:

Stage 1

This is our universal well-being offer providing pastoral care for all children through our:

- PSHE curriculum
- Class Circle Times
- Mindfulness Workshops
- Personal Goals- pupils are encouraged by all school members to practice and develop personal skills such as kindness, resilience, patience and other.
- Assembly topics (held on a weekly basis)

Stage 2

In this stage we provided short-term interventions to support children who may need that extra care. It is in the form of a smaller group or 1:1 session conducted by our professional team leads and members covering behavioural, emotional, and social skills.

Stage 3

We have a fully trained Counsellor in school to offer bespoke 1:1 support for children who need more specialist support. At this stage, we may also look at referring to a specialist out of school.

At this stage:

- Support plans are drafted, shared with parents for consultation and then finalised before a programme of support commences

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- Support plans are securely kept in child's file
- Any confidential information or information which evokes the implementation of Child Safeguarding Policy are dealt directly by the Designated Safeguarding Lead – DSL, (or Deputy DLP in their absence), and communicated with parents/guardians

Stage 4

If a pupil needs longer term specialist support that we cannot offer in school, we may refer them to therapeutic support in Clinics and Public Health Institutions we are cooperating with.

Review

This policy will be reviewed annually and as it is deemed appropriate. The policy review will be undertaken by the Headteacher, Head of Governors or nominated representative.

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