



**Vernus
International
School**

WELLBEING POLICY

AY: 2026 - 2027

Date of Policy	August 2021
Date of last review	August 2026
Date of next review	August 2027
Lead Member of Staff	Principal & Head of Wellbeing



Wellbeing Policy (2026-2027)

Introduction

The spirit of Vernus International School strives to take the emotional health and wellbeing of our students and staff very seriously. Our ethos is a caring one, which develops respect, and self-esteem and gives a voice for all. Our school is committed to providing a caring and supportive environment for all staff and we recognize the importance of staff welfare. We promote a supportive and inclusive ethos, which values parental/caregiver involvement and contribution. This policy outlines how we as a school care for and nurture the emotional wellbeing of our students and staff.

Related Policies that Are Required of Schools

- Child Protection & Safeguarding Policy
- Online Safety Policy
- Cyber Bullying & Anti-Bullying Policy
- Behavior Management Policy
- PHSE Policy
- IT Policy

Purpose of Policy

The purpose of this policy is to ensure and support the emotional needs of all stakeholders at VIS and the importance VIS places on the well-being of all members of the VIS community. This policy serves the entire school.

Aims and Objectives

VIS aims to develop a community where all stakeholders can flourish, feel safe and welcome, and interested:

- To create an enthusiastic and engaged learning community who will achieve their full potential
- To develop the whole child
- To aspire to be the heart of our community

VIS aims to be a school where:

- Teaching & learning is personalized, creative, challenging and fun
- A sense of mutual respect, care, and responsibility is shown for everyone in the school



- Everyone in the school's virtual online environment feels safe, supported, valued, and happy
- All staff are supported through existing policies, procedures, initiatives, and individual care and advice.

Wellbeing & Mental Health Definition:

Mental health is an integral and essential component of health. The World Health Organization March 2018 constitution states: "Health is a state of complete physical, mental and social wellbeing and not merely the absence of disease or infirmity."

Mental health is a state of well-being in which an individual realizes his or her abilities, can cope with the normal stresses of life, can work productively, and can contribute to his or her community.

Wellbeing & Mental Health – Whole School Approach

All members of the school community have a responsibility to promote and support the emotional health & well-being of students during classes and after classes following wellbeing procedures. At VIS, emotional health and well-being are the fundamentals of our vision and daily running. We believe in promoting school improvement & success in a multitude of ways:

- Students are more engaged in their learning
- Improved standards in all subjects
- Parents' involvement in virtual learning
- Students with high self-esteem and confidence
- Improved behavior & attendance
- Fewer disengaged students
- Lower rates of persistent absence
- Positive and effective relationships between staff & students
- Focus on creating positive emotional health and wellbeing to create happier, motivated staff and students who strive to get the most out of life.

Promoting Emotional Health & Wellbeing

- VIS promotes and strengthens the students' voice and having Virtual meeting rooms & social-emotional learning Google classrooms where students can join and discuss their issues and get guidance from teachers and the head of the wellbeing



- The school focuses on circle time approaches and awareness campaigns & events to support and help students understand their well-being needs
- The school's counseling corner website helps students get access to Wellbeing Check-in whenever they want.
- Also, students can find different therapeutic activities including relaxation, and mindfulness techniques to help them get out of stress or control their anxiety during this uncertain time.
- VIS facilitates an enhanced environment for learning through:
 - Recognizing the background of individual students and their physical, social, and emotional needs
 - Improved classroom environment, facilities & resources
 - Establishing clear rules, routines, and expectations about behavior for learning
 - Encouraging positive, caring, and constructive relationships
- VIS enhances student motivation and learning through
- Consistent support for vulnerable children and those with SEN from learning support and agency where appropriate
- Celebrating successes and achievements in the classroom even in a virtual setting
 - An exciting and varied range of extra-curricular activities and events
 - A balanced curriculum with opportunities for intellectual, physical, and expressive development
 - Recognize a range of learning styles
 - Encouraging independence in learning
 - Using a range of teaching styles appropriate to the student's age, ability & level of maturity
- VIS enhances student's self-esteem and personal development through:
 - The personal development curriculum which includes Social Studies, Moral Education, and SEL asynchronous classes to guide health and development
 - A focus on a growth mindset
 - Opportunities for reflection and personal development through art, Islamic values, and mindfulness.
 - An emphasis on praise and reward for effort and positive comments
 - Access to school head of wellbeing for further support when required
- VIS enhances staff motivation, learning, and professional development through:
 - Curricular planning time within the school week
 - Whole school training events
 - Student progress meetings are held during the school day
 - Involving all staff in decision-making and proposed change



- Consultation in training and support needs through regular review
- Induction training and information for new staff
- Provide additional support at times of particular stress, change, and/or difficulty
- Have a responsive and listening culture, reacting quickly to problems
- Maintain contact with staff when they are absent
- Provide opportunities for staff to socialize and celebrate different events when appropriate

Role of Staff Members

All staff should be familiar with the school's policy as they are the front line in identifying possible mental health issues and helping students connect with needed resources. It is their role to intervene when students display problems that interfere with academic performance such as poor attendance, falling asleep in class, failing to complete assigned work, and/or being disruptive to the class. To help faculty identify possible issues, possible warning signs are divided into three categories:

Atypical behaviors may be behaviors that are simply not typical for a particular student.

Unusual behaviors, which is defined as behavior that is abnormal or bizarre, such as ongoing magical or fantastical thinking, or actions, which interfere with the learning atmosphere.

Poor academic performance can lead to a downward spiral as emotional issues compromise academic performance, which causes greater distress and anxiety.

ATYPICAL BEHAVIORS (a change from the usual)	UNUSUAL BEHAVIORS	ACADEMIC PERFORMANCE PROBLEMS (Sharkin, 2006)
Becoming irritable/short-tempered/obsessive	Emails are accusatory, manipulative, sexually inappropriate or threatening	Late assignments from beginning of course & Failing quality of work from beginning of course
Sudden deterioration in quality of work & Content of work becomes negative/dark/odd in tone	Discussion post contents are: Bizarre, fantastical, paranoid, disruptive, confused, or show disorientation	Ongoing display of anxiety about assignments
Abruptly begins turning in late assignments & stop responding emails	Student clearly seems out of touch with reality	Not returning emails or phone calls
Becoming disrespectful in discussion posts		Not turning in work at all & Not re-doing work when given an opportunity



Role of Head of Wellbeing

- ❖ Ensure the provision of a healthy working environment & take responsibility for her work-life balance and be aware of the role model they are setting for others
- ❖ In collaboration with senior leaders, set positive role models
- ❖ Provide welfare support for individual staff as required
- ❖ Ensure that all staff are treated in a fair, sensitive, and confidential manner
- ❖ When issues arise, discuss options appropriate to the circumstances
- ❖ Support as far as possible any initiatives and recommendations about staff welfare & promote a safe environment through the training and implementation of the safeguarding policy, behavior management & online safety policy.

Reporting

As a school, we encourage students to report and speak up. Staff will be alert to changes in behavior, attitude, and wellbeing. All incidents will be treated seriously, however trivial they might seem at first.

Communication

The school communicates with parents on any wellbeing issues. We work in partnership with parents and students to prevent any wellbeing or mental health issues.

Review

This policy will be reviewed at least once a year by the principal and the head of wellbeing

