

## *What is well-being and why is it important?*

### What is 'well-being'?

Well-being is the *experience of health and happiness*. It includes mental and physical health, physical and emotional safety, and a feeling of belonging, sense of purpose, achievement and success.

### What are the types of well-being?

- **Emotional well-being** – the ability to be resilient, manage one's emotions and generate emotions that lead to good feelings
- **Physical well-being** – the ability to improve the functioning of one's body through healthy eating and good exercise habits
- **Social well-being** – the ability to communicate, develop meaningful relationships with others and create one's own emotional support network
- **Environmental well-being** – the ability to pursue one's own interests, beliefs and values in order to gain meaning and happiness in life and personal enrichment
- **Societal well-being** – the ability to participate in an active community or culture.

### Why is well-being important in schools?

Well-being is important at school because schools have an essential role to play in supporting students to make healthy lifestyle choices and understand the effects of their choices on their health and well-being. Childhood and adolescence is a critical period in the development of long-term attitudes towards personal well-being and lifestyle choices. The social and emotional skills, knowledge and behaviours that young people learn in the classroom help them build resilience and set the pattern for how they will manage their physical and mental health throughout their lives.

Taken from the **Council of Europe**:

<https://www.coe.int/en/web/portal/home>

***10 Point Action Plan:***

***A whole school approach to promoting well-being at Brookes Moscow***

At Brookes Moscow, we believe we have a key role in promoting pupils' positive mental health and well-being. As a school we have a **well-being committee** developing and are implementing a range of strategies and approaches to achieve this:

**Whole School:**

- 1) **Displays and information** around the school about well-being and where to go for help and support both within the school and outside the school.
- 2) Throughout each academic year, there is a **half-termly focus** on a key aspect of well-being:

- 1) *Health Choices*
- 2) *Mindfulness*
- 3) *Resilience*
- 4) *Getting active*
- 5) *Staying connected*
- 6) *Giving back*

There will be an assembly tailored to each age range linked to this with a dedicated lesson and resources to follow up. A section of the newsletter will also be dedicated to promoting well-being throughout the school community.

- 3) Weekly **staff briefing** to share any concerns we have regarding any aspect of student welfare.
- 4) A variety of **Social Events** for students organised through the **Brookes Community Trust** or **Student Voice** (e.g. *Movie Night, Talent Show, House Competition*) to connect students socially and build a sense of community.

In the classroom:

- 5) Homeroom time is allocated to promoting positive mental health and well-being: **kindness /compliment boards / journalling / worry boxes.**
- 6) Age appropriate **Classroom scripts** and **signposting** (e.g. '[Action for happiness](#)' calendars shared throughout classrooms in different languages) to promote an aspect of well-being.
- 7) Using **reading lessons** to explore themes and learn about emotions: exploring differences, coping with change, building resilience. Year groups will explore the same theme.
- 8) **Small Group Activities** to develop friendships, social skills groups at break or lunchtime. **Quiet rooms/areas** are available for those students who feel overwhelmed.

**Student-led activities:**

- 9) Promoting **events/ flagship days** linked to mental health and well-being (led by **Student Voice**):

*( Suggested International Days linked to Mental health & Well-being):*

- Mental Health Awareness Week is from **15th to 21st May 2023** (this year's theme is **anxiety**)
  - World Mental Health Day (WHO): **10th October** each year
  - World Meditation Day: **May 21st 2023**
  - World Well-being week **June 5-11th 2023**)
- 10) **Academic consultants:** meetings with parents/carers, pupils and relevant staff to ensure a smooth transition between different programmes (e.g. from Y6 to Y7) and discuss any concerns families may have about making the change.

### *Further recommendations from Heads of School*

- A **Mental-health & Well-being Policy** to be drafted alongside our Brookes Community Trust parents and shared with the school community
- The appointment of a trained **Mental Health & Well-Being Coordinator**, to organise staff training and development
- A **School Counsellor** and **Psychologist** made available to students
- The development of a **Well-being Committee** with members from across all areas of the school community
- Student [well-being questionnaires and surveys](#) introduced

### *Early Years*

- Professional Development for our teachers. A focus on **Wellbeing** already begins each Early Years meeting Monday mornings. Each includes resources that can be used in classrooms by Early Years Homeroom teachers and Specialists, including Key Center.
- Shared spaces are planned and beginning to be designed which focus on the [6 Principles of Nurture](#) (from the Education Scotland). These will be made our own and in child friendly language. The success of the display will determine if it will become a permanent feature in Early Years.
- Further **Mental health and Wellbeing** professional development will lead our Homeroom teachers and Specialists to be able to share how their lessons link to **Mental health and Wellbeing**. A focus on how at least one of the 6 principles of nurture will be added to lessons will be a shared focus in Early Years from this point forward.

### *Lower School*

- 10 minutes dedicated each day to mindfulness/well-being under the following headers: (**Mindful Monday / Tranquil Tuesday / Well-done Wednesday / Thankful Thursday / Friday Fun**)
- Redesigning the Student Planner to make it more of a journal
- Each day, a small group of students meet with the Pastoral Lead to play a game and informally discuss how things are going



### *Upper School & Senior School*

- One homeroom session per week dedicated to well-being
- Monthly 'tea with the Head', with different students every time. This will help us to get a better idea of what is happening with the students.