



# Cambridge High School



# Cambridge High School Wellbeing Policy



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## Our Guiding Principles

### IB Mission Statement

The International Baccalaureate® aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end, the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment.

These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

### CHS Mission Statement

Cambridge High School is fully and unequivocally committed to excellence and success by providing a challenging, yet supportive, nurturing and balanced learning environment that allows learners to flourish personally and academically. Through the implementation of high-quality international programmes, education is engaging, effective and inclusive. CHS provides learners with a unique educational experience that incorporates rigorous curricula, extracurricular activities and service initiatives that shape students into well-rounded, caring lifelong learners who are able to work collaboratively and respectfully with others to overcome challenges and contribute towards creating a more sustainable, resilient and peaceful world.

### CHS Vision Statement

Cambridge High School aims to develop lifelong learners equipped with the knowledge and skills needed to reach their fullest potential and to become proactive citizens capable of contributing effectively and efficiently to their communities and the world. CHS aspires for its learners to become innovative, caring and internationally minded individuals who have a deep-rooted respect for their cultural values and principles, as well as that of others.

### IB Learner Profile

Inquirers	Risk-takers	Caring	Principled
Open-minded	Communicators	Balanced	Reflective
Knowledgeable	Thinkers		



## Wellbeing Policy

### Wellbeing Philosophy

CHS puts its students at the centre of its mission by recognizing each student's individuality and diversity. The school strives to develop independent-minded and effective life-long learners who can tap into their full potential and become well-rounded members of society capable of dealing with life's challenges with a positive and balanced attitude. Students are encouraged to become reflective thinkers, who are committed to personal and academic growth.

CHS is constantly evaluating itself and its programmes to better serve its community. Our aim is to provide a healthy educational environment based on collaboration, mutual respect and support between the school staff, parents and students by including academic, mental, emotional, physical and social wellbeing into the school's ethos.

Our whole-school approach towards wellbeing and our nurturing atmosphere focuses on the multidimensional aspects that are important to all stakeholders, such as, overall health, safety, progress, development and accomplishments necessary for having a healthy lifestyle now and in the future.

Wellbeing is achieved when students recognize what they are capable of, and how best to take care of their overall health. CHS understands its role in providing the support and encouragement needed for each of its students to flourish and develop by ensuring a healthy and positive experience for students beginning from their primary education until they graduate.

### Wellbeing Purpose

The objective of the wellbeing policy is to help students understand the importance of having a healthy and active lifestyle; that there are steps and skills that can improve one's wellbeing; to provide students with the opportunities to experience the benefits of a positive environment that is safe and nurturing; and to outline the roles and responsibilities of key members of CHS who work to promote a healthy atmosphere within the school community.

The policy clarifies the school's vital role in the promotion of academic, physical, mental, emotional and social wellbeing through the integration of cognitive, social and emotional skills necessary for students to learn more effectively, receive better outcomes and become better equipped to deal with changes and challenges.



## Wellbeing and the IB Learner Profile

**Caring:** Self-care towards one's self is paramount to success. By promoting wellbeing, students learn to care, respect and prioritize their physical, mental, emotional and social health, which will eventually translate into making a positive difference in their lives and that of others.

**Principled:** Striving towards a healthy lifestyle and wellbeing needs a level of discipline and determination. Students are taught that part of being healthy is taking responsibility for their choices and actions.

**Reflective:** Being thoughtful in one's educational journey by not only focusing on academics, instead taking a whole-person approach towards success and achievement. A holistic outlook on one's strengths and weaknesses is key towards personal development and overall health.

**Balanced:** A key element to having a healthy lifestyle is balancing the aspects of one's life, whether academic, mental, emotional or social and setting priorities.

## Wellbeing Overview

An atmosphere of wellbeing creates happy, confident, responsible and determined students who are connected to their school, peers and community. To foster this atmosphere, students need positive role models who share a similar commitment to wellbeing.

To measure students wellbeing, the following indicators are used:

- Students are physically healthy and take part in physical activities
- Students are concerned with their own wellbeing and that of others
- Students are able to think through decisions, make the right choices and able to assess risks
- Students feel connected to and responsible for their school, peers and community
- Students have a high level of self-confidence and self-esteem
- Students are able to deal with challenges in a positive manner and recognize when they need to ask for help
- Students have a voice and their opinion is valued
- Students feel secure and safe
- Students are able to reflect effectively on their successes and failures
- Students have opportunities to have healthy social relationships and engagements
- Students are presented with opportunities for success and contributions are recognized
- Students are given the skills needed to use technology in a safe and appropriate manner
- Students are provided with a structured support system in which to flourish
- Students maintain a good record of attendance



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## Roles and Responsibilities of School Community

### Role of the School

#### The Curriculum

CHS ensures opportunities to teach the importance of wellbeing throughout the curriculum. The teaching and learning process is inclusive, engaging and differentiated to meet the needs, uniqueness and levels of all its students to provide a high quality education. In addition, the school facilities are fully equipped to promote a healthy lifestyle. Students are encouraged to participate in school clubs and sports, thus, learning about the benefits of a healthy lifestyle.

The school calendar themes are distributed to cover the IB learner profile attributes throughout the academic year. Each month has a theme related to the curricular and extracurricular activities that enable our learners to be well-rounded and life-long learners. The calendar themes are set at the beginning of the year and the dates are flexible according to local and global events. The calendar is the school's foundation that guides our community about the dates of different events, activities, awareness campaigns and important events happening locally and globally.

Physical Education is taught from KG up to grade 12 and allocated 2 lessons weekly for each class. Furthermore, students learn about responsible behaviour and skills necessary to be safe in this digital era by safeguarding their wellbeing online. CHS recognizes that social media and cyberbullying are concerns for both students and parents; therefore, it provides education and guidance to students and parents on the risks and dangers of some online platforms, while still promoting the responsible use of the internet.

Also, the CAS programme in the IBDP teaches a number of life-skills that enhance students' wellbeing, such as, first aid classes, cooking and home economics, that increase students' self-confidence and prepare them for real life upon graduating.

Recently, CHS introduced Protect ED for the primary and middle years programme into the curriculum. Protect ED is a multi-grade, multi-subject, flexible program that addresses the most critical issues in child safety today. It enables our learners to gain a better understanding of their physical, social, and emotional development through a series of non-threatening safety, health, and well-being lessons. A fixed lesson is set for the primary stage schedule every Sunday morning, whereas a specialized teacher facilitates the lessons in the middle years programme. All primary homeroom and the MYP Protect ED teachers underwent professional development training to equip them with the skills and knowledge to tackle the subject.



## **The Environment**

CHS aims to create a positive environment that enhances wellbeing for the whole school community as a shared responsibility. The school strives on building strong and collaborative relationships between all stakeholders through active participation, setting respectful boundaries, mutual respect and consideration, abiding by rules and having positive expectations. In addition to providing a safe and secure environment in which staff and students feel accepted, encouraged and supported to make contributions and develop on personal, academic and professional levels.

## **Professional Development**

Professional development is a priority at CHS. The school regularly conducts workshops and training in wellbeing promotion for staff and students, such as, better management training and resolving conflicts. The trainings aim to identify and build on existing good practices at the school; sharing and open communication; exploring factors that have positive or negative impacts on the school; reflecting on existing practices and their impact on the wellbeing of the school; learning about supportive practices that encourage collaboration and positivity; raising awareness about the impact of bullying and peer pressure on mental and emotional health; and helping teachers to recognize early signs of challenges and difficulties a student may be facing academically, emotionally, mentally or physically.

First aid training is also provided to all bus chaperons.

## **School Cafeteria**

Only healthy food and drinks are sold at the school cafeteria. Students who bring their own food are encouraged to have a well-balanced variety of healthy food and parents are made aware of the school's healthy eating policy. Soft drinks and processed snacks are not sold at school and students are discouraged from sharing food to avoid any allergy mishaps, such as, allergies to nuts.

## **Recognition and Reward**

Achievement Awards are distributed at the beginning of the academic year during the morning assembly. Exceptional students receive an achievement certificate to further promote a culture of excellence. Parents are invited to the award ceremony to celebrate with their children and to receive the recognition they deserve as well for their dedication to their children's education.



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## Extra-curricular activities

The activity department manages extra-curricular activities in a variety of areas that provide a safe and welcoming space that all students, teachers, staff member and parents are encouraged to participate in. These activities include, but are not limited to:

- Day camps
- Military camps
- Dress-up days
- Talent shows
- School sports teams (basketball, football, swimming)
- Sports courses
- School choir
- School band
- Field trips
- Chess club
- Board games
- School bazars and open days
- Donation campaigns
- Awareness campaigns
- Competitions

## Role of the Teachers

Teachers play a vital role in the wellbeing of students both inside and outside the classroom setting. Teachers are expected to be role models to students to help guide and support them as they learn by example. Teachers are able to provide students with a sense of belonging, to build their self-confidence and help them deal with challenges they may face.

CHS recognizes that dealing with students in a positive, sensitive and consistent manner can influence their attitudes, values, behaviours and consequently, their successes and accomplishments. As a result, students' wellbeing is at the forefront of the teaching process.

## Role of the Clinic

The clinic provides nursing care for students and staff and liaise with parents, teaching staff and management. It conducts annual checks of eyes, weight and height. It also coordinates with the school counselor and administration to identify students who show signs of medical concern to ensure the student receives the attention and support they need. The clinics also ensure teachers are made aware of students with any medical conditions.





## Role of the School Counselor

CHS strives to support our learners' social, emotional, and academic learning, and in order to achieve that, a counseling department has been established with two specialized full-time counselors. The counseling department has an open-door policy where they provide individual and small-group counseling sessions as needed. They conduct small-group counseling sessions in response to identified needs within the school system. The content of each counseling session is confidential between the counselor and the learner unless the learner's welfare or safety, or that of another, is considered to be at risk. At this point, information is shared with the school principal.

The counseling department discusses different topics that may include academic skill building, social development, conflict resolution, bullying, family issues, making healthy choices, provide support and skills to parents, school staff, administration, and the community to assist them in helping learners with their development. They also participate in school decision-making and in activities that contribute to the effectiveness of the school. The counselors also help raise awareness at global and local events.

## Role of the Inclusion Department

The inclusion department oversees student progress in their learning process and their assimilation into the school environment for those who need additional support. They also, liaise between students, parents, the school and outside agencies when needed to provide the best environment for learning in the classroom. The department ensures that the diverse needs and learning differences of all students are adequately accommodated and that appropriate structures are put in place to support them when possible.

## Role of Parents

CHS works closely and communicates the mission and vision of the school with parents to ensure that students have the best educational journey possible. Effective and consistent communication is encouraged from both sides for any issues that need to be addressed.

Parental workshops and orientation take place throughout the academic year to keep parents abreast on any changes, developments or decision taking place by the school, not only academically, but with regards to students' wellbeing as well. Topics are wide-ranging from sleep, time-management, to university guidance, and to raising awareness of issues of importance, such as, social media safety.



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The school also has an active PTA which provides a forum to represent the views of parents to the school principal and administration. The PTA committee is elected at the beginning of the year and all parents from different school stages are asked to either nominate themselves or take part in the voting process. Parents are also encouraged to participate in school events and activities, in addition to having a place at the table to share in the decision making process and voice their opinions and suggestions in keeping with the school's mission, vision, rules and regulations.

## Role of Students

Student council elections take place at the beginning of the year to choose representatives for each class group. Student council members are expected to be role models and have an important role representing their class group's concerns and observations and bringing them to the attention of the administration. They are also responsible for playing an active role in school events by helping to organize and liaise between members of the school community. This active role promotes a sense of belonging and involvement in the school's development by giving student a voice and platform to be heard.



## IB Standards and Practices for Wellbeing

**Lifelong learners 5: Students exercise the flexibility, perseverance and confidence they need to bring about positive change in the wider community and beyond. (0402-05)**

**Lifelong learners 5.2:** Students demonstrate a commitment to service with and for the community throughout their learning, in accordance with programme documentation. (0402-05-0200)

**MYP 1:** Students take opportunities to develop, act and reflect on MYP learning outcomes for service in each year of the programme. (0402-05-0221)

**Approaches to teaching 4: Teachers promote effective relationships and purposeful collaboration to create a positive and dynamic learning community. (0403-04)**

**Approaches to teaching 4.1:** Teachers collaborate to ensure a holistic and coherent learning experience for students in accordance with programme documentation. (0403-04-0100)

**Approaches to teaching 4.2:** Students collaborate with teachers and peers to plan, demonstrate, and assess their own learning. (0403-04-0200)

**Approaches to teaching 4.3:** The school provides opportunities for students to collaborate based on their strengths and abilities. (0403-04-0300)

**Approaches to teaching 5: Teachers remove barriers to learning to enable every student to develop, pursue and achieve challenging personal learning goals. (0403-05)**

**Approaches to teaching 5.1:** Teachers consider learner variability when planning students' personal learning goals. (0403-05-0100)

**Approaches to teaching 5.2:** Teachers integrate prior knowledge into the curriculum to aid and extend learning for all students. (0403-05-0200)

**Approaches to teaching 5.3:** Teachers use IB-mandated policies to support students. (0403-05-0300)

**Approaches to teaching 5.4:** Teachers support language development with consideration for the language profiles of students. (0403-05-0400)

**Approaches to teaching 5.5:** Teachers use multiple technologies to aid and extend learning and teaching. (0403-05-0500)



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**Culture 6: The school implements, communicates and regularly reviews its IB mandated policies to ensure they are cohesive and reflect IB philosophy. (0301-06)**

**Culture 6.1:** The school implements processes with consideration of the relationship between its IB mandated policies. (0301-06-0100)

**Culture 6.2:** The school documents its IB-mandated policies and communicates them to the school community. (0301-06-0200)

**Culture 6.3:** The school considers physical and virtual spaces in all of its IB-mandated policies. (0301-06-0300)

**Culture 6.4:** The school articulates a planned integration of human, natural, built or virtual resources in all of its IB-mandated policies. (0301-06-0400)

**Culture 6.5:** The school considers the Learner Profile in all of its IB-mandated policies. (0301-06-0500)

**Culture 6.6:** The school considers international-mindedness in all of its IB-mandated policies. (0301-06-0600)



## Cycle of Review

The review of the policy takes place regularly and periodically (every 2-3 years) to keep the school in line with the IB policies and regulations. Revisions of the policy took place in April 2008, April 2011, April 2015, June 2017, October 2017, February 2018, March 2022 and June 2023.

### Wellbeing Policy Steering Committee

**Principal:** Raghda Al Sawalqa  
**IBDP Coordinator:** Nancy Khair  
**IBMYP Coordinator:** Shireen Bakri  
**Primary CP Coordinator:** Niveen Salah  
**School Counselor:** Farah Rihawi  
**School Counselor:** Jeeda Abu Zaid  
**Activity Manager and PE Head of Dept.:** Elias Jouzy  
**Protect ED Teacher:** Dana Noureddin  
**Primary Homeroom Teacher:** Manal Jraisat  
**Individual and Societies Teacher:** Audrey Ghareeb

## References

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- *Wellbeing in Education in Childhood and Adolescence*. Wellbeing Research Center and International Baccalaureate Organization, 2022
- Balica, Magdalena. *What Is Well-Being?*. International Baccalaureate Organization, 2021.