



Well-being Policy

1. Rationale
2. Our view of human nature and humanity
3. Children's well-being
4. Staff language use
5. Cooperation with parents
6. School and classroom environment
7. Healthy eating
8. Accidents and deaths
9. Appendices

1. Rationale

The European School Copenhagen is a new and growing school; full of students from many different countries and cultural backgrounds across the world. While we have the amazing advantage of being part of creating a new school we are aware of both the opportunities and challenges of combining all the different cultures into one school community. Our Well-being Policy has been developed to take into account the needs of all children across all cultures and countries.

All children have the right to feel safe, secure and happy while they are school. At the European School Copenhagen, we have a number of policies and guidelines to ensure that children are kept safe, and feel secure and comfortable during their time at school. The Well-being Policy outlines our principles and beliefs, as well as our pedagogical and teaching approaches to children's well-being.

2. Our view of human nature and humanity

We take a holistic view of the child.

We look at the child as a whole, taking into account their family, culture, religion, previous experiences and current needs.

Social interaction is the foundation of academic success

To foster the children's well-being in school they therefore need to feel that they are a valuable part of the school community and also need to experience the feeling of academic progress. Social interaction and academic progress are mutually dependent.

It is a human need and a right for children to have equal opportunities.

In the process of achieving equality, children require differentiated approaches.

This helps us to celebrate the diversity of our school (cultural, physical, home lives, personalities, perspectives, abilities, social background and appearances).



Unsuitable behaviours are caused by an undiscovered and/or unmet need.

We have an obligation to support children with vulnerabilities that can cause social exclusion. This can be due to sensory overload, low self-esteem, lack of concentration, boredom, different expectations in different environments, fear of exclusion from peers, home issues and other emotional states. We must remember that the child's actions do not necessarily represent who they are. Therefore, it is important to separate the behaviour and the child, to get to the crux of the problem.

3. Children's well-being

As it is our view that social interaction is the foundation of academic success and to well-being in general, we find relationship work for the children in school and in After School Care highly important. Teachers, pedagogues and other staff in the school have an important role in developing and protecting the well-being of the children. We are role models for the children we work with and must display the characteristics and behaviour that we want them to display. This includes the language we use, how we meet and interact with children and how we handle conflict.

We are also responsible for providing instruction and guidance on social matters, as well as acknowledging any open emotions in children, while also setting boundaries for behaviour. We use curriculum time to teach and discuss key social skill and shown how to deal with conflicts and social interaction. We aim to incorporate a weekly circle time session where children can share worries and/or scenarios can be worked through. We build structures and provide ways in which children can be heard, in an environment where they feel safe and unjudged.

To provide the children some consistency in our approaches, the whole school uses the "Free of bullying"- materials from "Mary fonden": <http://www.maryfonden.dk/en/free-of-bullying>

The material uses a suitcase which contains pedagogical tools such as Buddy Bear and 'Conversation Boards'. These tools secure consistency and a thorough educational guidance for the relationship work / anti-bullying work for children. In addition, our school is beginning to use the "KiVa Koulu" anti-bullying programme to help promote well-being. This will continue to be a future focus.

To prioritise children's well-being as a focus we have several assemblies, workshops and events throughout the school year. These include:

- Children's Rights Day
- Well-being Day
- Friendship Run
- Red Barnet (Save the Children) workshops



4. Staff language use

All staff have a responsibility to be positive role models for the children, by being conscious of the way we behave and speak. Therefore, we are committed to the following:

- Using a positive approach with conflict-defusing language.
- Praising suitable behaviour and deserved actions, rather than focusing on the unsuitable behaviours. We give any positive interaction and behaviour the best possible attention, for all children to notice. If a child shows unsuitable behaviour we try, as much as possible, to address this one-to-one.
- Solving issues together with the children by discussing possible solutions and supporting those involved in the conflict/ situation. This will involve giving time for all those involved to speak and encouraging them to listen to each other.
- Using the language of choice; giving the child a way out of the situation by not backing them into a corner.

5. Co-operation with parents

We believe that close co-operation and mutual understanding between parents and school is crucial to meeting the holistic needs of our children. We aim to have clear and open means of communication through various methods such as Skole-Intra, parent meetings, coffee mornings and other school family events. Parental engagement in school has a huge impact on a child's well-being and learning. Staff members welcome and respect the feelings and expertise of parents and expect the same respect and understanding of our professional judgement.

Mutual expectations

- Support the community surrounding the child.
- Directly communicate any important matters between parents and staff.
- Ensure the child's positive opinion of the school.
- Show loyalty towards the school in the wider community

6. School and classroom environment

We endeavour to have the best possible physical space in school for our children. Currently due to the challenge of not being in our own school it is difficult to create the environment we would like to have. However, as we want our children to have a sense of ownership and responsibility for their classrooms we continue to set our expectations high. Additionally, an effort is made to create spaces and frames that suit the needs of the children, within the restrictions we have.



7. Healthy eating

We see the importance of healthy eating as crucial to the development of our children as we believe that there is a direct link between healthy eating, energy levels and positive behaviour. Therefore, parents are encouraged to provide their child with a healthy lunch which incorporates healthy options i.e. foods low in sugar and fat and high in fibre. Foods high in sugar are not to be included in school lunches. Through the curriculum and our environment, we aim to inform children about healthy eating and to encourage them to clarify their own ideas about making healthy eating choices

8. Accidents and deaths

In the event of an accident, serious unexpected illness in the school community (a child or staff member) or death of a staff member or child, we aim to provide support to our children. Staff are encouraged to instigate circle time so that the children are able to discuss thoughts, feelings and fears. Discussing these thoughts and feelings will greatly assist children and staff in their efforts to overcome difficult situations.

The Head of School is informed of what has happened and will inform the staff of the situation. It will also be decided how the situation will be dealt with and what will be communicated to the parents. Where necessary, BUF will be involved for support.

9. Appendices

To supplement the Well-being Policy, we have additional policies and guidelines covering different areas of children's well-being. These are:

- APPENDIX A Anti-bullying Policy
- APPENDIX B Behaviour Policy (incorporating the school values)
- APPENDIX C E-safety Policy and Guidelines
- APPENDIX D Playground Policy
- APPENDIX E Parent Guidelines
- APPENDIX F Health Education (policy to be developed 2018)