



# WSS Wellbeing Policy

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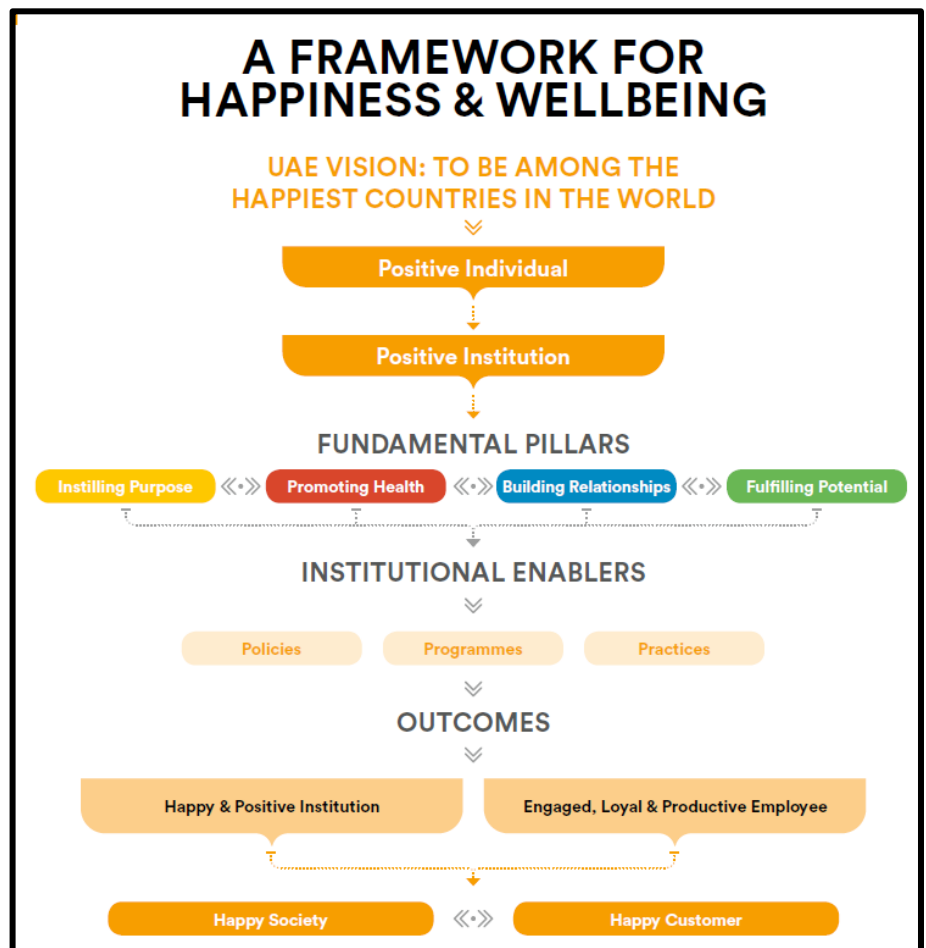
Model showing the alignment of UAE Vision, SPEA Wellbeing Framework & PERMAH framework:

<i>UAE Vision 2031; To be among the happiest countries in the world</i>					
Positive Individual			Positive Institution		
Instilling Purpose	Promoting Health	Building Relationships	Fulfilling Potential		
<i>SPEA Wellbeing Framework 2023</i>					
Emotional Wellbeing	Physical wellbeing	Social wellbeing	Academic wellbeing	Digital wellbeing	Life skills acquisition
<i>PERMAH Framework</i>					
Meaning/Purpose	Health	Positive Emotions	Relationships	Engagement	

This policy is applied at WSS alongside our School's Vision/Mission Statement and values. This policy is focused on wellbeing which will improve learning, behavior and lead to a safe, happy & effective education environment for all. WSS is committed to support the wellbeing of both students and staff. It aligns to the **UAE Wellbeing Vision, 2031:**

**The Purpose of this Policy is to outline:**

- How WSS promotes Wellbeing
- How WSS prevents/manages Wellbeing concerns
- How WSS identify individuals who need additional Wellbeing support
- How WSS staff are being trained to address Wellbeing concerns
- How WSS supports parents in need of Wellbeing support



## Definition of Wellbeing

The UAE guide to Happiness and Wellbeing in the work place defines Wellbeing as “two aspects...Happiness and Wellbeing” and describes how “Wellbeing is concerned not just with how people feel, but also how they function.”

As per SPEA, the definition of Wellbeing is:

At WSS we combine Wellbeing and Happiness and ensure that all students are able to cope with normal stresses of daily living, able to work productively, express their emotions, learn and are confident to achieve the best of their potential.

## Definition of Wellbeing

The World Health Organisation (WHO) defines wellbeing and mental health as “the state in which an individual realises his or her own abilities, can cope with typical stresses of life and is able to contribute to his or her community”. For learners, wellbeing is a holistic term that encompasses many aspects of their life, including their physical, social, academic, and emotional state.

## Introduction

Wellbeing is a major focus in UAE. It is important that we promote this objective to support effective learning, morale, engagement, care and trust within WSS. Schools are a second home where children spend many of their waking hours. It is here they need additional support, care, motivation and guidance to develop their character, confidence, leadership, build resilience and experience happiness and positive wellbeing.

At WSS we strive to ensure that children are able to adapt to changes, maintain positive mental health and ensure the school is a place where:

- All students have a voice, & feel safe to speak openly about their feelings & needs.
- All students are heard.
- All students feel a sense of belonging & engagement with the life & development of school.
- All students’ mental health is promoted.
- Zero tolerance to bullying.
- E-safety a priority.
- Wellbeing provision includes the **6 ‘Dimensions of Wellbeing’ as identified in the SPEA Wellbeing Framework.**



## Why are Mental Health and Wellbeing important?

It is of prime importance that schools promote positive mental health and fully integrates wellbeing into our values, Vision/Mission, Pastoral Care system, curriculum & extra-curricular programmes. This is critical because wellbeing underlines students' readiness & ability to engage effectively with learning programmes.

### **WSS approach to Promoting Wellbeing**

WSS approach to Promoting Wellbeing aims at holistic development of our students ensuring resilience, happiness, academic success and prevention/ addressing concerns before or as they arise. The aim is to support students & staff to be able to understand, contribute to & manage their own wellbeing through making smart, informed, healthy choices.

WSS Vision/Mission Statement encompasses wellbeing within the principals of the importance of Teamwork to enable students to reach their full potential.

WSS strives to create an open environment and a positive culture which encourages discussions between student and staff, among staff and between parents and staff to better understand wellbeing issues.

### **Staff roles and responsibilities**

At WSS we all have responsibility to promote positive wellbeing and safeguarding. All staff are trained to understand and be responsible for mitigating & responding to risk factors within the school environment.

Some students may require additional support or be 'at risk/vulnerable' for their wellbeing, and staff are trained to look out for signs and ensure that they get the support and guidance/counselling they need. These include SofD students, low self-esteem, possible mental health problems due to prolonged illness, trauma in family, bereavement, adversity factors, lack of communication, low level of social skills, lack of belonging and or emotional concerns.

### **WSS staff training**

The Head of Inclusion and Designated Safeguarding Lead provides guidance and support to staff, leads the training in Safeguarding and Child Protection & Wellbeing.

The DSL leads and works with student/guidance counsellors to coordinate activities to promote & improve student wellbeing.

The DSL is the first point of contact along with SLT for referral from both parents and staff for students & staff who may need additional wellbeing support.

WSS ensures that behavioral and emotional concerns are supported within the school or through external referrals with support of external professionals. We liaise with external professionals for those needing extended support of a specialist nature.

### **The Wellbeing Team includes**

<ul style="list-style-type: none"><li>• Principal (DSL)</li><li>• HOI/DSL</li><li>• Counsellors</li><li>• SLT</li></ul>	<ul style="list-style-type: none"><li>• MLT</li><li>• Staff Wellbeing representative</li><li>• Student Council and School Medical Team</li></ul>
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## Supporting Students Wellbeing

### Initiatives

<ul style="list-style-type: none"><li>• Wellbeing Sessions</li><li>• Buddy System</li><li>• E Safety Team</li><li>• Counselling sessions</li></ul>	<ul style="list-style-type: none"><li>• Awareness sessions</li><li>• Awards</li><li>• Newsletter articles</li><li>• Wellbeing activities</li></ul>
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### WSS Approach

<ul style="list-style-type: none"><li>• Referral systems for those needing specialist care.</li><li>• Listening school- where students feel safe and free to express their feelings and are listened to.</li></ul>	<ul style="list-style-type: none"><li>• Wellbeing prioritised</li><li>• Ensuring community awareness of WSS Wellbeing initiatives.</li><li>• Early Identification and supporting based on needs</li></ul>
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### Supporting Staff wellbeing

Research suggests that Staff performance can directly affect student performance, so at WSS employees' wellbeing needs are considered as a part of development plans, such as:

<ul style="list-style-type: none"><li>• WSS acknowledges and addresses wellbeing risks</li><li>• Stress of workload of staff</li><li>• Emotional demands of staff</li></ul>	<ul style="list-style-type: none"><li>• Classroom environment</li><li>• Accountability processes</li><li>• Challenges presented</li></ul>
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### The Multidisciplinary Team for staff supports in WSS are:

<ul style="list-style-type: none"><li>• Principal</li><li>• Vice Principal</li><li>• Teaching and Learning Coach</li><li>• HOI/DSL</li><li>• Counsellors</li></ul>	<ul style="list-style-type: none"><li>• SLT</li><li>• MLT</li><li>• Staff Wellbeing representative</li><li>• Student Council and School Medical Team</li><li>• Technical Support Team.</li></ul>
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### Safe Spaces

WSS follows ethics of confidentiality while addressing wellbeing concerns. Staff and students can approach the Inclusion Team and also GEMS Care and Share helpline. Regular follow-ups and department wellbeing meetings are held.

### Involvement of Parents and Carers

We recognize the critical role of parents and carers in promoting and ensuring the happiness and wellbeing of students. Our parents and carers have channels to reach out to school Inclusion Team if there is a concern regarding wellbeing. Parents and carers are kept up-to-date with wellbeing initiatives through Newsletters & Coffee Morning sessions, and are welcomed often to give feedback and suggestions.

In case a concern is reported by student internally the following steps are taken:

1. Teacher will refer to counsellor.
2. Teacher will make a referral note and if it is concerning child protection and Safeguarding then they report it in Phoenix HSE directly or inform DSLs.
3. Team inclusion addresses the concerns immediately.

4. Parents and carers are informed.
5. Intervention is initiated.
6. Strategies for parents are imparted.
7. Regular sessions are agreed upon and parents/carers are informed about the progress regularly.
8. The professional ethics of confidentiality is monitored.
9. External referrals are made if deemed necessary.

### **Involving Students**

WSS has a student council with student leader representatives chosen annually in designated areas as in E-safety, health and safety & character. The representatives are part of the wellbeing committee. They work with team and share wellbeing initiatives with peers.

### **Wellbeing protective and Risk Factors are followed-up**

#### **School risk Factors:**

<ul style="list-style-type: none"> <li>• Bullying</li> <li>• Cyber bullying</li> <li>• Discrimination</li> <li>• Break down of friendships</li> </ul>	<ul style="list-style-type: none"> <li>• Negative peer influences</li> <li>• Peer pressure</li> <li>• Poor pupil to teacher relationships</li> </ul>
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#### **Community Risk Factors:**

<ul style="list-style-type: none"> <li>• Socio economic disadvantage</li> <li>• Discrimination</li> </ul>	<ul style="list-style-type: none"> <li>• Significant life events</li> <li>• Covid 19 pandemic and aftermath</li> </ul>
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#### **All the above can lead to:**

<ul style="list-style-type: none"> <li>• Depression</li> <li>• Low Self Esteem</li> <li>• Eating disorders/Psychological disorders</li> <li>• Self-harm</li> <li>• Protective Factors</li> <li>• Clear anti bullying policies in place</li> <li>• Listening school for students to raise concerns</li> <li>• Promote happiness and wellbeing</li> <li>• Positive classroom management</li> </ul>	<ul style="list-style-type: none"> <li>• Ensure students feel a sense of belonging</li> <li>• Positive peer influence is enhanced and monitored</li> <li>• Provide wider supportive network for families</li> <li>• Ensure all students are safeguarded</li> <li>• Provide a range of leisure activities for students</li> <li>• Ensure valued opportunities exist for students internally and externally</li> </ul>
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### **Wellbeing Curriculum**

The WSS Wellbeing Curriculum is based on the 6 PERMA principles of **1) Positive Emotions, 2) Engagement, 3) Relationships, 4) Meaning, 5) Accomplishment & 6) Health:**

# P E R M A H



## Positive Emotions

Positive emotions are an essential part of our wellbeing. Flourishing people look back on the past with gladness; look into the future with hope; and they enjoy and cherish the present

## Relationships

Everyone needs someone. We enhance our wellbeing and share it with others by building strong relationships with the people around us – family, friends, co-workers and neighbours.

## Accomplishment

Everyone needs to win sometimes. To achieve wellbeing and to flourish, we need to be able to look back on our lives with a sense of accomplishment, being able to say that, "I did it and I did it well."

## Engagement

When we focus on doing the things we truly enjoy and care about, we can begin to engage completely with the present moment and enter the stage of being known as "Flow".

## Meaning

We are at our best when we dedicate time to something greater than ourselves. This might be religious faith, community work, family, politics, a charity or a creative goal.

## Health

It almost goes without saying, but our physical health is a core aspect of our wellbeing. We need to take care of our bodies because they affect all aspects of our being, including our thinking and feeling.

## Positive Emotions

Joy	Gratitude	Serenity	Interest	Hope
Pride	Amusement	Inspiration	Awe	Love

# PERMAH MODEL

