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## STUDENT WELLBEING POLICY

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(2023-2024)

<b>Policy Code:</b>	EHS-53-2023
<b>Approved by:</b>	Ms. Suzan Khashan
<b>Date of review:</b>	September, 2023
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## Wellbeing at Al Shorouq Private School

The KHDA include the OECD's definition of wellbeing in their recent 2022 'Wellbeing Matters' framework: *The psychological, cognitive, social and physical functioning and capabilities that students need to live a happy and fulfilling life.*

At APS, we also recognise that the wellbeing of staff and parents can affect student wellbeing and aim to put measures in place which protect wellbeing for all. For more information around staff wellbeing, see our Staff Wellbeing and Communications Policies.

### Responsibilities of all Staff

All staff are responsible for supporting the wellbeing of students, staff and visitors. In addition, we have a dedicated Pastoral Team who lead on wellbeing matters and who can offer specialist support/expertise:

- Safeguarding Leader – Ghada
- Deputy Safeguarding Leader – Ahmad Ramadan
- Vice Principal – Ahmad Yahya
- Director of Inclusion – Suzan Abulkhair
- School Counsellors
- School Doctor

Subject teachers are ultimately responsible for the social and emotional wellbeing of the students in their classes. They are also responsible for raising any concerns related to a students' wellbeing, whether this is short- or long-term. Teachers are encouraged to raise initial concerns with parents, where appropriate, taking advice from their line manager. Where additional support or advice is needed, teachers must reach out to Heads of Sections or a member of the Wellbeing Team.

For concerns regarding a student's psychological or social wellbeing, the School Counsellors will be key in offering advice, guidance and, where needed, either group or one-to-one intervention.

Specialist Teachers, Teaching Assistants, Learning Support Assistants and Support Staff must raise any student wellbeing concerns directly with the Class Teacher.

Where any staff are concerned about a students' safety, protection or safeguarding, the matter must be kept confidential and reported on our internal system, Guard. This will be addressed, as appropriate, by a member of our Safeguarding Team. For further guidance, see the Safeguarding Policy.

### Wellbeing and the Curriculum

Wellbeing is embedded in the formal written curriculum as well as the 'hidden curriculum' and extra-curricular opportunities offered by the school. Our Science of Learning pillar supports students in realising how they learn best and, in turn, experience greater success as a learner; this contributes to building student self-esteem and self-efficacy.

The Moral, Social and Cultural Studies Curriculum support the development of positive wellbeing, providing clear progression and continuity as students move through each phase.

### Supporting Psychological Wellbeing

- All staff promote self-esteem in their daily interactions with students. Positive praise and feedback are key.
- As a High Performance Learning school, the House Points system is linked to the Values, Attitudes and Attributes ensuring that students are praised linked to specific learning behaviours
- Students' strengths and achievements are celebrated regularly through displays,
- certificates, awards, home communication and assemblies
- Teachers use effective methods for differentiation and scaffolding to ensure that students' self-efficacy is promoted
- Staff encourage independence and risk-taking to support confidence building across the school
- Teachers promote student agency and innovation across the curriculum, valuing students' views and creative ideas
- Teachers explore ways of motivating students, taking into consideration their interests, and preferred ways of working
- Staff create a trusting ethos where students are confident to speak to adults about any concerns that they may have
- Teachers build in opportunities to support emotional literacy and resilience as they arise. This may include, but is not limited to, Circle Time, the use of Talk Time, at the teacher's discretion.
- The School Counsellors are introduced regularly in key school events and assemblies to raise their profile. School Counsellors host parent events to destigmatise key issues related to mental health and raise parent awareness.
- Mental health days feature in the school calendar to raise awareness of psychological health amongst students, staff, parents and the wider community.
- All staff celebrate cultural diversity across the year, valuing each student's cultural background and heritage.
- All students and staff are treated fairly and equally, regardless of gender, background, religion, race or educational needs.
- All staff are willing to offer care, guidance and support as students grow, learn and move through the school.

### Supporting Social Wellbeing

- Staff strive to maintain positive, professional relationships with all students, other staff members, parents and visitors, ensuring that individuals feel respected, valued and have a sense of belonging. Staff model positive social interactions and social skills at all times.
- Flexible friendships are promoted, reminding students that they may have different friends relating to their different interests. We encourage students, and staff, to have wide friendship groups.
- Self-regulation techniques are encouraged from K-12, with Teachers talking to students about their changing feelings and resulting actions/choices. We promote restorative practice to support students' in making the best choices in the future.
- Through games and sports activities, students learn to cope with both winning and losing from a young age.
- Social skills are explicitly planned for and taught where individual children are experiencing

particular difficulties in this area. This is supported by the inclusion team.

- APS has a zero-tolerance approach to bullying. All instances or accusations of bullying are recorded on Orison, and the Safeguarding Team follow up with individual students/families.

### Supporting Physical Wellbeing & Health

- Specialist Physical Education lessons support the health curriculum, with two lessons per week.
- Squads and ‘aspiring squads’, promote a love for competitive sport, as well as skills in teamwork and further leadership opportunities
- Our catering provider, Slices, offer healthy food daily and staff encourage students to make healthy choices
- Healthy food initiatives feature as part of the KG curriculum to encourage young children, and their families, to try new healthy foods

### Promoting Safety

- Staff, students and parents can access training and awareness videos through our Google Classrooms.
- We teach our Primary students about ‘stranger danger’ and people who can help us in the community via wellbeing lessons and assemblies
- Cultural awareness and safety training is carried out with Secondary students during key transition times, e.g. when travelling internationally with the school or when accepted for international universities.
- In Secondary, we address the dangers of smoking, including social ‘vaping’ and ‘shisha’. Vape Detectors in the Secondary school deter this type of activity in secluded areas such as student toilets.
- Students are involved in risk assessments and health and safety walks to raise awareness of everyday dangers and risks

### Assessment of Wellbeing

Staff formatively assess student wellbeing on a daily basis, through their everyday interactions, conversations and observations.

Summative measures of student wellbeing include:

- All student from G1 onwards taking part in the wellbeing survey
- Ongoing student voice surveys linked to school life and curricular areas
- Pupil Progress meetings between class teachers and senior leaders

Assessment data is analysed at school, cycles, grade and class levels to identify trends and create actions to improve wellbeing. Our wellbeing Team and leaders actively support and monitor class teacher interventions. Where teachers are concerned about individual students, as a result of wellbeing assessment, parents will be informed, and the school will work with the family to create and take next steps to support the child.

## Middle and Senior Leader Responsibilities

It is the responsibility of the leadership team to:

- Provide an enabling environment, including timetables, routines and resources which promote wellbeing
- Produce calendars of meetings, deadlines and events so that families and staff can plan ahead
- Set the highest expectations for wellbeing for all, and model this in everyday routines, interactions and practices
- Promote the school rewards
- Ensure that the efforts and successes of students are recognised and celebrated and that senior leaders are involved in these celebrations
- Promote staff and student agency, including leadership of the Wellbeing, in improving wellbeing across the school
- Ensure that cultural occasions represent all students' cultural background and encourage international respect and understanding
- Ensure students and parents know who they can raise concerns to, via home-school communication, assemblies, policies and the school culture
- Continue to raise the profile of the wellbeing Team and how they can support individual students and families
- Listen to, and act upon, the views of parents, the parents council and wider community
- Involve parents in the life of the school, including celebrations, workshops and cultural events to support family cohesion
- Analyse wellbeing data and monitor follow-up actions to improve wellbeing
- Keep abreast of UAE policy and international research around school, student and staff wellbeing
- Monitor and review wellbeing practices and their impact
- Regularly train staff on the importance of wellbeing and how to intervene to improve wellbeing
- Promote information about, and access to, external support services, and make sure that there are clear routes in place to escalate a concern in order to access further support
- Organise additional support during times of expected or unexpected stress
- Monitor student sickness/absence, and have support meetings with parents if any patterns emerge
- Maintain the highest standards and practices regarding child protection and safeguarding
- Conduct exit interviews with families who leave the Academy to help identify any wellbeing issues that may have led to this