



**DUBAI GEM PRIVATE SCHOOL**  
**STRIVE FOR EXCELLENCE**

**Health & Wellbeing Policy**



## **Rationale**

Dubai Gem Private School's Vision and Mission statement reflects the school's commitment to wellbeing. The school endeavours to create a learning environment that is committed to developing students who are resilient, adaptable and empowered to excel.

## **Aims**

- To continue to make health, safety and wellbeing of all staff, students and families our top priority.
- To create an approach which is based on KHDA's wellbeing agenda for schools.
- To reassure and provide comfort during these difficult times.
- To create an enthusiastic and engaged learning community.
- To design teaching and learning that is personalised, creative, challenging and fun.
- To develop skills to enable students to make the right choices.
- To create a sense of mutual respect, care and responsibilities shown for everyone in school.

This will ensure that the DGPS community is supported through existing policies, procedures, initiatives as well as through individual pastoral care and advice.

## **Purpose:**

At DGPS, we support the emotional needs of all stakeholders. We are committed to providing clear, consistent and accessible communication across different channels to support our students, staff and families with their health and wellbeing.

## **Promoting Emotional Health & Wellbeing:**

DGPS promotes and strengthens the student voice through:

- Election of student council representatives, student wellbeing leadership team.
- Regular team meetings with the student leadership team.
- Student Mentorship Programme - Senior students mentoring junior students.
- School based programmes which are linked to the curriculum to promote student voice by developing independence and choice-making.
- Participation in Dubai school wellbeing census.

## **DGPS promotes parent engagement through:**

- Parent meetings
- Having an 'Open Door Policy'
- Regular consultation about change and development through surveys and meetings.
- Subject focus meetings – Coffee mornings and Parent Teacher Meetings.
- Involvement in extracurricular activities.
- Regular communication and involvement regarding student progress, behaviour and pastoral issues.
- Parent workshops

## **DGPS facilitates an enhanced environment for learning through:**

- Establishing clear rules, routines and expectations about behaviour for learning.
- Counsellor guidance lessons (Class Talks), Moral Education and PSHE to create a physically, emotionally and socially rich environment where key relationships can thrive and the students feel secure in their learning.
- Consistent support for vulnerable children and SOD from the inclusion team, teaching assistants, subject teachers, and external agencies where appropriate.
- Celebrating successes and achievements in the classroom through house points and certificates.
- An exciting and varied range of extra-curricular events/competitions.
- Opportunities for intellectual, physical and social development.
- Encouraging independence in learning using a range of teaching styles appropriate to students' age and ability.

## **Wellbeing Measures during COVID 19 Pandemic:**

### **Communication:**

Guidance on communicating with parents and students (regular days, in case of COVID 19 incident and aftermath of a COVID 19 incident)

- Transparency is of utmost importance in tackling COVID-19. DGPS has a parent communication protocol which is shared with parents.
- Regular communication with parents, who are extremely anxious about sending their children to school.
- Communication on a weekly basis (i.e. brief update through email, newsletter on d6, school website, parent portal etc.) to keep them abreast of progress, challenges, and to support them in keeping their children safe.
- DGPS informs parents of the COVID-19 incident management process in addition to all safety measures that have been implemented at school in accordance with the DHA/KHDA/MOE communication mandates. ( Wellbeing and Safeguarding Guidelines)
- For parents of Students of Determination, communication is more frequent and on a need basis. The SENDCO takes responsibility for any additional communication from the school to the parents of Students of Determination. This may take the form of a daily planner or daily email communication. This, however, does not replace all other forms of home-school communication.
- Message from the PE Department – Fitness for Wellbeing shared on D6

### **Communication to Students: Setting expectations regarding the new school year/conditions, developing a culture that prevents COVID-19 (e.g. social distancing; wearing masks; sanitising etc.)**

- DGPS will communicate with students via parents prior to their return to campus to set expectations concerning what a school day with social distancing will look like, what the general weekly schedule might be, and most of all, to reassure students that returning to campus is safe and to their benefit.

- Communication regarding what students can do personally to help prevent infection in school (the 3 preventive measures) will be done prior to returning, but will also be enforced regularly through training sessions, refresher sessions, etc.
- Students of Determination will require a personalized 'Return to School' communication relative to their cognitive ability, physical, behaviour, social or emotional needs. This will be devised in a child-friendly manner and be relevant to the procedures in place to support their access to school.
- Prior to school reopening, for the new academic year, school counsellors post the series of Back-to-School posters/messages on D6 to focus on the NEW Normal, keeping safe, socialising, innovative ideas to study and learn and to focus during online classes.
- Digital detox ideas and activities, tips to reduce anxiety and stay safe are shared on D6.
- Posters shared by DHA / MOE are posted across the school.

## **Counselling**

### **Supporting Students and Staff Cope with Anxiety/Trauma**

- Identified students will receive individual counselling sessions with the School Counsellor.
- Staff and students returning to school may have experienced effects related to confinement, social isolation, loss and bereavement amongst many other things. DGPS counsellors will support the school community (students and staff) with appropriate resources to cope with mental health issues.
- Counsellors and wellbeing teams have appropriate knowledge of how to communicate with Students of Determination and demonstrate an understanding of their unique circumstances.

### **Developing Resources to Safeguard Students from Online Harassment and Exploitation in Preparation for Future Remote Learning**

- SLT has reviewed the existing policies to include any additional risks identified as part of their Risk Assessment.
- SLT and the School Counsellors have developed strategies and awareness campaigns to teach students on how to identify cyberbullying (whether as a victim or perpetrator) and mechanisms to protect one's self from being bullied/bullying further.
- Students of Determination may be at increased vulnerability to online harassment and exploitation. Students of Determination will receive guidance and the appropriate resources to support their personal cyber safety.
- Parents of Students of Determination will also be supported to be alert to instances of harassment and concerns over cyber safety.
- All reports of online harassment will be reported to the school immediately and dealt with as appropriate.

## Staff Wellbeing

### Advice on Working from Home (Targeting Mental and Physical Health)

- Staff members are encouraged to seek interventions focused on tackling their mental and physical health.
- To minimise a sense of isolation, the management has regular check-in sessions between school leaders and teams, or between teams to share advice.
- Almost all staff at DGPS have been vaccinated as per the MOE/KHDA protocol.
- During this pandemic situation, DGPS was one of the few institutions that managed to retain all its staff and also without any reductions in their salaries.
- Regular training sessions which will help teachers to develop their IT skills are provided to build on their confidence in delivering lessons as per the new normal.
- All staff are well supported by the wellbeing team whenever they face any personal situation, such as an infection in the family or loss of a loved one. Confidentiality is maintained at all times.
- DGPS staff take part in the Dubai School Adult Wellbeing Census.

### Monitoring & Review:

- The Wellbeing Team and Principal are committed to reviewing the impact of the Health and Wellbeing policy as part of the school's strategic direction and improvement plans. This policy should be used in conjunction with other policies.
- Staff questionnaires and surveys provide an opportunity throughout the year to improve practice and monitor outcomes.

<b>Policy Details</b>	
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Version Date	April 2021
Next Review	September 2022
Responsible Persons	SLT, School Counsellors, School Doctor,