



DUBAI GEM PRIVATE SCHOOL
STRIVE FOR EXCELLENCE

Well-being Policy



Rationale

Dubai Gem Private School's Vision and Mission statement reflect the school's commitment to well-being. The school endeavors to create a learning environment committed to developing students who are resilient, adaptable, and empowered to excel.

Well-being Vision:

At Dubai Gem Private School, we aim to promote a holistic approach to Well-being for our entire school community.

We nurture in students those competencies and abilities that equip them with the appropriate knowledge, understanding, and skills to become happy, confident, independent, and socially responsible adults. We aim to promote initiatives to raise awareness and support the well-being of the entire school community.

Aim

- Support the psychological, cognitive, social and physical abilities that enable students to lead a happy and fulfilling life.
- Promote and enable initiatives to raise awareness and support the wellbeing of students and staff.
- Support the development of student resilience and confidence
- Ensure students feel appreciated and their accomplishments are recognized and celebrated in school

Importance of Well-being in DGPS:

At DGPS we believe that the importance of a whole-school approach to wellbeing results in:

- Improved levels of school engagement
- More positive experiences through different education phases
- decreased likelihood of students dropping out of education
- Improved mental health, higher levels of self-esteem and self-efficacy

- Increased motivation and self-regulation. This will ensure that the DGPS community is supported through existing policies, procedures, and initiatives.

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 the wellbeing of our students, staff, and families.

WELL-BEING MATTERS - A guiding framework for the monitoring and improvement of well-being in Dubai private schools

Well-being evaluation focus areas in DGPS

The well-being evaluation focus areas take account of the multidimensional approach to well-being development.

1. LEADING AND PURSUING WELL-BEING

- a) Setting and pursuing a well-being vision
- b) Sustaining and embedding improvement
- c) Using data and information
- d) Creating an enabling environment

2. LISTENING TO AND SUPPORTING STAKEHOLDERS

- a) Caring for students
- b) Caring for staff
- c) Listening to each other

3. ENABLING WELL-BEING EXPERIENCES AND OUTCOMES

- a) Well-being and the curriculum
- b) Choosing safe and healthy lifestyles
- c) Students' well-being experiences in schools

School provision includes:

Counselling

Supporting Students and Staff:

- Provide counselling to individuals and small groups to address issues like social, emotional and behavioral concerns.
- Implement effective student and staff support/guidance. This includes understanding self and others, coping strategies, peer relationships and social skills, communication, problem solving, decision-making, conflict resolution, and study skills.

Promoting Emotional Health and Well-being:

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 Program - senior students mentoring junior students.
- School based programs that are linked to the curriculum to promote student voice by developing independence and choice-making.
- Participation in Dubai school well-being census.

The REACH Program - Social Emotional Learning in DGPS

Every student in the school participates in a Social Emotional Learning (SEL) class once a month or more frequently as necessary, developing their five key competencies of SEL: [Self Awareness](#), [Self-Management](#), [Social Awareness](#), [Responsible decision making](#) and [Relationship skills](#).

Our SEL framework, known as the “CASEL wheel,” helps cultivate skills and environments that advance students’ learning and development.

DGPS uses CASEL’s Framework to:

- Foster knowledge, skills, and attitudes across five areas of social and emotional competence.
- Establish equitable learning environments and coordinate practices across four key settings that support students’ social, emotional, and academic development.



DGPS facilitates an enhanced environment for learning by:

- Establishing clear rules, routines, and expectations about behavior for learning.
- Counsellor guidance lessons (SEL Lessons), Moral education, and PSHE to create a positive learning environment where students feel secure in their learning
- Consistent support for SOD provided by the inclusion team, teaching assistants, subject teachers, and external agencies where appropriate
- Celebrating achievements in the classroom through certificates and positive reinforcement
- Varied range of extra-curricular events/competitions.
- Provision for More able, gifted and talented (MAGT) students
- Encouraging independence in learning using a range of teaching styles appropriate to students' age and ability.

DGPS promotes parent engagement through:

- Having an 'Open Door Policy'. Parents are welcome to meet with school counsellors to discuss concerns.
- Regular surveys and meetings with parents
- Involvement in extracurricular activities.
- Regular communication and involvement regarding student progress, social, emotional and behavioral concerns
- Parent workshops and coffee mornings to enhance awareness and parent participation

- Counsellor Newsletters
- Well-being Information shared on D6 and school website.

Staff Well-being

DGPS takes action to optimize the wellbeing of their staff

- Staff members are encouraged to seek interventions focused on tackling their mental and physical health.
- To minimize a sense of isolation, the management has regular check-in sessions between school leaders and teams, or between teams to share advice.
- Regular training sessions and professional development sessions are embedded in the school calendar.
- All staff receive counselling for emotional and psychological well-being. Confidentiality is maintained at all times.
- The Well-being leaders plan and implement a series of ongoing activities which support staff wellbeing.
- DGPS staff take part in the Dubai School Adult Well-being Census.

Monitoring and Review:

- The Well-being Team and Principal are committed to reviewing the impact of the Health and Well-being Policy as part of the school’s strategic direction and improvement plans. This policy should be used in conjunction with other policies.
- Staff and student questionnaires and surveys provide an opportunity throughout the year to improve practice and monitor outcomes.
- The annual PASS survey, Dubai Schools Well-being Census, TIMMS results are used to identify trends and concerns and design relevant intervention strategies.

Policy Details	
Review date	September 2023
Next Review date	September 2024
Responsible Persons	SLT, School Counsellors, School Doctor