



**DUBAI GEM PRIVATE SCHOOL**

***STRIVE FOR EXCELLENCE***

**Wellbeing Policy – 2024-2025**



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<b>Position:</b>	<b>Principal</b>	<b>Next Review Date:</b>	<b>June 2025</b>

## **Vision and Mission Statement**

Dubai Gem Private School's Vision and Mission statement reflect the school's commitment to well-being. We pride ourselves on providing exceptional attention and support to students, teachers, and parents. The school endeavours to create a learning environment committed to developing students who are resilient, adaptable, and empowered to excel.

## **Wellbeing Definition**

In line with the KHDA Wellbeing Matters Framework, DGPS uses the following definition for wellbeing: 'The psychological, cognitive, social, and physical functioning and capabilities that students need to live a happy and fulfilling life.'

## **Holistic Wellbeing Approach**

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.

Reach out to all through a spirit of caring and integrity of character, encouraging diversity of thought while affirming the dignity of all individuals.

Engage students to be curious and transform their minds into visionaries, seekers of excellence, and lifelong learners.

Appreciate and respect the local culture, traditions, and sensibilities of the United Arab Emirates while maintaining an international outlook.

Create opportunities to empower individual capabilities while being at the forefront of innovative practices that contribute to sustainable development.

Holistically nurture well-being through education on nutrition, exercise, and overall health, ensuring students' overall development with a focus on physical, mental, and emotional health.

## **Key Objectives**

- Support the psychological, cognitive, social, and physical abilities that enable students to lead a happy and fulfilling life.
- Respect and value everyone regardless of race, gender, or age.
- Promote and enable initiatives to raise awareness and support the well-being of students and staff.
- Foster a sense of self-worth in students.
- Provide an environment where every child feels respected, comfortable, and safe.

## **Purpose:**

- Ensure students feel appreciated and their accomplishments are recognized and celebrated in school.
- Create an ethos and environment that promotes respect and values diversity.
- Uphold responsibilities for education and surroundings, cultivating a culture of accountability.
- Enable student voice to influence decisions.

## **Counselling**

Learning barriers that arise from personal, social, and behavioural concerns, challenging family situations, stress, bullying, or even abuse can be addressed with counselling. Our school counsellors work with primary and secondary school children to ensure they have the right kind of support to overcome these barriers.

## **Promoting Emotional Health and Well-being**

### **DGPS promotes and strengthens the student voice through:**

- Election of student council representatives, student well-being leadership team.
- Regular team meetings with the student leadership team.
- Student Mentorship Program - senior students mentoring junior students.
- Best buddies program – Year 13 students being buddies with the level 3+ students to develop social and communication skills.
- Participation in the 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 Facilitates an enhanced environment for learning by:**

- Teaching and learning to promote resilience and support social and emotional learning.
- Establishing clear rules, routines, and expectations about behaviour 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 Students of Determination (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.

## **Parent Engagement**

- Having an ‘Open Door Policy’. Parents are welcome to meet with school counsellors to discuss concerns.
- Regular surveys with parents.
- Involvement in extracurricular activities.
- Regular parent-teacher meetings – both academic and pastoral.
- Parent workshops and coffee mornings to enhance awareness and parent participation.
- Counsellor / SLT Newsletters.
- Well-being Information shared on D6 and school website.

## **Staff Well-being**

DGPS takes action to optimize the well-being of their staff to identify the attitude, values, skills, and knowledge which will enable them to carry out their pastoral roles.

- Regular training sessions and professional development sessions are embedded in the school calendar.
- The Well-being leaders plan and implement a series of ongoing activities that support staff well-being.
- DGPS staff take part in the Dubai School Adult Well-being Census.

## **Monitoring and Accountability**

To ensure the effectiveness and continuous improvement of our well-being policy, the following measures are implemented:

- Pupil Attitude to Self and School (PASS) Survey.
- TIMMS Survey.
- Dubai Wellbeing Census (Student and Staff).
- Staff Well-being Surveys.
- Parent Surveys.
- School Counsellor log.

## **Supporting Policies**

- Anti-Bullying Policy.
- Cyber Bullying Policy.
- Behaviour Policy.
- Safeguarding and Child Protection Policy.
- Inclusion Policy.
- Attendance and Punctuality Policy.
- Healthy Eating Policy.
- Health and Safety Policy.

## **Conclusion**

At Dubai Gem Private School, we are dedicated to fostering an environment where well-being is prioritized for students, staff, and parents. Through continuous monitoring, initiatives, and a holistic approach, we aim to nurture a community that thrives on mutual respect, emotional health, and overall well-being