



WELL BEING POLICY:

Rationale:

All Diyafah High School's vision of providing a safe and a caring environment underpins the well-being policy.

Aims:

To create a whole school ethos in which the school community feel secure and recognize how important wellbeing and mental health is in our lives.

- To provide a safe and caring environment for all students to flourish and reach their maximum potential
- To create a systematic approach to well-being in line with PERMAH Model
- To create an enthusiastic and engaged learning community.
- To design teaching and learning that is personalised, creative, challenging, and fun.
- To create a sense of mutual respect, care, and responsibility towards others.

PERMAH :

The PERMAH model of wellbeing outlines six key pillars for flourishing and thriving at work and beyond: Positive emotions, Engagement, Relationships, Meaning, Accomplishment and Health..

Purpose:

The purpose of this policy is to provide an overview of Wellbeing and to keep all stakeholders aligned and updated about the school's vision for well-being.

ADHS facilitates a conducive environment for learning through:

- Well established policies, procedures, and protocols
- Establishing a Behaviour for Learning Policy
- Counsellor guidance lessons (Class Talks), Moral Education and Value Education to create a physically, emotionally, and socially rich environment where 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, certificates, and social media.
- An exciting and varied range of Personal Enrichment Programme (PEP) classes, 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.

Well-being in Curriculum:

We ensure that opportunities to teach the importance of living a healthy lifestyle, emotional well-being, mental well-being are addressed in the curriculum.

Healthy eating education is an important part of our school's curriculum, and the importance of balanced nutrition and healthy food choices are taught throughout the school. We also promote healthy eating through the informal curriculum. We encourage students to participate in school games clubs and sports, and so learn the benefits of a healthy lifestyle. We organize field trips and provide opportunities for students to explore the world outside. Our school site is fully utilized in the interest of the students' physical development through playground activities.

School Clinic Promotes Well-being:

Our School Doctor conducts sessions for students on a range of health-related topics. These include topics on personal hygiene, germs, healthy eating, obesity, breast cancer awareness, and important physical and emotional health related issues. Our clinic staff conduct check-ups for eye weight and height and monitor the BMI in each phase. Checks are also conducted for lice. In addition, our clinic staff ensure all students are up to date on the required vaccinations. Our clinic coordinates also with our School Counsellors to identify students who show signs of concern ensuring counselling is offered to both students and their parents as needed.

Students are encouraged to eat fruit as part of their daily break time. Primary Teachers conduct healthy lunch box checks and send home communication to parents regarding any unhealthy items found within a student's lunchbox. All students are encouraged to bring in a water bottle so they can have access to water throughout the day. Water dispensers are also provided in the school for additional access to drinking water. Chewing gum and fizzy drinks are not permitted on the school premises or while the students are representing the school. The school is aware of the possibility of food allergies within the school population, particularly nut allergies. Parents of students who have allergies, are asked to provide as much information as possible about which foods are suitable or foods which must be avoided

ADHS Promotes and Strengthens the Student's Voice through:

- Election of Student Representative Council members who are met by the Principal on a termly basis and with Senior Leaders monthly
- Participation in Dubai school wellbeing census and school satisfaction surveys
- Providing easy accessibility to speak to adults in the school
- 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.

ADHS Promotes Parent Engagement through:

- Parent meetings
- Regular consultation about change and development through Parent Council meetings, consultations through surveys and meetings.
- Coffee mornings, Orientations and Parent Teacher Child Interaction Meetings.

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- Involvement in extracurricular activities.
- Regular communication and involvement regarding student progress, behaviour and pastoral issues.
- Parent support workshops

Wellbeing Measures during COVID 19 Pandemic:

- Maintaining high standards of health and safety and following all the health and safety guidelines from the regulators
- Guidelines and protocols shared with all stake holders by sending weekly COVID-19 advisories.
- Communication on a weekly basis (i.e., brief update through email under the subject D Safe-Health and Safety protocols, Diyafah Buzz, school website, parent portal) to keep them abreast of progress, challenges, and to support them in keeping their children safe.
- Parents kept informed 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
- 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.
- Health and Safety flyers shared by DHA/ KHDA/MOE are shared with the school community.

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. ADHS 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.

Online Safety:





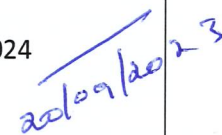


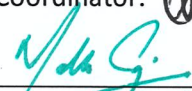
- Periodic communications from the school on online safety guidelines, awareness emails on phishing are sent out by the IT department.
- Students are allowed to bring in devices which are registered under the BYOD policy
- The school has a firewall which helps in filtering unwanted sites
- The school has an e-safety policy in place.
- 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 are conducted by the counsellors and external experts in the field.
- Students of Determination may be at increased vulnerability to online harassment and exploitation. Students of Determination 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.

Monitoring & Review:

- The Well-being Committee comprised of SLT, Well-being Champion, SENDCO and Student Counsellor meet on the last Friday of every month to discuss well-being of students and staff.
- The school is committed to reviewing Wellbeing Policy as part of the school's strategic direction and improvement plans. This policy is reviewed in conjunction with other policies.
- Staff questionnaires and surveys provide an opportunity throughout the year to improve practice and monitor outcomes.

<u>Read and understood:</u>	Reviewed and updated: September 2023
Head of Primary: 	Principal Signature: 
Head of Secondary: 	Date of next review: September 2024
Head of Sixth Form: 	
Wellbeing Coordinator: 	
V.P.:  28/9/23	