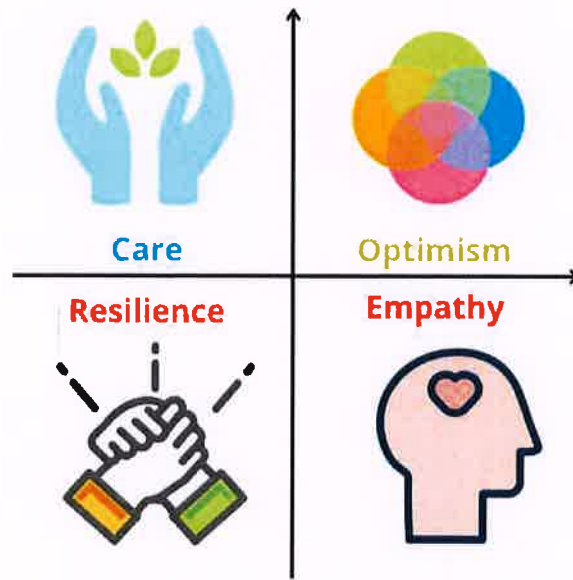




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OUR OWN ENGLISH HIGH SCHOOL, SHARJAH - BOYS

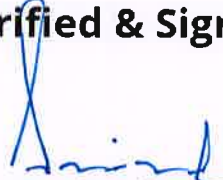
## Well-being Policy



**Date of adoption: April 2022**

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**Verified & Signed**

  
**Principal & CEO**



# OUR OWN ENGLISH HIGH SCHOOL, SHARJAH

## BOYS' BRANCH



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## **1. Ethos**

At GEMS Our Own English High School, Sharjah – Boys' we are committed to promoting and supporting the Wellbeing of every individual through creating a whole school ethos in which the whole community (children, staff, parents and carers) feel secure, know that they are valued and are encouraged in their learning, growth and social development and recognize how important mental health and emotional wellbeing is in our lives. Individuals are better prepared for learning when they are healthy, safe and happy; therefore Wellbeing is the responsibility of the whole school community. The purpose of this policy is to provide an overview of what Wellbeing is and the systems and procedures in place to support the Wellbeing needs of our children and staff.

The Ministry for Education (MOE) recognises that: “in order to help their children succeed; schools have a role to play in supporting them to be resilient and mentally healthy”. Schools can be a place for children and young people to experience a nurturing and supportive environment that has the potential to develop self-esteem and give positive experiences for overcoming adversity and building resilience. For some, school will be a place of respite from difficult home lives and offer positive role models and relationships, which are critical in promoting children's wellbeing and can help engender a sense of belonging and community.

At GEMS Our Own English High School, Sharjah – Boys' our role is to ensure that children are able to manage times of change and stress, and that they are supported to reach their potential or access help when they need it. We also have a role to ensure that children learn about what they can do to maintain positive mental health, what affects their mental health, how they can help reduce the stigma surrounding mental health issues, and where they can go if they need help and support.

## **2. Rationale**

### **2.1. What is wellbeing?**

It has long been acknowledged that wellbeing is more than the absence of physical or psychological illness. In very broad terms, wellbeing can be described as the quality of a person's life.



Two major approaches to defining wellbeing relate it to our subjective experience of feeling good or experiencing pleasure and positive emotion; and functioning well, or our potential to flourish. While there is debate about whether one or both of these approaches to wellbeing offers the best way of understanding it, an approach that considers the whole person, and which combines feeling good and functioning well offers the most utility.

The literature sets out a range of contexts in which wellbeing is experienced. These contexts recognise that wellbeing needs to be considered against a background of how we feel and function across several domains, recognising the multi-dimensional nature of wellbeing. These domains include cognitive, emotional, social, physical and spiritual wellbeing.

Cognitive wellbeing is associated with achievement and success. It includes how information is processed and judgements are made. It is also informed by motivation and persistence to achieve. Cognitive wellbeing is important for attaining knowledge and experiencing positive learning.

Emotional wellbeing relates to self-awareness and emotional regulation. It includes how well we cope, and is often reflected by the level of a person's resilience. Emotional wellbeing is in part informed by our capacity for self-reflection.

Social wellbeing includes the extent to which we experience positive relationships and connectedness to others. It is important for pro-social behaviour and our empathy towards others.

Physical wellbeing is associated with the extent to which we feel physically safe and healthy. It includes nutrition, preventative health care, physical activity and physical safety and security. Physical wellbeing enables positive health outcomes.

Spiritual wellbeing relates to our sense of meaning and purpose. It can include our connection to culture, religion or community and includes the beliefs, values and ethics we hold.

These domains of wellbeing are helpful in describing the contexts in which wellbeing is experienced. However, to understand wellbeing more deeply we must also consider a range of other influences that contribute to wellbeing.



## **2.2. How can schools positively influence the wellbeing of students?**

Wellbeing can be shaped by a number of broad influences including the degree to which there is an experience of: choice, achievement of meaningful goals, positive relationships, enjoyment, personal growth and development, health, and safety.

Choice is important because it impacts positively on a student's learning and engagement in schooling. It contributes to enhanced motivation, interest and commitment to tasks. The provision of choice supports self-regulation, self-discipline and achievement. When students have choice and opportunities to engage in activities that are of interest and value to them, their wellbeing is enhanced.

Achievement contributes positively to a student's wellbeing, and can contribute to a student's confidence and self-esteem. It can help to foster student self-discipline and effort, encourage students to stretch themselves and take risks in their learning. Achievement fosters positive emotions which can build further engagement and effort.

Positive relationships foster connectedness and feelings of belonging and are essential for wellbeing. These relationships are characterised by constructive interactions that provide enthusiastic and genuine support. They are important because they help us to build social and emotional skills and in turn nurture other positive, caring and respectful relationships.

Enjoyment, or the presence of positive emotion, can increase a student's wellbeing. Learning occurs more effectively in the context of positive emotions. Enjoyment broadens a student's ability to think creatively, be innovative and to problem solve more effectively.

Development and personal growth can lead to a student having greater satisfaction with life, more confidence and self-efficacy and greater feelings of resilience, health and wellbeing. Development contributes to social competence, self-esteem and a student's sense of meaning and purpose.

Feeling physically safe and being in good physical health contributes to wellbeing. Environments that provide for safety, and support good health, optimise learning experiences.



### **2.3. Why is wellbeing important to the work of school?**

Schools have a pivotal role to play in connecting character development in children and young people to individual and collective wellbeing, which in the longer term will shape the values and attitudes of the society in which they live.

Teachers play an important role in providing learning experiences and opportunities that develop and shape the character and wellbeing of children and young people.

Experiences that develop character by promoting mindfulness (self-regulation and behaviour), curiosity, courage, resilience, ethics and leadership benefit children and young people as they grow and develop.

Schools focus on giving children and young people voice, being active learners and developing strong character qualities that will enable them to succeed, thrive and contribute positively throughout life.

### **2.4. Our commitment to wellbeing**

The Wellbeing Framework for our school contextualises wellbeing to individual students, school settings and local school communities. The concept that wellbeing is dynamic and is integral to learning is vital to embedding it in the complex multi-dimensional work of schools.

The commitment to wellbeing is for our schools to support students to connect, succeed and thrive at each stage of their development and learning; to provide opportunities that are age rigorous, meaningful and dignified; and to do this in the context of individual and shared responsibility underpinned by productive relationships that support students to learn.

To this end, schools will be enabling environments, informed and guided by legislative and policy requirements. Schools will be supported to focus on the development of quality teaching, learning and engagement. Local decision-making will invigorate school communities. Highly effective leadership will deliver on this commitment for every member of the school community.





At the system level, there will be focus on being responsive to the needs of schools and incorporating wellbeing into planning and processes. There will be strong communication frameworks within and across government and non-government partners relating to how their work contributes to the development of individual and collective wellbeing.

**Our shared understanding of wellbeing:**

- is that it is dynamic and integral to learning
- focuses on attributes and strengths that teach and support children and young people to grow and learn from challenges and complexities
- recognises the importance of developing and shaping the character of the individual
- is multidimensional and interrelated
- takes into account the context of children's and young people's lives and uses both objective and subjective measures
- incorporates the views and perspectives of children and young people themselves throughout the different stages of development
- considers the wellbeing of children and young people in the present as well as focussing on long-term outcomes
- acknowledges the diversity of contributors to and influences on the wellbeing of children and young people, and recognises our obligations and responsibilities.



### **3. Aims and Objectives**

Our aim is to help develop the protective factors which build resilience to mental health problems and to be a school where:

- All children are valued
- Children will be able to talk openly with trusted adults about their problems without feeling any stigma
- Positive mental health and wellbeing is promoted and valued
- To ensure OOB provides a safe, secure, supportive and stimulating environment that is responsive to the personal, social and emotional needs of all members of the school community
- To encourage co-operation, respect and consideration for and between all members of the school community
- To promote warm and positive relationships between children, staff and parents.
- To build an atmosphere of trust
- To help children and staff grow in self-esteem, confidence and independence of thought.
- To provide children and staff with opportunities to develop their resilience and coping strategies
- To encourage the children and staff to value one another and to respect the views of other members of their community
- To prepare the children for the opportunities, responsibilities and experiences of adult life
- To provide staff for the opportunities to develop professionally and personally.
- Bullying is not tolerated
- In addition to children's wellbeing, we recognise the importance of promoting staff mental health and wellbeing





#### 4. Wellbeing Framework



##### Connect

Our students will be actively connected to their learning, have positive and respectful relationships and experience a sense of belonging to their school and community



##### Succeed

Our students will be respected, valued, encouraged, supported and empowered to succeed



##### Thrive

Our students will grow and flourish, do well and prosper.

##### Enable

The school environment is pivotal to the growth and development of our most important assets– our children and young people. Our schools strive for excellence in teaching and learning, connect on many levels and build trusting and respectful relationships for students to succeed.



#### 4.1. What does the Wellbeing Framework mean?

##### Connect, Succeed, Thrive in an enabling school environment

###### C O N N E C T

- Students are actively connected to their learning through meaningful, engaging and rewarding personalised learning experiences.
- Students have positive and respectful relationships with each other, their teachers and the community.
- Students experience a sense of belonging and connectedness that respects diversity and identity.
- Students are self-aware and regulate their own emotions and behaviours. Students have the social and emotional skills to develop and maintain positive relationships and engage in pro-social behaviour.
- Students are connected with their cultural, religious or spiritual backgrounds.
- Staff nurture professional relationships with students which are safe, respectful and supportive, and which help students to reach their full potential.
- The school is focused on building individual and collective wellbeing through a climate of care and positivity.
- Parents and the broader school community actively participate in the school and in helping students to develop positive connections.

###### S U C C E E D

- Students are succeeding in their learning.
- Students strive toward and achieve meaningful goals.
- Students are confident and resilient learners. They have positive self-esteem, stretch themselves and take risks in their learning. They demonstrate self-discipline and effort toward their learning.
- Students are provided opportunities to succeed and success is celebrated in a way that is meaningful to the student.
- Students develop strong positive character traits that are reflected in their behaviour decision making and relationships.
- Staff enable success by personalising student learning and supporting students to achieve.
- Staff enable success by contributing to a positive, supportive and encouraging learning environment.
- Parents and the broader school community actively participate in supporting and reinforcing student learning.



### THRIVE

- Student learning takes place in an environment which fosters and develops choice, accomplishment, positive relationships, enjoyment, growth, health and safety.
- Students are self-directed, take initiative and grasp opportunity.
- Students contribute to the learning of other students and to the school community more broadly.
- Students have a strong sense of meaning and purpose.
- Students develop the skills to reflect on and positively shape their behaviour in the context of ethical decision making.
- Students are recognised and celebrated.
- Staff contribute to environments which allow students to thrive by delivering high quality learning experiences.
- The school has high expectations for every student.
- Parents and the broader community support and enable the aspirations of every student.

### ENABLE

- Students are recognised, respected and valued.
- Students are provided with opportunities to exercise choice
- in the context of self-regulation, self-determination, ethical decision making and responsibility.
- Collaborative partnerships
- are built with students, staff, families, communities and other organisations to support and develop students and school communities.
- Professional practice is valued and there is a commitment to ongoing improvement and student wellbeing.
- Resources are used to best meet individual and collective student need.
- The school environment is a safe and healthy place to be.
- Counselling and wellbeing services provide essential expertise to schools and communities to guide student growth and development.
- Schools provide learning experiences that contribute to the development of individual character traits and positive group dynamics.



### **Care**

1. OOb cares for the wellbeing of, all staff starting from support staff till SLT/SMT, send emails with tips and strategies for self-care, self-compassion etc.
2. we care for students by conducting webinars and workshops on mental health issues and topics that help them deal with phase of life issues, stress etc
3. We are for our parents, we keep in touch, contact them, reassure them and support them with awareness, strategies, etc.

### **Optimism**

1. We believe in a positive environment for our students
2. We don't participate in their chaos, we share our calm with them
3. Starting from our students of determination to typical ones, we implement support system in class and in campus to ensure their optimism & growth

### **Resilience**

1. We believe in building resilience by providing them a safe space to try and make mistakes
2. Providing them opportunities to explore their skills/talents

### **Empathy**

OOb believes in Socio emotional Learning, building in them the emotional skills, kindness, social awareness by celebrating in world kindness day, teaching them emotional skills by demonstration



## **5. Elements of well-being framework**

### **5.1. Teaching and learning**

- Our School will consider aspects of and factors contributing to wellbeing in the delivery of teaching and learning
- Students should be provided with opportunities to connect, succeed and thrive that are relevant to their stages of learning and development
- The child or young person's subjective view of their own wellbeing is recognised by schools, peers and parents as an important measure to inform decisions about the child or young person
- Whole school approaches to physical health and fitness, social skills and friendship, empathy and resilience, peer support and mentoring, student leadership, citizenship and community engagement contribute to the growth of individual and collective wellbeing

### **5.2. Behaviour, discipline and character education**

- Our school will implement a comprehensive and inclusive strategy to create an environment with clearly defined behavioural expectations
- All members of the school community should consistently implement the agreed strategy to create a positive teaching and learning environment
- The school recognises the importance of developing and shaping the character of the individual and maximises opportunities for personal growth
- Students have responsibility to be active learners who exercise self-regulation appropriate to their age and level of understanding
- Parents and caregivers play an important role in working with the school to develop their child's understandings, skills and character
- Teaching and learning is not disrupted by unacceptable behaviour in the classroom, on the playground and inactivities for which the school is responsible.



### **5.3. Learning and support**

- Students with identified learning needs benefit from personalised learning and support
- Aboriginal children and young people will have an individual personalised learning pathway
- Students with identified healthcare needs have an individualised health care plan
- Parents are consulted and contribute to the planning to support their child's individual learning
- Adjustments to the learning environment are made and documented as required
- Assessment of student achievement informs individual learning

### **5.4. Professional practice**

- Professional learning is linked to the needs of the students, teachers, schools and the system.
- All staff undertake mandatory training to comply with legislative and policy requirements.

### **5.5. Effective leadership**

- Leadership is evidenced at every level of the school environment. Students, staff and parents contribute to the leadership of the school and to the achievement of its goals and priorities
- The principal implements systems to meet accountabilities relating to wellbeing policies in the school environment
- The principal effectively uses school and system resources to support the learning and wellbeing of all students
- The student counsellor implements and brings into actions the socio-emotional learning model





### **5.6. School planning**

- Wellbeing is an element of the School Excellence Framework and is addressed through school planning and school self-evaluation
- A self-evaluation of wellbeing incorporates the stages of learning of the students, environmental factors and the influences and domains of wellbeing
- Schools use qualitative and quantitative evidence to inform and guide school planning for wellbeing

### **6. Achieving school excellence in wellbeing**

- The school has a comprehensive and integrated strategy in place to support the cognitive, emotional, social, physical, and spiritual wellbeing of students in a context of quality teaching and learning
- Students, teachers and staff, and members of the wider school community have a shared understanding of the behaviours, attitudes and expectations that enhance wellbeing and lead to improved student outcomes
- Individuals care for self, and contribute to the wellbeing of others and the wider community
- Effective leadership guides the development of a highly effective school
- The resources and expertise of the system at every level are targeted to meet the wellbeing needs of all students
- Quality teaching and effective professional practice are evident in every learning environment
- Teaching and learning occurs in environments that celebrate difference and diversity and recognise, respect and respond to identity and cultural background

Class teachers are to keep records of student support on their referral forms regularly referring to them on in order to ensure whether additional support is needed. Careful planning for and monitoring of children's wellbeing is an integral part of the OOB evaluation and review. Any serious incidents and issues that may affect the wellbeing of the children or in relation to



safeguarding must be recorded on the HSE Portal and a member of the Safeguarding team will support.

### **7.1 For Students**

#### **1. Psychological First Aid champions**

Identifying innately compassionate students from each class and training them with psychological first aid procedures and techniques

They will also report any student identified to be needing more support for his well-being

#### **2. Wellness box**

A box will be installed in every section corridor for students to anonymously let the well-being team know about a classmate or schoolmate who might require help and support

### **7.2. For Teachers**

#### **1. OOB cares - Well-being mailers for teachers**

This covers topics such as building resilience, self-care, boundaries, self-compassion, etc., with tips and techniques for teachers to help themselves

#### **2. Wellbeing group sessions**

It is organized for teachers where guided meditations, self-compassion breaks, breathwork etc. are done to help them relieve stress regularly

#### **3. Work Culture**

Personalized Birthday wishes

No emails after 8pm communication policy

BlogOOBite – Teachers blog on their personal experience

Teachers departmental shout outs

Madam Mariamma Varkey Interdepartmental debate

Hub Magazine for professional development

OOB has got talent – Talent search for teachers



## 12. Roles and responsibilities, including those with specific responsibility

We believe that all staff have a responsibility to promote positive mental health, and to understand about protective and risk factors for mental health. Some children will require additional help and all staff should have the skills to look out for any early warning signs of mental health problems and ensure that children with mental health needs get early intervention and the support they need.

All staff understand about possible risk factors that might make some children more likely to experience problems, such as: physical long-term illness, having a parent who has a mental health problem, death and loss, including loss of friendships, family breakdown and bullying.

They should also understand the factors that protect children from adversity, such as self-esteem, communication and problem-solving skills, a sense of worth and belonging and emotional literacy.

Our Pastoral Team work together to ensure that they lead and support Social, Emotional & Mental Health Needs.

Lead and work with other staff to coordinate whole school activities to promote positive mental health and wellbeing
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Provide advice and support to staff and organise training and updates
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Are the first point of contact with mental health services, and make individual referrals to them
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We recognise that many behaviours and emotional problems can be supported within the School environment, or with advice from external professionals. Some children will need more intensive support at times, and there are a range of mental health professionals and organisations that provide support to children with mental health needs and their families.



### 13. Sources of relevant support

Our Senior Leadership Team
Our Inclusion Leadership Team
Our Safeguarding/Child Protection Leaders
Our Student Leaders
Our School Counsellor
Our SENDCO who helps staff understand their responsibilities to children with special educational needs and disabilities (SEND), including children whose mental health problems mean they need special educational provision
Our School Medical Team
Our Student Wellbeing Leader

At OOB all members of the school community are responsible for supporting the wellbeing of children, staff and parents. Class teachers are ultimately responsible for the social and emotional wellbeing of the children in their class and need to set up systems within their classes whereby emotional support is available to them. This may be through class time, or other 'talk' time systems. If class teachers feel children need further support, they are to discuss this with parents and Head of Section and then seek support from the Pastoral team.

Specialist and support staff are responsible for sharing with the class teacher any concerns they may have when working with the children.

Our Senior Leadership Team is responsible for supporting the class teachers as necessary in promoting the wellbeing of the children at OOB.



#### 14. Identifying, referring and supporting children with Wellbeing and mental health needs

Provide a safe environment to enable children to express themselves and be listened to
Ensure the welfare and safety of children are paramount
Identify appropriate support for children based on their needs
Involve parents and carers when their child needs support
Involve children in the care and support they have
Monitor, review and evaluate the support with children and keep parents and carers updated

#### 15. Early Identification

Our identification system involves a range of processes. We aim to identify children with wellbeing and mental health needs as early as possible to prevent things getting worse. We do this in different ways including:

Teacher Observation & Reporting file to identify individuals that might need support
Analysing behaviour, exclusions, visits to the medical room/school nurse, attendance and sanctions
Staff report concerns about individual children to the relevant lead persons
Worry boxes in each section corridors for children to raise concerns which are checked by the Class Teachers and Mental Health Lead (these are anonymous but give an indication of needs in a particular class regularly).
Pupil Progress Review meetings
Regular meetings for staff to raise concerns
Gathering information from a previous school at transfer
Psychological first aid champions
Enabling children to raise concerns to any member of staff
Enabling parents and carers to raise concerns to any member of staff



## 16. Conclusion

- Everyone enters the world with potential. Our experiences develop our abilities and shape our expectations, which in turn colour our perceptions of the world in which we live
- When individuals are empowered to have control over lived experiences, they build their own resilience and in turn contribute positively to collective wellbeing and an inclusive community
- Our School, in committing to and enabling individual and collective wellbeing of children and young people, importantly provide for the growth and holistic development of students and their success in school and beyond
- Children and young people in public education in our school will experience a sense of connection, inclusion, respect for individuality and difference, resilience, empowerment, capacity to contribute to their school and wider community, and confidence to positively shape their own futures
- Developing and fostering wellbeing is the ultimate deliverable that comes with the privilege of working with children and young people in our school