



LEADERS PRIVATE SCHOOL, SHARJAH

Wellbeing Policy

Document Details

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This policy should be read in conjunction with [National Child Protection Policy in Educational Institutions in United Arab Emirates](#), the Behavior Management Policy, Child Protection Policy, Anti-bullying & Cyber Bullying policy, Online Safety Policy.

Introduction

Leaders Private School committed to promoting and supporting the Wellbeing of every individual by creating a whole school ethos in which the whole community (children, staff, parents) 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. Leaders Private School ensures 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.

Aims of the policy

The aim of the policy is to ensure quality and consistency in our approach to all aspects of wellbeing in our school. This includes our whole school approach in promoting health and wellbeing, as well as the curriculum.

Well-being through Curriculum organization

Our school is proactive in its approach and welcomes opportunities to promote emotional health and well-being through the formal and informal curriculum. Staff use a variety of methods for ensuring sound emotional health and well-being for children. These complement and reflect the overall aims and philosophy of the school. The delivery of personal, social and health education is fundamental to our promotion of emotional health. Through the planned programmes and informal curriculum,

opportunities exist to explore issues appropriate to children's ages and stages of development. Staff deals sensitively with these issues and differentiate according to the varying needs of the children in their care. We see parental involvement as a vital part of emotional well-being. Regular opportunities exist to promote partnership with parents too.

WELLBEING TEAM

The following persons are the members of Wellbeing Committee for issues here at LPS:

- ❖ The School Principal
- ❖ Senior Leadership Team (SLT)
- ❖ PE Teachers
- ❖ The School Doctor
- ❖ The School Counsellors

ROLES & RESPONSIBILITIES

Senior Leadership Team (SLT)

- To ensure that wellbeing policy is in place
- To ensure the wellbeing policy is made available to parents and students.
- To ensure the wellbeing policy are in line with the SPEA & CBSE Curriculum
- To ensure the policy and programme reflect the whole school approach

PE Teacher

- To ensure that resources used are relevant and appropriate to the ages and needs of the learners
- To ensure that students have the necessary skills, confidence, knowledge, support and resources to effectively deliver wellbeing sessions.

School Clinic

- Our medical team of School Doctor and Nurse work to produce educational campaigns on a range of health related topics. These include campaigns on Personal Hygiene, Healthy Eating, Obesity, Breast Cancer Awareness, etc.
- Our clinic staff conduct eye checkup, weight and height Measurements(BMI) and monitor the obesity percentages in each phase.
- In addition, our clinic staff ensures all students are up to date on the required vaccinations.
- Our clinic coordinates with our School Counselor to identify students who show signs of concern and ensures counselling to both students and their parents as per the need.
- Our clinics also ensures that teachers are aware of students with any medical conditions.
- The implementation of all clinic and safety policies is monitored systematically to ensure protocols for the enhanced well-being of our staff.

Counselor / Social Worker

- To ensure the wellbeing activities are in line with SPEA & CBSE guidelines

- To assess learner's progress against the agreed learning outcomes;
- To communicate with parents as per the necessity

Counsellor is on hand to provide counselling and intervention. If and when there is a concern about a student, a parent or any member of staff may fill out a Cause for Concern' form and submit to the School Counsellor, who will conduct an initial observation. After that, an observation report is written up with recommendations for the next step. They are able to work with teachers to address behavioral concerns and write up behavior reports for teachers and students to follow as well as developing action plans for students referred to the Student Behavior Management Committee.

Warning Signs

School staff may become aware of warning signs which indicate a student is experiencing mental health or wellbeing difficulties. These warning signs should always be taken seriously and staff observing any of these warning signs should communicate their concerns with the designated school staff/wellness team
Possible warning signs include:

- Physical signs of harm that are repeated or appear non-accidental
- Changes in eating / sleeping habits
- Increased isolation from friends or family, becoming socially withdrawn
- Changes in activity and mood
- Lowering of academic achievement
- Talking or joking about self-harm or suicide
- Abusing drugs or alcohol
- Expressing feelings of failure, uselessness or loss of hope
- Changes in clothing – e.g. long sleeves in warm weather
- Secretive behavior
- Skipping PE or getting changed secretly
- Reaching late or absence from school
- Repeated physical pain or nausea with no evident cause
- An increase in lateness or absenteeism

Confidentiality

Disclosures by students and confidentiality, we recognize how important it is that staff are calm, supportive and non-judgmental to pupils who disclose a concern about themselves or a friend. The emotional and physical safety of pupils is paramount and staff should listen rather than advise. Staff are clear to pupils that the concern will be shared with the well-being team to provide appropriate support

to the pupil. Parents are always informed if it is deemed necessary and appropriate by the Principal or safeguarding team and students may choose to tell their parents themselves. We consider the level of urgency and if the child is at immediate risk of significant harm.

Involving the whole school and wider community

Working with staff

Within the context of the School Development Plan support and training will be made available to all staff as appropriate. This includes allocating time at staff meetings to introduce new areas of work and to review the effectiveness of the approaches used. Whole staff Inset is used where there are development needs for the whole staff.

We recognize that wellbeing are relevant to members of staff in all roles, and ensure they all receive training and support appropriate to their responsibilities. Some Inset opportunities may be organized for all staff, and all staff members are supported to know and understand the content of policies that apply throughout the school as Online Safety Policy, Child Behavior and Protection Policy, Cyber safety and Anti-Bullying Policy, Password policy.

Working with parents

We recognize the key role that parents fulfil in supporting their children through their personal development and the emotional and physical aspects of growing up. Therefore, we seek to work in partnership with parents, when planning, and delivering wellbeing. We encourage this partnership by:

- informing parents through syllabus included in Life Skills, Moral Science, Moral Education, PE & Work Education and their learning content.
- providing supportive information about parents' role and how they can develop protective factors with their children.
- Parents are given access to this policy and all the integrated policies through School website and official e-mail.
- We also offer parental workshops throughout the school year that address not only academic subject areas but also our students' mental and emotional well-being. Topics are wide-ranging from sleep, to university guidance, to raising awareness of the importance of volunteering etc.

Monitoring, Review and Evaluation

The process for development and review

We are committed to the ongoing development of wellbeing in our school. We will use the following indicators to monitor and evaluate our progress:

- a coordinated and consistent approach to curriculum delivery has been adopted
- a flexible approach to deliver wellbeing that responds to children's needs (identified through consultation, research or observation) is in place
- there are clearly identified learning objectives for all wellbeing activities, and children's learning is assessed using both formative and summative approaches

- opportunities for cross-curricular approaches are being used where appropriate
- the impact of training for staff and governors on practice is evaluated
- policy and practice is revised regularly and involves staff, SLT and students required.
- opportunities are provided for parents and members of our community to consider the purpose and nature of our wellbeing for example through parent's information sessions
- A variety of methods are employed to communicate the key points of the policy and curriculum to the community.