

مَدْرَسَةُ الْخَلِيجِ النَّمُوذَجِيَّةِ

Gulf Model School



WELLBEING POLICY



RATIONALE

Gulf model School's Vision and Mission statement reflects the school's commitment to wellbeing. The school endeavors to create a learning environment that is committed to developing students who are resilient, adaptable, and empowered to excel.

AIMS

To continue to make health, safety and wellbeing of all staff, students, and families our top priority.

- To create a school culture of kindness, mutual respect, care and sense of shared responsibilities
- To create an approach which is based on KHDA's guidelines and the 'PERMA' Model -Positive Emotion, Engagement, Relationships, Meaning and Accomplishments, .
- To create informed, enthusiastic and engaged learning communities.
- To design teaching and learning that is personalized, creative, challenging and fun.
- To develop skills to enable students to make informed and right choices.

This will ensure that the GMS community is supported through existing policies, procedures, initiatives as well as through individual pastoral care and advice.

PURPOSE:

At GMS, we support the emotional needs of all stakeholders. We are committed to providing clear, consistent, and accessible communication across different channels to support our students, staff and families with their health and wellbeing.

PROMOTING EMOTIONAL HEALTH & WELLBEING:

GMS 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 which are linked to the curriculum to promote student voice by developing independence and choice-making.
- Participation in Dubai school wellbeing census.
- Internal school surveys to assess physical and mental wellbeing

GMS PROMOTES PARENT ENGAGEMENT THROUGH:

- Parent meetings
- Having an 'Open Door Policy'



- Regular consultation about change and development through surveys and meetings.
- Focus group meetings.
- Involvement in extracurricular activities.
- Regular communication and involvement regarding student progress, behavior and pastoral issues.
- Parent workshops

GMS FACILITATES AN ENHANCED ENVIRONMENT FOR LEARNING THROUGH:

- Establishing clear rules, routines and expectations about behavior for learning.
- Counselor guidance lessons (Class Talks), Moral Education and PSHE to create a physically, emotionally, and socially rich environment where key relationships can thrive, and the students feel secure in their learning.
- Consistent support for vulnerable children and SOD from the inclusion team, teaching assistants, LSA's, special educators, subject teachers, and external agencies where appropriate.
- Celebrating successes and achievements in the classroom through house points and certificates.
- An exciting and varied range of 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.

WELLBEING MEASURES DURING COVID 19 PANDEMIC: COMMUNICATION:

Guidance on communicating with parents and students (regular days, in case of COVID 19 incident and aftermath of a COVID 19 incident)

- Regular communication with parents, who are extremely anxious about sending their children to school.
- Communication on a weekly basis (i.e., brief update through email, newsletter on d6, school website, parent portal etc.) to keep them abreast of progress, challenges, and to support them in keeping their children safe.
- GMS informs parents 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. (Wellbeing and Safeguarding Guidelines)

COMMUNICATION TO STUDENTS:

Setting expectations regarding the new school year/conditions, developing a culture that



prevents COVID-19 (e.g., social distancing; wearing masks; sanitizing etc.)

GMS will communicate with students via parents prior to their return to campus to set expectations concerning what a school day with social distancing will look like, what the general weekly schedule might be, and most of all, to reassure students that returning to campus is safe and to their benefit.

- Communication regarding what students can do personally to help prevent infection in school (the 3 preventive measures) will be done prior to returning, but will also be enforced regularly through training sessions, refresher sessions, etc.
- Digital detox ideas and activities, tips to reduce anxiety and stay safe information shared on school's social media page.
- Posters shared by DHA / MOE are posted across the school. Counseling Supporting Students and Staff Cope with Anxiety/Trauma.
- Identified students will receive individual counseling sessions with the school Counselor.
- Staff and students returning to school may have experienced effects related to confinement, social isolation, loss and bereavement amongst many other things. GMS counselors will support the school community (students and staff) with appropriate resources to cope with mental health issues.
- Counselors and wellbeing teams have appropriate knowledge of how to communicate with Students of Determination and demonstrate an understanding of their unique circumstances. Developing Resources to Safeguard Students from Online Harassment and Exploitation in Preparation for Future Remote Learning
- SLT has reviewed the existing policies to include any additional risks identified as part of their Risk Assessment.
- SLT and the School Counselors have developed strategies and awareness campaigns to teach students on how to identify cyberbullying (whether as a victim or perpetrator) and mechanisms to protect oneself from being bullied/bullying further.
- Students of Determination may be at increased vulnerability to online harassment and exploitation. Students of Determination will 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.



STAFF WELLBEING ADVICE ON WORKING FROM HOME (TARGETING MENTAL AND PHYSICAL HEALTH)

- Staff members are encouraged to seek interventions focused on tackling their mental and physical health.
- The management has regular check-in sessions between school leaders and teams, or between teams to share advice.
- Almost all staff at GMS have been vaccinated as per the MOE/KHDA protocol.
- Regular training sessions which will help teachers to develop their IT skills are provided to build on their confidence in delivering lessons online, if need be.
- All staff are well supported by the wellbeing team whenever they face any personal situation, such as an infection in the family or loss of a loved one. Confidentiality is always maintained.
- GMS staff take part in the Dubai School Adult Wellbeing Census.
- Internal well being surveys are conducted to assess staff well being.

MONITORING & REVIEW:

- The Wellbeing Team and Principal are committed to reviewing the impact of the Health and Wellbeing policy as part of the school's strategic direction and improvement plans. This policy should be used in conjunction with other policies.
- Staff questionnaires and surveys provide an opportunity throughout the year to improve practice and monitor outcomes.