

Wellbeing and Pastoral Care Policy

Wellbeing Theme: Be Happy, Be Healthy, Be Productive

Introduction

The promotion of wellbeing is central to the DePS mission to enable children and young people to achieve their full potential and contribute to their social, cultural and economic development. The safety and well-being of our pupils and staff is at the heart of everything we do. We at Deira Private School are committed to ensuring that the emotional, mental, social and physical well-being of each valued student and the entire DePS staff and community are of paramount importance and that each facet of well-being is holistically interwoven with all aspects of school life. Our ethos is a caring and nurturing one, displayed through the edict of *'every child is special'*. We promote the values of respect, kindness, courage, compassion and resilience and in doing so, cultivate, foster and develop a school environment rich in positive well-being beliefs and practices. Our school encourages a supportive and inclusive philosophy, which strongly values parental/guardian involvement and contribution. The purpose of this policy is to outline the ways in which we, as a school community, care for and nurture the well-being of all at DePS.

DePS WELLBEING MODEL



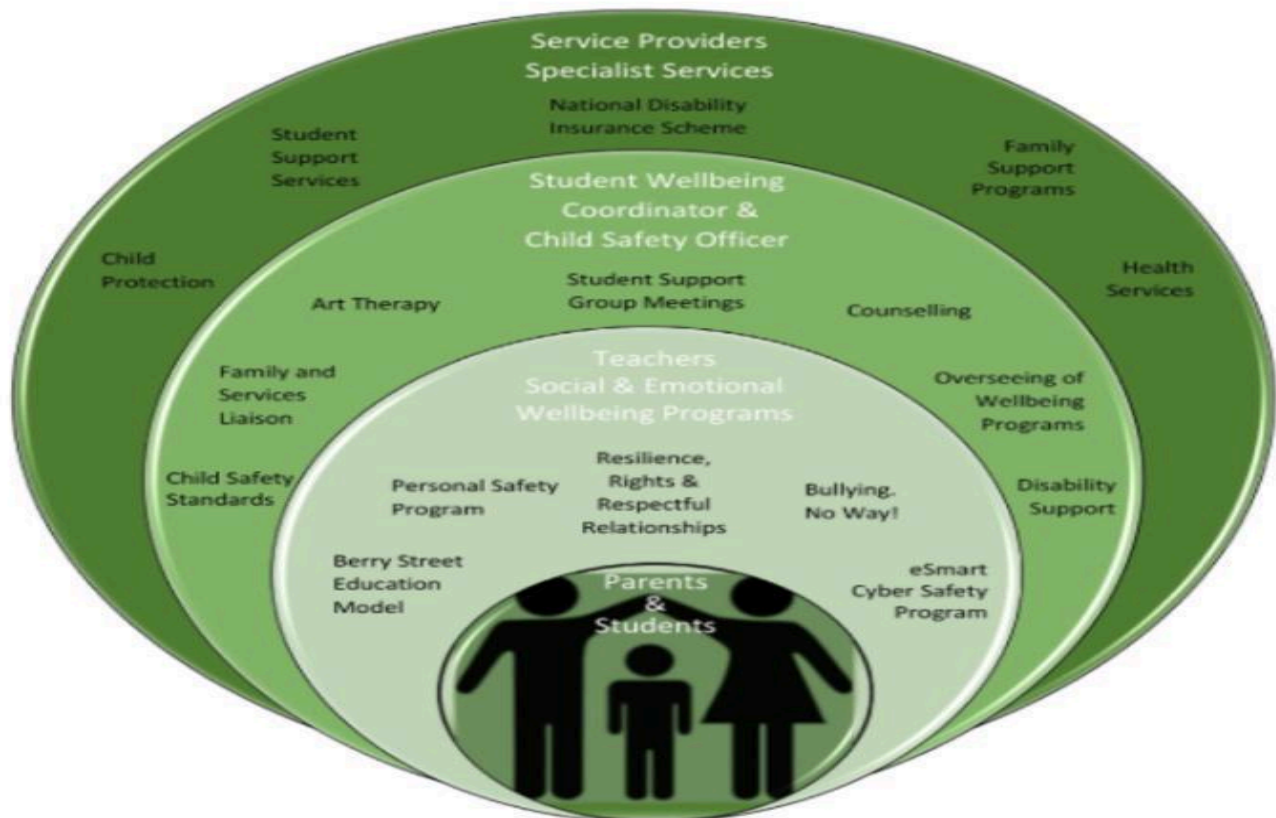
Aims and Objectives

DePS plays a vital role in the promotion of wellbeing through a range of activities and approaches to support the academic, physical, mental, emotional, social and spiritual development of all children and young people. We aim to further develop a school culture whereby all students,, staff and stakeholders are immersed in a positive well-being environment which incorporates a range of measurable and attainable objectives:

- To encourage all pupils and staff to have an awareness of health and well-being issues.
- To provide practical training and school improvement workshops in applying well-being practices in the classroom and school environment. To enable all staff to participate in initiatives which support well-being across the school.
- To foster a school culture that encourages and supports healthy lifestyle choices.
- To ensure all members of the school community know who to approach to voice their well-being needs or concerns.

We regard well-being initiatives and practices as fundamental components in each student's growth and happiness at school, thus promoting the attitudes and attributes of:

- Successful learners
- Confident individuals
- Responsible citizens
- Innovative contributors



Rationale

Children learn more effectively and have better academic outcomes if they are happy in their work, believe in themselves and feel acknowledged and supported in their schools. The well-being of all members within the DePS community is an integral part of delivering the school's vision, in upholding our ethos and in the day-to-day operation of the school as an organization. In providing a fruitful environment of well-being practices and principles, we believe it offers a myriad of learning and development opportunities for all and in turn, promotes school improvement and growth in a host of ways:

- A positive school culture within the school building and community
- Staff experience a greater sense of empowerment and confidence in carrying out their tasks and roles.
- More effective teaching within classrooms
- Students are increasingly engaged with their learning
- Improved standards and attainments in all subjects and extra-curricular activities
- Students articulating their well-being practices through increased confidence, attitude and self-esteem
- Fewer disengaged students and improved behavior and quality of teacher/pupil rapports
- Notable improvements in absenteeism
- Greater participation and involvement from parents and guardians with their child's academic growth and learning
- A deepened sense of awareness and overall heightened well-being culture throughout the school community

Effective practice in wellbeing and equity

The effectiveness of this strategy will be evidenced through the following.

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| Leadership | <ul style="list-style-type: none"> • Leaders identify key members of staff who lead on Wellbeing, Disadvantaged and Fragile Learners and have a direct communication line to SLT. • Leaders demonstrate effective use of their Personalized Achievement Summary System (PASS DATA) • Leaders engage fully with the range of professional learning opportunities to further develop their universal offer. • Leaders utilize the Wellbeing Survey Analysis in partnership with their learners, Staff and Parents to develop priorities. • Leaders demonstrate increased engagement with appropriate agencies to support the provision for fragile learners. • Self-evaluation processes accurately evaluate strengths and areas for development for wellbeing and equity which are effectively detailed within School Development plans. |
| Teaching & Learning and Provision | <ul style="list-style-type: none"> • Teachers focus on professional learning and developing the quality of teaching and learning. • Teachers track and monitor the progress of fragile learners to ensure they have access to appropriate interventions and make good progress overtime. |
| Governance | <ul style="list-style-type: none"> • DePS has an Equity, Health and Wellbeing Strategy/policy approved by Governors. |

Promoting Well-being

At DePS, we strive to implement and develop effective initiatives and strategies to holistically instill a culture of well-being across the school, encompassing all its valued members. In line with the KHDA framework, as an organization, we believe our school has the capacity to bring about change, growth and continuous improvement and excellence, through excelling in well-being practices and mindsets.

The school facilitates an enriched learning environment through 5 Key Principles. The development of this policy has been guided by key principles, which in turn will guide its implementation and monitoring:

- **Child centered:** The wellbeing needs and the best interests of our children and young people are a central focus of this policy. This requires us to respect and value the voice of children and young people and foster their belonging and connectedness to the school community. This ensures a sound developmental base for present and future wellbeing, as well as academic achievement.
- **Equitable, fair and inclusive:** All children and young people need access to equitable, fair and inclusive opportunities to develop their wellbeing in ways that are responsive and suitable to their particular needs and contexts. Practices need to be tailored, responsive and relevant, building on the existing strengths of children and young people, school staff, families and school communities. This means that practices will vary across schools and centers for education and from student to student.
- **Evidence-informed:** This policy promotes the use of evidence-informed practice, which brings together local experience and expertise with the best available evidence from research. It acknowledges that what works in one context may not be appropriate or feasible in another.
- **Outcomes focused:** This policy promotes continuous improvement practices and the use of data relating to outcomes to guide practice in our schools in relation to the promotion of wellbeing for all children. This policy and framework for practice will ensure the use of a self reflection process for the identification, monitoring and review of outcomes.
- **Partnership/Collaboration:** The wellbeing of our children is a shared responsibility. Working in partnership with other departments is key to ensuring this policy is implemented.

The school enhances student motivation and learning opportunities through:

- Catering to the learning styles of each individual learner
- A balanced curriculum, stimulated by independence in learning as well as group work.
- A plethora of diverse extra-curricular activities, workshops and trips
- Continuous support for our more vulnerable/fragile students and relevant interventions for those students with SEND and their supporting teams and agencies
- Recognition in celebrating achievements and successes through classroom initiatives, school social media platforms, wall of fame and school assemblies.

The school encourages and develops the student voice through advocating 'Every Child is a Leader':

- Devising a school-wide student leadership initiative encompassing a boy and girl from each year group, fulfilling a leadership role they feel most desirable to them. Leadership opportunities include: student council (change and policy development), class reps, academic/subject leaders across the full curriculum subjects, head of pupils voice, well-being leader, literacy/reading champ, innovation and eco leader, events leader, sport captain and a buddy system with the older and younger year levels. With this initiative, a democratic process for the voting and election of each representative will be modeled and will alternate throughout the term, giving each student equal opportunity.

The school promotes all aspects of parental and guardian involvement through:

- A parent's council will also be advertised and selected upon. This council will serve as the liaison between home and school life and will encourage the maximum participation of parents into a broad range of programmes and initiatives including focus meeting groups, policy review and development, school events and in opportunities for supporting their child's academic growth inside school.
- Developing awareness and resources to safeguard students during online usage

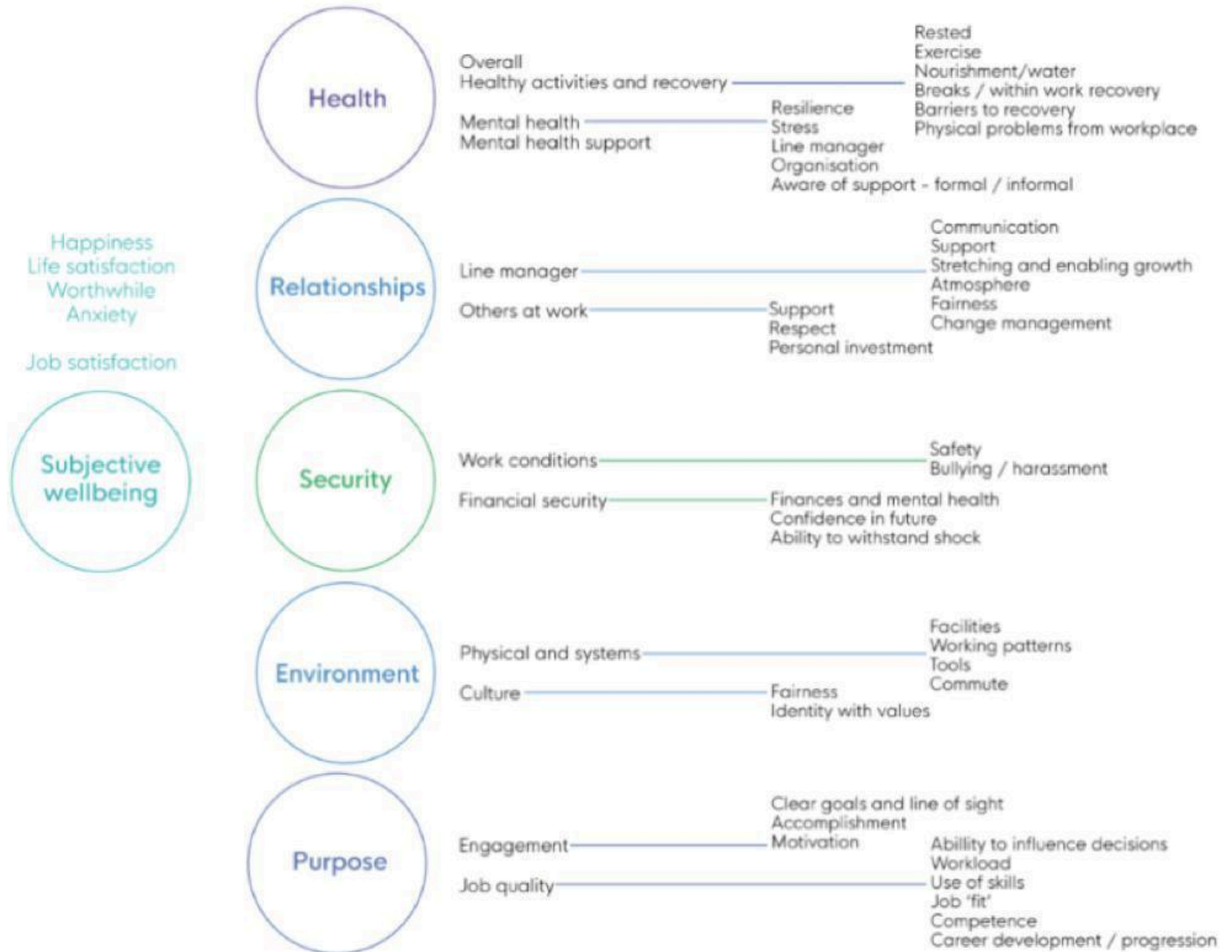
The school promotes a continuous, positive and impactful sense of well-being amongst staff and parents through:

- A variety of events and initiatives as outlined in the school well-being calendar and added to regularly. Well-being events include: Reach Out Q & A with the parents of incoming students, new staff inductions and team building sessions, Grandparents Day (Sept 12th), Literature Week (Sept 6th- 9th, well-being in the literature, well-being from reading), Well-Being Wednesday's and the implementation of 5 minute meditation sessions daily across the school, My Healthy Lunchbox (healthy eating initiative).
- A monthly staff well-being newsletter with current well-being news and trends, tips and tricks to support well-being in the workplace and at home, upcoming events etc.
- Monthly wellbeing newsletter and calendar that involves a variety of mindful activities to do on a daily basis, along with a weekly wellbeing challenge and upcoming wellbeing international days such as time-to-talk day, self-renewal day and thank you note day.

The principal, senior leaders and other stakeholders will:

- Encourage and promote the whole-school provision of well-being policy
- Seek a realistic work-life balance for all staff
- Provide pastoral support for staff who voice the need
- Support with staff welfare, safety and measures, professional development/career advancement opportunities in a fair, confidential and sensitive manner.

The Five Key Drivers of Workplace Wellbeing



Monitoring and Review

In order to maintain and improve wellbeing across the school, we have rigorous systems in place to monitor all stakeholders. These include:

- PASS survey for all students to assess students wellbeing and identify fragile learners
- Termly happiness and wellbeing surveys for all stakeholders
- Learning walks focused on wellbeing
- Referral systems & counseling for fragile individuals
- Student council wellbeing leads to conduct happiness surveys with students

PASS

Students identified as fragile learners or referred for additional mental, physical, emotional or social support are offered tailored programs to increase their wellbeing. Students are offered group or individual counselling sessions depending on their preference. Students who are identified from the PASS survey receive specific and individual interventions as per the suggestions of GL Education.

Happiness and Wellbeing Survey

Additionally all stakeholder wellbeing surveys are research and evidence based, from the Child and Youth Resilience Measure and the Adult Resilience Measure. The Child and Youth Resilience Measure (CYRM) and the Adult Resilience Measure (ARM) are self-report measures of social-ecological resilience and are used worldwide to understand individuals ability to overcome adversity and continue their normal functions with a positive wellbeing (Resilience Research Centre, 2022).

- Resilience Research Centre. (2022). CYRM and ARM user manual v2.5. Halifax, NS: Resilience Research Centre, Dalhousie University. Retrieved from <http://www.resilienceresearch.org/>
- Jefferies, P., McGarrigle, L., & Ungar, M. (2018). The CYRM-R: A Rasch-validated revision of the Child and Youth Resilience Measure. Journal of Evidence-Informed Social Work. <https://doi.org/10.1080/23761407.2018.1548403>.
- Liebenberg, L., & Moore, J. C. (2018). A social ecological measure of resilience for adults: the RRC-ARM. Social Indicators Research, 136(1), 1–19. <https://doi.org/10.1007/s11205-016-1523-y>.

Counselling

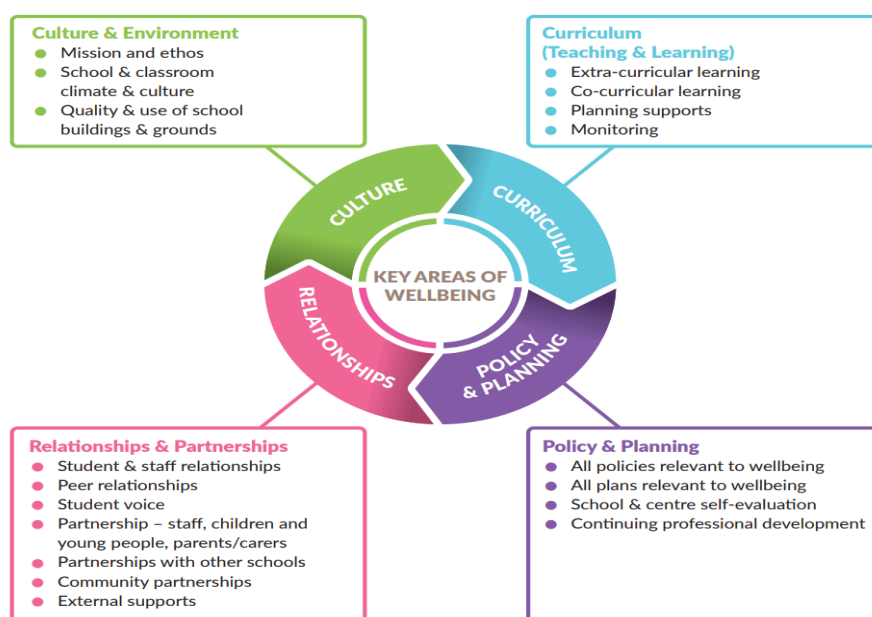
At DePs, we offer rigorous and well thought out counselling programs to students facing challenges. Students feel comfortable sharing their thoughts with the counsellor and can refer themselves to join a counselling program individually or in a group. Parents and staff members are also aware of the referral process and the counsellor will see to the referral immediately. Students are well monitored throughout the sessions, with the use of individualised education plans to monitor and review progress, along with session notes, parent communication and one-page-profiles for their subject and form teachers to best approach and support them in class. All counselling programs are researched based with a variety of therapeutic techniques ranging from cognitive behavior, acceptance and commitment and play counselling. A few of the programs offered to all students include:

- Anxious feelings
- Anger management
- Beating the stress
- Building self-esteem
- Gaining self-control

As part of the school improvement plan and on-going developments, the principal and appointment teams are committed to reviewing the impact and effects of the well-being policy and apply appropriate amendments if and where applicable.

This policy should be used in conjunction with the policies listed below but not in a restricted manner.

- Safeguarding and Child Protection
- Behaviour and Discipline
- Anti-Bullying
- Code of Conduct for Staff
- Health and Safety
- Healthy Eating



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