

# POLICY OF WELL-BEING

**AY 2023-24**

## **Wellbeing Definition**

“The presence of the highest possible quality of life in its full breadth of expression focused on but not necessarily exclusive to good living standards, robust health, a sustainable environment, vital communities, an educated populace, balanced time use, high levels of democratic participation, and access to and participation in leisure and culture”.

## **Inclusion vision**

To create, nurture & sustain an inclusive culture where differences drive innovative solutions to meet the needs of our stakeholders.

## **Mission**

Develop a culture of innovation, Inclusion, and creativity to support students of diverse needs. For a lifelong learning journey with a sense of understanding, compassion for others and the courage to act on their beliefs to become active members of society.

## **Introduction**

The Indian Academy, Dubai (TIAD) promotes the wellbeing in all learning experiences by providing an environment and curriculum that support students to develop knowledge, understanding and skills to manage their own health and wellbeing and to support that of others.

Our wellbeing team works to promote and protect the social and emotional wellbeing of all TIAD students, families, and staff. We aim to work proactively and reactively, to ensure sound emotional development, which in turn allows pupils to flourish within the classroom. The values we promote for all our community of students, staff and parents are based on the PERMA model of positive psychology applied to education

We are committed to provide a caring and supportive environment for all students, staff, and parents. This policy outlines the ways in which we, as a school care for and nurture the emotional wellbeing of our student and staff.

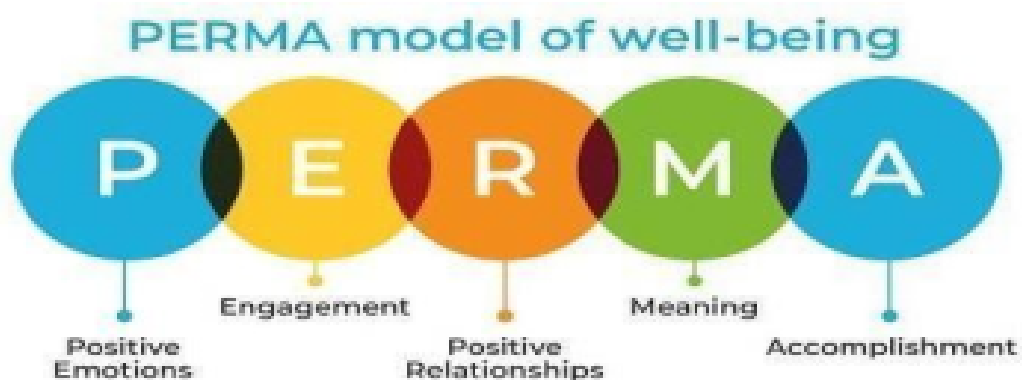
Our well-being policy is:

- Child-centered: The wellbeing needs and the best interests of our children 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 our school community.
- Fair and inclusive: All children receive fair and inclusive opportunities to develop their well-being in ways that are responsive and suitable to their particular needs and contexts. Practices are tailored and relevant, building on the existing strengths of children, school staff, families, and school communities.
- 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.
- Outcomes focused: This policy promotes continuous improvement practices and the use of data relating to outcomes to guide practice in our school about the promotion of well-being for all children.
- Partnership/Collaboration: The well-being of our children is a shared responsibility. Working in partnership with parents, guardians, school staff and external agencies is key to ensuring this policy is implemented.

### Objectives

The science of well-being is studied as Positive Psychology.

TIAD's Positive psychology is taken from Professor Martin Seligman's PERMA Theory of Wellbeing (2011). PERMA Theory outlines 5 core elements of wellbeing.



- To focus on building the 5 elements of well-being.
- To provide an integrated and comprehensive curriculum approach that develops knowledge, and incorporates equitable opportunities for all students, and staff to enhance their own and others' wellbeing through their daily learning experiences
- To identify areas where focused support or intervention is required to improve each child's learning and development
- To support the emotional, physical, and social well-being of every student and staff
- Promoting and supporting inclusion
- Fostering positive relationships
- Celebrating success

**Wellbeing Rationale of TIAD** (adapted from CASEL'S SEL Framework).

A systemic approach that emphasizes the importance of establishing equitable learning environments

and coordinating practices across key settings to enhance all students' social, emotional, and academic learning. We believe it is most beneficial to integrate SEL throughout the school's academic curricula and culture, across the broader contexts of schoolwide practices and policies, and through ongoing collaboration with families and community organizations. These coordinated efforts should foster youth voice, agency, and engagement; establish supportive classroom and school climates and approaches to discipline; enhance adult SEL competence; and establish authentic family and community partnerships.

**Social and emotional learning (SEL) is an integral part of education and human development.** SEL is the process through which all young people and adults acquire and apply the knowledge, skills, and attitudes to develop healthy identities, manage emotions and achieve personal and collective goals, feel and show empathy for others, establish, and maintain supportive relationships, and make responsible and caring decisions.



The CASEL 5 addresses five broad, interrelated areas of competence and examples for each:

*self-awareness,*

*self-management*

*social awareness*

*relationship skills*

*responsible decision-making.*

The CASEL 5 can be taught and applied at various developmental stages from childhood to adulthood and across diverse cultural contexts to articulate what students should know and be able to do for academic success, school and civic engagement, health and wellness, and fulfilling careers.

## How Wellbeing Works at TIAD

### Whole school Approach: Four keys of wellbeing promotion

Our whole school approach involves all members of the school community engaging in a collaborative process of change to improve specific areas of school life which impact on wellbeing. By adopting a whole school approach, we aim to produce a wide range of educational and social benefits for our pupils, including improved behaviour, increased inclusion, improved learning, greater social cohesion, increased social capital and improvements to mental health and wellbeing.



## **Equal Opportunities**

The school recognizes the value of, and seeks to achieve, a diverse school community which includes people from differing backgrounds, with different skills and abilities. The school will take positive steps to create school culture through its governing body, managers, and other employees, in which people can feel confident of being treated with fairness, dignity and tolerance, irrespective of their individual differences. This commitment extends to the whole school community and others connected with it. The school is committed to the elimination of unlawful discrimination and to the promotion of good relations between all.

## **Parental involvement**

Parents are responsible for sharing with the school any changes in circumstances within the home that may affect the wellbeing of their children. If children require additional support for their social and emotional wellbeing, this will be discussed with parents through each step so that the school and home are working together to support the needs of the children

## **Emotional & Social**

- TIAD promotes and strengthens the student voice through appointing Student Council representatives and Student Wellbeing Surveys.
  - Encouraging positive, caring, and constructive relationships.
    - Improved behaviour and attendance.
- Positive and effective relationships between staff, students, and parents.
  - Access to school counselor for further support when required.

## **Student Wellbeing**

- Enhanced environment for learning.
  - Improved school and classroom environment, facilities, and resources.
    - An exciting and varied range of extra-curricular activities and events.
- A focused and balanced curriculum with opportunities for intellectual and independence in learning.
  - Using a range of teaching styles appropriate to age, ability, and level.
    - An emphasis on reward and recognition for effort.
- Opportunities for reflection and personal development through art, religious and moral values.
  - Information and guidance on health and development.

### **Student with Determination**

- Strong and dedicated team for support.
- Enhanced IEPs/ BMPs/ ALP strategies for academic and behaviour concerns.
- Parents Involvement in school priorities and reviews for children with special education needs.
- Consistent support for Students through learning support, resources, modifications, and other agencies where appropriate.

### **Parent Wellbeing**

- Promoting parental involvement by having frequent parent meetings.
- Having an 'open door policy'.
- Conducting parental surveys and workshops.
- Parental involvement in school life and learning.
- Regular communication and involvement regarding student progress, behaviour & pastoral issues.

### **Staff wellbeing:**

- Involving all staff in decision making and proposed change.
- Well-organized training and induction to new staff.
- Consultation in training, support, and resource needs through regular review.
- Opportunities to discuss with the principal/ senior leadership team on any issues/ concerns.
- Provide additional support at times of particular stress or any difficulty.
- Frequent workshops to enhance new learning, emotional and healthy lifestyle.

### **Roles & Responsibilities**

- Ensure the provision of healthy working environment.
- In collaboration with senior leaders by setting positive role models.
- Provide pastoral/ welfare support for individual staff as required.
- Providing a safe environment through the training and implementation of safeguarding and Anti bullying policies.
- Ensure that all students and staff are treated in a fair, sensitive, and confidential manner.
- Facilitating trainings and workshops according to plan and need basis

## **The Role of the Wellbeing Champion**

Wellbeing Champion should have appropriate knowledge of how to communicate with and support all members of the school community and demonstrate an understanding of their circumstances. The Wellbeing team will support students who are emotionally vulnerable including those who have been affected as a result of the COVID 19. Any incident that has had a negative impact upon a students' emotional health and wellbeing will be supported. Schools shall develop a staff and student wellbeing plan based on their individual Risk Assessments in conjunction with wellbeing champion

## **Sources of relevant support include:**

- Our Principal
- Our Senior Leadership Team
- Our Safeguarding/Child Protection Leaders
- Our School Counsellor
- Our School doctor
- Our Student Wellbeing Leader

Our Inclusion Champion 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

Class teachers are 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 circle time, worry boxes or other 'talk' time systems.

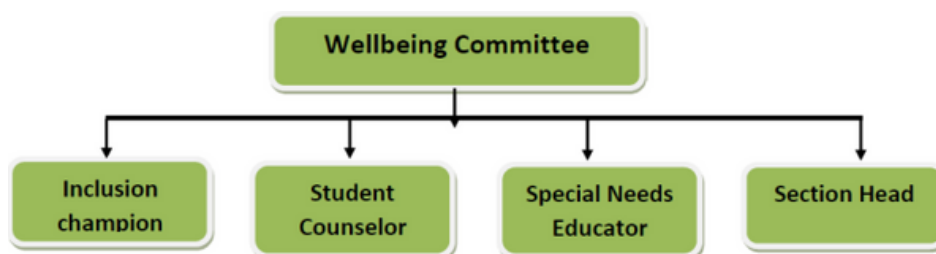
If class teachers feel children need further support, they are to discuss this with parents and Inclusion team.

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

## Wellbeing Committee

The TIAD wellbeing team is dedicated to the emotional, physical, and social well-being of every individual and aims to support healthy, sage, productive, capable, and responsible lives.

The role of the Well-being team is to respond to students personal, social, emotional, and academic concerns and to provide a caring and non-judgmental environment in which the students can improve their well-being. Individual Support is provided in a diverse range of issues relating to mental health difficulties such as stress, anxiety, and low mood.



## Monitoring and Evaluation

The TIAD Wellbeing policy is available on the school website and hard copies for parents can be obtained from the school office. The wellbeing committee is controlled and monitored by the principal/ Senior leadership team by frequent meetings and reports.

**Next review date: Apr 2023**

Regards,



SHINY DAVISON

Principal