



STUDENT WELLBEING POLICY AY 2023/2024

AIM: (final result we are aiming to achieve):

This policy aims to:

- Provide an environment and curriculum that helps students to develop knowledge, understanding and skills to manage their health and wellbeing, as well as the wellbeing of others.
- Create a school environment where students feel connected, supported and valued.
- Develop and maintain a school culture that encourages students to be open and honest about their health and wellbeing.
- Identify areas where focused support or intervention is required to improve each child's emotional and social wellbeing.

RATIONALE: (The reason for which this policy has been written)

At The English College (TEC), the safety and wellbeing of our students is our top priority. We are committed to creating a caring and supportive learning environment that promotes the physical, social and emotional wellbeing of all our students. This policy provides a framework for the wellbeing of all students and ensures that individuals and groups understand their roles and responsibilities in working towards the policy's aims.

GUIDELINES: (The principles/instructions/steps of the policy)

DEFINING WELLBEING

At TEC, we define wellbeing as more than just the absence of stress or physical/emotional illness; it encompasses the ability to flourish. Drawing inspiration from positive psychologist Dr. Lyn Scoots, we view flourishing as the outcome of pursuing an authentic life filled with inner joy and happiness. This involves achieving personal goals, connecting with life passions, and revelling in accomplishments, all while navigating life's challenges.

ACTIONS

All of our actions as a school are driven by a commitment to student wellbeing. Using the PERMA Model as a framework, we aim to create and implement initiatives, policies, and procedures designed to foster positive health and wellbeing among our students.

Behaviour

We hold the highest expectations for student behaviour, which are clearly communicated to students, parents, and staff through our daily conduct, practices, and policies. Our Positive Behaviour Policy plays a significant role in creating a school environment where students feel safe and supported. The policy is firm in addressing any anti-social behaviours that could negatively impact the wellbeing of others. We maintain a zero-tolerance approach to discrimination and bullying, and such behaviours are classified as higher-level offences, resulting in appropriate sanctions. This policy is subject to continuous review, and is shared with students, parents and staff.

Wellbeing Curriculum

Students are taught how to develop and maintain positive wellbeing through our wellbeing curriculum, better known as The PERMA Programme. PERMA sessions encourage students to explore their personal values and beliefs without judgement or political bias. The overarching goal is to equip students with the tools to flourish, whereby they find fulfilment in their lives, accomplish meaningful tasks, and connect with other people on a deeper level. The curriculum will undergo continuous review and updates to ensure PERMA sessions remain relevant and impactful. Students will have the opportunity to provide feedback and suggestions for improving The PERMA Programme through Reflection Surveys and our annual Student Wellbeing Survey.

Teaching Practices

Student wellbeing is further nurtured through the incorporation of specific teaching practices emphasised in positive education. By integrating elements of positive psychology, such as fostering gratitude, resilience, and self-awareness, our teachers empower students with the tools necessary to navigate challenges within and beyond the classroom. Teachers are encouraged to infuse positive psychology activities into their teaching whenever feasible, creating a nurturing and empowering learning environment that aligns with our commitment to student wellbeing.

Staff Training

Staff are given opportunities to undergo training in student wellbeing and safeguarding to help enhance their knowledge and skills required to safeguard and enhance the wellbeing of our students. This training encompasses participation in online EduCare courses and the receipt of crucial information during induction week and regular team meetings. Furthermore, our teachers actively engage in continuous professional development (CPD), both internally and externally, empowering them to cultivate and sustain effective and impactful teaching practices that facilitate the academic and personal flourishing of our students.

Creating a Positive Community

TEC is dedicated to creating a positive community where mutual respect, support, and collaboration thrive. We emphasise open communication, diversity, and individuality, making sure every member of our community feels supported and valued. Through events and initiatives, we strengthen our sense of community, celebrating achievements, and promoting student wellbeing, fostering a safe and nurturing environment for all.

Events and initiatives at TEC include, but are not limited to:

- The celebration of global wellbeing awareness days (e.g. World Mental Health Day)
- Initiatives and events combating bullying (e.g. Anti-Bullying Week)
- Cultural events and celebrations (e.g. International Day, etc.)
- Peer-to-peer support offered by Safehouse students
- Social support through Girls on Board sessions
- Secondary wellbeing suggestion box and student voice surveys

- Achievement assemblies
- Wellbeing assemblies and guest speakers
- Gratitude initiatives (e.g. EC 'Thank You' Cards)
- Annual student wellbeing surveys
- ECPC wellbeing activities and community events (e.g. community picnic)
- Transition Day talks and activities for Year 6 students
- Ziggy the emotional support dog for Primary Students
- Student Wellbeing Leaders

Targeted Support

At TEC, we proactively address specific wellbeing issues by leveraging the valuable insights provided by our PASS (Pupil Attitudes to Self and School) data. This data serves as a critical resource in identifying and supporting students who may require additional support, care and guidance. Our Assistant Head Teachers and Head of Years/Year Leaders triangulate the PASS data with CAT4 data to identify our vulnerable learners. These students are added to our Student Watchlist which is subject to continuous review throughout the academic year. Teachers are made aware of who these students are and why they have been identified. This will allow them to adapt their teaching and interactions with those students. Ensuring they are appropriately cared for at school and make the best progress possible. Tailored strategies are identified to support our most vulnerable students.

Student wellbeing is also monitored through various means within our school. For example, the Wellbeing Module on Class Charts enables students to regularly record their thoughts and feelings throughout the academic year, facilitating self-awareness and communication. Additionally, staff and students can report any concerns they have about a student's wellbeing directly to the Safeguarding Team, ensuring timely intervention when necessary. Students identified as needing support are provided with the opportunity to engage in one-on-one counselling sessions with our Student Counsellor, ensuring they receive the personalised care and guidance required to thrive academically and emotionally.

RESPONSIBILITIES

Board/School Principal/School Leaders

- Ensure the school is fulfilling its duty of care to students and creating positive and supportive learning environment
- Ensure that resources and support services are in place to support student wellbeing
- Make decisions and review policies with student wellbeing in mind

Wellbeing Team and Head of Years/Year Leaders

- Attend training and networking events for student wellbeing
- Create and conduct student wellbeing surveys and analyse the survey responses
- Create and review the school's Wellbeing Action Plan
- Monitor student wellbeing and ensure that students on the Student Watchlist receive the support they need
- Review and update the Student Watchlist throughout the academic year
- Ensure that teaching staff are given strategies to support student wellbeing

Teachers and Academic Support Staff

- Create a safe and supportive school environment to protect students against occurrences that can threaten their wellbeing in terms of physical, mental, intellectual, educational and moral health (National Child Protection Policy in Educational Institutions in United Arab Emirates, 2022)

- Monitor student behaviour and report any concerns about a student's safety and/or wellbeing to the Head of Year/Year Leader and/or a member of the Safeguarding Team
- Complete all mandatory wellbeing and safeguarding training courses
- Encourage students to be kind, caring and supportive of others
- Attempt to nurture a trusting and supportive relationship with your students
- Acknowledge and praise positive behaviour and celebrate students' achievements
- Read the Team Handbook and staff policies on the Staff Intranet

Students

- Be kind and supportive to others and report any unkind behaviour to a member of staff
- Report any concerns about another students safety and/or wellbeing to a member of staff
- Actively participate in wellbeing events and initiatives wherever possible
- Share feedback and suggestions for improving student wellbeing in a responsible manner
- Be honest and truthful about your own behaviour and adhere to our Positive Behaviour Policy and school rules

Parents

- Encourage your child to follow school rules and have a positive attitude toward school
- Report concerns about the safety and/or wellbeing of your child, or another student, to a member of staff
- Ensure your child's regular attendance
- Encourage your child to respect the rights of others and have tolerance of different values and beliefs

APPENDICES (Relevant links to other policies or documents)

None

POLICY REVIEW HISTORY:

This policy will be monitored, evaluated and reviewed by the Whole School Leadership Team

Historical Record				
Revision No.	Date	Brief Description of Change	Approved by	Next Review:
1	07.2023	Annual review & update	WSLT	07.2024