



مدرسة هامبتون هايتس انترناشيونال
Hampton Heights
International School

Wellbeing Policy

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Chapter 1: Policy Statement & Purpose:

1.1 Statement:

At the Hampton Heights International School, we firmly believe that promoting the wellbeing of our students and young people is a collective responsibility shared by the entire community. This promotion encompasses a variety of activities and strategies to support the academic, physical, mental, emotional, social, and spiritual development of all children and young people. Our goal is to equip them with the knowledge, skills, and competencies needed to tackle challenges that impact their wellbeing. This policy statement provides a comprehensive framework that includes existing, ongoing, and emerging initiatives tailored to the needs of our students and school staff.

"Wellbeing is present when a person realizes their potential, is resilient in managing the normal stresses of life, takes care of their physical health, and feels a sense of purpose, connection, and belonging to a wider community. It is a dynamic state that requires nurturing throughout life."

The policy acknowledges that wellbeing education is a lifelong process that occurs in diverse settings. While many factors influencing wellbeing originate in the home and community, the school serves as a vital context for healthy development by enhancing protective factors and minimizing risks. The policy offers a multicomponent and preventative approach to wellbeing promotion, grounded in international research and best practices.

A whole-school approach engages all members of the school community in a collaborative process to improve specific areas of school life that impact wellbeing. Internationally, this approach has been shown to yield a wide range of educational and social benefits for all stakeholders. It supports the integration of systems within the school community, fostering a reflective and responsive environment that meets the needs of the school and its members.

1.2 Purpose:

The purpose of the school wellbeing policy is to foster a supportive environment that promotes the holistic development of our students and young people. This policy aims to:

1. Enhance Overall Wellbeing:
 - Support the academic, physical, mental, emotional, social, and spiritual growth of all students.
 - Equip students with the skills and knowledge to manage life's challenges effectively.
2. Create a Positive School Culture:
 - Establish a school environment where everyone feels safe, valued, and connected.
 - Encourage a sense of belonging and community among students, staff, and parents.
3. Support Mental Health:
 - Promote mental health awareness and provide resources for early identification and intervention.

- Reduce stigma around mental health issues and encourage open conversations.
- 4. Improve Academic Outcomes:
 - Recognise the link between wellbeing and academic success.
 - Provide a learning environment that supports both personal and academic development.
- 5. Develop Resilience:
 - Teach students coping strategies to handle stress, adversity, and change.
 - Foster resilience to help students navigate personal and academic challenges.
- 6. Promote Healthy Lifestyles:
 - Encourage healthy eating, physical activity, and good sleep habits.
 - Provide education on the importance of maintaining physical health.
- 7. Enhance Social and Emotional Skills:
 - Develop students' social skills, empathy, and emotional intelligence.
 - Encourage positive relationships and effective communication.
- 8. Provide Comprehensive Support:
 - Offer a range of support services and resources to address diverse needs.
 - Ensure access to counseling, mentoring, and other wellbeing programs.
- 9. Engage the Entire School Community:
 - Involve students, staff, parents, and the wider community in promoting wellbeing.
 - Foster collaboration and shared responsibility for wellbeing initiatives.
- 10. Implement Evidence-Based Practices:
 - Utilise research and best practices to inform wellbeing programs and policies.
 - Continuously evaluate and improve the effectiveness of wellbeing initiatives.

Chapter 2: Key Principles:

The development of this policy has been guided by key principles, which in turn will guide its implementation and monitoring:

- **Child/Young person-centered:** The wellbeing needs and the best interests of our children and stakeholders 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.
- **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 and young people. 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 and young people is a shared responsibility.

- Working in partnership with other departments and agencies is key to ensuring this policy is implemented.

Chapter 3: Objectives:

1. Embedding the promotion of wellbeing at the heart of the school's ethos.
2. Providing evidence-based approaches and support tailored to the needs of all students and school personnel to promote wellbeing.
3. Ensuring all students and staff feel valued and are able to talk openly with trusted adults about their thoughts and concerns without hesitation.
4. Creating a school environment that reflects and supports positive mental health and wellbeing.
5. Guaranteeing that the school offers a comfortable, safe, supportive, and stimulating environment that responds to the personal, social, and emotional needs of all community members.
6. Fostering an atmosphere of trust that helps children and staff grow in self-esteem.
7. Encouraging students and school personnel to value each other and respect the views of all community members.
8. Building strong, warm, and positive relationships among students, staff, and parents.
9. Creating a sense of belonging, security and connectedness to school through a positive school climate and participation in school and community activities.
10. Fostering expectations, recognising contributions, effort and achievement and providing opportunities for success.

Chapter 4: Wellbeing promotion:

Wellbeing education is a lifelong journey that takes place in various settings, encompassing the home, school, and community. Promoting the wellbeing of our students, school personnel, and parents is a collective responsibility, integral to the fabric of our community. While many factors influencing wellbeing originate within the home, the school, embedded within the community, serves as a crucial environment for fostering healthy development. It plays a significant role in enhancing protective factors and mitigating risks associated with wellbeing. We recognise our vital role in nurturing and enhancing students' wellbeing, given that they spend a substantial portion of their formative years within our educational environment. By providing a supportive and enriching setting, we aim to:

- **Create a Holistic Learning Environment:** Ensure that the school environment is not only conducive to academic learning but also promotes physical, mental, emotional, and social wellbeing.
- **Collaborate with Families and the Community:** Work in partnership with families and the broader community to create a cohesive support system that reinforces positive wellbeing practices across all areas of a student's life.
- **Develop Lifelong Skills:** Equip students with the skills and knowledge needed to manage their wellbeing throughout their lives, including resilience, emotional intelligence, and healthy coping strategies.

- **Provide Comprehensive Support:** Offer resources and support for students, staff, and parents, addressing a wide range of wellbeing needs through tailored programs and interventions.
- **Foster a Culture of Wellbeing:** Cultivate a school culture where wellbeing is prioritized, respected, and continuously nurtured, ensuring that every member of the school community feels valued and supported.
- **Enhance Protective Factors:** Strengthen factors that contribute to the wellbeing of students, such as positive relationships, a safe and inclusive environment, and access to mental health resources.
- **Minimise Risks:** Actively identify and mitigate risks to wellbeing, such as bullying, stress, and anxiety, through proactive policies and practices.

4.1 Protective Factors for Wellbeing in the School Setting:

In the context of promoting wellbeing within the school environment, several protective factors have been identified as crucial. These factors play a significant role in fostering a supportive and nurturing atmosphere that enhances students' overall wellbeing. Key protective factors include:

- **Positive Relationships:**
 - Establishing and maintaining strong, supportive relationships with peers and teachers.
 - Implementing effective classroom management strategies and sharing positive behavior management practices with parents to reinforce supportive interactions.
- **Sense of Belonging and Security:**
 - Creating a positive school climate that fosters a sense of belonging, security, and connection to the school community.
 - Encouraging active participation in school and community activities to strengthen this sense of belonging.
- **Social and Emotional Learning (SEL):**
 - Providing opportunities for students to develop essential social and emotional skills, including attention and planning, self-awareness, self-management, relationship-building, and responsible decision-making.
- **Knowledge and Skill Development:**
 - Offering opportunities for students to acquire knowledge and skills that foster a sense of mastery and self-efficacy.
 - Ensuring that students feel competent and confident in their abilities through targeted learning experiences.
- **Recognition and Achievement:**
 - Setting high expectations and recognizing students' contributions, efforts, and achievements.
 - Providing diverse opportunities for students to experience success and celebrate their accomplishments.
- **Wellbeing of School Personnel:**
 - Supporting the wellbeing of school staff to ensure they can effectively contribute to and model positive wellbeing practices.
 - Providing resources and support for staff to maintain their own health and balance.
- **Proactive Support Systems:**
 - Implementing protocols and support systems that address and support children and their families during times of difficulty.

- Ensuring that resources are available to assist in overcoming challenges and promoting resilience.
- Safe Use of Technology:
 - Offering guidance and opportunities for students to develop skills for using online technology safely and appropriately.
 - Educating students on responsible digital behavior to enhance their online safety and wellbeing.
- Stress Management:
 - Providing strategies and resources to help students manage stress related to schoolwork and other pressures.
 - Offering support systems to address academic and personal stressors effectively.

4.2 Wellbeing Risk Factors in the School Setting:

In the school environment, various risk factors can negatively impact students' wellbeing. Addressing these factors is crucial for fostering a supportive and positive atmosphere. Key risk factors include:

- Disengagement and Absenteeism:
 - High levels of disengagement from school activities, frequent absenteeism, and feelings of isolation or alienation from peers and school life.
- Violence and Aggression:
 - Instances of violence, aggression, bullying, and difficulties in forming and maintaining healthy relationships, which can create a hostile and unsafe environment.
- Academic Challenges and Learning Difficulties:
 - Low academic achievement, learning difficulties, and special educational needs, including social, emotional, and behavioral challenges that affect students' ability to succeed in school.
- Cultural Differences:
 - Challenges arising from cultural differences, which may impact students' sense of belonging and integration into the school community.
- School Transitions:
 - Difficulties associated with transitions between different school phases or changes in school environments, which can affect students' adjustment and wellbeing.
- Poor Family-School Connection:
 - Inadequate communication and collaboration between the school and families, leading to a lack of support and understanding of students' needs.
- Harsh and Inconsistent Discipline:
 - Use of harsh or inconsistent disciplinary practices that may lead to fear, confusion, and a negative impact on students' self-esteem and behavior.
- Limited Social and Emotional Learning Opportunities:
 - Insufficient opportunities for developing essential social and emotional skills, including problem-solving, coping strategies, and emotional regulation.
- Inadequate Support for Special Needs:
 - Lack of targeted support for students with special educational needs, including those with additional social, emotional, and behavioral requirements.
- Unaddressed Stressors:
 - Inability to manage or address stressors related to academic pressures, personal issues, or other external factors that impact students' overall wellbeing.

By identifying and addressing these risk factors, the school aims to create a more inclusive and supportive environment that promotes the wellbeing and success of all students.

Protective factors have been shown to significantly enhance positive outcomes for school community members, even in the presence of various risk factors. Therefore, within the school setting, it is essential to implement a proactive wellbeing promotion strategy that focuses on strengthening school-based protective factors while minimizing risk factors. We have adopted a comprehensive whole-school approach to wellbeing. This approach engages all members of the school community in a collaborative process aimed at improving specific areas of school life that influence wellbeing. By integrating efforts across the entire school, we seek to:

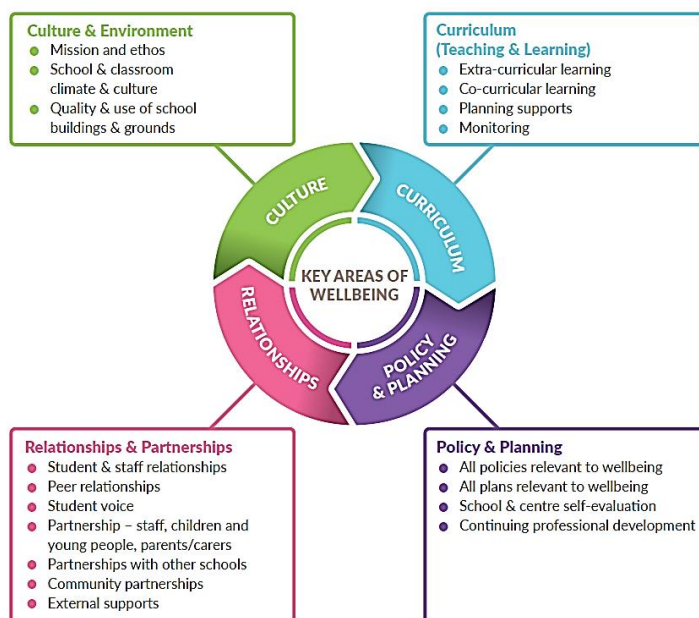
- Enhance Protective Factors:
 - Develop and reinforce protective factors that support students’ and staff’s emotional and social wellbeing.
 - Foster positive relationships, a sense of belonging, and opportunities for social and emotional growth.
- Mitigate Risk Factors:
 - Identify and address risk factors that may negatively impact wellbeing, such as disengagement, bullying, and inadequate support systems.
 - Implement preventative measures and interventions to reduce these risks.
- Promote a Collaborative Culture:
 - Engage students, staff, parents, and the wider community in a shared effort to create a supportive and inclusive environment.
 - Encourage open communication and collaboration to address wellbeing challenges and celebrate successes.
- Achieve Educational and Social Benefits:
 - Improve student behavior, increase inclusion, and enhance learning outcomes.
 - Strengthen social cohesion, build social capital, and promote overall mental health within the school community.

Research and experience have demonstrated that this whole-school approach produces a wide range of benefits, including improved behavior, greater inclusion, enhanced learning experiences, and increased social and emotional wellbeing.

Chapter 5: Wellbeing Promotion Indicators of Success:

The statements of effective practice should enable all school leaders and staff involved in internal and external evaluation to arrive at evidence-based evaluative judgements about the quality of aspects of wellbeing provision. They will enable the school leaders and staff to identify strengths and areas to target within the school system and therefore plan the next stage in the improvement journey.

Statements of effective practice in each of the four key areas of wellbeing promotion describe practices operating competently and efficiently at the whole school



preventative level (support for all) and also at the more specialised and individual intervention levels (support for some and few). This is a key reference tool which helps to standardise the approach to reviewing wellbeing promotion in the school life.

To evaluate the effectiveness of wellbeing promotion efforts in the school, we have established clear indicators of success. These indicators help measure progress and determine whether the initiatives are achieving their intended outcomes.

Table (1): Indicators of Success		
No.	Key Areas	Indicators of Success
1.	Culture & Environment	<ul style="list-style-type: none"> Children, young people and staff experience a sense of belonging and feel safe, connected and supported. Systems are in place so that the voice of the child/young person, teacher and parent are heard and lead to improvements in school culture and ethos.
2.	Curriculum (Teaching & Learning)	<ul style="list-style-type: none"> Children and young people experience positive, high-quality teaching, learning and assessment, which provides opportunities for success for all. Students access curricular activities to promote their physical, social and emotional competence to enhance their overall wellbeing.
3.	Policy & Planning	<ul style="list-style-type: none"> The school uses an effective self-evaluation wellbeing process. Promotion process to develop, implement and review wellbeing promotion. The school incorporate wellbeing promotion into the whole school policies and practices.
4.	Relationships & Partnerships	<ul style="list-style-type: none"> Students, their parents and other external partners are actively involved in wellbeing promotion within the school community. All adults in the school have an increased awareness of the importance of wellbeing promotion, including listening to children and young people, and signposting them to internal or external pathways for support when needed.

The indicators of success outlined are the broad outcomes to which the school aspires and want all stakeholders' to accomplish. The school uses the wellbeing promotion indicators of success to identify its own strengths and targets for improvement, and to actively monitor the progress and outcomes in relation to wellbeing promotion over time. The school does this by accessing the opinions and views of all stakeholders throughout the process.

Chapter 6: Continuum of support:

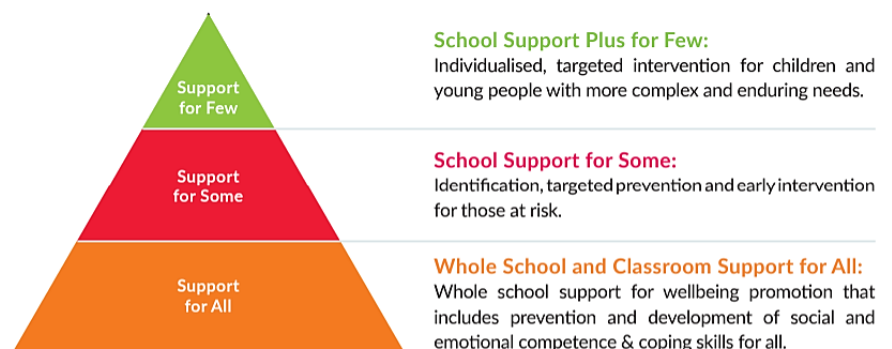
The school continuum of support recognises that students have varying needs at different times. Students who are at higher risk or have greater needs may require more targeted and specific support in addition to the general support provided to all students within their class groups. Some students may also need additional assistance from external specialist services. Effective implementation of this support framework is supported by:

- A Strong Theoretical Foundation: establishing a robust theoretical basis and rationale for the support strategies employed.
- Clear and Specific Goals: defining specific, well-articulated goals for each element of the whole-school approach.
- Outcome-Oriented Focus: maintaining a clear and explicit focus on achieving measurable outcomes for every component of the wellbeing strategy.

At Hampton Heights International School, we are dedicated to the effective delivery of our wellbeing promotion process through several key practices:

- Leadership and Structural Support:
 - Senior leaders play a crucial role in implementing and continuously improving wellbeing initiatives. This includes reviewing and developing school structures to support these efforts and engaging in reflective practices to assess the impact of policies.
- Professional Development:
 - Enhancing professional development through collaborative learning opportunities that foster creativity and build shared ownership. We create both internal and external networks to support ongoing growth.
- Supportive Structures:
 - Developing and maintaining structures such as student support teams and consultation models. These structures facilitate collaborative practices and enable internal reflection and improvement.
- Teacher Engagement:
 - Acknowledging the vital role of teachers in supporting students' wellbeing beyond their academic responsibilities. The relationships teachers build with students are crucial for their emotional and social development. Providing access to a supportive adult during vulnerable times is an essential protective factor.
- Staff Wellbeing:
 - Prioritising staff wellbeing to ensure sustained engagement, enthusiasm, and resilience. Supporting staff helps them build the capacity to manage challenges, adapt to changes, and remain effective and motivated.

By integrating these practices, the school aims to create a nurturing environment that addresses diverse needs, fosters positive relationships, and promotes the overall wellbeing of both students and staff.



Chapter 7: Measurable Success:

Evaluating the provision for wellbeing in the school system through measurement offers insight into its effectiveness, highlights areas needing improvement, and demonstrates the school's capacity for self-reflection. Given the importance of outcomes and accountability, we must be ambitious in understanding what can be achieved in enhancing the wellbeing of students and school personnel. Multiple measures of success should be considered when assessing the school's wellbeing outcomes.

7.1 Measures for Success:

- Student attendance.
- Successful school completion.
- Successful student transitions.
- Data collected within the school (e.g., surveys, interviews, checklists).
- Feedback from consultations with students, parents, teachers, and staff.
- Information from inspection reports.

7.2 Overall Goal & High-Level Actions:

Our primary goal is to ensure that school stakeholders have embedded a dynamic wellbeing promotion process, employing a whole-school approach that reflects the four key areas and indicators of successful wellbeing promotion. Although good practices are already in place, achieving the school's ambition and vision for success requires focused efforts. The following seven high-level actions support this vision:

1. Strengthen and Align Current Structures: Ensure coordinated implementation of the wellbeing policy statement and practices across school phases.
2. National Roll-Out of Professional Development: Facilitate the whole school's engagement with and embedding of a self-evaluation wellbeing promotion process, building professional capacity and collaborative cultures.
3. Comprehensive Support Programmes: Provide an aligned, easily accessible programme of support for the entire school to address identified wellbeing promotion needs.
4. Address Teachers' Learning Needs: Consider how the school system meets current and future teachers' learning needs related to wellbeing promotion.
5. Research-Based Evaluation Framework: Develop a framework for evaluating wellbeing promotion based on research.
6. Support for Key Transitions: Improve the use of supports for students at key transition points within and between educational settings.
7. Promote Staff Wellbeing: Promote the wellbeing of school personnel.

7.3 Shaping our children's wellbeing and mental health:

Our school is expected to play a significant role in shaping our children's health for better. The habits students build during the classroom years often stick with them for life. This is why it is so crucial that the school promote health and wellness holistically. There are critical areas of health we can focus on, from nutrition to emotional support and beyond. Simple changes can boost students' well-being in the school meaningfully.

7.3.1 Get Students Active:

Regular physical activity in the school provides immense benefits for growing bodies and minds. Physical exercise improves cardiovascular fitness, increases energy and focus, helps manage stress, and prepares students for lifelong activity habits. Our school should strive to get at least one hour of heart-pumping activity daily by creating chances to get the blood pumping throughout the day. Take short “brain breaks” between lessons for students to stand up, stretch, dance, or play a lively game. Teachers can also build movement directly into lessons through hands-on, physically engaging activities. Even quick bursts of activity add up over time.

7.3.2 Make Outdoor Playtime a Priority:

Unstructured play in the fresh air is precious. Our school encourages young imaginations run free during recess. Have bins of balls, hoops, jump ropes, and more available for self-directed play. The occasional teacher-led game fosters fun, too. But be flexible – only some students will want to join in. The goal is to create a culture that sees physical activity as integral to each school day. Make movement fun, varied, inclusive and available to all students. Providing a well-rounded physical education programme keeps students actively engaged in their fitness journeys. Emphasise enjoying exercise over competition and expose students to activities they can pursue lifelong.

7.3.3 Instill Healthy Eating Habits:

Proper nutrition correlates to students’ energy, focus, and academic achievement. With childhood obesity rising, the school must double down on providing and promoting healthy foods. This starts with ensuring every child can access fresh, minimally processed eats. Letting students refuel with nutrient-dense snacks and sip water during lessons curbs hunger, prevents dehydration, and aids concentration. Remember that some students need to eat more frequently than others.

7.3.4 Support Mental Health:

Alongside physical fitness, mental and emotional health nurturing is critical for students to thrive in the classroom and beyond. Educators must be attentive to signs of anxiety, depression, bullying, trauma, or other struggles. Build resilience through teaching mindfulness practices, meditation, and stress management techniques. Have class discussions on handling emotions, overcoming challenges, and more. Ensure students know it is normal sometimes to feel overwhelmed. Make time for open conversations and community building. Help students connect with peers and mentors. Loneliness and isolation can deeply impact mental health.

7.3.5 Provide Access to Counselling:

The school is committed to have trained counsellors available for students who need extra support. Maintain a culture where seeking help is normalised and destigmatised. Communicate clear pathways to mental health resources. Ensure students can identify signs of struggles in themselves and their peers. Overcome toxic attitudes through education and open dialogue. A holistic approach promotes strong mental well-being. Students should feel safe being their genuine selves.

7.3.6 Encourage Healthy Sleep:

Sleep is often the first thing sacrificed when students are busy. However, consistent, high-quality rest is essential for growing bodies and minds. The school should discourage overloaded schedules that impair sleep. Instead, instilling habits that promote healthy

slumber. Discuss the benefits of powering down screens, avoiding caffeine, and creating an optimal sleep environment. Help students recognise signs of sleep deprivation. Engage parents in establishing healthy bedroom setups and habits. Heavy evening homework reduces restorative rest. Prioritise assignments that can be completed during school when feasible. Teach time management to students so homework and studying happen earlier.

7.3.7 Manage Technology Use:

Mobile devices dominate student attention, often reducing health, concentration, and social skills. The school should thoughtfully manage technology use on campus. Create guidelines limiting recreational screen time. A consistent “no phones in class” rule reduces distraction and keeps students focused on core academics. Making exceptions for specific tech-based lessons. But default to offline, active learning. Limiting how often classes use laptops, tablets, and computer labs. Prioritising hands-on, collaborative projects over excessive tech time. Prohibiting addictive social platforms and games on school networks and devices. They pull student attention away from learning and engagement.

7.3.8 Make Time for The Arts:

Subjects like art, drama, music, and dance enrich students’ lives and provide creative outlets. Arts strengthen critical thinking, focus, and skills applicable across disciplines. Arts education is crucial for mental well-being. Exploring passions for drawing, singing, acting, and more helps students creatively challenge themselves. Performing and showcasing work builds poise. Letting students immerse themselves in passions for painting, theatre, violin, or dance makes them excited to come to school and learn. School is about more than academics alone. Ensure pupils have arts integrated throughout each week. The benefits are immense.

7.3.9 Teach Good Hygiene:

Part of growing up is learning habits of personal care and hygiene. The school should educate students on how good hygiene boosts health outcomes. Emphasising proper hand washing to minimise illness transmission. Having sanitiser stations throughout buildings and each classroom. Prompting frequent use between activities and before eating. Demonstrating scrubbing fronts, backs, between fingers, and more for a full 20 seconds. Using posters to reinforce proper technique. Having open talks about hygiene best practices without calling out individual students. Sending home tip sheets to continue conversations with parents. Small daily routines make a big difference in student health outcomes.

7.3.10 Cultivating Well-being:

Our school is deeply committed to creating a positive and professional learning environment where the well-being of our students is a top priority. We implement thoughtful strategies to ensure our educational space is academically enriching and conducive to each student’s development and happiness.

One of our key focuses is on fostering a welcoming and inclusive school culture. We believe in celebrating diversity and creating an atmosphere where every student feels valued and part of a supportive community. This respect and understanding help students build confidence, enhance interpersonal skills, and promote a positive learning environment.

Recognising the significance of mental health, we have established comprehensive support systems. Our counselling services provide confidential and empathetic assistance to students navigating the challenges of both academic and personal life.

Chapter 8: Individual Care Plans:

An Individual Care Plan is a crucial tool in promoting the health, wellbeing, and academic success of students with specific needs, ensuring they receive the tailored support necessary for their overall development. When a student has been identified as having cause for concern, has received a diagnosis of a mental health issue, or is receiving support either through external counselling centre or another organisation, it is recommended that an Individual Care Plan should be drawn up. The development of the plan should involve the student, parents, and relevant professionals. The aim is to ensure that the school personnel know how to support the children effectively and to provide clarity about what needs to be done, when and by whom.

The elements of this plan include (but not limited to):

- Details of the pupil's situation/condition/diagnosis.
- Special requirements or strategies, and necessary precautions.
- Medication and any side effects.
- Goals and Objectives:
 - Short-term and long-term goals for the student's health, wellbeing, and academic progress.
 - Specific, measurable objectives to achieve these goals.
- Support and Interventions:
 - Detailed description of the support required, including medical treatments, therapies, and educational adjustments.
 - Emergency procedures and contact information for healthcare providers.
- Who to contact in an emergency.
- The role the school and specific staff.
- Monitoring and Evaluation.

Purpose of an Individual Care Plan:

- Personalised Support: Tailors the support and interventions to the unique needs of the student, ensuring they receive appropriate care and accommodations.
- Consistency: Provides a consistent approach to managing the student's needs across different settings and caregivers.
- Coordination: Facilitates coordination between the school, healthcare providers, and family, ensuring everyone is on the same page.
- Prevention and Preparedness: Outlines preventive measures and emergency procedures to manage potential health crises effectively.
- Monitoring and Accountability: Establishes a framework for regular monitoring of the student's progress and accountability for the implementation of the plan.

Implementation:

- The plan is usually developed at the start of the school year or upon identification of the student's need.
- Regular meetings are held to review and adjust the plan as necessary, involving all relevant stakeholders.
- Training may be provided to school staff to ensure they are equipped to support the student's needs effectively.

Chapter 9: Wellbeing Policy Statement Implementation Process:

9.1 Implementation overview:

An Implementation Plan for the academic year (2024 – 2025) is set in respect of the high level actions. Effective realisation of this policy requires allocation of resources to ensure actions are carried out. The initial programme of work include:

- ❑ Trialing, evaluating and refining the use of the online wellbeing resources to support the wellbeing promotion process.
- ❑ Enhancing existing structures that support wellbeing implementation.
- ❑ Engaging in consultation with the partners in education including students and parents.
- ❑ Coordinating the work of support services and clarifying roles and responsibilities.
- ❑ Building capacity in the school in wellbeing promotion and promoting communities of practice and collaborative culture.
- ❑ Raising awareness regarding supports for teacher wellbeing.
- ❑ Focusing on improving guidance counselling provision.
- ❑ Improving collaborative practice across all school stages.
- ❑ Publication of a circular to advise the school personnel on the use of external programmes and facilitators to promote a whole school, multi-component approach to wellbeing promotion.

Through the effective use of the wellbeing resources, the school monitors its work to improve wellbeing promotion. Progress on addressing the statements of effective practice is specific and tailored to the wellbeing needs identified by stakeholders.

9.2 Elements of implementation:

- ❑ Strengthen and align current structures within the school stages to ensure the coordinated implementation of this wellbeing policy statement for practice.
- ❑ Consider and agree an optimal structural arrangement within the whole school for effective implementation of this wellbeing policy statement for Practice.
- ❑ Establish a wellbeing implementation working group with a wellbeing coordinator / counselor to lead the work of supporting implementation of the wellbeing policy statement for practice.
- ❑ Develop a cross-departmental structure to facilitate consultative processes and protocols between the school and the education partners as appropriate.
- ❑ Convene a wellbeing implementation advisory group of key stakeholders including students and external experts, to advise on implementation of the wellbeing policy statement practice.
- ❑ Support the work of the student's mental health.
- ❑ Publish within the action plan for education reporting framework the progress made in delivering quarterly actions.

9.3 Wellbeing Statements of Effective Practice for All:

- Teachers' preparation for teaching and learning explicitly references teaching, learning and assessment approaches that promote collaborative learning, peer and self-assessment and a sense of achievement.

- Teachers design and prepare teaching/learning approaches and assessment of learning outcomes which are differentiated for the students, providing adequate access, challenge and opportunities for success.
- Teachers use various teaching and assessment methods that promote a sense of achievement and differentiate their expectations to promote full participation and achievement for all students.
- Teachers are encouraged and facilitated to attend relevant CPDs to meet the needs of the school population and are encouraged to incorporate and model learnings in their practice and engage in collaborative working.
- Teachers use opportunities to promote wellbeing across the curriculum.
- Where an extra-curricular programme is provided, the school links with community-based clubs and organisations to ensure that it is broad, accessible and inclusive.
- The school uses of programmes/facilitators when guest speakers are invited to contribute to wellbeing promotion in the school.
- Where an extra-curricular programme is provided, students and parents are invited to actively participate in planning the programme.
- A broad range of children and young people’s success is rewarded and celebrated to demonstrate the value the school places on all types of achievement.
- Student’s enjoyment in learning is evident and is linked to a sense of making progress and of achievement. Children and young people are motivated to learn, and see themselves as learners, demonstrating this in their positive approach to classwork and homework.
- Wellbeing promotion within the school develops children and young peoples’ awareness of mental health difficulties and information is shared about when to seek help and who to go to when distressed.

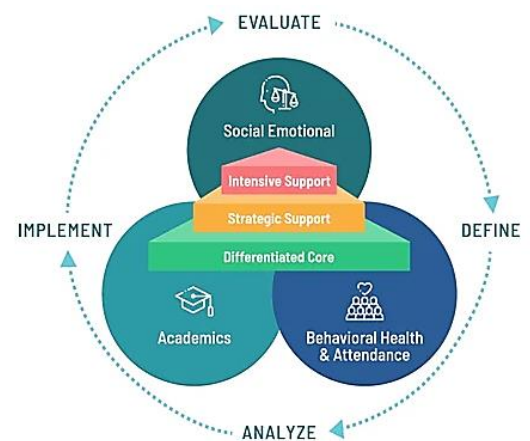
Chapter 10: Targeted Support:

We recognise some children and young people are at greater risk of experiencing poorer mental health. For example, those who are in care, young carers, those living with parents/carers with a mental illness and those living in households experiencing domestic violence.

We work closely with all stakeholders in supporting the emotional and mental health needs of school-aged children and are equipped to work at community, family and individual levels. Their skills cover identifying issues early, determining potential risks and providing early intervention to prevent issues escalating.

We ensure timely and effective identification of students who would benefit from targeted support and ensure appropriate referral to support services by:

- Providing specific help for those children most at risk (or already showing signs) of social, emotional, and behavioural problems.
- Working closely with the UAE legal authorities and other agencies services to follow various protocols including assessment and referral.



- Identifying and assessing in line with the early help assessment tools, children who are showing early signs of anxiety, emotional distress, or behavioural problems;
- Discussing options for tackling these problems with the child and their parents/carers. Agreeing an Individual Care Plan as the first stage of a 'stepped care' approach.
- Providing a range of interventions that have been proven to be effective, According to the child's needs.
- Ensure young people have access to pastoral care and support, as well as specialist services, including the services provided by the local authorities, so that emotional, social and behavioural problems can be dealt with as soon as they occur.
- Provide young people with clear and consistent information about the opportunities available for them to discuss personal issues and emotional concerns. Any support offered should take account of local community and education policies and protocols regarding confidentiality;
- Provide young people with opportunities to build relationships, particularly those who may find it difficult to seek support when they need it.
- The identification, assessment, and support of young carers under the statutory duties outlined in the KHDA & Ministry of Education frameworks.

10.1 Supporting parents:

We recognise the family plays a key role in influencing children and young people's emotional health and wellbeing; we will work in partnership with parents and carers to promote emotional health and wellbeing by:

- Ensuring all parents are aware of and have access to promoting social and emotional wellbeing and preventing mental health problems;
- Highlighting sources of information and support about common mental health issues through our communication channels (website, newsletters etc.);
- Offering support to help parents or carers develop their parenting skills. This may involve providing information or offering small, group-based programmes run by community nurses (such as school nurses and health visitors) or other appropriately trained health or education practitioners; and
- Ensuring parents, carers and other family members living in disadvantaged circumstances are given the support they need to participate fully in activities to promote social and emotional wellbeing. This will include support to participate in any parenting sessions, by offering a range of times for the sessions or providing help with transport and childcare. We recognise this might involve liaison with family support agencies.

10.2 Supporting peers:

When a student is suffering from mental health issues, it can be a difficult time for their friends who may want to support but do not know how. To keep peers safe, we will consider on a case by case basis which friends may need additional support. Support will be provided in one to one or group settings and will be guided by conversations by the student who is suffering and their parents with whom we will discuss:

- What it is helpful for friends to know and what they should not be told?
- How friends can best support?
- Things friends should avoid doing / saying which may inadvertently cause upset?
- Warning signs that their friend needs help (e.g. signs of relapse)?

Additionally, we will want to highlight with peers:

- Where and how to access support for themselves?
- Safe sources of further information about their friend's condition?
- Healthy ways of coping with the difficult emotions they may be feeling?

10.3 Supporting staff members:

The ethos and environment of the school will have an impact on staff wellbeing. It is important to build a culture of trust where the school staff feel valued and know how to access support. The school staff often juggle multiple tasks and demands, so a focus on staff wellbeing has become increasingly important. Taking good care of staff both emotionally and practically helps them to perform to the best of their ability and ensures that they are better able to support pupils. Workloads, deadlines and challenging behaviours can all impact negatively on the wellbeing of school staff. Poor mental wellbeing may impact on their ability to manage during key moments of stress in the classroom or at school. Staff who have good mental wellbeing are more likely to have the necessary resources to be able to manage and plan during or after stressful episodes whether with a pupil, a class, a colleague, an inspector or a parent. Good staff wellbeing can have a number of benefits for schools including:

- Positive impact on pupils, including improved educational outcomes, as both staff and children and young people are more engaged.
- Increased productivity of staff members.
- Reduced absences from work in relation to sickness (both short term and long term).
- Staff being able to manage stress better and develop healthier coping strategies.
- Improved job satisfaction, which can support retention.
- Staff feeling valued, supported and invested in.

10.4 Training:

As a minimum, all staff will receive regular training about recognising and responding to mental health issues as part of their regular child protection training to enable them to keep students safe. A nominated member of staff will receive professional Mental Health First Aid training or equivalent. We will host relevant information on our website for staff who wish to learn more about mental health. The MindEd learning portal provides free online training suitable for staff wishing to know more about a specific issue.

Training opportunities for staff who require more in depth knowledge will be considered as part of our performance management process and additional CPD will be supported throughout the year where it becomes appropriate due developing situations with one or more students. Where the need to do so becomes evident, we will host comprehensive training sessions for all staff to promote learning or understanding about specific issues related to mental health.

Chapter 11: Policy review & amendment:

Annual review Date(s)	Amendment Date(s)	Review Committee	Signature(s)
December 05, 2024		<input type="checkbox"/> Principal: Ms. Lyudmyla Kylkova. <input type="checkbox"/> SLT Members. <input type="checkbox"/> Head of Inclusive Education: Mr. Moustafa Mahmoud. <input type="checkbox"/> School Counselor.	
June 05, 2025		<input type="checkbox"/> Principal: Ms. Lyudmyla Kylkova. <input type="checkbox"/> SLT Members. <input type="checkbox"/> Head of Inclusive Education: Mr. Moustafa Mahmoud. <input type="checkbox"/> School Counselor.	
December 05, 2025		<input type="checkbox"/> Principal: Ms. Lyudmyla Kylkova. <input type="checkbox"/> SLT Members. <input type="checkbox"/> Head of Inclusive Education: Mr. Moustafa Mahmoud. <input type="checkbox"/> School Counselor.	
March 10, 2026		<input type="checkbox"/> Principal: Ms. Lyudmyla Kylkova. <input type="checkbox"/> SLT Members. <input type="checkbox"/> Head of Inclusive Education: Mr. Moustafa Mahmoud. <input type="checkbox"/> School Counselor.	
December 10, 2026		<input type="checkbox"/> Principal: Ms. Lyudmyla Kylkova. <input type="checkbox"/> SLT Members. <input type="checkbox"/> Head of Inclusive Education: Mr. Moustafa Mahmoud. <input type="checkbox"/> School Counselor.	