

جيمس مدرستنا الهندية
GEMS OUR OWN INDIAN SCHOOL



WELLBEING POLICY

BIENESTAR AT OIS

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RATIONALE

The Wellbeing Programme at OIS recognizes that schools have the responsibility to promote and augment the physical, social and mental health of students as they spend a large share of their time in school during their foundational years. The school needs to be a healthy setting for living and learning, a place which develops the 'whole child'. This policy contains existing and emerging wellbeing plans at OIS. We aim to further support children by maximizing opportunities to achieve their potential academically, emotionally, socially and physically in a safe environment that facilitates developmentally appropriate learning. The implementation of the policy is a continuous process that will be receptive to the changing needs of the school and the children. This policy is a guide to all staff – including non-teaching and support staff – outlining the school's approach to promoting mental health and emotional wellbeing.

FRAMEWORK FOR PRACTICE

1. Multi-component Method

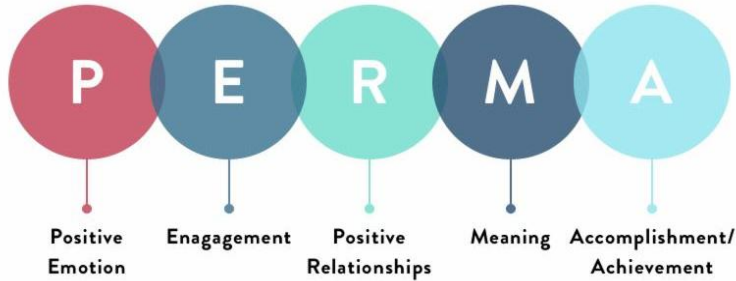
Due to the multiple factors at play in a school setting, OIS has adopted a multi-component approach to wellbeing promotion to ensure that all of the key areas that contribute to wellbeing promotion in schools are given a focus. Wellbeing is multidimensional and encompasses the following aspects:

- Physical
- Social
- Mental
- Emotional
- Moral

Since we believe that all these factors should be given equal importance to ensure that the experience of our children will be one that enhances, promotes, values and nurtures their wellbeing, our wellbeing policy is based on the PERMA Model.

2. The PERMA Model

The science of wellbeing is studied as Positive Psychology. Positive psychology is underpinned by Professor Martin Seligman's PERMA Theory of Wellbeing (2011). PERMA Theory outlines 5 core elements of wellbeing.



At OIS, we focus on building these 5 elements of wellbeing by focusing its activities on four key areas.

3. Key Areas of Action

The school considers the following four areas as key areas for action in wellbeing promotion:

- The School Environment
- Curriculum (Teaching and Learning)
- Policy and Planning
- Partnerships

A. The School Environment

OIS aims to cultivate a conducive environment that enhances and fosters the wellbeing of the school community.

- The School Operations team constantly strives to improve the physical environment of the school to make it more student-friendly, e.g. new furniture and fittings, carpeted areas, appropriate colour schemes, safe toilet areas, and recreational areas.
- Our team of School Doctor and Nurses work to provide necessary health services and produce educational campaigns on a range of health related topics. These include campaigns on personal hygiene, healthy eating, obesity, PCOS awareness, etc.
- Similarly, the counselling team is on hand to provide counselling and intervention to all students who need help.

B. Curriculum (Teaching and Learning)

Students have the opportunity to develop social and emotional skills across all areas of the Curriculum. Wellbeing promotion is central to all areas of teaching and learning at OIS and is addressed across the curriculum through:

- Social and Emotional Learning (SEL)
- Physical & Art Education
- Moral & Religious Education
- Academic Curriculum

Some concrete steps in this direction include:

- taking steps to reduce the anxiety students feel about examinations and testing through the introduction of less stressful forms of assessment; out of schedule assessments; stress and time management sessions etc.
- using teaching methods that contribute to a positive classroom climate and well-being, e.g. cooperative learning, student-centred methods, outdoor activities
- finding curriculum opportunities to talk about well-being issues with students, e.g. healthy eating, exercise, substance abuse, positive relationships
- integrating model citizenship and education for global citizen understanding into different school subjects and extra-curricular activities, e.g. openness to other cultures in Moral and Religious Education, knowledge and critical understanding of human rights in Social Science, empathy in Literature

C. Policy and Planning

OIS regularly reviews our school policies for staff and pupils that are in accordance with the school aims, philosophy, vision and ethos.

Wellbeing promotion is addressed in school policies and plans including but not limited to:

- Physical Education
- Moral Education
- SEL
- Learning and Engagement in Classrooms
- Code of Behaviour
- Child Safeguarding
- Critical Incidents
- Health and Safety
- Anti-bullying
- Acceptable Device Use Policy
- Special Educational Needs

D. Partnerships

OIS continues to develop strong partnerships with parents/guardians and the wider community, which is a central part of the wellbeing process. We efficiently engage with with parents to enhance students' achievement and sense of purpose in school, e.g. on healthy food, safe internet use and home-school communications.

4. Two-tiered Approach to Wellbeing Promotion

At OIS, we adopt a preventative, two-tiered approach to wellbeing promotion, with interventions at both whole school and individual targeted levels.

A. Whole School Approach

This requires the provision of a 'whole school approach' that promotes the physical, social and emotional well-being of each student. It is well established that in the school environment,

social and emotional skills do not exist in isolation, but in conjunction with cognitive skills development. The 'whole school approach', at OIS will ensure that wellbeing is embedded in the school's policies, curriculum and practices, and is a shared responsibility of all stakeholders.

Our Whole School Approach involves:

- Shaping well-informed individuals with a good knowledge of the world and environment in which they live.
- Imparting key life skills that will enable our students to function well in their environments. This will chiefly be functional skills acquired through "learn-by-doing" activities like etiquette, gardening and other key life skills like Time management, home management, first aid, emergency preparedness, and financial literacy.
- Developing the social and emotional learning (SEL) of the students through the STEPS Programme. The objective is to promote the ten core Life Skills as laid down by WHO: Self-awareness, Empathy, Critical thinking, Creative thinking, Decision-making, Problem Solving, Effective communication, Interpersonal relationship, Coping with stress and Coping with emotion.

Whole School Initiatives that Promote Wellbeing at OIS implements a number of programmes and initiatives, including but not limited to:

- Themed Dress-up Fridays – Fabulous Fridays
- Mindfulness and Meditation Session on Fridays
- Daily Morning Radio Show
- Daily Calendar with daily themes for class teachers
- National and International Days
- Emotion of the Month
- Jewel of Kindness
- Programme for Adult Literacy in Schools (PALS)
- TEAMCARE (Senior Students team for wellbeing activities)
- Senior School Student Clubs
- Life skills Programmes
- Daily Affirmations
- Podcasts
- SEL Activities
- Weekly observations (Friendship Week, Wellbeing Week)
- Student Committees: Student Council, Green School Committee
- Wellbeing Wall
- Project based learning
- Outdoor learning
- Partnership with the local Sports Development committee

- School subsidised extension activities
- Weekly assemblies
- Themed weeks (e.g. Maths Week, Science Week etc)
- Promoting the Arts – whole school Music programme, entry into art competitions, Art Gallery walls established within the school etc
- After School Clubs and Activities

Class Activities

- Compliment boxes - a mechanism where children can be praised for certain duties, tasks or things they have done and have them celebrated in class
- Worry boxes - a similar mechanism where children can anonymously share worries or concerns in class
- Circle times
- Breakfast with the class teacher
- D.E.A.R
- Games & Activities

B. Individual and Targeted Support

OIS recognises the fact that individual children and young people can have different needs at different times that those at greater risk and with greater needs may require more specific and targeted support, in addition to the support provided to all children and young people in their class-based groups.

ROLES AND RESPONSIBILITIES

We believe that all staff have a responsibility to promote positive mental health, and to understand about protective and risk factors for mental health.

The Wellbeing Team (BIENESTAR OIS – BE A STAR at OIS)

The BIENESTAR Team consists of the Principal, Vice Principal, Supervisors, Head of Sections, Wellbeing coordinators, the Counselling Team, the Medical Team and Special Education Team - who provide one to one and group support to pupils with identified needs. The aim is to provide for students who have a greater need for a higher level of intervention from the school community.

The BIENESTAR OIS undertakes the following:

- To liaise with external professionals about the welfare of the child
- To liaise with the parents/ guardians of the child
- To share information in a confidential setting
- To coordinate a targeted response to the needs of a student
- To review and monitor the students with care needs

Referral to BIENESTAR OIS

All staff in the school community have a responsibility to be observant of the needs of the students. The process of referral to the school support team is as follows:

- The class teacher will refer a student directly to the Counsellor
- A parent may also raise concerns regarding their child to the class teacher, Principal or other school leaders
- A classroom support or school support plan may be initiated for the child
- When developing a Student Support Plan, we consider the 'whole child'.
- Intervention plans and individual targets are developed
- Specific needs may be discussed with external agencies or professionals
- Student support plans are reviewed and updated throughout the school year

The Role of the Teacher

It is essential that all teachers continue to develop their competence and confidence in the promotion of wellbeing. This can be achieved through accessing continuing professional development (CPD) which includes the sharing of expertise and learning, and having opportunities to model and engage in collaborative working.

All teachers will:

- Keep abreast of child and adolescent development.
- Have an understanding about possible risk factors that might affect the wellbeing of students - such as: physical long-term illness, having a parent who has a mental health problem, death and loss, including loss of friendships, family breakdown and bullying.
- Be familiar with the new challenges posed by information technology, such as addiction and cyber bullying.
- Have knowledge about the factors that promote wellbeing, such as self-esteem, communication and problem-solving skills, a sense of worth and belonging and emotional literacy.
- Make a conscious effort to find **curriculum opportunities to talk about well-being issues with students**, e.g. healthy eating, exercise, substance abuse, positive relationships etc.

The school will constantly strive to ensure that all staff receive regular training about recognising and responding to wellbeing concerns.

Signposting

The school will ensure that staff, students and parents are aware of the support and services available to them, and how they can access these services. Within the school (noticeboards, common rooms, toilets etc.) and through our communication channels (newsletters, websites), we will share and display relevant information about local and national support services and events.

The aim of this is to ensure students understand

- What help is available
- Who it is aimed at
- How to access it
- Why should they access it
- What is likely to happen next

Staff Wellbeing

Support for the wellbeing of staff is an essential element in wellbeing promotion, and crucial to sustaining teacher/staff engagement, enthusiasm and the ability to model resilience. It builds staff capacity to cope with challenges and adapt to change, and creates conditions to support and motivate staff to be effective. OIS is a safe and supportive environment for staff members. All staff members are supported in maintaining their personal health and wellbeing.

Wellbeing Promotion Indicators of Success

Suggested Measures of Success:

- Student attendance
- Successful school completion
- Successful transition of pupils
- Data gathered in school e.g. surveys, interviews, checklists
- Data gathered through consultation with children, parents, teachers and other staff members Information from inspectorate reports

Alignment with KHDA, SPEA, and ADEK Policies

This policy aligns with the regulatory framework established by KHDA, ensuring compliance with its standards for well-being in education. The policy adheres to KHDA’s focus on creating happiness and well-being in schools through proactive measures and community engagement.

Policy Review

This policy will be reviewed every year and will be reviewed next in April 2026. Between updates, the policy will be revised as necessary to reflect local and national changes. This is the responsibility of the Wellbeing Team.

Approved by:	Date:
Last reviewed on:	April 30, 2026
Next review due by:	April 30, 2027