



# Well-Being Policy

**Date of Original Policy:** 2016

**Date of Full Revision:** August 2022

**Date of Next Review:** August 2023

## **Our Approach**

We take a whole school approach to promoting positive mental health that aims to help children become more resilient, happy and successful. We have a supportive and caring ethos and our approach is respectful and kind. It is proactive and anticipates, therefore prevents problems before they arise.

At Smart Vision School, we are committed to supporting the emotional health and wellbeing of our pupils, staff and school community.

Our current Motto 'Be Brilliant' encompasses wellbeing and happiness at its core – no child or staff member can be brilliant without taking care of their own mental health and wellbeing.

At our school we know that everyone experiences life challenges that can make us vulnerable. From time to time, anyone may need additional emotional support. We take the view that positive mental health is 'everybody, every day' and that we all have a role to play.

### **We promote a mentally healthy environment through a universal whole school approach:**

- Promoting our school values, 'Be Brilliant' and encouraging a sense of belonging
- Promoting pupil voice and opportunities to participate in decision-making
- Celebrating academic and non-academic achievements for students
- Celebrating staff achievements and acknowledging staff by thanking them
- Providing opportunities to develop a sense of worth through taking responsibility for themselves and others
- Student access to appropriate support that meets their needs
- Monitoring whole school wellbeing through PASS, wellbeing questionnaires, the Pulse application and Leuven tracker
- Students in different year groups are a part of our wellbeing committee
- Students are able to book an appointment with the school counsellor if they need to talk

## **Scope**

This policy should be read in conjunction with our Safeguarding Policy and our Inclusion Policy as well as our Behaviour and Anti-bullying policies. It should also sit alongside child protection procedures.

## **Key Contacts**

**Designated Safeguarding Lead :** Lauren Gordon

**SLT Safeguarding:** Lesley Panzer

**Wellbeing :** Ensi Barkhor

### **Links to KHDA School Inspection Framework Standards**

In the UAE, the KHDA recognizes the importance of Healthy and Safe lifestyles through its School Inspection Framework and at SVS we aim to achieve the following connections with the relevant KHDA statements:

Students demonstrate excellent understanding of safe and healthy living. They consistently make wise choices about their own health and safety. They frequently initiate and participate in activities that promote safe and healthy lifestyles.

The school's promotion of safe and healthy living is successful. It is given a high profile and clearly influences all aspects of school life.

Students feel safe and are confident to report any concerns to an adult in school.

Students are consistently self-disciplined and respond very well to others. They resolve difficulties in mature ways. Bullying is extremely rare. Their exemplary behaviour is influential across the school.

Students are sensitive and show empathy to the needs and differences of others. They always help each other. As a result, relationships amongst students and with staff are very respectful and considerate.

### **Teaching and Learning about Mental Health**

The skills, knowledge and understanding needed by our students to keep themselves mentally healthy and safe and happy are included as part of our holistic approach to wellbeing and are intrinsic in our school culture. These are specifically taught through the Moral, Social and Cultural Studies curriculum and a variety of awareness days throughout the year that target specific themes such as 'International Happiness Day' and 'Kindness Day'.

### **Signposting, Acknowledging and Celebrating**

We will ensure that staff, pupils and parents are aware of what support is available within our school and how to access further support from trained personnel.

- We celebrate the success of students in Assemblies and with certificates and awards, for example, the SVS Character Award and Star of the Week
- We seek data on wellbeing through GL Pass annually
- The staff are encouraged to thank and acknowledge each other through our staff shoutout board in the staff room and staff acknowledgement on the Pulse app
- We motivate and encourage staff through social events, gifts and 'teacher appreciation' events
- We utilise a monthly 'Employee of the Month' coupon that can be used at our coffee shop

We make every effort to support parents and carers to access external services where appropriate.

### **Proactive Approaches**

### **Our Students learn:**

- To recognise, name and describe feelings and emotions
- Strategies for managing feelings/worries
- Resilience
- How their behaviour affects other people
- How to motivate themselves and bounce back from any perceived set-back
- About empathy and understanding other people's feelings
- To cooperate, play together and problem solve
- To motivate themselves and persevere
- Strategies for calm down
- To recognise change and express feelings
- Who to go to if they are worried
- Recognising bullying and how to get help

### **Identifying needs and following up on warning signs**

All staff and students from Year 3 - Year 7 will complete weekly wellbeing Pulse trackers aimed to identify a range of possible difficulties including up to the minute feelings tracker.

These are colour-coded to aid intervention:

- Orange or "In the Middle" is followed up by the class teacher
- Red will have immediate intervention provided by designated safeguarding staff
- Staff Pulse is monitored weekly by the Wellbeing lead for the orange level and Principal for immediate interventions on the red level

School staff may also become aware of warning signs which indicate a student is experiencing mental health or emotional wellbeing issues. These warning signs should always be taken seriously and staff observing any of these warning signs should communicate their concerns with the designated child protection lead or the emotional wellbeing lead as appropriate.

### **Possible warning signs include:**

- Emotional meltdown in class / playtime for no apparent reason
- Changes in eating / sleeping habits
- Becoming socially withdrawn
- Changes in activity and mood
- Talking or joking about self-harm
- Expressing feelings of failure, uselessness or loss of hope
- Repeated physical pain or nausea with no evident cause
- Increase in lateness or absenteeism
- Lack of healthy food or enough food in lunchboxes

### **Working with Parents**

In order to support parents we will:

- Highlight sources of information and support about mental health and emotional wellbeing
- Share regular surveys to discover parents opinions

- Share recommended sources of further support external to the school
- Ensure that all parents are aware of who to talk to, and how to go about this, if they have concerns about their child
- Make our emotional wellbeing and mental health policy easily accessible to parents
- Share ideas about how parents can support positive mental health in their children
- Keep parents informed about the mental health topics their children are learning about in PSHE and share ideas for extending and exploring this learning at home

### **Working with other agencies and partners**

As part of our targeted provision the school will work with other agencies to support children's emotional health and wellbeing including:

- The school nurse
- Recommended private providers in Dubai such as Educational psychology, therapy centres
- Counselling services

### **Training**

As a minimum, all staff will receive annual CPD to explore techniques for their own mental health and wellbeing. They will also be annually trained in conjunction with the Safeguarding Policy in recognising and responding to mental health, wellbeing. This is an essential part of their regular child protection training in order to enable them to keep students safe.

### **Monitoring**

The Principal is responsible overall for monitoring the wellbeing of the whole organisation: staff, students and stakeholders including parents.

The Wellbeing Lead is responsible for monitoring the day-to-day wellbeing of staff and students and providing appropriate immediate interventions, counselling services or CPD.

The data from GL PASS, Pulse and Leuven Scale will be monitored and evaluated for impact on the whole school wellbeing then interventions included in the School Improvement plan (SIP).

Data from the SVS report from the KHDA annual wellbeing survey will be analysed and any recommended actions from the analysis will be included in the SIP.

### **Wellbeing - Colour Monsters & Leuven Scale**

#### **Colour Monsters:**

All FS to Year 2 classes use 'Colour Monsters' to encourage students to understand and discuss their feelings during reflection time at the end of the day and throughout the day as necessary. These are to be on display in the classroom and used daily. This allows students to be able to understand and voice or show their emotions especially for those who are EAL or have communication delays.

At the beginning of the year students will explore the story and link to the feeling monsters to support children's understanding about feelings/emotions, associating them with colours they might know. It supports emotional development through expressing emotions and feelings and helps children understand what it is they feel, and possibly why.

**Leuven Scale:**

Students in Foundation Stage to Year 2 are tracked at the beginning and end of each term using the Leuven scale. The Leuven scale is a 5 point scale that allows teachers to measure a child's emotional well-being and involvement. Although we only record this data at the beginning and end of each term you are required to consider this on a regular basis to ensure any child that may be cause for concern is flagged and appropriate action is taken.

**SVS Adaption of Leuven Scale:**

As a school we have adapted the wellbeing element of the Leuven scale to support teachers in class and to ensure students' wellbeing and so that concerns are addressed quickly.