

Emotional Health & Wellbeing Policy

Vision: Grow - Flourish - Succeed

Mission: Together we inspire creative, mindful learners who value diversity, support one another and strive for success.

1. Introduction

At GEMS Founders School, Dubai (GFS) we take the emotional health and wellbeing of our pupils and staff very seriously. Our ethos is a caring one, which develops respect, self-esteem and gives a voice for all. Our school is committed to providing a caring and supportive environment for all staff and we recognise the importance of staff welfare. We promote a supportive and inclusive ethos, which values parental/carer involvement and contribution. This policy outlines the ways in which we, as a school care for and nurture the emotional wellbeing of our pupils and staff.

2. Purpose of policy

This policy describes the way we support the emotional needs of all stakeholders at GFS and the importance GFS places on the wellbeing of all members of the GFS community.

3. Aims and objectives

We aim to develop a community where all stakeholders can flourish, feel safe and welcome and which:

- Creates an enthusiastic and engaged learning community who will achieve their full potential
- Develops the whole child
- Aspires to be at the heart of our community

We aim to be a school where:

- Teaching and learning is personalised, creative, challenging and fun
- A sense of mutual respect, care and responsibility is shown for everyone in school
- Everyone in school feels safe, supported, valued and happy
- All staff are supported through existing policies, procedures, initiatives and through individual pastoral care and advice.
- Students feel a sense of belonging as part of the GFS community

4. Rationale

The emotional health and wellbeing of everyone in the care of GEMS Founders School is fundamental to our vision and our daily running. We believe it promotes school improvement and success in a multitude of ways:



- Pupils are more engaged with their learning
- Improved standards in all subjects
- More effective teaching
- Parents and carers more involved in school life and learning
- Pupils with high self-esteem and confidence
- Improved behaviour and attendance
- Fewer disengaged pupils
- Lower rates of persistent absence
- Positive and effective relationships between staff and with pupils
- Positive impact on recruitment - we believe that positive emotional health and wellbeing creates happier, motivated staff and pupils who strive to get the most out of life.

5. Promoting Emotional Health and Wellbeing

The school promotes and strengthens the pupil voice through:

- A democratic process for the election of School Council representatives and student leaders
- Regular School Council meetings, including specific student welfare councils
- Consulting pupils about change and policy development
- Allocating a wellbeing budget
- Regularly gathering wellbeing data from students and using the data to positively impact wellbeing at GFS

The school promotes the involvement of parents and carers in the life and learning of the school through:

- Parent meetings
- Having an 'open door policy'
- Parent questionnaires
- Regular consultation about change and development through questionnaires and special meetings
- Subject focus meetings
- Sports and theme days
- Involvement in school trips and extracurricular activities
- Regular communication and involvement regarding pupil progress, behaviour and pastoral issues
- Parental workshops
- Involvement in school priorities and reviews for children with special educational needs

The school facilitates an enhanced environment for learning through:

- Improved school and classroom environment, facilities and resources
- Recognising the background of individual pupils and their physical, social and emotional needs
- Establishing clear rules, routines and expectations about behaviour for learning
- Encouraging positive, caring and constructive relationships



The school enhances pupil motivation and learning through:

- Consistent support for vulnerable children and those with SEND from learning support, teaching assistants and other agencies where appropriate
- Celebrating successes and achievements in the classroom
- An exciting and varied range of extra-curricular events and educational visits
- A balanced curriculum with opportunities for intellectual, physical and expressive development
- Our character education curriculum
- Recognising a range of learning styles
- Encouraging independence in learning
- Using a range of teaching styles appropriate to pupils' age, ability and level of maturity

The school enhances pupil self-esteem and personal development through:

- The Personal Development Curriculum which includes Moral, Social and Cultural Studies and PSHE
- Information, advice and guidance on health and development
- A focus on Growth Mindsets
- Opportunities for pupil leadership through the student leadership programme.
- Developing belonging through family members being in the same house
- An emphasis on praise and reward for effort
- House points, class rewards, dojo, stickers, positive comments
- Opportunities for reflection and personal development through art, literature, Islamic values and mindfulness
- Access to extra curricula activities and school visits – both local and international
- Access to school counsellors for further support when required
- Access to mental health first aid support when required
- A robust character education programme
- Targeted intervention based on wellbeing data
- Supervision for student mental health first aiders

The school enhances staff motivation, learning and professional development through:

- Curricular planning time within the school week
- Whole school training events
- Access to appropriate external training and visits to specialists
- Involving staff in decision making and proposed change
- Consultation in training and support needs through regular review
- Induction training and information for new staff
- Provide additional support at times of particular stress, change and/or difficulty
- Have a responsive and listening culture, reacting quickly to problems
- Maintain contact with staff when they are absent
- Provide opportunities for staff to socialise for all staff to relax and socialise together
- Opportunities to discuss with the Principal or other members of the senior leadership team any issues of worry/concern



- Access to mental health first aid support when required
- Targeted intervention based on wellbeing data

The Principal and other senior leaders will:

- Ensure the provision of a healthy working environment
- Take responsibility for his/her work life balance and be aware of the role model they are setting for others
- Provide pastoral/welfare support for individual staff as required, including access to mental health first-aid
- Ensure that all staff are treated in a fair, sensitive and confidential manner
- When issues arise, discuss options appropriate to the circumstances
- Support as far as possible any initiatives and recommendations in relation to staff welfare with the staff welfare and wellbeing committee
- Promote a safe environment through the training and implementation of the Safeguarding policy.

6. Monitoring and review

The Local Advisory Board and Principal are committed to reviewing the impact of the Emotional Health and Wellbeing policy as part of the school's strategic direction and improvement plans. This policy should be used in conjunction with other policies, including, but not restricted to:

- Child Protection and Safeguarding
- Learning Culture
- Managing Behaviour
- Code of Conduct for Staff
- Anti-Bullying
- Health and Safety
- Intimate Care Policy
- Healthy Eating Policy
- Whistle Blowing Policy

Signed M. Xina
Assistant Principal

Date13 October 2023.....

Signed John Stapley
Whole School Vice Principal

Date13 October 2023.....

Signed La?U
Associate Principal

Date13 October 2023.....



Signed
Executive Principal/CEO/Senior Vice President of Education

Date16 October 2023.....

Next policy review date:

02 February 2024

28 June 2024