



DELHI PRIVATE SCHOOL, AJMAN

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WELLBEING POLICY

Reviewed & revised by Wellness Department

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(to be reviewed in the beginning of each academic year and whenever required)

Wellbeing Policy

A state of wellbeing in which every individual realizes his or her own potential, can cope with the natural stresses of life, can work productively and fruitfully, and is able to make a contribution to her or his community.”
- World Health Organization

Wellbeing: “...a state of being with others, where human needs are met, where one can act meaningfully to pursue one’s goals, and where one enjoys a satisfactory quality of life”
- Economic and Social Research Council

1. Introduction

The wellbeing policy of Delhi Private School Ajman sets out the Institution’s commitment and arrangements for securing the health and wellbeing of staff and students to the extent that these factors might impact the work or study at the Institution. This policy complements and supports the implementation of other policies and procedures including but not limited to: cyber security i.e. Acceptable Use Policy, Filtering Policy, Anti-Cyber Bullying Policy, Child Protection Policy, Health and Safety Policy, Password Security Policy and Behavior Management Policy.

Wellbeing as one of the core roles in our educational institution, helps students to flourish in their education journey, build resilience against adversity, develops protective factors from mental ill-health and provides them with skills and confidence to self-seek help for early intervention.

2.Importance of Wellbeing in our School

2.1 Well-being is important at school because schools have an essential role to play in **supporting students to make healthy lifestyle choices and understand the effects of their choices on their health and well-being.** Childhood and adolescence are a critical period in the development of long-term attitudes towards personal well-being and lifestyle choices. The social and emotional skills, knowledge, and behaviors that young people learn in the classroom help them build resilience and set the pattern for how they will manage their physical and mental health throughout their lives.

2.2 Schools can **provide students with reliable information and deepen their understanding of the choices they face.** They are also able to provide students with the intellectual skills required to reflect critically on these choices and on the influences that society brings to bear on them, including through peer pressure, advertising, social media and family and cultural values.

2.3 There is **a direct link between well-being and academic achievement** and vice versa, i.e. well-being is a crucial prerequisite for achievement, and achievement is essential for well-being. Physical activities are associated with improved learning and the ability to concentrate. Strong, supportive relationships provide students with the emotional resources to step out

of their intellectual 'comfort zone' and explore new ideas and ways of thinking, which is fundamental to educational achievement.

2.4 Well-being is also important for **developing important democratic competences**. Positive emotions are associated with the development of flexibility and adaptability, openness to other cultures and beliefs, self-efficacy, and tolerance of ambiguity, all of which lie at the heart of healthy and positive development.

3. Scope of the Policy

3.1 This Policy involves and encompasses all the stakeholders (students, teachers, staff, parents & school's leaders) to embed a safe and inclusive learning culture and environments, including:

- providing social and emotional support programs
- providing timely support for those with additional needs
- involving students and families in decision-making.

3.2 Wellbeing policy for students will enable them to cope and thrive in the face of negative events, challenges or adversity by developing:

- positive social connections
- safe environments
- life skills such as positive coping and problem solving skills
- pro-social values
- positive self-regard
- and a sense of purpose and responsibility

4. Policy Statements

The school recognizes the protection of health and the promotion of wellbeing as important factors in sustaining attendance at work and supporting job satisfaction and success in study. The school is committed to providing a working and progressive environment for its staff and students which minimizes risk to health and promotes positive wellbeing. The school aims to deliver this commitment by:

4.1 Providing an environment in which staff and students who have concerns that may affect their work or study receive suitable support, and the reasonable steps are taken to enable them to achieve their full potential.

4.2 Promoting the health and wellbeing of staff and students through the support services, information networks, other relevant school policies and by means of health promotion campaigns. Providing access to specialist health and mental health support for staff and students.

4.3 Encouraging staff and students to declare any relevant health or wellbeing matters to enable the school to identify and implement appropriate measures to actively support them. The school will respect the confidentiality of staff and students ensuring that the information is only shared where it is appropriate to do so (i.e. to support the individual or to prevent harm to the individual or to others).

4.4 The school recognizes that mental health and wellbeing is not simply the absence of mental health problems. We know building children's confidence and self-esteem in a safe environment is vital to positive mental health and successful learning outcomes.

4.5 The school will encourage all children to:

- Understand their emotions and experiences.
- Form and maintain friendships and relationships.
- Be able to express a range of emotions appropriately.
- Develop resilience and cope with setbacks.
- Manage the stresses of everyday life and be able to deal with change.
- Following a buddy system for new admissions and for the students who need support.
- Promote well being through the student council.

4.6 The school will maintain a holistic healthy environment for Teachers and every Staff by:

- Promoting our school rules and values and encouraging a sense of belonging and community.
- Providing opportunities to develop self-worth.
- Valuing each staff (teaching/non-teaching) for who they are.
- Celebrating academic and non-academic achievements.
- Facilitating Teachers to positively grow in their career
- Raising awareness amongst staff about early warning signs and symptoms of psycho-social issues.
- Supporting staff to develop resilience and be motivated to contribute to the holistic development of all children.
- Provide mentor to the teachers who require support and to the new staff.

5.Implementation Strategies for Wellbeing

5.1. Support an inclusive and connected classroom culture

Encourage all students to be active participants in building a culture that values diversity and fosters positive, respectful relationships by celebrating academic achievements and contributions towards classroom culture not only encouraging continuous positive behaviors but can present opportunities for shared happy moments. Encourage students to follow UAE values and support national agenda & school vision.

5.2 Have high expectations of all your students & staff

Research has proved that setting high expectations for people help them to achieve new heights and reach to the next level.

5.3 Setting high expectations for students can be achieved by:

- Conveying confidence in our students
- Giving opportunities to contribute
- Providing specific feedback
- Providing high levels of support
- Setting the right tasks difficulty level

- Doing the target & goal setting activities with them

5.4 Create an environment which is personalized to students' needs

Individual education plans (IEPs) will be created for SOD students. Short- and long-term goal setting will be done by the learners so that they feel they have ownership of their own learning. When we provide students with opportunities to tell what is working and what needs attention, they will have a better idea of what to focus on.

5.5 Empower authentic student participation

The school will facilitate students to be actively participate in their own learning and wellbeing, feel connected and use their social and emotional skills to be respectful, resilient, and safe. Provide opportunities for authentic student decision-making to matters that affect them.

Asking students for feedback about their learning or the classroom environment can provide better insight into the impact of any changes and give students a sense of ownership in the decision being made about their education.

5.6 Provide visible leadership to inspire positive school communities

Wellbeing doesn't start and stop at the classroom door. At DPSA Principal, SLT, teachers and counsellors play an active role in building a positive learning environment where the whole school community feels included, connected, safe and respected. DPSA will develop its vision and values, building on existing strengths, to enhance student learning and sustain the safety and wellbeing of the whole school community. The wellbeing of children and young people is enhanced, and their learning outcomes optimized when they feel connected to others and experience safe and trusting relationships.

Students who feel connected, safe, and secure are more likely to be active participants in their learning and to achieve better physical, emotional, social and educational outcomes. Educators who feel valued and supported are more likely to engage positively with students and build stronger connections within the school community. Enhancing the wellbeing of students and their educators delivers overall long-term social, health and economic benefits to the whole community.

6. Staff Roles and Responsibilities

In our School DPSA the Principal upholds the overall matters related to Wellbeing, health and safety matters by constituting Health and Wellness committee and delegating the responsibilities to the committee. The members of Health and wellness committee will be responsible for conducting sessions, awareness campaigns and handling the well-being concerns of staff and students. Other than the committee, SLT and department heads will be promoting and ensuring the wellbeing of their respective departments and the students of their respective sections.

6.5 Students duties as well-being champion are:

The students strongly encouraged to inform the counsellors as soon as is practicable if they have a health or wellbeing concern in their classes that affects or is likely to affect their ability to carry out students studies, so that reasonable steps can be taken to identify and implement suitable support.

All Students to be facilitated and motivated to be observant and sensitive towards their own community and be proactive in enabling support to those in need through the respective teachers or Counsellors.

8.Duty of Care

Wellness policy obligates the school to provide safe, secure and stimulating learning environments for all students. It is fundamental to acknowledge that each teacher is a vital source of support and a determinant in the success and wellbeing of their students. School staff are bound to promote a high standard in relation to caring for their students. This is called 'duty of care' and means that the school will take all reasonable steps to prevent any foreseeable health and safety risks to the young people in our care.

This includes, but is not limited to:

- Providing suitable and safe premises
- Providing an adequate system of supervision
- Reporting incidents where you believe the student is at risk outside of the school setting
- Implementing strategies to prevent bullying.