



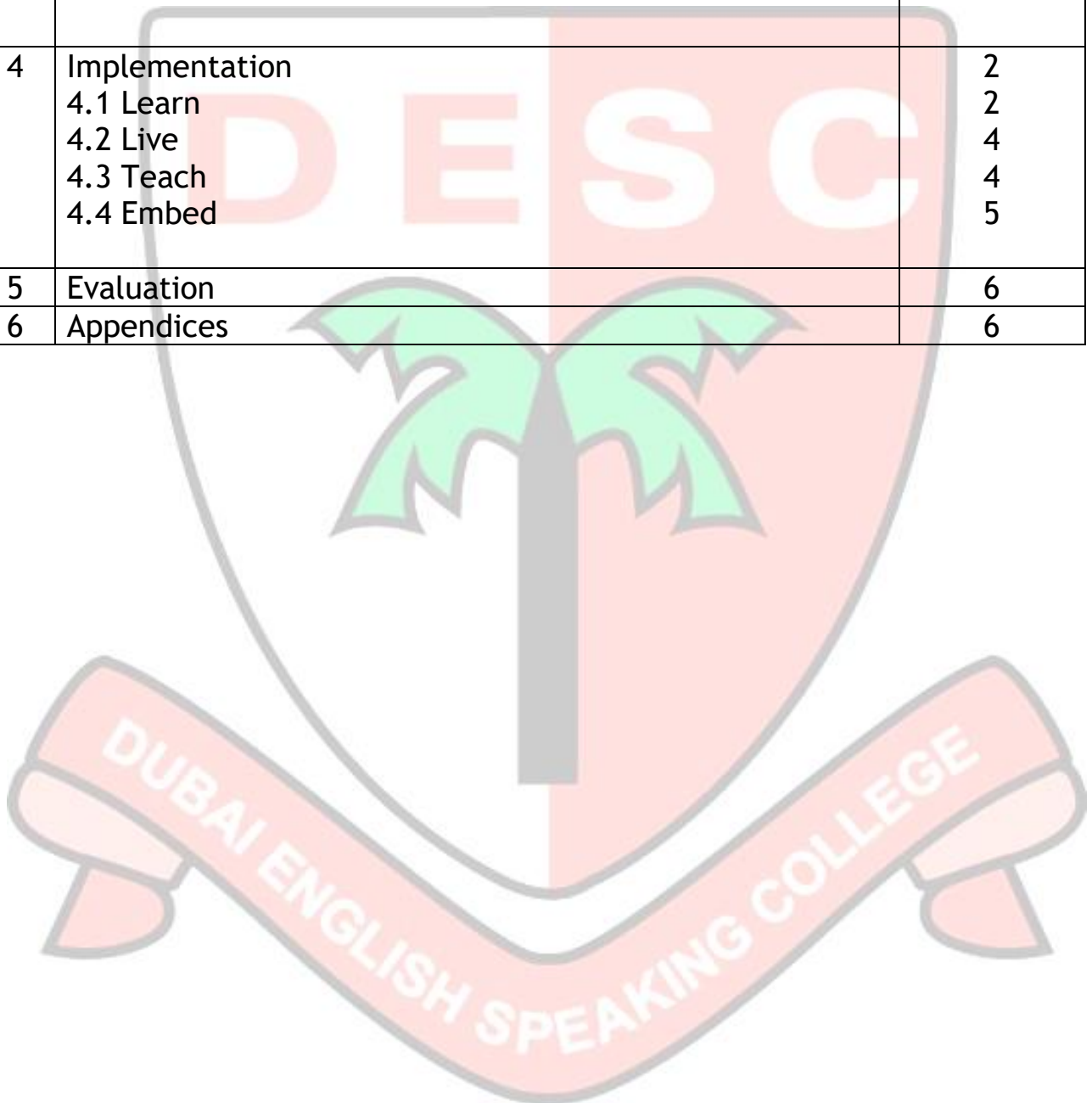
**Dubai English Speaking College**

# **Wellbeing Policy**

**2023 - 24**

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## WELLBEING POLICY

### 1. RATIONALE

The wellbeing of all members of the DESC community is at the centre of our vision and values. We try to foster a culture where all stakeholders are equipped with the knowledge, experiences and support to enable them to take care of their own wellbeing as well as support the wellbeing of others. We believe that embedding wellbeing practices into our daily routines and teaching wellbeing techniques both implicitly and explicitly will positively impact individuals and the College community in a range of ways.

### 2. AIMS

- To demonstrate the ways in which we embrace and acknowledge wellbeing as an integral part of daily life and all decision-making at the College
- To describe the ways in which we approach wellbeing through the 'Learn, Live, Teach, Embed' model
- To outline the ways in which SLT and key leaders at the College monitor the wellbeing of all stakeholders
- To explain the strategies we have in place should stakeholders feel their needs are not being met

### 3. RESPONSIBILITIES

#### 3.1 DESC STAFF

- Staff at DESC are expected to champion the wellbeing culture we promote, acting as a role model when it comes to wellbeing practices
- Staff should monitor their own wellbeing and the wellbeing of colleagues, seeking help and guidance from relevant members of SLT or leadership should they need support
- Staff are responsible for monitoring the wellbeing of students within their care, referring any concerns or observations to members of SLT or leadership if they see fit
- Staff are expected to engage in wellbeing activities and respond to any implicit or explicit teaching or events positively

#### 3.2 DESC STUDENTS

- Students at DESC are expected to engage in all wellbeing activities that are provided at the College, both within the curriculum and during the school day
- Students should consider their own wellbeing and the wellbeing of others at the College, communicating with staff, parents or peers if they need support

#### 3.3 DESC PARENTS

- Parents should support the wellbeing practices delivered at DESC and support the wellbeing culture we promote
- Parents are expected to communicate with SLT and other leaders at the college if they are concerned about the wellbeing of their child

### 4. IMPLEMENTATION

#### 4.1 LEARN

#### 4.11 Positive Education

- Positive Education is delivered at DESC both implicitly through the modelling of behaviour and planning of lessons, in addition to explicitly through theme weeks, theme days and other whole school events
- Positive emotions are championed throughout the College throughout lesson planning and the choice of language by staff, students and parents
- Positive language is modelled by staff and used withing Go4Schools to log behaviour and student decisions
- GROW and LIFE explicitly teach a positive education curriculum to all students
- Project Based Learning and Service Learning is completed by all students throughout the year, teaching life skills, expanding upon their strengths and helping students to identify their weaknesses
- Diet, Exercise, Sleep, Control is the wellbeing title celebrated at DESC. Throughout the year there are bespoke activities and weeks planned to educate, embed and explore these
- Character Conversations are completed 3 times throughout the year, during which students discuss their character strengths with tutors and set personal targets
- Careers Conversations are completed by students once each year to help inspire, inform and initiate plans
- Theme Days appear through the Pastoral Calendar, whereby students and staff engage in activities that relate to days of importance across the world
- Enrichment Experiences are planned for each year group, targeted to develop skills and teach experiences relevant to their age
- Transition and Induction programmes are organised to help all students who join DESC engage within the culture and grasp our take on Positive Education
- The Pastoral Calendar promotes wellbeing celebrations from across the globe to all students

#### 4.12 Staff Professional Development and Support

- 'Wellbeing' is a theme which is offered within the Professional Development programmes we offer at DESC
- Staff are guided towards further reading and research which will supplement their engagement in wellbeing
- Staff and student wellbeing will be taken into consideration in all decision making and where decisions will not impact negatively on an individual's wellbeing
- SLT and other middle leaders are open to conversations about wellbeing and will support an individual's needs wherever possible
- SLT have Line Management meetings with Middle leaders on a weekly basis to provide support and guidance
- SLT and middle leaders at the College are encouraged to consider the wellbeing of the staff they manage and implement relevant support strategies in place if needed
- SLT provide "Wellbeing Breaks" within the meetings cycles and plan "Wellbeing Activities" during staff INSED days
- A member of SLT will oversee 'Staff Wellbeing' and 'Student Wellbeing' at the College

#### 4.13 Parent and Community Education

- Parental Information Evenings are provided for each year group, during which, SLT share relevant information with regards to the wellbeing of parents, students and staff
- Character Communication takes places every term, during which parents are contacted by tutors to share an updated on the wellbeing of students, from a pastoral perspective
- Student Advisory Service is available to parents to provide information and support, establishing a form network of support for parents and students alike
- The House Team provide support for parents and others within the community to help develop the awareness of wellbeing strategies



## 4.2 LIVE

### 4.21 Staff and student culture

- We would like all members of the College to uphold a positive outlook towards work and school life
- Staff and students should feel valued and always supported
- All staff should feel that they have someone they can talk to if they are concerned about their wellbeing. In most cases this will be their line manager.
- We actively discourage staff to send and reply to emails between the hours of 6:00pm - 6:00am

### 4.22 Wellbeing practices

- A range of wellbeing activities will be on offer to staff throughout the academic year for example fitness sessions, use of the swimming pool and guest speaker events relating to wellbeing
- Staff will be encouraged to take part in wellbeing activities during INSED days
- Wellbeing practices will be shared amongst staff in the form of book clubs and other optional CPD opportunities
- Staff and students will be encouraged to participate in theme weeks throughout the year which relate to wellbeing
- Students will be introduced to a range of wellbeing and mindfulness activities during form time and in class where appropriate

### 4.23 Staff Wellbeing Team

- The team comprises of several members of staff interested in supporting the wellbeing of other staff across the College
- The SLT in charge of Staff Wellbeing will oversee the formation of the team and the ideas they generate
- The team will be split into different themes of Wellbeing e.g. 'Give', 'Connect' and will focus on enhancing the experiences on offer to staff at DESC
- Other bespoke activities such as 'Words Matter' encourage staff to openly discuss wellbeing and share their own wellbeing strategies

## 4.3 TEACH

### 4.31 Curriculum

- The DESC Calendars embed all wellbeing strategies into annual planning for staff, students and parents
- DESC follows its own curriculum of wellbeing, centred around the 4 strands of Diet, Exercise, Sleep and Control
- These strands are taught implicitly across the curriculum, through the modelling of behaviour by staff and the use of the "5-minute silent starter"
- Diet, Exercise, Sleep and Control are also embedded within the curriculum rhythm and taught explicitly during Grey Weeks and within GROW & LIFE lessons
- The Pastoral Calendar is structured to allow students to live a variety of experiences, highlighting elements of Diet, Exercise, Sleep and Control in assemblies, tutor time and at key times annually that correlate with events celebrated worldwide

### 4.32 Teaching and Learning

- SCIlent Starters are used across the curriculum to embed elements of wellbeing such as mindful colouring, relaxation, breathing, mindfulness activities, recall and other wellbeing strategies
- Four to Grow are skills that will positively impact the wellbeing of students, once they are mastered. These are embedded into all elements of our T&L practice

#### 4.33 Pastoral support

- RISE Weeks are used to embed elements of Positive Education and celebrate wellbeing strategies each half term.
- Assemblies are delivered weekly and provide an opportunity to embed wellbeing techniques and activities
- The Pastoral Calendar embeds Positive Education and wellbeing centred activities into the daily routines of tutors
- The pastoral team of nurses, Student Advisors, Sixth Form Team, House Team and SLT all support teachers and tutors - allowing students to flourish

#### 4.34 Coaching

- Pastoral mentoring is provided by Pastoral Coaches, focusing on developing and establishing relationships, expanding and inspiring personal interests, improving and exploring personal skills, discussing and analysing emotions
- Academic mentoring is provided by members of SLT to help students through periods of academic study, where their wellbeing may suffer negatively
- SEND mentoring is provided by The Inclusion Team, to help any students who may have barriers to learning and ensure that they have the skill set to overcome challenges they may face
- Emirati coaching is provided by members of the Arabic and Islamic Team, in addition to our Careers Coach to help our Emirati students develop their wellbeing
- Peer coaching is provided by members of the Student Leadership Team, they share their personal experiences and wellbeing tips to help motivate students

### 4.4 EMBED

#### 4.41 Wellbeing metrics

- PASS Data is analysed every 12 weeks by members of SLT, following this, interventions are actioned based upon the needs of students
- iSAMS data is collected and used as a central tool for logging concerns and observations, tutors meet with The House Team every week to measure and discuss the wellbeing of students
- Dubai Wellbeing Census data is analysed in depth and triangulated with the data above to help aid planning of Enrichment Experiences and the GROW Curriculum
- Go4Schools Data is released to parents, students and staff, this academic data can help identify wellbeing concerns, particularly if the trajectory of student alters in some way
- Character Wheels and Character Strengths are used to encourage students to reflect upon their own success and progress
- Staff feedback will be sought every term via an online survey on a variety of topics including explicitly their wellbeing
- Results from the staff survey will be shared internally and any actions will be shared with staff
- Character Conversations are logged and interventions are actioned
- Team around the child (TAC) meetings occur regularly and are logged online
- Teams Reflect module is used weekly by tutors as a check - in

#### 4.42 Policies

- DESC policies will consider the wellbeing of all stakeholders in their implementation
- Decision-making at all levels will consider the impact on the wellbeing of all stakeholders and wherever possible avoid adversely affecting an individual's wellbeing

- Where decisions made may impact on wellbeing, individuals and groups must be consulted and supported to ensure they can continue working effectively

#### 4.43 Communications

- Character Communication is made to parents every term, in addition to more reactive communication
- Parent Liaisons have a 48-hour turnaround, so that communication between parents and staff is fluid and consistent
- Parents Evenings take place once a year, during which, teachers discuss the wellbeing of students in addition to academic attainment
- Parental Meetings are organised regularly if wellbeing concerns arise
- Commendations are emailed regularly via iSAMS and email, to update parents on the wellbeing and character of their child
- Staff can report a concern about a child via Wellbeing Manager on iSAMS - this information is then sent to the DESC Designated Safeguarding Leads.
- Team Around the Child (TAC) meetings are organised by the House Team on a regular basis providing key information regarding a student's wellbeing
- Awards are emailed home every half term
- Go4Schools is used to log positive behaviour events

#### 4.44 Student support services

- House Teams provide wellbeing support daily through emails, phone calls, visual images in the House blocks and conversations.
- Student Advisors are available at any time of the day for students, staff and parents
- Nurses are available at any time of the day for students, staff and parents
- Careers Coaching is provided to parents and staff
- Mentoring is provided for all students, should they need additional support with their own wellbeing
- Tutors are the primary point of contact for staff and parents, monitoring the wellbeing of all tutees in their tutor group

### 5. EVALUATION

This policy will be reviewed annually.

### 6. APPENDICES

None.