



مدرسة الرواد البريطانية الخاصة
AL ROWAD BRITISH PVT. SCHOOL

AL ROWAD
BRITISH PRIVATE
SCHOOL

EMOTIONAL HEALTH AND WELLBEING POLICY

2021-2022

Introduction

At Al Rowad British Private School (ARBPS) 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 recognize the importance of staff welfare. We promote a supportive and inclusive ethos, which values parental/ carers 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.

Purpose of policy

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

Aims and objectives

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

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

We aim to be a school where:

1. Teaching and learning is personalized, creative, challenging and fun
2. A sense of mutual respect, care and responsibility is shown for everyone in school
3. Everyone in school feels safe, supported, valued and happy
4. All staff are supported through existing policies, procedures, initiatives and through individual pastoral care and advice.

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:

1. Pupils are more engaged with their learning
2. Improved standards in all subjects
3. More effective teaching
4. Parents and carers more involved in school life and learning
5. Pupils with high self-esteem and confidence
6. Improved behaviour and attendance
7. Fewer disengaged pupils
8. Lower rates of persistent absence
9. Positive and effective relationships between staff and with pupils
10. 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.

Promoting Emotional Health and Wellbeing

The school promotes and strengthens the pupil voice through:

1. A democratic process for the election of School Council representatives and student leaders
2. Regular School Council meetings
3. Consulting pupils about change and policy development
4. Allocating a wellbeing budget
5. Establishing a student wellbeing group

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

6. Parent meetings
7. Having an 'open door policy'
8. Parent questionnaires

9. Regular consultation about change and development through questionnaires and special meetings
10. Subject focus meetings
11. Sports and theme days
12. Involvement in school trips and extracurricular activities
13. Regular communication and involvement regarding pupil progress, behaviour and pastoral issues
14. Parental workshops
15. Involvement in school priorities and reviews for children with special educational needs

The school facilitates an enhanced environment for learning through:

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

The school enhances pupil motivation and learning through.

20. Consistent support for vulnerable children and those with SEND from learning support, teaching assistants and other agencies where appropriate
21. Celebrating successes and achievements in the classroom through dojo points, house points and weekly peer certificates given out in assemblies
22. An exciting and varied range of extra-curricular events and trips
23. A balanced curriculum with opportunities for intellectual, physical and expressive development
24. Recognising a range of learning styles
25. Encouraging independence in learning
26. 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:

27. A focus on Growth Mindsets
28. The Personal Development Curriculum which includes Social Studies, Moral Education and PSHE
29. Information, advice and guidance on health and development
30. Opportunities for pupil leadership through School council, Eco council, Anti-bullying council, Head Boy and Head Girl, School Houses including family members being in the same house, Peer and teacher certificates
31. An emphasis on praise and reward for effort
32. House points, class rewards, dojo, stickers, positive comments
33. Opportunities for reflection and personal development through art, literature, Islamic values and mindfulness
34. Access to extra curricula activities and school trips both local and abroad
35. Access to school counsellors for further support when required

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

36. Curricular planning time within the school week
37. Whole school training events
38. Pupil progress meetings held during the school day
39. Access to appropriate external training and visits to specialists
40. Involving all staff in decision making and proposed change
41. Consultation in training and support needs through regular review
42. Induction training and information for new staff
43. Provide additional support at times of particular stress, change and/or difficulty
44. Have a responsive and listening culture, reacting quickly to problems
45. Maintain contact with staff when they are absent
46. Provide opportunities for staff to socialise for all staff to relax and socialise together
47. Opportunities to discuss with the Principal or other members of the senior leadership team any issues of worry/concern

The Principal and other senior leaders will:

48. Ensure the provision of a healthy working environment
49. Take responsibility for his/her work life balance and be aware of the role model they are setting for others
50. In collaboration with leaders at all levels, set positive role models
51. Provide pastoral/welfare support for individual staff as required
52. Ensure that all staff are treated in a fair, sensitive and confidential manner
53. When issues arise, discuss options appropriate to the circumstances
54. Support as far as possible any initiatives and recommendations in relation to staff welfare with the staff welfare and wellbeing committee
55. Promote a safe environment through the training and implementation of the Safeguarding policy.

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:

1. Safeguarding and Child Protection
2. Behaviour and Discipline
3. Code of Conduct for Staff
4. Anti-Bullying
5. Health and Safety
6. Intimate Care Policy
7. Healthy Eating
8. Whistle Blowing Policy

Lana Koyi
Principal

Policy review date: 1st September 2021