



المدرسة الأمريكية
للإبداع العلمي
AMERICAN SCHOOL
OF CREATIVE SCIENCE

Wellbeing Policy

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Vision

At the American School of Creative Science, we understand as a school community that wellbeing is multi-faceted comprising of mental, physical, social and emotional components, each of which is vital to proactively safeguarding our overall sense of wellbeing. At ASCS, we adopt the five ways to wellbeing approach:

- Connect
- Be Active
- Take Notice
- Give
- Keep Learning

The American School of Creative Science is committed to providing a safe, secure and stimulating learning environment where all members **flourish**. We strive to create a welcoming environment which embraces diversity, inclusivity, and multi-culturalism, the cornerstone of which is a **culture of kindness**. For it is an environment where students, parents, and staff feel supported, safe, and confident in themselves that each member can create and innovate – willing to embrace challenges and risks that are all part of the learning process. ASCS strongly believes that in order for all members to realize their full potential, they need to healthy, know when and how they can reach out for support for themselves or their peer(s), for wellbeing and involvement is the precursor for all to thrive. ASCS supports its members to engage in the learning community fully and acknowledges that student, parent, and staff wellbeing and positive student outcomes are inextricably linked.

At ASCS mental health is *valued, promoted, and protected*.

Vision: Growth, flourishing and succeeding through being connected, active, taking notice, and grateful.

Mission: Together we ignite a passion for learning, by creating an inclusive community which fosters virtues, innovation, and best practice focused on achieving successful outcomes for all in our school community.

Aims & Objectives

At the American School of Creative Science – Nad Al Sheba, we are committed to promoting and supporting the positive mental health and wellbeing of our whole school community (students, staff, parents). We recognize that mental health and emotional wellbeing is just as important as physical health. Individuals are better prepared for a happier fulfilled life when they are healthy, safe and thriving; therefore, wellbeing is the responsibility of the whole school community. The purpose of this policy is to provide an overview of what Wellbeing is and the systems and procedures in place to support the wellbeing needs of our students, staff and the community.

We nurture our community members through an extensive and integrated wellbeing and engagement program aims to help develop protective factors which build resilience to mental health problems and we aim to be a school that:

- promotes the safety and protection of all within the school community
- fosters inclusion
- ensures all members feel valued
- enables school community members to talk openly with trusted professionals about their problems without feeling any stigma.
- encourages attendance
- promotes and values mental health and wellbeing
- cultivates the understanding and practice of the school values, student, student and parent code of conduct
- encourages cooperation, respect and consideration for and between all members of the school community
- promotes engagement with learning and participation in all aspects of school life
- meets and caters for individual needs
- develops character strengths
- builds leadership capacity
- provides staff opportunities to develop professionally and personally
- builds resilience and coping skills
- provides health and wellbeing education
- includes access to a range of counselling and allied health services
- seeks and honours student, staff and parent voice.

Wellbeing Definition

We use the World Health Organization's definition of mental health and wellbeing "a state of well-being in which every individual realizes his or her own potential, can cope with the normal stresses of life, can work productively and fruitfully, and is able to make a contribution to her or his community". Wellbeing is not just the absence of mental health problems but rather it comprises of individuals who:

- Keep learning
- Are able to manage times of stress and deal with change possessing positive coping strategies
- Able to connect and maintain positive relationships with others
- Are able to express a range of emotions appropriately
- Know when to ask for help
- Feel confident in themselves

Rationale

School performance and Wellbeing are inextricably linked. Students and staff demonstrate improved performances at school when all aspects of their wellbeing are nurtured and where parents feel supported in the development of their child's personal, social, and emotional development. Whether it be supportive teachers and colleagues, healthy and meaningful peer interactions, opportunities for personality development or close involvement of parents with school, all these factors are found to play a significant impact on wellbeing.

At ASCS, our four-part framework outlines our systems and procedures that aim to enhance wellbeing of all our school community members: learning environment, curriculum, specialist systems, partnerships & monitoring.

Learning Environment

Positive learning environment is reflected by a positive school ethos that makes the school an exciting, stimulating and welcoming place. A positive learning environment necessarily constitutes:

1. Academic systems that provide students with the opportunity for intellectual enrichment both within the classroom and outside.
2. Professional development systems that provide staff with support and development to meet their own personal development goals.
3. Pastoral care systems that provide students with the opportunity to learn and interact in a safe and welcoming manner, where their voices are heard and actions are implemented on the basis of their participation in school processes.

How we do this:

- Developing and communicating an explicit commitment to wellbeing
- Acknowledging individual differences and providing opportunities for all students to learn and succeed
- Capturing Student Voice in Monitoring Schedule ensuring students have opportunities to participate in school decision making processes
- Applying consistent school-wide rules and consequences that are collaboratively developed with students and the broader school community
- Ensuring a safe digital environment that maximizes student and staff wellbeing.
- Ensuring that the workplace communications are frank, transparent, nurturing and have as their goal, the optimal performance of staff

Documents & Processes:

- Behavior Policy
- Inclusion Policy
- Spiritual, Moral, Social, Cultural Policy
- Elementary Student Council
- Student Committees
- Assessment Policy
- Playground Buddies
- Wellbeing Census
- Faculty Climate Survey
- TeacherTalk
- Wellbeing Audit
- Safeguarding Audit
- Inclusion Audit
- Talk Circles
- Wellbeing Committee
- Performance Management System
- Educap Online Professional Development for Staff linked to KPIs.
- Access to ongoing professional development with resources linked to protecting student wellbeing and promoting staff wellbeing
- Performance & Improvement Policy
- Wellbeing Pop Up Moments for Staff and Students
- Staff Shout Outs
- Kindness in Workplace Pledge
- Wellbeing Focus Groups
- Wellbeing Pop Up Events Calendar for Students
- Monthly Staff Wellbeing Focus Challenges

Curriculum

Curriculum that builds the foundations for wellbeing:

- Explicitly encourages students to develop personal and social capabilities during learning activities.
- Explicitly equip students with the knowledge, skills, attitudes, and strategies to understand and manage themselves and their relationships.

How do we do this:

- Embedding the process of reflection with goal setting during regular lessons and at scheduled times during the semester.
- Equipping students with specific sessions on growth mindset note-taking, time-management, etc developing positive attitudes to learning and strategies for successful performance in exams.
- Developing e-safety awareness through our Digital Citizenship Curriculum

- Developing self-awareness and self-management along with social awareness and management through structured lessons during our Social Emotional Learning Classes and Virtues in Practice and Homeroom Wellbeing Sessions.

Documents & Processes:

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| • Virtues in Practice Program | • Early Prevention Education |
| • Social Emotional Learning Curriculum | • ASDAN Volunteering Module for Students |
| • Homeroom Wellbeing Sessions | • Wellbeing Podcasts |
| • Thriving Thursdays Wellbeing Newsletter | • E-Safety Tips & Tricks Starters |
| • Wake Up Wednesdays E-Safety Newsletter | • My Learning Goals |
| • ASDAN Peer Mentoring Program for High School Students | • Edunation LMS |
| • Capstone Project linked to enhancing school or local community with student-voice and choice on self-driven projects | • Self-Care Tips for Staff |
| • AI Literacy Lessons Grade 1-12 | • Digital Citizenship Lessons K-Grade 12 |
| | • Parent Coffee Mornings with Guest Lecturers |
| | • Online Safety Training for Parents |
| | • Curriculum Audit |

Specialist Systems

Specialist systems comprise of those processes in the school that are especially focused on the development of emotional, mental and physical wellbeing. Staff involved in these systems provide specialized assistance and develop programs that optimize wellbeing among staff and students.

How we do this:

- Providing counselling services for students and staff by trained and qualified counsellors.
- Encouraging students to take active steps in tackling bullying, prejudice, and other behaviors that have a negative impact on wellbeing through student-led drives and orientations.
- Tracking and addressing any cases of abuse and implementing immediate corrective actions.
- Providing opportunities to develop physical fitness through a specialized PE program.

Documents & Processes:

- 1:1 Counselling Services
- Group Counselling Services
- Monthly cohort guidance sessions link to cohort needs assessment
- Physical Education Program
- Healthy Steps Program
- ELL Support Services
- Health Education Program
- Early Prevention Education
- Report a Concern Form
- Online Counselling Booking System for Students and Parents
- Child Protection & Safeguarding Policy
- G&T Enrichment Independent Studies Offering
- Mental Health Awareness Campaigns
- Anti-Bullying Campaigns
- College & Career Advisory Sessions
- Career Talks
- Pastoral Supervisors
- Team Around the Child Meeting

Partnerships & Monitoring

Productive partnerships help expand the knowledge, skills that students and staff acquire with partnerships characterized by high, positive parental involvement, close and consistent links with community providers and regular participation in national initiatives through recognized institutions.

Effective Monitoring ensures the school regularly engages in continuous process of school improvement surrounding wellbeing goals with leadership held to account to ensure the continued improvement of wellbeing for all stakeholders.

How do we do this:

- By providing regular opportunity to students, staff, and parents to participate in community initiatives.
- By engaging with a range of in-school and external agencies to expand students career choices and improve decision –making.
- By actively engaging with external audits and implementing recommendations for improvements to inform continuous school improvement and self-evaluation process related to wellbeing goals.

Documents & Processes

- Events calendar
- Wellbeing Committee
- PTA
- Parent Forum Meetings
- Weekly Themed Communication with Parents (Green Mondays, Turn Off the Lights Tuesdays, Wake Up Wednesdays, Thriving Thursdays, Focused Fridays)
- Wellbeing Audit
- Safeguarding Audit
- Lighthouse Arabia Mental Health First Aid Training (Staff and Students)
- Community Service Program
- Links with local centers to allow parents ease of access to professional services for psychological assessments
- Partnerships with IELTS & Score Plus for support for university requirements
- Leuven scale wellbeing and involvement observations for K-Grade 2
- Training for Governors on wellbeing
- Parent Forums
- Parent Coffee Mornings
- Inclusion workshops for parents and nannies
- External Competitions
- Wellbeing Assessment data for all students
- Wellbeing Governors
- Surveys with all stakeholders

Statutory Requirements

ASCS aims to promote the development and maintenance of mental wealth, health, and wellbeing within all of its provisions and associated services. Our approach has been developed in line with the KHDA which summarizes the role of educational providers as:

- Prevention: creating a safe and calm environment where mental health problems are less likely, improving the mental health and wellbeing of the whole school population, and equipping pupils to be resilient so that they can manage the normal stress of life effectively;
- Identification: recognizing emerging issues as early and accurately as possible;
- Early support: helping pupils to access evidence-based early support and interventions; and
- Access to specialist support: working effectively with external agencies to provide swift access or referrals to specialist support and treatment.

We are committed to maximizing opportunities for students to engage with health and wellbeing education. Opportunities include curricular strands such as Social and Moral Education, Digital Citizenship Education, SEL curriculum, Physical Education, Whole School Activities, and Assemblies along with participation in mental health awareness campaigns, antibullying campaigns, and specific health

awareness weeks or days. Additionally, students are encouraged to advocate for themselves and their peers through student voice initiatives such as the Peer Mentors who are trained Teen to Teen Mental Health First Aiders.

The community is encouraged to develop a culture of openness to ensure that students and staff are aware of named adults within the school that they can speak to, including the Designated Safeguarding Lead (DSL) and Deputy Designated Safeguarding Leads (D/DSL).

ASCS has also developed school-specific Happiness Ambassadors to enable and provide good practices that support student, staff and family's health and wellbeing. To ensure that staff understand how to support good mental health and wellbeing, as well as maintain the necessary boundaries, ASCS supports a range of training and development opportunities for staff to participate in such as Mental Health First Aid ensuring staff are trained in Adult to Teen and Adult to Adult Mental Health First Aid.

Community Rights

All students, staff and parents will:

- Be encouraged to treat themselves and others with dignity and respect;
- Engage in mental health and wellbeing curriculum-related topics and initiatives;
- Be encouraged to raise any wellbeing concerns with staff;
- Adhere to this policy and any related policies and procedures.

Mental Health First Aiders will:

- Undertake and regularly refresh their Mental Health First Aid training to provide non-diagnostic and non-judgmental support for mental health and wellbeing within their provision;
- Provide relevant advice and support to students and staff as required, including signposting to appropriate sources of further support and making any required referrals

All staff will:

- Treat all people with dignity and respect and abide by the school's Kindness in the Workplace pledge
- Understand their safeguarding duties concerning students' mental and physical health and wellbeing, and raise any concerns promptly with the DSL or other members of the safeguarding team;
- Adhere to this policy and any related policies and procedures.
- Co-operate with the school's efforts to execute the Staff Wellbeing Policy, attending training sessions and raising their own awareness of the causes and effects of stress and poor wellbeing
- Raise concerns with their line manager or any SLT member if they feel there are work issues that are having a negative impact on their wellbeing.

- Be liable and take responsibility for setting out their own development plan, for ensuring their own positive health and wellbeing.
- Take responsibility for working effectively in their assigned roles, supporting others as appropriate and assisting to avoid causing stress to their colleagues.

Roles and Responsibilities

It is incumbent upon all staff members to recognize the boundary between support and professional health care. Only suitably trained healthcare professionals are qualified to diagnose and treat health conditions, whether mental or physical. As a community of educators, it is our responsibility to safeguard our students, staff and parents health and wellbeing through the appropriate channels e.g. in-house support and onward referral. In doing so, it is crucial to ensure that appropriate boundaries are set and adhered to at all times.

Wellbeing Committee Leads will:

- Review updated policies regularly and receive termly updates on student and staff wellbeing as part of safeguarding reporting.
- Assist and support senior leadership to undertake risk assessment where required.
- Organize appropriate and relevant activities to promote health and wellbeing.

The Principal and School Senior Leadership Team (SLT) will:

- Regularly review this policy
- Ensure that a suitable training program is available to staff, drawing on the breadth of expertise across the BEAM network to ensure that CPD is informed by best practice in both general and specific terms
- Promote a culture of mutual respect, trust between students and staff, and foster a positive learning environment.
- Ensure that staff can access relevant training and that it is regularly updated such as Mental Health First Aid refresher training
- Ensure that staff supporting students through challenging situations such as self-harm are themselves well supported via appropriate channels e.g. immediate and follow-up debriefs with the relevant Teams; access to School Clinic
- Report on student wellbeing to School Governing Board
- With the Child Protection Officer, produce and maintain referral routes, partnerships with any external agencies such as clinical psychology services, staff training and responsibilities etc.
- Monitor the school environment and ensure a culture of co-operation, support, trust and mutual respect exists within the School.

- Champion good management behaviors that would help to reduce staff stress and strive to establish of a dynamic work ethos within the School.
- Ensure prompt communication and awareness among staff on whom to approach if there are any concerns to be raised.
- Engage the staff in appreciative and periodic check-in conversations, both formal and informal, to understand the pulse of the community
- Ensure that appraisal processes are transparent and there are equal opportunities for all for professional development.
- Cultivate wellbeing conducive environment that will allow staff members to flourish and promote learning
- Seek staff feedback on the impact of the School's Staff Wellbeing Policy and school-wide support measures using data-backed staff surveys and other relevant tools

The Designated Safeguarding Lead, Wellbeing & Learning Support will:

- Provide regular supervision, training, advice and guidance with a focus on student mental health and wellbeing;
- Regularly Convene at staff specialist networks to promote cross organizational working and share best practice;
- Ensure that their training is regularly updated;
- Regularly report to Governors on safeguarding matters including student mental health and wellbeing.
- Ensure that mental and physical wellbeing considerations are embedded within safeguarding and child protection practice, including environmental and social factors that form part of the provision's contextual safeguarding approach.
- Ensure that all staff understand their safeguarding duties about mental and physical wellbeing;
- Regularly review systems for supporting good mental and physical health and wellbeing within their provision.

Links to Other Policies

This policy links to our policies on Safeguarding Policy, Anti-Bullying Policy, Inclusion Policy, Counselling Policy, Health and Safety Policy, School Clinic Policy, and Spiritual, Moral, Social, Cultural Policy. Links with the School's Behavior Policy and School Code of Conduct are especially important because behavior, whether it is disruptive, withdrawn, anxious, depressed or otherwise, may be related to an unmet mental health need(s).

Monitoring & Review

This policy is reviewed annually by the school's Wellbeing Committee members, Ms Rabia Ahmed – Head of Inclusion and Ms Adeela Habib–SENCO, in conjunction with the School Principal.