



POL/WELLBEING:

Policy Title:	Wellbeing Policy
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Approved By:	Principal

1. Introduction

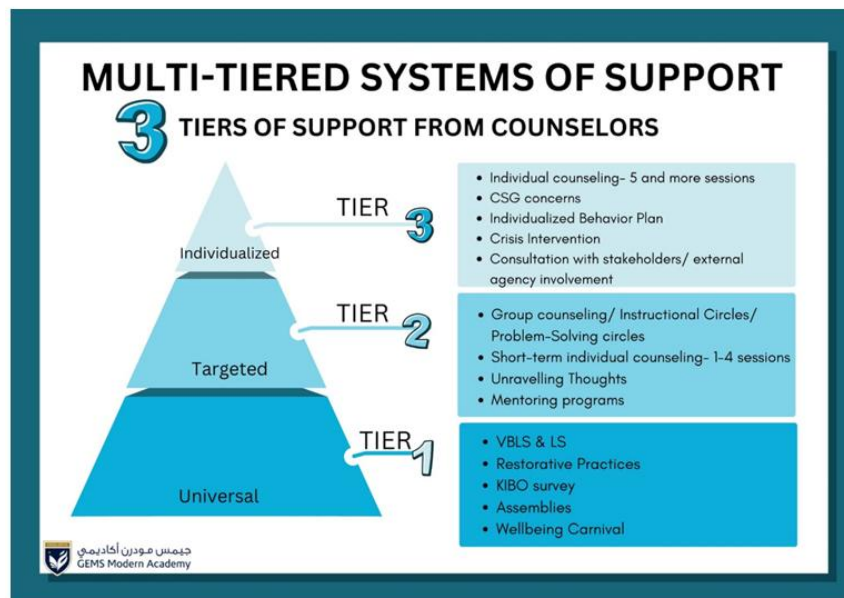
At **GEMS Modern Academy** we are committed to fostering a positive, inclusive, and supportive environment that promotes the wellbeing of all students, staff, and the wider school community. We recognize that mental, emotional, and physical wellbeing is essential for academic success, personal growth, and a thriving school culture.

2. Purpose

The purpose of the policy is to inform the school community about all systems and processes aimed at promoting positive mental health and emotional wellbeing through a safe, inclusive, and respectful environment for all stakeholders.

3. Scope

The school follows the Multi-Tiered Systems of Support which outlines provisions to enhance and sustain structured and stratified wellbeing practices.





4. Policy Statements

The policy includes measures taken in various aspects of wellbeing:

4.1. **Physical and Mental Wellbeing:**

4.1.1. Enhancing awareness of and encouraging the adoption of healthy lifestyles through nutrition education, importance of physical activity, mental health education and provision of support for emotional needs.

4.2. **Creating a Safe and Inclusive Environment**

4.3. Supporting Academic and Personal Development of students by:

4.3.1. Recognizing the link between wellbeing and academic success.

4.3.2. Providing resources and strategies to help students manage workload, improve concentration and develop life skills.

4.4. **Encouraging Positive Relationships**

4.4.1. Strengthening relationships between students, teachers, and parents.

4.4.2. Promoting open communication and a collaborative approach to wellbeing.

4.5. **Preventing and Addressing Issues Early**

4.5.1. Implementing early intervention strategies for mental health, behavioral concerns, and stress management.

4.5.2. Establishing clear procedures for seeking help and accessing support services.

4.6. **Promoting Self Wellbeing**

4.6.1. Recognizing the importance of teacher and staff mental health for a productive learning environment.

4.6.2. Providing work-life balance strategies, stress management training, and support networks.

4.7. **Monitoring Wellbeing:** The school employs a systematic process of monitoring, evaluation, and review of its wellbeing approach, supported by a comprehensive range of evidence.

4.7.1. Pupil Attitude to Self and School (PASS) Survey which is conducted annually to assess student attitudes towards self, school and teachers.

4.7.2. Weekly / fortnightly check-ins through the KIBO survey

4.7.3. Termly surveys such as the My School My View or G.A.T.H.E.R for parents, students and teachers.

4.7.4. Review of attendance, punctuality, medical and behaviour records.

4.7.5. Child-safeguarding logs

4.7.6. Staff Wellbeing Surveys

4.7.7. Parent Surveys (GEMS-wide)

4.7.8. School Counsellor logs and Phoenix Guard

The policy also aligns with National, GEMS and School Values and ensures compliance with educational and child protection policies.



5. Responsibilities

- 5.1. **Principal:** The Principal is responsible for fostering a supportive and positive working environment by:
- 5.1.1. Facilitating personal and professional development opportunities, including team building, change management, stress management, assertiveness, and communication training.
 - 5.1.2. Providing a confidential and non-judgmental support system through coaching, mentoring, and staff wellbeing initiatives.
 - 5.1.3. Monitoring staff workload and remaining attentive to signs of stress.
 - 5.1.4. Encouraging staff participation in decision-making processes by actively listening to their views and implementing inclusive strategies.
 - 5.1.5. Recognizing and celebrating staff efforts and achievements.
 - 5.1.6. Ensuring staff receive appropriate training to perform their roles confidently.
 - 5.1.7. Creating a culture where staff feel valued and have dedicated time for personal and professional growth.
 - 5.1.8. Acknowledging that personal experiences, such as health concerns, bereavement, or personal circumstances, may temporarily affect work performance and ensuring senior leadership remains accessible.
 - 5.1.9. Maintaining effective communication channels and providing access to support services when additional specialist assistance is needed.
 - 5.1.10. Staying connected with staff during extended absences.
 - 5.1.11. Implementing a mentoring system, particularly for new staff, and ensuring an effective induction process.
- 5.2. **Wellbeing Team:**
The wellbeing team consists of the Principal, Vice-principal, Director of Student Welfare, all counsellors including the Wellbeing Champion, Teacher Wellbeing champions, student Wellbeing council members, Parent Council members and select members of staff who also organize wellbeing activities.
Other senior leaders are responsible for strategic integration of wellbeing within all domains of the school community by implementing the guidelines of the GEMS Wellbeing framework and the KHDA wellbeing framework through systematic and data-informed actions that have measurable impacts across the school community.
- 5.3. **Staff Members:** All members of staff play an active role in fostering a positive and supportive workplace by:
- 5.3.1. Ensuring their interactions with students are based on the highest professional standards, child-safeguarding principles and the core values of empathy, kindness and trust.
 - 5.3.2. Treating colleagues with honesty, respect, and kindness.



- 5.3.3. Prioritizing their own health and safety at work and seeking support when needed.
- 5.3.4. Upholding the ethos of staff wellbeing while being mindful of workload pressures on themselves and others.
- 5.3.5. Respecting and maintaining shared spaces, ensuring designated areas for both relaxation and focused work.
- 5.3.6. Completing all mandatory training on wellbeing-related topics, such as safeguarding and child protection.

5.4. **Wellbeing for students:**

At GEMS Modern Academy, we empower students to actively shape our school's wellbeing culture. Each year, we train a cohort of students, elected by their peers, to serve as our School Council and class council members. These representatives drive school-wide mental health and wellbeing initiatives, ensuring student perspectives are central to our approach.

- 5.4.1. These student leaders collaborate closely with staff and the wider community, serving as positive role models and catalysts for positive change.
- 5.4.2. GMA offers a multi-tiered support system for students experiencing emotional challenges. Class teachers, teaching assistants, pastoral team members, and school counselors are readily available for confidential conversations regarding school or home-related concerns.
- 5.4.3. A bespoke wellbeing curriculum based on the CASEL framework is implemented through weekly Value Based Life Skill sessions , to ensure that core concepts of wellbeing are taught to the students.
- 5.4.4. Drop-in sessions with the school counselors provide immediate support for any student seeking guidance.
- 5.4.5. Regular counseling sessions are offered to students requiring focused support for specific issues such as low self-esteem, behavioral challenges, or anxiety.

5.5. **Parents as partners:**

- 5.5.1. Parents are given clear and accessible information about the school's wellbeing policy, programs, and resources through weekly communications, articles in monthly and annual publications and circulars, to support their parenting skills.
- 5.5.2. Parents are invited to lead on and participate, in the development and implementation of wellbeing programs . Wellbeing KPIs are assigned to Friends of Modern members of every grade.
- 5.5.3. Parents are encouraged to participate in school events, workshops, and support groups to promote a sense of community and develop shared responsibility.



- 5.5.4. Through parent webinars conducted by the school counsellors, parents are provided with resources and guidance on how to create supportive and nurturing home environments.

6. Definitions

6.1.

7. Review and Revision

This policy will be reviewed annually and updated to align with advancements in AI technology, changes in laws and regulations, and evolving best practice.

Link with other policies:

- a) Safeguarding Policy
- b) Behaviour Policy
- c) Inclusion Policy
- d) Counselling Policy
- e) Anti-bullying Policy