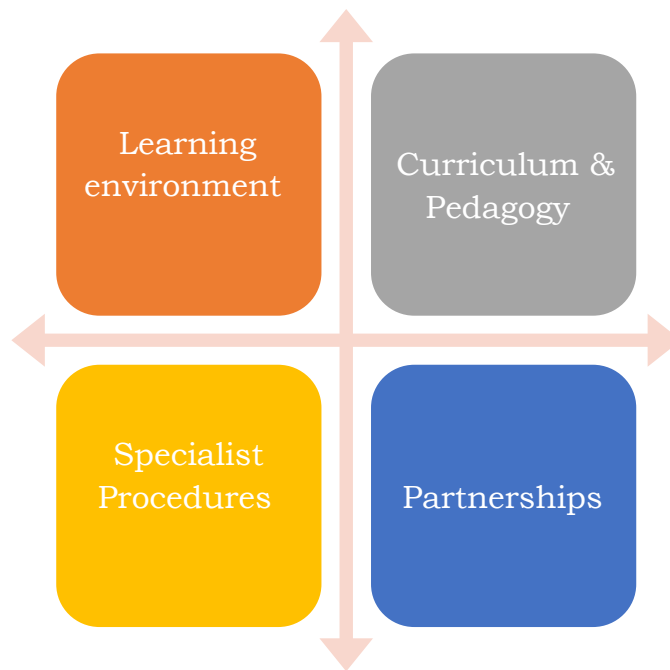


School performance and Wellbeing are inextricably linked. Students demonstrate improved performances at school when all aspects of their wellbeing are nurtured. Whether it be supportive teachers, healthy and meaningful peer interactions, opportunities for personality development or close involvement of parents with school, all these factors are found to play a significant impact on wellbeing.

At GEMS Modern Academy, a **four-part framework** outlines the systems and procedures that are expressly aimed at enhancing student and staff wellbeing. This framework seeks to incorporate some aspects of the **PERMAH Model of happiness** to ensure that all students and staff lead flourishing and fulfilling lives at school.



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. 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
- 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 and processes:

- Counseling Policy
- Inclusion Policy
- Assessment Policy
- Student Councils and Class Councils
- Behaviour Policy
- Digital Policy – Under Review
- Wellness Census Survey
- Principal’s Celebratory Saturday Note to staff

Curriculum and Pedagogy:

Quality pedagogical practices have profound influence on student learning and wellbeing , with direct impact on student motivation, academic growth mind-set and student performance in assessments. Curriculum that builds the foundations for wellbeing:

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

How we do this:

- Embedding the process of strength –analysis, goal-setting and personal reflections during regular lessons and at scheduled times during the term.
- Equipping students with specific sessions on Note-taking, developing positive attitudes to learning and strategies for successful performance in exams.
- Developing self-awareness and self-management along with social awareness and management through structured lessons during the Value Education classes.

Documents and Processes:

- SMART targets
- My DATA Sheet
- Attitudes to Learning sessions
- Value-Based Life Skills curriculum

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 and Processes:

- Counselling Process Chart
- Child Protection and Safeguarding Policy
- GEMS Safeguarding Commitment Statement
- Health and Safety Policy
- Physical Education program
- Regular informative sessions on health and nutrition

Partnerships

Productive partnerships help expand the knowledge, skills that students acquire in school through the pedagogical and pastoral care systems.

Productive partnerships are characterized by high, positive parental involvement, close and consistent links with community providers and regular participation in national initiatives through recognized institutions. This is also characterized by partnering with international organizations and participating in international events to increase the sense of global cohesiveness among staff and students.

How we do this:

- By providing regular opportunity to students 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 increasing

provisions for parents to engage more meaningfully with the school and raising participation in school processes.

- By observation of International Days celebrating various aspects of human endeavor and spirit through school-wide activities.

Documents and Processes:

- Internships
- Lighthouse Arabia community webinars and workshop
- External mental health practitioners
- Social Outreach Programs
- Parent initiatives
- External competitions
- Friends of Modern
- Class Councils (parents)
- Parent Interactions (through the term)
- Character Day, World Mental Health Day, International Day for Tolerance, International Day of Kindness, Autism Awareness Day

Staff Wellbeing Policy

The staff are an integral part of the school ecosystem, playing a crucial role in contributing not just to the future of the children but also to promote the harmonious advancement of the school community. For such a vital role to be successfully taken forth, ensuring the health, safety as well as wellbeing of the staff is a priority of the school. Should there be any factors that could hamper the wellbeing of the staff, the school is required to have necessary processes in place to manage the same. Such a responsibility on the part of the school extends only to those factors and concerns that are related to the School setting, the work environment and within the School premises.

Statement of Intent

The School Senior Leadership Team and Governing bodies acknowledge that work stress can have an impact on an individual's physical, mental, and emotional wellbeing. It can take on many forms and so, it needs to be carefully gathered, analyzed, and addressed at the organizational level.

We are devoted to nurturing a culture of co-operation, support, trust and mutual respect, where all individuals are treated with fairness and dignity, and can work at their ideal level.

This Staff Wellbeing Policy expands upon the School's Wellbeing policy, setting out how the School will promote the wellbeing of staff by:

- Creating a working environment where prospective work related stressors are understood and alleviated as far as practically possible through good management practices, effective support system, transparent processes, updated Human Resources policies and staff development opportunities.
- Increasing all staff members' awareness of the causes and effects of stress – both personal and professional.
- Fostering an empathetic and sensitive culture that is open and supportive of people experiencing stress or other forms of mental health concerns.
- Enhancing the competence of Senior Leadership Team by introducing them to the skills proven to prevent and reduce staff stress.
- Collaborating with staff and establishing working arrangements whereby staff feel they are able to maintain an appropriate work life balance.
- Encouraging staff to take responsibility for their own health and wellbeing through effective health awareness training and initiatives.

Responsibilities for implementing the Staff Wellbeing Policy

Principal and the Senior Leadership Team (SSLT) will:

- Monitor the school environment and ensure a culture of co-operation, support, trust and mutual respect exists within the School.
- Champion good management behaviours 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

Staff will:

- Treat colleagues and other members of staff they interact with, during the course of their work, with respect, dignity and fairness.
- 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.

Wellbeing Team will:

- Review the Staff Wellbeing Policy, along with some of staff members and recommend its adoption.
- Monitor the implementation of the Staff Wellbeing Policy and the execution of relevant staff wellbeing training
- Ensure that the Staff Wellbeing Policy is kept under review and updated, either on a planned schedule or when deemed necessary.
- Assist and support senior leadership to undertake risk assessment where required.
- Organize appropriate and relevant activities to promote health and wellbeing.

Monitoring and reviewing the Wellbeing Policy

The Staff Wellbeing Policy will be reviewed every two years by the Principal, Vice Principal, Wellness Coordinator, Wellbeing Team and select members of staff. The review will take into account all relevant collected data and risk assessments.

Reviewed by: Ms. Sreekala Sureshkumar and Ms. Annika Jisu

Last Updated: September 2022

Next Review: October 2023