



Well-Being Policy

Version	Document Title	Status	Author	Approved by	Date	Reviewed On	Next Review Date
0.1	Well-Being Policy	Final	Well-Being Head	Principal/Vice Principal	July 2022	July 2024	August 2025
	Regional Director		Principal			Vice Principal	
	Head of Foundation Stage		Head of Primary			Head of Secondary	

Setting and Pursuing an Emotional Wellbeing Vision at Newlands

Rationale

A healthy school is one that adopts a whole-school approach to mental health and wellbeing. It is a school that helps children flourish, learn and succeed by providing opportunities for them, and the adults around them, to develop the strengths and coping skills that underpin resilience. A healthy school sees positive mental health and wellbeing as fundamental to its values, mission and culture. It is a school where child, staff and parent/carer mental health and wellbeing is seen as 'everybody's business'." The Anna Freud National Centre for children and families.

At Newlands, we are dedicated to ensuring that we foster a positive environment for all stakeholders in our community. Our focus is on mental health, safeguarding and wellbeing of all our stakeholders. These stakeholders include our staff, students and parents. The school endeavours to create a community learning environment that is devoted to developing resilience and empowering all stakeholders who are strong, adaptable and empowered to grow. Therefore, wellbeing is the responsibility of the whole school community.

For some students, school may be a place where they get to experience a caring and supportive environment that has the potential to develop their self-esteem, confidence whilst giving them a holistic and positive understanding of the world. For others, school could be a place of respite from difficult home lives and offer constructive role models and relationships, which are critical in promoting children's wellbeing and can help engender a sense of belonging and community.

Our role is to ensure that children can manage transitions and stress. Additionally, they should feel like they are supported to reach their potential or access help when needed. We also have a role to ensure that children learn about what they can do to maintain positive mental health, what affects their mental health, how they can help reduce the stigma surrounding mental health issues, and where they can go if they need help and support. The purpose of this policy is to provide an outline of what Wellbeing is and the protocols and procedures in place to support our community.

The UK Children Act 2004, identified five key outcomes that contribute to children's wellbeing:

1. Being Healthy – Ensuring children enjoy good physical, mental, and emotional health, as well as living a healthy lifestyle.
2. Staying Safe – Protecting children from harm and neglect and providing a safe environment.
3. Enjoying and Achieving – Supporting children to do well in school, achieve personal goals, and enjoy their time in education and play.
4. Making a Positive Contribution – Encouraging children to participate in community activities,

engage in decision-making, and avoid anti-social or harmful behaviour.

5. Achieving Economic Wellbeing – Helping children grow up with the knowledge and skills necessary to secure employment, avoid poverty, and achieve financial stability in adulthood.

These outcomes reflect a holistic view of wellbeing that goes beyond basic physical safety, addressing the broader social, emotional, and developmental needs of children. Although UK context, the act does outline aspects of wellbeing, thus promoting a well-rounded approach to supporting children's growth and success.

Equity for All

At Newlands, we understand and appreciate what it means to have a diverse school community. Our community comprises of people from all walks of life, having different skills and abilities, and they come from different nationalities and cultures. Alongside the governors and staff, Newlands aims to make school a place where students and families feel safe, are treated with respect and fairness as well as dignity.

We aim to develop our community's collective Emotional Intelligence. In an Emotionally Intelligent organisation or community, individuals are more likely to work together as proactive and supportive members of a team. Therefore, it is vital to include systems and procedures that empower staff and parents to feel acknowledged, appreciated and listened to so all stakeholders can work together to promote an ethos that supports the entirety of needs of our children. Our curriculum and outreach are designed to maximize opportunities for individuals to succeed in vital skills such as: regulating emotions and feelings, self-awareness, intrinsic motivation, empathy and social skills. Our curriculum is enhanced through our Intervention and Enrichment programmes and early morning Extra Curricular Activities. These occur within the school timetable so that every child can benefit from the support they require.

The PERMA-V Model

At Newlands School Dubai, we define wellbeing using the PERMA-V model developed by Dr Martin Seligman, a pioneer in positive psychology. PERMA-V stands for Positive Emotion, Engagement, Relationships, Meaning, Accomplishment and Vitality. This model provides a comprehensive framework for understanding and fostering student wellbeing, ensuring that each child can thrive both academically and personally.

Positive Emotion: Cultivating positive feelings such as joy, gratitude, and optimism is essential for enhancing students' emotional wellbeing. Positive emotions not only improve mood but also broaden cognitive resources and build psychological resilience.

Engagement: Deep involvement and participation in activities are crucial for intellectual and personal

growth. Encouraging students to find activities they are passionate about fosters a state of flow, where they are fully immersed and motivated, leading to enhanced learning and satisfaction.

Relationships: Building and maintaining positive, supportive relationships is vital for social wellbeing. Strong relationships provide emotional support, improve self-esteem, and create a sense of belonging within the school community.

Meaning: Helping students find purpose and significance in their activities and experiences promotes a sense of meaning. This involves connecting their personal goals with larger values and contributing to something greater than themselves, which enhances motivation and fulfilment.

Accomplishment: Encouraging students to strive for and achieve their goals is key to fostering a sense of accomplishment. Recognizing and celebrating their achievements, both big and small, helps build confidence and a growth mindset.

Vitality: Physical and mental health are foundational to overall wellbeing. Promoting healthy lifestyle choices, regular physical activity, and mental health awareness ensures students have the energy and mental clarity needed for success.

We have specifically chosen the PERMA-V model as our wellbeing framework because it aligns seamlessly with our core mission and values at Newlands School Dubai. Our commitment to nurturing well-rounded individuals who can contribute positively to society is reflected in each aspect of the PERMA-V model. By integrating this evidence-based approach, we aim to create an environment where every student can realize their full potential, cope effectively with challenges, and lead a fulfilling life.

Identifying, referring and supporting children with mental health needs

In order to identify potential mental health/wellbeing related issues at an early stage and refer students to support their needs, the following is actioned at Newlands:

- A safe environment to enable children to express themselves and be listened to is provided.
- Ensuring that the welfare and safety of children are paramount.
- Identifying and providing appropriate support for children based on their needs.
- Involving parents/caregivers when their child needs support.
- Monitoring, reviewing and evaluating the support with children and keeping parents/caregivers updated.
- Early identification of potential mental health/wellbeing issues through SNAP-B assessment which analyses self-esteem (both academically and socially) with oneself and peers/adults. Student behaviour, visits to the medical room/school nurse/counsellor and attendance also feed into understanding the issues that may arise.
- Staff reporting concerns about individual children to the relevant lead persons. Wellbeing Team

posters will guide staff and students to the concerning staff.

- Pupil Progress Review meetings.
- Gathering relevant information and documentation from a previous school at transfer.
- Parental meetings across phases.
- Enabling parents/caregivers to raise concerns to any member of staff.
- Identified students placed in focused intervention/enrichment sessions.

Identification of potential mental health/wellbeing related issues for parents/staff happens through Newlands having an open-door policy. Frequent check ins, whole school events, coffee mornings, phone calls, Dojo messages and overall consistent and ongoing communication helps to raise awareness and support through early intervention.

Assessment and Record Keeping

Homeroom Teachers/Form Tutors/Counsellor keep records of student support by doing the following:

- Reporting and sorting out day-to-day issues within year level teams involving Year Leaders/Phase Leaders when necessary. Incident Forms are filled out by all parties when issues occur. Behavioural logs of ongoing issues, Detention and Counselling registers track progress and act as a guide for staff and families.
- Reporting Child Protection issues to the Designated Child Protection Officer/Counsellor and other members of SLT/Child Protection Team where required.
- Informing parents/caregivers within an appropriate time in order to have all stakeholders involved through emails, Dojo messages, phone calls or in-school meetings if necessary.
- Using PASS information to guide teaching/learning and formulation of action plans for all students.

Purpose

- All children are appreciated and respected within an atmosphere of trust and empathy.
- All children are able to talk openly with trusted adults about their problems without feeling any stigma.
- School promotes and prioritizes positive mental health and wellbeing consistently.
- School provides a safe, protected, caring and stimulating environment that is proactive and responsive to the personal, social and emotional needs of all members of the school community.
- School encourages co-operation, respect and consideration for and between all members of the school community.
- School provides the community with opportunities to develop their resilience and coping

strategies.

- School encourages all stakeholders to value one another and to respect the views of other members of their community.
- School prepares students for the opportunities, responsibilities and experiences of adult life.
- School provides staff opportunities to develop professionally and personally.
- Zero tolerance towards bullying.

Sustaining and Embedding Improvement

Aims and Objectives

- To create and follow an approach based on KHDA's Wellbeing agenda for schools.
- To continue to make the health, safety and wellbeing of all staff, students and families our top priority.
- To design teaching and learning that is personalized, creative, challenging and fun.
- To develop skills to enable students to make the right choices.
- To create a sense of mutual respect, care and responsibilities shown for everyone in school.
- To reassure and provide appropriate comfort whenever necessary.

Fostering Stakeholder Engagement and Influence

The Newlands Wellbeing Team

At Newlands School Dubai, the Wellbeing Team is a dedicated group of representatives from various sections of our school community, each committed to promoting and overseeing the wellbeing of our students, parents and staff. The team ensures a holistic approach to wellbeing by integrating diverse perspectives and expertise. Regular feedback and collaboration among team members are crucial to our continuous improvement in fostering a supportive and nurturing environment. The team consists of the following ten roles/members.

Vice Principal: This member has overall strategic and operational responsibility for wellbeing and forms the link with Governors and Regional Office.

Head of Wellbeing: This member ensures that the wellbeing initiatives align with the school's strategic goals and values. They provide leadership and resources to support the wellbeing programs across all school sections. The Head of Wellbeing will report directly to the Vice Principal on all wellbeing matters.

Foundation Stage: This member is responsible for overseeing wellbeing initiatives tailored to our youngest learners, ensuring that their early educational experiences are positive, nurturing, and developmentally appropriate.

Key Stage 1: Focused on the wellbeing of our KS1 students, this representative coordinates activities

and programs that promote emotional, social, and physical health, ensuring a smooth transition from the Foundation Stage and preparing them for the challenges of KS2 education.

Key Stage 2: This representative can utilise their connections with staff across KS2 to coordinate activities and programs that cater to the wellbeing of all members of the KS2 community.

Key Stage 3: This member addresses the unique wellbeing needs of our secondary students, providing support as they navigate the complexities of adolescence, academic pressures, and future planning.

Key Stage 4: This member will specifically cater to the wellbeing needs of our KS4 learners. Meeting the niche needs of learners who are beginning their transition into adulthood and the complexities that accompany this transition.

Key Stage 5: This member will focus their efforts on KS5 and work closely to meet the unique needs of our learners who are transitioning into higher education once they complete their learning journey with us at Newlands.

Parental Representatives: The parental representatives of each class are responsible for bringing the parental perspective to the committee, ensuring that the wellbeing initiatives resonate with the needs and expectations of our students' families. They facilitate communication between the school and the wider parent community.

Learning Support Team: Focused on students with additional learning needs, this member ensures that all students have access to the support required to thrive academically and personally, promoting an inclusive and supportive school environment.

Support Staff: This member represents the non-teaching staff, ensuring their wellbeing is also considered. Support staff play a crucial role in the school community, and their wellbeing is integral to the overall health of the school environment.

Arabic and Islamic: This member is responsible for ensuring the cultural and religious perspectives of our Arabic and Islamic community members remain central in all we do.

Career Advisor: This member is responsible for providing high-quality career guidance as an essential part of schooling that prepares students for their future.

Each representative is responsible for overseeing wellbeing initiatives within their section and providing regular feedback to the committee. This structure ensures that our wellbeing programs are responsive to the needs of our entire school community, fostering a culture of continuous improvement and collective responsibility. Through collaboration and shared commitment, the

Newlands Wellbeing Team strives to create an environment where every member of our community can flourish.

Caring for Students

- Promote healthy lifestyles
- Encourage students to enjoy the learning experience at school and achieve their full potential
- Motivate students to contribute positively to their community
- An open choice for co-curricular activities for after school clubs for students to boost their talents
- Endorse emotional health and safety of all students
- Raise student's concerns through student council
- Maintain a record for potentially vulnerable students with respect to any medical or psychological conditions
- Increase understanding and awareness of common mental health issues
- Develop resilience amongst students
- Meetings with Principal to enhance staff understanding of students' perceptions about their school experiences
- Regular sessions with School Counsellor as needed
- Having wellbeing check-ins during break and lunch times or one-to-one conversations with students who need more support
- 100% participation in wellbeing week activities
- Awareness and identification about bullying and its different categories (physical, verbal, emotional, racism, cyber)
- Zero tolerance to bullying

Monitoring student emotional wellbeing

Student wellbeing is monitored using our termly surveys. The Wellbeing Team will monitor the results of surveys to track student, staff and parent wellbeing over time to make positive and effective interventions.

Any staff member with a social or emotional concern about a child should speak directly to the dedicated Phase Leader for the year group. If it is a Child Protection concern, then the same procedures must be adhered to as when following Safeguarding concerns.

Caring for Staff

- Regular formal and informal check-ins by wellbeing Committee, Year Leaders and Phase Leaders.

- Counselling services provided by school for staff in need.
- Moral and social/emotional support at crucial times of every staff member's life such as loss of loved ones, personal issues etc.
- Staff birthdays, condolence messages, happy news shared officially with entire staff through emails and weekly newsletter.
- Staff questionnaires and surveys to monitor and improve staff wellbeing.
- Termly events (i.e., potlucks, lunches, donut days, etc.) promoting socialisation amongst staff members
- Staff Appreciation awards.
- Induction meetings for new staff and having new staff come to school earlier than returning staff in order to facilitate smoother transition into the academic year.
- Ongoing and targeted CPD's based on teaching/learning needs.
- Staff led CPD's and internal Coaching groups to build overall confidence and enhance collective skills.
- Child Protection/Safeguarding/Inclusion/Wellbeing presentations conducted for all including support staff
- Well established performance management program which includes support for underperforming staff.
- Leadership course run by school Principal provides opportunity for budding new leaders to enhance their leadership skills.

If a staff member feels that they require social or emotional support in order to maintain positive wellbeing, it is important that they approach their line manager. Time will always be made to ensure that the staff member is listened to, valued and supported, or the next steps will be agreed upon together. Staff will have availability to meet with the school counsellor should they require further personal support. If a member of staff hears, sees or feels that there is a change in another member of staff where they may require support, they should go to the allocated senior leader to talk about their concerns.

Staff wellbeing is monitored using both regular staff surveys as well as regular performance management meetings with a focus on wellbeing. The data is analysed by the Leadership Team and used to inform ways to improve staff wellbeing or provide support for individuals or teams. Staff wellbeing survey responses are reviewed and actioned, and feedback is always provided to staff. Feedback from all stakeholders influence wellbeing provision.

Caring for Parents

- Regular, effective and prompt communication with all parents
- Ensuring that every child is valued

- Parent surveys to enhance suggestive and reciprocal communication amongst school and parents
- SLT available weekly for coffee meetings and informal face-to-face meetings
- Monthly Parent Wellbeing Coffee Mornings
- Planned Curriculum Information Sessions and workshops to enable them to confidently contribute to their child's learning journey
- Termly Parent Teacher Conferences offered both online and face-to-face to increase parental participation
- Bespoke education and career guidance for Key Stage 4 and Key Stage 5 parents

Staff Roles and Responsibilities

All staff are accountable to promote healthy, positive mental health and to understand risk factors as well as proactive/protective measures to support the school community and its stakeholders. There may be certain students who will need extra support, and staff should be equipped with the appropriate skills to be on the lookout for warning signs of mental health problems and get them the early intervention they require. Risk factors for all to be aware of are physical long-term illness, having a parent who has mental health problems, death and loss, changes in family, friendships and overall circumstances and bullying. Factors that protect children from adversity are building self-esteem, enhancing communication and problem-solving skills and imbuing a sense of worth and belonging along with emotional literacy. Increased scope of support every year based on ever changing needs and increase in student/staff/parent population.

There are many behaviours and emotional problems that can be supported within the school environment, or with advice from external professionals. Some children will need more intensive support at times, and there are a range of mental health professionals and organisations that provide support to children and their families with mental/emotional health needs. Sources of relevant support include:

- **Newlands Wellbeing Policy** (as a guide to protocols and procedures)
- **Senior Leadership Team** (supporting class teachers to promote student wellbeing)
- **School Counsellor/Wellbeing Coordinator** (developing a formal wellbeing programme and individual risk assessments for those students who need extra care)
- **Inclusion Team** (to help staff understand their responsibilities to children with special educational needs and disabilities (SEND), including children whose mental health problems mean they need special educational provision)
- **Designated Child Protection Officer** (to lead investigations and possible external agency support when issues of safeguarding/child protection arise)

- **Child Protection and Safeguarding Team** (to monitor and be proactive in building awareness of potential areas of concern)
- **Secondary Pastoral Leader** (to increase scope of social/behavioural support where most needed)
- **Assistant to Head of Secondary School** (to increase scope of academic support)
- **Deputy Head of Primary** (to increase scope of academic/social-emotional support)
- **Year Leaders** (to tackle daily classroom issues if not solved by Home Room Teacher/Form Tutors)
- **School Medical Team - Doctor and Nurses** (to raise awareness of possible medical issues and inform respective members of staff if medical issues are causing academic/emotional/social/mental stress)
- **Wellbeing Committee** (to plan and facilitate wellbeing initiatives and ongoing events through the year for all stakeholders)
- **Student Council Members** (Wellbeing Leader to bring forth student issues and raise them to appropriate staff members)

Confidentiality

Any disclosures regarding safeguarding concerns should be shared with a member of the Child Protection Team. This helps to safeguard our own emotional wellbeing as we are no longer solely responsible for the student, it ensures continuity of care in our absence; and it provides extra sources of ideas and support. We should explain this to the student and discuss with them who would be most appropriate and helpful to share this information with.

If it is necessary for us to pass our concerns about a student or member of staff on, then we should discuss:

- **Who we are going to talk to**
- **What we are going to tell them**
- **Why we need to tell them**

All members of staff are required to adhere to the Confidentiality Policy to protect themselves, members of staff and students.

Wellbeing curriculum

Our tailor-made wellbeing curriculum incorporates the PERMA-V framework. It is a progressive curriculum for Foundation Stage through to Key Stage 5. The curriculum has been designed to integrate into several National Curriculum subjects. Specific theme days/weeks, assemblies are calendared to support stakeholder wellbeing throughout the academic year.

Wellbeing events

Dedicated staff and student wellbeing teams are responsible for planning events and implementing

initiatives to promote and build relationships across year groups and teams. These are supported and monitored by the Leadership Team.

Student leaders support the integration of wellbeing into the curriculum by taking part and leading lessons and events related to mental health and wellbeing.

Personal, Social, and Emotional development are key areas that are recognised as prime areas under the Early Years Foundation Framework 2021, and this is supported and developed through lessons, interactions and continuous provision in the FS stage.

Links to other policies

This document describes the school's approach to promoting positive Mental Health and Wellbeing. The policy is intended as guidance for all staff, including non-teaching staff and Governors. This policy forms part of a suite of documents and policies which all relate to supporting positive mental health and emotional wellbeing at Newlands School, Dubai.

In particular, this policy should be read in conjunction with:

- Child Protection and Safeguarding Policy
- DfE Keeping Children Safe in Education 2024
- Pastoral Policy
- Inclusion Policy
- Confidentiality Policy
- Teaching and Learning Policy
- Counselling referral process
- Early Years Foundation Stage Framework 2024
- NLS Wellbeing Curriculum
- KHDA Wellbeing Matters Document

Monitoring and review

This policy has been discussed and agreed by Newlands School Dubai teaching staff and leadership teams for implementation.