

POL/HR009 NLCS Dubai Wellbeing Policy – Whole School

<b>Policy Title:</b>	NLCS Dubai Wellbeing Policy – Whole School
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<b>Approved By:</b>	Principal, VP Pastoral Care, Head of Lower School, Head of Inclusion, School Counsellors, Chairs of Wellbeing Committee

## 1. Purpose

Well-being has been defined as the combination of feeling good and functioning well; the experience of positive emotions such as happiness and contentment as well as the development of one's potential, having some control over one's life, having a sense of purpose, and experiencing positive relationships

The wellbeing of all members of the NLCS community is at the heart of our ethos, and underpinned by our core values of Care, Courtesy and Consideration.

We embrace an approach where all stakeholders are equipped with the knowledge, strategies, and support to enable them to take care of their own wellbeing, as well as support the wellbeing of others.

We believe that embedding wellbeing practices into our daily routines and teaching wellbeing techniques both implicitly and explicitly will positively impact individuals and the wider school community.

## 2. Scope

To demonstrate how we understand wellbeing as an integral part of day-to-day life at NLCS Dubai.

To describe the school's approach to wellbeing.

To outline how leaders in school monitor and support wellbeing across the community.

To explain the strategies we have in place to support students, staff and parents.

### 3. Responsibilities

#### 3.1 NLCS Staff

Staff at NLCS are expected to promote the school's ethos of wellbeing, modelling positive wellbeing practices.

Staff should monitor their own wellbeing and the wellbeing of colleagues, seeking guidance from relevant members of ST should they need support.

Staff are responsible for monitoring the wellbeing of students within their care, referring any concerns or observations to members of ST or leadership if warranted. CPOMS must be used for any concerns relating to safeguarding.

#### 3.2 NLCS Students

Students at NLCS are expected to engage in wellbeing activities that are provided, both within the curriculum and our ECA programme.

Students should consider their own wellbeing and that of others communicating with staff, parents or peers should they need support.

We aim for all NLCS students to uphold a positive outlook towards their education, life in school and beyond. Students should feel valued and always supported.

#### 3.3 NLCS Parents

Parents should support the wellbeing practices delivered at NLCS and support the ethos of wellbeing we model.

Parents are expected to communicate with relevant staff if they are concerned about the wellbeing of their child.

### 4. Curriculum

#### 4.1 Curriculum

The taught pastoral programme has a strong emphasis on the pillars of Positive Education, and Character Strengths. Work around Character Strengths gives students the language to articulate emotions and reflect on choices made. The form programme includes themes of Nutrition, Exercise, Sleep, Emotions and Healthy Relationships. This is further supported by a varied assembly programme and a structured rotation of themed subject weeks. Afternoon form time features weekly mindfulness, gratitude and wellbeing activities.

Service Learning is completed by all students across the school, embracing both the philosophy of the International Baccalaureate and the ethos of NLCS *"To whom much is given, much is expected."*

Carefully designed Student Planners further support work on gratitude, character strengths and goal setting. Class teachers in the Junior School and Tutors in the Senior School support this work.

Careers Guidance Counsellors work with students from Grade 6 – 12, helping to inspire, inform and initiate plans for post 18 education and life beyond school.

Global awareness days feature throughout the school year whereby students and staff engage in activities that relate to days of importance across a variety of cultures.

Transition and Induction programmes are organised to help all students who join NLCS engage with the culture of the school and understand the importance of wellbeing within our community.

#### **4.2 Wellbeing Tracking**

PASS Data is analysed annually. Following which, interventions and support are put in place based upon the individual needs of students. Trends across cohorts can also inform the approach to teaching specific groups.

iSAMS is used as a central tool for logging concerns and observations, as well as examples of positive conduct or work. iSAMS reports are run weekly by the pastoral team to identify trends and ensure early intervention.

The Vulnerability Index helps staff to identify and support more fragile students.

The medical team of the school doctor and nurses are available to students throughout the school day and play a key role in the monitoring and identifying students of concern.

#### **4.3 Student Support**

All staff in school have a responsibility for the pastoral care and wellbeing of students. This collective responsibility will support all students to flourish.

There is a focus on developing and establishing relationships, expanding, and inspiring personal interests, improving, and exploring personal skills, discussing, and analysing emotions.

Academic support is provided by subject and class teachers to support students through periods of academic study, where their wellbeing may suffer. Explicit sessions are run for students on time management, managing anxiety and examination stress.

The Inclusion Team provide support, guidance and interventions to help any students who may have barriers to learning and ensure that they have the skill set to overcome challenges they may face.

Students Leaders through the House System, the Student-led Wellbeing Committee and Sidiq (student listening service) share experiences and wellbeing guidance to help motivate and support students.

### **5. Staff**

We aim for all NLCS staff to uphold a positive outlook towards work and school life. Staff should feel valued and always supported.

All staff should feel that they have someone they can talk to if they are concerned about their wellbeing. In most cases this will be their line manager. SLT and other middle leaders are open to conversations about wellbeing and will support an individual's needs wherever possible.

ST have Line Management meetings with Middle leaders on a weekly basis to provide support and guidance. ST and middle leaders are encouraged to consider the wellbeing of the staff they manage, and implement relevant support strategies if needed.

A member of ST will oversee 'Staff Wellbeing' and 'Student Wellbeing'.  
Staff are discouraged to send and reply to emails outside of the working day.

### **5.1 Professional Development**

A varied and extensive PD programme is offered to all staff.

Wellbeing is offered explicitly within the PD programme, through "The Certificate of Wellbeing Education" and "The Wellbeing Educator". Both qualifications are delivered through the Wellbeing Distillery.

Staff are guided towards further reading and research which will supplement their engagement in wellbeing through Teacher Discussion Groups and the wider PD programme.

### **5.2 Staff Wellbeing Committee**

The team comprises of several members of staff volunteers interested in supporting the wellbeing of other staff across the school. The committee will be split into a variety of sub-groups, and will focus on enhancing the experiences on offer to staff at NLCS.

The member of the ST will oversee the formation of the committee and the ideas they generate.

A range of wellbeing activities will be on offer to staff throughout the academic year for example fitness sessions, use of the swimming pool and health awareness campaigns.

Through "Bounce Together", staff feedback will be sought termly on a variety of topics including explicitly their wellbeing. Results from the staff survey will be shared internally and any actions will be shared with staff.

## **6. Parents**

We aim for all NLCS parents and guardians to uphold a positive outlook towards the school community. Parents should feel valued and always supported.

### **6.1 Education and Awareness**

Parental Information Evenings are provided for all Grade Levels.

Academic presentations are delivered to support parents understanding of the IB curriculum, assessment structures, examination protocols, alongside specific subject sessions.

Heads of House and the wider pastoral team provide support for parents and others within the community to help develop the awareness of wellbeing strategies.

University and Careers Guidance is a collaborative approach through school and home. All parents are invited to individual meetings with the UCG staff.

Bi-monthly information sessions on social emotional development, managing emotions and other key themes are delivered to parents by the pastoral and counselling teams.

Positive Parenting courses are run in-house by the counselling team for families who need support these areas.

## **6.2 Communication**

Weekly communication home through the iSAMS portal streamlines documentation from school and provides easy access for parents.

Dedicated Parent Liaisons support communication between school and home. A 48-hour turnaround in queries ensures that communication between parents and staff is fluid and consistent.

Parents Evenings take place once each year during which, teachers discuss the wellbeing of students in addition to academic attainment. These are further supported by student led conferences in the Junior School, and additional parent's evenings for Grade 6 transitioning into Senior School, and Grade 10 and Grade 12 exam cohorts.

Parental Meetings are organised regularly if wellbeing concerns arise.

Positive Postcard emails are sent to parents from teachers, Heads of House, Department Heads and ST.

## **6.3 Parental Events**

Regular social parents' coffee mornings are run by Grade Level and also for parents new to the school.

Annual House Dinners and Iftars are hosted at school. Parents' Guild host regular social events off campus.

# **7. Policies**

NLCS policies will consider the wellbeing of all stakeholders in their implementation.

Decision-making at all levels will consider the impact on the wellbeing of all stakeholders and wherever possible avoid adversely affecting an individual's wellbeing.

Where decisions made may impact on wellbeing, individuals and groups will be consulted.

This policy is reviewed annually to ensure compliance with KHDA regulations, and to reflect current international best practice.