



DGPS Wellbeing Policy 23-24

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Motto

Learning Together, Growing Together

Vision & Values

At Dove Green, we are creating a world class British school that promotes a respectful, happy, caring and inclusive community. We strive to prepare all students to become lifelong learners and responsible citizens, ready to meet the challenges of the future. In partnership with families and the wider community, our goal is to create purposeful, enriched opportunities for students that inspire them to become leaders of their own learning and develop the knowledge, critical thinking skills, and character necessary to succeed in an ever-changing world. We are dedicated to providing stimulating learning experiences through an evolving, challenging curriculum, fully reflecting the culture of the UAE and the wider world.

DGPS Way

At Dove Green Private School, we are:

Determined learners

Global thinkers

Positive achievers

Striving for success

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1. Rationale

At Dove Green Primary we place a high value on providing a supportive working environment and on maintaining the health, safety and welfare of our students, families and staff. We have a supportive and caring ethos and recognise the importance of creating an atmosphere in which everyone feels valued and respected. This policy aims to set out a clear approach to supporting all members of the Dove Green community. Following the COVID 19 pandemic the impact on mental health has been significant and it therefore critical to place added importance on the well-being of all.

2. Aims

1. Support the wellbeing of all members of the Dove Green Community.
2. Promote positive relationships.
3. Foster an environment of trust and respect.
4. Provide a safe and secure environment for open and honest communication.

3. Support Community

Staff

We place considerable emphasis on the importance of a happy working atmosphere at Dove Green Private School, that is based on mutual respect amongst all who work here. It is the responsibility of all staff members to promote the positive wellbeing of themselves and their colleagues.

Due to the impact of COVID-19, there may be increased anxiety, concerns or worries which may affect mental health and wellbeing. At DGPS, we have an open-door policy for staff to speak to members of SLT, the Wellbeing Team or the School Counsellor, about any professional or personal concerns.

There is a Wellbeing Team who are responsible for planning events and implementing initiatives to promote and build relationships across year groups and teams. We will ensure that staff are aware of sources of support within the school and the wider community. Regular check-ins with staff are

carried out through meetings, surveys and drop-in sessions. These offer the opportunity to gain feedback and act upon initiatives. If a staff member feels that they require support, they know that they can approach their line manager or the Wellbeing Coordinator. Time will always be made to ensure that the staff member is listened to, valued, and supported, and the next steps will be agreed upon together.

The School Counsellor is very visible in the school and is always available to support members of staff should they require it. In addition, if a staff member feels that a colleague needs support, they should go the relevant member of SLT or the Wellbeing Coordinator to discuss their concerns. All discussions are treated with confidentiality.

Students

If a member of staff has any concerns about a student's mental health, emotional or physical wellbeing, they must talk to the relevant member of SLT. If this concern is a safeguarding issue, a My Concern form must be completed and will be dealt with by the safeguarding officer as a matter of urgency.

Parents

We have strong communication with parents, and it is important to educate them on positive mental health. We are available for meetings and are supported by members of our pastoral team and SLT. Parent Workshops are also scheduled throughout the year linking to global events such as, Anti-Bullying Week and World Mental Health Day, in support of parent and child wellbeing.

4. Teaching and Learning

The school curriculum has an emphasis on wellbeing and connects the students with their Health and Wellbeing right from the beginning of their time at school. We have a number of whole-school events and theme days to encourage students to explore their feelings and further develop emotions and how to communicate them. Such themes are also embedded into the Moral Education curriculum, as part of Moral, Social and Cultural Studies – a mandatory subject taught within the UAE.

In Foundation Stage and Key Stage One, daily updates are communicated to parents via Seesaw, linking to class learning and successes. For Year 2-6, weekly newsletters are sent by the Head of Year to parents. Bi-weekly whole school newsletters inform all parents of key learning highlights and upcoming events.

We have a house system whereby students can collaborate with their peers from different classes and year groups. House events are strategically planned out across the year, in support of team spirit and student wellbeing at DGPS.

Students in the Foundation stage are introduced to feelings and emotions and begin to check-in daily using mood monsters which are independently accessible to them within their classroom environment. As the students progress through the school, they have a daily wellbeing check-in with their teachers, and are provided with a safe space to talk to teachers, or any staff member, about

any worries or feelings they have. With parental consent, students are able to meet with the School Counsellor, either for one-off, or frequent meetings. Personal, Social, 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 at DGPS.

For senior school students, the counsellor is available on a drop in basis during designated times over breaks and lunch. Furthermore, referrals from staff as part of pastoral intervention will also be made through the Head of Senior school.

5. Training

As a minimum, all staff will receive regular training about recognising and responding to mental health issues as part of their regular child protection training, to enable them to keep students safe. Training opportunities for staff who require more in-depth knowledge will be considered as part of our Continuous Professional Development programme for staff; additional CPD will be supported throughout the year where it becomes appropriate due to developing situations with one or more students.

6. Roles and Responsibilities

The Principal, in collaboration with the Senior Leadership Team, has the overall responsibility to monitor and evaluate the impact of this policy on the social and emotional wellbeing of staff and students at Dove Green Private School. This policy will be reviewed by the Principal, the Head of Primary and the Wellbeing Team at the start of each academic year and adapted as required throughout the year.

Signed:



Print Name: Christopher Seeley

Designation: Principal DGPS

Date: September 2023

Next Review: September 2024