

# Wellbeing Policy and Procedures 2023-2024



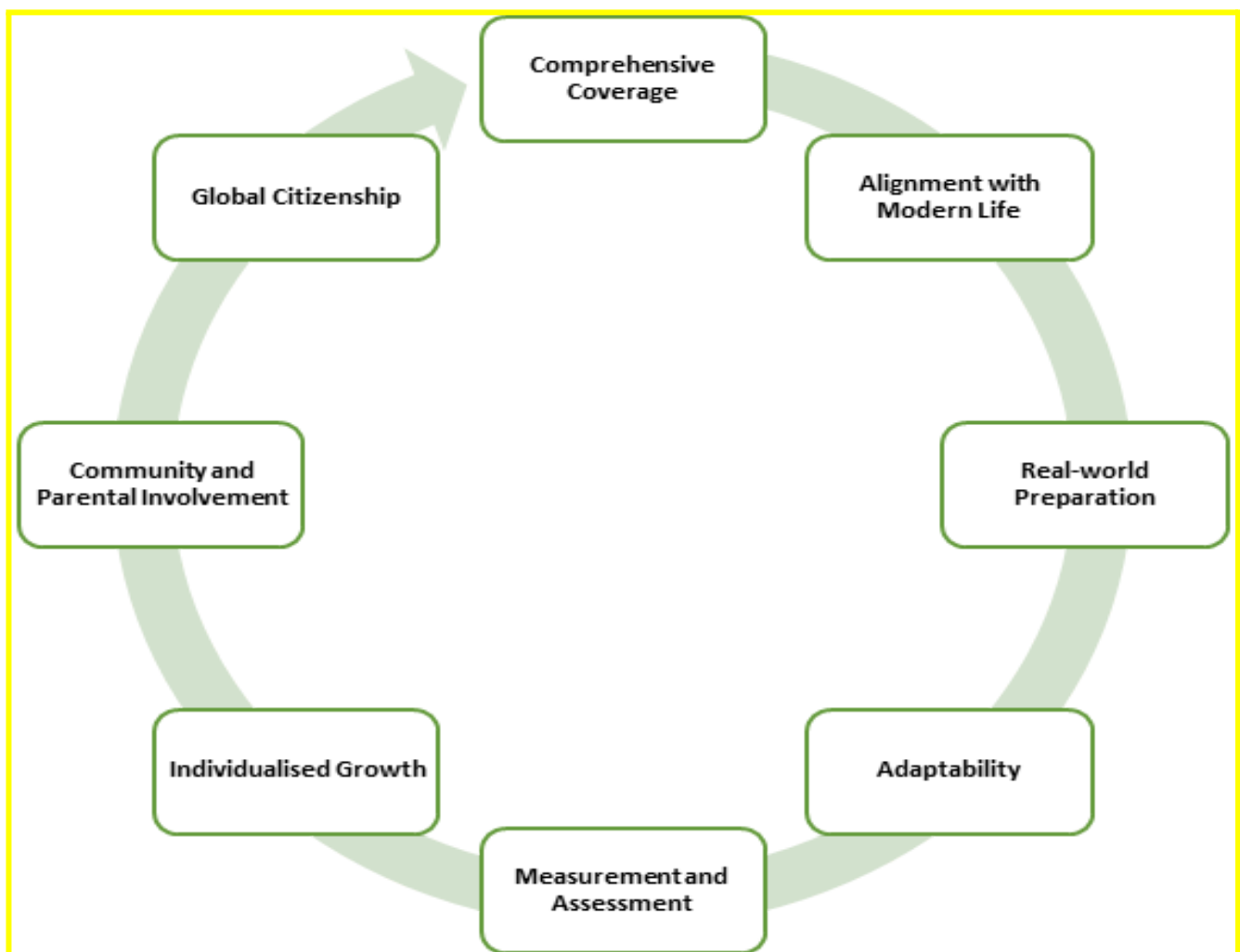
## Introduction

Deira Private School, Dubai champions an ambitious education believing that there are no limits to what our students can achieve for themselves and for others.

We are committed to achieve the seventeen Sustainable Development goals set by the United Nations. Following as a blueprint to achieve a better and more sustainable future for all.

Furthermore, we are committed to achieve the vision for the United Arab Emirates Launched by H.H. Sheikh Mohammad Bin Rashid Al Maktoum believes that diversity is our community resource, inclusion in our community process and inclusiveness in our community outcomes.

Also Implementing the Wellbeing Eight Dimensions with the replacement of "Spiritual" with "Digital" in Deira Private School's approach to student well-being is a strategic decision that reflects the evolving needs of our students and the recognition of the growing influence of the digital realm in their lives. Here is a rationale for this choice:



**Comprehensive Coverage:** The Wellbeing Eight Dimensions provide a comprehensive framework for addressing all aspects of student well-being, covering financial, physical, social, occupational, environmental, intellectual, emotional, and now "Digital" well-being. This holistic approach ensures that students receive a well-rounded education that considers the diverse facets of their well-being.

**Alignment with Modern Life:** The inclusion of "Digital" within the dimensions acknowledges the omnipresence of digital technology in students' daily lives. It reflects the reality that technology is a fundamental part of their experiences and empowers them to navigate the digital world responsibly.

**Real-world Preparation:** The "Digital" dimension ensures that students are prepared for the challenges and opportunities of the digital age. It equips them with essential digital literacy skills, cyber safety knowledge, and the ability to manage their digital lives effectively.

**Adaptability:** The Wellbeing Eight Dimensions are adaptable and can be tailored to the specific needs and developmental stages of students, from FS2 to Year 8. They acknowledge that students may require different emphases within these dimensions at various stages of their educational journey.

**Measurement and Assessment:** The Wellbeing Eight Dimensions offer clear and measurable outcomes, allowing the school to assess the effectiveness of its well-being curriculum. This data-driven approach ensures that the curriculum is achieving its intended goals and can be adjusted as needed to support students effectively.

**Individualised Growth:** Recognizing that each student is unique, the dimensions allow for personalised growth plans, tailored to each student's strengths and areas of improvement within these eight dimensions.

**Community and Parental Involvement:** The dimensions encourage a collaborative approach to well-being, involving the school community and parents. This collaboration ensures that students receive consistent support and guidance both at school and at home.

**Global Citizenship:** These dimensions, including "Digital," prepare students to be responsible global citizens who can navigate the complexities of an interconnected and digital world while contributing positively to society.

## Scope

This policy is a guide to all parents and staff – including non-teaching and governors – outlining Deira Private School's approach to promoting mental health and emotional wellbeing. It should be read in conjunction with other relevant school policies.

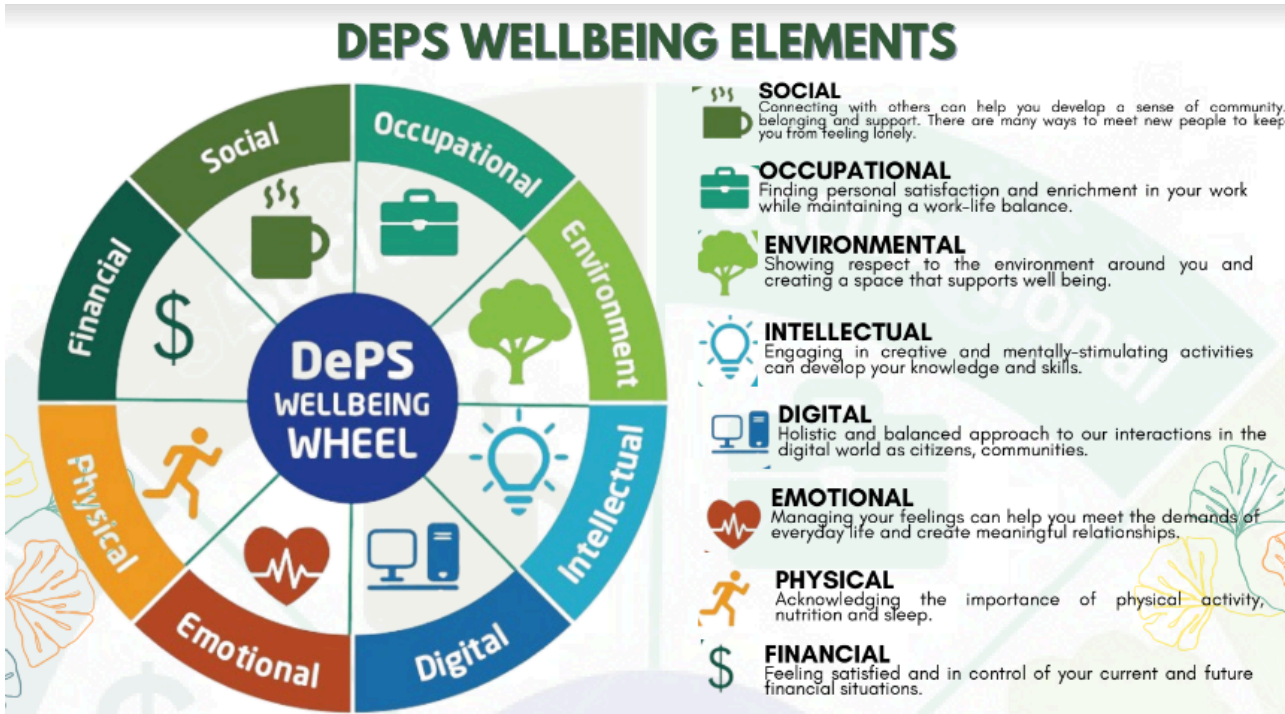
## Aims & Objectives

At Deira Private School, we aim for positive mental health and wellbeing for the entire school: students, staff and parents. We aim to do this using both universal school approach and specialised targeted approaches.

The aims and objectives of this Wellbeing and Mental Health Framework are:

- Promote positive mental health and emotional wellbeing in all students
- Increase understanding and awareness of common mental health issues
- Enable staff to identify and respond to early warning signs of mental ill health in students
- Enable staff to understand how and when to access support when working with young people with mental health issues
- Provide the right support to students with mental health issues and know where to signpost them and their parents/carers for specific support
- Develop resilience amongst students and raise awareness of resilience building techniques
- To use the curriculum effectively to enable all students and staff to:
  - Enjoy and succeed in a range of educational, social and cultural experiences:
  - Make informed choices and decisions that help ensure and maintain healthy lifestyle
  - Make positive contributions to the wellbeing and mental health of our school community as well as the wider community.

## Roles and Responsibilities





## WELLBEING TEAM

### Wellbeing Lead



**MR. MAJD GAZOLIN**

### Wellbeing Facilitators

  
**DR. AMBER**  
Physical

  
**MS. SAMAR**  
Emotional

  
**MS. SADIA S**  
Digital

  
**MS. ALIZA**  
Social

  
**MS. EFFIE**  
Occupational

  
**MS. RISHIKA**  
Intellectual

  
**MS. SANYA**  
Financial

  
**MS. RICA**  
Environmental

### Parent Wellbeing Lead




**DR. CHRISTINA SAMUEL**      **MR. RUPESH SINHA**

### Student Wellbeing Advocates

  
**MELCHI**

  
**ALEKHRA**

  
**REYNA**

  
**YASSIN**

  
**NAHAL**

  
**JUDY**

  
**AMRA**



**BE HAPPY, BE HEALTHY, BE PRODUCTIVE**

## Wellbeing at DePS

**THEME: BE HAPPY, BE HEALTHY, BE PRODUCTIVE**

**Designated Wellbeing Leads:** have a responsibility for coordinating a whole school approach including activities to promote positive mental health and wellbeing for students, staff and parents/carers. The leads should organise training and support for staff and students, provide advice and signposts as needed and oversee liaison with outside agencies.

If a member of staff is concerned about the mental health or wellbeing of a student, in the first instance they should speak to the Head of Year, and as applicable make a referral to the School Counselor. All concerns to be communicated and shared with the Head and Deputy Head of school, during weekly meetings and bi-weekly SLT student wellbeing meetings. If there is a concern that the student is at high risk or in danger of immediate harm, the school's child protection procedures should be followed, and the DSL (or Deputy DSL) must be informed immediately. If the child presents a high-risk medical emergency, relevant procedures should be followed, including involving the emergency services if necessary.

## External Agencies:

### Approach Framework



The above approach encompasses a framework of the following aims:

- **Leadership**

- To put in place strong inclusion and support policies, oversee practice and create a culture and ethos that supports positive mental health, wellbeing and resilience in staff and students.

- **Student Support**

- Early Identification of students who may have mental health needs.
- To continue to grow provision which develops a culture of support
- To plan safe and clear lines of support for students with mental health needs, that enable them to have conversations about their own mental health without fear of being discriminated against.

- **Staff Support**

To support wellbeing practice among staff in their working life.

To develop policies and provisions which encourage a culture of support and mutual respect and assist staff to improve their wellbeing.

To ensure that staff who may be struggling with mental health feel comfortable to seek help.

- **Staff Training**

To support and train staff to develop their knowledge of mental health issues, skills in working with students emotional health and develop their own resilience.

- **Pastoral Action Planning**

At DePS the Heads of Year are key members for the monitoring and support for students within their year group. Collectively, a Pastoral Action Plan is created at the start of the year and periodically reviewed and amended throughout the year.

1. Specifically, the HOY focus on Performance Standard
2. Students’ personal and social development and their innovation skills and Performance Standard
3. The protection, care and guidance of and support of students. For each element the HOY creates a target, actions, performance indicators and indicates who is involved as well as any key sources of evidence or notes.
4. Within each month, HOY also assigns five students to coach and communicate this with the parents, which is then logged on PULSE.

### Positive Education



### Positive Education

Deira Private School recognizes the importance of Martin Seligman’s Positive Psychology approach and introduced the Positive Education Enhanced Curriculum (PEEC) in January 2021. It is a proactive approach that endeavours to provide students with skills and knowledge for when difficulties arise. It is a whole school approach to nurture wellbeing that is successfully implemented through a learn, live, teach and embed model. At all times, we strive to adopt a strength-based approach; the idea of having a language about what is right within our community. PEEC is an evidence-based approach that is continually evolving. We encourage students to learn from their

mistakes, to evaluate if it is increasing the wellbeing of students and giving them the resilience and the ability to successfully cope and manage with life's challenges.

### Deira Private School Positive Education Approach

Martin Seligman (2011) asks what it is that enables us to cultivate talents, to build deep, lasting relationships, to feel pleasure, and to contribute meaningfully to the world. In a word, what is it that allows us to flourish?

Within the PEEC curriculum there are six domains that run alongside our core values and pillars at DePS. We are committed to the wellbeing of the Deira Private School community, collectively and individually. Below is a table of how we support students within each of the six domains:



<p><b>Positive Emotions</b></p>	<ul style="list-style-type: none"> <li>• 30 minutes Wellbeing sessions planned each day; Daily Positive Conversations through: Wellbeing Wednesday, Thoughtful Thursday and Feel Good Friday</li> <li>• Student Mental Health First Aiders and Happiness Ambassadors are allocated students to support</li> <li>• Therapy room and School Counselor Support</li> <li>• Students from Year regularly identify their emotions on Upstrive, which is closely monitored and addressed by the learning managers. All students have access to 'Speak Up' to log any concerns they may have</li> <li>• Assemblies with a consistent Wellbeing theme/character strength threaded throughout.</li> </ul>
<p><b>Positive Relationships</b></p>	<ul style="list-style-type: none"> <li>• A sense of belonging, through sports teams and a wide range of ECA clubs are offered to students</li> <li>• Whole School House System</li> <li>• School community events</li> <li>• Guest speakers to visit school to raise awareness (e.g. Pinktober) and to inspire future careers.</li> </ul>
<p><b>Health</b></p>	<ul style="list-style-type: none"> <li>• Nutritional, healthy food promotion and availability as well as a whole school wellbeing calendar focused on Monthly Healthy Living/Lifestyles initiatives (e.g. seatbelt safety)</li> <li>• Sports teams and inter-house competitions, as well as a wide range of ECA's for students to choose from</li> <li>• Wide range of PE lessons as a key strength</li> <li>• High quality medical facilities and staff and care plans where required</li> <li>• Wellbeing Support and Counselor.</li> </ul>
<p><b>Positive Engagement</b></p>	<ul style="list-style-type: none"> <li>• Rich and varied co-curricular programme affording students wide opportunities for 'flow'.</li> <li>• Strengths identification and development through scholarship / Higher Performance Learning programmes</li> <li>• School House System competitions and events</li> <li>• Whole school mental health awareness days and events are coordinated</li> </ul>
<p><b>Positive Accomplishment</b></p>	<ul style="list-style-type: none"> <li>• Regular charity and fundraising organised by the staff and students</li> <li>• The 'end goal' – University Placements, Internships, Careers</li> <li>• Duke of Edinburgh &amp; Mini Dukes Awards and Playground Duke Leaders utilised in Primary</li> <li>• Celebrating achievements in assembly</li> <li>• Regular Goal setting - SMART targets</li> </ul>
<p><b>Positive Purpose</b></p>	<ul style="list-style-type: none"> <li>• The Deira Private School Rights: Everyone has the right to learn, be treated with respect and to learn and play in a safe environment</li> <li>• Values &amp; Aims of the school</li> <li>• A culture of a Growth Mindset approach - the power of 'not yet'</li> <li>• A culture of 'mistakes show that we are learning'</li> </ul>

**Despite all we do to promote positive mental health and wellbeing we know that some students may suffer from poor mental health**

**PASS Action Plans**

When a student has been identified as having cause for concern, been flagged from the PASS survey, has received a diagnosis of a mental health issue, or is receiving support through another organisation the students are identified and strategies to support are listed on the PASS action plans. Students are referred to the School Counselor and the students' needs and support are communicated with the parents.

Suggested elements of this plan include:

- Low PASS satisfaction factors identified and set as targets
- Key strategies and actions identified
- Performance indicators outlines as small, achievable outcomes
- Detailed notes of the student's situation/condition/diagnosis
- Special requirements or strategies, and necessary precautions
- Medication and any side effects
- The role the school and specific staff

**Upstrive**

'Upstrive' an online application is used daily from FS-Y8 to monitor student wellbeing. Students complete their daily 'check-in' at the start of each morning which is viewed by their Learning Manager. The check-in asks 'How are you feeling today?' and each student's response is shared confidentially with their teacher. The student also has an option to write and disclose why they are feeling this way so that they can confidentially communicate this with their teacher. This is monitored daily by each Head of Year and School and appropriate action is taken for any students who make any disclosures.

**Teaching about Mental Health**

The skills, knowledge and understanding our students need to keep themselves - and others - physically and mentally healthy and safe are included as part of our PEEC curriculum, assemblies and our Mental Health First Aiders and Happiness Ambassadors support. We will follow the guidance issued with regard to Moral, Social, Culture, Studies to further enable us to teach about mental health and emotional health safely and sensitively. This curriculum is supplemented by relevant resources. Incorporating PEEC into our wider curriculum at all stages is a good opportunity to promote students' wellbeing through the development of healthy coping strategies and an understanding of students' own emotions as well as those of other people.

Additionally, we use such lessons as a vehicle for providing students who do develop difficulties with strategies to keep themselves healthy and safe, as well as supporting students to support any of their

friends who are facing challenges.

### **Signposting**

We will ensure that staff, students and parents/carers are aware of the support and services available to them, and how they can access these services.

Within the school (noticeboards, welcome board and classroom display etc.) and through our communication channels (newsletters, websites), we will share and display relevant information about local and national support services and events.

The aim of this is to ensure students understand:

- What help is available
- Who it is aimed at?
- How to access it
- Why should they access it?
- What is likely to happen next

### ● **Promoting Wellbeing and Mental Health**

At Deira Private School, Dubai we are committed to a positive and caring ethos, where everyone is encouraged to support and help.

Students play an important role, therefore, though the culture they create, established through the culture they create, established through commitment to small decisions and choices each day: their respect for routines, manners and courtesy, acceptable behaviour, anti bullying expectations and genuines respect for each other, regardless of physical, cultural, religious, racial and other difference.

At DePS our wellbeing and mental health is promoted and developed through following areas:

#### - **The Curriculum**

Curriculum for Moral Education, Social Studies are designed in order to cover the appropriate topics which includes: friendships, healthy relationships, preventing bullying, promotion of social skills and problem solving skills, mindfulness, resilience, growth mindsets, mental health, anger management and conflict resolution. Also the curriculum of ICT encompasses critical areas such as media balance and well-being, privacy and security, digital footprint and identity, relationships and communication, cyberbullying, digital drama, hate speech, as well as news and media literacy.

#### - **Peer Listening**

Our Peer listening programme aims to upskill our senior students with the foundation of key mentoring skills. The scheme is promoted and shared with the student community in assemblies facilitated by existing Peer Listeners to engage and support students to apply from key year groups for training opportunities.

## - Wellbeing Counsellors

We have a counsellor to offer daily guidance and support for any student who wishes to confidently talk about things causing them a concern either in or out of school.

The wellbeing counsellors arranged several programs as follows to create awareness:

1. **Environment Wellbeing:** Sustainability Drive, Best use out of waste
2. **Physical Wellbeing:** Awareness against common illnesses like Diabetes, high blood pressure, breast cancer. Routine BMI, sugar and blood pressure checkup, Flu shots.
3. **Financial Wellbeing:** financial literacy week and visit to grocery for practical experience for budgeting.
4. **Digital Wellbeing:** Awareness program for cyber crime, cyber bullying , media literacy.
5. **Occupational Wellbeing:** Support Employee development and upskilling, survey employee and act on feedback.
6. **Social Wellbeing:**
7. **Intellectual Wellbeing:**

### **The Enrichment/Embellishment Programme**

We offer a diversified range of extracurricular activities which give the students an opportunity to discover new interests as well as develop them holistically. The activities enhance a student's wellbeing by participating in sports like football, basketball, gymnastics, karate, yoga, Zumba, vocal and instrumental music, crafts, coding and robotics and volunteering students can really bring balance to their life experiences.

## - Wellbeing and Inclusion Champions

We have an active student team, run by the student representative where the aim is to promote inclusion, positive wellbeing and mental health related stigma.

## - School Events

We host regular workshops and presentations for students, staff and parents where invited speakers raise awareness and promote wellbeing and mental health. For example, internet safety, healthy eating, financial literacy, literature Literacy, DePS Got Talent, Sustainability drive.

### **Sources of support at school and in the local community / School based support:**

#### ● Local Support

In Dubai, there are a range of organisations and groups offering support for mental health.

- A Government portal for Mental Health is available here - [Mental health - The Official Portal of the UAE Government](#)
- Emirates Health Services which provides Mental Health Services - [Mental Health Services | Services Directory | Services](#)

## ● Identification And Referral

At DePS Dubai, we aim to take a proactive approach in the early identification and identification and prevention of the problem through educating and informing the students, staff and parents about how to lead healthy lives - physically, emotionally and mentally.

A wellbeing concern will arise from observation or assessment which indicates that one or more aspects of wellbeing is, or is at the risk of being adversely affected or subject to an effect by factors related to the students.

Therefore, the inclusion and wellbeing team aims to identify students with wellbeing concerns or mental health needs as early as possible, in order to prevent potential issues from escalation.

This involves conducting the following:

- Information gathering from previous schools prior to transfer
- Regular analysis of school data and tracking systems e.g. reports, attendance and exclusions
- Inclusion & wellbeing team meet weekly to review concerns raised, provision and support
- Weekly safeguarding meetings
- Workshops - Wellbeing Level 1
- Students encouraged to self refer to wellbeing counsellors via personal tutor or wellbeing display
- Enable parents and carers to raise concerns vis support system e.g. class teacher, personal tutor, inclusion and wellbeing team

## Warning Signs

**Signs to look you for that could indicate potential wellbeing or mental health concerns, include:**

- Social isolation (sudden or gradual)
- Physical signs of harm that are repeated or appear non-accidental
- Changes in engagement, mood or eating/sleeping patterns.
- Drop in academic achievement/enthusiasm for vocation
- Talking or joking about self harm and/or suicide
- Expressing feelings of failure, uselessness or lose of hope
- Secretive behaviour
- Attendance and/or punctuality decline.
- Reluctance to take part in PE or get changed for PE.
- Frequently reporting to the clinic claiming to be unwell / in pain with no evident cause.
- Abusing drugs or alcohol
- Expressing feelings of failure, uselessness, or loss of hope

## Provision and Support



Students may, from time to time, experience difficulties which seem to them insoluble. These may be related to family worries, breakdown or loss of a relationship, feelings of isolation, loneliness or depression, stress or anxiety, behavioural problems, personal crisis or crises, major life change, or suffering from past trauma.

The school's wellbeing counselling service is designed to complement the strengths of the pastoral system.

It provides an opportunity for pupils with behavioural, social, or emotional concerns to address them in a calm and neutral environment. In some cases, a student may need psychological intervention- these students will present with a diagnosable mental health condition.

It is important that pupils do not perceive counselling as a form of punishment. Personal tutors, HOYs and all school staff, as well as parents, have a crucial role in this.

The School provides students with access to a counsellor when the student (and often also the parents) concerned consider that support of this kind may prove beneficial. The School will sometimes suggest to a student/the family that counselling should be considered as a possible course of action.

The school also works with external community centres, Insight Psychology, TDCC and Dubai Community Health Centre who provide two days of counselling each week in school. vetted. Where a student or family wishes to try an alternative counsellor, school has a very wide directory of external specialists to recommend.

### **Targeted Support**

We recognise some children and young people are at greater risk of experiencing poorer mental health. For example, those who are in care, young carers, those who have had previous access to counsellors, upstrive those living with parents/carers with a mental illness and those living in households experiencing domestic violence. We are fortunate to have a School Counsellor and Wellbeing Support worker located at the school to support and provide advice to the community around the emotional and mental health needs of our students. Work is undertaken with families and individuals where required. Our Key Staff, as identified earlier in the policy, work hard to identify issues early, determine potential risks and provide early intervention to prevent issues escalating.

We ensure timely and effective identification of students who would benefit from targeted support and ensure appropriate referral to support services by:

- Providing specific help for those children most at risk (or already showing signs) of social, emotional, and behavioural challenges.
- Identifying children who are showing early signs of anxiety, emotional distress, or behavioral

problems.

- Discussing options for tackling these problems with the child and their parents/carers. Agree an Individual Care Plan as the first stage of a 'stepped care' approach.
- Providing a range of interventions that have been proven to be effective, according to the child's needs.
- Ensure young people have access to pastoral care and support, as well as specialist services, so that emotional, social, and behavioural problems can be dealt with as soon as they occur.
- Provide young people with clear and consistent information about the opportunities available for them to discuss personal issues and emotional concerns. Any support offered should take account of local community and education policies and protocols regarding confidentiality.
- Provide young people with opportunities to build relationships, particularly those who may find it difficult to seek support when they need it; and
- The identification, assessment, and support of young carers.

### **Managing disclosures**

If a student chooses to disclose concerns about themselves, or a friend, to any member of staff, the response will be calm, supportive, and non-judgemental. All disclosures should be recorded confidentially using 'Safe Guard' and raised with the Designated Safeguarding Lead (or Deputy DSL). Our Mental Health First Aiders are trained so that any disclosures made to them will immediately be reported to the School Counselor (who coordinates them) and ultimately Designated Safeguarding Lead and/or Deputy DSL as appropriate. Support will be available for Mental Health First Aiders through regular meetings with the School Counsellor.

### **Confidentiality**

If a member of staff feels it is necessary to pass on serious concerns about a student to someone outside of the school, then this will be first discussed with the student and/or parents. We will tell them:

- Who we are going to tell
- What we are going to tell them
- Why we need to tell them
- When we are going to tell them

Ideally, consent should be gained from the student and/or parents first, however, there may be instances when information must be shared, such as when students are deemed to be in danger of harm. It is important to also safeguard staff emotional wellbeing. By sharing disclosures with a Key Staff Member or DSL as appropriate, this ensures one single member of staff isn't solely responsible for the student. This also ensures continuity of care should staff absence occur and provides opportunities for ideas and support. If a student gives us reason to believe that they are at risk, or there are child protection issues, parents should not be informed, but the child protection procedures should be followed.

### **Working with Parents**

If it is deemed appropriate to inform parents of any concerns, there are questions we consider first:

- Can we meet with the parents/carers face-to-face?
- Can the meeting take place somewhere quiet without disturbance?
- Who should be present – students, staff, parents, Key Staff Members etc?
- What are the aims of the meeting and expected outcomes?

We are mindful that for any parent, hearing about concerns for their child can be upsetting and distressing. They may, therefore, respond in various ways which we should be prepared for and allow time for the parent to reflect and come to terms with the situation. Signposting parents to other sources of information and support can be helpful in these instances. At the end of the meeting, lines of communication should be kept open should the parents have further questions or concerns. Booking a follow-up meeting or phone call might be beneficial at this stage. Ensure a record of the meeting and points discussed/agreed are added to the student's record on Guard / SIMS as appropriate and an Individual Care Plan created if appropriate.

### **Supporting Parents**

We recognize the family plays a key role in influencing students' emotional health and wellbeing; we will work in partnership with parents and carers to promote emotional health and wellbeing by:

- Ensuring all parents are aware of and have access to material promoting social and emotional wellbeing and preventing mental health problems
- Highlighting sources of information and support about common mental health issues through our communication channels (social media, newsletters etc.)
- Offering support to help parents develop their parenting skills as appropriate
- Offering bespoke 1:1 support and advice through our School Counsellor
- Having open lines of communication between parents and class teacher or tutor, Head of Year and/or
- Wellbeing seminars to be held for parents by the School Counsellor

### **Supporting Peers**

When a student is suffering from poor mental health, it can be a difficult time for their friends who may want to support but do not know how. To keep peers safe, we will consider on a case by case basis which friends may need additional support. Support will be provided in one to one or group settings and will be guided by conversations by the student who is suffering, and their parents, with whom we will discuss:

- What it is helpful for friends to know and what they should not be told
- How friends can best support and safe sources of further information
- Things friends should avoid doing / saying which may inadvertently cause upset

- Where and how to access support for themselves
- Healthy ways of coping with the difficult emotions they may be feeling

### Training

As a minimum, all staff will receive regular training about recognizing and responding to mental health issues as part of their regular child protection training to enable them to keep students safe. Additional and specific training is undertaken by all staff regarding supporting Mental Health in children. All staff are encouraged to visit <https://www.minded.org.uk/> learning portal which provides free online training suitable for staff wishing to know more about a specific issue. Training opportunities for staff who require more in-depth knowledge will be considered as part of our performance management process and additional CPD will be supported throughout the year where it becomes appropriate due developing situations with one or more students. Our curriculum is enhanced by a wellbeing focus in Moral, Cultural and Social Studies and through our assemblies. Suggestions for individual, group, or whole school CPD should be discussed with SLT and the School Counsellor who can also highlight sources of relevant training and support for individuals as needed.

### Peer Mentoring

We have found that Peer Mentoring can be an extremely effective tool in supporting students and providing someone with whom they feel they can speak. In a handful of cases, it has also been a brilliant way of enabling an older pupil who has previously been through a difficult situation to feel as if they are now able to 'give something back' and support a younger pupil facing a similar challenge.

Peer listeners paired with their mentees based upon appraisal by the staff leads. Informed decisions made based upon referral information collated by HoY from personal tutors and personality/scale evaluated and disseminated accordingly.

Document	Wellbeing Policies and Procedures
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