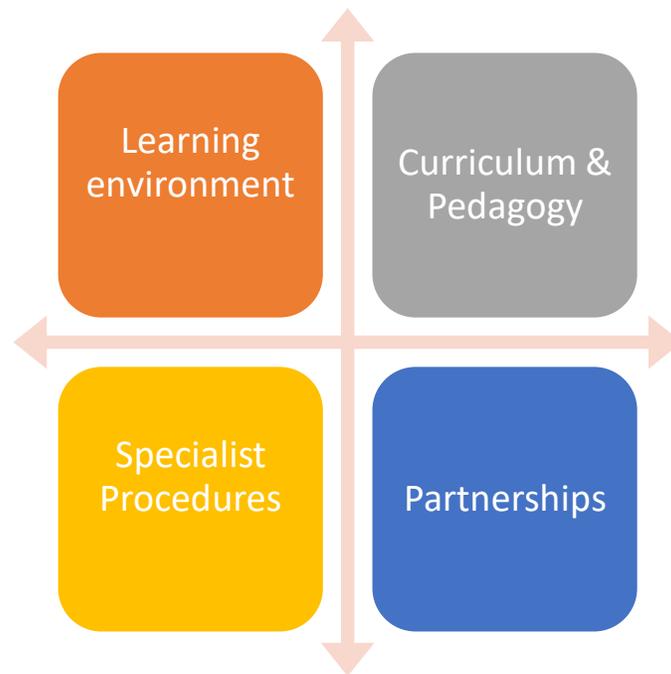




WELLBEING POLICY

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 PERMA 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 :
- Academic systems that provide students with the opportunity for intellectual enrichment both within the classroom and outside.
- 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:

- Wellbeing Policy
- Inclusion Policy
- Learning Policy
- Student Councils and Class Councils
- Discipline Policy which includes the Digital Safety Rules
- 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-Education 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 Procedure
- Child Abuse Records
- 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
- Social Outreach Programs
- Parent initiatives
- External competitions
- Family of Modern
- Class Councils (parents)
- Parent Interactions (through the term)
- Character Day, World Mental Health Day, International Day for Tolerance, International day of Kindness

Last Updated: December 2020

Next Review: October 2022

