

<b>Reference number</b>	F2	<b>Policy name</b>	Wellbeing Policy
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<b>Person responsible</b>	Be Bhogal	<b>Date of next review</b>	October 2024
<b>Policy links</b>	A3, D4, D6, E1, E5, E6, E8 and G2		

<b>Vision, mission and values</b>	At Uptown International School, we aim to establish a secure and nurturing learning atmosphere that prioritizes the overall health and well-being of everyone in our school community. This will be accomplished through the implementation of the KHDA 2022 "Wellbeing Matters" framework which serves as a guide for monitoring and enhancing well-being in Dubai private schools. Additionally, we will provide customized, innovative, and stimulating teaching and learning opportunities, while also cultivating skills that empower students to make informed choices and cultivate a culture of mutual respect and concern within our school community.
<b>Rationale</b>	At UIS, we communicate clearly and consistently through various channels, in order to support our students, staff and families with their health and well-being. We understand that people are our most valuable asset and have created this policy to ensure well-being is regularly evaluated and monitored.

<b>WSLT sign off</b>		<b>Date</b>	November 2023
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## Contents

Overview .....	3
Policies and Procedures .....	3
Monitoring .....	<b>Error! Bookmark not defined.</b>
Student Wellbeing.....	3-4
Parent Wellbeing.....	4
Staff Wellbeing .....	5
Implementation and Responsibilities for Wellbeing Policy .....	6-7
Consultation with School Community .....	7
Monitoring and Review.....	7

## Overview

Uptown International School is committed to ensuring the health, safety, and welfare of its students, staff, and parents to the best of its ability. The school has measures in place to minimize, as much as possible, factors that could harm physical and mental well-being, including school and/or work-related stress. The school's leadership team has developed management standards to cover the primary sources of stress, which, if not properly managed, can lead to poor health and well-being, lower productivity, and increased sickness absence. These standards include demands, control, support, relationships, role, and change.

These are:

- Demands – i.e. workload, work patterns, and the work environment.
- Control – i.e. how much say the person has in the way they do their work.
- Support – i.e. the encouragement, sponsorship, and resources provided by the organization, line management, and colleagues.
- Relationships – i.e. promoting positive working to avoid conflict and dealing with unacceptable behaviour.
- Role – such as whether people understand their role within the organization and whether the organization ensures that they do not have conflicting roles.
- Change – such as how organizational change (large or small) is managed and communicated within the organization.

## Policies and Procedures

The school has a range of policies and procedures in place to create a safe and supportive learning environment. The school's leadership team regularly review existing policies and procedures to identify any additional risks as part of their risk assessment, to create a community where emotional health and well-being is a top priority.

## Monitoring

UIS is committed to engaging with all stakeholders and has a 3-year program in place to survey the community (staff, students, and parents) to provide an overview of whole school trends and a baseline to measure impact and monitor progress with well-being.

Additionally, the Pupil Attitude to School Survey (PASS) is also utilized at UIS to assess and support students' social and emotional wellbeing in their learning. PASS helps educators understand the reasons behind students' lack of confidence in learning and disconnection from school and teachers by focusing on three key areas: students' self-perception, engagement with curriculum, and attitudes towards school.

UIS have an established pastoral support structure in place which includes a designated Safeguarding team, Grade Level Leaders a school doctor, 2 school nurses, school counsellor and career counsellor all on site.

## Student Wellbeing

OECD defines wellbeing as "the psychological, cognitive, social and physical functioning and capabilities that students need to live a happy and fulfilling life" (OECD, cited in "Wellbeing Matters," p.5, KHDA, 2022). At UIS we prioritize student involvement and participation in promoting emotional health and well-being. Our

strategy includes encouraging student participation through the election of student council and well-being representatives, regular communication and collaboration with the student leadership team, and implementing school-wide programs that promote student voice, independence, and decision-making, linked to the curriculum.

We aim to create an optimal learning environment by establishing clear rules, routines, and expectations for behaviour that support learning, incorporating counsellor guidance lessons, moral education, and PSHE to create a physically, emotionally, and socially rich environment where key relationships can thrive, and students feel secure in their learning. We provide consistent support for vulnerable children and Students of Determination from the inclusion team, learning assistants, subject teachers, and external agencies where necessary.

At UIS we recognise and celebrate student successes and achievements in the classroom through awards and certificates, offering a diverse range of extracurricular events/competitions to promote intellectual, physical, and social development, and encouraging students to take ownership of their learning by using a range of teaching styles that are appropriate for their age and ability level.

## **Parent Wellbeing**

At UIS we believe that parents play a vital role in their children's emotional well-being, and that is why we have implemented an 'Open Door Policy' for communication, consultation and feedback. This allows parents to stay informed and involved in their child's emotional journey throughout the school year.

We also offer a variety of opportunities for parents to get involved in their child's school experience. Every Friday morning, we hold SLT Coffee mornings where parents can come and chat with the School Leadership Team to ask any questions they may have. Additionally, we host weekly Parent Wellbeing sessions led by our School Counsellor which provide parents with the tools and resources they need to support their child's emotional health.

We also encourage parents to get involved in their child's extracurricular activities, and to serve as Parent Class Representatives. This allows parents to stay informed about what's happening in their child's class and to help plan/support events and activities for the class.

Regular communication and involvement is also provided through Parent-Teacher Meetings/Conferences, where parents can meet with their child's teacher to discuss their child's progress, behaviour, and wellbeing. Additionally, weekly newsletters and a fortnightly Principal's Update provide parents with regular updates and reminders of important dates and upcoming events.

Furthermore, we encourage parents to join the UIS Parent Committee, allowing them to get involved in organizing a wide range of events for our students to enjoy. This provides parents with the opportunity to connect with other parents and to be an active part of the school community.

## Staff Wellbeing

SLT acknowledge the potential impact that work has on an individual's physical and mental health, and that there is a persuasive business case as well as a moral and legal duty for taking steps to promote employee well-being. The School's SLT is committed to fostering a culture of cooperation, trust, and mutual respect, where all individuals are treated with dignity, and can work at their optimum level. They recognize that work-related stress has a negative impact on employees' well-being, and that it can take many forms and so needs to be carefully analyzed and addressed at an organizational level. The Well-being policy expands upon the School's Health and Safety policy, setting out how the School will promote the well-being of employees by creating a working environment where potential triggers of work-related stress are avoided, minimized or mitigated, as far as possible, through good management practices, effective Human Resources policies and staff development, increasing SLT and employees' awareness of the causes and effects of stress, developing a culture that is open and supportive of people experiencing stress or other forms of mental ill-health, developing the competence of SLT so that they manage staff effectively and fairly, engaging with staff to create constructive and effective working partnerships both within teams and across the School, and establishing working arrangements where individuals have control over their work and can achieve a balance between work and home life.

Arrangements for well-being and stress prevention is made through good management practices. These include the following:

- Recruitment and selection procedures
- Clear job descriptions and person specifications to ensure that the 'right' person is recruited for the job
- Training and development procedures to ensure that individuals have the necessary skills and competencies to undertake the tasks/duties required of them
- Promotion and reward procedures
- Managing performance procedures
- Capability and absence management & return to work procedures to ensure that individuals are supported back into work following illness
- Suitable adaptations for disability
- Harassment and anti-bullying procedures
- Procedures for communicating with employees on the work of the school and issues affecting their work
- Flexible working arrangements, and contact days with staff on maternity leave
- An annual survey of staff to better understand the areas of work-life that have a negative effect on staff well-being.

## **Implementation and Responsibilities for Wellbeing Policy**

The implementation and responsibilities for the Wellbeing Policy at UIS are as follows:

### **The Principal will:**

- Ensure that arrangements are in place to support individuals experiencing stress, referring them to health advisers where appropriate
- Enable the school to measure its performance in relation to stress management and employee well-being, such as sickness absence data, staff turnover, exit interviews, number of referrals to Occupational Health, and numbers of grievance and harassment cases
- Seek the views of employees on the effectiveness of the school's Wellbeing policy and stress management arrangements using staff surveys and other appropriate questionnaires

### **The School Principle and School's SLT will:**

- Support steps taken to develop a culture of cooperation, trust and mutual respect within the school
- Champion good management practices and establish a work ethos that discourages assumptions about long-term commitment to working hours that are likely to cause stress and enables employees to maintain a reasonable work-life balance
- Promote effective communication and ensure that there are procedures in place for consulting and supporting employees on changes in the organization, management structures, and working arrangements
- Encourage staff to be fully involved in school decisions through staff forums where staff can openly discuss any issues that impact their ability to carry out their jobs
- Encourage initiatives and events that promote health and well-being
- Treat individuals reporting to them with consideration and dignity and promote a culture of mutual respect in the teams they manage. They will not tolerate unacceptable behaviour and will take decisive action when issues are brought to their attention
- Attend training as appropriate to increase their awareness of the causes and effects of work-related stress
- Encourage staff to participate in events and initiatives to promote well-being and more effective working
- Take action in the interest of all colleagues where the performance of a member of staff may cause stress to their colleagues.

### **Employees will:**

- Treat colleagues and all other persons they interact with during their work with consideration, respect, and dignity
- Cooperate with the school's efforts to implement the Wellbeing policy, attend briefings, and raise their own awareness of the causes and effects of stress on health
- Raise concerns with their line manager if they feel there are work issues that are causing them stress and having a negative impact on their well-being
- Take responsibility for their own health and well-being by adopting healthy lifestyles
- Take responsibility for their own development skills to enable them to work effectively in their team and reduce the risk of stress
- Take responsibility for working effectively in their assigned roles to avoid causing stress to their colleagues

**The Well-being facilitator will:**

- Ensure that the Wellbeing policy is kept under review and updated as appropriate, under the remit of the Health and Safety Committee
- Coordinate with the principal to ensure that appropriate training is in place to support individuals
- Organize, in conjunction with staff, appropriate events and initiatives to promote health and well-being
- Liaise with staff on the development and implementation of the Wellbeing policy
- Determine the Wellbeing policy and recommend its adoption by the school
- Monitor the implementation of the Wellbeing policy
- Review the policy annually following feedback from staff surveys and SLT information provided by staff.

**Consultation with School Community**

The school will consult with the chair of governor, student, staff and parent wellbeing representatives about the policy and measures taken to implement the policy via consultation.

- Student, staff and parent surveys will be used to gather feedback on the Wellbeing policy
- The Well-being policy will be published to all staff, students and parents
- The Well-being policy will be promoted in school via a 'student friendly' version in all classrooms
- The contents of the policy will be covered during general induction training sessions for employees

**Monitoring and Review**

The Well-being policy will be reviewed annually by the Well-being coordinator. This will involve feedback from student, staff and parent representatives. Any adjustments and amendments to the policy will be approved by the principal.