



مدرسة عجمان الحديثة  
Ajman Modern School

# Policies & Procedures

2020 / 2021

## \*Wellbeing Policy (2019 - 2020)

### Ajman Modern School

#### Policy Details

<b>Policy</b>	Wellbeing Policy
<b>Function</b>	Managing wellbeing and mental health of All Students
<b>Status</b>	Recommended
<b>Audience</b>	Students
<b>Implementation</b>	School Management
<b>Issued for</b>	Students & Staff
<b>Reference No</b>	AMS/SP/WP-2019/001
<b>Last Review</b>	7 <sup>th</sup> October 2019
<b>Next Review</b>	7 <sup>th</sup> October 2020
<b>Responsible SLT</b>	School Principal

#### Vision, Mission and Core Values

##### Our Vision

To be a Model International School that enhances the skills of every student to its greatest potential preparing them to become an active member of the international

society. **Our Mission**

To empower students by promoting intellectual curiosity, independent and critical thinking, communication and problem solving skills, a lifelong passion for learning, and an exposure

to

and a respect for cultural diversity

##### Core Values

Achievement | Collaboration | Integrity | Respect | Responsibility

## Introduction

The spirit of Ajman Modern School strives to take the emotional health and wellbeing of our students and staff very seriously. Our ethos is a caring one, which develops respect, self-esteem and gives a voice for all. Our school is committed to providing a caring and supportive environment for all staff and we recognize the importance of staff welfare. We promote a supportive and inclusive ethos, which values parental/carer involvement and contribution. This policy outlines the ways in which we as a school care for and nurture the emotional wellbeing of our students and staff.

## Related Polices That Are Required Of Schools

- 📄 Safeguarding Policy
- 📄 Online Safety Policy
- 📄 Cyber Bullying Policy

## Purpose of Policy

The purpose of this policy is to ensure and support the emotional needs of all stakeholders at AMS and the importance AMS places on the wellbeing of all members of AMS community. This policy serves the entire school.

## Aims and Objectives

AMS aims to develop a community where all stakeholders can flourish, feel safe and welcome and interested:

- 📄 To create an enthusiastic and engaged learning community who will achieve their full potential
- 📄 To develop the whole child
- 📄 To aspire to be the heart of our community

AMS aims to be a school where:

- 👤 Teaching & learning is personalized, creative, challenging and fun
- 👤 A sense of mutual respect, care and responsibility is shown for everyone in school
- 👤 Everyone in school' virtual online environment feels safe, supported, valued and happy
- 👤 All staff are supported through existing policies, procedures, initiatives and through individual care and advice.

### **Wellbeing & Mental Health Definition:**

Mental health is an integral and essential component of health. The World Health Organization March 2018 constitution states: "Health is a state of complete physical, mental and social wellbeing and not merely the absence of disease or infirmity."

Mental health is a state of wellbeing in which an individual realizes his or her own abilities, can cope with the normal stresses of life, can work productively and is able to make a contribution to his or her community.

### **Wellbeing & Mental Health – Whole School Approach**

All members of the school community have a responsibility for promoting and supporting emotional health & wellbeing of students during online classes in their google classrooms & Microsoft Team and after classes follow wellbeing procedures. At AMS, the emotional health and wellbeing are the fundamentals of our vision and daily running. We believe to promote school improvement & success in a multitude of ways:

- 👤 Students are more engaged with their learning
- 👤 Improved standards in all subjects
- 👤 Parents' involvement in virtual learning
- 👤 Students' with high self-esteem and confidence
- 👤 Improved behavior & attendance

- 📌 Fewer disengaged students
- 📌 Lower rates of persistent absence
- 📌 Positive and effective relationships between staff & with students
- 📌 Focus to create positive emotional health and wellbeing in order to create happier, motivated staff and students who strive to get the most out of life.

### **Promoting Emotional Health & Wellbeing**

- 📌 AMS promotes and strengthens the students' voice and having Virtual meeting rooms & social emotional learning google classrooms where students can join and discuss their issues and get guidance from teachers and counselors
- 📌 School focuses on circle time approaches and awareness campaigns & events to support and help students understand their wellbeing needs
- 📌 Students have access to SEL resources in SEL classrooms particularly designed for students' wellbeing purpose.
- 📌 School's counseling corner website helps students to get access to Wellbeing Check-in whenever they want.
- 📌 Also, students can find different there therapeutic activities including relaxation, mindfulness techniques to help them get out of stress or to control their anxiety during this uncertain time.
- 📌 AMS facilitates an enhanced environment for learning through:
  - Improved classroom environment, facilities & resources
  - Recognizing the background of individual students and their physical, social and emotional needs
  - Establishing clear rules, routines and expectations about behavior for learning
  - Encouraging positive, caring and constructive relationships
- 📌 AMS enhances student motivation and learning through:
- 📌 Consistent support for vulnerable children and those with SEN from learning support and agency where appropriate

- Celebrating successes and achievements in the classroom even in virtual setting
- An exciting and varied range of extra-curricular activities and events
- A balanced curriculum with opportunities for intellectual, physical and expressive development
- Recognize a range of learning styles
- Encouraging independence in learning
- Using a range of teaching styles appropriate to students' age, ability & level of maturity

 AMS enhances student's self-esteem and personal development through:

- The personal development curriculum which includes Social Studies, Moral Education and SEL asynchronous classes to provide guidance on health and development
- A focus on growth mindset
- An emphasis on praise and reward for effort and positive comments
- Opportunities for reflection and personal development through art, Islamic values and mindfulness.
- Access to school counselors for further support when required

 AMS enhances staff motivation, learning and professional development through:

- Curricular planning time within the school week
- Whole school training events
- Student progress meetings held during the school day
- Involving all staff in decision making and proposed change
- Consultation in training and support needs through regular review
- Induction training and information for new staff
- Provide additional support at times of particular stress, change and/or difficulty
- Have a responsive and listening culture, reacting quickly to problems

- Maintain contact with staff when they are absent
- Provide opportunities for staff to socialize and celebrating different events when appropriate

**Role of Staff Members**

All staff should be familiar with the school’s policy as they are the front line in identifying possible mental health issues and helping students connect with needed resources. It is their role to intervene when students display problems that interfere with academic performance such as poor attendance, falling asleep in class, failing to complete assigned work and/or being disruptive to the class. To help faculty identify possible issues, possible warning signs are divided into three categories:

- **Atypical behaviors**, which may be behaviors that are simply not typical for a particular student.
- **Unusual behaviors**, which is defined as behavior that is abnormal or bizarre, such as ongoing magical or fantastical thinking, or actions, which interfere with the learning atmosphere.
- **Poor academic performance**, which can lead to a downward spiral as emotional issues compromise academic performance, which causes greater distress and anxiety.

<b>ATYPICAL BEHAVIORS (a change from the usual)</b>	<b>UNUSUAL BEHAVIORS</b>	<b>ACADEMIC PERFORMANCE PROBLEMS (Sharkin, 2006)</b>
Becoming irritable/short-tempered/obsessive	Emails are accusatory, manipulative, sexually inappropriate or threatening.	Late assignments from beginning of course & Failing quality of work from beginning of course
Sudden deterioration in quality of work & Content of work becomes negative/dark/odd in tone	Discussion post contents are: Bizarre, fantastical, paranoid, disruptive, confused, or show disorientation	Ongoing display of anxiety about assignments
Abruptly begins turning in late assignments & stop responding emails	Student clearly seems out of touch with reality	Not returning emails or phone calls
Becoming disrespectful in discussion posts		Not turning in work at all & Not re-doing work when given an opportunity

## **The Role of Principal:**

- 👤 Ensure the provision of a healthy working environment & take responsibility for his/her work life balance and be aware if the role model they are setting for others
- 👤 In collaboration with senior leaders, set positive role models
- 👤 Provide welfare support for individual staff as required
- 👤 Ensure that all staff are treated in a fair, sensitive, and confidential manner
- 👤 When issues arise, discuss options appropriate to the circumstances
- 👤 Support as far as possible any initiatives and recommendations in relation to staff welfare & promote a safe environment through the training and implementation of the safeguarding policy.

## **Reporting**

As a school, we encourage students to report and speak up. Staff will be alert to changes in behavior, attitude and wellbeing. All incidents will be treated seriously, however trivial they might seem at first.

## **Communication**

The school communicates with parents on any wellbeing issues. We work in partnership with parents and students to prevent any wellbeing or mental health issue.

## **Review**

This policy will be reviewed at least once a year by the principal and the counsellor.