



WHOLE SCHOOL WELLBEING POLICY 2024-25

Principal: Ms. Sadia Wajid

WHOLE SCHOOL WELLBEING POLICY

Rationale:

In very broad terms, wellbeing can be described as the quality of a person's life. Wellbeing needs to be considered in relation to how we feel and function across several areas, including our cognitive, emotional, social, physical and spiritual wellbeing.

Wellbeing in schools is for all students. A focus on wellbeing goes beyond just welfare needs of a few individual students and aims for all students to be healthy, happy, successful and productive individuals who are active and positive contributors to the school and society in which they live.

Schools have a pivotal role to play in connecting character development in children and young people to individual and collective wellbeing, which in the longer term will shape the values and attitudes of the society in which they live.

Teachers play an important role in providing learning experiences and opportunities that develop and shape the character and wellbeing of children and (self-regulation and behaviour), curiosity, courage, resilience, ethics and leadership benefit children and young people as they grow and develop.ⁱ

We at Al Sadiq Islamic Education Schools focus on giving its students voice, being active learners and developing strong character qualities that will enable them to succeed, thrive and contribute positively throughout life.

School's Vision

Our vision is to provide holistic wellbeing to all our major stakeholders - students, teachers and parents.

Mission statement

To inculcate a culture of inclusion and wellbeing that helps promote growth for all individuals and ensures happiness and harmony between all stakeholders.

Al Sadiq Islamic English School strives for healthy development with core values:

- Health Awareness throughout the academic year: Physical wellbeing is associated with the extent to which we feel physically safe and healthy. It includes nutrition, preventative health care, physical activity and physical safety and security. Physical wellbeing enables positive health outcomes.
- Strong relationships between Students, Parents and Teachers
- Self-awareness: Self-Awareness is simply the ability to be aware of one's inner life—one's emotions, thoughts, behaviours, values, preferences, goals, strengths, challenges, attitudes, mindsets, and so forth— and how these elements impact behaviour and choices across contexts.
- social/ community awareness: Social wellbeing includes the extent to which we experience positive relationships and connectedness to others. It is important for pro-social behaviour and our empathy towards others.
- Emotional Awareness: Emotional wellbeing relates to self-awareness and emotional regulation. It includes how well we cope and is often reflected by the level of a person's resilience. Emotional wellbeing is in part informed by our capacity for self-reflection.

ASIES Wellbeing Objectives:

- Social inclusion of all Students
- Ensuring that every child feels valued
- Building an atmosphere of trust
- Ensuring that every child has a sense of belonging
- Psychological support • Enhancing peers' relationships
- Eradicating bullying incidents
- Supporting Students of Determination
- Instilling a sense of Mindfulness in our students
- Promoting School-Parents Partnership
- Monitoring established channels of communication between Teachers, Students, Parents
- Conducting students', teachers' and parents' Wellbeing Surveys

Related School Policy:

The wellbeing policy is prepared and is connected to below mentioned school policies.

- Inclusion Policy
- Child Protection and Safeguarding Policy
- Anti-bullying Policy
- Counselling Policy (under review)
- Gifted and Talented Policy
- Attendance Policy
- Health and Safety Policy
- Healthy Eating policy

Wellbeing Stake Holders

At Al Sadiq School, we strongly believe in holistic wellbeing approach. We aim to ensure that each of our stake holders needs are catered to within our given resources. Our major stake holders are as follows;

- **Staff** refers to all those working for or on behalf of the school, full time or part time, temporary or permanent, in either a paid or voluntary capacity.
- **Student/ Child** includes everyone under the age of 18.
- **Parent** refers to birth parents and other adults who are in a parenting role, for example step-parents, foster carers and adoptive parents.

Wellbeing Framework at ASIES

The Wellbeing Framework for Al Sadiq school contextualises wellbeing to individual students, staff members and parents. The concept that wellbeing is dynamic and is integral to learning is vital to embedding it in the complex multi-dimensional work of school. Our framework is our guiding beacon and is derived from our core values. (Appendix 1)

Roles and Responsibilities

At Al Sadiq Islamic English School, positive mindset and wellbeing is everybody's responsibility. We understand how important positive mental health and wellbeing is to our lives. We recognize that to help our students succeed; our school has a role to play in supporting them to be resilient and mentally healthy. Children's mental health is a vital factor in their overall wellbeing and how it can affect their learning and achievements. Our School encourages children to be open and we support all children to have their voice heard.

- All teaching and non-teaching staff have a responsibility and important role in promoting and supporting the mental health and wellbeing of children.
- We understand some children will need additional help and all staff have a responsibility to look out for early warning signs to ensure children get the early intervention and support they need.
- Many behaviours and emotional problems can be supported within the school environment, or with guidance from external professionals

Senior Leadership and Wellbeing Team Responsibilities

- The Principal and other senior leaders will;
- Ensure the provision of a healthy working environment
- Promoting our School rules and values, and encouraging a sense of belonging and community
- Take responsibility for their work life balance and be aware of the role model they are setting for others
- Ensure that all children and staff are treated in a fair, sensitive and confidential manner.

School Counsellor Roles & Responsibilities:

School's counselling policy clearly drafts the roles and responsibilities of counsellors in depth. Below are the few of the them;

- Open and maintain a file for every student referred
- Conduct observations and record observation reports.
- Maintain a case log detailing reason for referral and details of each counselling session with next steps noted.
- Providing crisis management services.
- Provide counselling for students to develop their social and emotional skills.
- Attend meetings of the School Disciplinary Committee
- Identify trends in the behaviour that is an area of concern within the school.
- Advocating for student services and students' best interests.
- Run the anti-bullying campaign within the school.
- Devise programs, policies, etc., to curb negative behaviour and promote positive behaviour.
- Raise awareness of mental wellness among students and parents.
- Create student leadership opportunities through 'Student Council

Student Council Roles and Responsibilities

Al Sadiq School strongly believe that Student Leaders have a very important role to play in the day-to-day organization of our school. The positions not only allow students the opportunity to model confident leadership, resilience, and responsibility, but they also encourage younger students to aspire and learn from peer examples.

Primary and Secondary Student Council

The purpose of the Student Council is to give students an opportunity to develop leadership by organizing and carrying out school activities and service projects. In addition to planning events that contribute to school spirit and community welfare, the Student Council is the voice of the student body.

Head Students

These students will be the pinnacle of student leadership in the school and will lead tours, open and close formal events, meet and greet at formal events, make end of year speeches and represent the school to the KHDA. They will also be responsible for chairing the Whole School Student Council Meetings.

House Captains

House Captains play a vital role in their school by developing a sense of house community through the planning and leading a range of inter-house activities across the school. They are responsible for developing inter-house competitions and finding exciting ways of promoting their house identity.

Chief of inclusion and Wellbeing:

In addition to our head students and house captains, we have designated chief of wellbeing.

- The Inclusion & Wellbeing ambassadors work together with students, teachers and staff members in order to positively reflect upon the wellbeing.
- Hold a range of different research activities; from small scale discussion groups (focus groups) to large scale student opinion surveys.
- Liaison with the school wellbeing counsellor and promote PERMAH model of wellness by hosting various wellbeing activities in school.
- Remove the stigma by raising awareness on mental health, getting people talking about mental health and sharing their experiences.
- Organise specific events & celebrate mental health awareness days.
- Capture, write, edit, and submit stories about the wellbeing activities and happenings in the school.
- Sign post students to access support in our school who experience low mental health.
- Promote the inclusive ethos of the school by mentoring Students of Determination and ensuring access for all.

Parental Involvement

AL Sadiq School engages parents in their children's school lives as it is essential to supporting children's success in the classroom and their overall health and well-being. Parent engagement in schools is defined as parents and school staff working together to support and improve the learning, development, and health of children and adolescents. Parent engagement in schools can promote positive education and health behaviours among school children. ASIES strives to promote healthy learning environment among the students and this has observed to be more successful when parents are involved.

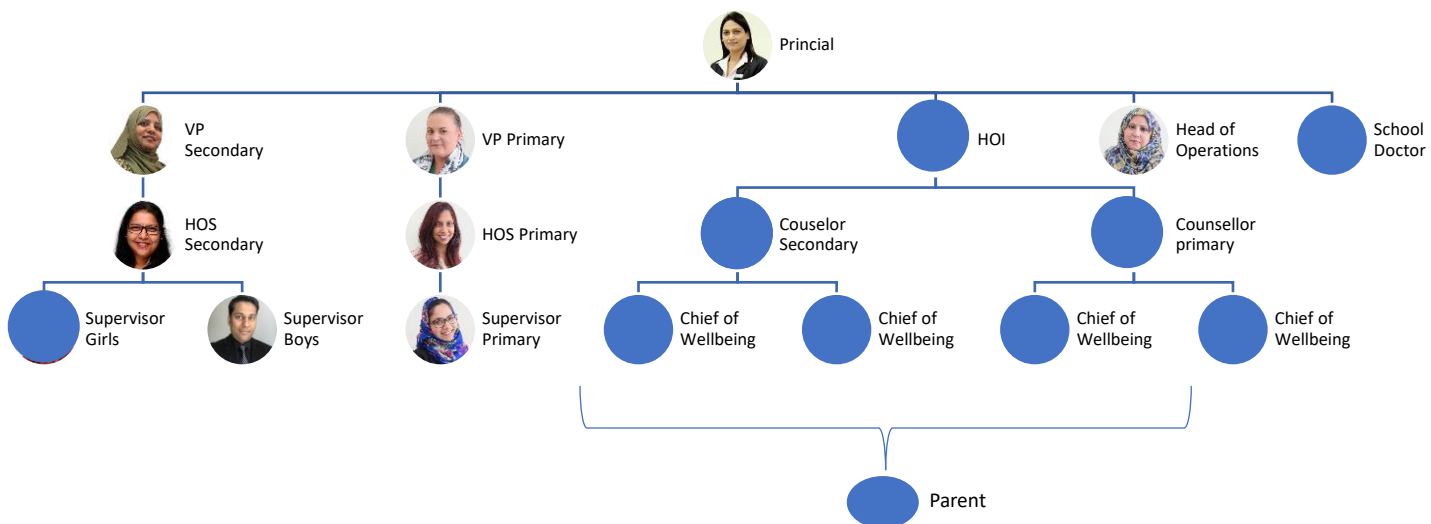
Parent Council Meetings

- The school values and respects all recommendations and suggestions by the members of the Parent Council that represent all grade levels.
- The school conducts 'Parent Council Meeting' once in a month to discuss ongoing school activities, school improvement strategies and to explain important ongoing updates.
- Grade Council meetings are also conducted where parents are selected from every grade based on the merits of their positive contributions along with a teacher and supervisor

WELLNESS CONTACTS

The school believes in the capability of every individual. No child can perform poorly if the right environment is provided both at home and in school and timely support is extended. Keeping this as the foundation of every program, the school has been providing extensive support to those students who need assistance in any feasible area. The school is committed to safeguard and protect every child, to provide and intervene as and when there is a need and to develop a safe and protected environment.

Below is the School's Wellbeing Team



Appendix 1: Wellbeing Framework

PH1	CORE THEME 1: PHYSICAL HEALTH AND WELLBEING
	Learning Objectives
PH1.1	To teach the value of physical health and impact of regular exercise on healthy lifestyle.
PH1.2	To help students acquire and practice desirable health and sleeping habits
PH1.3	To embed instruction on topics related to health and wellness in their main stream curriculum.
PH1.4	To differentiate between healthy and poor diet and understand risks associated with unhealthy eating.
PH1.5	To use a range of measurement techniques to monitor and analyse physical activity levels across a sustained period of time.
EW1	CORE THEME 2: EMOTIONAL WELLBEING
	Learning Objectives
EW1.1	The student will be able to identify actions that promote positive mental health in school.
EW1.2	The students will be able to identify and name different emotions as per their age.
EW1.3	To recognise triggers of negative emotions like anger, frustration etc
EW1.4	To teach the individuals to use the skills and respond appropriately in different contexts
EW1.5	To measure the level of emotional management among the individuals
SA1	CORE THEME 3: SELF AWARENESS
	Learning Objectives
SA1.1	Students will be able to make constructive choices and be aware of the impact of their choice on themselves, their goals, relationships, and others around them.
SA1.2	To identify different learning styles of the students
SA1.3	To recognise strengths and weaknesses of the students/stakeholders
SA1.4	To provide strategies on self-care methods
SA1.5	To assess and measure self-awareness among students/stakeholders
CA1	CORE THEME 4: COMMUNITY AWARENESS/SOCIAL WELLBEING
	Learning Objectives
CA1.1	To demonstrate awareness of and empathy for individuals, their emotions, experiences and perspectives through a cross-cultural lens.
CA1.2	To demonstrate awareness and respect of groups and their cultures, languages, identities, traditions, values and histories.
CA1.3	To demonstrate awareness of how individuals and groups cooperate toward achieving common goals and ideals.
CA1.4	To involve in community outreach/ spread awareness about the community in the school.
CA1.5	To take purposeful action to support others and environment.
R1	CORE THEME 5: RELATIONSHIP
	Learning Objectives
R1.1	To create a safe and welcoming environment for students, staff, families, caregivers and community members in school
R1.2	To develop a respectful social environment that is inclusive, peaceful and promotes equity and democratic processes in all aspects of school life.
R1.3	To conduct initiatives that focus on student involvement, leadership and engagement (peer mentoring, mental health committee, a range of extracurricular activities, etc.).
R1.4	To provide students with information, awareness, and skills to prevent and respond to bullying.
R1.5	Cultivate trust, kind and gratitude among students and staffs