



أكاديمية جيمس ويلينغتون واحة السيليكون
GEMS Wellington Academy
SILICON OASIS

PL126

Wellbeing Policy

First Implementation date | September 2015

Date last reviewed | September 2024

Reviewed by | Andy Kai Fong, Rebecca Lewis and Amy Cooper

GEMS Wellington Academy Silicon Oasis (GEMS WSO)

Our Mission

World Class, World Ready – a story for every child

Our Vision

To empower every student to follow their own pathways and opportunities within our diverse environment.

Our Values

Unity: At GEMS Wellington Academy, we celebrate the strength of our diverse community. We believe that through collaboration and mutual support, we can create an inclusive environment where every individual feels valued and empowered to contribute to our shared goals. Together, we forge strong connections that enhance our learning and development.

Integrity: Integrity is foundational to our school community. We uphold honesty, fairness, and respect in all interactions. Our commitment to acting with integrity means that we take responsibility for our actions and strive to create a culture of trust, where every member of the community is encouraged to do what is right, even when it is difficult.

Aspiration: We aspire to help every student reach their full potential. Our school environment encourages ambition and personal growth, inspiring students to set and achieve their goals. We believe that by fostering a culture of aspiration, we empower students to strive for excellence in all aspects of their lives, both academically and personally.

Our Policy

At GEMS Wellington Academy, we are committed to fostering a positive, inclusive, and nurturing environment where every member of our school community feels *Ready, Respectful, and Safe*. Through our holistic approach, we aim to support the well-being of our students, enabling them to thrive academically, socially, and emotionally. Our GroWell programme ensures that students develop essential life skills, which are rooted in five key themes: *Responsible Decision Making, Social Awareness, Self-Awareness, Self-Management, and Relationship Skills*.

Ready, Respectful, Safe

Ready – Our students will come to school prepared to engage in learning and personal growth. We encourage a proactive mindset, where everyone strives for their best and demonstrates readiness through punctuality, preparedness, and a willingness to learn.

Respectful – Respect is at the heart of our community. We value diversity and promote kindness, empathy, and fairness in our interactions. Each individual's thoughts, feelings, and experiences are acknowledged and cherished.

Safe – We are dedicated to ensuring a physically, emotionally, and socially safe environment for all. Students are encouraged to express themselves and seek support, knowing that our school has a zero-tolerance policy towards bullying and discrimination.

GroWell Programme

Our GroWell programme focuses on five themes that together, create an holistic approach which, we believe is vital for students to lead fulfilling and balanced lives:

Responsible Decision Making

We encourage our students to think critically and make decisions that reflect their values, enhance their well-being, and contribute positively to the school and wider community. By developing responsible decision-making skills, students learn how to weigh the consequences of their choices and how their actions impact others.

Social Awareness

Through a focus on social awareness, students develop the ability to understand and empathize with others' perspectives and experiences. We encourage our students to engage in meaningful, respectful conversations and become active contributors to a diverse and global society. We aim to foster a culture of inclusivity, where everyone feels valued and heard.

Self-Awareness

Self-awareness is foundational to emotional intelligence. We guide students in reflecting on their strengths, challenges, and emotional responses. By increasing self-awareness, our students can recognize their emotional triggers, build on their strengths, and set personal goals that enhance their well-being.

Self-Management

Self-management is key to achieving personal goals and maintaining well-being. Our students learn strategies for regulating their emotions, managing stress, and maintaining a balanced lifestyle. We encourage the development of time management, mindfulness, and coping strategies to navigate life's challenges with resilience and positivity.

Relationship Skills

Positive, respectful relationships are essential for personal and academic growth. Our GroWell programme supports students in building healthy relationships by promoting effective communication, conflict resolution, and collaboration. We help students develop the skills to build and maintain strong, supportive connections with their peers, teachers, and others in their community.

Data-Driven Approach

At GEMS Wellington Academy, we understand that well-being is a dynamic and multi-faceted aspect of a student's experience. To ensure we are providing the best support, we take a data-driven approach to monitor and track student well-being throughout the academic year. By collecting and analysing various sources of data, we gain a continuous, holistic picture of each student's wellness, helping us to tailor interventions and support as needed.

Student Voice:

We actively seek the opinions and feedback of our students through regular discussions, focus groups, and surveys. By listening to students about their well-being, we gain insight into their needs, concerns, and areas where they feel supported or challenged. This feedback is invaluable in shaping our policies, identifying areas for improvement, and ensuring that we are meeting the emotional and social needs of our students.

Internal Surveys:

Throughout the academic year, we conduct regular well-being surveys, where students have the opportunity to anonymously share their thoughts on topics such as mental health, relationships, and overall school life. These surveys provide us with a clear understanding of the well-being climate across the school and help identify emerging trends or areas requiring immediate attention.

PASS (Pupil Attitudes to Self and School):

We use the PASS survey as a key tool for assessing students' attitudes towards school, their self-esteem, and their sense of well-being. The PASS data helps us identify patterns in how students perceive their school experience and their personal feelings of safety, self-worth, and engagement. This tool provides an in-depth look at student emotional and psychological wellness, allowing us to respond proactively and supportively.

Ongoing Monitoring and Support:

By utilising data from student voice, internal surveys, and PASS, we create an ongoing, evolving picture of each student's well-being throughout the school year. This enables us to:

Track Progress: We can monitor individual and collective well-being trends, identifying areas where students are thriving and where additional support might be required.

Tailor Interventions: The data allows us to personalize interventions, providing targeted support for students who may be facing specific challenges in terms of social, emotional, or academic development.

Evaluate Effectiveness: The feedback we gather from these data sources helps us evaluate the effectiveness of our well-being initiatives, ensuring that we are continuously improving our practices and maintaining a supportive environment for all students.

Collaboration and Communication: We believe that a collaborative approach between students, staff, and families is crucial to fostering a well-being-focused culture. Regular communication ensures that everyone involved in a child's education is aware of their well-being journey. We encourage open conversations between parents and school staff, enabling us to address concerns early and provide a consistent support system.