



مدرسة الإبداع
العلمي الدولية
INTERNATIONAL SCHOOL
OF CREATIVE SCIENCE

WELLBEING AND HEALTHY LIFESTYLE POLICY 2025 - 2026

Wellbeing & Healthy Lifestyle Policy

Document Information			
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At ISCS, we recognise that wellbeing is catalyst for human development and a pre-requisite for the future success of humanity. We understand that with enhanced wellbeing, humans become more emotionally literate, creative, agile and develop an enhanced capacity for problem solving.

At ISCS, we subscribe to the OECD's definition of wellbeing:

'The psychological, cognitive, social and physical functioning and capabilities that students need to live a happy and fulfilling life.'

In addition, at ISCS we understand that the nurturing our students' spiritual development contributes to present and future wellbeing.

Rationale:

The International School of Creative Science's Vision and Mission statement reflects the school's commitment to wellbeing. The school endeavours to create a learning environment that is inclusive and committed to developing students who are resilient, grounded, adaptable and empowered to excel.

Aim:

Our aim is to help develop the protective factors which build resilience to mental health problems and to be a school where:

- All stakeholders are valued.
- Students feel able to talk openly with trusted adults about their problems without feeling any stigma.
- Positive mental health and wellbeing is promoted and valued.
- To ensure ISCS provides a safe, secure, supportive and stimulating environment that is responsive to the personal, social and emotional needs of all members of the school community.
- To encourage co-operation, respect and consideration for and between all members of the school community.
- To promote warm and positive relationships between children, staff and parents.
- To build an atmosphere of trust.
- To help children and staff grow in self-esteem, confidence and independence of thought.
- To provide children and staff with opportunities to develop their resilience and coping strategies.
- To encourage the children and staff to value one another and to respect the views of other members of their community.
- To prepare the children for the opportunities, responsibilities and experiences of adult life.
- To provide staff for the opportunities to develop professionally and personally.
- Bullying is not tolerated.

Well-being is a broad concept and covers **a range of psychological and physical abilities**. Five major types of well-being are said to be:

- **Emotional well-being** – the ability to be resilient, manage one's emotions and generate emotions that lead to good feelings

- **Physical well-being** – the ability to improve the functioning of one's body through healthy eating and good exercise habits
- **Social well-being** – the ability to communicate, develop meaningful relationships with others and create one's own emotional support network
- **Workplace well-being** – the ability to pursue one's own interests, beliefs and values in order to gain meaning and happiness in life and professional enrichment
- **Societal well-being** – the ability to participate in an active community or culture.

Promoting Positive Mental Health & Wellbeing

Mental health and wellbeing is not just the absence of mental health problems. We want all children/young people to:

- feel confident in themselves
- be able to express a range of emotions appropriately
- be able to make and maintain positive relationships with others
- cope with the stresses of everyday life
- manage times of stress and be able to deal with change
- learn and achieve.

In addition, at ISCS we recognise that having a voice and being heard, regular engagement and a nurturing environment contribute to wellbeing.

ISCS promotes and strengthens the student engagement and voice through:

- Election of student council representatives, student wellbeing ambassadors
- Regular team meetings with the student leadership team.
- Student Mentorship Programme - Senior students mentoring junior students.
- School based programmes which are linked to the curriculum to promote student voice by developing independence and choice-making.
- Participation in Dubai school wellbeing census and the GL PASS survey

ISCS promotes parental engagement and voice through:

- The school's Parent Teacher Association (PTA)
- Parent meetings
- Having an 'Open Door Policy'
- Regular consultation about change and development through surveys and meetings.
- Parent Teacher Meetings.
- Involvement in extracurricular activities.
- Regular communication and involvement regarding student progress, behaviour and pastoral issues.
- Parent workshops

ISCS facilitates an enhanced environment for learning through:

- Establishing clear rules, routines and expectations about behaviour for learning.
- Dedicated social worker support per phase

- Moral Education and PSHE to create a physically, emotionally and socially rich environment where key relationships can thrive and the students feel secure in their learning.
- Consistent support for vulnerable children and students of determination from the inclusion team, teaching assistants, subject teachers, and external agencies where appropriate.
- Celebrating successes and achievements in the classroom through merit points and certificates.
- An exciting and varied range of extra-curricular events/competitions.
- Opportunities for intellectual, physical and social development.
- Encouraging independence in learning using a range of teaching styles appropriate to students' age and ability.

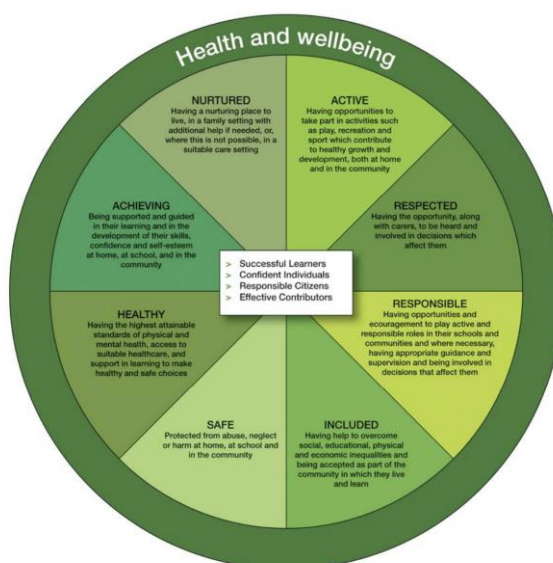
Wellbeing through Equal Opportunities and Equity

The school recognises the value of, and seeks to achieve, a diverse school community which includes people from differing backgrounds, with different skills and abilities. The school will take positive steps to create school culture through its governing body, managers and other employees, in which people can feel confident of being treated with fairness, dignity and tolerance, irrespective of their individual differences. This commitment extends to the whole school community and others connected with it. The school is committed to the elimination of unlawful discrimination and to the promotion of good relations between all.

Wellbeing and the Curriculum

There are a number of different types of well-being, all of which need to be promoted to some extent to create an overall sense of well-being in a person. At ISCS, we recognise it is not possible to improve students' well-being at school through single interventions or activities. Rather it requires the development of a 'culture' of well-being throughout the whole school and the active involvement of the whole staff, teaching and non-teaching.

Our holistic approach is encapsulated in the following diagram:



ISCS PSHE Curriculum

Intent of the PSHE Curriculum:

PSHE (Personal, Social, Health and Economic) education is a crucial part of a child's education. It gives children access to critical information about themselves and the many facets of the diverse world around them. At ISCS, we provide a specifically tailored curriculum that is both broad and balanced, and meets the unique context of our school. We give pupils access to big ideas and conversations, alongside practical experiences. At the heart of this, we encourage respect and understanding of the universal rights of the child, as articulated in the UNCRC. At ISCS, we aim to promote children's knowledge, self esteem, emotional wellbeing and resilience, and to help them to form and maintain worthwhile and positive relationships. Children will be taught to have respect for themselves, and for others, within our local, national and global communities. We aim to develop key character skills, including decision making, informed risk taking, good communication, and self-regulation strategies. We encourage the exploration of, and respect for, values held by different cultures and groups within our local community, and promote the development of positive attitudes. We encourage honesty and respect in all relationships, and nurture sensitivity to the needs and feelings of others. We aim to enable children to develop a deepening knowledge of their health and wellbeing, including their mental and physical health. The information provided will be relevant and appropriate to the age and maturity of pupils, underpinned by the faith-based ethos of the school. At ISCS, we aim to prepare pupils adequately for adult life: its decisions, responsibilities, experiences and opportunities, and to allow pupils to develop fully as emotional mature human beings.

Aims of the PSHE Curriculum:

The overarching aim for PSHE education is to provide pupils with:

- accurate and relevant knowledge
- opportunities to turn that knowledge into personal understanding
- opportunities to explore, clarify and if necessary, challenge, their own and others' values, attitudes, beliefs, rights and responsibilities
- skills, language and strategies they need in order to live healthy, safe, fulfilling, responsible and balanced lives.

Early years PSHE provision:

In the Early Years Foundation Stage, PSHE is referred to as personal, social, and emotional development. EYFS sets standards for the learning, development, and care of children from birth to 5 years old. Our PSHE curriculum respects and adheres to the Statutory framework for the Early Years Foundation Stage. The Early Learning Goals are not used as the curriculum but build upon the wide variety of rich experiences that are crucial to child development, from being read to frequently, to playing with friends.

Our PSHE curriculum in EYFS encourages an enquiry, play-based curriculum which aims to foster a love of learning and inspires the children to ask and answer their own questions. The activities support the development and achievement of their Early Learning Goals.

Primary:

In Primary, the PSHE curriculum has 6 themes (one per half term):

Being me in my World	Relationships	Celebrating differences	Dreams and Goals	Healthy Me	Changing Me
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Each theme covers all the non-statutory areas of the ENC PSHE guidance. More details can be found in the PSHE Long Term Plan.

Each class has a dedicated session per week and learning is recorded.

Secondary and Post-16:

In Secondary and Post-16, the PSHE curriculum has 6 themes (one per half term):

Online Safety & Digital Literacy	Bullying & Discrimination	Mental Health & Wellbeing	Physical literacy, Health & Fitness	Careers, goals and aspirations	Relationship, Community, and responsibility
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PSHE is delivered through assemblies and implicitly through the curriculum.

Roles and responsibilities, including those with specific responsibility

We believe that all staff have a responsibility to promote positive mental health, and to understand about protective and risk factors for mental health. Some children will require additional help and all staff should have the skills to look out for any early warning signs of mental health problems and ensure that children with mental health needs get early intervention and the support they need. All staff understand about possible risk factors that might make some children more likely to experience problems, such as:

- physical long-term illness,
- having a parent who has a mental health problem,
- death and loss, including loss of friendships,
- family breakdown
- bullying.

They should also understand the factors that protect children from adversity, such as:

- self-esteem,
- communication and problem-solving skills,
- a sense of worth and belonging and
- emotional literacy

Our Pastoral Team work together to ensure that they lead and support Social, Emotional & Mental Health Needs. They:

- Lead and work with other staff to coordinate whole school activities to promote positive mental health and wellbeing
- Support PHSE and Moral Education teaching about mental health
- Provide advice and support to staff and organise training and updates.
- Are the first point of contact with mental health services, and make individual referrals to them.

We recognise that many behaviours and emotional problems can be supported within the school environment, or with advice from external professionals. Some children will need

more intensive support at times, and there are a range of mental health professionals and organisations that provide support to children with mental health needs and their families.

Our older students can self-refer themselves to get support through dedicated QR codes which prompt social worker support

Sources of relevant support include:

- Our Senior Leadership Team
- Our Inclusion Team who helps staff understand their responsibilities to children with special educational needs and disabilities (SEND), including children whose mental health problems mean they need special educational provision.
- Our Safeguarding/Child Protection Leaders
- Our Heads of Year
- Our Social Workers
- Our Phase Supervisors
- Our Guidance Counsellor
- Our School Medical Team
- Our Student Wellbeing Ambassadors and Student Council Members
- Team Around the Child- a team of leaders and key staff dedicated to supporting our most vulnerable students

Identifying, referring and supporting children with Wellbeing and mental health needs

Our approach:

- Provide a safe environment to enable children to express themselves and be listened to.
- Ensure the welfare and safety of children are paramount.
- Identify appropriate support for children based on their needs.
- Involve parents and carers when their child needs support.
- Involve children in the care and support they have.
- Monitor, review and evaluate the support with children and keep parents and carers updated.

Early Identification

Our identification system involves a range of processes. We aim to identify children with wellbeing and mental health needs as early as possible to prevent things getting worse.

We do this in different ways including:

- Clear and accessible referral systems- staff report concerns about individual children to the relevant lead persons.
- Student self-referral systems
- Analysing behaviour, exclusions, visits to the medical room/school nurse, attendance and sanctions
- Pupil Progress Review meetings.
- Regular meetings for staff to raise concerns.
- Gathering information from a previous school at transfer.
- Parental meetings in EYFS.
- Enabling children to raise concerns to any member of staff.
- Enabling parents and carers to raise concerns to any member of staff.

Wellbeing of Staff

School will promote the well-being of employees by:

- Access to Staff Wellbeing Reps across the school who provide a focal point for support and guidance.
- Creating a working environment where potential triggers of work-related stress are avoided, minimised or mitigated, as far as practicable, 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.
- Establishing working arrangements whereby employees feel they are able to maintain an appropriate work life balance.
- Encouraging staff to take responsibility for their own health and well-being through effective health promotion programmes and initiatives.
- Encouraging staff to take responsibility for their own work and effectiveness as a means of reducing their own stress and that of their colleagues.

Arrangements for well-being and stress prevention is made through good management practices. These can 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.
- 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 where applicable
- An termly survey of staff to better understand the areas of work-life that have a negative effect on staff well-being.

Links to other policies

This policy links to our policies on:

- Safeguarding Policy
- Behaviour Policy
- Grievance Policy
- Whistleblowing Policy
- Anti-Bullying Policy

- SEND/Inclusion Policy

Monitoring & Review:

- The Wellbeing Team and Principal are committed to reviewing the impact of the Health and Wellbeing policy as part of the school's strategic direction and improvement plans. This policy should be used in conjunction with other policies.
- Staff questionnaires and surveys provide an opportunity throughout the year to improve practice and monitor outcomes.