



The Central School

Wellbeing policy

The Wellbeing Policy Statement and Framework for Practice sets out the School's ambition and vision for wellbeing promotion, building on strong community feeling among the stakeholders.

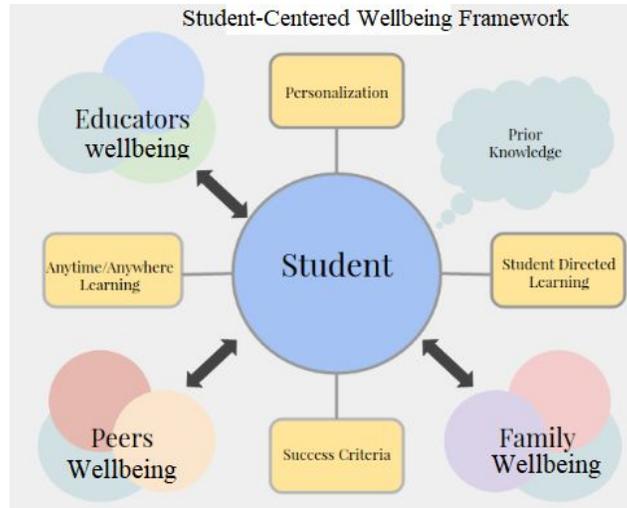
Children and young people become independent learners if they are happy in their work, believe in themselves and feel acknowledged and supported in the school. Wellbeing practice is an ongoing process that will ensure the necessary focus on supporting children and young people in having a sense of purpose and fulfilment, and the skills necessary to deal with life's challenges.

Definition of Wellbeing: when a person realises their potential, is resilient in dealing with the normal stressors of their life, takes care of their physical wellbeing and has a sense of purpose, connection and belonging to a wider community. It is a fluid way of being and needs nurturing throughout life is defined as wellbeing.

The Principles of the Framework:

Child/parent/teacher-centred: The wellbeing needs and the best interests of our children and parents and teachers are a central focus of this policy. This requires us to respect and value the child centered focus to foster their belonging and connectedness to the school community. This ensures a sound developmental base for present and future wellbeing, as well as academic achievement.

Equitable, fair and inclusive: All children with their significant others (parents and teachers) need access to equitable, fair and inclusive opportunities to develop their wellbeing in ways that are responsive and suitable to their particular needs and contexts. This means that practices will vary across schools and centres for education and from student to student.



Opportunity in disguise of challenges:

Distance Learning Education has provided us an opportunity in disguise of challenge. Credit goes to the technology pioneers and their advancements, now teachers are able to meet the parents and students in their natural environment.

Engaging the student at home also means engaging parent at home. The frequency of meeting have increased and now school is knowing more about the feeling of the home. This connectedness has led to welcoming the teacher in every home.

The teacher now has become a family member in the home. Parents are reaching out to teachers not just for reviewing the academics of their child but also to know more about the teacher.

This has amalgamated the school-parent-student naturally.

Plan to execute the framework

Programs involving parents:

1. Talent search in parents: to promote wellbeing vision. The school will search for latent talents in the parents which can be shared with the students. For e.g., a parent might have talent in poetry, arts, physical activity. The school will arrange a schedule and bring the parent to the students to exercise their talent and share and teach the same to our students.
2. Involving in social debates: The school will engage parents in MEP/Islamic studies class to have religious/moral conduct discussions.
3. Promoting Arabic: Conducting Arabic Classes for the parents

Programs involving Teachers:

1. Talent Search in Teachers: Teachers will showcase their hidden talents in arts, do it yourself (DIY), teaching new platforms on software to other teachers (e.g., advanced excel techniques, using google forms) which will help the teacher community have peer-peer interaction and sense of belongingness.
2. Planning extra-curricular activities in which students are also involved.
3. Senior grade teachers visit KG sections and helping out teachers in KG sections during free periods.

Programs involving Students:

INCENTIVES, ACCOLADES AND RECOGNITIONS

<p>❖ <u>Student of the Month</u></p>  A red and blue star-shaped badge with a yellow center containing the text "Student of the Month".	<p>❖ <u>Class of the Month</u></p>  A green chalkboard sign hanging on a wall with the text "Class of the Month" written in white chalk.	<p>❖ <u>Perfect Attendance</u></p>  A yellow ribbon award with a circular center containing the text "PERFECT ATTENDANCE".
<p>❖ <u>Monitor of the class</u></p>  A circular blue badge with a cartoon character and the text "Class Monitor".	<p>❖ <u>Best Writer</u></p>  A blue and gold ribbon award with a circular center containing the text "BEST WRITER" and "RIFAYA 3C".	<p>❖ <u>Best Poet</u></p>  A red and gold ribbon award with a circular center containing the text "BEST POET" and "M. ADNAN 5L".
 A yellow and red star-shaped badge with the text "BEST SPELLER", "SYED AUF", and "GRADE 1F".	 A red ribbon award with a circular center containing the text "SCIENCE WIZARD".	 A circular blue badge with a star and the text "SCIENCE SUPERSTAR".



Well being Representatives for the School (E-Learning)

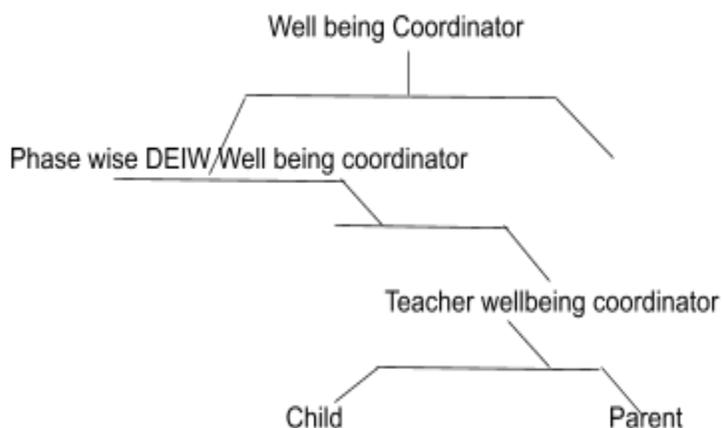
Stake holders	Representatives	Designation
Parents	Mr. Mriza Galib and Ms. Mala Mehra Mr. Hafeez Ms. Arti Paul Bhagel Ms. Ansa Ms. Jaseena	Director The Principal HoS, phase-III & IV (boys) HoS, phase-III & IV (girls) HoS, phase-II (boys & girls) HoS, phase-1 (K.G section)
Teachers, supervisors, HoS	Mr. S. R. Joshi	Head of Inclusion, overall wellbeing coordinator
Students	Mr. S. R. Joshi Mr. Terrance Kim Pado Ms. Arishma	Head of Inclusion, overall wellbeing coordinator Phase-2 coordinator for wellbeing Phase-1 coordinator for wellbeing
Teachers	Ms. Rashmi Ms. Jayashree Ms. Sarah Fernandes	Teacher representative for Phase-III & IV (girls) Teacher representative for Phase-II (girls & boys) Teacher representative for Phase-I (KG section)

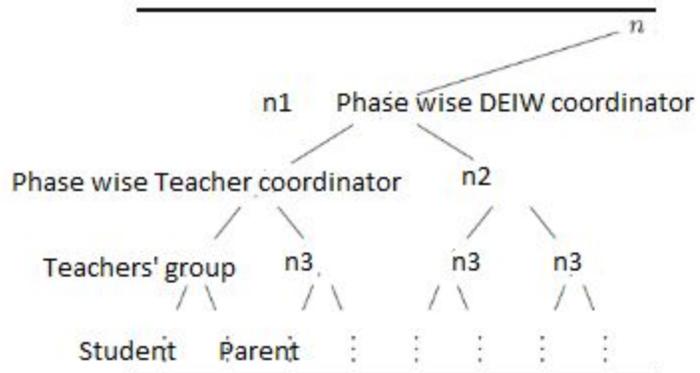
DEIW and Teacher well-being coordinators for phases:

Duties and responsibilities:

1. You are going to coordinate with the DEIW phase wise coordinators and form small groups where you can reach out to the staff in need.
2. You are going to social talk to the staff members in an idea to listen to their stories.
3. keep the sessions confidential only to report to the DEIW department.
4. DEIW will take over for any serious issues you might encounter during your counselling sessions.
5. Conduct at least one session with students and teachers in small groups of not more than 4.
6. Teacher members will conduct a parent or student meet comprising groups of 4 every week.
7. These session will not go longer than 15 minutes.
8. Teacher members will work under the supervision of Phase-wise teacher coordinator and Teacher coordinator will collaborate with phase wise DEIW coordinator.
9. The DEIW coordinator must be monitoring for any difficulties faced by the Teacher coordinator and help them to conduct the sessions.
10. The DEIW coordinator must be present in each parent/student/teacher meeting.
11. The DEIW will conduct counselling techniques training session for teacher members as and when required.

Escalation Matrix





The Escalation Matrix:

Acknowledgements: The Student Wellbeing program has been designed by Primary section under the leadership of Ms. Ansa, Head of Section.