



مدرسة ديرة الدولية
DEIRA INTERNATIONAL SCHOOL
FESTIVAL CITY

 Al-Futtaim Education Foundation

Primary Wellbeing Action Plan 2023

Department Improvement Plan 2023-24

Year Group/Department:

Counselling & Wellbeing

DIS WHOLE SCHOOL IMPROVEMENT PRIORITIES

- Further embed an understanding of the school's values and culture across all members of the school community through leadership at all levels
- Continue to improve outstanding progress and attainment in all key stages and students in all contexts ensuring the reduction in gaps between groups of learners
- Further enhance the professional development programme to increase the consistency of outstanding teaching and learning
- Continue to review curriculum design to maximise its impact on outcomes, skills and experiences
- Develop wider enrichment opportunities to impact on student engagement and outcomes
- Further develop the sense of belonging and wellbeing across the school community
- Continue to develop the effectiveness of leadership at all levels

Counselling and Wellbeing – AY2022-2023 highlights

- Establishment of the primary well-being counsellor role
- Establishment of the counselling policy and referral procedures
- Counselling service offered for all students in Primary
- Counselling sessions
- Links made with external agencies (Lighthouse Arabia, Reverse Psychology, Al Amal Hospital, Free Spirit Collective)
- Launch of BounceTogether for Years 1-6
- Well-being provision in all classes established in response to BT data
- Staff and LSA PDs regarding student and staff well-being
- KHDA rated well-being systems at DIS amongst the best in the UAE
- Continuation of the Change Detectives (year 6-7 transition)
- Evidence collection and work for Wellbeing Award begun
- Review of staff well-being provision and initiatives

Complete

Ongoing

Not yet started

Priority 1: Whole School Priorities		
Focus	Actions	Success Criteria
Wellbeing Award for Schools	<ul style="list-style-type: none"> • Liaise with EH, BL, LB, AD to collate evidence for WAS • Attend fortnightly meetings to evaluate progress with the award and action development points 	<ul style="list-style-type: none"> • Achievement of wellbeing award for schools this academic year 2023-2024
Collaborate with external agencies and local authorities	<ul style="list-style-type: none"> • Create links with external agencies • Ensure that national guidelines are being adhered to with regular communication and updates being disseminated in school 	
Theme days	<ul style="list-style-type: none"> • Raise awareness of mental health concerns through wellbeing initiatives and theme days 	

Priority 1: Primary School Priorities		
Focus	Actions	Success Criteria
Referral procedures and systems	<ul style="list-style-type: none"> • Refine referral forms to ensure that tier 3 students are being prioritised for counselling sessions • Create a referral processes flow chart to ensure that all teachers are aware of the steps involved with students beginning counselling sessions • Establish a 6-session standard review point during counselling sessions where progress is reviewed to ensure that action is taken if progress has not been made • Ensure that changes in referral procedures and systems are communicated with all staff 	<ul style="list-style-type: none"> • Induction session delivered to all staff at the beginning of the year to share tier systems, referral process chart, rational behind 6 session counselling review • All staff are aware of how to refer a student to counselling
Student wellbeing data and provision	<ul style="list-style-type: none"> • BounceTogether surveys are completed by all students in FS-Year 6 • Provide year group leaders and teachers with results from the surveys • Ensure that data is analysed the following week in year group meetings using a standard template • Meet with each YG team to support with wellbeing intervention planning and ensure that wellbeing provision for the year group is linked to the areas of development for the year group 	<ul style="list-style-type: none"> • Every survey has a minimum 98% response rate • YGLs and teachers are aware of where to find their class data • Year groups know how to access the results from their surveys • All year groups have completed the data analysis the following week after Bounce Surveys have been completed • All members of staff are aware of the whole school priorities for well-being following each survey

	<ul style="list-style-type: none"> • Input BounceTogether student wellbeing data into a spreadsheet to track trends in wellbeing more closely in each year group • Format data in year groups to allow teachers to see a 'score' and identify low scorers • Identify key areas of priority for the whole school • Create an assembly rota which addresses key whole school priorities 	<ul style="list-style-type: none"> • Assembly rota reflects the whole school priorities from the most recent BounceTogether survey.
Resources for teachers	<ul style="list-style-type: none"> • Create a bank of resources which teachers can access to support with wellbeing interventions – The Be Well shopfront • Add to the resource banks before every data collection to ensure that there is enough variety when planning wellbeing interventions 	<ul style="list-style-type: none"> • All teachers are able to access resources on the Wellbeing Channel • Teachers have a variety of resources to access to address concerns which arise through wellbeing surveys.
Professional development for teachers	<ul style="list-style-type: none"> • BounceTogether orientation for teachers during induction • Run a BounceTogether 'how to' for teachers before the first data collection • Liaise with SM to provide teachers with mental health training to support students 	<ul style="list-style-type: none"> • All members of staff are aware of how to find out when BounceTogether surveys are taking place • All new class teachers are aware of how to administer a survey to their pupils • All members of staff have undergone mental health training this academic year

Priority 2: Student Support		
Focus	Actions	Success Criteria
Counselling support for Tier 3 students and ongoing Tier 2 concerns	<ul style="list-style-type: none"> • Provide counselling support to tier 3 students • Ensure that teachers refer students who come under Tier 2 ongoing concerns, or Tier 3 students. • Teachers will contact parents to discuss the possibility of counselling sessions for their child • Parents who give consent to be contacted within 48 hours of the referral and a meeting is set up between the counsellor and parents (and inclusion teacher if necessary) • Students will attend weekly sessions where their wellbeing check ins are monitored • Children will have knowledge of the areas I will be supporting them with 	<ul style="list-style-type: none"> • Tier 2 and Tier 3 students have been identified in year groups • Teachers are aware of the process involved with referring students to the counselling service through an induction session

	<ul style="list-style-type: none"> Identify the student's goals during intake session and ensure that they are aware of the areas which they are going to develop in their sessions. Provide group sessions for students with common areas for development (if appropriate) Ensure that accurate notes and records are taken for each student counselling session Work closely with YGLs and Wellbeing Link teachers in order to ensure that student provision is well planned, resourced, and impactful for the students. 	
Safeguarding	<ul style="list-style-type: none"> Attend fortnightly safeguarding meetings with EH, BL, GD, SM, AD, SG and LB to identify students with safeguarding concerns Support teachers when logging safeguarding concerns on CPOMS Log any safeguarding disclosures arising from counselling sessions Ensure that children are supported as required Join DSL consultation groups held by Lighthouse Arabia Ensure DSL level 3 training is up to date 	<ul style="list-style-type: none"> The primary counsellor is aware of 100% of the safeguarding cases in DIS DSL consultation groups have been attended

Priority 3: Parent Support

Focus	Actions	Success Criteria
Raise the profile of the wellbeing counsellor role in school	<ul style="list-style-type: none"> Continue to write wellbeing sections of the 'Counsellor's Corner' of the newsletter sent to all parents every fortnight Ensure presence at drop off and dismissal every day in order to develop relationships with parents in the DIS community Hold coffee mornings which address key gaps or areas of need in wellbeing Ensure parents are aware that DIS are completing the Wellbeing Award for Schools (WAS) 	<ul style="list-style-type: none"> 100% of primary parents have been sent a DIS Primary well-being newsletter which outlines updates, resources, tips, and spotlights on well-being provision at DIS. Morning and dismissal duties have been attended in order to develop relationships with the DIS community. One coffee morning per term is held for the parents in primary (and whole school where suitable) 100% of parents have received communication that DIS is applying for the Wellbeing Award for Schools.
Coaching for parents	<ul style="list-style-type: none"> Provide 1:1 support for parents who are facing challenges with discipline and behaviour at home 	<ul style="list-style-type: none"> Parents are aware of the option for support with parenting and concerns about their child's wellbeing.

	<ul style="list-style-type: none"> • Create a plan of action with parents and share with them. Monitor progress through communication with them at least once weekly • Utilise the coaching skills of Wafa El Tibi to support with parenting challenges of Arabic speaking parents 	<ul style="list-style-type: none"> • 100% of parents undergoing parenting support are provided with strategies and techniques to implement at home with their child. • Wafa El Tibi has run one or more parental coaching groups to support with a generic issue.
Communication with parents of children being counselled	<ul style="list-style-type: none"> • Create a welcome guide for counselling to be shared with the parents of children on caseload. • Ensure that frequently asked questions about how counselling works at DIS are answered in the welcome guide • Amend the parent counselling consent form to reflect that parents have read and agreed to the content of the counselling welcome guide, including 6 session checkpoints. 	<ul style="list-style-type: none"> • Counselling welcome guide has been shared with all counselling parents when beginning sessions • All counselling parents in 2023-2024 acknowledge that they have read the counselling welcome guide before commencing sessions this year

Priority 4: Staff Support

Focus	Actions	Success Criteria
Staff well-being	<ul style="list-style-type: none"> • Send out impact surveys to staff to evaluate the effectiveness of wellbeing initiatives in school • Analyse and discuss results of staff wellbeing surveys with core exec and make changes where necessary • Collate a document which shares the outcomes of the meeting with core exec with all staff • Liaise with SLT to identify key members of staff who may need emotional support at school • Continue the DIS Smiles initiative • Liaise with AD to offer a series of voluntary staff sessions that can be accessed over the course of the year. 	<ul style="list-style-type: none"> • Impact survey results have been analysed with core exec • Liaise with head of school to create a 'you said, we did' document to share with staff • DIS Smiles has a high engagement from the primary phase – a minimum of 100 entries per week. • Staff sessions have been planned and delivered with attendance from primary staff
Staff counselling sessions	<ul style="list-style-type: none"> • Provide ad hoc counselling sessions for staff and make recommendations of external agencies where required 	<ul style="list-style-type: none"> • All staff understand that they can come and seek the support of the school counsellor if required

Priority 5: Professional Development for Wellbeing Counsellor

Focus	Actions	Success Criteria
Counselling Supervision	<ul style="list-style-type: none"> • Continue online counselling supervision through The Lighthouse Arabia once a month • Ensure that national updates and guidance arising from supervision and counsellors 	<ul style="list-style-type: none"> • All supervision sessions held during the academic year through Lighthouse Arabia have been attended

	<ul style="list-style-type: none"> whatsapp group are adhered to and shared with relevant members of staff at school Apply new techniques and skills learnt from counselling supervision to counselling sessions with students 	<ul style="list-style-type: none"> All national guidance shared through different channels are shared with the relevant members of staff
Coaching	<ul style="list-style-type: none"> Explore the possibility of a coaching qualification to further support staff and parents in the DIS community. 	<ul style="list-style-type: none"> A coaching qualification has been started this academic year.
Links with other schools and external agencies	<ul style="list-style-type: none"> Develop links with other schools Share best practice and resources with other schools Maintain membership on 'school counsellors connect' whatsapp group for professional development opportunities and shared resources 	<ul style="list-style-type: none"> Visit other schools to see best practice in action.

AY2023-2024

BounceTogether Data – Student Well-being

<p>Survey 1 – September 2023</p>	<p>Whole School Response Rate: 99%</p> <p>Whole School Priorities:</p> <p>1. I find it easy to talk about my feelings (Emotional Articulation) 27% yes 55% sometimes 18% no</p> <p>2. I know how to use Kelso's Choices Wheel to solve small problems (conflict resolution) 49% yes 33% sometimes 18% no</p> <p>3. I know how to calm myself down (emotional regulation) 51% yes 38% sometimes 11% no</p> <p>4. I have someone to share my problems with (connection) 59% yes 33% sometimes 8% no</p>	<p>Actions to implement for survey 2</p> <ul style="list-style-type: none"> Attend each YG meeting to support with identifying priorities and creating interventions Format data to 'score' each child to easily identify low scorers Provide teachers with a planning template for wellbeing sessions Complete drop ins to ensure that wellbeing times are being utilised to explicitly target areas for development for each year group Provide general feedback to year groups on their wellbeing sessions for tips, suggestions and areas for development Create a data analysis form for survey 2 which follows on from the priorities in survey 1. Ensure that survey 2 has an updated PPT and a slot of 30 minutes on the first day of the week for BounceTogether surveys to be completed Incorporate each of the whole school priorities into the year group assembly rota for Term 1.2 Incorporate the whole school priorities from survey 1 into the provision for World Mental Health Day (10th October 2023) Create a list of students from each year group that need to be on the Wellbeing counsellors and year group's radar for wellbeing concerns (not necessarily a low BounceTogether scorer)
--------------------------------------	---	---

<p>Survey 2 – November 2023</p>	<p>Response Rate: 98%</p> <p>Whole School Priorities:</p> <p>1. People care about me 70% yes 25% sometimes 11% no</p> <p>2. I find it easy to talk about my feelings 30% yes 52% sometimes 18% no</p> <p>3. I know how to calm myself down 60% yes 32% sometimes 8% no</p> <p>4. I know how to use Kelso's Choices Wheel to solve small problems 58% yes 30% sometimes 12% no</p>	<p>Actions to implement before survey 3</p> <ul style="list-style-type: none"> • Attend each YG meeting to support with identifying priorities and creating interventions • Format data to 'score' each child to easily identify low scorers • Provide teachers with a planning template for wellbeing sessions • Provide general feedback to year groups on their wellbeing sessions for tips, suggestions and areas for development • Create a data analysis form for survey 3 which follows on from the priorities in survey 3. • Ensure that survey 3 has an updated PPT and a slot of 40 minutes on the first day of the week for BounceTogether surveys to be completed • Incorporate each of the whole school priorities into the year group assembly rota for Term 1.2 • Amend the FS and Year 1 paper survey to be questions for ease of understanding • Book in 10 minutes during PD time the week before the BounceTogether survey to go through BounceTogether survey data collection and analysis with class teachers and YGLs
-------------------------------------	---	---



مدرسة ديرة الدولية
DEIRA INTERNATIONAL SCHOOL
FESTIVAL CITY

 Al-Futtaim Education Foundation

Secondary Wellbeing Action Plan 2023



Award Action Plan (School Led) - WAS, Version: 07/11/2023 09:08am

Deira International School -79043


Founded in 2005, Deira International School is renowned for providing an excellent inclusive and holistic education. We have a strong focus on academic progress and achievement, and for the significant majority of our students continuation to university is their chosen route. We have over 80 different nationalities represented across our school and this diversity is fundamental to the community nature of the school. Exceptional facilities provide wonderful opportunities for a holistic approach to education; sport, performing arts, academic, technological, leadership and creative pathways are all on offer, ensuring our students enjoy enriching and varied school experiences within our classrooms and beyond. Our curriculum model is based upon the English National Curriculum, but goes significantly beyond the minimum expectations, covering a diverse range of subjects. Our personalised , play-based and continuous provision in the Early Years ensures that students are rigorously assessed against the prime and specific areas of the Early Years Foundation Stage framework. This focuses on developing key learning skills and the foundations for accessing the Primary Curriculum. In primary, students receive an enriching and broad curriculum offer, which includes the delivery of several non-core subjects. Our senior students take the Cambridge Board IGCSE examinations in Year 11 and move into the authorised International Baccalaureate Diploma Programme (IBDP) or International Baccalaureate Career-Related Programme (IBCP) in Years 12 and 13. We have recently been rated 'Outstanding' by the KHDA, achieving the highest level for wellbeing, and we are also BSO outstanding.


Objective 1


The school is committed to promoting and protecting emotional wellbeing and mental health by achieving the Wellbeing Award for Schools.


Key Performance Indicator	RAG Rating	Action Plan			
1.1 The award process is reviewed by the SLT and governors and formally adopted.		Current status	Action to be taken	Who will deliver and monitor action?	When will action be taken?
		Award has been reviewed and formally agreed at all levels.	Ensure that governors are fully engaged with the process through appointing a link governor for the award.	EH	11/09/23
1.2 A statement of commitment is signed and stored in the portfolio of evidence.		Current status	Action to be taken	Who will deliver and monitor action?	When will action be taken?


The statement of commitment has been signed and stored.	Ensure that the commitment is shared with the Extended Exec team at the next meeting.	EH	04/10/23
---	---	----	----------

1.3 A change team is nominated and appointed.		Current status	Action to be taken	Who will deliver and monitor action?	When will action be taken?
		The core wellbeing award team has been formed.	Work with Belonging Team (DEI) to review student and staff voice	Award Core Team	07/11/23
		The core wellbeing award team has been formed.	Ensure that for each section of the award we have a small group of staff from across the school to support and engage.	Award Core Team	12/09/23


1.4 The School Self-Evaluation Form is completed.		Current status	Action to be taken	Who will deliver and monitor action?	When will action be taken?
		SEF completed by Wellbeing Award Team.	Review at regular intervals during the next term.	Award Core Team	13/10/23

1.5 The Stakeholder Evaluation Forms are sent out and the results analysed.		Current status	Action to be taken	Who will deliver and monitor action?	When will action be taken?
		Stakeholder evaluation forms were sent out in June and results received.	Ensure that the change team reviews the results in relation to their section of the action plan.	Change Team	26/09/23

1.6 The Action Plan is prepared and approved by the SLT.		Current status	Action to be taken	Who will deliver and monitor action?	When will action be taken?
		Action plan is being developed.	At the next award meeting the action plan will be reviewed. Exec can then approve this at their next meeting.	EH	20/09/23



1.7 The whole-school community and other partners are informed about the award.		Current status	Action to be taken	Who will deliver and monitor action?	When will action be taken?
		We still need to inform the community about our progress so far	Once the advisor visit is complete we will share our progress with everyone	Award Core Team	06/12/23

Parents and students have been informed of the award through newsletters, tutor time activities and other communication. Staff have had a short PD delivered.	Continue to ensure that we regularly send out communication about the award and our progress.	Award Core Team	12/09/23
---	---	-----------------	----------


1.8 EVALUATION: The Action Plan is regularly monitored, progress is evaluated and the findings shared and acted upon.		Current status	Action to be taken	Who will deliver and monitor action?	When will action be taken?
		Action plan to be reviewed	Review in November meeting	Award Core Team	08/11/23
		Action Plan has been completed for the first time.	Ensure the action plan becomes the core agenda item of each team meeting.	Award Core Team	12/09/23


Objective 2

The school has a clear vision and strategy for promoting and protecting emotional wellbeing and mental health, which is communicated to all involved with the school.

Key Performance Indicator	RAG Rating	Action Plan			
2.1 A vision statement is in place that puts emotional wellbeing and mental health at the heart of the school's aspirations.		Current status	Action to be taken	Who will deliver and monitor action?	When will action be taken?
		Clear vision statement currently in place.	Review vision statement to ensure it is fit for purpose and share with others	BL	06/10/23
2.2 The school has reviewed its provision and understands how it currently supports emotional wellbeing and mental health, and where strengths, gaps or weaknesses in provision exist.		Current status	Action to be taken	Who will deliver and monitor action?	When will action be taken?

As part of KHDA inspections, the school wellbeing SEF is pending	The school needs to complete the wellbeing SEF and triangulate this with the wellbeing award criteria	EH	13/11/23
Review pastoral curriculum/ e pulse and identify areas for development.	Fully resource the pastoral curriculum. Clear curriculum map with a focus on areas for development.	BL	29/09/23
BounceTogether surveys are run and interventions created based on areas of development.	Ensure year groups are part of data analysis and ensure that wellbeing provision in each year group lines up with weaknesses in our data. Include whole school priorities in assembly rotas.	MJ	29/09/23

2.3 All relevant school policies (bullying, safeguarding etc.) have been audited to ensure they connect with the school's work on emotional wellbeing and mental health.		Current status	Action to be taken	Who will deliver and monitor action?	When will action be taken?
		Policies to reviewed in light of procedural changes	Counselling Policy - AD Mental Health - MJ	AD & MJ	08/11/23
		Policies to be reviewed.	Safeguarding to be updated with attendance and mental health	BL	22/09/23
		All policies to be reviewed.	Review to be completed and changes made where necessary - Anti bullying last one to be reviewed.	BL	29/09/23

2.4 The school has reviewed and understands all the relevant risk factors that can impact on emotional wellbeing and mental health in pupils.		Current status	Action to be taken	Who will deliver and monitor action?	When will action be taken?
		Key policies in place. Staff have received PD	Opportunities for for further PD. New staff to complete mental health course.	BL	

2.5 A strategy for emotional wellbeing and mental health, which takes into account all reviews and audits and addresses any gaps in provision, is approved and in place.	A	Current status	Action to be taken	Who will deliver and monitor action?	When will action be taken?
--	---	----------------	--------------------	--------------------------------------	----------------------------

2.6 The strategy and vision statement are communicated to the whole-school community.	A	Current status	Action to be taken	Who will deliver and monitor action?	When will action be taken?
		Clear strategy and vision in place.	Needs further communication to key stakeholders: Assemblies Pastoral curriculum Coffee mornings for parents	BL	

2.7 EVALUATION: The SLT has identified a clear set of outcomes for measuring the impact of the strategy and progress towards them is monitored and appropriate follow-up action is taken.	A	Current status	Action to be taken	Who will deliver and monitor action?	When will action be taken?
		The school has avenues to gather feedback such as temperature checks for staff and the use of Epulse and Bounce Together	To review these platforms and ensure that they are fit for purpose. Establish a wellbeing council (Sec) and wellbeing link Teachers in Primary	Wellbeing Team	06/06/24

Objective 3

The school has a positive culture which regards emotional wellbeing and mental health as the responsibility of all.

Key Performance Indicator	RAG Rating	Action Plan
---------------------------	------------	-------------

3.1 The school takes steps to create an awareness across the whole school community of the importance of emotional wellbeing and mental health, including its impact on academic performance.	A	Current status	Action to be taken	Who will deliver and monitor action?	When will action be taken?
		Wellbeing is a key part of the schools culture and the whole school vision.	Continue to embed and raise awareness of wellbeing and mental health across the school.	BL	07/11/23
		Wellbeing is a key priority for all phases	Wellbeing Festival, tutor time activities and CCAS in secondary. wellbeing lessons in primary.	BL & MJ	07/11/23
		Primary has the 'Be Well' shop front for teachers.	Secondary to complete something similar.	AD & MJ	07/11/23
3.2 The whole-school community has contributed to the vision and strategy for emotional wellbeing and mental health.	A	Current status	Action to be taken	Who will deliver and monitor action?	When will action be taken?
		There is a shared vision.	Include the student wellbeing council in the review of the vision.	AD	09/11/23
		This is shared with staff and is available on the school website.	Reach out to staff and see who would like to be involved in contributing to the wellbeing vision and strategy.	EH	21/09/23
3.3 The whole-school community understands their role in promoting and protecting emotional wellbeing and mental health.	A	Current status	Action to be taken	Who will deliver and monitor action?	When will action be taken?
		All key stakeholders are aware of their role of protecting the wellbeing of students.	Further CPD for all stakeholders with a focus on parents. Alongside students plan a wellbeing festival.	BL	07/11/23
		More work needs to be done around parental engagement	Parent workshops to be arranged for AI, mental health and bullying. Also other opportunities to support parents.	Core team	07/11/23




3.4 An accountability framework clearly sets out who is responsible for emotional wellbeing and mental health within the school leadership.	A	Current status	Action to be taken	Who will deliver and monitor action?	When will action be taken?
		Clear framework in place which outlines roles and responsibilities.	Review and quality assure.	BL	

3.5 The school works to implement positive ways of talking about, and removing the stigma around, mental health.	A	Current status	Action to be taken	Who will deliver and monitor action?	When will action be taken?
		Implemented through Pastoral curriculum and tutor time, Primary Wellbeing sessions. For Staff HR check in and wellbeing is a standard agenda item on all department and leadership meetings.	Have more dedicated times in tutor time, drop down days as well as Assemblies to address mental health topics.	Core team	07/11/23
		Develop older students understanding of mental health issues	Sessions based around self harm and mental wellbeing.	BL	07/11/23
		Develop more opportunities to allow students to talk about their mental health	Anti-bullying week World Mental Health Day Wellbeing Week	Core team	07/11/23


3.6 EVALUATION: The school evaluates the extent to which the whole-school community feels comfortable talking about, and taking responsibility for, emotional wellbeing and mental health within the school, and appropriate follow-up action is taken.	A	Current status	Action to be taken	Who will deliver and monitor action?	When will action be taken?
		Staff temperature checks give an indication of how staff are feeling throughout the year.	Gather staff voice through the wellbeing council.		

Objective 4

The school actively promotes staff emotional wellbeing and mental health.

Key Performance Indicator	RAG Rating	Action Plan			
4.1 Staff emotional wellbeing and mental health is specifically included in the strategy.		Current status	Action to be taken	Who will deliver and monitor action?	When will action be taken?
		Developing wellbeing across the school community including staff and parents is on the school improvement plan.	Cross collaboration with school community to ensure best practice, ensuring a range of resources are accessible and up to date, enhancing lines of communication between key stakeholders in the community.	Core exec, MJO, ADA	07/11/23
		Share a long term plan for the school with all members of staff including wellbeing as a key factor	Run an induction session to share the vision of wellbeing being a key component of the school's journey	Simon	07/11/23
		Feedback from staff has allowed us to review some procedures, ways of working and policies	Continue to review duties, PD time, pinch points in calendar, dress modifications and cover arrangements.	Core team	07/11/23
4.2 A budget is in place and resources allocated for staff emotional wellbeing and mental health.		Current status	Action to be taken	Who will deliver and monitor action?	When will action be taken?
		Money is spent to ensure that there are treats and small tokens of gratitude. Staff events are subsidized so all can attend.	Further clarification with SLT and exec to allocate a given budget with a proposed set of resources.	Core Exec	
4.3 Stress management, positive wellbeing interventions and reward systems are in place for staff.		Current status	Action to be taken	Who will deliver and monitor action?	When will action be taken?

Incorporation of wellbeing temperature checks	Analyse scores, check in with staff scoring a 4 or below to identify how support can be provided	SOC	07/11/23
Clear lines of communication with who to speak to if there is a concern	Induction session for staff to discuss the schools culture and wellbeing - encouraging staff to speak to relevant members of the school if they have a concern for their wellbeing	SOC	07/11/23
Survey sent out to all staff to measure the impact of wellbeing initiatives across the school	Meet with core exec to analyse results from staff wellbeing survey and identify areas to improve provisions for staff	Core Exec	07/11/23
Reviewing rewards systems across secondary. Primary Smiles and shout outs in briefing are working well.	Identify and apply new systems where necessary.	BL and LB	07/11/23
Induction process does not allow for new staff to fully disclose any concerns they may have that may hinder their performance.	Development of the staff induction process to support all needs, by the HR team supported by the DEI working party.	HR Team & DEI working party.	25/09/23

4.4 The staff appraisal system, alongside ongoing supervision, ensures emotional wellbeing and mental health is recognised and monitored.		Current status	Action to be taken	Who will deliver and monitor action?	When will action be taken?
		The school has shifted to a coaching methodology for staff appraisals, MLT have had coaching training	Include all staff in a coaching professional development session to outline its aims and how it can be implemented at DIS on a whole school level	SMA	07/11/23

4.5 EVALUATION: Feedback is gathered from staff about the quality of support in place for their emotional wellbeing and mental health, and appropriate follow-up action is taken.	A	Current status	Action to be taken	Who will deliver and monitor action?	When will action be taken?
		Staff temperature checks allow the school to identify if staff members are struggling, meetings are scheduled to follow up and address any issues staff maybe facing.	Analyse scores from the staff temperature checks to see if there has been impact or not.	Krissan/LB	07/11/23

Objective 5

The school prioritises professional learning and staff development on emotional wellbeing and mental health.

Key Performance Indicator	RAG Rating	Action Plan			
5.1 Professional learning and staff development forms part of the strategy, including consideration of resource allocation.	A	Current status	Action to be taken	Who will deliver and monitor action?	When will action be taken?
		There is an understanding that PD forms part of the strategy and resources have bene allocated for this purpose.	Develop a resource allocation plan to decide how these resources will be used.	EH	26/09/23
5.2 The school is aware of current confidence and capacity among staff in promoting emotional wellbeing and mental health, and training needs are identified.	A	Current status	Action to be taken	Who will deliver and monitor action?	When will action be taken?

There is no formal audit of staff capacity in dealing with emotional wellbeing.	Develop an online survey which can be shared with staff termly. This can be reviewed by the appropriate change team.	EH	26/09/23
---	--	----	----------

5.3 The school has a targeted short-term and long-term CPD programme in place that includes emotional wellbeing and mental health, with training opportunities offered.	A	Current status	Action to be taken	Who will deliver and monitor action?	When will action be taken?
		Staff PD does include wellbeing and mental health but this is not consistent across all phases.	Ensure more opportunities for explicit PD linked to wellbeing to occur more frequently.	EH & SM	26/09/23
		There are some areas of mental health awareness which staff need more understanding of.	In the first instance, ensure that secondary school staff receive training in understanding self harm and attention seeking behaviour.	BL	31/10/23

5.4 A programme of mental health awareness training is available to all staff.	A	Current status	Action to be taken	Who will deliver and monitor action?	When will action be taken?
		Although we have some staff who are Mental Health First Aid Trained, we do not offer anything to all staff.	AD and MJ to develop a series of sessions across the school year that staff can access voluntarily.	Wellbeing Counsellors	12/09/23
		All staff completed student mental health awareness training online last academic year.	Ensure all new staff also complete this course.	HR	19/09/23
		All school leaders completed the staff mental health awareness course online last academic year.	Ensure all new leaders also complete this course.	HR	19/09/23


5.5 EVALUATION: The school evaluates the extent to which all teaching staff feel they have the knowledge and skills to promote emotional wellbeing in their class teaching, and appropriate follow-up action is taken.	A	Current status	Action to be taken	Who will deliver and monitor action?	When will action be taken?
--	---	----------------	--------------------	--------------------------------------	----------------------------


There is no formal audit of staff confidence in dealing with emotional wellbeing.	Develop an online survey which can be shared with staff termly. This can be reviewed by the appropriate change team.	EH	26/09/23
---	--	----	----------

Objective 6


The school understands the different types of emotional and mental health needs across the school and has systems in place to respond appropriately.


Key Performance Indicator	RAG Rating	Action Plan			
---------------------------	------------	-------------	--	--	--


6.1 Assessments of pupil and staff needs are conducted at regular points and feedback is acted upon.		Current status	Action to be taken	Who will deliver and monitor action?	When will action be taken?
		Regular Temperature checks take place for staff and any staff members who have low scores are met with.	Continue to send out regular staff temperature checks.	SOC	05/07/24
		Students' wellbeing is assessed through Epulse and Bounce Together surveys	Continue to assess students and act upon the feedback planning tutor sessions and wellbeing sessions in response to feedback provided.	BL and MJ	07/11/23

6.2 All staff can identify and respond appropriately to signs of emotional or mental distress in pupils and each other.		Current status	Action to be taken	Who will deliver and monitor action?	When will action be taken?
		Most staff can identify this, but would come to SLT or the councilors for confirmation or re-assurance on how to respond.	Offer out optional training sessions by the Lighthouse for staff to attend.	MJ	02/10/23

All staff receive annual training regarding this.	All staff to receive refresher training on Safeguarding and Child Protection training which covers elements of emotional or mental stress.	EH	14/09/23
Existing staff have completed training on mental health in international schools.	New staff to complete mental health training in an international setting.	EH	14/09/23


6.3 There is a clear identification and information sharing system for pupils.		Current status	Action to be taken	Who will deliver and monitor action?	When will action be taken?
		There are clear referral systems in place for staff to refer students to the counselor..	During Induction ensure staff are aware of the services provided by the school counselor and how to make a student referral.	MJ and AD	14/09/23

6.4 The school uses its best endeavours to provide for pupils a range of interventions appropriate to the needs identified.		Current status	Action to be taken	Who will deliver and monitor action?	When will action be taken?
		There are a number of school policies that address the identification and interventions for students.	Upload policies with relevant sections highlighted: Wellbeing policy, Students of determination policy, pastoral behavioral policy.	LB, MJ, BL, AD	03/06/24

6.5 Arrangements with external specialist services are in place with clear referral pathways and outcomes agreed for pupils.		Current status	Action to be taken	Who will deliver and monitor action?	When will action be taken?
		Some students are referred externally. Staff are not aware of how to do this and would seek support from the councilors	Draft up a list of liaison roles and referral protocols.	MJ and AD	01/11/23

6.6 The school provides signposts to appropriate online information, services and support.		Current status	Action to be taken	Who will deliver and monitor action?	When will action be taken?

Staff verbally sign post to parents or students in meetings or conversations.	Add a section to the showcasing the list of trusted online resources used by the school.	EH	04/12/23
---	--	----	----------

6.7 EVALUATION: Evidence is gathered about the effectiveness of the support available for pupils' emotional and mental health needs, and appropriate follow-up action is taken.		Current status	Action to be taken	Who will deliver and monitor action?	When will action be taken?
		Survey has been sent to staff.	Upload evidence from staff do next if I see someone with signs of emotional and mental distress.' 'The school offers good quality support for pupils with emotional wellbeing and mental health difficulties.' to get help at school when I am feeling worried or unhappy.'	Wellbeing Team	18/10/23


Objective 7


The school actively seeks the ongoing participation of the whole-school community in its approach to emotional wellbeing and mental health.


Key Performance Indicator	RAG Rating	Action Plan
---------------------------	------------	-------------

7.1 Pupil voice mechanisms are in place and used at regular points.		Current status	Action to be taken	Who will deliver and monitor action?	When will action be taken?
---	---	----------------	--------------------	--------------------------------------	----------------------------


Pupil voice well-being surveys in Primary and Secondary have been introduced across the school (Epulse and BounceTogether)	Continual analysis of data to inform the delivery of wellbeing curriculum and interventions.	MJO, ADA, BLO	
--	--	---------------	--

7.2 The school works in partnership with parents/carers to respond to their views and needs.		Current status	Action to be taken	Who will deliver and monitor action?	When will action be taken?
		Lines of communication have been opened and shared with parents to voice concerns.	Continue to raise the profile of student wellbeing through the website, newsletters, school leaders and coffee mornings. Ensure that all parents are aware of who to contact if there is a concern.	MJO and ADA	

7.3 The school has identified 'Wellbeing Champions' from across the whole-school community.		Current status	Action to be taken	Who will deliver and monitor action?	When will action be taken?
		Wellbeing committees have been formed across the school in the staff and student body	Encourage active involvement with the planning of awareness days and developing initiatives across the community	ADA and MJO	

7.4 The school proactively and regularly communicates with the whole-school community regarding emotional wellbeing and mental health issues.		Current status	Action to be taken	Who will deliver and monitor action?	When will action be taken?
		Bi-weekly newsletters and communication are being shared with parents regarding mental health concerns and ways to manage them.	Continue to share communication with YGLs/YLCs and Admin to be shared on parent platforms and the school website for wider reach.	MJO and ADA	


Awareness of well-being and mental health issues has taken place through theme days	Continue to raise the profile and involve external agencies to ensure awareness days have higher levels of impact	MJO, ADA, SLT	
---	---	---------------	--





7.5 EVALUATION: The school monitors the extent to which the whole-school community feels engaged with the school's approach to emotional wellbeing and mental health, and appropriate follow-up action is taken.		Current status	Action to be taken	Who will deliver and monitor action?	When will action be taken?
			Evaluations have been sent out at the start of the Award programme	Core Award Team	07/11/23
		Evaluation feedback has been read and analysed by the Award Team	Stakeholder evaluations to be sent out prior to verification visit	Core Award Team	07/11/23

Objective 8

The school works in partnerships with other schools, agencies and available specialist services to support emotional wellbeing and mental health.

Key Performance Indicator	RAG Rating	Action Plan
---------------------------	------------	-------------

8.1 The school has identified and maintained links with appropriate local health, social care and voluntary and community sector services.		Current status	Action to be taken	Who will deliver and monitor action?	When will action be taken?
		The school has made connections with local health, social care voluntary and community services, however this is not formally documented	Completion of a document that states which external agencies and type of contact that we have.	LB	13/10/23

8.2 The school has identified representatives who attend local mental health forums to share information and new learning.		Current status	Action to be taken	Who will deliver and monitor action?	When will action be taken?
		Staff attend workshops and mental health forums and share information.	Completion of a document that outlines the representatives and the sharing of information.	LB	02/06/24
8.3 The school works with other schools to share best practice and new learning, establishing networks where appropriate.		Current status	Action to be taken	Who will deliver and monitor action?	When will action be taken?
		The school does work with other schools to share best practice and network..	Document outlining the opportunities for networking and memberships.	LB	02/06/24
8.4 The school informs and participates in local commissioning arrangements undertaken by the local authority and/or Integrated Care System (ICS).		Current status	Action to be taken	Who will deliver and monitor action?	When will action be taken?
		The school informs the board regarding updates on wellbeing	Examples of updates and presentations given to the board concerning student and staff wellbeing.	EH	03/06/24
8.5 EVALUATION: The school evaluates feedback received from its partners regarding joint working, and appropriate follow-up action is taken.		Current status	Action to be taken	Who will deliver and monitor action?	When will action be taken?
		Informal feedback is gathered however this is not documented.	School to seek and record feedback and follow up on any actions required. Add examples of feedback to section 8.5	Wellbeing councilors	03/06/24





مدرسة ديرة الدولية
DEIRA INTERNATIONAL SCHOOL
FESTIVAL CITY

 Al-Futtaim Education Foundation

Secondary School Wellbeing Improvement Plan

Secondary Wellbeing Improvement Plan 2023-24

Area	Focus/Projects 2023	S	O	N	D	J	F	M	A	M	J	J/A	Actions Complete
Student Wellbeing and Standards	Ensure continued promotion and reminders of school values and social norms.												100%
	Ensure shared expectations and language used by staff, students and parents.												100%
	Ensure greater consistency applying behaviour policy and bespoke staff PD on managing behaviour												75%
	Focus on relationships, teaching, routines to reduce C2 and C3 low level disruption –Specific focus on boys.												75%
	Tracking and analysing data more rigorously at all levels. Early intervention to prevent students falling into PA threshold.												50%
	Promoting and raising awareness of the importance of positive attendance.												100%
	Tracking and analysing data more rigorously allowing for early intervention.												75%
	Early intervention for students of concern.												75%
	Pastoral curriculum -continue to resource and embedded age-appropriate wellbeing curriculum.												75%
	E Pulse -Continue to embed E Pulse across all year groups. All staff using the data to proactively meet student needs.												100%

	Tutor programme-making sure activities are purposeful and age appropriate.		50%
	Quality of delivery from tutors–bespoke PD.		75%