

# **The Kuwait American School**

## **Well-Being with Emotional Health Policy**

The Kuwait American School aims to teach and support skills that increase the awareness of well-being for all students and staff by building their self confidence, emotional resilience and capacity to learn and grow to their full potential.

We believe that there are two key elements that nourish well-being. They are:

### ***To Feel Good***

- a. By experiencing positive emotions like happiness, enjoyment, self respect and contentment.
- b. By experiencing feelings like positive engagement in learning, curiosity, love and personal safety.

### ***To Function Well***

- a. By being able to function well in the world.
- b. To navigate life to include relationships, social connections, to feel in control of one's life and to have a sense of purpose.

### **The Seven Key Principles**

There are seven key principles that underpin all approaches.

Based on the Living Values Approach to learning, where every child should feel loved, valued, respected, understood and safe, they are identified as:

1. **Creating a Welcoming Atmosphere** for students and staff.
2. **Securing Approaches to Teaching and Learning** that promote the student's voice through developing independence and choice making.
3. **Recognizing the Emotional Fragility in Students** with a view to offering learning and emotional support for students that is physically, socially, personally and culturally appropriate.
4. **Securing Clarity** to assure clear identification, impact and outcome measures that feed into the school based programs that result in targeted interventions for students.
5. **Activating Targeted support** as required in a time managed fashion.
6. **Working with parents, families and the wider community.**
7. **Assuring support for staff** in all their professional endeavors, and, where applicable, emotional health guidance and healing.

## **Engaging the Seven Key Principles**

### **Creating a Welcoming Atmosphere**

To uphold and nurture the presence of each and every child through securing a welcoming atmosphere where everyone feels loved, valued, respected, understood and safe.

The indicators include:

- The expression on our faces, our smile, the tonality of our voice, our authenticity and our approach that honors and welcomes all to school at the start of the day with their individuality, background, culture, gender, personality and unique gift.

### **Securing Approaches to Teaching and Learning**

To offer a rigorous curriculum and school based programs that engage all students and promotes their voice and gifts through developing independence in the pursuit of academic excellence and ethical choice making.

The indicators include:

- Secure planning and implementation that reaches and engages all students, offering a variety of assessment approaches, enabling each student to access and extend their knowledge and skills in their naturally talented area of life, embracing emotional literacy, student voice communication skills.

### **Recognizing the Emotional Fragility in Students**

Whilst a robust and rigorous academic curriculum boosts the knowledge and skills within the student, it is also essential to educate our students to be emotionally literate with a view to recognizing and understanding their emotional strengths and fragility, and in turn, preparing them with strategies for life in their rapidly changing and diverse world.

The indicators include:

- Providing a secure LVRUS atmosphere to enhance self-esteem and efficiency that underpins all interventions, developing and teaching student resilience and self regulation strategies, honoring and appreciating student strengths, seeking to heal student fragilities through listening, understanding and seeking to heal emotional fragility with home base staff and sector coordinators

### **Securing Clarity that results in targeted teaching and intervention for students**

Securing clarity to address individual well-being and emotional fragility invites in an authentic focus of how to address the components of 'feeling good' and 'how to function well'. Astute observation using both verbal and non verbal evidence informs how school based programs and targeted interventions are created and activated.

Indicators include:

- Increased staff understanding and awareness of 'common' well-being issues, staff observation on a daily basis with concerns reported to the sector coordinator, regular student programs on, for example, anti-bullying, self esteem and how to navigate life choices, club activities to build teamwork, health education, living values education, offering bespoke 1:1 intervention counseling from qualified practitioners together with additional identification assessment and open communication with parents.

### **Activating Targeted support as required in a time managed fashion**

Bespoke 1:1 intervention assures that students requiring focused support are accommodated and counseled in a time managed fashion.

Indicators include:

- A welcoming atmosphere that invites questions and a call for support from students, well-being support through targeted Resource Teacher intervention for Math, Language, Arabic and Islamic Studies, Personal/ confidential counseling from the Coordinator, Personal/confidential counseling from the School Counselor, External agency support for students requiring specialist assistance.

### **Working with parents, families and the community**

The fostering of close links between home and school assures that the best interests of the student are always at heart. Links with the community shows that the student's life and contribution to our one world is mutually shared with like-minded individuals and organizations who come together to value, appreciate and nurture the meaning of community.

Indicators include:

- A structured Open Door policy for parents, Electronic communication systems for Curriculum, Assessments and Whole School information, A welcome to the new school year Open Evening, Inviting parents to school to partake in structured reporting conversations, class reading events, parents

sharing their professional roles, health and hygiene expert talks, joining and contributing to whole school events such as Sports Day, youth agency visits that invite students to develop their entrepreneurial skills, Ministry of Science guests, Saturday Sporting/ Academy events.

### **Assuring support for staff in professional and personal endeavors**

Policies and procedures ensure that all staff are well informed of their responsibilities. The school supports the well-being of all staff by providing a welcoming environment, policy guidance and professional and personal support as required. We believe that a well-supported, valued staff with a clear and shared purpose are best placed to provide emotional well-being for students in their care.

Indicators include:

- A personal welcome at the start of every day by members of the leadership team. For academics – in school time common planning time and professional development, expert speakers, external PD opportunities together with an annual PD financial incentive. For personal support – private meetings with colleagues and senior staff together with a nurturing climate for staff requiring confidential personal support.

### **Monitoring and Assessment**

On-going monitoring and assessment of the policy are part of the regular Senior Management meetings.

The Governing Body and Principal are committed to formally reviewing the effectiveness of the Well-Being and Emotional Health policy, as part of the School Development Plan, and will formally review its content every 4 years.

Indicators include:

- Health and Safety procedures and review, the effectiveness of Anti-Bullying programs, Healthy Eating, Monitoring the Welcoming Atmosphere for students and staff, The inculcation of Living Values Education programs and the Presence of the Educator who models their role with professionalism and kindness.

