

GLS WELL-BEING POLICY

2026

APPROVED BY:



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VISION

The school's vision is to ensure that the children in our care are happy and view and experience school as a safe space filled with discovery, opportunity and positive challenge. We firmly believe that happy students learn better, engaging in a more meaningful way, and thereby get the most out of their school experience, which is why ensuring the all-round wellbeing and mental health of our pupils is one of our top priorities.

MISSION

The GEMS Legacy School mission statement reflects the school's commitment to well-being. We prepare students to become leaders by helping them to contribute and succeed in a continuously evolving global arena, thereby ensuring that tomorrow's world is a better and more just place. We promote Academic Rigor, Philanthropy, as well as Innovation, and the school tagline "A Legacy of Empathy, Resilience, Leadership and Sustainable Living" reflects the well-being ethos and culture of the school.

PRINCIPLE

The PERMA-H model of well-being, which offers an integrated approach to learning and creates engaging learning environments that support children's physical, personal, social, emotional, intellectual, cultural, and spiritual well-being, serves as the foundation for the well-being policy.

This model underpins our Positive Education philosophy and supports the school's essential principles, represented by the acronym PRIDE:

- Perseverance
- Respect
- Integrity
- Discipline
- Excellence

GLS FRAMEWORK OF HAPPINESS AND WELL-BEING

A strong sense of well-being is connected to children's fundamental need for a sense of belonging, being safe and loved. When children feel happy, emotionally secure, and socially successful, they are able to fully participate in their daily routines and learning experiences. Children thrive in environments that are responsive to their interests and developmental stages.

As educators, we adopt a holistic approach to learning and intentionally build stimulating environments that foster children's physical, personal, social, emotional, intellectual, cultural, and spiritual well-being.

In the Kindergarten classes, inspired by the Reggio Emilia approach, where the learning environment is viewed as a third teacher, we provide safe, sustainable, and inviting spaces enriched with natural and open-ended materials. These environments promote active learning, communication, collaboration, creativity, inquiry, and exploration through purposeful play.

Beyond the learning environment, we consciously nurture students' and staff members' personal, social, emotional, intellectual, cultural, and spiritual development through the PERMA-H model of well-being, developed by Professor Martin Seligman (2011). This framework recognises that well-being is more than happiness alone and forms the foundation of the school's Positive Education philosophy.

STUDENT REFLECTION AND JOURNALING

To strengthen students' emotional literacy and self-awareness, structured reflection opportunities are embedded across year groups. Students engage in reflection journals that support self-expression, emotional regulation, and goal setting. Newly admitted students are supported through a "100 Days at GLS" reflection journal to build a sense of belonging and support positive transition into the GLS community.

THE PERMA MODEL OF WELL-BEING

POSITIVE EMOTION

Positive emotions are an essential part of our well-being. Happy people look back on the past with gladness; look into the future with hope; and they enjoy and cherish the present.

RELATIONSHIPS

Everyone needs someone. We enhance our well-being and share it with others by building strong relationships with the people around us - family, friends, coworkers, neighbours.

ACCOMPLISHMENT

Everyone needs to win sometimes. To achieve well-being and happiness, we must be able to look back on our lives with a sense of accomplishment: 'I did it, and I did it well'.

ENGAGEMENT

When we focus on doing the things we truly enjoy and care about, we can begin to engage completely with the present moment and enter the state of being known as 'flow'.

MEANING

We are at our best when we dedicate time to something greater than ourselves. This might be religious faith, community work, family, politics, a charity, a professional or creative goal.

- From
*Marting
Seligman's
Flourish, 2011*

THE GLS MODEL FOR WELL-BEING: PERMA-H

Positive Emotions are fostered through experiences that build happiness, gratitude, optimism, and resilience. Engagement is encouraged by enabling students to use their strengths creatively and experience a sense of flow in their learning. Relationships are strengthened through positive and respectful connections with peers, staff, families, and the wider community. Meaning is developed by supporting students to find purpose and contribute to causes greater than themselves. Accomplishment is nurtured through goal setting, perseverance, and celebrating success. Health is promoted through a focus on physical and mental well-being, including healthy habits, nutrition, rest, and regular physical activity.

IMPLEMENTING THE PERMA-H MODEL OF WELL-BEING AT GLS

A well-being calendar is collaboratively planned by the Well-being Committee, comprising school leaders, well-being teacher champions, student ambassadors, and parent representatives. The committee meets once a term to review current practices, identify emerging needs, and plan future initiatives.

Age-appropriate activities linked to the six elements of the PERMA-H framework are interwoven throughout the academic year and aligned with the school's core values of PRIDE.

The activities within the well-being calendar are aligned with the GEMS Leadership Gemstones framework, building on the Jewels of Kindness initiative to nurture long-term leadership skills rooted in character. The framework is based on thirteen leadership values: Reflection, Compassion, Integrity, Vision, Adaptability, Service, Empathy, Resilience, Respect, Diversity, Gratitude, Unity, and Purpose.

Well-being initiatives are embedded within the curriculum and incorporate local and global dimensions, extending learning beyond the classroom. These experiences strengthen partnerships between home, school, and the wider community, equipping students with life-worthy learning and preparing them to be responsible and empathetic global citizens.

Parent partnerships in well-being are strengthened through meaningful engagement and collaboration, with initiatives such as Family First embedded throughout the academic year to support family bonding, intergenerational learning, and students' emotional well-being both at home and at school. Family First is a transformative GEMS Education initiative that seeks to strengthen family bonds, foster intergenerational learning, and address issues such as loneliness, isolation, and emotional disconnection. Embedded throughout the academic year, the initiative promotes shared experiences, storytelling, and collaboration between students, families, and the wider community. Through purposeful engagement, Family First enhances students' emotional well-being and contributes to the development of a connected, supportive, and caring school community.

GEMS JEWELS OF KINDNESS AND RESPECT

The GEMS Jewels of Kindness and Respect initiative encourages students to demonstrate kindness through

respectful, empathetic, helpful, and compassionate actions. Students are recognised through nominations from teachers, peers, staff members, and parents for acts of kindness that extend beyond expected behaviour, including supporting peers, contributing to charitable and community initiatives, assisting those less able, and showing appreciation for all members of the school community.

STAFF WELL-BEING

Recognising that staff well-being is fundamental to student success, the school supports professional well-being through SEL-aligned professional development, access to well-being resources, reflective practices, and feedback mechanisms.

STUDENT COUNSELLING

Student counselling services are available to all students on a request and need basis. Counselling support is designed to help students navigate academic challenges, emotional concerns, and personal development, while building resilience, coping strategies, and emotional well-being. All sessions are confidential and age-appropriate.

MONITORING AND REVIEW

As part of the school's strategic planning and continuous improvement process, the Principal, Well-being Team, and staff regularly review the effectiveness of the Health and Well-being Policy. This policy operates alongside other school policies and is informed by annual surveys, feedback, and reflective evaluation.

