

## **GLS WELL-BEING POLICY**

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### **Rationale**

The GEMS Legacy School vision and mission statement reflect 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 serves as the foundation for our Positive Education philosophy and through this, we foster and support the school's essential principles, which are represented by the acronym PRIDE. The values are:

- Perseverance
- Respect
- Integrity
- Discipline
- Excellence

### **GLS Framework of Happiness and Well-being**

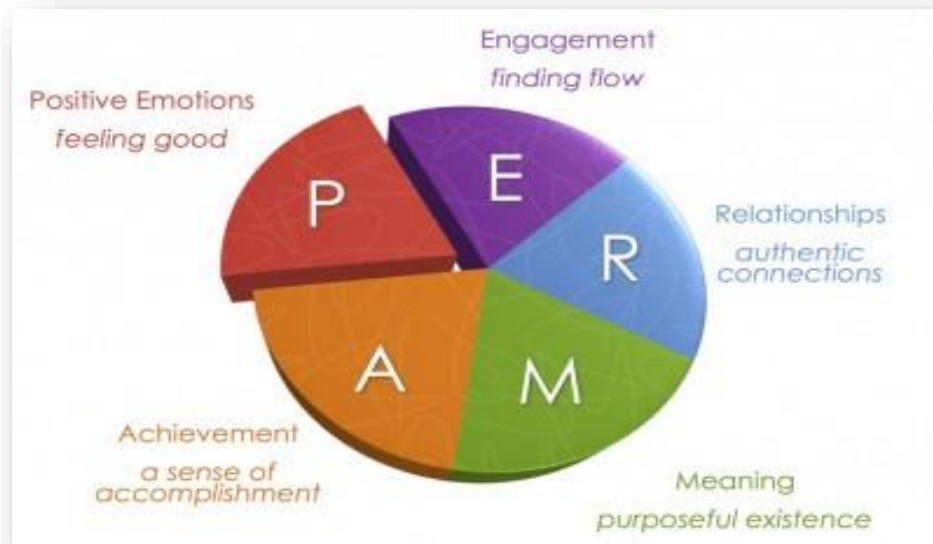
A strong sense of well-being is connected to children's fundamental need for a sense of belonging, being safe and loved. When children feel happy, emotionally secure, and socially successful they can fully participate in their daily routines and learning experiences in their educational setting. Children thrive in environments that are suited to their interests and developmental stages. As educators, we follow a holistic approach to learning and build stimulating learning environments that foster children's physical, personal, social, emotional, intellectual, cultural, and spiritual well-being.

In our Kindergarten classes, inspired by the Reggio Emilia approach, where the learning environment is viewed as a third teacher, we provide a safe, sustainable, and inviting learning environment with a wide range of natural and other materials that promote active learning, positive relationships, positive emotions, communication, collaboration, and exploration through purposeful play. Materials are thoughtfully added to the environment to promote creativity, visible thinking, questioning, experimentation, and open-ended play.

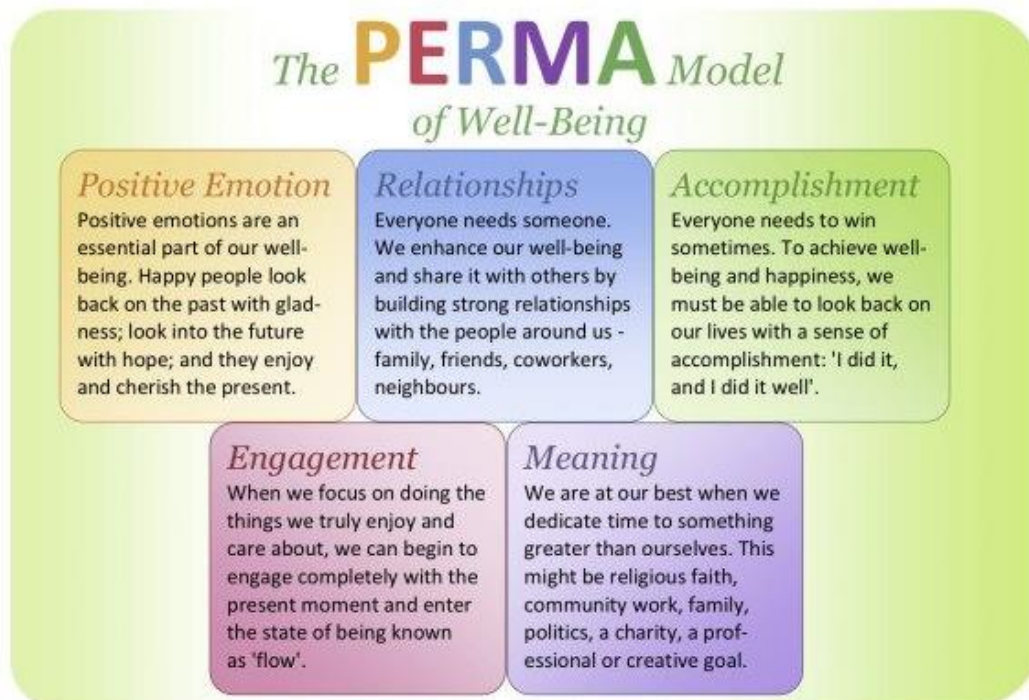
Apart from providing an empowering learning environment, we consciously build the personal, social, emotional, intellectual, cultural, and spiritual quotient of our students and staff by following the PERMA-V model for well-being. Created by Professor Martin Seligman (2011), the PERMA-V framework acknowledges the five building blocks of human flourishing. In this model, well-being is understood as being more than experiencing positive emotions and feeling happy. This model underpins our Positive Education philosophy.

The five elements of the PERMA model are:

**Positive Emotion, Engagement, Relationships, Meaning and Accomplishment- PERMA.**



With these values and the PERMA-H model of well-being, we hope to see our children grow not only as successful individuals but, also as compassionate human beings.



From Martin Seligman's *Flourish*, 2011

## The GLS model for well-being: PERMA-H

**Positive Emotions:** Positive emotions like happiness, gratitude, and love are the foundations of our well-being and build Self-worth, positivity, and resilience.

**Engagement:** When we use our strengths creatively and enjoy what we do, we are in tune and experience the sense of ‘flow’ and are completely immersed.

**Relationships:** When we build positive and congruent relationships with friends, parents, teachers, and others around us we enhance our happiness and well-being.

**Meaning:** As human beings, we feel good when we can find purpose and meaning in our lives, and when we are connected to something bigger than ourselves.

**Accomplishment:** We enhance our self-belief when we experience success and can pursue and accomplish our goals.

**Health:** We feel a sense of physical and mental well-being when we eat a nutritious diet, sleep soundly, and exercise regularly.

### Implementing the PERMA-H Model of Well-being at GLS

A well-being calendar is collaboratively planned by the well-being committee representing all stakeholders. This committee comprising leaders, well-being teacher champions, student ambassadors, and parent representatives meets once a term to discuss well-being at GLS and suggest the next steps. Interesting and age-appropriate activities planned around the six key elements of the PERMA-H framework are interwoven with the school’s core values – PRIDE, throughout the year.

The well-being activities are linked to the curriculum integrating local and global dimensions. These are aimed at extending learning beyond the boundaries of the classroom and textbooks, bringing together the home, school, and the wider community, thus equipping our students with life-worthy learning and preparing them as global citizens.

The activities are self and peer-assessed by students and the impact is measured through well-being questionnaires and surveys at regular intervals to monitor and enhance the levels of happiness and well-being in the school. The well-being framework encompasses the interests of all stakeholders and includes holistic planned activities for enhancing staff and parent well-being as well.

## Monitoring and Review

As part of the school's strategic direction and improvement initiatives, the Principal, the Well-being Team, and staff are committed to reviewing the effects of the Health and Well-being policy. This policy will be applied in addition to other policies. Staff surveys and questionnaires offer opportunities every year to enhance practice and monitor outcomes.

Date: 01.04.2022

To be reviewed by: 02.04.2023



Principal's Signature

