



# LITTLE FLOWER ENGLISH SCHOOL

## DUBAI

### MENTAL HEALTH AND WELLBEING ACTION PLAN

This policy & procedures are reviewed annually to ensure compliance with current regulations.

Approved/ Reviewed by	
Policy Lead	MS. ANNIE MATHEW
Role	PRINCIPAL
Date of review	18-03-2025
Date of next review	18-03-2026
Signature	

## LFES Mental Health and Wellbeing Action Plan

### Current Position Summary

The combination of outstanding pastoral care and quality of teaching at LFES creates an environment that enables children to thrive. Pupils show tolerance and understanding of others. They have a wide range of opportunities to understand the importance of good mental health and well-being. We maintain a positive and supportive environment to enhance wellbeing.

Our Mission Statement at LFES is:

**“To advance student achievement through holistic-inclusive education that fosters research, innovation and creativity.”**

Our Vision:

**“To develop a community of lifelong learners with the skills and values for productive global citizenship”**

This ethos is underpinned by our Core Values which permeate through all aspects of school life:

- **Continuous improvement**
- **Teamwork**
- **Education to all**
- **Visionary leadership**
- **Improving the quality of life**

We know that our children feel safe and secure, they know which adults will listen to them and that they are valued. The World Health Organization defines mental health as a state of wellbeing in which every individual achieves their potential, copes with the normal stresses of life, works productively and fruitfully, and is able to contribute to their community. Mental health includes our emotional, psychological and social wellbeing. It affects how we think, feel and act. Good mental health helps children:

- **learn and explore the world**
- **feel, express and manage a range of positive and negative emotions**
- **form and maintain good relationships with others**
- **cope with, and manage change and uncertainty**
- **develop and thrive.**

Building strong mental health early in life can help children build their self-esteem, learn to settle themselves and engage positively with their education. This, in turn, can lead to improved academic attainment, enhanced future employment opportunities and positive life choices.

In line with local and national agendas, we aim to further develop our whole school approaches to Mental Health and Wellbeing thus providing opportunities for children, and the adults surrounding them, to develop the strengths and coping skills that underpin resilience. This is closely linked to our work on establishing a Growth Mindset ethos in school. Rather than simply praising success we praise effort and persistence. We believe the best thing to do is to teach children to love challenges, be intrigued by mistakes, enjoy effort, and keep on learning. Research has consistently proven the benefits of adopting a growth mindset on mental health: researchers found that the more **fixed** a person's view of their personality, the greater the symptoms of **mental health** problems they showed. They also found that students with a **growth mindset** were less likely to experience anxiety, depression and perfectionism. It is our belief that by focusing on our pupils' (and staff's) mental health and wellbeing, we can enable them to flourish and succeed both emotionally and academically. Evidence clearly shows that improved pupil health and well-being will further impact progress and attainment.

## Mental Health and Wellbeing Action Plan

### Little Flower English School

ACTIONS	WHO WILL LEAD?	SUCCESS CRITERIA	MONITORING AND TIMEFRAME EVALUATION		ADDITIONAL INFORMATION
<p><b>To collect information about of pupil understanding of MH and WB.</b> Information to be used to prioritize areas for curriculum planning and development. This will enable us to plan effectively for prevention and change – e.g. identify those pupils who may need targeted support.</p> <p>To track / screen classes to ascertain how many potential pupils need support and get an early indication of how much support they might need.</p>	<p><b>Teachers MLT</b></p>	<p>Improved outcomes evident on later questionnaire to be completed Autumn 2021.</p> <p>Improved MHWB will impact on pupil outcomes by minimizing barriers to learning and risk factors such as mental health.</p> <p>Pupils with identified SEMH difficulties will make expected progress</p> <p>Improved attendance and engagement of pupils</p> <p>Reduced number of incidents, which affect pupil mental health.</p>	<p>Analysis of pupil questionnaires – analyse data to ascertain priorities.</p> <p>Analysis of pupil data – attainment and progress on Target Tracker.</p>	<p>June 2023</p>	

<p><b>To provide information to parents regarding the MHWB agenda, where they can seek support, guidance and advice if they have concerns about their children:</b></p> <p>Parent questionnaire around children’s MHWB to be included in parent survey, evening – feedback analyzed</p> <p>To develop MHWB section on website to include advice and guidance for families – signposting to support both in school and externally</p> <p>To provide workshop/training session and informal ‘drop in’ sessions/coffee mornings for parents who may be concerned about MHWB</p>	<p><b>SLT PCL</b></p> <p><b>IT Coordinator</b></p>	<p>Improved parent partnerships and understanding of how to promote good MHWB with their children will impact on pupil outcomes.</p> <p>Most of pupils will achieve at least expected progress and outcomes year on year.</p> <p>Pupils with identified SEMH difficulties will make expected progress from their own baselines</p>	<p>Website to be monitored and reviewed on termly basis.</p> <p>Impact of parent workshops/drop in sessions to be measured – e.g. record of attendance, parental surveys – analysis of feedback.</p> <p>Pupil progress meetings and SD reviews.</p>	<p>Information shared on website – December 2023.</p> <p>Parent workshops/ Coffee mornings</p>	
<p><b>To continue to develop and embed ‘Growth Mindset’ approaches to enable pupils to become resilient and confident learners:</b></p> <ul style="list-style-type: none"> <li>• Staff training (refresh and renew)</li> <li>• Information for parents – website/workshop</li> </ul>	<p><b>PCL MLT teachers.</b></p>	<p>Principles of growth mindset embedded through assembly, quality marking &amp; feedback.</p> <p>Pupil conversations show that children can use the language of learning and talk about ways in which they learn better.</p> <p>Growth mindset displays in every classroom.</p>	<p>Evidence in learning walks and lesson observations/drop ins.</p> <p>Pupil voice – children use the language of growth mindset e.g. ‘I can’t do it ...yet!’</p> <p>‘Is this my best work?’ rather than ‘this will do.’</p>	<p>Ongoing</p> <p>May 2023.</p>	

			Improved resilience and confidence to challenge will impact on attainment and outcomes >80% of pupils making expected or exceeding expected attainment and progress.		
<p><b>To enable pupils to regulate their emotion.</b></p> <p>This curriculum approach will be introduced to nurture a child's ability to self-regulate and control their emotions. It uses a cognitive behavioral approach to the learning</p>	<p><b>PCL</b> <b>MLT teachers.</b></p>	<p>Most of pupils regulate their emotions.</p> <p>A whole school approach to a consistent 'emotions' vocabulary.</p>	<p>Pupil questionnaires at the start and at termly intervals.</p>	<p>May 2023.</p> <p>Dec 2023.</p>	

<p><b>To introduce the PSHE scheme to staff, focusing in particular on health and wellbeing.</b> The intent is to improve pupils' capacity to learn their resilience and emotional wellbeing and mental health and thereby enhance their life-chances.</p> <p><b>To promote mindfulness within the classroom</b> so that our pupils are:</p> <p>Aware of their thoughts and feelings as they arise  Are able to focus their mind on what they choose to focus it on both outside of themselves and within themselves.</p> <p><b>To teach our pupils specific interventions e.g. breathing (Calm Me) techniques so that they can choose to regulate their thoughts and feelings</b></p>	<p><b>PCL</b> <b>MLT</b> <b>Teachers.</b></p>	<p>All staff to be using resources and techniques to promote better mental health:  Circle time  Calm Me techniques  Mindful moments</p> <p>Calmer pupils – they know how to regulate their emotions.  Improved behavior noted by teaching staff.</p>	<p>PCL to monitor pupil behavior across the school – drop ins, learning walks, pupil voice.</p> <p>Staff feedback during staff meetings – what impact have you noticed since you have introduced Calm Me techniques and mindful moments into your lessons?</p> <p>Fewer cases of anxiety referred to PCL.</p>	<p>Going on.</p>	
<p><b>To provide regular opportunities for pupils to learn self-help strategies to reduce anxiety aggression and improve well-being for example breathing exercises, relaxation, yoga.</b></p>	<p><b>PCL</b> <b>MLT</b> <b>Teachers.</b></p>	<p>Reduced anxiety and aggression will support improved attainment</p>	<p>Pupil voice Staff feedback</p>	<p>Going on.</p>	<p>Staff meeting time to discuss ways of implementing regularly to ensure children develop self-help skills</p>

## STAFF WELLBEING

ACTIONS	WHO WILL LEAD?	SUCCESS CRITERIA	MONITORING AND EVALUATION	TIMEFRAME	ADDITIONAL INFORMATION
<p><b>To improve the mental health and wellbeing of all staff across the school.</b></p> <p>To have an inset day to take views of staff and union reps and to finalize action plan.</p> <p>Survey/consult staff for ideas and initiatives.</p> <p>Plan strategic days across academic year to ensure focus is on MHWB and ensure they are not squeezed out by other 'priorities'.</p>	<p>P McD KB SLT</p>	<p>Happy and healthy staff!</p> <p>SLT have listened to, and responded to, staff feedback.</p> <p>Low turnover of staff.</p>	<p>Head - Deputy - members of staff to feedback both formally and informally-</p> <p>Anonymous surveys to check impact.</p>	<p>November 2023.</p>	<p>Create budget expenditure to fund enhanced support experiences for staff e.g. Yoga or well-being day.</p>
<p><b>Workload</b></p> <p><b>To rationalize the demands of teaching and learning so that workload is manageable and healthy work/life balance is maintained.</b></p>	<p>SLT MLT</p>	<p>Head and Deputy to meet with working party to arrive at workable approach.</p> <p>Happy and healthy staff! Low turnover of staff.</p>	<p>Head - Deputy - members of staff to feedback both formally and informally- anonymous surveys to check impact.</p>	<p>April 2023.</p>	<p>Release time - refreshments for working party- quality time to meet.</p>



<p><b>Focus on Physical Experiences so that good mental health and wellbeing will follow by intent/implication.</b></p> <p>Exercise experiences converse with other adults during the working day.</p> <p>Provide 'Wellbeing' days for staff (Inset day) e.g. mediation exercises, blood pressure checks, massage etc.</p> <p>Provide opportunities for rest and relaxation and for staff to socialize – e.g. 'feel good' experiences such as 'random act of kindness' initiatives.</p>	<p><b>PE</b></p> <p><b>Dept.</b></p> <p><b>MLT</b></p>	<p>Feedback from staff – Wellbeing questionnaires.</p> <p>Happy and healthy staff.</p> <p>Low turnover of staff.</p>	<p>Head - Deputy - members of staff to feedback both formally and informally- anonymous surveys to check impact.</p>	<p>June 2023.</p>	
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