



## DISV Student Well-Being Strategy

To ensure all students feel valued, challenged, cared for and supported as they develop from young children to young adults.

### CLIMATE FOR STUDENT WELL-BEING

At DISV, we create and sustain an effective **CLIMATE** for the building of character, because we believe that positive behaviour grows best in the most fertile soil. This climate can be divided into **EMOTIONAL** and **PHYSICAL** well-being environments.

Embracing and fostering the attributes of the IB Learner Profile, the **EMOTIONAL** environment will:

safeguard emotional **SAFETY**, with self-esteem increased, and risk-taking encouraged

demonstrate mutual **RESPECT**, with the views, strengths and needs of students valued by all

maximise **PRAISE**, with involvement celebrated, creating a positive experience for all

offer **LEADERSHIP** opportunities and other team roles

celebrate **DIVERSITY**, with internationalism embraced, and made relevant to all

Consistently adopting best practice, the **PHYSICAL** environment will:

exhibit creative, informative and interactive **DISPLAYS**, in an attractive school

be efficiently **ORGANISED**, giving full access to relevant resources and a range of activities

have school facilities that **SUPPORT** a students physical and emotional needs

stimulate the **SENSES**, using natural light, plants, music and scent

### STRUCTURE RELATED TO STUDENT WELL-BEING

At DISV, we use the following **STRUCTURE** related to activities that are aimed at student well-being. We believe this scaffolded structure accelerates personal and social development.

Each developmental experience will creatively follow a 4-part structure, consisting of:

**CONNECTING** the activity, to prior/future experiences and to each student themselves; selling the benefits and agreeing the Personal and Social Objective, and success criteria

**CHALLENGING** the students by stimulating interest, prompting risk taking, engaging critical thinking, and providing a rich, interactive experience where students can fulfill a variety of roles

**RESPONDING** to the students; giving them opportunities to 'show they know', through action, experimentation and in multiple modes; in or near the authentic experience

**REFLECTING** on the activity; enabling students to evaluate and reflect collaboratively, allowing them to learn from their mistakes; linking personal and social development to previous and future connections

## PERSONALISED STUDENT WELL-BEING

At DISV, we provide a **PERSONALISED** approach to **STUDENT WELL-BEING** because we believe that every child can, wants and has a right to develop as an individual. We relish the challenge of ensuring that every student is excited and engaged.

Inclusivity	<ul style="list-style-type: none"><li>•Equality of opportunity and access for all students, regardless of need.</li><li>•The social and emotional needs of students initially addressed within the classroom.</li><li>•Differentiation to meet students' developmental needs and an understanding that all students need to feel that they are cared for.</li></ul>
Differentiation	<ul style="list-style-type: none"><li>•Student well-being typically involves different outcomes, objectives, tasks, processes and choices.</li><li>•Students are grouped in a variety of ways, further to differentiate the experience.</li><li>•Students should be challenged in a variety of roles</li></ul>
Data	<ul style="list-style-type: none"><li>•The full data profile of each student enables teachers more fully to personalise their relationship with students.</li><li>•Clear records must be kept of both positive and negative personal, social and emotional events and activities.</li></ul>
Student Voice	<ul style="list-style-type: none"><li>•Students are given maximum opportunity to shape, plan and lead their own roles within the school context.</li><li>•Students play an integral role in the reflecting on their own and peers' behaviour..</li><li>•We value frequent and constructive feedback from students on the quality of the emotional and physical environment of the school.</li></ul>
Language	<ul style="list-style-type: none"><li>•The effective language for personal, emotional and social growth must be taught.</li><li>•The school recognises that students whose mother tongue is not English will need to support in expressing themselves personally and emotionally.</li></ul>
Assessment	<ul style="list-style-type: none"><li>•We value students making mistakes and use these as a learning experience</li><li>•We recognise that involvement is central to development</li></ul>
IB Learner Profile	<ul style="list-style-type: none"><li>•We understand the importance of developing the personal, social and emotional traits of students through experiential opportunities</li><li>•The development of the IB Learner Profile characteristics helps students become well-rounded global citizens</li></ul>
Technology	<ul style="list-style-type: none"><li>•Web 2.0 technologies can feature across all ages and subjects, with blogs, wikis and podcasts in common usage.</li></ul>

All of the above can be observed through formal or informal observations by members of middle or senior leadership, peer colleagues or students. This policy works best if fully understood and embraced by all stakeholder groups, and will be **reviewed** in **March 2014**.