

## **SCHOOL WELLBEING POLICY**

### **1. RATIONALE**

Student and staff wellbeing is fundamental to achieving positive educational outcomes and fostering a safe, inclusive, and supportive school environment. Research consistently demonstrates that wellbeing significantly influences learning, engagement, attendance, behavior, academic achievement, and personal development.

In line with the Abu Dhabi Department of Education and Knowledge (ADEK) Wellbeing Framework, schools are expected to adopt a whole-school approach that promotes the social, emotional, physical, psychological, and mental wellbeing of all members of the school community. Wellbeing is a shared responsibility that requires collaboration among school leaders, teachers, students, parents, and external stakeholders.

The School Wellbeing Team serves as the central body responsible for coordinating, implementing, monitoring, and evaluating wellbeing initiatives and support systems within the school. Through a proactive and preventative approach, the team aims to create a positive school culture where every student feels safe, respected, valued, included, and empowered to reach their full potential.

This policy establishes the framework, procedures, roles, and responsibilities of the School Wellbeing Team to ensure the effective promotion of wellbeing, early identification of concerns, provision of appropriate interventions, and compliance with ADEK requirements and UAE legislation relating to student protection, inclusion, and wellbeing.

This policy is aligned with the requirements and expectations of the Abu Dhabi Department of Education and Knowledge (ADEK), including:

- ADEK Wellbeing Framework
- ADEK Student Protection Policy
- ADEK Inclusion Policy
- ADEK Behavior Policy
- ADEK Safeguarding and Child Protection Standards
- UAE National Agenda for Wellbeing
- UAE Child Rights Law (Wadeema's Law)

The School Wellbeing Team shall ensure that wellbeing is embedded throughout all aspects of school life and that every student feels safe, respected, valued, connected, and empowered to achieve their full potential.

### **3. OBJECTIVES**

The School Wellbeing Team aims to:

1. Promote a positive, safe, inclusive, and supportive school environment that enhances the wellbeing of all students and staff.
2. Foster students' social, emotional, physical, psychological, and academic wellbeing through preventative and developmental programs.
3. Identify and respond promptly to wellbeing concerns through appropriate support, intervention, and referral processes.
4. Strengthen safeguarding and student protection practices in accordance with ADEK requirements.
5. Ensure equitable access to wellbeing support for all students, including Students of Determination and those requiring additional assistance.
6. Promote staff wellbeing and professional resilience through a supportive and healthy workplace culture.
7. Strengthen partnerships with parents and the wider community to support student wellbeing and development.
8. Monitor, evaluate, and continuously improve wellbeing initiatives through data-informed practices and stakeholder feedback.
9. Ensure compliance with ADEK policies, standards, and expectations related to wellbeing, inclusion, and student protection.

### **4. SCOPE**

This policy applies to:

- All students
- All teaching and non-teaching staff
- School leadership
- Parents and guardians
- External specialists and service providers

### **5. DEFINITION OF WELLBEING**

Wellbeing refers to the overall quality of life experienced by an individual and encompasses:

#### **Student Wellbeing Domains**

## **A. Emotional Wellbeing**

- Self-awareness
- Emotional regulation
- Confidence
- Resilience

## **B. Social Wellbeing**

- Positive relationships
- Sense of belonging
- Respect and inclusion

## **C. Physical Wellbeing**

- Healthy lifestyle
- Physical safety
- Nutrition and exercise

## **D. Mental Wellbeing**

- Positive mental health
- Stress management
- Coping strategies

## **E. Academic Wellbeing**

- Engagement in learning
- Academic confidence
- Achievement and motivation

## **F. Digital Wellbeing**

- Safe technology use
- Responsible online behavior
- Cyber safety awareness

## **6. SCHOOL WELLBEING TEAM (SWT)**

### **Composition**

The School Wellbeing Team shall consist of:

## **Core Members**

- Principal (Chairperson)
- Guidance Counselor (Wellbeing Coordinator)
- Student Protection Lead (SPL)
- SEN Coordinator
- School Nurse
- Head of Section (KG, Primary, Middle, High School)
- Social Worker

## **Extended Members**

- Class Advisers
- Subject Teachers
- School Psychologist
- Student Representatives
- Parent Representatives
- External Specialists (as required)

## **7. OBJECTIVES OF THE SCHOOL WELLBEING TEAM**

The SWT shall:

### **Strategic Objectives**

1. Develop and implement the school wellbeing strategy.
2. Promote a positive school culture.
3. Monitor wellbeing indicators.
4. Address emerging wellbeing concerns.
5. Improve student engagement and attendance.
6. Strengthen family-school partnerships.
7. Enhance staff wellbeing.
8. Promote inclusion and diversity.
9. Support students experiencing emotional or behavioral difficulties.
10. Review wellbeing practices regularly.

## **8. ROLES AND RESPONSIBILITIES**

### **A. Principal**

The Principal shall:

- Provide strategic leadership.
- Ensure ADEK compliance.
- Allocate resources for wellbeing initiatives.

- Review wellbeing reports.
- Support implementation of interventions.
- Chair Wellbeing Team meetings.

## **B. School Counselor / Wellbeing Coordinator**

The School Counselor shall:

### **Leadership Functions**

- Coordinate the School Wellbeing Team.
- Lead wellbeing programs.
- Maintain wellbeing records.
- Conduct needs assessments.
- Develop intervention plans.

### **Student Support**

- Provide counseling services.
- Conduct individual and group sessions.
- Identify students at risk.
- Monitor wellbeing concerns.
- Refer students to specialists when necessary.

### **Monitoring Functions**

- Conduct wellbeing surveys.
- Analyze wellbeing data.
- Prepare reports for leadership.

## **C. Student Protection Lead (SPL)**

The SPL shall:

- Ensure student protection compliance.
- Monitor safeguarding concerns.
- Participate in wellbeing case reviews.
- Coordinate child protection interventions.
- Maintain confidential records.

## **D. Inclusion Champion / SEN Coordinator**

The Inclusion Champion shall:

- Support students of determination.

- Ensure inclusive wellbeing practices.
- Participate in case management meetings.
- Coordinate individualized support plans.

**E. School Nurse**

The School Nurse shall:

- Monitor student health concerns.
- Identify physical wellbeing risks.
- Conduct health awareness campaigns.
- Participate in wellbeing referrals.

**F. Teachers**

Teachers shall:

- Promote positive classroom environments.
- Observe wellbeing indicators.
- Refer concerns to the Wellbeing Team.
- Support intervention plans.
- Foster positive student relationships.

**G. Parents and Guardians**

Parents shall:

- Collaborate with the school.
- Participate in wellbeing programs.
- Inform the school of relevant concerns.
- Support intervention plans at home.

**9. WELLBEING TEAM MEETINGS**

**Regular Meetings**

The Wellbeing Team shall meet:

<b>Meeting Type</b>	<b>Frequency</b>
Strategic Wellbeing Meeting	Monthly
Student Case Review Meeting	Bi-Weekly
Crisis Meeting	As Needed
Annual Review Meeting	Once per Year

## **Meeting Agenda**

- Student wellbeing concerns
- Attendance issues
- Behavior trends
- Safeguarding updates
- Inclusion concerns
- Intervention effectiveness
- Upcoming wellbeing activities

## **Documentation**

The Wellbeing Coordinator shall maintain:

- Attendance records
- Meeting minutes
- Action plans
- Referral records
- Follow-up reports

## **10. STUDENT IDENTIFICATION PROCEDURES**

Students may be identified through:

### **Internal Referrals**

- Teacher observations
- Parent concerns
- Self-referrals
- Peer referrals
- Attendance monitoring
- Academic performance review

### **External Referrals**

- Medical professionals
- Psychologists
- Child protection agencies
- Community organizations

## **11. STUDENT WELLBEING REFERRAL PROCEDURE**

### **Step 1: Identification**

Concern identified by:

- Teacher
- Parent
- Student
- Staff Member

### **Step 2: Referral Submission**

- Complete Student Wellbeing Referral Form.
- Submit to School Counselor.

### **Step 3: Initial Assessment**

School Counselor shall:

- Gather information.
- Conduct interviews if required.
- Determine level of concern.

### **Step 4: Intervention Planning**

The Wellbeing Team shall:

- Review concerns.
- Develop support strategies.
- Assign responsibilities.

### **Step 5: Implementation**

Interventions may include:

- Counseling
- Mentoring
- Behavior support
- Academic support
- Parent meetings
- Referral to specialists

### **Step 6: Monitoring and Review**

- Monitor progress.
- Conduct follow-up reviews.
- Adjust interventions as required.

## **12. RISK ASSESSMENT PROCEDURES**

The School Wellbeing Team shall assess students presenting:

- Anxiety
- Depression
- Social withdrawal
- Self-harm indicators
- Suicidal ideation
- Bullying involvement
- Attendance concerns
- Behavioral difficulties
- Family-related concerns
- Significant emotional distress

### **Risk Levels**

<b>Level</b>	<b>Description</b>	<b>Action</b>
Low	Mild concerns	Classroom support
Medium	Ongoing concerns	Wellbeing intervention
High	Serious concerns	Immediate support and parental involvement
Critical	Risk of harm	Immediate safeguarding procedures

## **13. WELLBEING INTERVENTION PROGRAMS**

The school shall provide:

### **Preventive Programs**

- Social-Emotional Learning (SEL)
- Anti-Bullying Programs
- Digital Citizenship Programs
- Character Education
- Resilience Building Activities

### **Targeted Programs**

- Small Group Counseling
- Peer Support Programs
- Anger Management Programs
- Social Skills Training
- Attendance Improvement Programs

## **Intensive Support**

- Individual Counseling
- Behavior Intervention Plans
- Specialist Referrals
- External Agency Support

## **14. STAFF WELLBEING**

The school shall promote staff wellbeing through:

- Wellness workshops
- Stress management programs
- Professional support services
- Staff recognition initiatives
- Employee wellbeing surveys
- Work-life balance initiatives

## **15. PARENT ENGAGEMENT**

The school shall:

- Conduct wellbeing awareness workshops.
- Share wellbeing resources.
- Facilitate parent support sessions.
- Encourage parental participation in school programs.

## **16. CONFIDENTIALITY**

All wellbeing information shall:

- Be treated as confidential.
- Be shared only on a need-to-know basis.
- Be securely stored.
- Comply with ADEK and UAE data protection requirements.

Confidentiality may be breached when:

- A student is at risk of harm.
- There are safeguarding concerns.
- Disclosure is required by law.

## **17. CRISIS RESPONSE PROCEDURES**

The Wellbeing Team shall activate crisis procedures for:

- Self-harm
- Suicide risk
- Abuse allegations
- Serious behavioral incidents
- Death or bereavement
- Community emergencies

### **Immediate Actions**

1. Ensure safety.
2. Notify Principal and SPL.
3. Contact parents.
4. Provide support.
5. Document incident.
6. Implement follow-up plan.

## **18. MONITORING AND EVALUATION**

The School Wellbeing Team shall evaluate:

### **Key Indicators**

- Student attendance
- Behavior records
- Wellbeing survey results
- Counseling referrals
- Academic engagement
- Parent feedback
- Staff wellbeing data

### **Annual Review**

The team shall:

- Analyze outcomes.
- Review targets.
- Update action plans.
- Submit recommendations to school leadership.

## **19. KEY PERFORMANCE INDICATORS (KPIs)**

The school aims to:

- Improve student wellbeing survey outcomes annually.
- Reduce bullying incidents.

- Increase student engagement.
- Improve attendance rates.
- Increase participation in wellbeing programs.
- Improve parent satisfaction.
- Enhance staff wellbeing indicators.

## **20. POLICY REVIEW**

This policy shall be reviewed:

- Annually;
- Following ADEK policy updates;
- After significant wellbeing incidents;
- As required by school improvement priorities.

**Approved By:** Paul Benedict N. Yacap  
School Principal

**Effective Date:** August 2025

**Next Review Date:** August 2026