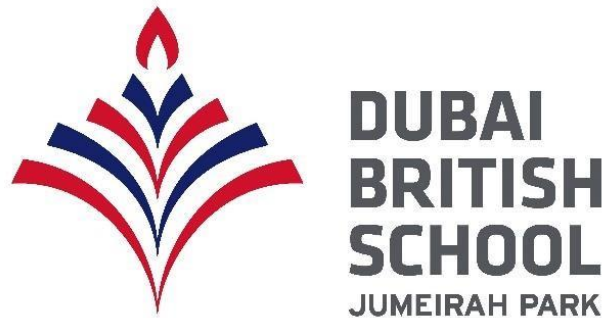




Wellbeing Policy

This procedure is reviewed annually to ensure compliance with current regulations

	Date	Name(s):
Created:	September 2023	Wellbeing Lead
Last reviewed:	September 2025	Laurie Joiner
To be reviewed:	September 2026	

1. Definition of Wellbeing

Wellbeing refers to the protection and development of physical, emotional, social and psychological health of all individuals within the school community, including students, teachers, support staff and parents. This policy is divided into key areas for consideration:

- Rationale, Aims and Key Personnel
- Student Wellbeing
- Staff Wellbeing
- Community Wellbeing
- Organisational Support

2. Rationale

Social and emotional skills determine how well people adjust to their environment and how much they achieve in their lives. But the development of these skills is important not only for the well-being of individuals, but also for wider communities and societies as a whole. The ability of citizens to adapt, be resourceful, respect and work well with others, and to take personal and collective responsibility is increasingly becoming the hallmark of a well-functioning society.

‘Social and Emotional Skills: Wellbeing, Connectedness and Success’, OECD

The wellbeing of all members of the Dubai British School Jumeirah Park community is central to our mission and vision; the school’s philosophy is firmly grounded in positive education with *Wellbeing* linking directly to our strategic priorities. Our approach is to develop a fully inclusive learning community which is positive, engaged and connected in line with our vision statement of 'Enjoy, Aspire, Achieve'.

Wellbeing is a strategic driver, evidenced through external recognition (Wellbeing Award for Schools 2022, “Best School to Work” Platinum rating). Student wellbeing is tracked using cutting-edge digital tools (YouHQ) alongside surveys and PASS data, enabling targeted interventions.

The purpose of this policy is to ensure we embrace the many school practices that support community health and wellbeing, to minimise the harmful effects of stress and ensure that there is cohesion in working towards health and wellbeing for all. It aligns with the KHDA framework and BSO accreditation standards. It outlines some of the ways in which we commit to maintaining community wellbeing and provides an overview of the basis on which everyone can contribute to achieve the best possible educational and professional outcomes.

3. Aims

The school’s aim is for a culture of wellness to be intentionally planned for and maintained, through both the quality of relationships within and across the school, as well as designing systems and processes that ensure wellbeing for all remains paramount.

4. Leadership of Wellbeing

The Principal and Leadership Teams are responsible and accountable for the overseeing the school’s quality and provision of wellbeing for students and staff. Additional expert knowledge and advice is provided by the designated members of the senior leadership team and monitored by the Wellbeing Governor.

The Taaleem governing body is responsible for:

- fulfilling its duty of care as an employer
- ensuring that the resources are in place to keep staff workload at healthy levels
- reviewing this policy in conjunction with the headteachers and principal
- considering how its own members are treated and valued
- operating a sensitive performance management policy
- ensuring that other school policies and procedures take account of staff wellbeing
- overseeing that change management is operated in a fair and reasonable way

Wellbeing is a standing agenda item in PLT/ SecLT, SAB, PTA, and Governance meetings. In addition to this a Wellbeing Committee, comprising of staff from across all phases of the school regularly meets to monitor the implementation of this policy, share staff voice and link with student leaders to plan events and improve wellbeing for all members of our school community.

Student wellbeing is prioritised in Team Around the Student (TAS) meetings in Secondary and weekly Wellbeing/ Inclusion meetings in Primary. Wellbeing and Pastoral leads work closely with the counselling team to target students for interventions and monitor the impact these are having.

Student Wellbeing

5. Positive Behaviour Support

Our Behaviour Policy focuses on developing a culture of care. It understands that behaviour is a means of communication, which can lead to behaviours with both positive and negative implications. Through a restorative-practice based approach, the school aims to enable staff to start from a point of empathy, and foster inter-connectivity between staff and students, encouraging students to take responsibility to repair harm where harm is caused. It is a philosophy that places relationships at the heart of the educational experience, and fundamentally believes in students' potential for personal growth. The key focus is working 'with' students to develop authentic relationships where students have voice and agency in their learning experience.

6. Wellbeing curriculum

Across all phases of the school, we are committed to fostering the holistic development of our students, recognising that their wellbeing is fundamental to their overall success. We believe that wellbeing skills are integral components, and our bespoke wellbeing curriculum is woven into every subject. The curriculum is adapted using wellbeing data to meet the needs of our students and ensure relevance. Our approach ensures that all students from FS1 to Year 13, gain a comprehensive understanding that wellbeing is intricately connected to all aspects of their academic journey.

The utilisation of Visible Learning's 'Engagement Models' contributes to the embedding of wellbeing in classroom culture. By embedding wellbeing skills within various subjects, we emphasise the interconnectedness between mental, emotional, and academic growth. This approach allows students to recognise the significance of wellbeing in their daily lives, fostering a mindset that places importance on their overall health and happiness. We hold the belief that a student's ability to thrive academically is closely linked to their wellbeing and therefore are dedicated to cultivating an environment where wellbeing is a guiding principle shaping every facet of our curriculum.

7. Personal, Social, Health Education (PSHE)

Taught through form tutors as part of their pastoral responsibilities in the secondary school, and overseen by the Heads of Year and senior pastoral team, the PSHE curriculum is based on the UK National Curriculum strands:

- Health and Wellbeing
- Relationships
- Living in the Wider World

The programme is taught in a culturally sensitive manner that ensures the beliefs and values of all members of the community are respected.

The effectiveness of our curriculum programme is evaluated through our PASS survey, in addition to regular formative assessments.

8. Moral Education

The Moral Education curriculum, taught in the Primary and Secondary school, provides students with key learning on character and ethics. The importance of Moral Education lies in the crucial role it will play in building character, instilling ethical outlook, fostering the community and endearing culture. It achieves this by:

1. Building character traits that include resilience, perseverance, work ethic, critical thinking and discipline.
2. Preparing students with the skills they need for adult life. Skills include: financial literacy, awareness of addiction, mental and physical well-being and digital literacy.
3. Teaching students the practical and ethical values that are represented in the ethos of the course, which include tolerance, honesty, dignity, respect, and humility.
4. Encouraging and enabling students to become engaged members of their community.
5. Teaching students about culture, both of the UAE and of the wider world, and enabling them to value the wealth of culture available across the world.

9. Digital Wellbeing

In Primary, digital wellbeing is taught discreetly using resources from Project Evolve. In addition, we use the National College to share best practice with parents, supporting them in guiding safe and balanced device use at home.

In Secondary, digital wellbeing is the focus topic across all computing lessons during the first half term of the academic year, for each year group. During this time, students explore responsible, safe, and balanced use of technology, developing essential skills to navigate the digital world thoughtfully. We use up-to-date resources and discussions to support positive online behaviour and overall digital wellbeing.

10. Assemblies

A carefully designed assembly programme is in place across the school. Assemblies are utilised to reiterate key wellbeing messages to the student population on a weekly basis. Wellbeing enrichment takes place during assemblies with a range of visiting speakers engaged to inspire and educate students in wellbeing strategies to support students' wellbeing agency.

11. ECA Programme

The extensive ECA programme, purposely designed around our vision of 'Enjoy, Aspire, Achieve', commits to providing students with the opportunity to identify, nurture and refine their interests, skills and talents in a wide range of areas, as well as building supportive relationships with staff and students beyond their day-to-day community. In providing such opportunities, the school aims to raise student self-esteem, help students feel seen and valued, and ultimately support and enhance their wellbeing.

12. Student Leadership

Student leadership empowers students with the opportunity to demonstrate agency, which is important in developing confidence and self-esteem. The school provides daily informal opportunities for students to lead within a group session in lessons, as well as more formal opportunities which require students to undertake a wider remit. Our student leadership model ensures that students throughout the school are empowered to drive wellbeing provision, initiatives, and outcomes in a wide range of areas.

13. Pastoral and Counselling Support

The first level of support for all students is their Class Teacher/ Form Tutor. Within Foundation Stage, Primary and Secondary, every student is placed with a trusted teacher who can provide guidance, mentorship, and emotional support. This personalised attention can help identify and address individual needs, enhancing overall wellbeing. In addition to the Class Teacher/ Form Tutor, the following staff are dedicated to providing wellbeing support for all students:

- Inclusion Team
- Learning Assistants
- Year Leaders
- School Counsellors
- Careers Guidance Counsellor
- Head of Early Years
- Assistant Headteachers
- Deputy Headteachers
- Headteachers
- Principal

The referral process has been streamlined through the Primary Portal and Secondary Staff HUBB. youHQ integration with CPOMS ensures rapid intervention processes triangulating attendance, behaviour, attitude to learning, other safeguarding concerns, and wellbeing survey data. Referrals are discussed during line management meetings with counsellors, and wellbeing interventions are monitored in pastoral/ Inclusion meetings.

14. Monitoring & Measuring Student Wellbeing

Student wellbeing is measured and monitored both directly and indirectly through a range of measures:

- Daily check in systems between staff and students
- Attendance and Punctuality Data
- ECA Engagement Analysis
- Student Voice via Student Leaders
- Student Observations by Staff (Recorded in CPOMs)
- Student Observation by Parents (Email/ Phone calls/ Meetings, recorded in CPOMs)
- Digital Tools - youHQ check-ins
- Regular student wellbeing surveys

Where student wellbeing is a concern, staff will intervene. This begins at Class Teacher/Form Tutor level and escalates as required.

Staff Wellbeing

DBSJP was awarded a World Class (Platinum) rating in 'Best Schools to Work 2025'. This is testament to the work that is carried out at all levels to promote and support staff wellbeing. The areas detailed below form the basis for how staff wellbeing is prioritised at DBSJP.

15. Wellbeing Committee

The wellbeing committee is comprised of wellbeing leads and staff volunteers from all phases of the school with the aim of prioritising and promoting the overall wellbeing of the school's staff members. This committee works collaboratively to identify and address the specific needs of the school community, providing resources, organising wellbeing initiatives, and facilitating communication channels. The committee supports a positive staff community where members feel valued, empowered, and motivated, ultimately enhancing their job satisfaction and positively impacting the overall school climate. A monthly Staff Wellbeing Newsletter celebrates achievements and provides strategies to support and empower staff to take responsibility for their own wellbeing.

16. Professional Development

The school's Professional Development Policy describes our approach to professional learning and development, which is designed to cater to the individual needs of each staff member based on their needs, strengths and aspirations as identified through self-evaluation, appraisal, observations and peer review. We recognise the link between professional growth and personal wellbeing, and as a result, offer a flexible and personalised development programme. Refined induction and onboarding processes, including Dubai life integration, are successful in supporting new staff to the school to settle in their new living and working environments.

17. Distributed Leadership

Through the provision of leadership opportunities aligned with strategic priorities, the school aims to enable staff to aim for and reach their professional aspirations. Senior leaders design both formal and informal opportunities for staff to lead throughout the school, for fixed term project-based initiatives (shadow leads) as well as in a more formal titular capacity.

18. Pastoral and Counselling Support

The first level of support for all staff is their Line Manager. In addition to this, the following staff are dedicated to providing wellbeing support for all staff:

- HR Team
- School Counsellors
- Assistant Headteachers
- Deputy Headteachers
- Headteachers
- Principal

A number of staff are trained in Mental Health First Aid and are also available to support colleagues. Strong relationships with external wellbeing agencies allow for more formal counselling provision when required.

19. Monitoring & Measuring Staff Wellbeing

Staff wellbeing is measured and monitored both directly and indirectly through a range of measures:

- Termly wellbeing surveys
- Wellbeing Committee meetings

- Annual *Your Voice* Survey (Taaleem)
- Attendance and Punctuality Data
- Line-management meetings
- Informal drop-in sessions

Where staff wellbeing is a concern following any of this data received, leaders will intervene. This begins at the line manager level and escalates as required.

Community Wellbeing

The school recognises its commitment to the wider school community and the importance of fostering purposeful relationships with parents and community members to best serve the needs of students.

20. Community Engagement

The school is committed to actively involving parents in their children's learning journey. Engaging in the school community can provide significant value for family (parents/carers) wellbeing. When families actively participate and involve themselves in their children's school activities, they establish a sense of connection and belonging. This involvement allows them to form meaningful relationships with other families, teachers, and staff, fostering a supportive network and a sense of community. Being part of this community can alleviate feelings of isolation and provide a platform for sharing experiences, challenges, and successes with other like-minded individuals. Examples of community engagement include weekly school communications, Coffee Mornings, Parent Workshops (inc. wellbeing-focused workshops), Stay and Learn sessions, Showcases, Parent Rep meetings, Parent Teacher Conferences and Community Events.

21. DBSJP Parent-Teacher Association

The PTA aims to positively contribute towards creating a close and friendly community and to foster communication and cooperation between the school, students, and parents. The PTA plays a very active role in making the DBSJP community and school a better place. Parent Representatives, supported by the Senior Leadership Team, work to ensure all parents feel included and informed and they work closely with divisional representatives to ensure parent voice is heard and valued. The PTA actively supports community wellbeing events and is responsible for a number of annual calendared social events, providing opportunities for the school community to come together.

22. DBSJP School Advisory Board

The SAB consists of a large number of parents from a range of professional backgrounds, as well as organisational representation to serve as influencers and critical friends on the school's academic and pastoral provision, holding leaders accountable. Together, school leaders and the School Advisory Board collaborate on wellbeing initiatives to support the whole school community.

Organisational Support

21. Paid Leave

To support staff mental and physical health and wellbeing Taaleem provides staff with 15 days paid medical leave as well as an additional day's paid mental health day to support staff financially when they are unable to work.

22. Governance

The School Executive Board supports and engages with the Senior Leadership team to consider provision made to uphold and enhance the wellbeing of students and staff. They hold Senior Leaders

to account for the quality of wellbeing provision for staff and students in school. 'Wellbeing' is a fixed item on Governance agendas where provision and outcomes are examined.

Taaleem representatives both challenge school leaders as well as take feedback from school leaders on potential future changes to policy that may support, uphold or improve staff wellbeing.

Related policies

This policy should be read in conjunction with the following:

- DBSJP Child Protection and Safeguarding Policy
- DBSJP Inclusion Policy
- DBSJP Behaviour for Learning Policy
- DBSJP Curriculum Policy
- DBSJP ECA Programme
- DBSJP Professional Development Policy
- DBSJP Organisational Chart
- DBSJP Parental Engagement Policy
- Taaleem Leave Policy
- Taaleem Health and Safety Policy
- Taaleem HR Policies (equal opportunities, attendance management and procedure, appraisals and performance management)