

WELLBEING POLICY

INTRODUCTION

Amity English School Dubai is committed to providing a safe, inclusive, and emotionally supportive learning environment where every member of the school community feels valued, respected, and empowered to thrive. As a new and growing school, we recognise the essential role wellbeing plays in enabling students and staff to flourish academically, socially, and personally.

We recognise how important mental health and emotional wellbeing are to our lives, just as much as physical health. About 1 in 10 children aged 5 to 16 have a diagnosable mental health need, impacting quality of life, relationships, and academic achievement. All children experience ups and downs during their school career, with some facing significant life events. This policy sets out how AESD supports the whole community's wellbeing.

WELLBEING VISION

At Amity English School Dubai, our vision is to create a community where every student, staff member, and family feels known, valued, safe, and inspired. We strive to cultivate a culture of kindness, patience, understanding, and high performance, where wellbeing is the foundation for academic progress, personal growth, and joyful learning.

WELLBEING MISSION

Our mission is to embed wellbeing into every aspect of school life by building strong relationships, empowering students and staff, and creating a safe, device-free environment that prioritises play, creativity, emotional literacy, and purposeful learning. We aim to provide high-quality support services, including counselling and early intervention, while partnering closely with families to promote healthy routines, strong attendance, and social-emotional growth. Through evidence-informed practice and a commitment to kindness and progress, we ensure that every member of our school community can thrive.

POLICY AIMS

This policy aims to:

- Embed a whole-school approach to physical, emotional, and social wellbeing.
- Ensure all students and staff have access to appropriate support, guidance, and wellbeing-focused initiatives.
- Create structures that encourage autonomy, trust, transparency, and positive relationships.
- Promote attendance, punctuality, positive behaviour, and emotional regulation as core elements of wellbeing.
- Strengthen student voice, parent partnership, and collaborative decision-making.
- Comply fully with KHDA and MoE requirements regarding wellbeing provision in Dubai schools.

GUIDING PRINCIPLES

Our wellbeing culture is anchored in five core principles: Kindness — treating every member of the school community with empathy, respect, and compassion; Progress — believing wellbeing underpins academic growth and personal development; Respect and Responsibility — students and staff taking ownership of their behaviour, attendance, and engagement; Student Voice — including students in setting expectations, standards, and wellbeing priorities; and Positive Relationships — focusing on connection, collaboration, and community trust.

ROLES AND RESPONSIBILITIES

Stakeholder	Responsibilities
Senior Leadership Team	• Ensure strategic direction and oversight of the wellbeing action plan. • Ensure compliance with KHDA/MoE wellbeing requirements. • Lead staff training, data monitoring, and resource allocation for wellbeing provision. • Review wellbeing data termly and share findings with the school community.
Middle Leaders and Teachers	• Promote positive classroom environments and deliver social-emotional learning through daily practice. • Greet students each morning and reinforce school routines. • Actively contribute to wellbeing initiatives and identify students showing signs of concern. • Refer concerns to the School Counsellor or DSL as appropriate.
School Counsellor	• Provide tiered support including early intervention, one-to-one guidance, and mental health referrals. • Track wellbeing concerns and contribute to whole-school safeguarding procedures. • Deliver parent workshops and awareness sessions on mental health topics.
Families	• Support attendance, punctuality, and routines at home. • Maintain positive and professional communication with the school. • Engage in parent workshops and pastoral meetings.
Students	• Contribute to wellbeing through respectful behaviour and participation in student voice activities. • Demonstrate kindness toward others and report concerns to a trusted adult.

WHOLE-SCHOOL WELLBEING APPROACH

Wellbeing at Amity is not an add-on; it is integrated into daily routines, teaching practices, and leadership decisions. From the first day of school, all staff are trained to greet students warmly, maintain open communication with families, and model behaviours that reinforce a safe and inclusive environment.

We promote a device-free learning culture in the Primary School to reduce distractions and encourage play, creativity, and face-to-face communication. Outdoor play is prioritised daily to support physical wellbeing and social interaction. Students are involved in co-constructing behavioural expectations and classroom standards, ensuring shared ownership.

Measures for promoting mental health and wellbeing include: the Moral and Social scheme of work; regular parent workshops and coffee mornings delivered by the Pastoral Team, Inclusion Team, and School Counsellor; whole-staff INSET on mental health; the School Counsellor providing confidential support to all students, staff, and parents; and regular Awareness Days to raise awareness and promote positive mental health.

TIERED SUPPORT FRAMEWORK

Tier	Description & Examples
Universal (Tier 1) All students	Whole-school wellbeing curriculum, daily check-ins, morning greetings, assemblies, Moral & Social Education, Positive Behaviour framework, device-free classrooms, outdoor play.
Targeted (Tier 2) Students showing signs of need	Small group counselling, pastoral check-ins, attendance monitoring, EAL support, parental engagement meetings, referral to School Counsellor, modified timetable adjustments.
Specialist (Tier 3) Students with identified needs	One-to-one counselling, referral to external agencies (psychologist, occupational therapist, speech & language therapist, school nurse/doctor), SEND support through IEP, multi-agency meetings.

STAFF WELLBEING

A thriving staff body leads to thriving students. Our staff wellbeing strategy includes transparent communication, professional autonomy, collaborative leadership, and recognition events throughout the year. Training focuses on emotional intelligence, classroom management, coaching, inclusive practice, and the development of middle leaders. The culture of appreciation is reinforced through weekly shout-outs, recognition tokens, social events, and open discussion forums.

PUPIL SUPPORT, COUNSELLING, AND SAFEGUARDING

The school counsellor provides structured, confidential support to students who require additional emotional guidance, working in alignment with the school's safeguarding procedures and collaborating closely with teachers and families. All staff are trained annually in safeguarding and child protection.

IDENTIFYING NEEDS AND WARNING SIGNS

All staff are trained to recognise warning signs of common mental health problems. Staff who notice any of the following signs should communicate their concerns immediately to the Designated Safeguarding Lead:

- Physical signs of harm
- Changes in eating and sleeping habits
- Increased isolation from friends and family; social withdrawal
- Changes in mood, behaviour, or attitude towards education
- Talking or joking about self-harm or suicide
- Feelings of failure, uselessness, or loss of hope
- Secretive behaviour or clothing unsuitable for the season
- Erratic attendance, high absenteeism, or persistent lateness

DISCLOSURES AND CONFIDENTIALITY

If a student makes a disclosure about themselves or someone else, staff are to remain calm, be supportive and non-judgemental. Staff should listen fully and explain that they are concerned and that there are people in school who can help. Staff must never agree to keeping a disclosure confidential from the DSL.

All safeguarding and child protection disclosures are to be documented on Nexquare and kept confidential in accordance with the Safeguarding and Child Protection Policy. Every concern regarding mental health and wellbeing is shared only with the designated staff named in this policy.

WORKING WITH OTHER AGENCIES

As part of our whole-school approach, other agencies may work with students both in school and outside of school. These may include: the school nurses and doctor; counselling and therapy services; psychologists and psychiatrists; behavioural therapists; occupational therapists; and speech and language therapists. All external agencies are engaged in accordance with KHDA and UAE safeguarding requirements.

ATTENDANCE AND PUNCTUALITY

Strong attendance and punctuality directly support student wellbeing and academic progress. The school uses proactive systems — including morning greetings, parent communication, and early intervention — to promote reliable attendance. Patterns of absence or lateness are monitored carefully, and supportive conversations with families help address any underlying concerns.

MONITORING, EVALUATION, AND IMPACT

The school evaluates wellbeing using a range of data sources, including attendance records, behaviour trends, surveys, learning walk observations, and student and parent voice. Monthly themes guide the implementation of the wellbeing action plan.

Findings are reviewed termly by the SLT, with updates shared transparently with staff and the school community. This reflective process ensures that wellbeing initiatives remain responsive, culturally appropriate, and aligned with the school's growth.

POLICY REVIEW

This policy is reviewed annually each August to ensure alignment with updated KHDA/MoE regulations and to incorporate community feedback.

Authorised by: Principal

Review date: August 2027