SCHOOL WELLBEING POLICY

2025 – 2026

1. VISION AND RATIONALE

School Vision: "To ignite the potential in every child through holistic education, nurturing them to learn with curiosity, live with integrity, and thrive as responsible global citizens, united by respect, belonging, and a commitment to excellence".

School Mission: We are committed to providing an inclusive, studentcentred, and challenging learning environment that nurtures academic excellence, character, and wellbeing. Through holistic and experiential learning, we nurture critical thinking, open mindedness and resilience, grounded in integrity and ethical values. In partnership with parents and the community, we empower students to become confident, compassionate, and responsible contributors to a diverse global society, prepared for lifelong learning and success.

At The Central School Dubai, we believe that performance and wellbeing are inextricably linked. Our goal is to nurture a flourishing community where every student, staff member, and parent feels valued, safe, and spiritually grounded.

We align with the OECD definition adopted by the KHDA:

"Wellbeing is the psychological, cognitive, social, and physical functioning and capabilities that students need to live a happy and fulfilling life."

Unique to our context, we expand this definition to include Spiritual Wellbeing. We recognise that our Islamic and moral ethos—reflected in daily prayer, reflection, and values of compassion (*Rahma*)—is the foundation of our students' resilience and happiness.

2. GUIDING PRINCIPLES

In line with the KHDA 'Wellbeing Matters' framework, our policy is built on five principles:

1. Student & Family Focused: We view the student holistically, respecting their family context and spiritual background.

2. Strengths-Based: We focus on building character strengths and resilience rather than fixing "deficits."

3. Equitable & Inclusive: We ensure every student, including Students of Determination, has access to wellbeing support.

4. Collectivist: Wellbeing is a shared responsibility between staff, students, and parents.

5. Spiritually Grounded: We integrate Islamic values into daily life to provide moral purpose and mental peace.

3. GOVERNANCE: THE WELLBEING CIRCLE

Wellbeing is not the job of a single person; it is a system. Our governance structure ensures accountability.

- The Principal: Sets the strategic vision and holds the SLT accountable for maintaining a positive school climate.

- Head of Student Affairs & Wellbeing: Leads the operational implementation of this policy, and analyses wellbeing data.

- Senior Leadership Team (SLT): Ensures that academic pressures do not compromise wellbeing and that staff workload is manageable.

- Head of Inclusion: Ensures the wellbeing needs of Students of Determination are met through personalised support plans.

- Phase Heads (HoS): Monitor the "pulse" of their specific sections and ensure day-to-day behavioural and emotional support of students and staff.

- Counsellors: Provide Tier 2 and Tier 3 interventions (counselling) and lead preventive workshops.

- Student Council: Represent the student voice and lead peer-to-peer initiatives.

- Parent Council: Acts as a bridge between the community and school, providing feedback on family wellbeing needs.

4. THE WELLBEING FRAMEWORK

We implement this policy through a Four-Pillar Framework.

Pillar 1: An Enabling Environment (Culture & Spirit)

- Islamic Ethos & Prayer: We value prayer not just as a religious obligation but as a wellbeing intervention. Breaks for *Salah* provide students and staff with a necessary pause for mindfulness, gratitude, and spiritual connection, reducing daily anxiety.

- Safety & Safeguarding: The school maintains a zero-tolerance policy for bullying. The *Child Protection and Safeguarding Policy* ensures that students feel physically and psychologically safe.

- Positive Behaviour: Our behaviour policy is restorative, not punitive. We focus on fixing relationships rather than just assigning consequences.
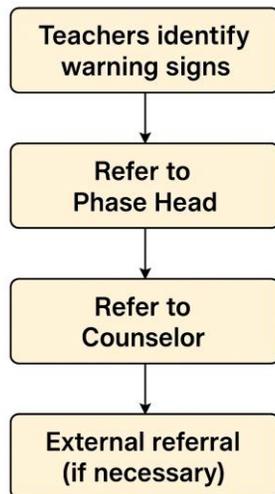
Pillar 2: Curriculum & Pedagogy (Teaching & Learning)

- Social Emotional Learning (SEL): We do not view wellbeing as separate from learning. SEL competencies (Self-Awareness, Relationship Skills) are integrated into Moral Education and Islamic Studies.

- Academic Resilience: Teachers explicitly teach "Attitudes to Learning" and study skills. By equipping students with note-taking and exam strategies, we reduce academic anxiety and build confidence.

- Digital Wellbeing: Through our Cyber Safety Awareness, we teach students to manage their digital footprint and handle online social pressure.

Pillar 3: Listening & Supporting (Intervention & Care)

- Data-Driven Approach: We utilise the internal surveys (e.g., PASS - Pupil Attitudes to Self and School) to identify "hidden" issues.

- Open Door Policy: Students have direct access to Phase Heads and Counsellors.

- Mental Health Protocols: The school follows specific protocols for high-risk concerns:

  - *Self-Harm & Panic Attacks:* Immediate safety is prioritised, parents are notified, and a safety plan is created by the Head of Inclusion/Counsellor.

Referral Pathway

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Teachers identify
warning signs
        │
        ▼
Refer to
Phase Head
        │
        ▼
Refer to
Counselor
        │
        ▼
External referral
(if necessary)
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Pillar 4: Partnerships (Staff & Parents)

- Staff Wellbeing: We recognise that "you cannot pour from an empty cup." The SLT actively monitors staff workload. We provide professional development on stress management and organise staff social events.

- Parent Partnership: We engage parents through the Parent Council and regular parent partnership activities.

5. IDENTIFYING NEEDS: WARNING SIGNS

All staff are trained to look beyond behaviour to identify potential wellbeing issues. Indicators include:

- **Physical:** Sudden changes in appearance, fatigue, or unexplained physical complaints.

- **Emotional:** Irritability, anxiety, or expressions of hopelessness.

- **Academic:** Sudden drop in grades or lack of motivation.

- **Social:** Withdrawal from friends or peer groups.

Any staff member observing these signs refers the student to the Phase Head immediately.

6. MONITORING AND EVALUATION

The effectiveness of this policy is measured through:

1. KHDA Wellbeing Census Results: Analysed annually to track trends.

2. School Surveys: Feedback from the Student Council and Parent Council.

3. Behavioural Data: Analysis of incident logs to identify patterns of bullying or distress.

7. RELATED POLICIES

This policy should be read in conjunction with:

- Child Protection and Safeguarding Policy

- Inclusion Policy

- Student Behaviour Management Policy

- Cyber Security & E-Safety Policy

REVIEW OF THE POLICY

Reviewed by	Senior Leadership Team	Reviewed & Approved	
Review Date	October 2025	Next Review Date	April 2026
Approved by	Principal	(Signature of the Principal)	Reviewed & Approved