GULF ASIAN ENGLISH SCHOOL, SHARJAH

WELLBEING POLICY

Academic Year 2026–2027

(Aligned with the SPEA Wellbeing Improvement Framework)

Whole-school approach to the wellbeing of learners, staff and families

1. Policy Statement

Gulf Asian English School, Sharjah, is committed to promoting, protecting and improving the wellbeing of learners, staff and parents. The school recognises that wellbeing is closely connected to learning, attendance, behaviour, relationships, inclusion, safety and achievement. A safe, respectful and supportive environment enables every learner to participate, develop resilience and reach their potential.

This policy is aligned with the Sharjah Private Education Authority (SPEA) Wellbeing Improvement Framework. It adopts a proactive, inclusive and whole-school approach that combines wellbeing promotion, early identification of needs, leadership accountability, partnership with families and relevant support services, and continuous improvement.

The policy applies to students from KG to Grade 12 and to all teaching and non-teaching staff, parents and carers, visitors, and relevant partners involved in school life.

2. Purpose

- Promote all six dimensions of wellbeing across school life and learning.
- Establish clear responsibilities for wellbeing promotion, early identification, support and follow-up.
- Provide an inclusive environment in which learners feel safe, respected, connected and able to seek help.
- Support the physical and emotional wellbeing of staff and encourage healthy, respectful working relationships.
- Engage parents and students as partners in planning and evaluating wellbeing initiatives.
- Use qualitative and quantitative evidence to set priorities, evaluate impact and improve practice.

3. Guiding Principles

SPEA Guiding Principle	Application at Gulf Asian English School
Promoting Wellbeing	Embed wellbeing learning, healthy habits, social-emotional skills, inclusion and positive relationships in everyday school practice.
Understanding Needs	Use observations, student voice, attendance and behaviour information, feedback and other appropriate evidence to identify needs early and plan support.

Leadership Commitment	Ensure school leaders set direction, allocate responsibilities, communicate expectations and review the impact of wellbeing provision.
Working in Partnership	Work collaboratively with students, families, staff, school support teams and relevant external services, as appropriate.

4. Dimensions of Wellbeing

4.1 Academic Wellbeing

Provide a learning environment that supports achievement, engagement, confidence and resilience. Teachers use appropriate differentiation, varied teaching and assessment approaches, opportunities for collaboration and meaningful challenge. Students who experience academic, attendance or engagement difficulties are identified and supported in partnership with relevant staff and parents.

4.2 Emotional Wellbeing

Promote emotional literacy, self-awareness, resilience, coping skills and help-seeking. The school provides access to counselling and appropriate support, uses a cause-for-concern referral process, and responds to concerns sensitively. Staff should listen respectfully, follow safeguarding procedures and share information only with those who need it to support or protect the child.

4.3 Physical Wellbeing

Promote healthy eating, hydration, personal hygiene, physical activity, rest and healthy lifestyle choices. The school clinic supports health awareness and carries out health checks and vaccination follow-up in line with applicable requirements. Food provision and health-related arrangements should take account of relevant medical, allergy, dietary, religious and cultural needs. Health and safety procedures apply across school facilities, activities and transport.

4.4 Digital Wellbeing

Promote safe, responsible and balanced use of digital technology. Teach age-appropriate online safety, privacy, respectful communication and responsible digital behaviour. Concerns involving cyberbullying, harmful content or online safety must be reported and managed under the school's relevant safeguarding, digital safety and anti-cyberbullying procedures.

4.5 Social Wellbeing

Build respectful relationships, belonging, inclusion, empathy and positive peer interaction. Encourage participation in clubs, sports, student leadership, collaborative activities and community initiatives. Bullying, discrimination, exclusion and other harmful behaviour must be addressed consistently under the applicable school policies.

4.6 Life Skills Acquisition

Develop communication, teamwork, problem-solving, critical thinking, leadership, emotional intelligence, decision-making and self-management. Provide age-appropriate opportunities for students to practise these skills through lessons, co-curricular activities, student voice, peer support and service to the school community.

5. Whole-School Implementation

5.1 Promoting Wellbeing

- Integrate wellbeing themes into curriculum planning, classroom routines, assemblies and age-appropriate learning activities.
- Provide awareness activities on mental health, healthy habits, safeguarding, anti-bullying, cyber safety, inclusion and positive relationships.
- Maintain an inclusive and welcoming environment for learners, staff, parents and visitors, including appropriate access and support for students with SEND.
- Encourage participation in physical education, sports, clubs, creative activities and student leadership opportunities.
- Provide parents with practical information and opportunities to engage in wellbeing initiatives.

5.2 Understanding Needs: Identification and Intervention

The school will use a systematic and confidential approach to identify wellbeing concerns and determine appropriate support. Relevant information may include teacher observations, student or parent concerns, attendance patterns, behaviour records, academic engagement, clinic observations, feedback and wellbeing activities.

- Staff who identify a concern should follow the school’s reporting and referral procedures and share relevant information with the appropriate designated staff.

- The school counsellor and relevant support professionals may conduct an initial review or observation and recommend next steps, which may include classroom strategies, parent consultation, counselling, a support plan or referral to another school team.
- Where a concern relates to safeguarding or a risk of harm, staff must follow the Child Protection and Safeguarding Policy immediately; wellbeing procedures do not replace safeguarding procedures.
- Support for students with SEND, gifted and talented students, and students experiencing behavioural, social, emotional, attendance or learning difficulties should be coordinated with relevant staff and parents, as appropriate.
- Interventions should have clear intended outcomes, responsible staff, review dates and follow-up arrangements. External support may be considered where the school's internal provision is not sufficient.

5.3 Leadership Commitment

- School leaders will communicate the school's wellbeing priorities and ensure this policy is understood by relevant stakeholders.
- The Wellbeing Committee will coordinate implementation, identify priorities and support monitoring and review.
- Wellbeing will be considered in school planning, staff development, relevant policies, routines and improvement plans.
- Professional development and staff briefings will build awareness of student and staff wellbeing, early identification, referral pathways, inclusion and safeguarding.
- School leaders will review changing needs and ensure that actions are proportionate to identified priorities and available resources.

5.4 Working in Partnership

- Listen to student voice and involve students, where appropriate, in shaping wellbeing activities and reviewing their impact.
- Maintain respectful communication with parents and carers about wellbeing concerns, support strategies and follow-up, subject to safeguarding and confidentiality requirements.
- Promote parent engagement through meetings, awareness sessions, information resources and feedback opportunities.

- Encourage collaboration among teachers, counsellors, SENDCO, school doctor and nurses, social worker, student welfare personnel and school leaders.
- Establish or maintain links with relevant external services and agencies when additional guidance, training or support is needed.

6. Staff Wellbeing

The school recognises that staff wellbeing contributes to a positive learning environment and the wellbeing of students. The school will seek to foster a culture of fairness, trust, dignity, mutual respect and open communication, while addressing work-related factors that may adversely affect wellbeing.

- Promote clear role expectations, appropriate communication and fair distribution of responsibilities, as practicable.
- Encourage staff to raise concerns about workload, work-related stress, working relationships or other wellbeing matters with their immediate supervisor or the appropriate school contact.
- Provide staff with access to relevant guidance, wellbeing activities, professional learning and support or referral pathways where available.
- Encourage collegial support, recognition, collaboration and appropriate work-life balance.
- Managers should respond to concerns respectfully, address unacceptable behaviour appropriately and seek advice from relevant school personnel when needed.

7. Roles and Responsibilities

Role	Responsibilities
Principal and Senior Leadership Team	Provide strategic direction and oversight; ensure relevant policies and referral procedures are implemented; support staff training; review wellbeing evidence and improvement priorities; ensure safeguarding concerns are managed through the designated procedures.
Wellbeing Committee and Overall In-Charge	Coordinate the implementation of this policy; support whole-school initiatives; review feedback and available data; identify improvement priorities; monitor action plans and recommend policy updates.

Wellbeing Team	Receive and review wellbeing referrals within their professional remit; conduct appropriate initial assessment or observation; provide counselling or guidance as appropriate; consult parents and staff when suitable; document actions securely and follow safeguarding procedures.
	Coordinate support for students with SEND and other identified learning needs; work with teachers, families and relevant professionals to promote access, participation and inclusion.
School Doctor and Nurses	Promote health awareness; support health checks and relevant health procedures; communicate necessary health information to authorised staff; coordinate with relevant school personnel when health concerns may affect wellbeing.
Student Welfare Officer	Support identification and follow-up of student welfare concerns; liaise with families and relevant school teams; follow school reporting and safeguarding procedures.
Teachers and Other Staff	Promote a safe and respectful classroom and school environment; notice and report concerns through the appropriate channels; support inclusive practice and wellbeing learning; maintain confidentiality and follow school policies.
Parents and Carers	Share relevant information about their child's needs; communicate concerns with the school; engage with agreed support strategies and wellbeing initiatives; reinforce healthy and safe habits at home.

Students	Treat others respectfully, participate in wellbeing activities, make safe and responsible choices, and seek help from a trusted adult when they or another student need support.

8. Confidentiality, Record-Keeping and Safeguarding

- Wellbeing information and records must be handled sensitively, stored securely and accessed only by authorised personnel for legitimate school purposes.
- Information should be shared on a need-to-know basis, in accordance with school procedures and applicable requirements. Confidentiality must not prevent staff from reporting a safeguarding concern or risk of harm.
- All staff must follow the school's Child Protection and Safeguarding Policy, Behaviour Management Policy, Anti-Bullying Policy, Anti-Cyberbullying Policy, Inclusion Policy, Health and Safety Policy, Attendance Policy and other relevant procedures.
- Parents may raise wellbeing concerns with the class teacher, counsellor, relevant support team or school leadership. Staff must route concerns to the designated person or team in accordance with school procedures.

9. Monitoring, Evaluation and Continuous Improvement

The Wellbeing Committee, under the direction of school leadership, will monitor the implementation and effectiveness of this policy. Monitoring will be proportionate and informed by both quantitative and qualitative evidence.

Evidence may include wellbeing and stakeholder feedback, participation in initiatives, counselling and referral trends recorded in accordance with confidentiality requirements, attendance and behaviour patterns, health promotion activities, safeguarding and inclusion monitoring, staff feedback, parent engagement and student voice.

At the start of each review cycle, the school identifies its key priorities and develops a plan for improvement. At the end of the cycle, the school evaluates the outcomes and makes necessary adjustments to its provision, if required.

Review area	Evidence / indicator	Responsible lead	Review cycle
Student wellbeing	Student voice, Wellbeing activities	Wellbeing Committee / relevant teams	Termly
Physical health and safety	Health promotion activities and relevant clinic / safety monitoring	Clinic / Health and Safety personnel	Termly
Inclusion and support	Review of identified needs, support plans and participation	SENDCO / relevant support team	Termly
Staff and parent wellbeing	Feedback, engagement and participation in support initiatives	School leadership / Wellbeing Committee	Annually
Policy implementation	Progress against actions and evidence of impact	Wellbeing Committee / SLT	Annually

10. Related Policies and Documents

This policy should be read alongside the school's relevant policies and procedures, including:

- Child Protection and Safeguarding Policy
- Behaviour Management Policy
- Anti-Bullying and Anti-Cyberbullying Policies
- Inclusion Policy and relevant individual support plans
- Health and Safety Policy and school clinic procedures
- Attendance Policy
- Cyber Safety Policy
- Relevant school improvement plans and wellbeing action plans

11. Policy Review and Approval

This policy will be reviewed annually by the Wellbeing Committee in consultation with relevant school leaders and stakeholders. It may be reviewed earlier where required by changes in SPEA guidance, applicable requirements, school needs or the findings of monitoring and evaluation. Updates will be communicated to relevant members of the school community.