



Wellbeing Policy

Adopted: September 2023

Last Revised/Amended: January 2026

Next review: August 2026

Principal Mr Gary Williams	Academic Co-ordinator Ms. Mercy Bhagyam
School Counsellor / Social Worker Ms. Brijila Balu	

School Vision, Mission and Core Values

Our Vision

Moulding and carving confident individuals, as Global Citizens of the future with a broad outlook, instilled with the impeccable virtues of the heart, mind, and soul.

Our Mission

Harnessing independent learning skills by providing the students with research-based and inquiry-based learning opportunities.

Offering an environment that promotes the love for nature, diversity and an affinity for the rich cultural values and traditions of the UAE and the world around.

Promoting the acceptance of every individual, knowing the fact that each one is unique and special.

Engaging students in the latest technological know-hows in view of directing their minds towards a technology-driven future.

Core Values

Engage with Empathy | Emerge with Confidence | Evolve with Innovation |
Enthuse with Environmental Sensitivity | Express with Conviction

Distribution List:

- MD/ Board
- Principal
- Staff
- Parents

1. Purpose and Scope

The purpose of this policy is to promote holistic wellbeing within our school community encompassing **students, staff, and parents** and to embed wellbeing as an integral part of school life, learning, culture, and leadership at The Hope English School. This policy aligns with SPEA's Wellbeing Improvement Framework and supports the vision of raising resilient, confident, and happy **global citizens**.



2. Vision Statement

At The Hope English School, wellbeing is a **whole-school priority** that supports academic success, emotional resilience, physical health, digital safety, life skills development, and social connectedness. Our school culture encourages respect, inclusivity, compassion, and active engagement from all stakeholders' students, staff, and parents alike.

3. Guiding Principles

Wellbeing of the Educational Community - SPEA (shj.ae)

We commit to:

1. **Proactive Whole-School Approach** – Address wellbeing systematically rather than reactively.
2. **Inclusive Practices** – Ensure all students including those with special educational needs and disabilities (SEND), at-risk learners, and gifted learners are supported.
3. **Collaborative Partnerships** – Engage with parents, staff, external services, and students to create shared responsibility for wellbeing.
- 4.

Guiding Principles



Promoting Wellbeing

Education institutions should create an inclusive, collaborative and interactive learning environment where learners can develop vital social, emotional, physical, and life skills that will help them function in an ever-changing world.

1.1 Student Wellbeing

- Integrate wellbeing in the curriculum by teaching social and emotional learning and promoting resilience.
- Design and implement an inclusion policy that clearly addresses the needs of all students including the at-risk, Special Education Needs and Disability (SEND) and the Gifted and Talented (G&T).
- Provide a support network that allows learners to seek help, when required. This network can include peers, teachers, parents, counsellors, staff, and leaders.
- Address all associated drivers of wellbeing such as behaviour and attendance.
- Develop students' life skills and digital awareness to give them the capacity to stay safe and resilient.

1.2 Staff Wellbeing

- Raise awareness amongst all staff about wellbeing matters such as stress, time management, workload, work practices, and understand how these might affect their wellbeing.
- Introduce initiatives to promote staff wellbeing, such as reducing unnecessary workloads, social gatherings, events that support a healthy lifestyle, etc.



- Provide a support mechanism for staff facing wellbeing issues and create an ethos that makes staff comfortable to share their concerns.
- Promote opportunities for peer mentoring amongst staff, especially for new employees during their 'settling-in period'.

1.3 Parents Wellbeing

- Raise awareness amongst your school's parent community about wellbeing matters. There is evidence that parental engagement and partnership with parents impacts wellbeing and other student outcomes.
- Highlight how their wellbeing can affect the wellbeing and learning of their children.
- Introduce initiatives to promote parents' wellbeing such as training, educational materials, parents' groups, etc.

1.4 Safe Environment

- Provide suitable facilities and infrastructure for all learners including those with SEND.
- Promote a safe school environment that is rooted in respect where learners feel safe, engaged, connected, and supported.
- Create a welcoming environment for learners, teachers, parents, and guests.
- Observe and enforce the health and safety procedures in and outside the classroom, including school transportation.

Understanding Needs

Education institutions are required to have a systematic approach to wellbeing that incorporates the elements of this Framework. Adopt a proactive rather than a reactive approach, as well as preventative measures, when dealing with wellbeing matters.

2.1 Identification and Intervention

- Use school data to identify issues related to learners, staff and parents' wellbeing that need to be addressed as part of a whole school approach to wellbeing.
- Set SMART (Specific, Measurable, Attainable, Realistic) goals to improve and address wellbeing issues across the school.
- Allocate a budget to address the wellbeing needs of your school.

2.2 Measurement and Improvement

- Use your qualitative and quantitative evidence to inform and guide your planning for wellbeing.
- Evaluate the effectiveness of your whole-school approach plans, using the below school self-evaluation form and make amendments where necessary.
- Collate further data to measure your continuous improvement and adapt approaches in response to the data.

Leadership Commitment

School Leaders need to drive the agenda on wellbeing, by taking active steps to create an environment that fosters all dimensions of wellbeing: social, emotional, physical, academic, digital and life skills acquisition, that makes the learners, staff and parents feel safe, valued, respected, and engaged. School Governors should actively monitor the suitability and success of the school's wellbeing agenda and activities.



3.1 Vision and Direction

- Integrate wellbeing into your school routines and structures.
- Ensure all your stakeholders are familiar with the policies (students, parents, staff, support services, etc).
- Preserve the UAE national culture and identity while promoting wellbeing.
- Measure and respond to the changing needs of staff and learner wellbeing.

3.2 Develop Wellbeing-related Policies

- Ensure that you have wellbeing, safeguarding, attendance, inclusion, health and safety and e-Safety policies.
- Designate a lead person or committee for your policies.
- Develop identification and intervention procedures for at-risk, SEND, Gifted and Talented (G&T) learners.
- Establish a wellbeing leadership role and provide the necessary training in collaboration with SPEA, SEA, and/or other providers.
- Evaluate and review your policies and procedures to ensure all dimensions of wellbeing are maintained.

3.3 Commitment and Ownership

- Align your plans and initiatives with the SPEA Wellbeing Improvement Framework.
- Embed wellbeing in curriculum, training and professional development.
- Review the impact of your whole school approach on a regular basis.
- Review the sustainability and progress of your school wellbeing achievements regularly.

Working in Partnership

Education institutions should develop a shared understanding and work collaboratively with all stakeholders including local support services, parents, and staff to enhance the learning and wellbeing of all learners.

4.1 External Support Services

- Identify the available entities that can support your wellbeing plans.
- Establish links with the support services and identify how they might support your wellbeing plans.
- Seek and explore opportunities for guidance, support, and relevant training through SPEA and external providers.

4.2 Stakeholders Engagement

- Foster student engagement in and outside the classroom.
- Promote students', teachers', staff, and parents' voice in planning, implementing, and evaluating your wellbeing interventions.
- Include teachers, staff, parents, and students when promoting wellbeing.

4.3 Parental Liaison

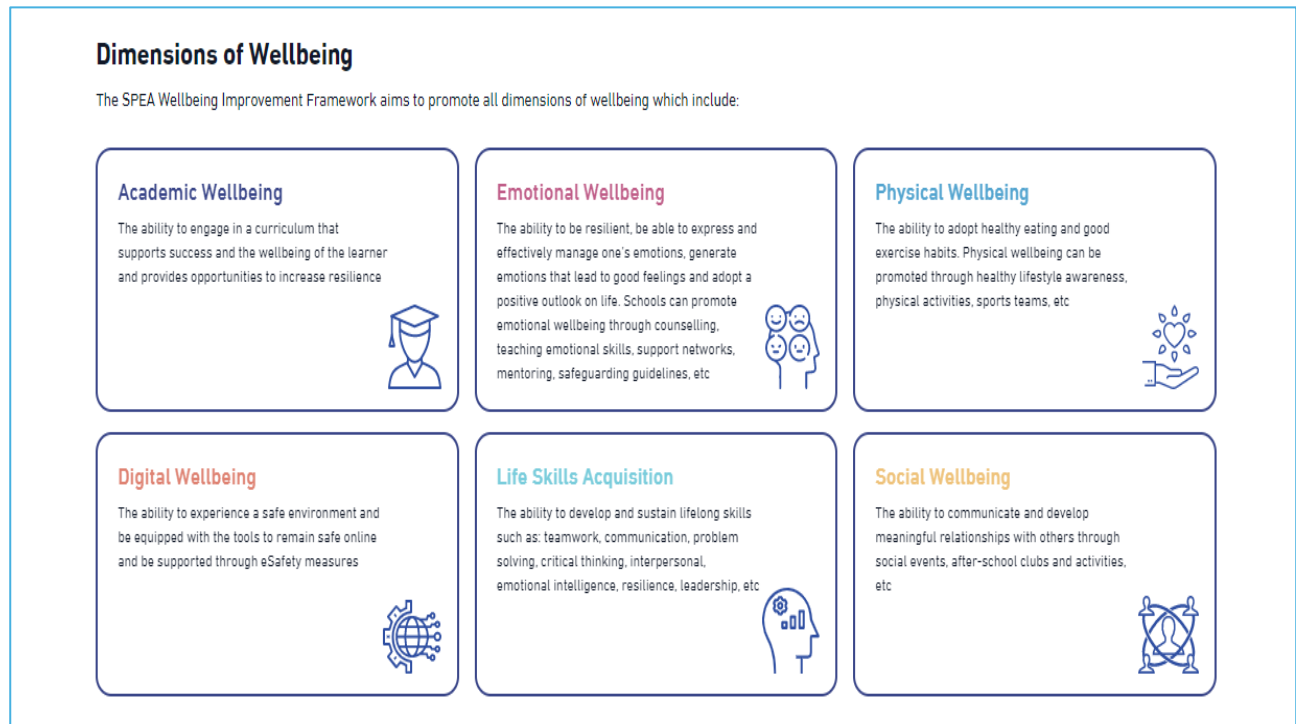
- Provide opportunities for parents to engage with your school wellbeing initiatives through providing support, communication, volunteering, parents' groups, involvement in decision making, etc.

- Support parents in developing wellbeing habits and goals with their children.
- Support learning at home.

5. Wellbeing Dimensions & Strategic Intent

The policy promotes the following interconnected dimensions of wellbeing:

Wellbeing of the Educational Community - SPEA (shj.ae)



5.1 Student Wellbeing

Aim: Support students' emotional, social, academic, physical, digital, and life skills development.

Actions:

- Integrate wellbeing within the curriculum, including social-emotional learning and resilience education.
- Establish student support networks (mentors, teachers, counsellors, peers).
- Provide accessible counselling and pastoral care.
- Deliver digital wellbeing education, e-Safety protocols, and online conduct guidance.
- Promote physical wellbeing via sports, healthy lifestyle awareness, and physical activity programmes.

5.2 Staff Wellbeing

Aim: Foster a supportive work environment that values health, workload balance, and professional growth.



Actions:

- Provide staff wellbeing initiatives stress management workshops, peer mentoring, social events.
- Ensure workload and schedules allow time for healthy practice.
- Maintain confidential support mechanisms and promote open communication.

5.3 Parent Wellbeing & Engagement

Aim: Strengthen parents' understanding and capability in supporting their child's wellbeing.

Actions:

- Host wellbeing workshops and provide parent resources and guidance.
- Encourage parental involvement in school wellbeing initiatives, events, and committees.
- Facilitate effective communication pathways between home and school.

5.4 Safe & Supportive Environment

Aim: Ensure that The Hope English School is physically and emotionally safe, inclusive, and welcoming.

Actions:

- Maintain safe and accessible facilities for all learners, including SEND provisions.
- Implement clear safety procedures (including transport and e-Safety).
- Promote respectful behaviour, anti-bullying programmes, and positive social conduct.

5. Identification, Intervention & Support

We will:

- Use data (attendance, behaviour, wellbeing surveys) to identify wellbeing needs and trends.
- Set **SMART goals** and allocate resources (human and financial) for wellbeing programmes.
- Develop clear procedures for early *identification, intervention, and referral* for students and staff needing additional support.
- Track and record interventions to measure impact and improvement.





6. Leadership, Roles & Responsibilities

School Leadership:

- Champion wellbeing and ensure it is central to school strategy.
- Provide training and professional development related to wellbeing.
- Review policy effectiveness on a regular cycle.

Wellbeing Lead/Committee:

- Coordinate implementation, review progress, and report to senior leadership and stakeholders.

Staff:

- Apply wellbeing practices in classrooms and interactions.
- Participate in wellbeing training and contribute to wellbeing reviews.

Parents & Community:

- Engage proactively in wellbeing programmes and maintain open communication with the school.

7. Monitoring, Evaluation & Continuous Improvement

- Conduct annual wellbeing self-evaluations.
- Use both qualitative and quantitative data.
- Adjust wellbeing strategy based on evidence, stakeholder voice, and best practice benchmarks.

Policy Review

Drafted: August 2026

Principal/Board Approval