



**KINGS'
EDUCATION**

The Best By Every Child

WELLBEING POLICY

2025-26



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Setting and pursuing a wellbeing vision

Our Wellbeing Vision

‘At Kings’ School Al Barsha, we embrace 'The Best By Every Child' philosophy, fostering a supportive environment for students, parents, and staff, promoting mental health, resilience, and a sense of belonging for a thriving community.’

Our Wellbeing Objectives

- 1) Educate students, staff, parents and caregivers about mental health and well-being in order to reduce stigma and encourage those in need to seek support from the appropriate channels.
- 2) Increase the resilience of our students by equipping them with knowledge of how to maintain positive mental well-being and strategies to manage & cope during times of stress.
- 3) Ensure that students and staff can access confidential support in times of need.

At Kings School Al Barsha, we are committed to the mental health and well-being of every student in our community. We believe that children are more equipped to learn and thrive when they feel safe, secure and content.

The purpose of this policy is to outline what mental health & well-being is for students, staff and the wider community. Its significance for student learning, and how Kings’ Al Barsha promotes and supports all stakeholders to feel mentally healthy and students ready to learn.

The World Health Organisation (2022) defines mental health & wellbeing as ‘a state that enables people to cope with the stresses of life, realise their abilities, learn well and work well, and contribute to their community.’

In the 2017 National Policy for the promotion of mental health, the UAE placed emphasis on the need to strengthen mental health awareness and provisions in the region. Furthermore, the UK Department for Education believes that “in order to help their children succeed; schools have a role to play in supporting them to be resilient and mentally healthy.”

At Kings School Al Barsha, we aim to prepare our students for life by supporting them to build their resilience and independence skills. This includes supporting them to develop a range of coping strategies to help them manage challenges and stress, which is a natural part of life. We also recognise that at times our students may face problems that are difficult to cope with and may need some additional support.

Well-Being Roles and Responsibility

Well-Being is the responsibility of all staff within the school. Class teachers play a key role in promoting a nurturing and safe environment for all children in their classes. Assistant Headteachers take an active role to oversee Wellbeing across their phases and this is further supported by the Head of Pastoral and Wellbeing leaders in Primary and Secondary working collaboratively alongside our four wellbeing counsellors, and student wellbeing champions.

1. Sustaining and embedding improvement

The school's evaluation, monitoring, and review systems inform the ongoing improvement of wellbeing provision.

The School's Wellbeing Leads will, on a termly basis, conduct rigorous evaluation and monitoring of the wellbeing provision. This includes but is not limited to, lesson observation, data collection and analysis, parent, student and staff surveys, work scrutinies, and pupil voice.

Areas of improvement will be identified through such monitoring and purposeful targets set on the Wellbeing Development Plan.

2. Using data and information

Using reliable information and data, leaders collaborate to design purposeful wellbeing provision.

The school will make use of resources to assess and track wellbeing as appropriate including:

- Internal parent surveys
- Dubai Wellbeing Census
- Komodo Check ins and follow ups
- Komodo Staff Surveys
- Komodo Student Surveys
- School Councilor feedback

3. Caring for students

Care, guidance and support is provided by trained and trusted adults in the school to ensure students are safe with access to wellbeing help.

At KSAB all teaching staff receive training on how to support students with their wellbeing and understand processes for reporting concerns. In addition, the school employs four Social Emotional Mental Health (SEMH) Practitioners, two in Primary and two in Secondary, who work with individual students who present with specific mental health or wellbeing needs. We also have staff with a qualification in 'Senior Mental Health Lead in International Settings', who also has oversight of the campus wellbeing provision.

Parents or carers can approach their child/children's class teacher/form tutor if they have wellbeing concerns, who will in turn make a referral to the school's DSL if further action is required.

Additional support is available to support from the Head of Pastoral and Well-Being; the Head of Inclusion and the Learning Inclusively at Kings' (LInK) team. This may include direct or indirect support and may be at the whole year group, whole class, group or individual level. Support can be provided for (but is not limited to):

- Kindness

- Diversity
- Friendship
- Body Image
- Regulation
- Confidence
- Anxiety
- Support for bereavement or family illness
- Support for parental divorce or separation

One to one well-being support

Sometimes students will face challenges which may impact their ability to feel regulated within school and their readiness to learn. These students may benefit from longer-term emotional support from our SEMH practitioners. Students may be referred for this support by members of the pastoral team. The SEMH practitioners have an open-door policy and therefore students are also encouraged to self-refer if they feel they need support. For parents with worries or concerns about their child's mental well-being, we encourage them to contact the relevant member of the pastoral team (form tutor, head of year, assistant head of year) or the SEMH Practitioners directly.

The sessions will draw upon coaching and counselling techniques to help the student find solutions to any difficulties they face. The sessions will be student-led and offered on a consent basis; the student must be willing to attend and engage with the sessions. The frequency and length of sessions will be determined on an individual basis depending on the nature of the difficulties and progress made by the student.

The sessions will be totally confidential in order to facilitate trust between the student and the coach. Where deemed beneficial, the SEMH practitioner will aim to connect with parents/carers and share information regarding the sessions, but only with the student's explicit consent.

Parents/carers will be informed if any safeguarding issues are disclosed or identified within the sessions, which indicate any risk of harm to a student. This risk may include, but is not limited to, physical abuse, sexual abuse, neglect, or a threat to life. The SEMH practitioner will alert the designated safeguarding officer and appropriate action will be taken to ensure the students' safety. Kings School Al Barsha follows applicable laws with regards to the rights of the child.

To support parents and carers we will:

- Provide information about local wellbeing and parenting programmes.
- Share ideas about how parents and carers can support and promote positive wellbeing for their children.
- Make our wellbeing policy easily accessible to parents.
- Keep parents informed about the wellbeing topics taught in school and share ideas for extending and exploring this at home.
- Organise workshops and presentations on wellbeing.
- When needed link parents to external support services.

Parental/Carer responsibility:

Kings' School al Barsha is not responsible for the assessment, diagnosis or treatment of mental health conditions. Where significant concern for a student's mental health or well-being is identified, we will seek to contact parents/guardians and recommend specialist external support. We also offer to liaise with external providers to ensure a multi-disciplinary approach to support for that child.

We expect parents/guardians to be open with us about whether your child has an identification or diagnosis of a mental health condition or are medicated for. Ultimately, this is so that we are able to keep all of our students safe and ensure they are receiving the appropriate level of support within school.

In line with legislation, it is the duty of caregivers to provide their children with access to both physical and mental health services where this is needed.

4. Caring for staff

The school takes action to ensure the wellbeing of their staff.

At Kings' School Al Barsha we believe that everyone working within our school should have the opportunity to enjoy the highest possible standard of wellbeing and mental health. Our staff are a precious resource: valuing them, and their wellbeing and mental health, is a duty we all share. Not only is this a good thing in itself, it is critical in recruiting and retaining high quality education staff now and in the future. It is also crucial in securing better outcomes for young people, including regarding their own wellbeing and mental health.

Staff well-being is a high priority at Kings' School Al Barsha and a range of initiatives are in place. This includes:

- A bespoke and robust induction programme for new staff 'Kingsification'
- An open-door policy for staff check-ins with teams
- Regular check-ins between line managers and their teams
- Continuous Professional Development, including the Kings' Staff Room and National College, which empowers individuals to be agents of their own learning and professional development
- Peer Observations and Coaching
- Appreciation days, such as Gratitude Day, Teacher Appreciation Day
- Termly wellbeing appreciation breakfasts, and 'Tea and Talk sessions'
- Social Committee Events
- Appreciation of a teachers time and ensuring leaders are mindful when setting tasks.
- Komodo Check Ins available at any time

Kings' School Al Barsha is a school free from mental health discrimination, guided by emotional intelligence, and characterised by supportive, nurturing cultures. A school where the conditions are such that every member of staff can thrive. We recognise that everyone

has a role to play in creating and sustaining those conditions, including leaders, employers and staff themselves.

We recognise that the responsibility for wellbeing and mental health must be shared across the entire school. Senior leaders play a critical role in shaping the culture of the school and can have delegated responsibility for fulfilling the employer's commitments on health, safety and welfare. It is important to emphasise that senior leaders are also employees whose wellbeing and mental health is of paramount importance.

Everyone at every level carries responsibility for their own self-care and personal decision-making. Individuals also have a clear responsibility to look out for the wellbeing of others. Staff have an active role to play in influencing the school culture.

5. Listening to each other

Feedback from stakeholders influence wellbeing provision.

At Kings' School Al Barsha we adopt a collaborative approach to generating innovative and relevant wellbeing goals. Wellbeing reviews from all members of the community are core to the planning of relevant improvements to our wellbeing provision. We promote open and honest feedback, and allow for public discussion as well and discrete, anonymous opportunities for this regularly throughout the year. Feedback is received respectfully and is reviewed and actioned through the school wellbeing working group, populated by staff at all levels from across the school community.

6. Wellbeing and the curriculum

The school uses a holistic approach to wellbeing development, including dedicated curricular programmes and the teaching of social and emotional skills.

The skills, knowledge and understanding needed by our students to keep themselves mentally healthy and safe are included as part of our developmental Pastoral and Well-Being curriculums. The specific content of lessons will be determined by the specific needs of the cohort we are teaching but we will also ensure that we teach wellbeing issues in a safe and sensitive manner.

The Primary Wellbeing Curriculum is made up of four closely interrelated strands. These cover a comprehensive set of knowledge and skills from psychology and the science of wellbeing, that teachers and learners can apply in everyday life now and in the future: Taking care of the body, Taking care of the mind, Taking care of relationships and Taking care of self and the world. Our spiraling curriculum builds upon core subjects year on year; the lessons encourage students to continuously reflect as they learn and understand more about themselves, the people around them and the world at large.

Similar to the Primary Wellbeing Curriculum, the Secondary Wellbeing Curriculum is based around pressure points in teenagers lives, and how best to deal with them. The curriculum is a bespoke set of lessons, which is uniquely tailored to each year group, and then to each form by form tutors. Topics include friendships, relationships, mental health, conflict

resolution, device use and drug awareness to name a few. This is interlinked with our pastoral curriculum; maps are available to parents and often link to parallel parent sessions ran by our counsellors.

At Kings' School Al Barsha we take a whole school approach to promoting positive wellbeing, aiming to help children become more resilient, happy and successful and to work in a proactive way to avoid problems arising. We do this by:

- Creating and applying consistent ethos, policies and behaviours that support mental health and well-being.
- Adhering to a positive, restorative approach to behaviour management.
- Helping children socially to form and maintain relationships.
- Helping children to feel comfortable about sharing any concerns or worries.
- Teaching children emotional skills and an awareness of mental health so that they understand their emotions and feelings better.
- Promoting self-esteem and ensuring children understand their importance in the world.
- Helping children to be resilient learners and to manage setbacks.
- Identifying children who have mental health challenges and planning support to meet their needs, including working with specialist services, parents and carers.
- Supporting and training staff to develop their skills and their own resilience.
- Developing an open culture where it's normal to talk about mental health.

7. Creating an enabling environment

The management of routines, activities and resources informs the development of a wellbeing focused environment.

We promote a mentally healthy environment through:

- Promoting our school values and encouraging a sense of belonging.
- Promoting student voice and opportunities to participate in decision-making.
- Celebrating academic and non-academic achievements.
- Providing opportunities to develop a sense of worth through taking responsibility for themselves and others.
- Providing opportunities to reflect.
- Enabling access to appropriate support.
- Wellbeing lessons for all year groups
- Wellbeing week and access to information around the school
- Antibullying week
- World Kindness Day
- Wellbeing committee events throughout the year

8. Choosing safe and healthy lifestyles

Students can make safe decisions, healthy choices and adopt healthy lifestyles.

The Oxford International Curriculum for Wellbeing is made up of four closely interrelated strands, covering a comprehensive set of knowledge and skills from psychology and the

science of wellbeing, that teachers and learners can apply in everyday life now and in the future:

- Taking care of the body
- Taking care of the mind
- Encouraging positive relationships
- Finding meaning

9. Students' wellbeing experiences in school

External and internal information, including student and stakeholder surveys, show that students feel safe, valued and engaged at school. During the school day, students demonstrate their wellbeing through their behaviour, attitudes and engagement.

The school adopts an oral approach to delivering the Primary and Secondary wellbeing lessons to normalise and destigmatize talking about mental health and wellbeing with others. Our students understand the personal nature of learning to looking after themselves; they develop the ability to make informed decisions about how to optimise their own physical and mental health, while recognising that their teacher and peers may take a different approach. Our secondary students regularly lead wellbeing initiatives, such as world mental health week and kindness day.

Monitoring and Review

Student well-being is monitored and measured both directly and indirectly through a range of systems, including:

- Observation of children by Senior Leaders as they come through the gate
- Meet and Greet systems within the classroom
- Regular meetings between senior leaders to focus on Wellbeing
- Wellbeing team meet bi weekly.
- Attendance and Punctuality Data
- Komodo Surveys, trends and analysis
- KS2 Komodo check ins
- Student Voice via Student Leaders
- Student Observations by Staff (Recorded in CPOMs)
- Student Observation by Parents (Email/ Phone calls/ Meetings, recorded in CPOMs)

Staff well-being is monitored both directly and indirectly through a range of measures:

- Line Manager check-ins
- Observations
- Attendance and Punctuality Data
- Retention rates
- Engagement
- Referrals from other staff
- Termly satisfaction surveys with related feedback

- Komodo Data

Where staff wellbeing is a concern following any of this data received, leaders are available to support and intervene as necessary.

Stakeholder views and feedback are sought from children, parents and teachers through a variety of methods, including meetings, surveys, focus groups and workshops. Student voice is particularly evident through student leadership roles.

Feedback informs next steps and enables the school to further embed, review and enhance the wellbeing vision and advancement.

Parental Support and Engagement

The school's open-door policy enables parents to have access to all teachers, regarding support for their children. Additionally, the Wellbeing team and Head of Inclusions are available to further provide expert guidance and support. This may be indirect support for parents with strategies they can implement with their children, or direct support with the children.

Workshops and seminars are also offered across a range of topics as needed, including Digital Awareness for Safety and Wellbeing and Transition, providing further parental engagement and support.

The school also has links to a range of External Support Agencies, such as Insights Psychology, Lighthouse Arabia, KidsFirst and more, therefore signposting parents as necessary.

Related Policies

- Positive Behaviour Policy
- Anti-Bullying Policy,
- Safeguarding and Child Protection Policy
- Moral, Social and Cultural Studies Policy

The Wellbeing Policy will be reviewed annually by the Wellbeing Leads and associated working party to ensure that the guidance provided is up to date with the best international practice.

Review Date: September 2025

Completed: Michael Clark

Next review: September 2026