

Reference number	F2	Policy name	Wellbeing Policy
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Person responsible	JPH	Date of next review	March 2027
Policy links	A3, D4, D6, E1, E5, E6, E8 and G2		

Vision and values	UIS is committed to each individual in our community, through the achievement of outstanding qualifications, cultivating the learner profile, promoting wellbeing, and nurturing leadership, for all.
Rationale	At Uptown International School, we aim to establish a secure and nurturing learning atmosphere that prioritises the overall health and well-being of everyone in our school community. This will be accomplished through the implementation of the KHDA 2022 "Wellbeing Matters" framework which serves as a guide for monitoring and enhancing well-being in Dubai private schools. Additionally, we will provide customised, innovative, and stimulating teaching and learning opportunities, while also cultivating skills that empower students to make informed choices and cultivate a culture of mutual respect and concern within our school community.

WSLT sign off		Date	March 2026
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OVERVIEW

Uptown International School is committed to ensuring the health, safety, and welfare of its students, staff, and parents to the best of its ability. The school has measures in place to minimise, as much as possible, factors that could harm physical and mental well-being, including school and/or work-related stress.

The school's leadership team has developed management standards to cover the primary sources of stress, which, if not properly managed, can lead to poor health and well-being, lower productivity, and increased sickness absence. These standards are:

- Demands – i.e. workload, work patterns, and the work environment.
- Control – i.e. how much say the person has in the way they do their work.
- Support – i.e. the encouragement, sponsorship, and resources provided by the organisation, line management, and colleagues.
- Relationships – i.e. promoting positive working to avoid conflict and dealing with unacceptable behaviour.
- Role – such as whether people understand their role within the organisation and whether the organisation ensures that they do not have conflicting roles.
- Change – such as how organisational change (large or small) is managed and communicated within the organisation.

POLICIES AND PROCEDURES

The school has a range of policies and procedures in place to create a safe and supportive learning environment. The school's leadership team regularly review existing policies and procedures to identify any additional risks as part of their risk assessment, to create a community where emotional health and well-being is a top priority.

MONITORING

UIS is committed to engaging with all stakeholders and has a 3-year programme in place to survey the community (staff, students, and parents) to provide an overview of whole school trends and a baseline to measure impact and monitor progress with well-being.

To support students' social and emotional development, UIS also utilises the Pupil Attitude to School Survey (PASS), which gives educators insights into students' self-perceptions, engagement with the curriculum, and attitudes toward school. PASS helps identify reasons behind students' struggles with confidence, engagement, and connection to their school environment and teachers.

In Early Years, teachers assess children's well-being through the Leuven scales. Each term, children are observed and evaluated on their overall well-being and engagement in the classroom. This assessment allows teachers to identify children who may need extra support, offering focused activities and adapting the environment to strengthen their social and emotional skills.

Teachers also highlight individual children in lesson planning to ensure well-being is prioritised, making adjustments as necessary based on progress, parental communication, social interactions, and other personal factors.

UIS has a well-established pastoral support structure, including a dedicated Safeguarding team, Grade Level Leaders, a school doctor, two nurses, a school counsellor, and a career and universities counsellor, all available on-site.

STUDENT WELLBEING

OECD defines wellbeing as "the psychological, cognitive, social and physical functioning and capabilities that students need to live a happy and fulfilling life" (OECD, cited in "Wellbeing Matters," p.5, KHDA, 2022). At UIS, we prioritise student involvement and participation in promoting emotional health and well-being. Our strategy includes encouraging student participation through the election of student association and well-being representatives, regular communication and collaboration with the student leadership team, and implementing school-wide programmes that promote student voice, independence, and decision-making, linked to the curriculum.

We create an optimal learning environment by establishing clear rules, routines, and expectations for behaviour that support learning, incorporating counsellor guidance lessons, moral education, and PSHE to create a physically, emotionally, and socially rich environment where key relationships can thrive, and students feel secure in their learning. We provide consistent support for vulnerable children and Students of Determination from the inclusion team, learning assistants, subject teachers, and external agencies where necessary.

At UIS we recognise and celebrate student successes and achievements in the classroom through awards and certificates, offering a diverse range of extracurricular events/competitions to promote intellectual, physical, and social development, and encouraging students to take ownership of their learning by using a range of teaching styles that are appropriate for their age and ability level.

WELLBEING CURRICULUM

At UIS, we recognise the critical importance of fostering student wellbeing as an integral component of their overall development. Our weekly wellbeing curriculum is delivered through the YouHQ platform and is grounded in the PERMAH model, which emphasizes Positive Emotion, Engagement, Relationships, Meaning, Achievement, and Health. This holistic approach not only enhances academic performance but also promotes resilience and emotional intelligence among students.

By implementing a structured wellbeing curriculum, we aim to equip our students with the skills they need to thrive both in school and beyond. The PERMAH framework provides a comprehensive foundation for our initiatives, ensuring that we address multiple facets of wellbeing. Through engaging with the YouHQ platform on a weekly basis, students develop greater self-awareness, emotional literacy, and practical strategies to support their mental health, while building consistent habits that strengthen long-term wellbeing. In addition, the platform provides staff with real-time insight into student responses and wellbeing data, enabling them to monitor trends, identify emerging concerns, and intervene promptly and appropriately when support is required.

The resources for our wellbeing curriculum are developed by our Wellbeing Curriculum Lead, with input from our Student Wellbeing Leaders, ensuring that the content is relevant and engaging.

The delivery of these programmes is primarily led by Homeroom teachers and supported by designated student wellbeing leads within each homeroom in secondary. This collaborative approach fosters a supportive environment where students feel empowered to take an active role in their own wellbeing journey.

In summary, our whole-school wellbeing curriculum is a comprehensive initiative that not only promotes student health and happiness but also cultivates a positive school culture. Through the integration of the PERMAH model and the structured delivery of content via the YouHQ platform, we are committed to providing our students with the tools they need to succeed in all aspects of their lives.

PARENT WELLBEING

At UIS we believe that parents play a vital role in their children's emotional well-being, and that is why we have implemented an 'Open Door Policy' for communication, consultation and feedback. This allows parents to stay informed and involved in their child's emotional journey throughout the school year.

We also offer a variety of opportunities for parents to get involved in their child's school experience. We hold regular coffee mornings where parents can come and chat with the School Leadership Team to ask any questions they may have. Additionally, we host bi-weekly Parent Wellbeing sessions led by our School Counsellor which provide parents with the tools and resources they need to support their child's emotional health.

We also encourage parents to get involved in their child's extracurricular activities, and to serve as Parent Class Representatives. This allows parents to stay informed about what's happening in their child's class and to help plan/support events and activities for the class.

Regular communication and involvement is also provided through Parent-Teacher Meetings/Conferences, where parents can meet with their child's teacher to discuss their child's progress, behaviour, and wellbeing. Additionally, weekly newsletters and a fortnightly Principal's Update provide parents with regular updates and reminders of important dates and upcoming events.

Parents are also welcome to join the UIS Parents-Friend Committee, which organises various student events, fostering parent connections and involvement in the school community. Additionally, parents are invited to join our parent advisory group to work closely with one of the school improvement groups, contributing to the school's growth and development.

STAFF WELLBEING

The Senior Leadership Team (WSELT), acknowledge the potential impact that work has on an individual's physical and mental health, and that there is a persuasive business case as well as a moral and legal duty for taking steps to promote employee well-being. The WSELT is committed

to fostering a culture of cooperation, trust, and mutual respect, where all individuals are treated with dignity, and can work at their optimum level.

WSELT recognise that work-related stress has a negative impact on employees' well-being, and that it can take many forms and so needs to be carefully analysed and addressed at an organisational level. The Wellbeing Policy expands upon the School's Health and Safety policy, setting out how the school will promote the wellbeing of employees, by creating a working environment where potential triggers of work-related stress are avoided, minimised or mitigated. This is achieved through good management practices, effective Human Resources policies, and staff development.

The benefits of this approach include:

- Increasing employees' awareness of the causes and effects of stress
- Developing a culture that is open and supportive of people experiencing stress or other forms of mental ill-health
- Developing the competence of school leaders so that they manage staff effectively and fairly
- Engaging with staff to create constructive and effective working partnerships both within teams and across the school
- Establishing working arrangements where individuals have control over their work and can achieve a balance between work and home life.

Specific practices designed to improve wellbeing and prevent additional stress include:

- Recruitment and selection procedures
- Clear job descriptions and person specifications to ensure that the 'right' person is recruited for the job
- Designated primary and secondary Wellbeing Leads who meet with the whole school Deputy Head Teacher responsible for Teaching, Learning and Wellbeing on a weekly basis
- Training and development procedures to ensure that individuals have the necessary skills and competencies to undertake the tasks/duties required of them
- Promotion and reward procedures
- Managing performance procedures
- Capability and absence management & return to work procedures to ensure that individuals are supported back into work following illness
- Suitable adaptations for disability
- Harassment and anti-bullying procedures
- Procedures for communicating with employees on the work of the school and issues affecting their work
- Flexible working arrangements, and contact days with staff on maternity leave
- An annual survey of staff to better understand the areas of work-life that have a negative effect on staff well-being

IMPLEMENTATION AND RESPONSIBILITIES FOR THE WELLBEING POLICY

The Principal will:

- Ensure that arrangements are in place to support individuals experiencing stress, referring them to health advisers where appropriate.
- Enable the school to measure its performance in relation to stress management and employee well-being, such as sickness absence data, staff turnover, exit interviews, number of referrals to Occupational Health, and numbers of grievance and harassment cases.
- Seek the views of employees on the effectiveness of the school's Wellbeing policy and stress management arrangements using staff surveys and other appropriate questionnaires.

The School's Senior Leaders will:

- Support steps taken to develop a culture of cooperation, trust, and mutual respect within the school.
- Champion good management practices and establish a work ethos that discourages assumptions about long-term commitment to working hours that are likely to cause stress and enables employees to maintain a reasonable work-life balance.
- Promote effective communication and ensure that there are procedures in place for consulting and supporting employees on changes in the organisation, management structures, and working arrangements.
- Encourage staff to be fully involved in school decisions through staff forums where staff can openly discuss any issues that impact their ability to carry out their jobs.
- Encourage initiatives and events that promote health and well-being.
- Treat individuals reporting to them with consideration and dignity and promote a culture of mutual respect in the teams they manage. They will not tolerate unacceptable behaviour and will take decisive action when issues are brought to their attention.
- Attend training as appropriate to increase awareness of the causes and effects of work-related stress.
- Encourage staff to participate in events and initiatives to promote well-being and more effective working.
- Take action in the interest of all colleagues where the performance of a member of staff may cause stress to their colleagues.

Employees will:

- Treat colleagues and all other people they interact with during their work with consideration, respect, and dignity.
- Cooperate with the school's efforts to implement the Wellbeing Policy, attend briefings, and raise their own awareness of the causes and effects of stress on health.
- Raise concerns with their line manager if they feel there are work issues that are causing them stress and having a negative impact on their well-being.
- Take responsibility for their own health and well-being by adopting healthy lifestyles.
- Take responsibility for their own development skills to enable them to work effectively in their team and reduce the risk of stress.
- Take responsibility for working effectively in their assigned roles to avoid causing stress to their colleagues.

The Wellbeing Lead will:

- Ensure that the Wellbeing Policy is kept under review and updated as appropriate, under the remit of the Health and Safety Committee.
- Coordinate with the principal to ensure that appropriate training is in place to support individuals.
- Organise, in conjunction with the primary and secondary wellbeing coordinators, appropriate events and initiatives to promote health and well-being.
- Liaise with staff on the development and implementation of the Wellbeing policy.
- Determine the Wellbeing policy and recommend its adoption by the school.
- Monitor the implementation of the Wellbeing policy.
- Review the policy annually following feedback from staff surveys and SLT information provided by staff.

CONSULTATION WITH SCHOOL COMMUNITY

The school will consult with the Chair of Governors, students, staff and parent wellbeing representatives about the policy and measures taken to implement the policy via consultation.

- Student, staff and parent surveys will be used to gather feedback on the Wellbeing policy
- The Wellbeing Policy will be published to all staff, students and parents
- The Wellbeing Policy will be promoted in school via a 'student friendly' version in all classrooms
- The contents of the policy will be covered during general induction training sessions for employees

MONITORING AND REVIEW

The Well-being policy will be reviewed annually by the Head of Wellbeing. This will involve feedback from students, staff, and parent representatives. Any adjustments and amendments to the policy will be approved by the principal.