مدرسة بيس سبرينق فيلد انترناشونال ذ.م.م

PACE SPRINGFIELD INTERNATIONAL SCHOOL L.L.C

STUDENT AND STAFF WELLBEING POLICY 2026-2027

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pacespringfieldinternationalschool

1. Policy Statement

The school is committed to promoting and safeguarding the wellbeing of all students and staff. Wellbeing is recognised as fundamental to effective learning, positive behaviour, personal development and academic achievement. This policy outlines the school's approach to creating a safe, inclusive and supportive environment where all members of the community feel valued, respected and able to thrive emotionally, socially and academically.

This policy aligns with KHDA expectations and the UAE National Agenda, supporting students' physical, emotional, social and mental wellbeing, while promoting resilience, responsibility and positive citizenship.

2. Aims

The school aims to:

- Promote positive mental health and emotional wellbeing for all students and staff
- Provide a safe, inclusive and nurturing learning environment
- Enable students to develop resilience, self-confidence and healthy relationships
- Identify and support individuals who may be vulnerable or experiencing difficulty
- Ensure wellbeing is embedded within curriculum, teaching and school culture
- Strengthen partnerships with parents and external agencies to support wellbeing

3. Scope

This policy applies to:

- All students from EYFS to Year 8
- All staff, including teaching, support and leadership staff
- Parents, carers and external professionals working with the school

4. Leadership and Accountability

Overall responsibility for wellbeing lies with the Principal who is supported in this role by the Head of Primary, School Counsellor, SEND Coordinator and the Designated Safeguarding Lead (DSL). Clear roles and responsibilities ensure that wellbeing is monitored, evaluated and continuously improved.

Leaders:

- Ensure wellbeing systems are robust, consistent and effective
- Monitor trends through behaviour reports, attendance tracking, safeguarding and pastoral data as well as through regular surveys completed each term with all core groups
- Evaluate the impact of wellbeing initiatives and interventions

- Ensure staff receive appropriate training and support

5. Curriculum and Teaching

Wellbeing is embedded across the curriculum through:

- Registration time, assembly and through lessons aligned to KHDA requirements
- Explicit teaching of emotional literacy, resilience, empathy and self-regulation
- Opportunities for student voice, leadership and collaboration
- Age-appropriate guidance on online safety, relationships and personal safety

Teachers promote wellbeing through positive relationships, inclusive classroom practice, high expectations and a calm, respectful learning environment.

6. Pastoral Support and Intervention

The school provides a graduated approach to wellbeing support:

- Daily pastoral care by homeroom and subject teachers
- Monitoring of behaviour, attendance and engagement by the pastoral lead and Head of Primary
- Targeted interventions for students requiring additional emotional or social support
- Referral to the DSL, SEN teacher, School Counsellor or external agencies where appropriate

Support is timely, proportionate and reviewed regularly to ensure impact.

7. Safeguarding and Child Protection

Student wellbeing is closely linked to safeguarding. The school follows its Safeguarding and Child Protection Policy in line with KHDA and UAE guidance. All concerns are taken seriously, recorded appropriately and acted upon without delay. Corridor displays clearly signpost staff who are DSL trained ensuring that students (and parents/visitors) know who they should contact where concerns arise.

8. Staff Wellbeing

The school recognises that staff wellbeing directly impacts student outcomes. Leaders:

- Promote a culture of mutual respect, trust and professional support
- Ensure workloads are monitored and managed appropriately
- Provide access to wellbeing guidance, professional dialogue and support
- Encourage open communication and staff voice

9. Parental Partnership

The school works in close partnership with parents to support wellbeing by:

- Maintaining clear and regular communication
- Providing guidance and support where appropriate
- Encouraging consistent approaches between home and school
- Signposting external support services when required

10. Monitoring and Review

The effectiveness of this policy is reviewed annually by senior leaders. Evidence used includes:

- Student and staff voice surveys
- Behaviour, attendance and safeguarding data
- Inspection feedback and self-evaluation
- Outcome evaluation of wellbeing initiatives and interventions



Signature of Principal:
Last amended: September 2026
Policy Review Date: September 2027

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