

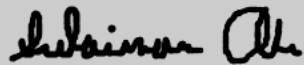


Bright Learners Private School
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WELLBEING POLICY

2024-2025

This policy is reviewed annually to ensure compliance with current regulations

Company- Bright Learners Private school	Effective date: 26.08.2024
Revision date	26.08.2024
First edition date	21.08.2023
Policy Lead	Seena Jose Chiramal
Role	School Counselor
Approved by	Mr. Sulaiman Akbar
Role	Principal
Signature	

1. What is Wellbeing?

At the heart of every vibrant educational institution lies a profound commitment to the multifaceted concept of wellbeing. Beyond the boundaries of classrooms and academic pursuits, wellbeing encompasses the holistic and interconnected elements that define the human experience. It is the equilibrium of physical vitality, emotional resilience, social connectedness, and cognitive fulfillment that harmoniously come together to shape individuals' lives. At Bright Learners School, the very essence of wellbeing is embraced as a cornerstone of our mission and vision. It's not merely the absence of ailments; rather, it's the presence of a thriving vitality that propels individuals towards lifelong growth and resilience. This introduction delves into the depths of what wellbeing truly signifies within our institution's context, unraveling its dimensions and underscoring its vital importance in nurturing a community of empowered and flourishing individuals.

2. Vision

A Vibrant Hub for Sustainable Wellbeing

In line with the KHDA framework, our wellbeing department envisions a school where wellbeing is integral to every aspect of education. We strive to be a dynamic hub, fostering emotional intelligence, mindfulness, social connectedness, and self-care skills. Guided by cultural responsiveness, our vision is to cultivate lifelong wellbeing in a nurturing community of thriving individuals who are prepared for a diverse and changing world.

3. Mission

Promoting Holistic Wellbeing for Lifelong Thriving

Our school's wellbeing department is dedicated to nurturing the physical, emotional, social, and cognitive wellbeing of staff and students. Through evidence-based practices, supportive partnerships, and a safe environment, we empower individuals to flourish and embrace well-rounded, resilient lives.

4. Objectives

This policy aims to

- Support the wellbeing of all staff to avoid negative impacts on their mental and physical health
- Provide a supportive work environment for all staff
- Acknowledge the needs of staff, and how these change over time
- Allow staff to balance their working lives with their personal needs and responsibilities
- Help staff with any specific wellbeing issues they experience
- Ensure that staff understand their role in working towards the above aims

5. Roles and Responsibilities

All staff are expected to

- Treat each other with empathy and respect
- Keep in mind the workload and wellbeing of other members of staff
- Support other members of staff if they become stressed, such as by providing practical assistance or emotional reassurance
- Report honestly about their wellbeing and let other members of staff know when they need support
- Contribute positively towards morale and team spirit
- Use shared areas respectfully, such as the staff room or offices
- Take part in training opportunities that promote their wellbeing

Wellbeing lead is expected to

- Lead in setting standards for healthy and positive school culture and climate
- Maintain positive relationships with their staff and value them for their skills, not their working pattern
- Provide a non-judgmental and confidential support system to their staff
- Take any complaints or concerns seriously and deal with them appropriately using the school's policies
- Monitor workloads and be alert to signs of stress, and regularly talk to staff about their work/life balance
- Make sure new staff are properly and thoroughly inducted and feel able to ask for help
- Understand that personal issues and pressures at work may have a temporary effect on work performance, and take that into account during any appraisal or capability procedures
- Help to arrange personal and professional development training where appropriate
- Keep in touch with staff if they're absent for long periods
- Plan and facilitate Team Building activities aimed at cultivating positive and healthy school culture and climate
- Survey staff to collect data about staff culture and wellbeing
- Establish a Wellbeing Team with members of the learning community including staff, parents, and students

SLT are expected to

- Lead in setting standards for conduct, including how they treat other members of staff and adhering to agreed working hours
- Manage a non-judgmental and confidential support system for staff
- Monitor the wellbeing of staff through regular surveys and structured conversations
- Make sure accountability systems are based on trust and professional dialogue, with proportionate amounts of direct monitoring
- Regularly review the demands on staff, such as the time spent on paperwork, and seek alternative solutions wherever possible

- Make sure job descriptions are kept up-to-date, with clearly identified responsibilities and staff being consulted before any changes
- Listen to the views of staff and involve them in decision-making processes, including allowing them to consider any workload implications of new initiatives
- Communicate new initiatives effectively with all members of staff to ensure they feel included and aware of any changes occurring at the school
- Make sure that the efforts and successes of staff are recognised and celebrated
- Produce calendars of meetings, deadlines and events so that staff can plan ahead and manage their workload
- Provide resources to promote staff wellbeing, such as training opportunities
- Promote information about and access to external support services Organize extra support during times of stress, such as KHDA inspections

Governing board are expected to

- Make sure the school is fulfilling its duty of care as an employer, such as by giving staff a reasonable workload and creating a supportive work environment
- Monitor and support the wellbeing of the Principal
- Ensure that resources and support services are in place to promote staff wellbeing
- Make decisions and review policies with staff wellbeing in mind, particularly in regards to workload
- Be reasonable about the format and quantity of information asked for from staff as part of monitoring work
- Ensure that staff are clear about the purpose of any monitoring visits and what information will be required from them

6. Promotion of Wellbeing

The school provides an enhanced environment for learning through

- Encouraging positive, caring and constructive relationships
- Maintaining a culture of happiness
- Providing curricular planning time within the school week
- Whole school training events
- Holding student progress meetings during the school day
- Conducting regular performance management support meetings on a one-to-one basis
- Access to appropriate external training and visits to specialists,
- Involving all staff in decision making and proposed change,
- Consultation in training and support needs through regular review with their direct line managers,
- Induction training and information to new staff,
- Providing additional support at times of particular stress, change or difficulty,
- Having a responsive and listening culture, leadership open door policy where appropriate,
- Maintaining contact with staff when they are absent,
- Providing covid-19 friendly opportunities to socialize for all staff to relax together,

- Opportunities to discuss with the SLT any concerns or general feedback to support the wellbeing of the organization.

7. Monitoring and Review

The Wellbeing team and the Principal are committed to reviewing the impact of the Wellbeing Policy yearly as part of the school's strategic direction and improvement plans.