ARAB UNITY SCHOOL | POLICY SUMMARY

Wellbeing Policy

Academic year 2026–27

Our commitment

Arab Unity School (AUS) is committed to the wellbeing and development of every student and member of staff. Wellbeing and learning are connected: positive wellbeing supports engagement, relationships, achievement and belonging, and positive experiences of learning contribute to wellbeing. Our approach is proactive, preventative and evidence-informed, guided by the KHDA Wellbeing Matters framework. Where a wellbeing concern is also a safeguarding concern, the Safeguarding Policy takes precedence.

Our wellbeing vision: Lead with Heart. Live with Purpose.

Our wellbeing mission goes beyond responding to problems: it deliberately develops the qualities, relationships, skills and sense of purpose that help young people navigate life well. Every student should feel they Belong (known, valued, included and safe), Grow (developing resilience, self-awareness and the confidence to keep learning) and Contribute (using their strengths, voice and skills to make a positive difference). Leading with Heart means knowing yourself, caring for yourself and caring for others. Living with Purpose means discovering your strengths, building life skills and making meaningful choices.

What wellbeing means at AUS

We understand wellbeing as more than the absence of illness or difficulty. It is the conditions, relationships, experiences and skills that help people feel safe, valued, connected and supported, and able to learn and flourish. AUS recognises six connected dimensions.

Dimension	What it means
Psychological and emotional	Managing emotions, building resilience and the confidence to seek support.
Cognitive and learning	Engaging in learning, staying motivated and experiencing progress.
Social and relational	Respectful relationships, belonging, inclusion and contribution to the community.
Physical	Activity, nutrition, rest, personal safety and access to health services.
Digital	Using technology safely and purposefully, with a healthy online and offline balance.
Values-based	Personal values, integrity, empathy, purpose and ethical choices.

A whole-school approach

Wellbeing is a shared responsibility across students, teachers, support staff, leaders, parents and outside partners. It is built into the culture, curriculum and everyday relationships of the school. Through the Global Skills Curriculum, currently taught in Years 1 to 9 and the Sixth Form, students explore, practise and apply skills such as emotional awareness, self-regulation, resilience, positive relationships and responsible decision-making. Assemblies, student leadership, campaigns and pastoral care reinforce this. Student, parent and staff voice and wellbeing data help us set priorities.

How we support students: three tiers

Most needs are met through universal provision, support increases as needs are identified, and students can move between tiers as their needs change.

Tier of support	What it looks like
Tier 1: Universal	For every student: a positive school culture, the Global Skills Curriculum, assemblies and campaigns, supportive classroom relationships and regular wellbeing check-ins through Komodo, the school's wellbeing platform.
Tier 2: Targeted	For students with emerging needs: timely, proportionate support such as small-group work, check-ins with pastoral staff or a counsellor, and close communication with parents.
Tier 3: Individualised	For significant or persistent needs: individual support, which may include counselling, an individual support plan developed with the Inclusion team and, with parental consent, referral to external specialists.

The full policy is available upon request.

Raising a concern

- **Staff** who notice a change in a student's behaviour, appearance, engagement or wellbeing share the concern promptly through the school's referral procedure.
- **Students** can raise concerns about themselves or others with any trusted adult or directly with the counselling team.
- **Parents** can raise concerns with the class teacher, form tutor, Head of Year or the counselling team. The counselling team reviews referrals, agrees the right level of support and keeps the referrer informed, within the limits of confidentiality.

Where a concern suggests a student may be at risk of harm, including a disclosure, signs of abuse or neglect or a risk of self-harm, it is treated as a safeguarding concern and reported immediately to the Designated Safeguarding Lead or a Deputy. Wellbeing information is shared only on a need-to-know basis in the student's best interests, and counselling records are stored securely.

Key areas of support

- **Physical:** PE, extracurricular sport, health education, screening and access to medical support, and healthy choices where the school provides food.
- **Emotional:** counselling and wellbeing pathways, activities that build resilience, a clear approach to addressing bullying, and education that reduces stigma and encourages students to seek help.
- **Inclusion:** personalised plans, including Individual Education Plans and Behaviour Intervention Plans, with wellbeing provision adapted so that students with additional needs can take part fully.
- **Digital:** helping students understand online risks, manage digital stress and build healthy digital habits.
- **Student voice and leadership:** students help shape and evaluate wellbeing provision, and lead peer support, campaigns and initiatives.
- **Community and culture:** UAE cultural values, tolerance, respect and appreciation of diversity are part of wellbeing provision.

Students who may need extra care

Some students may need extra consideration at certain times, such as students with additional needs, those experiencing mental health or significant emotional difficulties, and those going through a transition or major change, such as joining the school, moving between phases or changes at home. This does not mean any individual will experience difficulty. It helps the school respond in a timely, proportionate way.

Working with parents

Parents are valued partners. We ask parents to support healthy routines and open communication at home, share relevant concerns with the school, encourage safe and balanced use of technology and take part in workshops and consultation where possible. Parents receive appropriate communication about their child's wellbeing and the support available.

Staff wellbeing

The wellbeing of staff matters too. Staff voice is sought through surveys and discussion, and staff can access wellbeing support and counselling pathways. All staff receive regular training on areas such as mental health awareness, safeguarding, inclusion and digital wellbeing, so they can spot early signs of difficulty and follow the right referral pathways.

Oversight and review

A Wellbeing Committee, which includes governors, the Head of Inclusion and Wellbeing Lead, safeguarding leads, counsellors, school doctors and student Wellbeing Ambassadors, meets at least termly to review provision, feedback and data. School leaders are accountable for wellbeing within their areas, and it forms part of all leaders' performance targets. Provision is evaluated using wellbeing surveys, attendance, behaviour and participation information alongside feedback from students, staff and parents. The policy is reviewed annually and draws on the Wadeema child rights law (Federal Law No. 3 of 2016), the National Child Protection Policy in Educational Institutions and the UAE National Strategy for Wellbeing 2031.

The full policy is available upon request.