

## WELL- BEING POLICY

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|-------------------|------------|--------------------------------|--------------|-------------------|
| Policy Revised By | SLT        | Policy Reviewed & Monitored By | SLT and HODs | CEHS/WBP/ 2026-27 |
| Date of Review    | 17/03/2026 |                                | Principal    |                   |
| Academic year     | 2026-2027  | Next Review                    | 17-03-2027   |                   |

### 1. POLICY STATEMENT

Crescent English High School is committed to promoting the holistic well-being of every student and staff member. We believe that a nurturing, safe, and inclusive environment is essential for effective learning, teaching, and personal development. This policy outlines our commitment to ensuring the physical, mental, emotional, and social well-being of our school community.

### 2. Objectives

- Foster a positive school climate that supports emotional resilience and psychological safety.
- Encourage healthy lifestyles and mental health awareness.
- Equip students and staff with tools to manage stress, build strong relationships, and seek help when needed.
- Promote a sense of belonging, inclusivity, and mutual respect among all stakeholders.
- Ensure early identification and timely intervention for those facing well-being challenges.

### 3. Scope

This policy applies to all students, teaching and non-teaching staff, school leadership, parents, and visitors within the school environment.

### 4. Framework for Implementation

The policy is structured around the **PERMA Model** (Positive Emotion, Engagement, Relationships, Meaning, and Accomplishment) and adapted to reflect the **UAE National Wellbeing Framework's** five pillars:

#### 4.1 Positive Environment

- Foster safe, inclusive, and nurturing spaces physically and emotionally.
- Embed Islamic values, UAE moral education, and national heritage across all activities.
- Celebrate cultural diversity and global citizenship.

#### 4.2 Positive Engagement

- Design stimulating, meaningful learning experiences that build resilience, curiosity, and engagement.

- Encourage participation in arts, sports, sustainability initiatives, leadership roles, and innovation activities.

#### 4.3 Positive Relationships

- Promote empathy, kindness, collaboration, and conflict-resolution skills through peer programs, house systems, and mentorship.
- Implement effective anti-bullying strategies, peer support systems, and pastoral care.

#### 4.4 Positive Purpose

- Integrate character-building programs (Moral Education Program) that promote integrity, empathy, social responsibility, and respect for UAE values.
- Encourage community service, environmental stewardship (aligned with UAE Green Agenda 2030), and social entrepreneurship.

#### 4.5 Positive Accomplishment

- Recognize and celebrate academic, personal, sporting, and creative achievements.
- Support students to set and achieve personal goals, fostering self-efficacy and grit.

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### 5. Child Protection and Safeguarding

- Uphold the UAE Federal Law No. 3 of 2016 (Wadeema's Law).
- Designate a Child Protection Officer (CPO) responsible for responding to safeguarding concerns.
- Train all staff annually on child protection, safe practices, and wellbeing promotion.
- Establish clear, confidential reporting mechanisms for students and staff.

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### 6. Anti-Vaping, Substance Misuse Prevention & Healthy Lifestyle Promotion

- The school adopts a zero-tolerance approach to vaping, e-cigarettes, and related substances in line with UAE laws and KHDA guidelines.
- Vaping awareness will be embedded in the wellbeing and safeguarding curriculum, with a minimum of two preventive sessions per academic year for relevant grade levels.
- A graduated response model will be followed for vaping-related incidents, aligned with the revised Behaviour Policy.
- Students involved in vaping concerns will receive counselling, parental involvement, and monitored intervention plans.
- Staff will be trained annually to identify signs of vaping, respond appropriately, and support prevention efforts.
- Regular supervision of high-risk areas and confidential reporting mechanisms will be strengthened.
- Parents will be engaged through multilingual awareness workshops and regular communication on vaping risks.

- The Wellbeing Committee will monitor incidents, analyse trends, and ensure continuous improvement in prevention strategies.
  - Anti-vaping measures will remain aligned with UAE national wellbeing priorities, child protection requirements, and the school's Behaviour Policy.
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## **7. Inclusive Education**

- Follow the Dubai Inclusive Education Policy Framework.
  - Provide reasonable accommodations and Individual Education Plans (IEPs) for Students of Determination.
  - Promote full participation, equity, and respect for all learners.
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## **8. Staff Wellbeing**

- Prioritize teacher mental health, emotional resilience, and professional growth.
  - Provide wellbeing programs, peer support groups, counseling access, and leadership pathways.
  - Recognize and celebrate staff contributions and achievements.
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## **9. Parent and Community Engagement**

- Regularly engage parents through wellbeing workshops, awareness campaigns, surveys, and cultural events.
  - Strengthen home-school partnerships to support children's wellbeing and academic growth.
  - Encourage active participation of parents in school wellbeing initiatives.
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## **10. Environmental Sustainability**

- Promote eco-friendly practices within the school community.
- Engage students and staff in sustainability initiatives aligned with UAE's Net Zero 2050 strategy, the Green Education Partnership legacy from COP28, and the UAE Green Agenda 2030."



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## 11. Monitoring, Review, and Evaluation

- Conduct regular wellbeing audits through surveys (students, staff, and parents) and feedback loops.
  - Analyze data from wellbeing survey and feedback and internal assessments to inform planning.
  - Monitor student attendance, engagement, achievement, and incident reports for wellbeing trends.
  - Review this policy annually to reflect evolving best practices and UAE national directives.
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## 12. Responsibilities

- School Leadership: Champion well-being initiatives and ensure policy implementation.
  - Well-Being Committee: A designated group that meets regularly to assess, plan, and review well-being strategies.
  - Teachers and Support Staff: Identify students at risk, build positive relationships, and model healthy behaviors.
  - Counselors: Provide direct support and resources to students and staff.
  - Parents/Guardians: Collaborate with the school to support student well-being at home and in school.
  - Students: Participate in well-being programs and seek help when needed.
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## 13. Review Cycle

- The Wellbeing Policy will be formally reviewed every **year** or earlier based on KHDA directives or evolving national frameworks.

Signed  \_\_\_\_\_ Dr. Saleem Jamaludhin(Director)

Date: 20/03/2026

Signed  \_\_\_\_\_ Dr. Sharafudeen Thanikatt (Principal)

Date: 20/03/2026

