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St. Joseph's School

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Approved By: School Leadership Team

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Next Review Date: 31st March 2027

WELL-BEING POLICY

Introduction

Wellbeing is a state of feeling good and functioning well, so that an individual can realize their own abilities, cope with the normal stresses of life, work productively, and make a positive contribution to their community - WHO, 2022

At St. Joseph's School, we take the wellbeing of our students and staff very seriously. Our ethos is a caring one, which develops respect, self-esteem and gives a voice for all.

Our school is committed to provide a caring and supportive environment for all students and staff and we recognize the importance of staff welfare.

We promote a supportive and inclusive ethos, which values parental involvement and contribution. Our education system is key to equipping students with the knowledge, skills, and competencies to deal with challenges that may impact on their wellbeing.

1. Wellbeing Strategy

Goal & Vision: To promote wellbeing (psychological, social, mental, physical, intellectual, and environmental) by embracing the power of positivity across the school community.

- ❖ We aim to be a school where: Teaching and learning is personalized, creative, challenging and fun.
- ❖ A sense of positivity, mutual respect, care, and responsibility is seen everywhere.
- ❖ Everyone in school feels safe, supported, valued and happy.

Rationale

The wellbeing committee works to promote and protect the social and emotional wellbeing of all SJS Students. We aim to work proactively and reactively, to ensure sound emotional development, which in turn allows pupils to flourish within the classroom. Our core values are to promote a positive community, positive emotions, positive health, positive relationships, positive achievement, and positive balance. We ensure that the Head of Inclusion works closely with all relevant stakeholders (e.g., staff, and parents) to promote the wellbeing of students with additional

learning needs. Our SENCO department offers individual counselling, small group interventions, class support as well as whole school wellbeing education. They meet any support required by gifted and/or talented students, students of determination, and those who have special educational needs and/or additional barriers to learning, access, or interaction.

We believe it promotes school improvement and success in a multitude of ways:

- Students are more engaged with their learning.
- Improved standards in all subjects.
- More effective teaching.
- Parents are more involved in school life and learning.
- Students with high self-esteem and confidence.
- Improved behaviour and attendance.
- Lower rates of persistent absence.
- Positive and effective relationships between staff and with students.
- Positive impact on recruitment.

We believe that positive emotional health and wellbeing creates happier, motivated staff and students who strive to get the most out of life.

Promoting Emotional Health and Wellbeing

- 1) The school promotes and strengthens the pupil voice through:
 - Student Council
 - Regular School Parliament meetings
- 2) The school promotes the involvement of parents in the life and learning of the school through:
 - Parent meetings
 - Having an 'open door policy'
 - Parent questionnaires
 - Involvement in school events and extracurricular activities
 - Regular communication and involvement regarding student progress, behaviour, and other issues
 - Involvement in school priorities and reviews for children with special educational needs.
- 3) The school facilitates an enhanced environment for learning through:
 - Improved school and classroom environment, facilities, and resources.
 - Recognizing the background of individual students and their physical, social, and emotional needs.
 - Establishing clear rules, routines, and expectations about behaviour for learning.
 - Encouraging positive, caring, and constructive relationships.
- 4) The school enhances pupil motivation and learning through:
 - Consistent support for vulnerable children and those with learning support, teaching assistants and other agencies where appropriate.
 - Celebrating successes and achievements in the classroom through Student of the Week, merits and certificates given out to the winners in assemblies.
 - Celebrations of local, national, and international festivals.
 - An exciting and varied range of curricular and extra-curricular events and trips.
- 5) The school enhances pupil self-esteem and personal development through:
 - Student leadership through school parliament as Head girl, Club Secretaries, House Captains, Leaders, Media secretaries, Student Ambassador and Wellness Ambassador.

- Awareness, advice and guidance on health and development.
- Career guidance sessions for senior students.
- Sessions on Stress management, social media influence, personal hygiene, etc.
- Eat Right, get Healthy, get Active campaigns etc.
- Yoga sessions
- Physical activities
- Opportunities for reflection and personal development. (Self-reflection form)
- Access to extracurricular activities and school trips.
- Access to school counsellor for further support.

6) Wellbeing Committee: Hold meetings regularly to evaluate the activities conducted and to implement new to accommodate the needs of students.

2. Awareness of Wellbeing Strategy and Policies

2.1 Awareness

- 1) Integration into formal curriculum: The school has a balanced curriculum with opportunities for intellectual, physical, and emotional development. Co-Curricular activities across all subjects help in developing students' problem-solving skills, mindfulness, time management, decision making etc.
 - School PE curriculum provides access to team and individual sports which is a vital component to our students' physical development and wellbeing.
 - Activities such as art, and music allow students to develop both mental and physical wellbeing.
 - Encouraging independence in learning, SEA activities, creative writing, elocutions, exhibitions, mental math activities, etc.
- 2) We conduct a staff induction program to new staff, in line with the requirements set out in the ADEK wellbeing policies.
- 3) Publication on the school website.
- 4) We conduct wellbeing awareness campaigns through bulletin board projects, SJS Radio, Assembly programs, hygiene talk, first aid training etc.

2.2 Wellbeing Committee

WELLBEING COMMITTEE (ADEK Wellbeing Policy)		
SL: NO	NAMES	ROLES
1	SR. SURANJANA (PRESTINA ROCHA)	LINE MANAGER
2	MRS. PRINITHA RAJ	COUNSELLOR
3	SUMY JOHN	SECRETARY
4	MRS. INDU VARGHESE	SESCO
5	MRS. DEEPU THOMAS	NURSE
6	MRS. PREETHI	MEMBER
7	MRS. JAYJEE ABRAHAM	MEMBER
8	MRS. NIVEDITA	MEMBER
9	MRS. LAXMI PEPSILAL	MEMBER
10	MRS. MANJULA	MEMBER
11	SARA BIBIN	STUDENT WELLNESS AMBASSDOR

3. Monitoring and Evaluation

SJS monitor the school culture and student wellbeing and engagement through:

- Attendance rate
- Student retention data
- Annual school survey responses from students.
- Parents feedback and suggestions given during open houses.
- Various programs and sessions conducted to improvise social, emotional, and physical wellbeing of our students.

The school will review this policy annually and update accordingly to include changes in the law and guidance on good practice. The policy will be promoted throughout the school community.

References: The group of ADEK policies that relate to student and/or staff wellbeing includes the following school policies:

- *Digital Policy*
- *Educational Risk Policy*
- *Extracurricular Activities and Events Policy*
- *Health and Safety Policy*
- *Healthy Eating and Food Safety Policy*
- *In-School Specialist Services Policy*
- *Inclusion Policy*
- *Physical Education and School Sports Policy*
- *Safeguarding Policy*
- *Staff Wellbeing Policy*
- *Student Behaviour Policy*
- *Student Mental Health Policy*
- *Student Protection Policy*
- *Sustainability Policy*

Prestina Rocha

**Sr.Suranjana
Principal**



Next Review: March 31, 2027