

School Wellbeing Policy

Bright Riders School

Introduction

Wellbeing is more than just the absence of illness-it is about living with purpose, feeling connected, and being able to manage life's ups and downs. It reflects how people feel about their lives, their relationships, and their ability to thrive in everyday situations.

According to the World Health Organization (WHO, 2021), wellbeing is defined as:

“A positive state experienced by individuals and societies and encompasses quality of life, as well as the ability of people and societies to contribute to the world with a sense of meaning and purpose. It is a resource for daily life and is determined by social, economic, and environmental conditions.”

At Bright Riders School, we embrace a whole-school approach to wellbeing-ensuring that every aspect of school life, from teaching practices to extracurricular activities, supports the mental, physical, emotional, and social wellbeing of our community.

Vision

At Bright Riders School, we believe that wellbeing is the foundation of effective learning, teaching, and personal development. Our wellbeing strategy aims to create a nurturing, inclusive, and empowering environment where all members of our school community feel safe, supported, and inspired to thrive.

Mission

At BRS our mission is to foster a safe, inclusive, and supportive environment where the wellbeing of every student, staff member, and family is prioritized. We are committed to embedding wellbeing into all aspects of school life-academic, social, emotional, and physical-so that each individual can flourish, build resilience, and reach their full potential.

Purpose

The purpose of the Bright Riders School (BRS) Wellbeing Policy is to establish a unified, inclusive, and proactive approach to promoting the wellbeing of all members of the school community-students, staff, and families.

This policy aims to:

- Establish an overarching Wellbeing Strategy aligning with all aspects of wellbeing and the full suite of BRS wellbeing-related policies.
- Ensure alignment with ADEK's wellbeing framework and all related BRS wellbeing policies to support consistent, high-quality wellbeing practices.
- Promote awareness and engagement among students, staff, and parents regarding the importance of wellbeing and the support available within the school community.
- Encourage inclusive practices that meet the diverse needs of students, particularly those with additional learning needs, in line with the BRS Inclusion Policy.

- Establish systems for monitoring, evaluating, and improving wellbeing.
- Support continuous improvement through evidence-informed decision-making and the integration of wellbeing data into school planning and development.

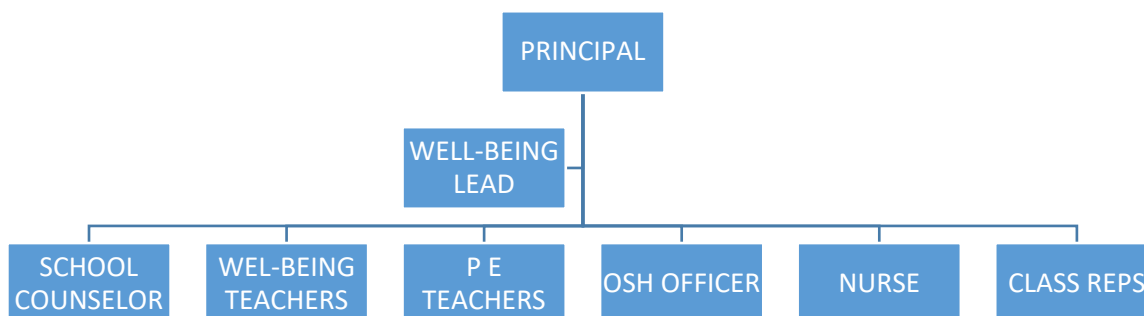
Rationale

The wellbeing of students and staff is fundamental to the overall success of any educational institution. Research consistently shows that when wellbeing is supported, students are more engaged, achieve better academic outcomes, and develop stronger relationships and essential life skills. At Bright Riders School (BRS), we understand that wellbeing is not an isolated goal-it is a core component of effective learning, personal growth, and a thriving school culture.

This policy provides a unified framework for promoting holistic wellbeing throughout the school community. It ensures:

- Wellbeing promotion builds resilience, self-esteem, and equips individuals to manage stress and life's challenges effectively.
- Wellbeing integration into school policies and daily practices creates a safe, inclusive, and respectful learning environment for all.
- Proactive strategies support the early identification and intervention for students experiencing emotional or mental health difficulties.
- Inclusive practices ensure the diverse needs of all learners, including those with additional learning requirements, are met equitably.
- Staff wellbeing support enhances the quality of teaching, boosts morale, and contributes to positive staff retention.
- Alignment with ADEK's Wellbeing Framework ensures regulatory compliance and promotes consistency in wellbeing standards across the school.
- A whole-school approach strengthens collaboration among students, staff, and parents, fostering a supportive and caring school community.

MEMBERS OF WELLBEING COMMITTEE



Wellbeing Committee Members: Roles & Responsibilities

Principal

- Ensure the development, implementation, and ongoing review of a comprehensive wellbeing strategy aligned with school policies and regulatory requirements.
- Allocate resources and support to wellbeing programs, initiatives, and staff professional development.
- Foster a positive, inclusive, and safe school culture where students and staff feel valued and supported.
- Lead the wellbeing committee and promote collaboration among all stakeholders.
- Monitor wellbeing outcomes and use data to guide continuous improvement.

Well-being Lead

- Support the integration of wellbeing principles into the academics and teaching practices.
- Monitor students' academic progress alongside their wellbeing to identify any challenges or barriers to learning.
- Collaborate with teachers and wellbeing team members to develop strategies that promote a balanced and healthy learning environment.
- Encourage teaching methods that foster student engagement, motivation, and positive attitudes towards learning.
- Assist in organizing professional development related to wellbeing and inclusive teaching for academic staff.
- Report observations and concerns related to student wellbeing and academic performance to the wellbeing committee and school leadership.

Counsellor

- Provide emotional and psychological support to students and staff through individual and group counselling sessions.
- Identify and assist students experiencing mental health challenges, stress, or personal difficulties.
- Develop and lead wellbeing programs, workshops, and initiatives that promote resilience, coping skills, and positive mental health.
- Work collaboratively with teachers, parents, and other wellbeing team members to create a supportive school environment.
- Support crisis intervention and provide referrals to external mental health services when necessary.
- Monitor at-risk students and maintain confidential records to ensure appropriate follow-up and support.
- Promote awareness and education around mental health, wellbeing, and healthy relationships within the school community.

Well-being Teachers

- Implement wellbeing initiatives and policies within their respective sections (e.g., Primary, Secondary).
- Monitor the wellbeing of students and staff in their section and identify any concerns.
- Facilitate communication and collaboration between teachers, students, parents, and wellbeing team members.
- Support inclusive practices by ensuring accommodations and support are in place for students with additional needs.
- Encourage a positive, safe, and supportive learning environment.
- Assist in organizing and promoting wellbeing activities, workshops, and events.
- Report wellbeing trends and issues to the school leadership and wellbeing committee for timely action.

6. OSH (Occupational Safety and Health) Officer

- Ensure school environment complies with health and safety standards
- Conduct risk assessments and safety drills
- Promote physical wellbeing and safe practices
- Manage incident reporting and follow-up

7. School Nurse

- Provide health care and first aid to students and staff
- Manage health records and immunizations
- Promote health education and healthy habits
- Support management of chronic conditions and medication administration

Overall Wellbeing Goals:

- Foster a culture of holistic wellbeing encompassing psychological, social, mental, physical, intellectual, digital, and environmental health.
- Promote proactive, inclusive, and equitable wellbeing practices that serve the entire school community.
- Align all wellbeing efforts with ADEK's standards and best practices.

Policy Alignment

- All BRS wellbeing-related policies (e.g., Student Behavior, Inclusion, Staff Wellbeing, Digital Use, Safeguarding, Mental Health, Healthy Eating) are aligned with the **ADEK Wellbeing Framework**.
- Policies are reviewed annually and updated based on feedback, compliance checks, and wellbeing survey insights.

Key Wellbeing Initiatives and Action Plans

Our approach focuses on 5 key dimensions based on the SPIRE Framework for well-being.

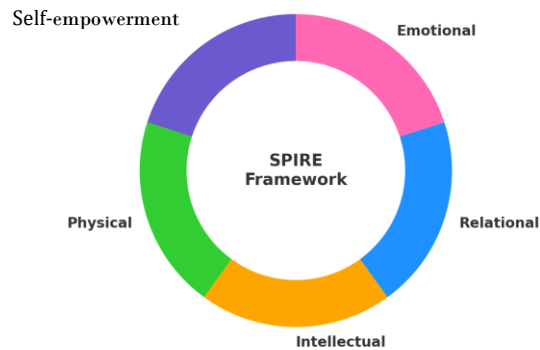
S – Self-Empowerment: Building confidence, agency, and resilience

P – Physical: Maintaining health and energy

I – Intellectual: Encouraging curiosity and growth

R – Relational: Building strong and positive connections

E – Emotional: Developing resilience and emotional balance



By nurturing wellbeing across these areas, we aim to create a supportive, inclusive, and empowering school culture where every student and staff member can thrive.

Initiatives include:

- Weekly Wellbeing Activities (e.g., mindfulness, peer bonding exercises, fitness sessions)
- Wellbeing Awareness Campaigns (e.g., Anti-Bullying Week, Mental Health Day, Digital Detox Challenge)
- Student Support Systems: Regular check-ins, peer mentoring, and access to counsellors
- Staff Wellbeing Program: Wellness sessions, CPD's
- Parent Engagement: Wellbeing newsletters, workshops, and feedback surveys

Inclusion Focus:

- All wellbeing initiatives are designed with inclusive practices to accommodate students with additional learning needs, as outlined in the BRS Inclusion Policy. Examples: Modified curriculum, classroom accommodation, exemptions in subjects

Monitoring and Review

To ensure the wellbeing of students and staff, the school will regularly monitor and review its wellbeing strategy using the following process:

Annual Wellbeing Survey

- The school will carry out a wellbeing survey every year for all students and staff.
- Parental consent will be obtained before students participate.
- Parents and staff may also be asked for feedback, in line with the school's parent engagement policy.

The survey will look at key areas of wellbeing:

- Mental health and emotional wellbeing (e.g., self-esteem, personal growth)
- Physical health (e.g., sports, healthy eating)
- Social wellbeing (e.g., friendships, feeling safe, work-life balance)
- Learning and motivation (e.g., interest in learning, teaching quality, job satisfaction)
- Digital safety and skills (e.g., using technology safely and effectively)
- Care for the environment (e.g., sustainability, green practices)
- Feedback on current wellbeing programs and policies

Using the Results

- Survey results will help the school understand what's working and what needs improvement.
- Changes will be made to the wellbeing strategy based on what the survey shows.
- Updates and improvements will be shared with staff, students, and parents.

Oversight and Responsibility

- A Wellbeing Team or Coordinator will manage the survey process.
- Wellbeing will be included in the school's annual planning and review.

Annual Review

- All school policies are reviewed annually to ensure they do not negatively affect student wellbeing.
- BRS ensures full compliance with ADEK's Wellbeing, Inclusion, and Safeguarding requirements.

Approved By:

Rachna Prakash

Principal

Bright Riders School- Abu Dhabi

Next Review: AY 2026-2027





BRIGHT RIDERS SCHOOL, ABU DHABI

WELLBEING COMMITTEE DUTIES AND RESPONSIBILITIES

SL.Number	Name	Roles & Responsibilities
1.	SREECHITHIRA K SATHEESH	WELLBEING LEAD
2.	PRAKRITHI PARTHAKOCHI	SCHOOL COUNSELOR
3.	SUSAN CHAN	STAFF WELLBEING LEAD
4.	MS.FARAH (KG)	} WELLBEING TEACHERS
5.	MS. SHAMEELA (GRADE 1 & 2)	
6.	MS.PREETHI (GRADE 3 & 4)	
7.	MS.ARCHANA (GRADE 5 & 7)	
8.	MS.DEEPTHY (GRADE 6 & 8)	
9.	MUFEEDA KOMATH (GRADE 9 & 10)	
10.	MS. VIDHYA (GRADE 11 & 12)	
11.	MR.MARISAMY GURUSAMY & MS.GEETHU	PE WELLBEING TEACHERS
12.	MS.REEMA	OSH OFFICER
13.	MS. SOLLIMMA VARGHESE	SCHOOL NURSE
14.	MS.SHILPA & MR.DEVANAND	DIGITAL WELLBEING
15.	MS.PLANCA	COMMUNICATION
16.	MANYA MIGALANI	CLASS REPRESENTATIVE (Grade 1)
17.	RATHI DEVI JAYAPRAKASH	CLASS REPRESENTATIVE (Grade2)
18.	ASSUMTA STAN	CLASS REPRESENTATIVE (Grade 3)
19.	NINA PRAJISH	CLASS REPRESENTATIVE (Grade 4)
20.	NAFILA ANWAR	CLASS REPRESENTATIVE (Grade 5)

21.	HARPREET KAUR	CLASS REPRESENTATIVE (Grade 6)
22.	RICHA TRIPATHI	CLASS REPRESENTATIVE (Grade 7)
23.	LAKSHMI NAIR	CLASS REPRESENTATIVE (Grad 8)
24.	SANGEETHA GOPALAN	CLASS REPRESENTATIVE (Grade 9)
25.	CHITRA DEVI	CLASS REPRESENTATIVE (Grade10)
26.	SOFIYA NASAR	CLASS REPRESENTATIVE (Grade11)
27.	MINI KINATTUKARA	CLASS REPRESENTATIVE (Grade 12)