AJYAL INTERNATIONAL SCHOOL

WELLBEING POLICY

AY 2025 - 2026

Applicable To: All students, staff, parents, and wider school community
Approved By: School Leadership Team (SLT) / Governing Body
Effective From: AY 2025–2026
Review Cycle: Annually or as required by ADEK updates

1. POLICY STATEMENT

Ajyal International School (AJIS) is committed to promoting and safeguarding the physical, emotional, mental, social, and digital wellbeing of all students and staff. This policy aligns fully with **ADEK's Wellbeing Policy and the ADEK Wellbeing Framework**, ensuring a whole-school, preventative, and inclusive approach to wellbeing.

AJIS recognises that wellbeing is fundamental to effective learning, positive behaviour, staff performance, and a safe school culture. Wellbeing is a shared responsibility and is embedded across leadership, curriculum, safeguarding, pastoral care, and school operations.

2. ALIGNMENT WITH ADEK WELLBEING FRAMEWORK

This policy aligns with ADEK's key wellbeing pillars, including:

- Student Mental Health & Emotional Wellbeing
- Staff Wellbeing
- Safe & Supportive School Environment
- Digital Wellbeing & Online Safety
- Early Identification and Intervention
- Partnerships with Parents and External Agencies

3. SCOPE

This policy applies to:

- All students from FS to Year 13
- All teaching and non-teaching staff
- Parents, guardians, and visitors
- Digital, physical, and off-campus school-related activities

4. WELLBEING GOVERNANCE & LEADERSHIP STRUCTURE

In line with ADEK requirements, AJIS ensures that **all required wellbeing-related committees and leads are formally appointed, trained, and operational**.

4.1 Appointed Wellbeing Leads & Committees

AJIS maintains the following roles and structures:

a) Overall School Wellbeing Lead

- Oversees implementation of the ADEK Wellbeing Framework
- Coordinates all wellbeing initiatives and monitoring
- Reports to SLT and ADEK as required
- Ensures policy compliance and annual review

b) Student Mental Health & Wellbeing Lead

- Oversees student mental health provision
- Coordinates counselling services and referral pathways
- Leads early identification, intervention, and support plans
- Works closely with safeguarding, SEN, and pastoral teams

c) Staff Wellbeing Lead

- Promotes staff mental, emotional, and professional wellbeing
- Leads staff wellbeing initiatives, surveys, and support programmes
- Advises SLT on workload, morale, and wellbeing risks
- Supports a positive and inclusive staff culture

d) Digital Wellbeing & Online Safety Lead

- Oversees digital wellbeing, cyber safety, and responsible technology use
- Ensures alignment with e-safety and safeguarding policies
- Leads student, staff, and parent awareness programmes
- Monitors digital risks and online behaviour trends

e) Wellbeing Committee

- Includes representatives from leadership, teaching staff, support staff, counselling, and safeguarding
- Meets regularly to review wellbeing data and initiatives
- Supports policy implementation and school-wide engagement

All appointments are documented, reviewed annually, and communicated clearly to the school community.

5. STUDENT WELLBEING

AJIS promotes student wellbeing through:

- A safe, inclusive, and respectful learning environment
- Social and emotional learning embedded in the curriculum
- Access to counselling and mental health support
- Clear referral and escalation pathways
- Anti-bullying and positive behaviour approaches
- Student voice, leadership, and participation

Students are encouraged to seek support, and concerns are addressed promptly in line with safeguarding and child protection procedures.

6. STAFF WELLBEING

AJIS recognises that staff wellbeing is essential to school success. The school commits to:

- Promoting work-life balance and manageable workloads
- Providing access to wellbeing resources and support
- Encouraging open communication and staff voice
- Offering professional development linked to wellbeing
- Fostering a culture of respect, appreciation, and psychological safety

7. DIGITAL WELLBEING

AJIS is committed to promoting healthy and responsible use of technology by:

- Educating students on digital citizenship and online safety
- Monitoring and managing screen use in learning
- Supporting parents with guidance on digital wellbeing
- Ensuring robust filtering, monitoring, and reporting systems
- Addressing cyberbullying and online risks proactively

8. IDENTIFICATION, SUPPORT & REFERRALS

AJIS uses a graduated approach to wellbeing support:

- Early identification through observation, data, and referrals
- Internal support plans and counselling interventions
- Engagement with parents and guardians
- Referral to external professionals where required
- Clear documentation and monitoring of outcomes

All actions align with ADEK safeguarding and child protection expectations.

9. PARTNERSHIP WITH PARENTS & COMMUNITY

AJIS values strong partnerships and commits to:

- Regular communication with parents on wellbeing matters
- Workshops, awareness sessions, and guidance materials
- Collaboration with approved external wellbeing providers
- Respect for cultural values and confidentiality

10. MONITORING, REVIEW & COMPLIANCE

- Wellbeing initiatives and outcomes are monitored regularly
- Data sources may include surveys, attendance, behaviour, and referrals
- The policy is reviewed annually or in response to ADEK updates
- Compliance is reported through SLT and governance structures

11. RELATED POLICIES

This policy should be read alongside:

- Safeguarding & Child Protection Policy
- Behaviour Policy
- Anti-Bullying Policy
- Digital Safety / E-Safety Policy
- Inclusion & SEN Policy
- Staff Code of Conduct

Ajyal International School is committed to ensuring wellbeing is embedded, monitored, and continuously improved in line with ADEK expectations and best practice.

Reviewed By:	Allison McDonald School Principal	Reviewed By:	Simon Testa Board Representative
Review Date:		Review Date:	
Signature:		Signature:	