



مدرسة البراعم العامة Buds Public School

Wellbeing Policy

1. Purpose

Buds Public School is committed to ensure that we create a positive atmosphere for our students. The safety and welfare of our students are of the utmost importance, and therefore a part of this commitment is taking steps to proactively safeguard the mental, socio-emotional, and physical wellbeing of every student at Buds Public School.

2. Objectives

- To help students know and understand how they can take steps to improve their overall mental wellbeing.
- To establish measures that will enable students to develop the necessary skills they need to become independent thinkers and responsible decision makers.
- To create an enthusiastic and engaging learning community.
- To design teaching and learning that is personalized, creative, challenging, and fun.
- To create a sense of mutual respect, care, and responsibility at school.
- To promote the overall well-being of our students and staff members.
- To create a safe and happy learning environment for students and staff.

3. Roles and Responsibilities

The school has qualified health care professionals such as the school clinic doctor, nurses, and counsellors that play an important role in identifying and providing necessary interventions to support students, staff, and parents depending on their individual needs. As a community of educators, it is our responsibility to support and safeguard our committee members health and wellbeing through the following channels:

- By implementing the Wellbeing curriculum that has been carefully curated by incorporating the PERMAH model of Positive Psychology by Martin Seligman and the pillars of UAE Moral Education Values.
- By forming a Wellbeing Staff Committee to provide a safe platform for staff members to voice their concerns and provide suggestions for improving Wellbeing.
- By conducting Wellbeing awareness sessions by external specialists for students, staff, and parents.
- By running physical health check-ups and vaccination drives for our students and staff.

- By nominating student wellbeing champions to the Student Council to carry out Wellbeing activities and events at school.
- By evaluating feedback from student, parent, and staff surveys that are conducted bi-annually.

3.1 Role of the Designated Safeguarding Leads (DSL):

- Ensure that mental and physical wellbeing considerations are embedded within the safeguarding and child protection practice, including environmental and social factors that form part of the provision’s contextual safeguarding approach.
- Carry out trainings on safeguarding protocols for all staff and ensure that all staff understands their safeguarding duties about mental and physical wellbeing.
- Regularly review systems for supporting good mental and physical health and wellbeing within their provision.

3.2 Role of the School Counsellor:

- Support students and staff by providing one-on-one/group counselling sessions, carry out various wellbeing awareness sessions to students, identify students in need of counselling, and facilitate the implementation of the Wellbeing curriculum.

4. Wellbeing team

Principal	Mr. Donald Weilson
Head of Inclusion & Wellbeing, school counsellor, and wellbeing champion	Ms. Anjali Murali
Designated Safeguarding Leads	Dr. Abul (DSL) and Ms. Rekha (Deputy DSL)
Student Wellbeing representatives	Pihu Pradeep (G4A), Hamdan Bilal (G5A), Darshan Gopinath (G8B), Chanpreet Kaur (G12F), Aafrah Parvez (G11B)
Staff Wellbeing committee members	Phase 1: Ms. Maria and Ms. Nabila Phase 2: Ms. Rathi and Ms. Samia Phase 3: Ms. Yashodara and Ms. Kanchan Phase 4: Mr. Moses and Mr. Eben
Parent Wellbeing representatives	Ms. Shazia Ali (Ashar Ali 1C), Mr. Abedin (Batul Abedin 6A), Mr. Shaji (12)

5. Referral forms

The confidential referral form for teachers - <https://forms.gle/93434JEwQ27f9dBGA>

The confidential referral form for senior grade students - <https://forms.gle/UXsj1u9Uqec8jnK76>

Effective and revision dates

Review date: March 2024

Next review: March 2025