



School of Knowledge
(St. Mary's Group of Schools)

This Well-Being Policy is aligned with the Sharjah Private Education Authority (SPEA) Strategy 2025–2028, which focuses on nurturing inclusive, healthy, safe, and future-ready learning environments through innovation, wellbeing, and student-centered approaches.

WELL-BEING POLICY



Reviewed By & Date	WELL- BEING COMMITTEE / JUNE 2025
Next Revision Date	June 2026

Approved by: Principal and SLT



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VISION OF THE SCHOOL

Striving for excellence, striding towards success and seeking new horizons for personal growth and worth.

MISSION STATEMENT

Each toddler walking through the gates of School of Knowledge is viewed as a talent reserve and the school works relentlessly towards empowering each and every child.

CORE VALUES

We believe:

- ✓ In fostering honesty, charity, justice and service to others.
- ✓ In empowering critical and creative thinking.
- ✓ In a collaborative learning environment that involves co-operation among students, teachers, school leaders, staff and parents.
- ✓ In enabling students to become global citizens to face the challenges of the 21st century.



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MEMBERS OF THE COMMITTEE

Role	Name
Principal	Mr. Peter Rowlands
Vice Principal	Sr. Sarala Christi
Child Protection Officer	Ms.Bridget Shekesy
Head/Administrative Coordinator	Ms Binu Paul, Ms Ulfath
School Counselors	Ms Feba Alina Thomas Ms Rhea Ashok Khare
Health Department	School doctor and Nurses
Physical Education Department	Ms. Afshan, Mr. Robin

1 Importance of Wellbeing in School Of Knowledge

Since children spend most of their time in school a week, schools must provide an environment that facilitates positive wellbeing (Ednfndr, 2019). A strong sense of wellbeing is linked to student academic success (AISSA, 2016).

UAE sets a national strategy for wellbeing 2031 owing to its role in supporting Vision 2021 and UAE Centennial 2071. Among the nine strategic objectives of the national wellbeing agenda for this policy:

1. Cultivate a conducive environment for learning and working
2. Promote digital wellbeing and positive virtual communities
3. Promote the adoption of a healthy and active lifestyle
4. Nurture and sustain good mental wellbeing
5. Inspire positive thinking as a core life value
6. Develop good life skills

At school of knowledge, we work relentlessly towards the wellbeing of each and every child. We have been entrusted with the world's most valuable resource- children who impresses us with their worth and potential.

We focus first and foremost on wellbeing because we truly care about the students entrusted to us, recognize our moral obligation to nurture those within our stewardship, and want the best for them both now and in the future.

Happiness is an emotional capital which we spend in the pursuit of other attractive outcomes.

Fostering and teaching wellbeing is a way to show students and educators that we care about them and want to support them by enabling them with short- and long-term benefits. It means depositing knowledge and dispositions into an account that may someday fund their future.

1.1 SOK is specifically prioritized for well-being.

SOK touches nearly everyone from faculty to students to parents and community leaders. School has the potential to extend established purposes of schools which enhances intrinsic motivation, decreases disciplinary problems, increases academic achievement, and improves school satisfaction which leads to overall development of individuals, communities, and nations.

School has the potential to extend established purposes of schools

Wellbeing in simple term means those who feel better can learn better. Research has found that “inducing positive emotions (such as joyfulness, love, or appreciation) enlarges cognitive perspectives and enhances the ability of individuals to attend to more information, make richer interpretations, and experience higher levels of creativity and productivity”. Our best learners and teachers are those who have the skills, resources, and environment necessary for them to experience wellbeing and reap the benefits of feeling good and learning more. More benefits are connected to individual aspects of wellbeing.

1.2 Facets of wellbeing

Facets of wellbeing, such as gratitude, hope, and emotional regulation, have been found to improve academic performance across several areas. For example, students with high levels of hope can make adaptive attributions and overcome failure by making corrections. Thus failure ceases to be a long-term detriment to their self-worth. Similarly, gratitude increases students’ satisfaction with school and propels them in making and pursuing intrinsic goals.

Students are not the only ones who benefit from wellbeing on the agenda. Teachers who persist with low levels of personal wellbeing are more exhausted, more cynical, and more distant from their students. They question their own self-efficacy, limit their own achievements, are demotivated when faced with challenges, and are more likely to experience burn-out. In contrast, teachers who enjoy wellbeing are better able to interact, teach, and achieve. In some cases, prioritizing wellbeing may only require a few changes to classrooms, procedures, and priorities, but these changes can lead to long-lasting positive impacts for both students and teachers.

2. Policy Statement

- At School of Knowledge, we are committed to promoting and supporting the Wellbeing of every individual through creating school ethos in which the whole community (children, staff, parents and care takers) feel secure. They are valued and encouraged in their learning, growth and social development. Mental health and emotional wellbeing plays an important role in our lives. Individuals are better prepared for learning when they are healthy, safe and happy; therefore, Wellbeing is the responsibility of the whole school community. The purpose of this policy is to provide an overview of what Wellbeing is and the systems and procedures are in place to support this.
- The School’s Vision and Mission statement reflects the school’s commitment to wellbeing. The school endeavors to create a learning environment that is committed to developing

students who are resilient, adaptable and empowered to excel.

- The Wellbeing Team and Principal are committed to reviewing the impact of the Health and Wellbeing policy as part of the school's strategic direction and improvement plans. This policy should be used along with other policies.
- Staff questionnaires and surveys provide an opportunity throughout the year to improve practice and monitor outcomes
- Parents have the primary responsibility for the development of their child's wellbeing. Families and communities collaborate as partners with the school to support attendance, student learning, safety, and wellbeing.
- A positive education approach focuses on teaching and developing students' social-emotional skills (relationships, strengths, and resilience). It provides a strong foundation for students to reach their aspirations in learning and life.

3. Definition of mental health and wellbeing

We use the World Health Organization's definition of mental health and wellbeing "a state of well-being in which every individual realizes his or her own potential, can cope with the normal stresses of life, can work productively and fruitfully, and is able to make a contribution to her or his community".

1. Student wellbeing is a sustainable state of positive mood, attitude, resilience, and satisfaction with self, relationships, and experiences at school. (Noble et al., 2008 As cited in Dhaoui, 2021 p. 4)
2. Students' wellbeing refers to the psychological, cognitive, social, and physical functioning and capabilities students need to live a happy and fulfilling life. (OECD, 2017 p. 61)

It is important to note that low levels of wellbeing and associated mental health problems can have adverse consequences on the health and development of the young. According to Woolf & Digby (n.d.), students who are happy and healthy tend to:

1. Develop and improve concentration, motivation, and energy levels
2. Develop coping skills for life
3. Build and maintain better relationships
4. Successfully overcome difficulties

At our school we help students:

- To understand their emotions and feelings better
- Feel comfortable sharing any concerns or worries to maintain relationships.
- Promote self-esteem and ensure children know that they count. Encourage children to be confident and 'dare to be different to create an enthusiastic and engaged learning community.
- To design teaching and learning that is personalized, creative, challenging and fun. Help children to develop emotional resilience and to manage setbacks.

3.1 We promote a mental health environment through

- Promoting our school values and encouraging a sense of belonging.
- Giving opportunities to participate in decision-making
- Celebrating academic and non-academic achievements
- Access to appropriate support that meets their needs

4. We pursue our aims through

- Universal, positive approaches
- Support for pupils going through difficulties including bereavement.
- To encourage the student and staff to value one another and to respect the views of other members of their community.
- To prepare the student for the opportunities, responsibilities and experiences of adulthood.
- To provide staff the opportunities to develop professionally and personally.

5. Identifying needs and Warning Signs

All teachers will aim to keep a track of-

- Attendance
- Punctuality
- Relationships
- Approach to learning
- Physical indicators
- Negative behavior patterns
- Family circumstances
- Recent bereavement
- Health indicators



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School staff may also become aware of warning signs which indicate a student is experiencing mental health or emotional wellbeing issues. These warning signs should always be taken seriously and staff observing any of these warning signs should communicate their concerns with the designated child protection and safeguarding officer or the counselor as appropriate.

- **Possible warning signs include:**

Changes in eating / sleeping habits

- Becoming socially withdrawn
- Changes in activity and mood
- Talking or joking about self-harm or suicide
- Expressing feelings of failure, uselessness or loss of hope
- Repeated physical pain or nausea with no evident cause
- Regularly being late and not attending school as well.

SOK promotes staff wellbeing

- Staff members are encouraged to seek interventions focused tackle their mental and physical health.
- All staff at SOK have been vaccinated as per the SPEA protocol.
- Regular training sessions help teachers to improve their teaching skills and to build their confidence in delivering lessons as per the new normal.
- All staff are well supported by the wellbeing team whenever they face any personal situation, such as loss of a loved one. Confidentiality is maintained at all times.

Mental health and wellbeing is not just the absence of mental health problems. We want all children/young people to:

- Have confidence in themselves.
- Be able to express a range of emotions appropriately.
- Be able to make and maintain positive relationships with others.
- Cope up with the stresses of everyday life.
- Manage times of stress and be able to deal with change.

SOK promotes and strengthens the student voice through:

- Election of student council representatives, student wellbeing leadership team.
- Regular team meetings with the student leadership team.
- Student Mentorship Program - Senior students mentoring junior students.

School based programs which are linked to the curriculum to promote student voice by developing independence and choice-making.



SOK promotes parent engagement through:

- Parent meetings
- Regular consultation about change and development through surveys and meetings
- Involvement in extracurricular activities.
- Regular communication and involvement regarding student progress, behavior and pastoral issues.
- Workshops for parents
- Ensure that all parents are aware of who to talk to, and how to get about this, if they have concerns about their child.
- Share ideas about how parents can support positive mental health in their children.

SOK promotes Counseling-

- Supporting Students and Staff to Cope with Anxiety/Trauma
- Identified students will receive individual counseling sessions with the School Counselor.
- Staff and students returning to school may have experienced effects related to confinement, social isolation, loss and bereavement amongst many other things.
- Counselors will support the school community (students and staff) with appropriate resources to cope with mental health issues.
- Counselors and wellbeing teams have appropriate knowledge of how to communicate with Students of Determination and demonstrate an understanding of their unique circumstances.

Counseling services covered by the school include:

1. General counseling. Individual and group counseling of students regarding issues that impact their education. Counseling could be scheduled or made through referrals of the teachers, staff, and the children's parents.

The counselor provides a behavior intervention plan (BIP) for a few at-risk students or has high-risk behavior students. Counseling should be monitored by the counselor and ensure their effectiveness.

2. Admission Assistance. Assistance with the entry process during admission assessments with the Head of Inclusion and section / educational supervisors.
3. Psychoeducation. Work with staff to teach prosocial skills and promote resilience and personal development of the students.



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4. Parent Consultation. Meet the parent(s) to cater to their children's counseling needs.
5. Inclusion. Support all the programs of the Inclusion Team and advocate inclusive education
6. Outside Referral. Liaise with external agencies such as, but not limited to, Child Protection agency to ensure maximum support to meet children's wellbeing.

SOK promotes a Healthy well-being of students-

- Our team of School Doctor and Nurse work to produce educational campaigns on a range of health-related topics. These include campaigns on personal hygiene, germs, healthy eating, obesity, etc.
- Our clinic staff conducts eye checkups, weight and height and monitor the obesity percentages in each phase.
- Our clinic staff ensure all students are up to date on the required vaccinations.
- Our clinic coordinates also with our School Counselor to identify students who show signs of concern ensuring counseling is offered to both students and their parents as needed.

Our clinics also ensure teachers are made aware of students with any medical conditions.

- The implementation of all clinic and safety policies is monitored systematically to ensure protocols for the enhanced well-being of our staff.

In alignment with SPEA's strategic direction, the school prioritizes holistic student development by integrating wellbeing into all aspects of teaching, learning, and community engagement.

This policy supports the SPEA Wellbeing Framework by ensuring that physical, mental, and emotional wellbeing are embedded across the curriculum, student life, staff support systems, and school-community partnerships.

The school adheres to SPEA's inclusive workforce vision by empowering staff with resources, peer support systems, and leadership-driven professional development to strengthen wellbeing and resilience.

Our efforts reflect SPEA's call for strong school-family partnerships, promoting collaborative wellbeing plans, cultural sensitivity, and transparent communication with all stakeholders.

In line with SPEA's safeguarding and inclusion pillars, counseling services are trauma-informed, inclusive, and delivered with cultural competence to ensure equity and positive development for all students.

These health initiatives align with SPEA's strategic focus on healthy and safe school environments, ensuring compliance with regulatory health standards and proactive student health education.