



Emirates International School Jumeirah

Wellbeing Policy 2026 - 2027

Approved by:	Jayne Needham	Date: August 2025
Last reviewed on:	August 2026	
Next review due by:	August 2027	



School Pastoral / Wellbeing Team

Jayne Needham	School Principal
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Jill Gaynor (EY)	Assistant Head Pastoral (PS)
Sarah Jarvis (Y 2-4)	
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Gavin Taylor	Assistant Head Pastoral (HS)
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Vision: Grow, Flourish, Excel.

Mission: Together we nurture creative, open-minded, caring learners who contribute to the wellbeing of one another.

EISJ is committed to promote and support the Wellbeing of every individual within the school community to feel safe, valued and are encouraged in their learning. Individuals are better prepared for learning when their social & emotional needs are identified and supported. The purpose of this policy is to provide an overview of what Wellbeing is and the systems and procedures in place to support the Wellbeing needs of our children and staff.

1. Purpose

We are committed to nurturing a positive atmosphere for the entire EIS-J school community.

With regards to students in our care, we nurture their growth into healthy adults from primary to high school, by ensuring that they:

- are healthy and safe
- enjoy learning and excel
- make a positive contribution
- achieve holistic well-being
- and are global citizens

Definition of mental health and wellbeing

The WHO defines mental health and wellbeing as “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”. We want all children/young adults to:

- Feel confident in themselves.
- Be able to express a range of emotions appropriately.

- Be able to make and maintain positive relationships with others.
- Cope with the stresses of everyday life.
- Learn and excel.

2. Aims & Objectives:

We aim to develop a community where all stakeholders can flourish, feel safe, welcome and which:

- Creates an inquiry-based learning community who will achieve their full potential.
- Develops the whole child keeping in mind the IB learner profile.
- Aspires to be a well-connected community.

We aim to be a school where:

- Teaching & learning is creative, challenging, fun & differentiated.
- A sense of mutual respect, care and support is shown for everyone in school.
- Everyone in school feels safe, secure, and happy.
- All staff are supported through existing policies, procedures and initiatives through pastoral care.

3. EISJ Approach to Wellbeing: Fostering and teaching wellbeing is the EISJ approach to show students, teachers & parents that we care about them and want to support them by enabling them with short and long-term benefits. Overall wellbeing enhances intrinsic motivation, decreases disciplinary problems, increases academic achievement, improves school satisfaction, and leads to flourishing of individuals, communities, and nations (Buecker et al., 2018). This approach is designed keeping in mind our student needs which are identified through observations & standardized tests like PASS & CAT4.



4. Promoting Diversity and Providing Equal opportunities: EISJ recognizes and values the diverse school community that includes different cultures, skills & abilities. The school will take positive steps through which people can feel confident of being treated with fairness, dignity, and tolerance. The school is against any unlawful discrimination and promotes good relations between all.

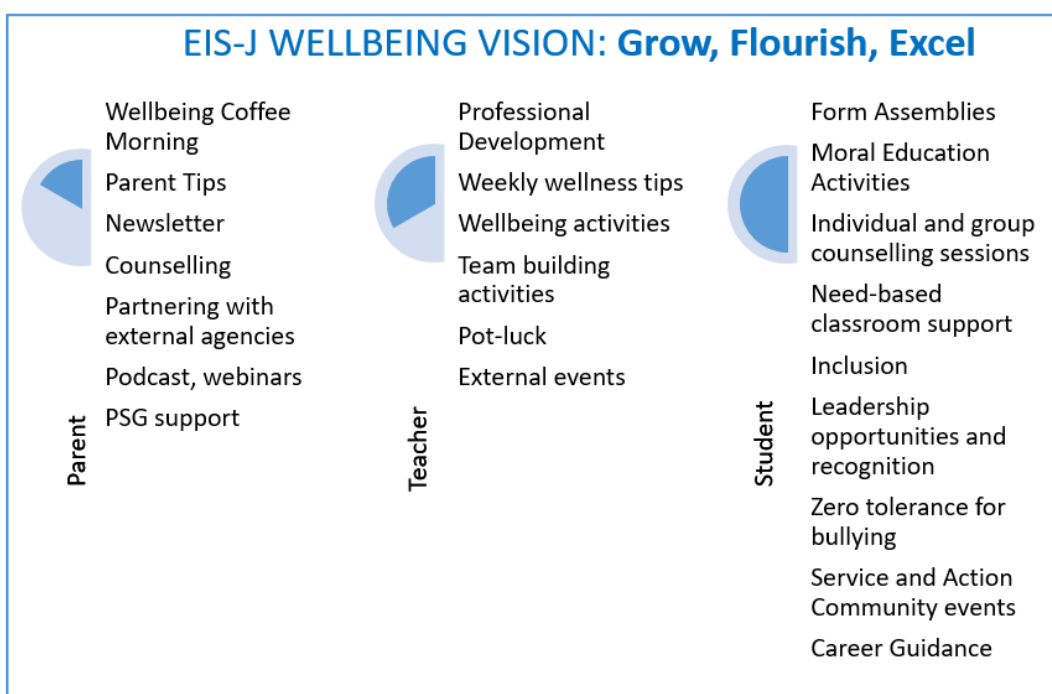
5. Parental Role: Parents can approach the school wellbeing team If their children need additional support for social and emotional wellbeing. The intervention plan incorporated by the school will make sure that both home and school are working together towards the wellbeing of the child.

6. Role of the Counsellor:

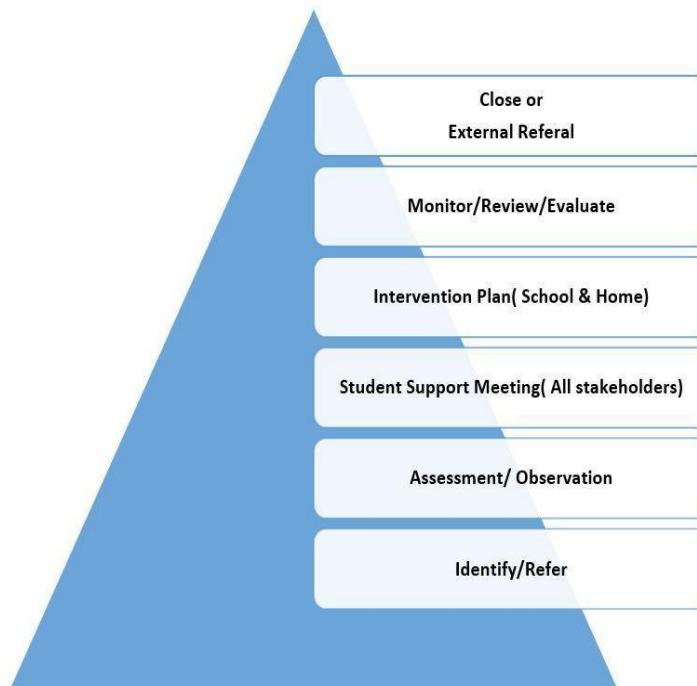
Counsellors and Pastoral Heads would identify who are socially & emotionally vulnerable and provide interventions through peer support

and 1-2-1 counselling. Student and Staff wellbeing initiatives will be organized on a regular basis (Appendix A – Wellbeing Team Action Plan).

7. Wellness for all: EIS-J aims to provide wellbeing support to all its stakeholders in order to empower the community.



8. EISJ Wellbeing Support Pyramid:



Early Identification

Our identification system involves a range of processes that include:

- Identification of children with additional needs.
- Analyzing behavior, exclusions, visits to the medical room/school nurse, attendance and sanctions.
- SDQ (Social Difficulty Questionnaires),
- Staff refer vulnerable students to wellbeing team.
- Worry boxes/Google forms for children to access and seek support. These concerns are then followed up by the Pastoral team.
- Pupil Progress Review meetings.
- Regular meetings for staff to raise concerns.
- Gathering information from a previous school at transfer.
- Parental meetings done when a student is considered at risk.
- Enabling children to raise concerns to any member of staff.
- Enabling parents to raise concerns to any member of staff.

9. Specific Roles & Responsibilities:

We believe that all staff have a responsibility to promote student wellbeing and to understand protective and risk factors. Few students will require additional help and all staff should have the skills to look out for any early warning signs and ensure that early intervention and support is provided. All staff understand possible risk factors that might make some children more likely to experience problems, such as: physical long-term illness, death and loss, divorce/separation, and bullying. They should also understand the factors that protect children from adversity, such as self-esteem, communication and problem-solving skills, a sense of worth and belonging and emotional literacy (see appendix 1 on risk and protective factors).

Our Pastoral Team work together to ensure that they lead and support Social, Emotional & Psychological Needs. They:

- Lead and work with other staff to coordinate whole school activities to promote wellbeing.
- Lead on Moral Ed teaching about wellbeing.
- Provide advice and support to staff and organize training and updates.
- Are the first point of contact and make individual referrals.
- We recognise that many behaviours and emotional problems can be supported within the School environment through our counsellors, and/or with advice from external professionals.

Sources of relevant support include:

- Senior Leadership Team
- Safeguarding/Child Protection Leaders
- Health & Safety Team
- Year Leaders/HOY's
- School Counsellors



- Inclusion Leader helps staff understand their responsibilities to children with special educational needs and disabilities (SEND), including children whose mental health problems mean they need special educational provision
- School Medical Team
- School Student Council/ Head Team

At EIS-J all members of the school community are responsible for supporting the wellbeing of students, staff and parents. All teachers are ultimately responsible for the social and emotional wellbeing of all the students in their class and need to set up systems within their classes. This is made possible through the YouHQ and Komodo app that are used regularly to track student mood and set SMART goals. A reward system for completing the goals equips students to improve their overall wellbeing. Any student wellbeing concerns are automatically flagged to the form tutor/ counsellor/ HOY (Pastoral Team)

Moreover, other activities like circle time, sharing box or other 'talk' time helps in early identification.

Specialist and support staff are responsible for sharing with the class teacher any concerns they may have when working with the children. Our Senior Leadership Team is responsible for supporting the class teachers as necessary in promoting the wellbeing of the students.

10. Wellbeing Wheel:



The Wellbeing Wheel is a holistic framework that supports students' overall development by addressing key dimensions of wellbeing. It emphasizes the interconnectedness of different aspects of a student's life, ensuring a balanced approach to mental, emotional, social, and physical health.

The Wellbeing Wheel includes the following core areas:

- Emotional Wellbeing – Encouraging self-awareness, resilience, and the ability to manage emotions effectively.
- Physical Wellbeing – Promoting healthy lifestyles, including nutrition, exercise, and rest to enhance overall health.
- Social Wellbeing – Building positive relationships, fostering inclusivity, and creating a supportive school environment.
- Mental Wellbeing – Supporting cognitive development, self-esteem, and stress management strategies.
- Academic Wellbeing – Encouraging a growth mindset, engagement in learning, and a balanced workload.

- Community Wellbeing – Strengthening connections between students, families, and the wider community to enhance a sense of belonging.

By incorporating the Wellbeing Wheel into school practices, we aim to create a nurturing environment where students feel valued, supported, and equipped to thrive in all aspects of life.

11. Links to other policies: This policy links to our policies on Safeguarding, Medical Needs, Anti-Bullying, SEND. Links with Behavior Policy is essential as behavior could be a result of an unmet emotional, social or psychological need.

Updated: January 2026

Review Date: September 2026