



Wellbeing Policy

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Approved by Board of Trustees:	
Indicative Review Date:	01 October 2025





1- Vision

Pinnacle American School, dedicated to fostering an environment where every student can thrive mentally, physically, socially, and emotionally. We envision a school community that values and promotes holistic wellbeing, ensuring that every student is supported in developing resilience, self-awareness, and the skills needed for lifelong success.

2- Mission

Our mission is to implement a comprehensive wellbeing strategy that integrates mental, physical, social, intellectual, and digital aspects of student development. We commit to early intervention, prevention, and providing continuous support to students, especially during vulnerable phases such as examinations or transitions. We aim to ensure that all students, including those with additional learning needs, receive the care and attention necessary for their wellbeing, in alignment with ADEK's policies.

3- Purpose and Objectives

Pinnacle American School is committed to fostering a comprehensive Wellbeing Strategy that aligns with ADEK's policies and is designed to enhance the wellbeing of its entire school community. Below are the key purposes that guide Pinnacle American School's approach to wellbeing:

- **Establish a Comprehensive Wellbeing Strategy**

Pinnacle American School implements an all-encompassing Wellbeing Strategy that addresses the psychological, physical, social, intellectual, digital, and environmental needs of students and staff. This strategy ensures a holistic approach to individual and community health and aligns closely with ADEK's wellbeing policies.

- **Promote Awareness of Wellbeing Policies**

The school actively promotes awareness of its Wellbeing Strategy among students, parents, and staff. By openly communicating the goals and practices associated with wellbeing, Pinnacle American School fosters a supportive, informed community that is engaged in the wellbeing of its members.



- **Monitor and Evaluate Wellbeing**

Pinnacle American School conducts an annual wellbeing survey to assess the effectiveness of its Wellbeing Strategy. This evaluation allows the school to monitor wellbeing continuously and adjust strategies as needed to respond to the evolving needs of the community.

- **Commit to Continuous Improvement**

Pinnacle American School is dedicated to the ongoing enhancement of wellbeing within the school. By setting improvement goals and refining policies and practices, the school creates a nurturing, progressive environment focused on the wellbeing and growth of all members.

4. Definitions

Definition	Meaning
ADEK Wellbeing Policies	A set of policies created by the Abu Dhabi Department of Education and Knowledge (ADEK) focusing on the wellbeing of students and staff, including the Digital Policy, Educational Risk Policy, Extracurricular Activities Policy, Health and Safety Policy, Healthy Eating Policy, and additional policies related to inclusion, student protection, and mental health.
Additional Learning Needs	Support and accommodations required for students with special needs or barriers to learning, either permanently or temporarily, such as assistive technology for hearing-impaired students or specific arrangements for physically challenged students.
Continuous Professional Development (CPD)	Activities undertaken by staff to enhance their skills and competencies, including in-person and online training, academic programs, conferences, research projects, and collaborative learning. Planning hours and general meetings are excluded.
Head of Inclusion	The leader responsible for coordinating the services and support needed for students requiring additional educational assistance.
Wellbeing	A positive state experienced by individuals and communities, characterized by high quality of life, effective coping with life stresses, and a capacity to contribute positively to society, defined by social, economic, and environmental conditions (WHO).



5. Scope of Policy

1. Wellbeing Strategy

1.1 Overall Strategy:

Pinnacle American School develop and implement a comprehensive wellbeing strategy that addresses the psychological, social, mental, physical, intellectual, digital, and environmental aspects of student life. This strategy aligns with ADEK wellbeing policies and includes:

- Clear statements of wellbeing goals and vision.
- Policies are designed to meet student needs, especially those with additional learning needs.
- Initiatives such as workshops, counseling services, and mindfulness programs.
- Mechanisms to measure and review progress.
- Adequate resources to ensure effective implementation.

- **1.2 Policy & Annual Review:**

An annual review will be conducted to assess the effectiveness of the wellbeing strategy. Based on the review, action plans will be developed to address areas of improvement, ensuring continuous enhancement of our wellbeing programs.

- All school policies will be reviewed annually to ensure they support student health and wellbeing.

1.3 Inclusion:

We commit to tailoring our wellbeing strategy to meet the unique needs of students with additional learning needs, ensuring that no student is left behind.

wellbeing strategy through the following actions:

1. **Individualized Support:** The school provides tailored support and accommodations for students with additional learning needs. This could include adaptive learning materials,



assistive technology, or modifications in teaching methods to address each student's unique needs.

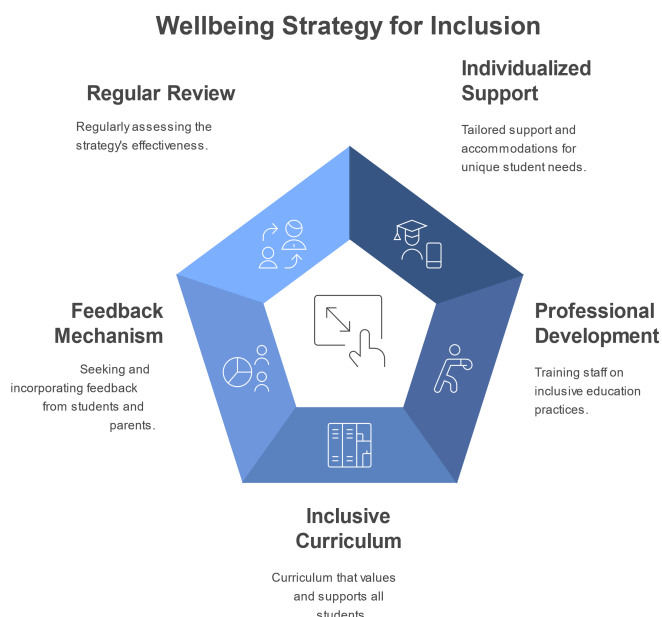
2. **Professional Development:** Training staff on inclusive education practices ensures that they are well-equipped to identify and meet the needs of students who may require additional assistance.
3. **Inclusive Curriculum:** Ensuring the curriculum promotes an inclusive environment where all students, including those with special needs, feel valued and supported.
4. **Feedback Mechanism:** Actively seeking feedback from students and parents regarding the effectiveness of inclusion efforts and adjusting strategies based on their input.
5. **Regular Review:** Reviewing the effectiveness of the wellbeing strategy regularly to ensure that it continues to support students with additional learning needs adequately.

2. Awareness of Wellbeing Strategy and Policies

2.1 Awareness Programs:

We will ensure that our wellbeing policies are communicated clearly to students, staff, and parents through:

- Curriculum integration.
- Staff training and development.



- Publication on the school website.
- Inclusion in the Parent Handbook.



- Informal engagement measures (e.g., wellbeing-related competitions, initiatives, and awareness campaigns).





2.2 Awareness of Wellbeing Strategies and Policies

Wellbeing Committee and Chair:

Pinnacle American School appoint a Wellbeing Committee and Chair to oversee the school's overall wellbeing strategy.

The school, through the Wellbeing Committee and Chair:

1. Monitor and review the effectiveness of the school's Wellbeing Policy annually to ensure that it is appropriately known, understood and practiced by the school community.
2. Oversee the design, delivery and analysis of an annual student and staff wellbeing survey.
3. Update the Wellbeing Strategy and/or related policies and initiatives, as appropriate, in line with insights from monitoring and evaluation measures.
4. In collaboration with the Headteacher, ensure that all staff, volunteers and invited visitors are aware of the school's Wellbeing Strategy and its efforts to promote wellbeing (psychological, social, mental, physical, intellectual and environmental) throughout the school community, including in relation to students with additional educational needs.
5. Ensure that parents have access to the school's wellbeing policy and all supporting initiatives and procedures, through all appropriate means (e.g. the school's website).
6. Develop an orientation and training strategy to ensure that all staff and volunteers are informed about the school's wellbeing requirements.
7. Ensure compliance with other relevant processes set out in the Wellbeing Policy.



3. Monitoring and Evaluation / Review

3.1 Annual Wellbeing Survey:

The school will conduct an annual wellbeing survey to gauge the mental, physical, and social health of students and staff. This will include psychological and physical wellbeing, sense of safety, and intellectual engagement. The survey will be used to develop action plans and update policies as necessary.

4. Support During Vulnerable Phases

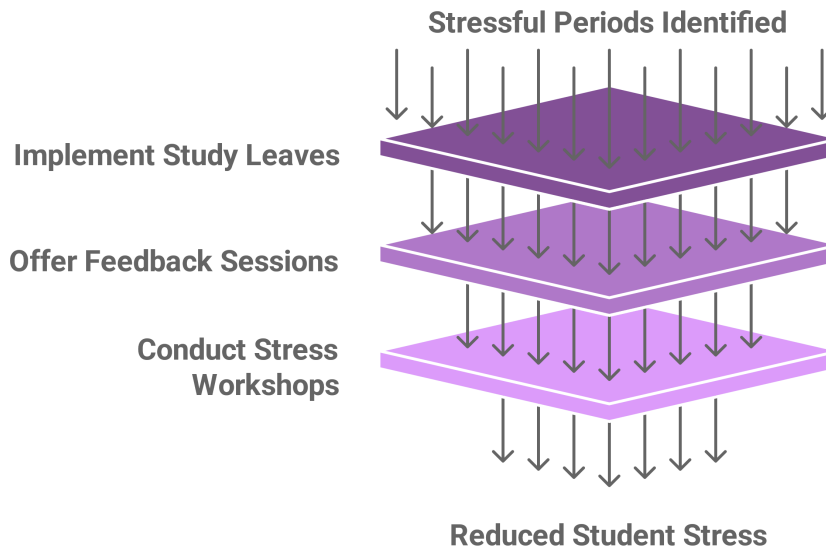
4.1 Identifying Stressful Periods:

We will identify specific periods, such as examination seasons and transitions between grade cycles, when students are prone to stress. The school will implement measures such as:

- Study leaves for board/pre-collegiate exams.
- End-of-semester office hours for feedback.
- Workshops aimed at helping students manage stress.



Student Support During Stressful Periods



5. Inclusion and Support for Students with Additional Learning Needs

5.1 Inclusion Policy:

The Head of Inclusion collaborate with teachers, specialists, and parents to ensure that students with additional learning needs are supported. Adjustments such as flexible school timetables and uniform norms will be made to accommodate these students.

7. Standards and Expectations

Standards and expectations will be clearly communicated to all staff at the beginning of each academic year through staff meetings, with comprehensive guidelines provided in the staff handbook and available on the school's online platform.

8. Communication of Policy

The policy will be communicated to all staff at the beginning of each academic year through an in-person briefing session, followed by an emailed copy and access to the document via the school's online platform.



9. Training and Support

Training and support will be provided to all staff annually through scheduled workshops, online resources, and ongoing access to expert guidance to ensure effective implementation of the policy.

10. Confidentiality and Privacy

All staff will be reminded annually of their obligation to uphold confidentiality and privacy standards through dedicated training sessions, with clear guidelines provided in both digital and printed formats for easy reference.

11. Exceptions and Exemptions

Exceptions and exemptions to the policy will be communicated to staff on a case-by-case basis, with clear guidelines provided during staff meetings and through written documentation as needed.

12. Risk Management

Risk management procedures will be communicated to all staff annually through training sessions, with detailed guidelines available in the staff handbook and accessible on the school's internal portal.

13. Incident Reporting

Incident reporting protocols will be reviewed with all staff at the start of each academic year, with reporting forms and procedures provided in both digital and hard copy formats for easy reference.

14. Consequences of Non-Compliance

The consequences of non-compliance with the policy will be outlined in staff meetings, reinforced through written communications, and clearly documented in the staff code of conduct, which is accessible at all times.