



## GAA Whole School Wellbeing Policy

<b>Approved by:</b>	Dr. Ethan Hildreth, Superintendent/CEO	<b>Date:</b> Oct/2025
<b>Last reviewed:</b>	Oct/2025	
<b>Next review due:</b>	Aug/2026	

### 1. Policy Purpose

The purpose of this policy is to promote and sustain a safe, inclusive, and nurturing environment that enhances the wellbeing, resilience, and personal development of all students. This policy ensures alignment with:

[ADEK Wellbeing Policy \(2023\)](#)

[ADEK Student Protection Policy \(2023\)](#)

[ADEK Inclusion Policy \(2023\)](#)

GEMS Education Wellbeing and Safeguarding Standards (2024)

### 2. Policy Statement

GEMS American Academy (GAA) is committed to embedding wellbeing across all aspects of school life, ensuring every student is supported to thrive academically, socially, emotionally, and physically. The school promotes proactive wellbeing initiatives, timely interventions, and continuous evaluation in line with ADEK and GEMS frameworks.

### 3. Definitions

- **Wellbeing:** A holistic state encompassing mental, emotional, physical, and social health that enables individuals to flourish.
- **Student Protection:** The school's responsibility to safeguard students from abuse, neglect, exploitation, and harm.
- **Pastoral Care:** Coordinated support for students' academic progress, personal growth, and emotional resilience.
- **Designated Safeguarding Lead (DSL):** The trained staff member responsible for implementing and overseeing child protection measures.



## 4. Scope

This policy applies to all students, staff, parents, contractors, and visitors within the GAA community. It is implemented across curricular, co-curricular, and extracurricular activities.

## 5. Policy Objectives

GAA will:

- Promote student happiness, safety, and sense of belonging.
- Develop social-emotional learning (SEL) through planned programs.
- Ensure all students have access to wellbeing and counselling services.
- Embed wellbeing indicators (attendance, engagement, emotional literacy) in school evaluation systems.
- Maintain proactive safeguarding and referral pathways in line with ADEK guidelines.
- Align all wellbeing practices with ADEK's "Whole School Approach" model.

## 6. Roles and Responsibilities

### 6.1 School Leadership Team

- Implement a strategic Wellbeing Framework aligned with ADEK and GEMS.
- Ensure all staff receive annual wellbeing, child protection, and mental health awareness training.
- Monitor wellbeing indicators and report to ADEK where required.

### 6.2 Designated Safeguarding Lead (DSL)

- Coordinate the school's safeguarding and child protection systems.
- Maintain confidentiality and ensure timely reporting of all concerns per ADEK Student Protection Policy.
- Liaise with external agencies as required.

### 6.3 Teachers and Staff

- Foster a positive classroom culture that encourages student voice and inclusion.
- Monitor and record wellbeing concerns in the school's Student Information System.
- Refer concerns to the DSL or counsellor following established protocols.



#### 6.4 Counsellors and Support Team

- Deliver preventative wellbeing programs and targeted interventions.
- Support students identified as at-risk (academic, social, or emotional).
- Conduct wellbeing check-ins, crisis response, and family consultations.

#### 6.5 Parents and Guardians

- Support school wellbeing initiatives.
- Communicate openly about student needs and cooperate with interventions.

### 7. Wellbeing Framework and Implementation

GAA follows a Three-Tiered Model of Support, consistent with ADEK's "Whole School Wellbeing Approach":

Tier	Focus	Examples of Practice
Tier 1 (Universal)	Whole-school wellbeing education	Advisory lessons, SEL curriculum, student leadership, physical health initiatives
Tier 2 (Targeted)	Early intervention for students with emerging concerns	Counselling sessions, peer mentoring, wellbeing action plans
Tier 3 (Specialist)	Individualized, high-intensity support	External referrals, mental health partnerships, case conferences

### 8. Wellbeing and Attendance Integration

- Attendance below 92% triggers wellbeing review and family engagement (as per ADEK Attendance Policy).
- Chronic absenteeism (5 consecutive days without reason) will prompt safeguarding assessment in line with the ADEK Student Protection Policy.

### 9. Staff Wellbeing

GAA recognizes that staff wellbeing directly impacts student success. The school will:

- Provide access to staff wellbeing programs and Employee Assistance services.



- Conduct anonymous wellbeing surveys annually.
- Include wellbeing outcomes in the school's improvement plan (as required by ADEK Wellbeing Framework).

## 9. Data Management and Confidentiality

- All wellbeing records are securely stored and shared only with authorized personnel.
- Reporting and communication comply with ADEK data protection and privacy regulations.

## 10. Monitoring and Evaluation

- Annual wellbeing self-assessment in line with ADEK Wellbeing Framework domains: **Leadership, Environment, Curriculum, Community Partnerships, and Support Systems.**
- Termly reporting to the Senior Leadership Team and ADEK, where applicable.
- Continuous feedback from students, parents, and staff to inform policy improvement.

## 11. Related Policies

- ADEK Wellbeing Policy (2023)
- ADEK Student Protection Policy (2023)
- ADEK Inclusion Policy (2023)
- ADEK School Attendance Policy (2023)
- GEMS Safeguarding and Child Protection Policy (2024)
- GEMS Staff Code of Conduct

## 12. Review Cycle

This policy will be reviewed annually by the Wellbeing Committee and approved by the Principal to ensure continued compliance with ADEK and GEMS standards.



## **Appendix 1.**

### **2025-2026 Wellbeing Committee Members**

1. Samah Awad – Wellbeing Committee Head
2. Keisha McCray – Wellbeing Coordinator
3. Mollie Williams – Secondary Wellbeing Lead
4. John Ashenden – Elementary Wellbeing Lead
5. Lia Noronha – Social Worker
6. Fatma Chabanova – Parent Engagement Lead
7. School Nurses