



**BLOOM WORLD
ACADEMY**

Reference Number

BWA-08

Staff Well-being Policy	
Audience and coverage	School Staff
Published where	Staff handbook
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Owner	Nicola Upham, Principal – Primo & Junior School and Well-being & Development
Reviewer	John Bell, Executive Principal 



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1. Aim

Bloom World Academy (BWA) considers this policy to be:

- an essential part of the school;
- supportive to staff and students in managing certain situations;
- an important framework that will ensure consistency in applying values and principles throughout the establishment;
- a roadmap for day-to-day operations;
- compliant with laws and regulations, gives guidance for decision-making, and streamlining internal processes;
- designed to influence and determine all major decisions, actions and all activities taking place within the boundaries set by them;
- aligned to the school's guiding statements and identified goals which are formed in strategic leadership meetings.

2. Statement of intent

BWA believes this policy to be a working document that is fit for purpose, represents the school ethos, mission and vision, enables consistency and quality across the school and is related to the relevant UAE legislation.

3. Scope

This policy applies to the teaching and administrative staff community at BWA.

4. Unique definitions

A shared understanding of the following definitions are integral to the implementation of this policy, and as such staff should endeavour to use the correct terminology at all times.

5. Processing and practice

The follow narrative is explicit in its guidance, consistency, accountability, efficiency, and clarity on how the school operates with regard to Clinic procedures and medical information

To maintain the health and well- being of all school personnel by providing access to primary, preventive health care service in a school setting.



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We will:

Ensure all staff are aware of this policy and that sufficient trained staff are available to implement the policy, including in contingency and emergency situations

This policy aims to:

- Support the wellbeing of all staff to avoid negative impacts on their mental and physical health
- Provide a supportive work environment for all staff
- Acknowledge the needs of staff, and how these change over time
- Allow staff to balance their working lives with their personal needs and responsibilities
- Help staff with any specific wellbeing issues they experience
- Ensure that staff understand their role in working towards the above aims

BWA recognises that staff are their most important resource and are to be valued, supported and encouraged to develop personally and professionally within a learning and caring community. We place the upmost importance on the health, safety and well-being of all members of staff, and is committed to ensuring that positive steps are taken in school to promote staff well-being.

We understand that, as educators, staff cope with a multitude of different tasks and demands simultaneously, so it is important that all members of staff are given the appropriate emotional and practical support in order for them to carry out their responsibilities. We understand that the well-being of staff can be affected by many interrelated factors, and that the well-being of an individual should be considered holistically.

We recognise that well-being is subjective and is not limited to our physical and mental health, and the quality of our social relationships. In collaboration with members of staff, for the purposes of this policy, BWA's working definition of well-being is:

"the state of being comfortable, healthy, or happy"

There are many evidence-based frameworks that aim to capture the factors that influence staff well-being in the workplace, and there is no one size fits all approach to promote staff well-being within schools. Therefore, BWA uses the evidence-based model from 'What Works Wellbeing' as a reference point to derive the five factors that influence staff well-being within our school. The following five factors were identified:

1. Security
2. Health & Well-being
3. Relationships
4. Purpose
5. Praise & Recognition



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Security

BWA understands that ensuring a safe and secure environment for staff to carry out their responsibilities is vital. The factors that affect this include, but are not limited to: working conditions, safety, bullying and harassment, equality and diversity and financial security.

Health & Well-being

BWA is committed to health and well-being of all members of staff, creating a working environment that is focused, purposeful and considers individuals' wellbeing and workload. The factors that affect this include, but not are not limited to: marking, assessment, feedback, data, reporting, curriculum planning, school calendar and behaviour management.

Staff Well-being Mornings: To further support staff wellbeing, we have implemented monthly well-being mornings, where staff can participate in various activities such as sports, art, breakfast sessions, music therapy, and sound healing. These activities are structured around the PERMAH model of well-being designed to encourage relaxation, socialisation and an opportunity to focus on personal health. These are included in our yearly calendar overview.

Wellbeing spaces: BWA is committed to creating and maintaining welcoming wellbeing spaces that staff can use for quiet reflection, rest, and activities that support their wellbeing during the working day.

Physical Health: We offer yearly flu vaccinations in collaboration with DHA and staff swimming/fitness run weekly to provide a time for staff to be active and develop relationships alongside.

Bloom & Balance Weekly Newsletter

To promote staff well-being through ongoing reflection and shared practice, BWA produces a weekly *Bloom & Balance* newsletter. This collaborative platform celebrates positive emotion, engagement, relationships, meaning, accomplishment, and health — aligning with the PERMAH model of well-being.

Each issue features contributions from staff across departments, including:

- Podcast recommendations, articles, and top tips for managing well-being.
- Personal reflections on how colleagues balance workload, purpose, and self-care.
- Suggestions for things to enjoy around Dubai, encouraging social connection and rest.
- Practical strategies for sustaining well-being at school and beyond.

The newsletter promotes a culture of shared learning, reflection, and community, ensuring that well-being remains an ongoing, collective focus across the school.



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Relationships

The relationships between all of BWA's stakeholders are considered at the core of the schools' moral purpose. These factors that will be considered within this policy include, but are not limited to, members of staff's relationships with: The board, senior leaders, line managers, immediate colleagues, students and parents.

Blooming with Gratitude – Staff Gratitude Initiative

As part of our ongoing commitment to recognition and positive relationships, the 'Blooming with Gratitude' initiative invites staff to acknowledge and celebrate everyday acts of kindness, creativity, and support across the school.

Staff can nominate a colleague at any time to express appreciation for something they have done — whether it's a moment of support, an inspiring lesson, an act of teamwork, or an interaction that made a difference.

Each month, all nominees and nominators are entered into a draw to win a 100 AED mall voucher, and every message of appreciation is privately shared with the colleague being recognised.

This initiative reinforces a culture of gratitude, belonging, and positivity, reminding us that even small gestures can have a lasting impact on well-being and connection within our community.

Purpose

BWA has a clear vision and moral purpose that is communicated to all stakeholders, creating a sense of belonging. A growth mindset focused on continuous professional development is promoted amongst staff, nurtured in a purposeful environment where staff are encouraged to develop personally and professionally. The factors that will be considered within this policy include, but are not limited to: career progression, sense of belonging, degree of autonomy, effective communication, appraisals and continuous professional development.

We use the PERMAH model of well-being - Positive Emotion, Engagement, Relationships, Meaning, Accomplishment, and Health as the structure for our sessions. Beginning the year, with modelling the wellbeing approach within staff training through practical skills and knowledge to support their overall wellbeing and mental health.

Praise & Recognition

BWA actively seeks opportunities to praise and recognise the efforts and contributions of members of staff. The school is committed to ensuring that staff members feel appreciated by colleagues, students and parents alike. There are several methods in which staff can receive praise that include, but are not limited to: verbal praise, written praise, commendation in staff briefings and pay progression.



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Managing specific wellbeing issues

The school will support and discuss options with any staff that raise wellbeing issues, such as if they are experiencing significant stress at school or in their personal lives.

- Where possible, support will be given by line managers or senior staff. This could be through:
- Giving staff time off to deal with a personal crisis
- Arranging external support, such as counselling or occupational health services
- Completing a risk assessment and following through with any actions identified
- Reassessing their workload and deciding what tasks to prioritise
- At all times, the confidentiality and dignity of staff will be maintained.

6. Roles and responsibilities

With regard to implementation of this policy roles and responsibilities are clearly stated below:

Role of the Board

It is the responsibility of the board to:

- Make sure the school is fulfilling its duty of care as an employer, such as by giving staff a reasonable workload and creating a supportive work environment
- Monitor and support the wellbeing of the Executive Principal
- Ensure that resources and support services are in place to promote staff wellbeing
- Make decisions and review policies with staff wellbeing in mind, particularly in regards to workload
- Be reasonable about the format and quantity of information asked for from staff as part of monitoring work
- Ensure that staff are clear about the purpose of any monitoring visits and what information will be required from them

Role of the Senior Staff

It is the responsibility of Senior staff to:

- Lead in setting standards for conduct, including how they treat other members of staff and adhering to agreed working hours
- Manage a non-judgemental and confidential support system for staff
- Monitor the wellbeing of staff through regular surveys and structured conversations
- Make sure accountability systems are based on trust and professional dialogue, with proportionate amounts of direct monitoring



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- Regularly review the demands on staff, such as the time spent on paperwork, and seek alternative solutions wherever possible
- Make sure job descriptions are kept up-to-date, with clearly identified responsibilities and staff being consulted before any changes are made
- Listen to the views of staff and involve them in decision-making processes, including allowing them to consider any workload implications of new initiatives
- Communicate new initiatives effectively with all members of staff to ensure they feel included and aware of any changes occurring at the school
- Establish a clear policy on out-of-school hours working, including on when it is and isn't reasonable for staff to respond to communications, and provide clear guidance to all stakeholders
- Make sure that the efforts and successes of staff are recognised and celebrated
- Produce calendars of meetings, deadlines and events so that staff can plan ahead and manage their workload
- Provide resources to promote staff wellbeing, such as training opportunities
- Promote information about, and access to, external support services, and make sure that there are clear routes in place to escalate a concern in order to access further support
- Organise extra support during times of stress, such as KHDA inspections

Role of Line managers

It is the responsibility of line managers to:

- Maintain positive relationships with their staff and value them for their skills, not their working pattern
- Provide a non-judgemental and confidential support system to their staff
- Take any complaints or concerns seriously and deal with them appropriately using the school's policies
- Monitor workloads and be alert to signs of stress, and regularly talk to staff about their work/life balance
- Make sure new staff are properly and thoroughly inducted and feel able to ask for help
- Understand that personal issues and pressures at work may have a temporary effect on work performance, and take that into account during any appraisal or capability procedures
- Promote information about, and access to, external support services
- Help to arrange personal and professional development training where appropriate
- Keep in touch with staff if they're absent for long periods
- Monitor staff sickness absence, and have support meetings with them if any patterns emerge
- Conduct return to work interviews to support staff back into work
- Conduct exit interviews with resigning staff to help identify any wellbeing issues that led to their resignation



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Role of staff

It is the responsibility of all staff to:

- Treat each other with empathy and respect
- Keep in mind the workload and wellbeing of other members of staff
- Support other members of staff if they become stressed, such as by providing practical assistance or emotional reassurance
- Report honestly about their wellbeing and let other members of staff know when they need support
- Follow the school's policy on out-of-school hours working, including guidance on when it is and isn't reasonable to respond to communications
- Contribute positively towards morale and team spirit
- Use shared areas respectfully, such as the staff room or offices
- Take part in training opportunities that promote their wellbeing
- Raise concerns or grievances relating to their role or the school through the appropriate channels, such as their line manager, so that issues can be addressed constructively and negativity across the school can be reduced.

7. Monitoring Arrangements

This policy will be reviewed annually by the Principal – Well-being and Development. At every review, it will be approved by the Executive Principal.

8. Links with Other Policies

This policy is linked to:

- Appraisal policy
- Positive Behaviour policy
- KHDA Staff code of conduct

Training Implications

This policy will be shared with all teaching and administrative staff at the beginning of each academic year electronically and shared on the school website

It will be revisited with the Principal – Well-being and Development annually and in consultation with the teaching and administrative body.



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Safeguarding

We are committed to safeguarding and promoting the welfare of all children as the safety and protection of children is of paramount importance to everyone in this school. We work hard to always create a culture of vigilance and at all times we will ensure what is best in the interests of all children.

We believe that all children have the right to be safe in our society. We recognise that we have a duty to ensure arrangements are in place for safeguarding and promoting the welfare of children by creating a positive school atmosphere through our teaching and learning, pastoral support and care for both students and school personnel, training for school personnel and with working with parents. We teach all our children about safeguarding.

We work hard to ensure that everyone keeps careful watch throughout the school and in everything we do for possible dangers or difficulties. We want all children to always feel safe. We want to hear their views of how we can improve all aspects of safeguarding and from the evidence gained we put into place all necessary improvements.

Equity Impact Assessment

We have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief.

This policy has been equality impact assessed and we believe that it is fair, it does not prioritise or disadvantage any member of staff or student and it helps to promote equality at this school.