BRIGHTON COLLEGE ABU DHABI

Pupil Wellbeing Policy

Date

October 2026

Version 2

1. Policy statement and purpose

Brighton College Abu Dhabi is committed to a safe, inclusive and nurturing environment in which every pupil can thrive physically, socially, emotionally and academically. Positive mental health and wellbeing underpin learning, relationships and holistic development. The values of Curiosity, Confidence and Kindness support self-awareness, resilience, empathy and belonging.

- Provide a consistent, preventative and responsive whole-College approach.
- Identify concerns early, offer timely support and ensure clear referral and escalation.
- Respect Islamic values, Emirati heritage and the diversity of the College community, while reducing stigma and protecting dignity.

2. Scope and whole-College culture

This policy applies to all pupils, and to the responsibilities of staff, parents, governors and relevant external professionals. Wellbeing is developed through curriculum and pastoral provision, the everyday environment and targeted interventions. Pupils and families are encouraged to seek support and treat others with dignity and respect.

3. Wellbeing leadership and responsibilities

College Leadership oversees the policy and its alignment with safeguarding and inclusion. The Mental Health Lead coordinates mental health provision; the pastoral teams oversee day-to-day pupil welfare, attendance, behaviour, transitions and advocacy. The Head Master meets the pastoral team fortnightly, with wellbeing concerns included.

- Designated Safeguarding Lead (DSL): lead safeguarding escalation, ensure staff understand child protection responsibilities, and review relevant procedures.
- Counsellors: provide support within their qualifications and professional remit, contribute to intervention plans, and refer to specialist services when required.
- Social workers: support family engagement, coordination and intervention planning; they do not provide therapy.
- Teachers and other staff: notice concerns, record and report them promptly, support inclusion and model positive wellbeing practice.
- Pupils: participate in age-appropriate wellbeing learning, consider their own wellbeing and others', and tell a trusted adult when they need support.
- Parents: engage constructively with school support and contact the class teacher, tutor or College Counsellor with concerns.
- Pupil Council: contribute pupil voice and help shape relevant wellbeing initiatives.

- Mental Health First Aiders: provide initial trained support within their remit, not a substitute for professional assessment.

4. Graduated levels of support

Support is organised into four levels, with intensity based on the individual pupil's assessed needs and risk.

- Level 1 – Universal: whole-College culture, curriculum, wellbeing education and normal pastoral care.
- Level 2 – Targeted: planned short-term pastoral support and appropriate interventions for emerging or moderate concerns.
- Level 3 – Specialist: more intensive input through qualified College professionals and, where appropriate, external agencies.
- Level 4 – High Risk: urgent, coordinated protective action for serious or immediate concerns.

5. Identification and referral

Staff receive annual training to recognise possible signs of distress, changes in behaviour, attendance concerns and safeguarding indicators. Concerns must be entered on the designated College recording system and referred through the appropriate pastoral and safeguarding channels.

- Identify and document the concern.
- Report and undertake initial screening.
- Determine the level of need, risks and appropriate lead professional.
- Engage parents when appropriate and safe, and agree a support or referral plan.
- Deliver intervention; monitor and review the pupil's progress.
- Escalate or step down provision as indicated by reassessment.

6. Response times

The May 2026 pupil policy sets the following operational response expectations. They are retained here for confirmation against the College's current working procedures.

- Acknowledge concerns within 24 hours.
- Assess concerns within 48 hours.
- Act immediately and on the same day for safeguarding concerns and urgent high-risk matters.
- Put universal support in place within five school days where indicated; specialist and high-risk timescales depend on urgency and assessment.
- Review interventions regularly for effectiveness.

7. Safeguarding and urgent risk

Any concern involving abuse, self-harm, suicidal ideation or other serious risk must be escalated immediately to the DSL and managed under the College's Safeguarding/Child Protection Policy and applicable ADEK requirements. Staff must not leave an at-risk pupil unsupported while an urgent response is arranged. Outside agencies and visitors must follow the College's safeguarding and visitor requirements.

8. Consent, confidentiality and records

Written parental consent is required before ongoing or structured counselling begins, as described in the College's existing pupil policy. Where seeking consent would place the pupil at greater risk, or safeguarding duties require action, the school will act in the pupil's best interests under applicable requirements. Pupils should be told, in age-appropriate language, when confidentiality cannot be maintained because of safety concerns.

- Share sensitive information only on a need-to-know basis.
- Maintain secure, accurate records under applicable UAE data protection and school recordkeeping requirements.
- Keep records of referrals, consent, action, review and relevant safeguarding decisions.

9. Inclusion and targeted adjustments

Pupils with additional needs receive individualised support, reasonable adjustments and pastoral monitoring through Documented Learning Plans where relevant. The pastoral, inclusion and counselling teams coordinate support as appropriate to the pupil's needs.

10. Specialist qualifications and boundaries

College Counsellors are expected to meet ADEK eligibility requirements and hold a relevant degree in psychology, counselling or a related discipline, appropriate professional licensing or certification where applicable, and relevant experience with children and adolescents. School Social Workers should meet ADEK eligibility criteria, hold relevant qualifications and licensing, and demonstrate competence in safeguarding, family systems and multi-agency coordination.

11. Curriculum, community and digital wellbeing

Wellbeing is embedded in daily routines and explicit curriculum learning. The pastoral teams, Pupil Council and relevant staff lead preventative activities, pupil voice and awareness. Digital Leaders promote responsible technology use and a safe online culture. Families are engaged through regular communication, workshops and collaborative planning where appropriate.

BRIGHTON COLLEGE
ABU DHABI

12. Monitoring, evaluation and improvement

The College will evaluate provision using appropriate wellbeing and attendance information, pupil voice, case reviews and audits. Findings inform staff development, changes to support systems and the College's strategic priorities.

Policy governance and review

The College Leadership Team develops and reviews this policy with reference to Brighton College network guidance and relevant ADEK, UAE, BSO, COBIS and Bloom requirements where applicable. The Head Master will oversee annual review and revisions arising from regulatory change. Any inaccurate policy statement should be reported to a member of the College Leadership Team.

- Current implementation arrangements, named leads and approval should be checked before this draft is issued.

Head Master on behalf of the College:



On behalf of the board of Governors:



Change History Record

Version No.	Description of Change	Owner	Date of Issue
1.0			
2.0			October 2026

Brighton College Abu Dhabi Policies and Guidelines

Policy Statement

Brighton College Abu Dhabi policies have been developed by the College Leadership Team (CLT) with input and guidance from the Brighton College network, including Brighton College UK.

Policies reflect current best practice.

At the time of writing, policies aligned with the following:

- ADEK Guidance and Guidelines for Private Schools
- MOE United Arab Emirates School Inspection Framework
- DSIB School Inspection Supplement
- The College's Development Plan written for ADEK approval
- Standards for British Schools Overseas (DfE)
- COBIS Accreditation and Compliance
- Bloom Education and Bloom Holding policies where applicable.

Should any regulations change or develop further, the policies will be reviewed to ensure continued alignment.

Policy Structure

Policies will show the date of writing and reviews on them. Version control will also be in place. Should there be an error or inaccurate fact in any policy, a CLT member should be notified.

Policy Development

Policies will continue to be developed as strategic priorities are set.