



ST. MARY'S *Catholic High School, Dubai*

WELL-BEING POLICY

2025-2026



ST. MARY'S *Catholic High School, Dubai*

WELL-BEING POLICY

Rationale

St. Mary's Catholic High School is committed to sustaining the well-being of all students and staff by fostering a safe, inclusive and supportive teaching and learning environment in which individuals can be healthy, engaged and successful.

The school is intentional about promoting a culture of well-being, which we believe is key to ensuring success for students. Promoting key values of resilience, self-respect, connectedness and self-regulation is regularly visited.

The purpose of this policy is to:

- Foster a positive, respectful and inclusive school culture where students are encouraged to take responsibility for their behaviour and actions, and where the school works in partnership with parents and carers to support student learning, personal development and positive self-esteem.
- Promote a strengths-based approach that recognises individual skills, talents and potential, enabling students to learn from challenges and develop resilience in the face of complexity.
- Establish a shared culture of accountability in which students, staff and parents collectively contribute to maintaining high standards of wellbeing, conduct and mutual respect.
- Encourage the use of cooperative and restorative approaches to conflict resolution, ensuring that disagreements are addressed constructively and relationships are repaired in a fair and supportive manner.



Mission Statement:

We serve with compassion to develop a deep sense of integrity, mutual respect and tolerance within the Marian family so that the uniqueness of each person is celebrated, allowing them to holistically develop as successful learners and responsible citizens.

Wellbeing Vision:

As a Marian Family, we constantly strive to nurture a strong sense of community, recognizing and valuing the holistic approach to wellness, happiness and health thereby, creating progressive and resilient learners and educators capable of turning any adversity into an opportunity for growth. We aim to create a happy and caring support system to build each other and create life-long relationships.

Objectives:

The policy has been developed to:

- Create school ethos, which promotes a positive, supportive and secure environment which gives all students a sense of being valued and respected
- Take a holistic approach on the teaching and learning environment in the school, and in effect, create a sense of mutual respect with all members of the school community
- Encourage a balanced approach to physical health and mental well-being into daily school life
- Implement KHDA's well-being agenda at St. Mary's by raising awareness of the importance of well-being and promoting well-being as a way of life.
- Encourage self-esteem and self-assertiveness while not condoning aggression
- Ensure zero tolerance to bullying
- Promote inclusion and celebrate the diversity/individuality of students
- Support staff in becoming trusted adults with whom students feel confident to share concerns
- Provide opportunities for staff members to develop their potential professionally and personally within the school's capacity
- Promote positive communication and relationships between parents, teachers and students.
- Focus on skills and strengths that teach students to grow and learn from challenges and complexities.

Our Approach to Wellbeing

The school adopts a whole-school approach to wellbeing that prioritises safety, dignity and inclusion. We are committed to:

- Providing a safe environment where students and staff feel heard and respected.
- Placing welfare and safety at the centre of decision-making.
- Identifying appropriate support, based on individual needs.
- Involving parents when additional support is required.
- Encouraging students to participate in decisions relating to their wellbeing.
- Monitoring and reviewing support plans regularly while maintaining clear communication with families.

STAFF & STUDENT WELL-BEING TEAM

Wellbeing Governor	Dr. Alka
Vice Principal & Wellbeing Champion	Ms. Lise-Ann
Primary Section Head	Ms. Rose Libreja Yater
Senior Counsellor	Ms. Samantha Bunayan
Primary Counsellor	Ms. Natasha Joseph
School Doctor	Dr. Dayani Pathirage
Subject Leader for Psychology	Ms. Maryanne
Primary Subject leader for Science	Ms. Lovey Ramos
Subject Leader for PE	Mr. Christopher Chandra
Teacher	Ms. Seena Varghese
Teacher	Mr. Arun John
WELL-BEING STUDENT LEADERS (YEAR 12) AND WELLBEING CHAMPIONS ACROSS ALL YEAR GROUPS	



Key Principles of the Well-Being Policy

St. Mary's Catholic High School Dubai is committed to ensuring a healthy and positive well-being for all, by creating an atmosphere of inclusiveness and a whole-school approach towards identifying, minimizing, and managing issues that are detrimental to the overall well-being of students.

Teachers utilise morning registration periods and planned learning opportunities to engage students in age -appropriate discussions related to personal, social and emotional well- being.

CORE FOCUS AREAS :

- **Positive Well-Being:** The school invests in providing lessons that are focused on topics that nurture positive well-being such as making healthy choices and understanding the effects of their choices. Emphasis is placed on maintaining a placed approach to academic demands, recognising the importance of well-being in proving engagement, learning and productivity.
- **Happiness:** Positive emotions, such as happiness, and a sense of belonging are the central components of well-being. At St. Mary's Catholic High School, we celebrate diversity, students' achievement and success, and provide support to sustain meaningful social connections.
- **Positive Engagement:** Teachers use the morning registration period to speak to the students and engage them with issues that are of significance to them on a daily basis.



AREAS OF RESPONSIBILITY:

RIGHTS AND RESPONSIBILITIES

Students

St. Mary's believes in supporting the whole-child development. This includes fostering a caring and respectful relationships between students, staff, leaders and community members. To support these conditions, staff members teach and reinforce clear expectations for student behaviour. These expectations are the foundation for positive learning environments in our school where the rights of all stakeholders are valued and respected.

All students have the right to :

- Be treated with courtesy, respect and dignity
- Learn in a safe and healthy environment that is free of partiality, prejudice, bullying, and discrimination
- Be treated with respect by all, regardless of actual or perceived race, colour, gender, nationality, age, religion, physical or mental disability
- Participate in problem solving with school staff related to their behaviour
- Inform and express personal viewpoints in a respectful and courteous manner
- Attend school in an environment where personal property is respected. (Personal belongings may be searched when there is a reasonable suspicion of any violation of the school rules and regulations or part of a routine bag search necessitated by anti-vaping campaigns)
- Receive instruction to learn school behaviour expectations and social and emotional skills
- Be informed of available interventions and supports for academic, behaviour, social and emotional growth

All students are expected to take an active role in maintaining a safe, respectful, and inclusive learning environment.



All students are expected to:

- ❖ Treat others with respect, kindness, and consideration at all times
- ❖ Contribute to the community as an active and productive learner
- ❖ Express ideas, opinions, and feelings in a responsible and respectful manner
- ❖ Be honest and truthful about their own behaviour and actions
- ❖ Learn, understand, and follow all school rules and expectations
- ❖ Complete assigned work with integrity and without malpractice and allow others to learn without disruption or interference
- ❖ Take care of their own belongings and respect the property of others and the school
- ❖ Attend all lessons daily and on time
- ❖ Wear the school uniform in line with uniform regulations which includes regulations but not limited to hairstyles/ length of hair/ nails/ piercings etc
- ❖ Uphold the rights of and exhibit respect for all school staff and fellow students
- ❖ Strictly adhere to the school's 'NO TOUCH' policy

General Expectations for Primary Students

At our school, Primary students are expected to behave in a way that helps everyone feel safe, respected, and ready to learn. These expectations are taught, modelled, and reinforced consistently across the Primary phase.

Primary students are expected to:

1. Behaviour and Attitudes

- Follow classroom and school rules at all times
- Listen carefully and follow adult instructions
- Make positive choices and take responsibility for actions
- Try their best and stay engaged in learning activities

2. Respect and Relationships

- Treat all students and adults with kindness and respect
- Use polite and appropriate language
- Keep hands, feet, and objects to themselves
- Show care and consideration for others' feelings

3. Learning and Classroom Conduct

- Complete classwork and homework to the best of their ability
- Allow others to work without distraction or interruption
- Use learning materials and equipment appropriately
- Ask for help in a respectful way

4. Honesty and Responsibility

- Be honest about behaviour and choices
- Tell the truth and accept responsibility for actions
- Learn from mistakes and try to make better choices next time

5. Safety and Care

- Move calmly and safely around the school
- Follow rules during assemblies, breaks, and moving from one class to another room
- Take care of personal belongings and school property

6. Participation and Positive Behaviour

- Take part in lessons, activities, and school events
- Show pride in the school and represent it positively
- Follow instructions during drills, trips, and special activities

General Expectations for Secondary Students

Secondary students are expected to demonstrate maturity, responsibility, and self-discipline, contributing positively to a safe, respectful and focused learning environment.

Secondary students must:

1. Behaviour and Attitudes

- Be punctual and arrive on time for lessons and assemblies
- Attend morning assemblies as scheduled
- Follow all school rules and procedures consistently
- Take responsibility for their behaviour and accept consequences where appropriate

2. Respect and Relationships

- Treat peers, staff and visitors with respect and kindness
- Express ideas, opinions and feelings in a responsible and appropriate manner
- Allow others to express their opinions, showing tolerance and respect
- Listen respectfully and communicate without disruption or hostility

3. Learning and Classroom Conduct

- Remain in classrooms during lessons and between lessons
- Allow others to work without interference or disruption
- Use free periods appropriately and report to the library unless otherwise supervised
- Come prepared for learning with required materials and equipment.

4. Honesty and Responsibility

- Be honest and truthful about their own behaviour and actions
- Explain their side of the story respectfully if accused of rule breaking
- Submit absence explanations promptly through parents or guardians
- Follow assessment and academic integrity expectations

5. Safety, Movement, and School Environment

- Remain in assigned areas during breaks
- Obtain permission from school leadership before leaving the school premises
- Move calmly and safely around the school at all times
- Respect school facilities, resources and the learning environment

6. Participation and School Representation

- Participate positively in school activities, assemblies and events
- Follow expectations during school-sponsored activities and trips
- Represent the school appropriately both on and off campus



ROLES AND RESPONSIBILITIES

All staff members have a responsibility to protect and promote the well-being of students. This includes a responsibility to be alert to possible abuse and to record and report concerns to the counselling department and safeguarding team.

Roles and Responsibilities of Parents/caregivers

Parents play a vital role in supporting positive behaviour and student wellbeing. In partnership with the school, parents are expected to:

- Support and uphold the school's values, ethos and Behaviour for Learning expectations.
- Encourage and support their child in adhering to this policy and make positive behaviour choices.
- Reinforce respect, responsibility and self-discipline at home.
- Inform the school promptly of any changes in personal or family circumstances that may affect their child's behaviour, wellbeing or learning.
- Maintain open and respectful communication with the school regarding behaviour concerns.
- Uphold the KHDA Parent-School Contract and comply with school policies and procedures.
- Attend meetings when requested to discuss behavioural concerns, progress, and potential support or interventions.
- Work collaboratively with staff to support agreed behaviour strategies and improvement plans.

Roles and Responsibilities of Teachers

Teachers play a central role in establishing and maintaining a positive, respectful, and safe learning environment. They will:

- Model respectful, calm and professional behaviour at all times.
- Establish clear classroom routines and behaviour expectations that are age-appropriate and inclusive.
- Reinforce positive behaviour through praise, recognition and encouragement.
- Address low-level disruption promptly using agreed school strategies and professional judgement.
- Apply behaviour expectations consistently and fairly.

- Use restorative approaches to support reflection and positive behaviour change.
- Recognise behaviour as a form of communication and respond with empathy and guidance.
- Make reasonable adjustments for students with additional learning or emotional needs, in line with the Inclusion Policy.
- Communicate behaviour concerns to parents in a timely and professional manner.
- Maintain accurate behaviour records in line with school procedures.
- Uphold safeguarding responsibilities and report concerns immediately to the Designated Safeguarding Lead.
- Refer serious or persistent behaviour concerns to Heads of Department or Senior Leadership.

All staff are expected to work collaboratively to promote a calm, respectful and inclusive school culture that supports student wellbeing and high-quality learning.

Sources of Relevant Support Include:

Support for student well-being is coordinated through the following roles and teams:

- ❖ Senior Leadership Team
- ❖ Inclusion Leadership Team
- ❖ Safeguarding / Child Protection Officer
- ❖ Well-Being Champion
- ❖ School Counsellor
- ❖ SENCO
- ❖ School Nurse

The Role of the Well-Being Champion

Students are provided with various opportunities to take on leadership roles that promote well-being within the school community. One such role is the “Well-Being Champion.” This role carries the specific responsibility of promoting class-wide initiatives that support an emotionally healthy and inclusive environment.

Well-Being Champions initiate and facilitate activities that encourage positive well-being as a way of life within their respective classes, under the guidance of teaching staff.

Student Well-Being Committee

The Student Well-Being Committee comprises:

- ❖ Student Well-Being Champions
- ❖ Student Well-Being Leaders (Year 12 – one male and one female)

Responsibilities of Well-Being Champions

Well-Being Champions:

- Assist class teachers with the delivery of Well-Being Wednesday themes
- Remind their classes about bringing in a healthy breakfast on the first Wednesday of every month
- Monitor class well-being goals and keep track of goals achieved and those not achieved
- Discuss and share ideas to improve health and well-being during quarterly meetings

Well-Being Leaders

Well-Being Leaders are expected to demonstrate:

- Good communication skills
- Confidence
- Ability to help others
- Compassion towards other students
- Resilience



The Role of SENCO

The Special Educational Needs Coordinator (SENCo) supports staff in understanding their responsibilities towards children with Special Educational Needs and Disabilities (SEND). This includes students whose mental health needs may require additional educational provision or targeted support.

The SENCo works collaboratively with teaching staff, parents and relevant professionals to ensure appropriate identification, provision and monitoring of students with SEND.

The Role of the School Counsellor

The school counsellor has a specific responsibility to:

- Equip students with skills to manage academic challenges, build resilience and develop social, emotional and career- related awareness.
- Ensure that students are aware that there are trusted adults within the school whom they can approach when experiencing concerns or difficulties.

- Provide counselling support when warning signs of emotional or mental health concerns are identified, such as decline in academic performance and attendance, increased behavioural issues in school, concerns at home and family environment (exposure to stress, domestic violence, and/or financial concerns).
- Suicide Prevention - School staff are made aware of warning signs that indicate a student is potentially suicidal (e.g. verbalizes suicidality, presents with overt signs or referred by peer or parent). These warning signs should be taken seriously and staff observing any of these warning signs should communicate their concerns with the Designated Mental Health Lead in line with the school's safeguarding and child protection procedures.

Identifying, Referring and Supporting Children with Well-Being and Emotional Health Needs

The school uses a range of processes to identify students with well-being and mental health needs at the earliest possible stage, enabling timely and appropriate intervention.

These include:

- Monitoring behaviour, exclusions, visits to the medical room/school nurse, attendance and sanctions. Use of Class registration period to allow students to raise concerns which are followed up by Class Teachers.
- Regular parent teacher meetings.
- Regular department and staff meetings where concerns can be raised and discussed.
- Gathering relevant information during student transition from previous schools.
- Providing opportunities to students to raise concerns to any trusted member of staff.
- Encouraging parents and carers to share concerns with school staff.
- Reporting concerns to the appropriate lead staff members for follow-up.



Digital Wellbeing Monitoring – KOMODO

As part of its preventative and early-identification framework, St. Mary's Catholic High School utilises KOMODO, a digital wellbeing monitoring platform, to support the promotion and oversight of student wellbeing, particularly within the upper year groups.

KOMODO forms an integral component of the school's pastoral, counselling and safeguarding systems. It does not replace professional judgement but enhances early identification by providing structured wellbeing data.

Students in the upper years complete a **monthly wellbeing survey** through KOMODO, reflecting on areas including:

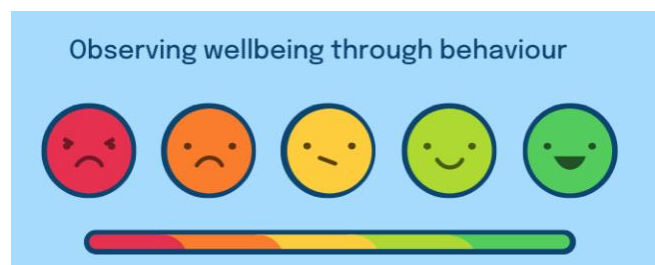
- ✓ Emotional wellbeing
- ✓ Stress and academic pressure
- ✓ Sleep patterns
- ✓ Eating habits
- ✓ Peer relationships
- ✓ Overall school experience



These structured check-ins encourage student self-awareness while enabling the school to identify emerging patterns or potential concerns at an early stage.

KOMODO categorises wellbeing indicators into proportionate risk levels (for example: low, medium or high concern), allowing pastoral leaders and the School Counsellor to review responses systematically and determine appropriate next steps. Where concerns are identified, intervention may include:

- Pastoral conversations
- Counselling support
- Parental communication
- Monitoring and follow-up
- Safeguarding referral where required



All data is handled confidentially and in accordance with safeguarding and data protection procedures. Through the use of KOMODO, the school strengthens its commitment to proactive wellbeing monitoring, early intervention and holistic student support in alignment with KHDA expectations.

Supporting Children with Well-Being and Mental Health Needs:

- Liaising with the families to ensure a consistent and supportive approach.
- Providing advice, guidance and support to staff where appropriate,
- Maintaining accurate and confidential records for individual students,
- Arranging proper training / awareness for all staff.

Records and Monitoring

It is crucial to keep accurate records where there are concerns regarding a student. These records are confidential and are kept separately from the child's educational records. All staff members are made aware of the need to record and report concerns about a student's welfare in accordance with the schools safeguarding and child protection procedures.

Promoting Student Emotional Health and Well-Being

The school provides several opportunities within the curriculum to help students to take responsibility for their own emotional health and well-being. Subjects such as PSHE and Moral Education deal with topics that enable students to gain knowledge, understanding and skills for issues related to health, happiness and positive decision making.

Student leaders as well as teachers reinforce messages relating to the importance of making positive and responsible choices across all aspects of students life through the following:

- Establishing clear rules, routines & expectations about behavior for learning through positive discipline.
- The School Student Council elected by teachers and students regularly meet with the Senior Leadership Team to discuss student well-being activities.
- Student well-being survey data is analysed and any necessary intervention is implemented.
- Students set Well-being health and academic goals for themselves, which are displayed on the class boards and they then reflect on the extent of its completion to plan for the next goal every two months.
- Well-being Wednesdays is an enjoyable experience for all students as they focus on healthy eating habits during the registration time.
- Student participation in interschool activities and competitions throughout the school year are a boost to their confidence and personality development and an excellent

opportunity of collaboration with schools across the emirates and internationally.

- Extra-curricular activities help develop student skills based on their interests.
- Theme based class assemblies promote value-based learning through structured presentations regularly and reinforce the importance of moral values and ethics.
- Lead and work with other staff to coordinate whole school activities to promote positive mental health and well-being (if needed - to teach pro-social skills and promote resilience)
- Liaising and working together with all other support services and those agencies involved in the safeguarding of the well-being of students.

Student Wellbeing and Support Process

At St. Mary's Catholic High School, student wellbeing is embedded within the life of the Marian family and forms an integral part of our commitment to holistic development. We actively create opportunities for students to engage in health, wellbeing and character education that supports their academic success, personal growth and sense of belonging.

Wellbeing education is delivered through a whole-school approach, combining curriculum provision, pastoral systems, student leadership and targeted support.

Whole School Approach

Wellbeing is promoted consistently across all phases of the school through structured and visible initiatives that foster a positive, inclusive and supportive learning environment. The school:

- Promotes a culture where positive relationships, emotional regulation and respectful conduct are explicitly modelled and reinforced.
- Displays clear information across campus highlighting positive mental health strategies and avenues for seeking support.
- Delivers themed assemblies and awareness sessions focused on resilience, kindness, digital responsibility and emotional wellbeing.
- Operates a House System to strengthen student connectedness, teamwork and a sense of belonging within the Marian community.
- Integrates wellbeing themes within the curriculum, including Moral, Social and Cultural education (MSC), cyber safety, physical education and pastoral sessions.

- Promotes key wellbeing themes, including anti-bullying and mental health awareness, through structured assemblies, themed school events and age-appropriate awareness activities.
- Provides tiered wellbeing support at whole-class, small-group and individual levels through pastoral leaders, counsellors and inclusion staff.

In addition, structured enrichment and leadership opportunities contribute meaningfully to student wellbeing, including:

- ❖ **Building Our Future Stars** – the school's after-school sports programme, promoting physical health, teamwork and perseverance.
- ❖ **Community Service Programme (Year 12)** – a structured peer-support initiative in which senior students provide supervised academic assistance to younger students who require additional support in specific subjects. This programme fosters responsibility, empathy and leadership among senior students while strengthening learning confidence and engagement for those receiving support.

Student Voice

Student participation is a central component of the school's wellbeing framework. Students are encouraged to contribute actively to decision-making processes and the development of initiatives that impact their school experience.

The school ensures student voice through:

- ❖ Elected Student Council representatives and designated Student Wellbeing Leaders.
- ❖ Regular meetings between student leaders and Senior Leadership Team members to review wellbeing priorities.
- ❖ A structured Student Wellbeing Calendar aligned with key awareness events and student-led initiatives.
- ❖ Curriculum-linked programmes that promote independence, reflection and responsible decision-making.
- ❖ The use of the **KOMODO digital wellbeing** platform (Years 7–9) to monitor student wellbeing trends and inform timely pastoral intervention.



Student-Led Initiatives

Students are empowered to take leadership roles in promoting a positive school climate.

These include:

- ❖ Student-led campaigns and assemblies addressing mental health awareness and peer support.
- ❖ Designated Anti-Bullying and Wellbeing Champions who promote inclusive values across phases.
- ❖ Playground Leaders who support younger students during break times, strengthening peer mentoring and social integration.

Shared Expectations

The school has a responsibility to provide an environment where all students feel valued and supported.

Our expectations are grounded in Marian values of care, compassion, integrity and mutual respect. All members of the school community are expected to:

- ❖ Act with honesty and accountability.
- ❖ Demonstrate respect for diverse perspectives and cultures.
- ❖ Resolve differences constructively and peacefully.
- ❖ Promote inclusion and fairness.
- ❖ Contribute positively to school and wider society.
- ❖ Strive for personal excellence.

Inclusive teaching practices and strong parent partnerships ensure equitable access to learning for all students.

Student engagement, regular attendance and positive behaviour are encouraged through fair and participatory classroom practices, enabling students to take responsibility for their learning and decision-making.



Promoting Parent Engagement Through:

The school recognises strong partnerships with parents and carers in supporting student well-being and development. Parent engagement is promoted through:

- ❖ A commitment to develop productive and supportive relationships with parents in order to get the best outcomes for the students.
- ❖ Open door policy where parents can get in touch with the teachers in case of any queries or concerns by email or a phone call.
- ❖ Parent Teacher meetings provide an opportunity for further chance of collaborative effort towards the child's progress.
- ❖ Parent's dedicated support and involvement is evident in their participation in various activities throughout the school year.
- ❖ Use of parent survey feedback to identify strengths, areas for improvement and priorities for development.

Promoting Teachers' Emotional Health and Well-Being

The school recognises that staff well-being is essential to maintaining a positive and effective learning environment. Support for teachers, emotional health and well-being includes:

- ❖ Providing teachers with equal support and treatment laying the groundwork for fostering a positive school environment.
- ❖ Providing opportunities for professional learning for teachers to grow and develop the use of Social and Emotional Learning (SEL) intervention in the classrooms, fostering close relationships with the students (include examples of webinars done or to be done)
- ❖ Well-being Wednesdays is an enjoyable experience for all teachers as they focus on healthy eating habits during the registration time.
- ❖ Teacher's end of year/term well-being survey data is analysed and any necessary intervention is implemented.
- ❖ Provide professional development that enables teachers to manage/cope with emotional demands and awareness sessions on topics such as burn out and healthy day to day scheduling that allows healthy work life balance, that support staff in managing stress.
- ❖ Ensure teachers/staff are aware that they can approach school counsellors or designated staff if experiencing difficulties.
- ❖ Provide opportunities for teachers to participate in decision making thereby creating an environment where teachers are comfortable and empowered to share their opinions.
- ❖ Recognition of staff contributions and achievements.

Wellbeing for Students of Determination

St. Mary's Catholic High School is committed to ensuring that students of determination are supported academically, emotionally and socially in line with inclusive education principles and KHDA expectations.

The school ensures:

- ✓ High-quality learning experiences tailored to individual needs.
- ✓ Systematic monitoring of academic and wellbeing progress.
- ✓ Early identification and removal of barriers to participation.
- ✓ Strategic deployment of resources according to levels of need.
- ✓ Collaborative engagement with parents and external professionals where required.
- ✓ Staff training to support inclusive practices.



Attendance and Early Identification

Persistent absence, repeated lateness or sudden changes in attendance patterns may indicate underlying wellbeing concerns. Attendance data is reviewed regularly by pastoral and safeguarding teams to ensure early intervention and appropriate support where required.

Evacuation/Contingency Plans for Persons of Determination

The school follows an effective plan for safe evacuation of students of determination in the case of emergencies. These procedures aim to minimise risk and ensure the safety of all members of the school community.

A pre-identified list of students with difficulties relating to the following areas is prepared and retained by key school personnel including the fire team, school clinic, head of student support services, vice-principal and principal:

- Those having physical disabilities
- Those having sensory impairment
- Those who exhibit anxiety related behaviour under unusual circumstances.
- Those who are unable to respond quickly/safely in the event of an emergency.

The list also includes specifically assigned school personnel to ensure the students on the Risk register are safely escorted / moved to the designated safe area. In the event of an emergency, alarms are activated and the school's evacuation procedures are followed. Fire drills are conducted regularly to ensure staff and students are familiar with evacuation procedures and can respond calmly and safely.

The assembly points and evacuation plans are clearly displayed throughout the school premises.

The school has two designated emergency shelter areas; the church compound and the basement of the main hall.

The plan is reviewed regularly and updated as required.

Monitoring, Evaluation and Review

The Principal together with the Senior Leadership Team will monitor and evaluate to ensure the implementation of this policy, raising awareness and understanding of the importance of well-being.

This policy should be read in conjunction with the following St. Mary's Catholic High School's policies:

- Counselling Policy
- Safeguarding and Child Protection Policy
- Behaviour for Learning Policy
- Health and Safety Policy
- Antibullying Policy
- Cyber-bullying Policy

September 2025

Date of Review: June 2026