

SHAIKH KHALIFA BIN ZAYED BANGLADESH ISLAMIA SCHOOL

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مدرسة الشيخ خليفة بن
زايد البنغلاديشية الإسلامية

مجلس أبوظبي للتعليم
ترخيص رقم 109/1 بتاريخ 1/10/1980م
ص.ب : 8174 - أبوظبي
الإمارات العربية المتحدة
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Dated: 05.01.2026

Staff Wellbeing Policy - 2026

1. Introduction

SKBZ Bangladesh Islamia School recognizes that the wellbeing of teachers and Staff is fundamental to creating a positive, safe, and high-performing learning environment. A happy, healthy, and professionally fulfilled workforce promotes student success and community wellbeing. This policy aligns with ADEK's School Staff Wellbeing Policy and integrates the Teacher Wellbeing Framework (SPIRE) to ensure a holistic approach that nurtures the physical, emotional, intellectual, relational, and professional wellbeing of all employees.

2. Purpose

The purpose of this policy is to:

- Create a supportive and inclusive work environment that values each staff member.
- Promote work-life balance, professional growth, and mental wellbeing.
- Provide mechanisms for staff voice, grievance handling, and emotional support.
- Encourage collaboration, collegiality, and care across the school community.

3. Scope

This policy applies to all employees of SKBZ Bangladesh Islamia School, including:

- Teachers
- Administrative and support staff
- Senior leadership and management
- External contracted staff

4. Definitions

Duty of Care: The obligation to safeguard staff health, safety, and wellbeing within all school-related contexts.

Grievance: A formal complaint regarding unfair treatment, discrimination, or workplace conflict.

Whistleblowing: Reporting malpractice, misconduct, or violations in good faith.

Staff: Any individual employed on a contractual or third-party basis by the school.

5. Wellbeing Strategy and Structure

5.1 Staff and Teacher Wellbeing Strategy

SKBZ will maintain a Staff Wellbeing Strategy built around the following:

- a. Commitment from the Principal and Governing Body to uphold the duty of care.
- b. Adoption of a holistic wellbeing framework that addresses social, physical, mental, emotional, and intellectual aspects.
- c. Annual review of the wellbeing action plan.

5.2 Staff Wellbeing Committee

A Wellbeing Committee shall be established to oversee, plan, and monitor all staff wellbeing initiatives across the school. The table below outlines the roles and responsibilities of each committee member.

Role	Responsibilities
Chair (Principal or Vice Principal)	<ol style="list-style-type: none">a. Lead and facilitate all Wellbeing Committee meetings.b. Ensure the wellbeing strategy is aligned with ADEK guidelines and school values.c. Champion a culture of wellbeing across the school at all levels.d. Approve and oversee the implementation of wellbeing action plans.e. Escalate critical wellbeing concerns to the Governing Body as appropriate.
Teachers (Committee Members)	<ol style="list-style-type: none">a. Represent the teaching staff and relay wellbeing concerns to the committee.b. Actively participate in planning and delivering wellbeing initiatives.c. Promote peer support and positive collegial relationships.d. Participate in wellbeing surveys and encourage colleagues to do the same.
Admin Staff (Committee Members)	<ol style="list-style-type: none">a. Represent the administrative and support staff on the committee.b. Assist in logistical coordination of wellbeing events and activities.c. Maintain confidential records related to wellbeing activities and grievances.d. Support communication of wellbeing initiatives across departments.
School Counselor	<ol style="list-style-type: none">a. Provide professional guidance on mental health and emotional wellbeing matters.

Role	Responsibilities
(Committee Member)	<p>b. Manage the confidential counseling and referral system for staff.</p> <p>c. Advise the committee on evidence-based wellbeing interventions.</p> <p>d. Monitor and report on staff wellbeing trends in a confidential and ethical manner.</p> <p>e. Facilitate peer support circles, mentoring programmes, and resilience-building sessions.</p>
Anita Saul (Committee Chair)	Strategy oversight, policy implementation, and SPIRE integration.
Aziza Iqbal (Wellbeing Mark Lead)	Strategy oversight, accreditation compliance, and SPIRE integration.
Nusrat Jahan (Student Mental Health)- Emotional	Managing counseling referrals and emotional check-in protocols.
Nur E Jannat (Student Mental Health)- Relational	Coordinating student peer-mentoring and friendship groups.
Reda Gouda (Staff Wellbeing)- Physical	Monitoring staff break times, workload, and workspace ergonomics.
Mahmuda Hussain (Staff Wellbeing)- Intellectual	Organizing professional development for staff stress management.
Supriya Saha (Digital Wellbeing)- Intellectual	Educating students on digital literacy and healthy screen usage.
Debarati Dutta- (Digital Wellbeing) Relational	Moderating online social interactions and anti-bullying policies.
Neena Antony (Overall Wellbeing)- Spiritual	Facilitating morning reflection/purpose-driven school activities.
Rashid KK (Overall Wellbeing) Physical	Overseeing facility safety and health-related environment audits.
Md. Salih (Overall Wellbeing) Physical	Coordinating sports/physical movement activities for students.
Antara Aich Das (Student Mental	Leading mindfulness and self-regulation workshops.

Role	Responsibilities
Health)- Emotional	
Humaira Ali (Staff Wellbeing) Emotional	Organizing staff appreciation and social bonding initiatives.
Rupa Chowdhury Digital Wellbeing- Relational	Managing digital citizenship and community engagement portals.
All Committee Members (Collective Responsibilities)	<ul style="list-style-type: none"> a. Plan and implement wellbeing initiatives aligned with the SPIRE framework. b. Conduct staff wellbeing surveys and monitor outcomes at least twice per academic year. c. Review grievance cases confidentially and ensure timely resolution. d. Report key findings and recommendations to school leadership termly. e. Prepare the Annual Staff Wellbeing Report for leadership and ADEK. f. Review and update the wellbeing action plan annually.

Composition:

- a. Chair: Principal or Vice Principal
- b. Members: Teachers, Admin Staff, School Counselor

6. Wellbeing Framework (SPIRE Model)

Based on ADEK’s Teacher Wellbeing Framework, SKBZ adopts the SPIRE dimensions for implementation:

- S – Self-Empowerment:** Fostering autonomy and personal growth (Self-Management, Meaning & Purpose, Productivity)
- P – Physical:** Promoting health and fitness (Exercise, Nutrition, Recovery)
- I – Intellectual:** Supporting professional and cognitive engagement (Positive Atmosphere, Open-Mindedness, Self-Growth)
- R – Relational:** Building strong relationships (Communication, Supportive Relationships, Kindness)
- E – Emotional:** Cultivating mental wellness and resilience (Self-Regulation, Cultivating Happiness, Perspective-Shifting)

7. Implementation Practices

7.1 Self-Empowerment:

- a. Stress management and resilience-building workshops.
- b. Personal development planning sessions.
- c. Recognition of professional contributions (e.g., Teacher of the Month).

7.2 Physical Wellbeing:

- a. Encouragement of physical activity (e.g., walking meetings, movement breaks).
- b. "Wellbeing Corners" for relaxation and mindfulness.

7.3 Intellectual Wellbeing:

- a. Professional learning communities and teacher fellowships.
- b. Access to advanced certifications and digital literacy programs.
- c. Classroom innovation and pedagogy-sharing sessions.

7.4 Relational Wellbeing:

- a. Regular staff meetings and open communication forums.
- b. Cross-departmental collaboration projects.
- c. Peer appreciation and kindness initiatives.

7.5 Emotional Wellbeing:

- a. Counseling support and referral system (confidential).
- b. Peer support circles and mentoring.
- c. Activities promoting gratitude, happiness, and reflection.

8. Support Mechanisms:

- a. Confidential Counseling: In-house or external referrals.
- b. Check-ins: Periodic wellbeing surveys and individual meetings.
- c. Grievance Resolution: Transparent and timely mechanisms.
- d. Whistleblowing Protection: Compliance with ADEK ethics policies.

9. Data Privacy and Confidentiality

All wellbeing-related records (medical, counseling, or grievance information) shall be kept strictly confidential in line with Federal Decree Law No. (45) of 2021 on the Protection of Personal Data.

10. Monitoring and Evaluation

- a. Annual Staff Wellbeing Report prepared by the Wellbeing Committee.
- b. Regular staff feedback surveys to assess the impact of wellbeing initiatives.
- c. Continuous improvement through ADEK's guidance and internal review cycles.



(Principal)