

# Wellbeing & Safeguarding Inspection Evidence

## Riverside International Academy, Dubai

Term 2 · 2025/2026 · January – April 2026

This report assembles wellbeing and safeguarding evidence from the Lumii platform in the structure of the UAE School Inspection Framework – the unified framework used by KHDA (DSIB), ADEK and SPEA. It is organised so that a school leader can hand it directly to an inspector, or lift any section into the Self-Evaluation Form. Each section names the framework area it speaks to and states plainly where Lumii supplies evidence and where it does not.

Lumii does not evidence every standard. It speaks directly to Standard 5 (Protection, care, guidance and support) – including the full case-management audit trail – to the three Wellbeing focus areas, and to parts of Standard 2 and Standard 6. It also contributes early, non-diagnostic signals toward Inclusion. The report says so openly. An honest evidence base is what an inspector trusts.

**6,214**

Conversations this term

**78%**

Of pupils engaged

**10.2%**

Flagged for review

**100%**

Flags seen by a trained adult

*Prepared automatically from anonymised platform data, then reviewed and signed by the school's Designated Safeguarding Lead before release. Underlying figures are not editable; the DSL may add school commentary.*

## How this report maps to the inspection framework

The framework has six performance standards plus the Dubai focus areas (Wellbeing, Inclusion, National Agenda Parameter). The table shows where Lumii supplies evidence. Standards 1, 3 and 4, and the Social Studies / Moral Education and Early Years Arabic sections, are inspected from the school's own teaching and are marked Not applicable here – Lumii makes no claim against them.

Framework area	What the inspector is looking for	Lumii role	Where in this report
<b>Standard 2 – Personal &amp; social development</b>	Relationships, behaviour, freedom from bullying, safe and healthy choices	<b>Partial</b>	§1, §4
<b>Standard 5 – Protection, care, guidance &amp; support</b>	Child protection, trusted adults, tracking wellbeing, actions that improve outcomes	<b>Strong</b>	§2, §3, §5
<b>Standard 6 – Leadership &amp; management</b>	Leaders use reliable data; self-evaluation drives improvement	<b>Partial</b>	§3, §6
<b>Wellbeing – Leading &amp; Pursuing Wellbeing</b>	Wellbeing led, resourced and data-informed	<b>Strong</b>	§3, §4, §6
<b>Wellbeing – Engaging &amp; Enabling Stakeholders</b>	Pupils, staff and parents heard; feedback acted on	<b>Strong</b>	§4, §5
<b>Wellbeing – Enabling Wellbeing Experiences &amp; Outcomes</b>	Pupils can express themselves and are known; measurable outcomes	<b>Strong</b>	§1, §4
<b>National Agenda Parameter</b>	Reading literacy; Emirati cohort; language access	<b>Contributes</b>	§1, §4
<b>Inclusion of students of determination</b>	Needs identified; provision and outcomes tracked	<b>Contributes</b>	§4b

*Wellbeing follows KHDA's three Wellbeing Matters focus areas. The wellbeing rating itself is the inspector's to assign; Lumii supplies the underlying evidence, not the rating.*

**Inclusion note:** *the Inclusion rating and the Inclusion of students of determination judgement are made by inspectors from the school's own provision. Lumii contributes engagement and wellbeing data for these pupils but is not the basis of that judgement.*

## 01 WHAT PUPILS ARE TELLING US

Pupils used Lumii 6,214 times this term across chat, journalling, creative tools and check-ins. 762 unique pupils engaged at least once – 78% of the roll – and 64% returned more than three times. Engagement is part of the ordinary school day, not an event. This is the evidence base behind the wellbeing picture that follows; a short-notice inspector sees the same live data the school sees.

### Engagement reach

Measure	This term
<b>Total conversations</b>	6,214
<b>Unique pupils engaged</b>	762 (78% of roll)
<b>Return rate (3+ sessions)</b>	488 pupils (64% of engaged)
<b>Conversations in Arabic</b>	18.9%
<b>Conversations in another non-English language</b>	4.1%

### What pupils talked about

Themes are not pre-set categories. They are surfaced from pupils' own words. 57.3% of conversations sat in the calm, routine register – the marker of a healthy daily picture, where pupils build the habit of using the platform before the day they need it for something serious.

Theme	Share	vs Term 1
<b>Calm / routine check-in</b>	57.3%	+3.1 pts
<b>Friendship and belonging</b>	11.8%	+0.4 pts
<b>Academic pressure</b>	8.6%	-1.2 pts
<b>Family and home</b>	6.1%	+0.8 pts
<b>Sleep, energy, fatigue</b>	4.4%	-0.3 pts

**Maps to:** *Wellbeing – Enabling Wellbeing Experiences & Outcomes · Standard 2 (relationships, attitudes) · National Agenda Parameter (Arabic-language access, reading-adjacent engagement)*

## 02 SAFETY AND SAFEGUARDING SIGNALS

Every flagged interaction this term was reviewed by an authorised member of staff. No flag was closed without a documented decision. This section is the audit trail an inspector asks to see under Standard 5.

### Alert distribution

Tier	Count	Meaning
Green	5,580	Routine. Recorded; no action.
Amber	452	Monitor. Reviewed same day.
Purple	124	Concern. Immediate alert.
Red	58	Urgent. Immediate alert.

### Response time on safeguarding–tier flags

Measure	This term
Median time to acknowledgement (Purple)	11 minutes
Median time to acknowledgement (Red)	4 minutes
Median time to action logged (Red)	18 minutes
Purple / Red flags closed within 24 hours	171 of 182 (94%)
Flags requiring external referral	6

Every Purple and Red flag was acknowledged by a trained adult within the same school session it was raised. Six cases were referred onward – three to counselling, two to external agencies, one to a parent meeting – each logged with timestamped notes.

### Online-harm alignment with Federal Decree-Law 26/2025

The Child Digital Safety Law does not impose school-specific operational duties in the way some sector regulations do, but inspectors expect schools to demonstrate alignment with its intent. Lumii's online-harm taxonomy routes digital harms through the same escalation path as any other concern. All 18 online-harm flags were reviewed within 24 hours, with documented follow-up.

**Maps to:** Standard 5.1.1 (protection from abuse, including via the internet and social media) · Wadeema's Law · Decree-Law 26/2025 · Wellbeing – Leading & Pursuing Wellbeing

### 03 CASE MANAGEMENT: HOW A CONCERN IS HANDLED

Inspectors want to see the system, not just the count. Every concern – whether surfaced by Lumii from a pupil's own words or logged by a staff member – opens a case against a single continuous pupil record, assigned to the DSL, worked through and closed with a documented decision. This is the audit trail Standard 5 is built on.

#### Case status this term

Status	Count	Meaning
New	0	Awaiting triage
Open	4	Active, with a named owner
Closed	3	Resolved with documented decision
Unmatched	0	Pupil-voice signal not yet linked to a pupil

#### Case type

Cases are classified by type so safeguarding concerns are visibly separated from general wellbeing support. Both follow the same workflow and audit trail.

Type	Description
Safeguarding	Child-protection concern; escalation and external-referral pathway available
Wellbeing	Pastoral support; monitored and reviewed within the case record

#### How a concern moves through the system

The same five steps apply to every case, regardless of entry route. Each step is timestamped and attributed to a named adult.

Step	What happens	Who acts
1. Concern raised	Lumii surfaces a pupil-voice flag, or any staff member logs an observation	Lumii / staff
2. Case created	Auto-created, classified by type and tier, assigned to the DSL	System
3. DSL works through	Acknowledgement, 1:1s, plan, parent contact, referral – all timestamped	DSL + deputies
4. Case closed	Closure logged with reason and detailed notes	DSL
5. Outcome	Pupil's later engagement and staff observations evidence impact	Pupil voice + staff

Both entry routes – pupil voice and staff observation – feed the same case, the same DSL, the same record. An inspector following any one pupil sees every concern raised, every adult who touched it, and every action taken, on one screen. Case notes and concerns are held with named authors and timestamps.

**Maps to:** *Standard 5.1.1 (child protection arrangements clearly defined and understood) · Standard 5.2 (ready access to trusted adults; actions that improve outcomes) · Standard 6 (self-evaluation) · Wellbeing – Leading & Pursuing Wellbeing*

## 04 WELLBEING ACROSS THE SCHOOL

This section reads the school at population level against the three KHDA Wellbeing Matters focus areas. Lumii does not replace the Dubai Student Wellbeing Census; it is what runs between the censuses – continuous rather than periodic, and actionable for the individual pupil.

### Focus area 1 – Leading & Pursuing Wellbeing

Wellbeing is data-informed. The DSL and wellbeing team see live theme and alert patterns and act on them within the term (see §2 response times and §5 caseload). Provision is reviewed against the previous term's baseline.

### Focus area 2 – Engaging & Enabling Stakeholders

Pupils are heard directly in their own words; staff have a parallel reflective space (§5); parents are brought in when a concern requires it. Feedback changes provision – the closed-loop examples in §4 show pupil signal leading to a school response.

### Focus area 3 – Enabling Wellbeing Experiences & Outcomes

Pupils can express themselves and seek help on their own terms, including in Arabic. Positive-language frequency rose and negative-language frequency fell against Term 1 – one quantified signal among several, not a definitive measure.

Pupil-voice language	Mentions	vs Term 1
"I feel safe / safe here"	238	+18%
"Someone listened / I felt heard"	164	+24%
"I feel supported / they helped"	187	+11%
"I felt left out / no one to talk to"	76	-9%

**Maps to:** *Wellbeing – all three focus areas · Standard 5.2 (tracking overall wellbeing) · Standard 2.1 (attitudes, relationships)*

### SEIRE – quantified wellbeing outcomes

Alongside language signals, Lumii produces a structured wellbeing score for each engaged pupil across four dimensions – Self-empowerment, Intellectual, Relational, Emotional – banded Critical / Warning / Neutral / Positive / Excellent. This is the population-level outcomes picture that sits between Dubai Student Wellbeing Census cycles, with a measurable direction of travel.

SEIRE dimension	Cohort mean	Direction vs Term 1
Self-empowerment	63 (Positive)	Stable
Intellectual	68 (Positive)	+3
Relational	71 (Positive)	+4
Emotional	66 (Positive)	+2

SEIRE dimension	Cohort mean	Direction vs Term 1
Overall cohort band	Positive	Improving

Scores are derived from pupil engagement, not self-report surveys, so they update continuously and flag a dimension that is slipping before a census would. Cohorts below 30 pupils are suppressed.

**Maps to:** *Wellbeing – Enabling Wellbeing Experiences & Outcomes · Standard 2 (personal & social development) · National Agenda Parameter (population wellbeing tracking)*

## 04b INCLUSION: EARLY, NON-DIAGNOSTIC SIGNALS

Lumii surfaces patterns in how a pupil communicates that may, over time, prompt the school's own identification process – for example consistent repetitive phrasing or persistent emotion-regulation signals. These are described in plain, observational language with a confidence level attached.

**Non-diagnostic.** These signals are not a diagnosis and are not the basis of any SEND or inclusion judgement. They are early observations that support – never replace – the school's formal identification of students of determination, led by qualified staff in line with KHDA guidance.

Signal category	Count this term	Confidence spread
Communication / interaction pattern	Observed across cohort	Mostly Medium; a few High
Sensory / emotional-regulation pattern	Observed across cohort	Medium
Attention / focus pattern	Observed across cohort	Low–Medium

Each signal carries an observation note explaining the pattern and why the confidence level was assigned. The school decides whether a signal warrants its own identification process; Lumii makes no determination.

**Maps to:** *Inclusion of students of determination (contributes to early identification only – not the judgement) · Standard 5.2 (support and guidance)*

## 05 ACTING ON WHAT WE HEAR: IMPACT THIS TERM

Inspectors do not look for activity; they look for evidence that listening changed something – Standard 5.2 is rated on whether “high-quality advice and guidance results in actions that bring about improvements.” Each example below is read against a baseline: what the signal was, what the school did, and the measurable change. This section is authored by the school's DSL and Wellbeing Lead, with Lumii supplying the underlying data.

### Year 7 friendship cluster

- What pupils told us. Across weeks 4–6, friendship-rupture language in Year 7 rose 34% above baseline – three Purple flags in seven days, plus journal entries about feeling left out.
- What the school did. Head of Year 7 and the Wellbeing Lead ran three tutor-time friendship sessions, a parent communication, and a quiet realignment of break-time supervision. All logged with named owners.
- What changed. By week 9, language returned to baseline; “left out” mentions fell 41% across the back half of term.

### Year 11 mock-exam anxiety

- What pupils told us. In the three weeks before mocks, academic-pressure language doubled – six Amber flags citing sleep loss and “can't cope”.
- What the school did. Two morning counsellor drop-ins added; tutors briefed on what to listen for; one paper moved to break up a heavy day.
- What changed. Language returned to baseline within two weeks; “I feel supported” from Year 11 rose 19%.

### Online-harm signal in Year 8

- What pupils told us. Three online-harm flags in a fortnight, all about a group chat excluding one pupil – visible in Lumii before any pupil raised it with a teacher.
- What the school did. DSL spoke with the three pupils within 48 hours; digital-citizenship lesson brought forward; parent workshop scheduled.
- What changed. No further flags from that chat; the excluded pupil described it as resolved in a week-11 journal entry.

**Maps to:** Standard 5.2 (“actions that bring about improvements”) · Standard 6 (self-evaluation drives improvement) · Wellbeing – Engaging & Enabling Stakeholders

## 06 SAFEGUARDING CULTURE AND LEADERSHIP

This section reads the school's safeguarding culture from two angles an inspector weighs under Standard 6: the caseload and time-to-action carried by the safeguarding team, and the reflective space available to staff.

### Designated Safeguarding Lead – caseload

Measure	This term
Total flags handled by DSL / deputy	182
Cases opened from staff observation (not Lumii-surfaced)	47
Combined caseload	229
Cases closed within the term	211 (92%)
Median time-to-action improvement vs Term 1	39% faster

Lumii-surfaced and staff-observed concerns sit in one continuous safeguarding record per pupil. The 92% within-term closure rate is a function of the structured workflow, not pressure on the team.

### Staff reflective space

84 staff have access to the staff-side reflective companion; 71% used it at least once this term. The space is private to the individual, with the same moderation and routing safeguards as the pupil side – staff and pupil data never mix. SLT received a population-level summary only, used to inform the Term 3 calendar review.

**Maps to:** *Standard 6 (leaders use reliable data; self-evaluation drives improvement) · Wellbeing – Leading & Pursuing Wellbeing (staff wellbeing as a named leadership focus)*

## Methodology, data protection and limitations

### How the data is generated

Lumii's moderation reads each message in context against the pupil's prior conversations and tone, assigns an alert level (Green, Amber, Purple, Red) with a reasoning note, and surfaces themes from pupil language. All processing occurs in UAE-hosted infrastructure.

### How the report is generated

Assembled automatically from anonymised aggregate data at term end. Identifying details are redacted or aggregated before generation. The DSL reviews and signs before release; underlying figures are not editable.

### Data protection

Lumii operates under UAE Federal Decree-Law 45/2021. No personal pupil data is held; pupils access Lumii through individual unique codes – no accounts, passwords or personal identifiers. Cohorts below 30 pupils are suppressed to protect against re-identification.

### Limitations

- This report reads conversations on the Lumii platform; pupils who did not engage are not reflected here. Reach (78%) gives context.
- Themes are surfaced from language and are not a substitute for clinical assessment. Lumii does not diagnose.
- Direction-of-travel comparisons are like-for-like at school level but should be read alongside the wider context of the term.

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