

Wellbeing & Safeguarding Inspection Evidence

Riverside International Academy, Sharjah

Term 2 · 2025/2026 · January – April 2026

This report assembles wellbeing and safeguarding evidence from the Lumii platform in the structure of SPEA's School Performance Review (SPR) under the Itqan programme, which applies the UAE Unified School Inspection Framework. It is organised so that a school leader can hand it directly to a reviewer, 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 Performance Standard 5 (The protection, care, guidance and support of students) – including the full case-management audit trail – and to parts of Performance Standard 2 (personal and social development) and Performance Standard 6 (leadership and management, including the UAE priorities of wellbeing and happiness). It also contributes early, non-diagnostic signals toward the identification of students with additional needs. The report says so openly. An honest evidence base is what a reviewer 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 safeguarding lead before release. Underlying figures are not editable; the school's safeguarding lead may add school commentary.

How this report maps to the SPR framework

The SPR uses six Performance Standards and seventeen Performance Indicators, plus SPEA's additional focus areas (Arabic language, external benchmarking, KG provision). 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 reviewer is looking for	Lumii role	Where in this report
Performance Standard 2 – Students' personal and social development	Relationships, behaviour, freedom from bullying, safe and healthy choices	Partial	§1, §4
Performance Standard 5 – The protection, care, guidance and support of students	Child protection, trusted adults, tracking wellbeing, actions that improve outcomes	Strong	§2, §3, §5
Performance Standard 6 – Leadership and management	Leaders use reliable data; self-evaluation drives improvement	Partial	§3, §6
PS5.2 – care and support (wellbeing led, data-informed)	Wellbeing led, resourced and data-informed	Strong	§3, §4, §6
PS2 / PS6 – students and parents heard; feedback acted on	Pupils, staff and parents heard; feedback acted on	Strong	§4, §5
PS5.2 – care and support (expression, known, measurable outcomes)	Pupils can express themselves and are known; measurable outcomes	Strong	§1, §4
SPEA focus area – Arabic language & benchmarking	Reading literacy; Emirati cohort; language access	Contributes	§1, §4
Identification of students with additional needs	Needs identified; provision and outcomes tracked	Contributes	§4b

SPEA folds wellbeing into Performance Standard 5 (care and support) and the UAE priorities reflected in Performance Standard 6. Lumii supplies the underlying evidence; the review judgement is SPEA's to assign.

Inclusion note: *the judgement on students with additional needs is made by SPEA reviewers 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
Total conversations	6,214
Unique pupils engaged	762 (78% of roll)
Return rate (3+ sessions)	488 pupils (64% of engaged)
Conversations in Arabic	18.9%
Conversations in another non-English language	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
Calm / routine check-in	57.3%	+3.1 pts
Friendship and belonging	11.8%	+0.4 pts
Academic pressure	8.6%	-1.2 pts
Family and home	6.1%	+0.8 pts
Sleep, energy, fatigue	4.4%	-0.3 pts

Maps to: PS5.2 – care and support (expression, known, measurable outcomes) · Standard 2 (relationships, attitudes) · SPEA focus area – Arabic language & benchmarking (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 a reviewer 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: PS5.1 (health and safety, including arrangements for child protection / safeguarding) · Wadeema's Law · Decree-Law 26/2025 · PS5.2 – care and support (wellbeing led, data-informed)

03 CASE MANAGEMENT: HOW A CONCERN IS HANDLED

Reviewers 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 school's safeguarding lead, worked through and closed with a documented decision. This is the audit trail Performance 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 safeguarding lead	System
3. Safeguarding lead works through	Acknowledgement, 1:1s, plan, parent contact, referral – all timestamped	Safeguarding lead + social worker
4. Case closed	Closure logged with reason and detailed notes	Safeguarding lead
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 safeguarding lead, the same record. A reviewer 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: *PS5.1 (arrangements for child protection / safeguarding) · PS5.2 (care and support; actions that improve outcomes) · Standard 6 (self-evaluation) · PS5.2 – care and support (wellbeing led, data-informed)*

04 WELLBEING ACROSS THE SCHOOL

This section reads the school at population level against the UAE wellbeing priorities. Lumii does not replace any external wellbeing survey; it is what runs between surveys – weekly rather than annual, and actionable for the individual pupil.

Focus area 1 – Leading & Pursuing Wellbeing

Wellbeing is data-informed. The safeguarding lead and counsellor 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: PS5.2 (care and support) and PS6 (UAE wellbeing priorities) · PS5.2 (care and support) · PS2.1 (personal development; 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 external wellbeing surveys, 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
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: PS5.2 – care and support (expression, known, measurable outcomes) · Standard 2 (personal & social development) · SPEA focus area – Arabic language & benchmarking (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 SPEA 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: Identification of students with additional needs (contributes to early identification only – not the judgement) · PS5.2 (care and support)

05 ACTING ON WHAT WE HEAR: IMPACT THIS TERM

Reviewers do not look for activity; they look for evidence that listening changed something – PS5.2 (care and support) is judged 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 safeguarding lead and counsellor, 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. school counsellor 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: PS5.2 (care and support) · Standard 6 (self-evaluation drives improvement) · PS2 / PS6 – students and parents heard; feedback acted on

06 SAFEGUARDING CULTURE AND LEADERSHIP

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

Safeguarding team – caseload

Measure	This term
Total flags handled by safeguarding lead / social worker	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) · PS5.2 – care and support (wellbeing led, data-informed) (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 school's safeguarding lead 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.

UAE-built. UAE-hosted. UAE-recognised.

Listening to Every Voice. Strengthening Every Mind.

Prepared by Lumii.me · ask@lumii.me · www.lumii.me