

Lumii.me Wellbeing Conversations Report – UAE (Term 3)

Listening to Every Voice. Strengthening Every Mind

Executive Summary

This report presents a detailed analysis of 67,484 wellbeing conversations from pupils across our school community during Term 3, using the Lumii.me platform. Engagement with the service has grown significantly, reflecting both increased emotional openness and trust in school wellbeing systems. While the majority of messages were low concern, there was a notable rise in safeguarding alerts, underscoring the importance of ongoing vigilance and support.

Anxiety, low mood, and anger continue to be the most common challenges faced by pupils, often rooted in school and peer-related experiences. Encouragingly, the data also shows a rise in positive emotional reporting, with more children discussing happiness, joy, and resilience. Pupils are using Lumii.me proactively, not only in moments of crisis but also for day-to-day support, advice, and reassurance.

These findings will inform our wellbeing strategy, drive staff training, and help shape interventions that prioritise early identification and positive mental health for every pupil.

Key Findings

- 67,484 pupil conversations were recorded in Term 3 on the Lumii.me platform, a 16% increase from Term 2.
- Safeguarding alerts: 13% of messages were flagged as moderate or high concern (Amber, Red, or Purple); severe (Red) cases rose 25% compared to last term.
- Top themes: Anxiety (1,747), low mood (1,558), and anger (1,423) remain the most discussed challenges, often linked to school and friendship pressures.
- Positive emotions on the rise: More children reported feelings of happiness, joy, and resilience, suggesting growing emotional literacy and self-awareness.
- Early intervention: Pupils increasingly use Lumii.me to seek support before crises escalate, demonstrating greater trust in digital wellbeing support.
- Consistent message quality: Conversations are increasingly substantive, with children sharing genuine concerns and seeking practical advice.

Quantitative Overview

What are we looking at?

This section shows how many conversations were held via Lumii.me during Term 3 and highlights the main topics discussed. It helps everyone—teachers, parents, and school partners—understand the scale of engagement and the most pressing issues for our pupils.

During Term 3, pupils took part in 67,484 conversations through Lumii.me. The platform was used by children across year groups, making it a key space for self-expression. The most common topics were anxiety (1,747 conversations), low mood (1,558), and anger (1,423). This high level of engagement shows that children see Lumii.me as a safe, trusted place to talk about their feelings and worries. These numbers also highlight the growing importance of digital wellbeing support in our school community.

Metric	Value
Total Conversations	67,484
Top Theme (Hashtag)	Anxiety (1,747)
2 nd Theme	Low Mood (1,558)
3 rd Theme	Anger (1,423)

Safeguarding Breakdown (by Colour)

What are we looking at?

Every conversation is automatically marked by Lumii.me using a colour system: green for low/no concern, amber for possible emotional risk, purple for safeguarding concerns, and red for high/urgent risk. This section shows the breakdown and helps staff focus on pupils who may need extra attention or intervention.

Most conversations—about 87%—were coded green, showing no immediate cause for concern. However, more than 8,000 messages were flagged as amber, purple, or red, indicating emotional risk or safeguarding needs. This colour-coding lets teachers and safeguarding staff quickly identify children who may need additional support, and ensures no child’s needs are overlooked.

Colour	Count	Typical Meaning
Green	58,728	General/ Low Concern
Amber	5,626	Medium Concern/ Emotional Risk
Red	1,623	High Risk/ Urgent
Purple	1,507	Safeguarding/ Serious Concern

Main Themes & Specific Insights

What are we looking at?

This section looks at the emotional and social issues most frequently discussed by pupils. Themes are identified using hashtags and comments within each chat and show which areas of wellbeing matter most to our students.

The top five themes were anxiety, low mood, anger, sadness, and low self-esteem. These reflect the emotional reality for many pupils—ranging from everyday stress to more serious concerns. Each theme is explored in detail below, with specific patterns observed in the conversations:

- Anxiety:** Children reported ongoing worries affecting their sleep, schoolwork, and relationships. Many described feeling misunderstood by adults, especially about how anxiety impacts their daily life. Requests for help and reassurance were common.
- Low Mood:** Pupils described feeling low or alone, sometimes wanting to stay in bed or avoid activities. Many said these feelings came and went, but could be hard to manage, especially without someone to talk to.
- Anger:** Some children expressed being overwhelmed by anger, sometimes withdrawing or refusing to talk. Anger was often linked to frustration, feeling unheard, or conflict at home or school.
- Sadness:** This was usually connected to friendship problems, feeling left out, or changes at home. Children often sought advice, reassurance, or just a listening ear.
- Low Self-Esteem:** Many pupils described not feeling “good enough” compared to their classmates or friends, highlighting a need for encouragement and support.

Representative Messages (Anonymised)

What are we looking at?

This section provides real, anonymised quotes from pupil conversations. These quotes give a human voice to the data and help staff, parents, and leaders understand the reality behind the numbers.

Metric	Example Message
Anxiety	I need help with anxiety. I am anxious all the time and it's stopping me from sleeping.
Anxiety	I get worried the doctor won't take me seriously about my anxiety.
Low Mood	Sometimes I just feel really low and want to stay in bed all day.
Low Mood	It doesn't hurt that much when I wake up but sometimes I just feel really down and alone.
Anger	No, I don't want to talk to anyone. I'm too angry
Sadness	I was sad because my best friend doesn't want to talk to me anymore and I don't know what to do.
Sadness	People have been being mean to me and I'm telling you because I feel upset and alone.
Low Self-Esteem	I don't feel good enough compared to other people in my class.
Low Self-Esteem	Sometimes I think everyone is better than me, and it makes me not want to try.

Talking Points for Teachers, Parents, and Leaders

What are we looking at?

This section gives practical takeaways—summarising what the data means and how we can act on it. These talking points are meant to support staff training, parent meetings, and school planning.

- Anxiety impacts sleep, learning, and social life. Pupils need to know they're listened to and want clear advice for coping.
- Low mood and isolation are frequent. Children benefit from supportive relationships and a sense of belonging in the classroom.
- Anger can result in withdrawal or outbursts. Pupils need safe spaces and positive ways to manage strong feelings.
- Sadness often stems from friendship challenges or exclusion. Listening and regular check-ins are crucial.
- Low self-esteem can affect participation and learning. Praise, celebrating effort, and role-modelling resilience are key.

Qualitative Analysis

What are we looking at?

Beyond statistics, this section explores themes and patterns in the words and feelings children share, helping us understand what support is needed most.

- **Trust and Openness:** Many children use Lumii.me to express feelings they may not share with adults in person, showing trust in the platform's privacy and supportive responses.
- **Help-Seeking Behaviours:** Pupils are increasingly asking for advice, practical tips, or simply for someone to listen—showing that reaching out for help is being normalised.
- **Social Connection and Loneliness:** Loneliness, feeling left out, and peer stress are recurring concerns, especially for low mood and self-esteem.
- **Early Risk Identification:** The system helps staff spot early signs of risk, such as repeated withdrawal, self-criticism, or talk of exclusion, enabling timely support.
- **Desire for Encouragement:** Many pupils seek praise, validation, and hope, indicating that positive feedback and recognition have a strong impact.

Recommendations

What are we looking at?

Actionable steps for schools, teachers, and families based on the findings—aimed at building on strengths and addressing key needs.

Recommendation	Why This Matters
Train all staff in emotional support	To help children with anxiety and worries.
More peer support opportunities	To reduce loneliness and help with friendships.
Regular wellbeing checks	To spot mood or anxiety issues early.
Celebrate achievements	To boost self-esteem and confidence.

Additional ideas:

- Involve pupils in planning wellbeing activities and feedback.
- Provide parents with guidance on emotional support and signs to watch for at home.
- Use data to track trends term-by-term and respond proactively.

Positive Trends & Successes

What are we looking at?

This section spotlights the encouraging developments seen in children's use of Lumii.me, focusing on positive behaviour patterns, growing resilience, and the ways children are proactively managing their wellbeing.

- **Children Are Using Lumii.me Proactively:** Most messages are green—indicating everyday, general concerns rather than urgent safeguarding issues. Pupils view Lumii.me as a trusted, everyday resource, not just a crisis tool. They reach out about common worries, stress, or friendship issues before these escalate.
- **Seeking Advice, Not Just Venting:** More children are asking for practical advice or ideas, not only sharing problems. Example messages include 'How can I feel less anxious at night?' and 'What should I do if my friend is upset with me?'.
- **Reporting Feeling Better After Talking:** Many say they feel 'better' or 'less worried' after using Lumii.me. Feedback such as 'Thank you, I feel calmer now.' and 'It helps just to talk about it.' is common.
- **Peer Support and Empathy:** Some pupils use the platform to ask how they can help friends or siblings who are struggling, e.g., 'My brother is sad, what can I do to help him?'.
- **Reduced Stigma Around Asking for Help:** The volume and tone of messages suggest children are increasingly comfortable seeking help for wellbeing—seeing it as normal and positive.
- **Early Intervention:** Pupils are using Lumii.me for minor worries, friendship issues, or feelings of low mood, allowing staff to support them before concerns escalate.

Positive Trend

More green (low concern) messages

Increase in advice-seeking messages

Pupils report feeling better after use

Growing peer empathy

Less stigma, more normalising help

Early identification of worries

Evidence from Data & Feedback

Pupils use Lumii.me regularly, not just in emergencies

Children ask for coping ideas and solutions

Direct feedback such as 'I feel calmer now'

Pupils ask how to help friends and family

Everyday, routine help-seeking behaviours

Staff can intervene early, preventing escalation



Data Integrity Statement

What are we looking at?

Explains how the data was interpreted, any limitations, and the approach taken to ensure findings are robust and representative.

Not all pupils use Lumii.me the same way. Some messages may be playful or test the system. This report focuses on genuine, serious conversations to provide an accurate picture of pupil wellbeing. All data has been anonymised and analysed with cultural sensitivity.

Conclusion

What are we looking at?

A final summary bringing together the findings, and reinforcing the importance of partnership between school, home, and the wider community.

Lumii.me is providing children with a trusted, accessible way to talk about their feelings and seek help. By listening to these voices, schools and families can work together to build resilience, strengthen support systems, and make wellbeing a foundation of school life. Our community's commitment to openness, care, and action is making a real difference for every child.