

**Al Ittihad National Private School**  
**Al-Ain**



# **Students Wellbeing Policy**

## **AY 2024-2025**

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## I. Introduction

Wellbeing is a "positive state experienced by individuals and societies, encompassing quality of life and the ability of people and societies to contribute to the world with a sense of meaning and purpose." INPSAA plays a vital role in ensuring the wellbeing of their students, staff, and the wider school community.

At **INPSAA**, we are committed to fostering a safe, inclusive, and supportive environment that promotes the psychological, social, mental, physical, physical, intellectual, digital, and environmental wellbeing of all students. This policy outlines our commitment to student wellbeing and establishes structured procedures for monitoring, intervention, and continuous improvement.

### 1.1 Purpose

The purpose of this policy is to:

- Establish a comprehensive Wellbeing Strategy that aligns with ADEK's guidelines.
- Promote awareness and understanding of wellbeing within the school community.
- Develop mechanisms to monitor, evaluate, and enhance student wellbeing.
- Ensure that students feel supported in a positive, safe, and engaging learning environment.
- Provide interventions and resources to support students' emotional and mental health.

### 1.2 Scope

This policy applies to all students, staff, and stakeholders of INPSAA and covers:

- Wellbeing measures within the school premises.
- Online and digital wellbeing concerns.
- The role of staff in ensuring student wellbeing.
- Mechanisms for reporting and responding to well-being concerns.

### 1.3 Objectives

The objectives of this policy include:

- Embedding a whole-school approach to wellbeing in school policies and procedures.
- Ensuring students develop essential life skills, emotional intelligence, and resilience.
- Providing a safe and healthy learning environment for all students.
- Supporting students with additional learning needs to ensure inclusiveness.
- Encouraging active engagement of students, staff, and parents in wellbeing initiatives.

### 1.4 Alignment with UAE and ADEK Guidelines

This policy aligns with:

- The ADEK School Wellbeing Policy and other relevant ADEK policies.
- UAE Child Protection Laws ensuring students' rights and safety.
- The best international practices in student wellbeing, mental health, and safeguarding.
- ADEK mandates requiring schools to implement, monitor, and evaluate wellbeing strategies annually.

## II. Policy Framework

### 2.1 School Wellbeing Strategy

INPSAA will develop and implement a Wellbeing Strategy that includes:

- Clear goals and vision for student wellbeing.
- Policies and programs in alignment with ADEK wellbeing policies.
- Wellbeing initiatives and interventions tailored to student needs.
- Regular monitoring and evaluation mechanisms to assess effectiveness.

## 2.2 School Community Responsibilities

INPSAA community will:

- Ensure that students, staff, and parents are aware of the Wellbeing Policy.
- Foster a positive school climate that encourages student engagement.
- Provide opportunities for students to develop social-emotional skills.
- Promote mental and physical health programs within the school.

## 2.3 Student Wellbeing Categories

Wellbeing encompasses several key areas:

- Psychological Wellbeing: Emotional stability, coping mechanisms, and self-confidence.
- Physical Wellbeing: Healthy eating habits, exercise, and hygiene.
- Social Wellbeing: Relationships, peer interactions, and communication skills.
- Intellectual Wellbeing: Academic motivation, learning engagement, and growth mindset.
- Digital Wellbeing: Safe and responsible technology use.
- Environmental Wellbeing: Sustainable practices and healthy school environments.

# III. Reporting and Response Procedures

## 3.1 Identifying Wellbeing Concerns

- Staff and students will be trained to identify signs of emotional distress.
- Teachers and counselors will observe students' behavior, attendance, and participation.

## 3.2 Reporting Mechanisms

- Students can report concerns to teachers, school counselors, or Wellbeing Committee members.
- Confidential reporting methods, including anonymous online forms, will be made available.

### 3.3 Intervention Procedures

- A tiered intervention approach will be implemented to support students.
- Individual counseling sessions, group support programs, and parental engagement will be used.

### 3.4 Support for Students and Staff

- Mentorship and peer-support programs will be encouraged.
- Teachers and staff will receive professional development on wellbeing.

## IV. Monitoring, Review, and Evaluation

### 4.1 Role of the Wellbeing Committee

- The committee will monitor, evaluate, and enhance wellbeing strategies.
- Members will ensure compliance with ADEK policies and best practices.

### 4.2 Wellbeing Surveys and Feedback

- An annual wellbeing survey will be conducted for students and staff.
- Survey results will inform policy revisions and new initiatives.

### 4.3 Parental and Community Involvement

- Parents will be engaged through workshops, awareness sessions, and feedback forms.
- Community partnerships will support extracurricular and wellbeing activities.

### 4.4 Continuous Policy Review

- The Wellbeing Policy will be reviewed annually based on ADEK requirements.
- Adjustments will be made to enhance effectiveness and responsiveness.

## V. Glossary

**Wellbeing:** A state of feeling good and functioning well.

- **Psychological Wellbeing:** Emotional stability and stress management.
- **Wellbeing Committee:** A school body responsible for overseeing wellbeing initiatives.
- **Digital Wellbeing:** Ensuring safe, healthy, and responsible technology use.

## VI. Disclaimer

### Disclaimer

This policy was developed by Al Ittihad National Private School. It is intended for use exclusively by school staff and students. Any external use, whether in whole or in part, requires management approval. Any exceptions to this policy must also be approved in advance by the school management.

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