

# Al Ittihad National Private School

## Khalifa



### Students Wellbeing Policy

#### AY 2025-2026



# Table of Contents

<b>I. Introduction .....</b>	<b>3</b>
<b>II. Objectives.....</b>	<b>3</b>
<b>III. Strategies:.....</b>	<b>4</b>
3.1. CURRICULUM.....	4
3.2. CO-CURRICULAR AND EXTRA-CURRICULAR ACTIVITIES .....	5
3.3. SCHOOL SUPPORT PROGRAM.....	5
3.4. THE EDUCATIONAL ENVIRONMENT .....	9
3.5. SNACKS AND LUNCHES.....	9
3.6. COMMUNITY ENGAGEMENT:.....	10
3.7. ROLE OF PARENTS.....	11
<b>IV. Monitoring And Review.....</b>	<b>11</b>
<b>V. Disclaimer .....</b>	<b>12</b>



## I. Introduction

We are committed to ensuring that we nurture a positive atmosphere for the entire Al Ittihad National Private School – Abu Dhabi (INPS-AD) community. Promoting personal development and nurturing students' growth into healthy adults are part of our priorities as identified in our Strategies that Support the Vision and Mission.

## II. Objectives

This policy's main aims and objectives are:

- To ensure students are well nourished at school and that every child has access to safe, tasty, and nutritious food and a safe, easily available water supply during the school day.
- To help students know and understand the importance of food and drink in a healthy lifestyle.
- To help students know and understand the importance of living a healthy and active lifestyle as well as how they can take steps to improve their overall mental wellbeing through curricular and extracurricular activities.
- To give students the skills they need to make the right choices.
- To give students the opportunity to experience success and the positive benefits of contributing to the school and wider community.
- To promote the physical and emotional well-being of all our students.
- To improve the health of students, staff, and the whole school community by helping to influence eating habits through increasing knowledge and awareness of food issues, including what constitutes a healthy diet.
- To ensure a safe educational learning environment for students and staff (Physical and Virtual).
- To ensure that food provision in the school acknowledges the medical requirements of staff and students e.g. medical and allergenic needs.
- To introduce and promote practice within the school to reinforce these aims and to remove or discourage practice that negates them.
- To outline the roles and responsibilities of key members of the School Support Team and other staff who work to promote living an all-around healthy lifestyle within our school community



### III. Strategies:

#### 3.1. Curriculum

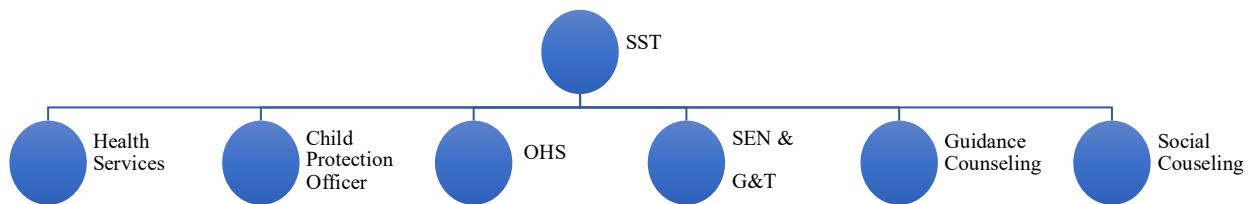
We nurture the social, emotional, and physical development of our students through curricular and extracurricular activities. We ensure students have access to a balanced curriculum that enables them to develop socially, and emotionally, have a better understanding of health issues, and encourage them to adopt a healthy lifestyle.

- **Physical and Health Education:** We regard healthy eating education as a whole-school issue, and we ensure that opportunities to teach the importance of living a healthy lifestyle occur throughout the curriculum. Physical and Health Education is an important part of our school's curriculum, and the importance of balanced nutrition and healthy food choices are taught throughout the school.
- **Moral Education Program:** The Moral Education Program (MEP) covers four pillars of teaching and learning: character and morality, the individual and the community, civic studies, and cultural studies. The four pillars complement one another, using the lens of moral thinking and learning, and building character.
- **Advising Program:** Through the school advising program, we provide counseling for INPS students to develop their social and emotional skills. Social workers raise awareness of mental wellness among students and parents and run anti-bullying campaigns. They also conduct:
  - Advisory “Qidwa” sessions
  - Advisory “Riada” sessions
  - Growth mindset Initiative
  - Small and Large group counseling sessions
  - Small and Large group intervention sessions
- **SCF & My Identity Programs** The values and Competencies included in the School Competency Framework (SCF) and in the My Identity Programs are integrated with teaching and learning in all subjects and across all grade levels.



### 3.2. Co-Curricular and Extra-Curricular Activities

We promote healthy eating through the informal curriculum. We encourage students to participate in school clubs, and sports, and so learn the benefits of a healthy lifestyle. We organize school trips and provide opportunities for students to explore the natural world. Such as Eco Club, Mawhabiti, Ambassador program, MUN...etc. Our school facility is fully utilized in the interest of the student's physical and emotional development through playground activities.



### 3.3. School Support Program

The School Support Team (SST) is on hand to provide counseling and intervention. If and when there is a concern about a student, a parent or any staff member may inform the concerned member (SENCO, Social Workers, Nurse...etc.) and fill and submit a Referral form, which will conduct an initial observation. After that, an observation report will be written up with recommendations for the next steps. The SST can work with teachers to address behavioral concerns and write up behavior reports for teachers and students to



follow as well as develop action plans for students referred to the Student Behavior Management Committee.

The School Support Program offers guidance and support on all aspects of academic, non-academic, health and wellbeing including:

- **SEN/ Gifted and Talented “I Can Center”**

- Offers support for SEN /People of Determination (POD) as well as to the Gifted and Talented students. The Registered Behavior Technician (RBT) assists in delivering behavior analysis services develops individual Behavior Intervention Plan (BIP) referrals to community resources, and collaboration with other professionals. For more details, please review the School SEN Policy.

- **Social Counseling:** Support the learning process and teachers to ensure maximum student benefits by:

- Assist students and teachers in tackling the problems that they face: (behavioral, Psychological, Social, and Health)
- Providing teachers with strategies to solve student's problems.
- Preparing Student Individual Plan and implementing it. Preparing individual sessions for the student according to the plan. Following up with the teacher on the success of the plan and evaluate it.
- Provide counseling for SEN students to develop their social and emotional skills.
- Identify trends in the behavior that are a concern within the school.
- Raise awareness of the role of the school Social Workers within the school.
- Advocating for student services and students' best interests.
- Place students on a behavioral report and conduct follow up with teachers to determine if a student has met his/her targets.
- Raise awareness of mental wellness among students and parents
- Activating students' behavioral enhancement programs



### • University and Guidance Counseling

- Preparing high school students to apply to National and international universities.
- Managing and guiding students to do the required national and international exams (SAT, IELTS, EMSAT)
- Acquainting students with universities' requirements and acceptance process.
- Exposing students to different majors offered at universities.
- Making students aware of majors' requirements and subjects needed at school (Elective Subjects).
- Exposing students to University life by taking them on field trips and hosting the university fair and university representatives

### • English (ELL) Support Program

- The main role of ELL is to help students with little or no English background, feel confident inside and outside the classroom by improving their English language skills

### • Arabic Support Program

- The main role of the Arabic Support Program is to Improve students' performance to the level at which they can access and follow the curriculum independently

### • Health Services:

- The School Nurses in collaboration with the school Environment, Health and Safety (EHS) Officer work to produce educational campaigns on a range of health-related topics. These include campaigns on personal hygiene, vaccination, healthy eating, obesity...etc. They also work with the Science department and members of the school ECO club to raise awareness about some important topics such as breast cancer awareness, etc. Our clinic staff conducts checks of height & weight screening for all students at the beginning of each academic year checking the students' growth, conducts checks for head lice, and maintains up-to-date medical records including the



required vaccinations. Generating a yearly report (at the beginning of each academic year) classifying the high-risk students and preparing the safety control of the medical cases ensures teachers are made aware of students with any medical conditions. The clinic cooperates with SEHA mobile clinic for medical screening of Gr1, 5, 9 every academic year, Apolonia dental clinic does dental screening for all the students, and vision checking for all students as well. Register all students in the national vaccination program every year.

- The school is aware of the possibility of food allergies within the school population, particularly nut allergies. Parents of students who are on special diets for medical or religious reasons, or who have allergies, are asked to provide as much information as possible about which foods are suitable or foods that must be avoided. Our clinic coordinates with other members of the SST such as the SENCo and the Social Workers to identify students who show signs of concern ensuring counseling is offered to both students and their parents as needed.

### ● **Child's Safeguarding Policy**

- Al Ittihad National Private School Abu Dhabi (INPS-AD) thrives to protect & safeguard every child under its roof and is ready to cooperate with the Ministry of Interior -Child Protection Center (MOI-CPC), and the Department of Education and Knowledge (ADEK) to stop any type of child abuse. Children have rights, most importantly the right to be happy, respected, and safe from danger; the right to parental guidance, not negligence, protection from all forms of violence, good health & health services, the right to education, leisure, play, and culture. All these rights must be put into practice in a warm & loving environment that comprises the family/ home and the school that the child is attending. The Child Protection Officer (CPO) assumes the responsibility of being fully committed to safeguarding and promoting the welfare of all children of all ages. The CPO is trained and knows how to handle abused children and Immediate reports any case of abuse and/or neglect of students to the Ministry of Interior – Child Protection Center within 24 hours upon suspicion.



### 3.4. The Educational Environment

- The school takes seriously its obligation to ensure that pupils and staff enjoy a safe learning environment. The School believes that all people in the school community have the right to learn and teach in a supportive, caring, and safe environment without fear of intimidation or being bullied. Every individual in the school must report an incident of bullying whether it happens to themselves or to another person.
- Virtual School Educational Environment: The school is committed to protecting students and staff by using safe platforms, programs, and applications during synchronous (direct broadcast) or asynchronous (as per electronic sources available at any time). Staff and students are trained on Cyber Safety Rules. Children are made aware of Internet Safety Rules and how to cope if they come across inappropriate material. Technology Use Agreement must be signed by all INPS staff and students. Every individual in the school must report an incident of Cyberbullying whether it happens to themselves or other people.
- Behavior Management and Physical Intervention: All students have a right to be treated with respect and dignity. Corporal punishment is prohibited in school and, as such, staff should never aggressively touch a child. Staff must not use any form of degrading treatment to punish a student. This includes both physical and emotional humiliation. The use of sarcasm and demeaning or insensitive comments towards students is not acceptable in any situation. Shouting aggressively is not acceptable in any situation. Deliberately frightening students by overweening physical presence is not acceptable in any situation. Under no circumstances should physical force be used as a form of punishment.

### 3.5. Snacks and Lunches

We ensure that our school environment promotes healthy eating:

- **Nutrition Policy**

We promote a healthy attitude toward food. We teach children about good food choices and encourage children to explore new tastes. We ask parents to join in our



efforts to promote good eating habits and good food choices with any food coming into the School in lunch boxes. INPS has an anaphylaxis policy that bans all food with nuts and traces of nuts. Parents should avoid packing peanuts, peanut butter, or products that contain peanut oils. Parents should communicate with staff regarding their child's food intake concerns or special requirements. Families of children with special diets should provide a letter from a medical practitioner/dietitian outlining the condition or allergy. Cookies, sweets, chips, and fizzy drinks are not allowed at school. Kindergarten and Primary Teachers conduct healthy lunch box checks and send home communication to parents regarding any unhealthy items found within a student's lunchbox.

- All students are encouraged to bring in a water bottle so they can have access to water throughout the day. Water dispensers are also provided in the school for additional access to drinking water. The parents of students who bring packed lunches will be made aware of our Nutrition policy and given clear guidance about what should be included in a healthy packed lunch. Students are taught not to share packed lunches and parents are reminded about the need to avoid sending in packed lunches containing nuts.

### 3.6. Community Engagement:

- We develop strong partnerships with the local and global community to provide rich opportunities for students' intellectual and personal development. We create student leadership opportunities in the form of training students to be mentors, playground ushers or helping students to take on a school community project or external volunteering project such as:

Student Council, Red Crescent Group, Scout, Eco Club, MUN...etc.



### 3.7. Role of Parents

- We work closely with parents to ensure that the messages we give in school about food and drink are reinforced and supported at home. In addition, we send home communication to parents regarding any trends in behavior that need to be addressed or to alert them to dangerous trends occurring on social media, etc. We also offer parental workshops throughout the school year that address not only academic subject areas but also our students' mental and emotional well-being. Topics are wide-ranging from time management to university guidance, to raising awareness of the importance of volunteering, etc.

## IV. Monitoring and Review

The SLT in liaison with the School Support Team, Moral Education Coordinator, and the Physical Education department will monitor this policy to ensure that our students are taught the importance of living and maintaining a healthy lifestyle. It will be reviewed regularly and at least once every year..



## V. Disclaimer

### Disclaimer

This policy was developed by Al Ittihad National Private School- Khalifa. 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.

### **Students Wellbeing Policy**

Date created:

Date reviewed: