

# Al Ittihad National Private School Shakhbout



## Wellbeing Policy

### AY 2024-2025

# Table of Contents

<b>I. INTRODUCTION .....</b>	<b>3</b>
1.1 PURPOSE .....	3
1.2 SCOPE .....	4
1.3 WELLBEING MISSION AND VISION .....	4
1.4 ALIGNMENT WITH UAE AND ADEK GUIDELINES.....	4
1.5 DEFINITIONS .....	5
<b>II. ROLES AND RESPONSIBILITIES .....</b>	<b>6</b>
2.1 THE SCHOOL WELLBEING COMMITTEE.....	6
2.2 THE SCHOOL LEADERSHIP .....	7
2.3 TEACHERS.....	7
2.4 STUDENTS.....	8
2.5 PARENTS / GUARDIANS .....	8
<b>III. WELLBEING STRATEGY .....</b>	<b>9</b>
3.1 WHOLE-SCHOOL APPROACH.....	9
3.2 MULTI-TIERED SUPPORT SYSTEM (MTSS) .....	10
3.3 WELLBEING PROGRAMS.....	10
<b>IV. MONITORING, EVALUATION AND REPORTING .....</b>	<b>11</b>
4.1 POLICY COMPLIANCE AND REVIEW.....	11
4.2 PROGRESS MONITORING.....	11
4.3 DATA ANALYSIS.....	11
<b>V. DISCLAIMER .....</b>	<b>13</b>

## I. Introduction

At Al Ittihad National Private School - Shakhbout (INPS-Sh), we are committed to promoting a school environment where student wellbeing is a core priority. We believe that students' wellbeing is essential to their academic success, personal growth, and overall quality of life. This policy establishes a comprehensive vision and framework to support teachers, students and parents in promoting wellbeing across the community. We, at AlIttihad National Private School – Shakhbout thrive to ensure all students feel safe, supported, and engaged in the school community by enhancing their mental, emotional, social, physical, intellectual, digital, and environmental wellbeing. By prioritizing a culture of mutual support, INPS-Shakhbout ensures that students, parents, staff, and the broader community contribute to effective wellbeing strategies, intervention programs, and holistic development.

### 1.1 Purpose

This policy is designed to:

- Promote mental health awareness and emotional resilience among students.
- Establish a positive culture that encourages respect, inclusion, and personal growth.
- Ensure that preventive measures and early interventions are in place for students facing emotional or psychological challenges.
- Equip school staff with the necessary skills and strategies to support student wellbeing.
- Foster a supportive and inclusive environment for students with additional learning needs.
- Implement a comprehensive monitoring system to assess student wellbeing through surveys and feedback mechanisms.
- Ensure compliance with ADEK regulations and UAE educational policies regarding student wellbeing.

## 1.2 Scope

This policy applies to all students, school staff, parents, and school leadership at INPS-Shakhbout. It emphasizes the collective responsibility of all stakeholders in creating a school environment where students feel valued, supported, and motivated to achieve their full potential

## 1.3 Wellbeing Mission and Vision

The Wellbeing Vision at INPS-Shakhbout is to promote a school environment that nurtures resilience, confidence, and student engagement while ensuring that wellbeing is seamlessly embedded into daily learning experiences and extracurricular activities. Our mission is to support students' holistic development, provide a safe and inclusive learning environment, equip students with essential life skills, promote a collaborative approach to wellbeing, and monitor wellbeing interventions through structured data collection and feedback mechanisms.

## 1.4 Alignment with UAE and ADEK Guidelines

This policy aligns with ADEK's Wellbeing Framework and UAE regulations, ensuring compliance with the following policies:

- ADEK Student Mental Health Policy, which promotes early identification and intervention strategies for student mental health concerns.
- ADEK Student Protection Policy, which ensures student safety and wellbeing across all areas of school life.
- ADEK Safeguarding Policy, which outlines the responsibilities of schools in protecting students from harm and abuse.
- ADEK Inclusion Policy, which mandates the provision of tailored support for students with additional learning needs.
- ADEK Healthy Eating and Food Safety Policy, which promotes balanced nutrition and healthy lifestyle choices among students.
- Federal Decree Law No. (31) of 2021, which establishes legal protections for students' safety and wellbeing within educational institutions.

## 1.5 Definitions

<b>Additional Learning Needs</b>	Individual requirements for additional support, modifications, or accommodations within a school setting on a permanent or temporary basis in response to a specific context. This applies to any support required by students of determination and those who have special educational needs and/or additional barriers to learning, access, or interaction in that specific context (e.g., dyslexic, hearing or visually impaired, twice exceptional, or gifted and/or talented). For example, a student with restricted mobility may require lesson accommodations to participate in Physical Education and building accommodations to access facilities but may not require any accommodations in assessments. Equally, a student with hearing impairment may require adaptive and assistive technology to access content in class and may also require physical accommodations (e.g., sit in the front of the class to be able to lip read) to access learning.
<b>Continuous Professional Development (CPD)</b>	All activities undertaken by staff to improve their knowledge, skills, competencies, and performance on a regular basis. CPD includes in-person training, online training (synchronous or asynchronous), coursework, short certificate and degree programs, mentorship programs, peer/collaborative learning, academic conferences, research projects, observational visits, and community programs to share teaching best practices. CPD excludes planning hours and general staff meetings.
<b>Wellbeing</b>	<p>A “positive state experienced by individuals and societies... and encompasses quality of life, as well as the ability of people and societies to contribute to the world with a sense of meaning and purpose. It is a resource for daily life and is determined by social, economic, and environmental conditions” (WHO, 2021)</p> <p>On an individual level, refers to a state of feeling good and functioning well, so that an individual can realize their own abilities, cope with the normal stresses of life, work productively, and make a positive contribution to their community (Ruggeri et al., 2020; WHO, 2022).</p>
<b>Head of Inclusion</b>	The Senior Leader with responsibility for the coordination of provision for students with additional learning needs.

## II. Roles and Responsibilities

### 2.1 The School Wellbeing Committee

The School Wellbeing Committee at INPS-Shakhbout is responsible for overseeing and coordinating school-wide wellbeing initiatives. The committee works closely with students, staff, parents, and external professionals to ensure that wellbeing remains a fundamental priority. The responsibilities of the School Wellbeing Committee include:

- Ensuring that wellbeing is integrated into every aspect of school life.
- Ensuring that the Student Wellbeing Policy is effectively implemented across the school and regularly reviewed for improvements.
- Acting as a liaison between students and school leadership to address wellbeing concerns and provide appropriate interventions.
- Developing targeted support plans for students experiencing social, emotional, or mental health difficulties, ensuring early intervention and ongoing monitoring.
- Designing and execute wellbeing programs, awareness campaigns, and initiatives that promote positive mental health, resilience, and inclusivity.
- Establishing partnerships with parents, teachers, student representatives, and mental health professionals to ensure a holistic approach to student wellbeing.
- Providing regular training for staff on wellbeing strategies, mental health awareness, and student support frameworks.
- Conducting student wellbeing surveys, analysing feedback, and assessing program effectiveness to inform future wellbeing policies and interventions.
- Promoting an environment of respect, empathy, and inclusivity through various school events, peer mentorship programs, and leadership initiatives.

## 2.2 The School Leadership

The School Leadership Team (SLT) is responsible for integrating wellbeing into the school's overall strategic vision and ensuring that all policies and programs support a culture of student wellbeing. Their responsibilities include:

- Embedding wellbeing initiatives into school policies, curriculum, and extracurricular activities.
- Fostering an inclusive school culture and providing professional development opportunities for staff to enhance their ability to support student wellbeing.
- Overseeing the implementation and monitoring of wellbeing programs across school.
- Ensuring a safe, respectful, and inclusive environment that maintains student wellbeing and protection.
- Regularly reviewing and updating wellbeing strategies in collaboration with the school Wellbeing committee, students, staff, and parents.
- Providing social-emotional support, managing behavior interventions, and coordinating preventative initiatives such as anti-bullying campaigns, mindfulness training, and stress management workshops.

## 2.3 Teachers

Teachers play a crucial role in shaping the wellbeing of students by fostering a positive classroom environment and addressing the social-emotional needs of students. Their responsibilities include:

- Creating an inclusive and supportive learning environment where students feel safe, respected, and valued.
- Encouraging students to take ownership of their wellbeing by actively participating in wellbeing initiatives and fostering a culture of inclusion and support among peers.
- Integrating social-emotional learning (SEL) strategies into daily teaching and classroom management.
- Identifying students experiencing emotional distress or academic struggles and referring them to appropriate support services.
- Encouraging open communication with students, providing guidance, and promoting positive relationships.
- Modeling healthy behaviors and resilience-building techniques for students.

## **2.4 Students**

Students are encouraged to take responsibility for their own wellbeing while also supporting their peers. Their responsibilities include:

- Actively engaging in wellbeing programs, school activities, and social-emotional learning opportunities.
- Seeking help and support from teachers, counselors, or trusted adults when facing challenges.
- Promoting a culture of kindness, empathy, and inclusion by supporting classmates and participating in peer-led wellbeing initiatives.
- Respecting school rules and policies related to behavior, digital safety, and mental health awareness.
- Taking part in student-led wellbeing initiatives, leadership programs, and mentoring younger peers.

## **2.5 Parents / Guardians**

Parents / guardians play an essential role in supporting their child's emotional and mental wellbeing at home and in collaboration with the school. Their responsibilities include:

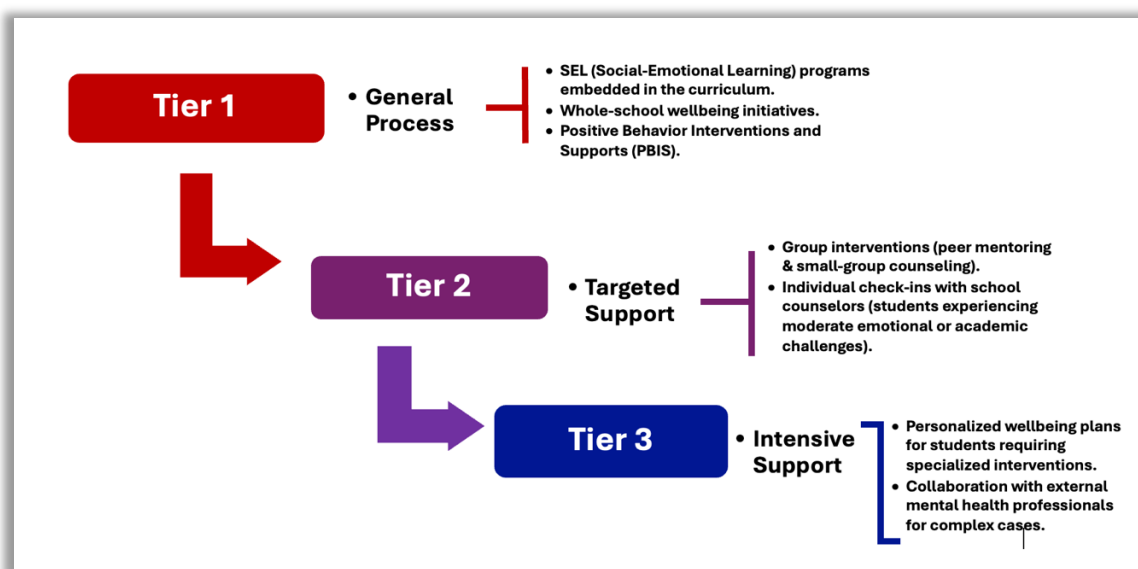
- Encouraging open dialogue with their children about emotions, mental health, and personal challenges.
- Supporting healthy habits such as balanced nutrition, sleep routines, and physical activity at home.
- Participating in school wellbeing programs, workshops, and activities that enhance their understanding of student mental health.
- Regularly communicating with teachers and school counselors about any concerns related to their child's wellbeing.
- Reinforcing positive behavior and resilience-building skills at home.





### 3.2 Multi-Tiered Support System (MTSS)

To provide targeted and personalized wellbeing interventions, INPS-Shakhbout follows a three-tiered approach:



### 3.3 Wellbeing Programs

- Healthy Lifestyle and Physical Activity to encourage nutrition awareness, sports participation, and balanced routines.
- Partnerships with local organizations and the local community engage students in meaningful activities that promote empathy, resilience, and a sense of belonging.
- Student-led Support programs and peer counseling initiatives to engage students in social emotional activities.
- Staff-led Support programs to promote student and staff wellbeing.
- Digital Wellbeing and Cyber Safety awareness sessions.
- Environmental initiatives like recycling programs, sustainability clubs, and environmental awareness.
- Inclusive initiatives to support students with additional learning needs

## IV. Monitoring, Evaluation and Reporting

To ensure continuous improvement and effectiveness, well-being initiatives are regularly assessed using:

### 4.1 Policy Compliance and Review

The School Wellbeing Policy is annually reviewed by the School Leadership Team and the School Wellbeing committee to ensure alignment with ADEK regulations, international best practices and school needs.

### 4.2 Progress monitoring

- The School Wellbeing Committee collects data about participation in the school wellbeing programs and initiatives.
- Regular meetings with the School Leadership Team to overseeing wellbeing initiatives, evaluate progress and make necessary adjustments.
- Conduct regular policy reviews & updates to ensure that the wellbeing strategy remains relevant and responsive to student needs.
- Have in place suggestion boxes and irregularly meet teachers and students to evaluate wellbeing across school.
- The well-being review is done twice a year - one in every semester.

### 4.3 Data analysis

- The School Wellbeing Committee systematically administers comprehensive, schoolwide surveys that cover all aspects of wellbeing, facilitating the collection of feedback and assessment of both student and staff wellbeing.

- The School Wellbeing Committee conducts a thorough analysis of survey data to identify emerging trends, strengths, and areas requiring enhancement.
- The School Wellbeing Committee compiles detailed reports that summarize key findings and provide evidence-based recommendations for continuous improvement.

## V. Disclaimer

### Disclaimer

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

Date created: December 2024

Date reviewed: February 2025