

Al Ittihad Private School
Jumeirah



Well-being Policy
AY 2025-2026



Table of Contents

I. INTRODUCTION	3
1.1 PURPOSE	3
1.2 SCOPE	3
1.3 OBJECTIVES	3
1.4 ALIGNMENT WITH UAE AND KHDA GUIDELINES	3
II. VISION.....	4
III. PRINCIPLES.....	4
3.1 STUDENT- AND FAMILY-FOCUSED.....	4
3.2 STRENGTHS-BASED	4
3.3 EQUITABLE AND INCLUSIVE	4
3.4 DIVERSE.....	4
3.5 COLLECTIVIST.....	4
3.6 EVIDENCE-INFORMED	4
IV. VALUES	5
V. WELLBEING FRAMEWORK AND IMPLEMENTATION	5
5.1 WHOLE-SCHOOL FRAMEWORK	5
5.2 AWARENESS AND EDUCATION	5
5.3 HEALTHY LIVING	5
5.4 CURRICULUM INTEGRATION.....	6
5.5 WELLBEING COMMITTEE	6
5.6 COMMUNICATION AND SUPPORT	6
5.7 TEACHER RESOURCES AND PROFESSIONAL DEVELOPMENT	6
5.8 STUDENT VOICE AND ENGAGEMENT	6
5.9 PARENT ENGAGEMENT.....	7
VI. ROLES AND RESPONSIBILITIES	7
VII. MONITORING AND REVIEW	8
VIII. GLOSSARY	8
IX. CONCLUSION.....	9
X. DISCLAIMER.....	9

I. Introduction

1.1. Purpose

At Al Ittihad Private School – Jumeirah (IPSJ), we are committed to fostering an environment that prioritises the wellbeing of every student, staff member, and parent. We recognise that wellbeing encompasses physical, mental, emotional, and social health, and is essential for personal growth, learning, and overall success. This policy outlines our school-wide approach to promoting wellbeing across the IPSJ community.

1.2. Scope

This policy applies to all members of the IPSJ community — students from KG to Grade 12, teaching and non-teaching staff, school leadership, parents, and visitors. It covers wellbeing across academic, social, emotional, and physical domains, both on campus and in the wider context of school life.

1.3. Objectives

- Promote a positive, inclusive school culture that values and prioritises wellbeing.
- Build awareness and understanding among students and staff to support physical and mental health.
- Foster strong relationships and a sense of belonging for every member of the community.
- Encourage open communication and provide safe spaces for discussing concerns.
- Embed wellbeing education and awareness in everyday school life.
- Ensure early identification and structured response for students at risk.

1.4. Alignment with UAE and KHDA Guidelines

This policy is fully aligned with the Knowledge & Human Development Authority (KHDA) wellbeing framework and the Dubai Student Wellbeing Census, the UAE National Wellbeing Strategy, the UAE Federal Law No. 3 of 2016 (Child Rights “Wadeema” Law), and the standards of the Council of International Schools (CIS). The school’s wellbeing provision is reviewed against KHDA inspection standards and contributes to the school’s ongoing improvement planning.

II. Vision

Our vision is to create a school culture where every member of the community feels valued, safe, and supported in their wellbeing journey. We provide a nurturing environment that enables students, staff, and parents to thrive academically, emotionally, and socially.

IPSJ Wellbeing Slogan: “Your Wellbeing Matters.”

This motto reflects our belief that wellbeing is not only a priority but also the foundation upon which all achievements are built.

III. Principles

Our approach to wellbeing is guided by the following principles:

1.5. Student- and Family-Focused

- We recognise each student’s individuality and context, including family, culture, and community influences.

1.6. Strengths-Based

- We build on individual and community strengths rather than focusing on deficits.

1.7. Equitable and Inclusive

- We ensure a learning culture that supports equity for all students, including those with SEN and English language learners.

1.8. Diverse

- We value diversity of nationality, language, ability, and background as a key driver of wellbeing.

1.9. Collectivist

- We recognise that every member of the community contributes to and benefits from wellbeing development.

1.10. Evidence-Informed

- We draw on internationally recognised frameworks, including PERMAH (Positive emotion, Engagement, Relationships, Meaning, Accomplishment, Health), and review our practice against KHDA wellbeing indicators.

IV. Values

This policy is effective because we value:

- Wellbeing as a fundamental right
- Respect for every individual
- Belonging and connection
- Holistic growth — academic, social, emotional, and physical
- Inclusivity and diversity
- Continuous improvement

V. Wellbeing Framework and Implementation

1.11. Whole-School Framework

IPSJ adopts a tiered, whole-school approach to wellbeing, structured around the PERMAH framework and aligned with the KHDA wellbeing model:

- **Universal (Tier 1)** – Wellbeing practices and structures that reach every student, embedded into the daily life of the school.
- **Targeted (Tier 2)** – Small-group or short-term interventions for students identified as needing additional support.
- **Intensive (Tier 3)** – Individualised case management for students with significant or sustained wellbeing concerns, including referral to external specialists where appropriate.

1.12. Awareness and Education

- Structured programmes on resilience, stress management, digital safety, and healthy lifestyles.
- Wellbeing-focused assemblies, observances, and awareness weeks throughout the academic year.
- Whole-school annual events including the PERMAH Wellness Expo for Grades 6–11.

1.13. Healthy Living

- Promotion of physical activity through PE, sports clubs, and active break times.
- Balanced nutrition supported by canteen guidelines and parent education.
- Sleep, screen time, and hydration education embedded in the curriculum.

1.14. Curriculum Integration

- Social and Emotional Learning (SEL) integrated into Moral Education, Health, PSHE, and homeroom programmes.
- Subject teachers identify and embed wellbeing links in their planning.
- Age-appropriate digital citizenship across all grades.

1.15. Wellbeing Committee

A representative committee of school leaders, teachers, counsellors, parents, and student representatives oversees the wellbeing strategy. The committee:

- Meets at least once per term.
- Reviews wellbeing data, including KHDA Dubai Student Wellbeing Census results.
- Plans and evaluates wellbeing initiatives.
- Reports outcomes to the Senior Leadership Team and contributes to school self-evaluation.

1.16. Communication and Support

- Open, confidential channels for reporting wellbeing concerns.
- Access to qualified school counsellors for individual sessions, group work, and crisis support.
- Clear pathways for referral to external mental health professionals where required.
- Coordination with the Safeguarding and Anti-Bullying policies to ensure an integrated response.

1.17. Teacher Resources and Professional Development

- Ongoing training for all staff on mental health awareness, SEL, classroom wellbeing, and the recognition of risk indicators.
- Wellbeing toolkits, lesson resources, and classroom strategies provided to teachers.
- Staff wellbeing supported through workload review, peer support structures, and access to confidential counselling.

1.18. Student Voice and Engagement

- Student Council, prefect bodies, and wellbeing ambassadors provide structured channels for student input.
- Regular student surveys inform planning and review.

- Students are involved in co-designing wellbeing events and campaigns.

1.19. Parent Engagement

- Workshops on adolescent development, digital safety, anxiety, and healthy routines.
- Parent guides and resources shared through school communication channels.
- Open-door access to counsellors and section leaders for wellbeing-related conversations.

VI. Roles and Responsibilities

The Senior Leadership Team champions wellbeing as a strategic priority, allocates resources, and reviews wellbeing data each term to inform school improvement planning.

The Wellbeing Committee coordinates the school-wide wellbeing strategy, monitors implementation, and ensures alignment with KHDA expectations.

The Counselling Department leads direct wellbeing provision for students. Counsellors:

- Provide individual and group counselling, including crisis support.
- Run classroom-based SEL and prevention programmes.
- Maintain confidential casework records in line with KHDA requirements.
- Coordinate with Heads of Section, Supervision, and the SEN team.
- Refer cases to external specialists when needed.

The Heads of Section ensure wellbeing structures are embedded in daily section life, monitor early warning signs, and lead the response when concerns arise.

All teachers and support staff will:

- Create classrooms that are safe, inclusive, and emotionally supportive.
- Notice and respond to early signs of distress in students.
- Refer wellbeing concerns to the Counselling Department through the established pathway.
- Model healthy boundaries, self-care, and respectful behaviour.
- Participate fully in wellbeing training and initiatives.

All students are encouraged to:

- Take responsibility for their own wellbeing and that of their peers.
- Speak up when they or someone else needs support.
- Engage actively in wellbeing programmes and initiatives.
- Treat every member of the community with kindness and respect.

All parents are asked to:

- Support the school’s wellbeing approach at home.
- Communicate concerns early and engage as partners in care planning.
- Engage with parent workshops and wellbeing resources.
- Model healthy routines, including sleep, screen time, and nutrition.

VII. Monitoring and Review

- Wellbeing initiatives are reviewed by the Wellbeing Committee each term.
- The school participates annually in the KHDA Dubai Student Wellbeing Census and uses the data to inform planning.
- Internal student, staff, and parent surveys are conducted at least once per year.
- This policy is reviewed annually and after any significant change in UAE or KHDA guidance.
- Findings and improvement actions are shared with the school community.

VIII. Glossary

- **Wellbeing** – A holistic state of physical, mental, emotional, and social health that enables a person to flourish.
- **PERMAH** – A wellbeing framework based on six pillars: Positive emotion, Engagement, Relationships, Meaning, Accomplishment, and Health.
- **SEL** – Social and Emotional Learning; the process through which students develop self-awareness, self-management, social awareness, relationship skills, and responsible decision-making.
- **Wellbeing Committee** – The school body responsible for planning, coordinating, and evaluating the wellbeing strategy.
- **KHDA** – Knowledge & Human Development Authority, the regulatory body for private education in Dubai.
- **Dubai Student Wellbeing Census** – An annual KHDA-administered survey that measures student wellbeing across Dubai private schools.
- **Tiered support** – A three-level model (universal, targeted, intensive) for providing wellbeing support proportionate to student need.

IX. Conclusion

At IPSJ, the wellbeing of students, parents, and staff is central to our mission. This policy reflects our commitment to creating a supportive, nurturing environment where every individual can flourish. Together, we will continue to prioritise wellbeing as the foundation of success and growth for all.

X. Disclaimer

This policy was developed by Arabian Development Education Company. 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: September 2020

Date reviewed: August 2025