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# **SCHOOL WELLBEING POLICY (V3)**

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**Wellbeing Matters**

**THE INDIAN HIGH GROUP OF SCHOOLS, DUBAI**

## Vision

Our vision inspires us all. It works as our guiding light, providing aspiration not only to evolve and succeed but also to make a difference in the world.

{ Create Proactive  
Global Citizens }





## Mission

Our mission is the recipe to how we, as a 'United' front can reach our goal of creating proactive global citizens. Our mission is our reason for being, and a beacon to follow in our everyday endeavours.

<b>U</b> Unfold the inherent talents of all students and enable them to do their best.	<b>N</b> Nurture a cosmopolitan atmosphere by encouraging the appreciation of world culture.	<b>I</b> Implement programs and activities designed to promote the culture of happiness and wellbeing across the school.	<b>T</b> Train the students to realise their educational potential and become independent, lifelong learners.	<b>E</b> Embody a commitment to meet the expectations of society by continually improving the quality management systems.	<b>D</b> Develop an environment that will enable the school to meet the objectives of the National Agenda and the vision of the rulers of UAE.
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### Objectives

Our objective is to encourage our students to be the 'Best' that they can be. We provide the right tools, ingredients, and guidance to ensure that all our students shine.

 <b>Build</b> an effective technology-based learning environment for the creation of global digital citizens.	 <b>Encourage</b> the growth of an environment conscious generation by promoting eco-friendly practices in campus.	 <b>Support</b> and guide students to alleviate learning difficulties and integrate them with the mainstream.	 <b>Transform</b> the infrastructure and supporting facilities into a centre of creativity & innovation.
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## 1. RATIONALE

The Indian High Group of Schools develop a whole-school approach to wellbeing by involving the whole school community to build and embed processes and strategies that develop wellbeing for students, staff, and stakeholders in its daily operations. Wellbeing becomes the fabric of the school and its culture and ethos through collaborative work between senior leaders, teachers, and all staff as well as parents, carers, and the wider community. Successful learning is dependent on the quality of the learning environment, and it is largely the human relationships in the school that most impact on the quality of this environment. In the **'Wellbeing Matters'** framework, KHDA recognizes and prioritizes wellbeing as a pre-requisite for the future success of humanity by including OECD definition of wellbeing - *"The psychological, cognitive, social, and physical functioning and capabilities that students need to live a happy and fulfilling life."*

The purpose of this policy is to:

- Maintain in our school positive, tolerant, and respectful relationships where students take responsibility for their behavior and where, in partnership the school and parents support student learning, personal growth and positive self-esteem.
- Focus on attributes and strengths that teach and support students to grow and learn from challenges and complexities.
- Create a culture where mutual responsibility is taken by students, staff, and parents for achieving a high standard of student wellbeing.
- Use co-operative and restorative approaches to resolving conflict.

## 2. POLICY STATEMENT

The student wellbeing policy aims to achieve the school vision of *'creating proactive global citizens'* through comprehensive and integrated strategies that support the cognitive, emotional, social, physical, and spiritual wellbeing of students. The policy takes into consideration, **'Wellbeing Matters'** the guiding framework for monitoring and improvement of wellbeing in Dubai private schools, in addition to UAE government's emphasis on promoting the **National Agenda for Wellbeing** and its effort to provide a better quality of life – while enhancing wellbeing in learning environments.

## 3. SCOPE

The Indian High Group of Schools is committed to excellence in education and student wellbeing is the responsibility of all members of staff and people working at the school. A mutually supportive approach between home and school is essential to each student's wellbeing. The school has established wellbeing as part of the **mission statement** that reads – *'Implement programs and activities designed to promote the culture of happiness and wellbeing across the school.'*

#### 4. OVERVIEW

In education, wellbeing is important for two reasons. The first is the recognition that schooling should not just be about academic outcomes but that it is about wellbeing of the 'whole child'; the second is that students who have higher levels of wellbeing tend to have better cognitive outcomes at school. The student wellbeing procedure identifies several elements that affect student wellbeing. These can broadly be grouped into the following: creating a safe environment; ensuring connectedness; engaging students in learning; promoting social and emotional learning; and a whole school approach.

#### 5. SCHOOL WELLBEING CIRCLE

School Principal	Ms. Mala Mehra
Vice Principal/ Head of Inclusion & Wellbeing	Ms. Sonia Kohli
Inclusion & Wellbeing Champion	Ms. Rashmi Ravindran
Leader of Provision	Ms. Aleena Babu
Health and Safety Team	Head of Health & Safety, Mr. Yashbeer Singh Health & Safety Officer, Mr. Tej Prakash School Doctor, Ms. Sreelatha
Counselors	Ms. Poonam Bhatia Ms. Namitha Elizabeth Jacob Ms. Tabassum Faisal Shaikh Ms. Aleena Babu Ms. Jessica D'Mello Ms. Hussaina Parvin Ms. Reneya. J. G
Wellbeing Activity Coordinators And Wellness Champions	5&6 Boys: Bessy Koshy and Sushila Sunda 5&6 Girls: Srijita Mukherjee and Geetika Chopra 7&8 Boys: Madhumita and Manisha Garg 7&8 Girls: Suman Bangera and Aparna Rimeesh 9&10 Boys: Mariamma and Violet D'souza 9&10 Girls: Neelam Sharma and Sreyaja Jayaraj 11&12 Boys: Sisha Anil and Rincy Mathews 11&12 Girls: Savitha Roy and Navkiran Kaur
Class Wellness Inspirers	Each class selects a class wellness inspirer

#### 6. LEADING AND PURSUING WELLBEING

The Indian High School culture is informed by a shared vision of wellbeing that is communicated to the entire school community and influences policy, practice, and provision.

- The school leadership and management communicate wellbeing as central to all aspects of school decision-making through the school mission statement.
- The school wellbeing policy is innovative, aims to achieve school vision of 'creating proactive global citizens' and creates safe environments through robust safeguarding practices shared through Child Protection and Safeguarding policy which is reviewed, updated, and shared with all stakeholders.
- The school promotes the National Agenda for Wellbeing through comprehensive strategies that are integrated into the ethos and culture of the school.
- Keeping in mind the financial wellbeing of parents, the benevolent management maintains the ethos of being a high-quality, not-for-profit educational institute serving the community.
- The school community is aware of symptoms of abuse, reports concern to DCPO and school maintains clear updated factual and confidential records of child protection concerns.
- Circle of Happiness, Inclusion and Wellbeing comprises of CDA Licensed practitioners who guide and train teachers on practice of SEL in classroom.
- The school skillfully applies informal methods of information gathering through anonymous feedback in suggestion boxes in addition to parent, student and staff survey that evaluates the impact of wellbeing provision and outcomes within the school and generate action plans.
- The annual 360-degree appraisal system monitors the wellbeing provisions and informs the priorities and areas for further development.
- The school management is the highest policy making body of the school and receives feedback from all stakeholders and proactively responds to wellbeing concerns and challenges.
- The Town Hall is an open forum for transparent communication between the CEO and the school team that is held once a term.
- The governing board holds senior leaders accountable for the performance of the school through specific KPIs that include data on student wellbeing and achievement. The Head of Inclusion and Wellbeing reports monthly to the CEO on student academic, personal and social development.
- School expands the scope of wellbeing by including parents of 'students of determination' in the Parent Focus Group and SOD representation in the school council.
- The school self-evaluation, monitoring and review systems involve a comprehensive gap analysis of School Wellbeing survey data. Feedback from all stakeholders inform the ongoing improvement of wellbeing provisions.
- Open discussions in forums like Heart-to-Heart sessions, Case-Conferences, Orientations and Meet and Greet enhances the bond between school and parents. These processes ensure that the school improvement plan addresses priorities and provides realistic goals for improved performance.
- Ongoing professional development of 100% teachers from external educational consultants and governor of inclusion and wellbeing leads to improved academic outcomes.

- The management of routines, activities and resources informs the development of a wellbeing focused environment.
- Leaders collaborate to design and implement provision that actively promote wellbeing by using reliable information and a wide array of data from external wellbeing survey that influences optimal decision-making.

## **7. LISTENING TO AND SUPPORTING STAKEHOLDERS**

- Confidential external wellbeing surveys enable the school to take practical actions ensuring wellbeing becomes an essential part of school culture and pedagogy. Feedback from all stakeholders, feeds into decisions on setting school wellbeing priorities.
- Governors actively shape the evolution of wellbeing vision through the annual 360-degree appraisal system that empowers the students and parents to benefit from effective and continuous communication that drives the wellbeing provisions and outcomes.
- Month end reports from section supervisor records the wellbeing activities/meetings for staff and students which influence wellbeing development across all the phases.
- Section-wise, wellbeing activities strengthen the wellbeing and happiness of students and give them a wide choice of activities that support their individual interest and scholastic requirements.
- Heart to Heart drop-in sessions for staff provision are scheduled to address concerns and ensure their wellbeing.
- School creates safe environments for all students through robust safeguarding policies which incorporate anti-bullying policies and ensure trusted adults remedy their wellbeing concerns.
- Circle of Inclusion and Wellbeing headed by the DCPO supports students through swift and seamless referral pathways and access to highly effective support.
- The Higher Education Registration system provides tailor-made Career Guidance sessions to students of grade 8 upward and the SCARF and Skill-Up programs for development of soft skills helps transition students out of school.
- The Happy to Hear program leads to direct access to management facilitating prompt redressal of staff concerns and quick decision on matters pertaining to staff wellbeing.
- Upgraded life insurance, dental insurance, and inclusion of 100% critical illness coverage for all staff members, visas for teachers, extraordinary medical leave ensures high levels of staff wellbeing.
- 100% tuition fee concession for learners of all staff members to raise the welfare and wellbeing of the staff community.
- Multi-factor Authentication (MFA) login process ensures cyber-safety for staff in school.

## **8. ENABLING WELLBEING EXPERIENCES AND OUTCOMES**

- The school uses a holistic approach to wellbeing development through a dedicated curricular program 'Social Emotional Learning' (SEL).

- Specialized ASDAN curriculum for students of determination and G&T enriches their learning experience.
- 'Thrive Program and SCARF program' teach students the knowledge attitudes and skills necessary for academic career and social emotional development.
- 'Wellbeing Champions' and 'Wellness Managers' have a well-defined role in the student council to take care of the smallest unit - the classroom.
- IVY program provides students an opportunity to do volunteer work at school and develop an attitude of service to the community.
- Certificates of appreciation are rewarded to students who participate in student talks in sections to promote the aspect of wellbeing.
- Students actively participate in Round Square and MUN conferences validating their awareness about global concerns and sense of connection to others.
- Election of Student Council body in each section gives opportunities for all students to participate and involve their voice in selecting their leaders through the democratic system.
- Designated post of Student Wellbeing Champion in the council body whose responsibility is ensuring wellbeing of all learners in the section through constant feedback and communication with section supervisor.
- Students participate in creating SEL competency boards in every section, giving the opportunity for them to express their voice.
- QR-codes placed around campuses help independently access Student Wellbeing Request Form to book appointments with the counsellor.
- Open discussions in forums like PFGs and Orientations enhance the bond between school and parents to ensure that the school wellbeing improvement plan addresses priorities and provides realistic goals for improvement.
- Precisely developed wellbeing initiatives like 'Calm Corners' in all classrooms aid students in healthy regulation and coping.

## **9. SWITCH4SCHOOLS – CHECK-INS**

Switch4Schools (S4S) is an innovative, easy, whole school, evidence-backed social and emotional learning tool that measures and builds emotional intelligence, mental health and wellbeing.

- **MEANINGFUL DATA**

S4S provides a safe platform for students to express their emotional well-being directly to educators in real-time to help create a better learning environment.

- **DIGITALLY ENABLED**

An easy to use and fun emotional check in app supported by practical switch techniques and activities, enhanced by real time student data accessible by the team and key learning support.

- **INTEGRATES WITH YOU**

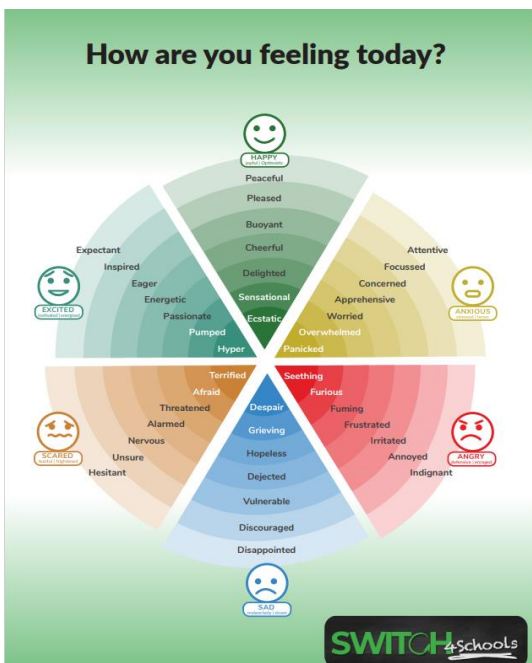


These are on-the-job support tools that empower current programs and embed real behavior change.

- **GET RESULTS FAST**

Drawing upon years of psychological research and best practice design methodologies, the switch program gets the right mental tools, to the right people, at the right time, and in a way that changes behavior.

To help our students develop emotional intelligence and embed important life skills, The Indian High Group of Schools partnered with Switch4Schools (commonly known as Switch). Switch is a program designed to help learners understand and manage their emotions, which research shows is more crucial for academic success than IQ or personality traits.



### How does it work?

Students “check in”, usually at the start of the day, to identify and label their feelings, and they are supported to learn about and participate in small activities. These activities known as ‘switch’ are designed to help them learn to manage their emotions more effectively in the classroom. These small strategies are expected to create a classroom environment more conducive to learning for all.

## 10. AREAS OF RESPONSIBILITY

### Rights and Responsibilities of Students

- Treat others with respect and kindness.
- Express your ideas and feelings in a responsible manner.
- Tell your side of the story if you are accused of rule breaking.
- Allow others to express their opinions, to show tolerance and respect.
- Complete work and allow others to work without interference.
- Learn and obey all school rules.
- Be honest and truthful about your own behavior.
- Take care of your own and other people’s property.

## **Rights and Responsibilities of Parents/care givers**

- Encourage their child to obey school rules and have a positive attitude toward school.
- Have access to the Principal, Section Supervisor and Class Teachers to discuss matters concerning their child's progress at school.
- Expect that their child receives a "fair go" in relation to discipline and educational programs.
- Ensure their child's regular attendance.
- Respect teacher's timetables by avoiding unnecessary interruptions.
- Encourage their child to respect the "rights" of others and have tolerance of different values and beliefs.

## **Rights and Responsibilities of Teachers**

- Teach and meet the learning needs of all learners.
- Be free from disruption while teaching.
- Monitor acceptable student behavior.
- Draw on their expertise and professional judgement.
- Acknowledge positive behavior and deal assertively and effectively with challenges.
- Abide by the MOE *Code of Conduct for Education Professionals in General Education* and the School policy on *Teacher Code of Ethics and Professional Conduct*.

## **Shared expectations**

- School has a responsibility to provide an educational environment that ensures that all students are valued and cared for.
- School values are based on Care and Compassion for self and others and acting with integrity.
- Act in accordance with principles of moral and ethical conduct, ensure consistency between words and deeds.
- Doing Your Best - Seek to accomplish something worthy and pursue excellence.
- Treat others with consideration and regard, respect another person's point of view.
- Pursue and protect the common good where everyone is treated fairly for a just society.
- Be accountable for one's own actions, resolve differences in constructive, non-violent, and peaceful ways, contribute to society and to civic life and take care of the environment.
- Understanding, Tolerance, and Inclusion - Be aware of others and their cultures, accept diversity within the society, being included and including others.
- Honesty and Trustworthiness - Be honest, sincere and seek the truth.
- School expectations include inclusive teaching practices, accessible educational provision for all students, parent/care giver partnerships and liaison, community partnerships which engage families and the community in ways that support, development, and provision of appropriate, relevant, and challenging curriculum that gives students the opportunity to experience success in their learning.

- The school aims to address diversity by maintaining a highly skilled, motivated, and energetic workforce with increased capacity to solve problems.

Student engagement, regular attendance and positive behavior is supported through fair and democratic classrooms and school environments, ensuring student participation in the development of classroom and whole school expectations, providing personalized learning programs where appropriate for individual students, empowering students by creating multiple opportunities for them to take responsibility and be involved in decision-making.

## **11. WELLBEING FOR STUDENTS OF DETERMINATION**

School provides all students with the opportunity to achieve their best academically, emotionally, and socially through:

- Providing high quality learning to enable the acquisition of skills, knowledge, and concepts relevant to their future.
- Promoting an ethos of care, mutual respect, and support, where effort is valued, and success celebrated.
- Enabling students to become active, responsible, and caring members of the school and wider international community
- Monitoring the achievement and well-being of all our students and the quality/nature of the learning opportunities they are offered.
- Tracking each student's academic, social, and emotional progress and using the resulting knowledge to plan provision for the individual or groups of students.
- Correctly identifying and then seeking to overcome potential barriers to students' learning or their full participation in school life.
- Developing and deploying our resources to best reflect the various levels of need experienced by students.
- Taking care to ensure that vulnerable students, including those with identified additional or Special Educational Needs (SEN) or Disabilities are appropriately supported.
- Sharing any concern, we may have regarding a student with their parents and then seeking to work together with them, for the good of the student.
- Liaising closely with professionals from other student services or external agencies involved in the care and support of students.
- Ensuring that schools have access to appropriately qualified and experienced staff.
- Providing teaching and non-teaching staff with the support and training they need in order that their work promotes the best outcomes for each student.

## **12. WELLBEING INITIATIVES**

Pioneering programs equip students with advanced skills to master all facets of personal wellbeing. The Happiness and Wellbeing Centre at school has as its objective the empowerment of students so that they can make decisions, solve problems, address behavioral issues, develop coping strategies, and resolve difficulties they may be experiencing. Our mission is a comprehensive and whole-school approach to promote positive mental health/wellbeing and not just for individuals with identified need.

1. **Student Wellbeing Request Form for Counselling Support** – Self-advocacy is an important skill, and the circle of happiness, inclusion and wellbeing initiated this process for students who wish to speak with the school counsellor. The student self-referral for counselling serves as a simple, recognizable way for students to communicate their requests to see the school counsellor. Counselling and Wellbeing Circle deals with all information provided in a sensitive and confidential manner.

2. **Parent Online Referral for Counselling Support** – We upgraded the confidential and secure service to support parents who have concern about their child’s behavioral, academic, or social issues through an online parent referral form. Once completed, the referral form is sent to the Leader for Provision who determines where the referral should go from that point. After discussing the case with the parent, the referral form and supporting documents are either forwarded to a teacher, school counsellor or supervisor depending on the issue or the type of need.

3. **Project Evexia** (Greek for Wellbeing) IHS has developed its own, unique wellness program – Project Evexia. The program is truly by, for and of the students. Its motto is the commitment that “...we’ll keep each other well”. Project Evexia is led by the ‘Wellbeing Champions’ of the student’s councils of grades 5 to 12 and supported by the teachers. Every division has its own “Wellness Managers” to take care of the smallest unit – the classroom.

4. Circle of Happiness, Inclusion and Wellbeing implements ‘**Thrive Program**’ where counsellors teach students the knowledge, attitudes, and skills necessary for academic, career and social/emotional development. This Character Education Program uniquely termed as ‘Thrive Program’ is executed during counsellor’s productive proxy classes with students. The topics for the different grades have been identified based on the gap analysis from the ‘External and Internal Survey’ and common concerns that surface through student wellbeing requests.

5. School implements **SC(A)RF** with the Vision: Create ardent individuals ready for college admissions and Mission: Enable the students to reach up to the full potential which will guide them in becoming independent and responsible individuals. Purpose: develop soft skills essential for high school students, empower students with skills for college readiness, qualities of being

independent and equip students to prepare a winning college application. Why SC(A)RF? The acronym stands for: S - Social media C -Character building A -Academics R -Responsibility instill F -Financial literacy.

6. We are dedicated to fostering a nurturing and supportive environment that prioritizes the holistic well-being of our students. In line with this commitment, we have implemented a comprehensive **Mental Health First Aid (MHFA)** - Adult to Adolescent program as an integral component of our wellbeing initiatives. This program equips our educators with the necessary tools, knowledge, and skills to identify, understand, and respond effectively to mental health challenges that may arise within our school community. By embedding MHFA training within our wellbeing policy, we emphasize proactive measures to support mental health, ensuring that our teachers are equipped to provide initial assistance and guidance to students in need. This initiative reflects our belief in fostering a culture of understanding, empathy, and support, ultimately promoting a conducive environment for academic success and personal growth.

7. Integrating the **Expressive Arts into Counselling Practice** is used as a part of the strategy for a wide variety of behavioral, emotional, and mental health concerns. The focus of expressive arts therapy is on the therapeutic effect of creative experience, and it highlights the human capacity to transform thoughts, emotions, and experiences into tangible shapes and forms.

#### **8. Student leadership**

- Student Leadership is promoted at all levels in the school through explicit extracurricular programs and curriculum.
- Student Council Members undergo leadership training that fosters positive interpersonal skills among students and staff while executing various responsibilities.
- Student Wellbeing Managers develop and sustain a motivated learning community where students experience wellbeing and progress on a regular basis.

#### **9. Co-curricular Activities**

- Physical Education is a vital component to our students' physical development and wellbeing. Our PE curriculum is both broad and balanced providing access to team and individual sports.
- Activities such as music and dance allow students to develop both mental and physical wellbeing.

### **13. SOCIAL EMOTIONAL LEARNING CURRICULUM**

Schoolwide Social and Emotional Learning (SEL) integrates academic, social, and emotional learning across all school contexts. Effective social and emotional learning program at school involves coordinated classroom practices that help students develop the following five key

skills: Self-awareness, Self-management, Social-awareness, Relationship Skills, and Responsible Decision Making. Promoting social and emotional development for all students in classrooms involves teaching and modeling social and emotional skills, providing opportunities for students to practice and hone those skills, and giving students an opportunity to apply these skills in various situations.

## **14. WELLBEING IN EDUCATION**

The school nurtures in students those capabilities that equip them with the appropriate knowledge, skills and understanding to thrive in adult life, whilst enabling them to enjoy themselves and foster personal wellbeing through their educational experience.

### **Teaching and learning**

- School takes into consideration aspects of and factors contributing to wellbeing in the delivery of teaching and learning.
- Students are provided with opportunities to connect, succeed, and thrive that are relevant to their stages of learning and development.
- It is a priority that the learning programs in the school include enjoyable and valuable learning experiences for all students.

### **Learning and support**

- Students with identified learning needs benefit from personalized learning and support.
- Processes are developed within the school for the Early Intervention of students in need and at risk.
- Students with identified medical needs have an individualized health care plan explained in the health and safety policy.
- Parents are consulted and contribute to the planning to support their child's individual learning.
- Adjustments to the learning environment are made and documented as required.
- Enrichment classes are implemented and monitored for high achievers in the board classes (Grades 10 &12)
- Remedial programs to address learners' needs are implemented and monitored.
- Assessment of student achievement informs individual learning.

### **Behavior, discipline, and character education**

- School implements a comprehensive and inclusive strategy to create an environment with clearly defined behavioral expectations as stated in the Student Code of Conduct policy.

- The Child Protection Policy ensures that all students feel safe in the school campus.
- All members of the school community consistently implement the agreed strategy to create a positive teaching and learning environment.
- The school recognizes the importance of developing and shaping the character of the individual and maximizes opportunities for personal growth.
- Teaching and learning are not disrupted by unacceptable behavior in the classroom, on the playground and in activities for which the school is responsible.
- Whole school approaches to physical health and fitness, social skills and friendship, empathy and resilience, peer support and mentoring, student leadership, citizenship and community engagement contribute to the growth of individual and collective wellbeing.
- The Student Code of Conduct policy is designed to provide an explicit definition of the minimal standards of personal conduct that the school expects of all its students.

**Additional School Programs that promote wellbeing through improved levels of school engagement:**

- Regular student surveys to identify gaps and plan strategies that promote wellbeing.
- Friday WHEN program
- S.O.U.L (Serenity Optimizes Ur Learning) program for board year students
- Student Self Reflection Form
- Student Feedback Survey through AGREE form.
- Innovative projects and activities included in the Moral Education Program (Grade 5-12)
- Annual Picnic and Field Trips
- Yoga and meditation
- Pastoral care
- Pet Therapy to de-stress students
- Camps and visits
- Educational tours
- Talent’s day and House Day programs
- Buddy system for learners to cope with academic challenges.
- Celebrations of local, national, and inter-national festivals
- Student Wellbeing Champion to plan strategies aiming at creating a positive and happy environment.

## **15. WELLBEING OF TEACHERS AND OTHER STAFF MEMBERS**

In the quest for greater levels of student wellbeing, school leadership prioritizes teacher wellbeing and that of other staff members. School based wellbeing advancement is ensured through:

1. effective recruitment and retention policy
2. fostering manageable workloads
3. implementing positive and professional appraisal systems

- All staff members are successfully empowered through targeted information, exemplary induction, and personalized guidance.
- Rigorous monitoring through learning walks and audits ensures optimal workplace wellbeing because of constructive feedback and intervention through targeted CPD.
- A consistently supportive and empowering environment ensures fulfilling work experience for all staff members.

## 16. PROTOCOL FOR MENTAL HEALTH CONCERNS

Mental health difficulties refer to a wide range of emotional, psychological, and behavioral issues that may affect a student's ability to function effectively in school and daily life. The signs and symptoms that are commonly seen in children and adolescents are,

- Changes in mood (e.g., sadness, irritability, anxiety)
- Withdrawal from friends and activities
- Decline in academic performance
- Changes in eating or sleeping habits
- Unexplained physical complaints
- Expressions of hopelessness or worthlessness

The protocol followed by school when a mental health concern is noted is outlined below.

### **Immediate Response:**

- Approach the student with care and without judgment. Speak in a calm and reassuring manner.
- Assess the situation to ensure the student's immediate safety. If there is a risk of harm to the student or others, seek help from school security or emergency services.
- Offer a quiet and private space to talk if possible. Show empathy and listen actively to the students' concerns.
- Inform the Section Counselor, Leader of Provision, Head of inclusion and Wellbeing, and parents/guardians as soon as possible.
- Allow the student to express his/her feelings. Listen actively and provide emotional support. Avoid making promises you cannot keep (e.g., confidentiality in cases of self-harm or harm to others).

### **Follow-Up Procedure:**



- A formal referral to the Circle of Inclusion and Wellbeing is an essential and integral step in the process.
- The student, parents, teachers, and counselor create a support plan that outlines coping strategies, accommodations, and support systems.
- Regularly check in with the student to monitor their emotional wellbeing and progress. Adjust the support plan as needed.
- If necessary, refer the student to external mental health services for further support. This may include psychologists, psychiatrists, or specialized therapists.
- Keep detailed records of the incident, actions taken, and follow-up steps. Review the situation periodically to adjust the support plan as needed.

### **Preventative Measures:**

- The school implements comprehensive mental health education programs to reduce stigma and raise awareness about mental health issues among students and staff.
- The school provides Mental Health First Aid training for selecting staff to recognize and respond to signs of mental health concerns. This includes training in active listening, providing support, and making appropriate referrals.

### **Self-Harm Protocol**

Self-harm refers to any deliberate act of harming one's own body to cope with emotional distress. Common observable symptoms are unexplained cuts, bruises, or burns; wearing long sleeves or pants even in hot weather; frequent reports of accidental injury; social withdrawal and isolation.

#### **Immediate Response:**

- Approach the student with care and without judgment. Speak in a calm and reassuring manner.
- Remove any items that could be used for self-harm if possible. Ensure the student is in a safe environment.
- Contact School Medical Centre to perform basic first aid if necessary and inform the Section Counselor, Leader of Provision, Head of Inclusion and Wellbeing, and parents/guardians as soon as possible.

### **Panic Attack Protocol**

A panic attack is a sudden episode of intense fear or anxiety that triggers severe physical reactions when there is no real danger or apparent cause. Common signs and symptoms are rapid heart rate; sweating and trembling; shortness of breath or hyperventilation; feeling of impending doom or danger; chest pain or discomfort; nausea or abdominal distress.

#### **Immediate Response:**

- Speak to the student in a calm and soothing voice. Reassure them that they are safe and that the panic attack will pass.

- Encourage the student to take slow, deep breaths. Use breathing techniques like counting breaths or breathing into a paper bag if necessary.
- If possible, move the student to a quiet and less stimulating environment.
- Offer a glass of water, a cool cloth, or a comforting presence. Avoid physical contact unless the student is comfortable with it.
- Contact School Medical Centre if necessary and inform the Section Counselor, Leader of Provision, Head of Inclusion and Wellbeing, and parents/guardians as soon as possible.
- Do not leave the student alone during a panic attack. Stay with them until they feel calmer and more in control.

## 17. EVALUATION AND REVIEW

The school will review this policy annually and update accordingly to include changes in the law and guidance on good practice. The policy will be promoted throughout the school community.

## 18. DEFINITIONS

- S.O.U.L program: Serenity Optimizes Ur Learning
- SCARF: S - Social media C - Character building A - Academics R - Responsibility F - Financial literacy
- ABC: Activity Based Counselling
- DMT: Dance Movement Therapy
- BIP: Behaviour Intervention Plan

## 19. REFERENCES

Student Wellbeing Policy should not be viewed in isolation; it is a strand that runs through all aspects of school improvement, supported by our policies on:

- Wellbeing Matters, a guiding framework (KHDA)
- Assessment policy and procedure
- <https://www.switch4schools.com.au/>
- KHDA parent-school contract
- Attendance and punctuality endorsed by KHDA
- DSIB Inspection Handbook
- Inclusion policy
- Homework policy
- Behaviour policy
- Child Protection and Safeguarding policy
- I H S Cyber Security policy

## 20. EFFECTIVE AND REVISED DATES

This policy has been in effect as 'Student Wellbeing Policy' since 2017. This policy was revised as 'School Wellbeing Policy' in Jan. '24 taking into consideration, 'Wellbeing Matters' the guiding framework for monitoring and improvement of wellbeing in Dubai private schools. The policy was last revised in June 2024.