



OCTOBER 2, 2026

SCHOOL WELLBEING POLICY WELLBEING MATTERS

THE INDIAN HIGH SCHOOL, DUBAI

VERSION 10

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.

U

Unfold the inherent talents of all students and enable them to do their best.

N

Nurture a cosmopolitan atmosphere by encouraging the appreciation of world culture.

I

Implement programs and activities designed to promote the culture of happiness and wellbeing across the school.

T

Train the students to realise their educational potential and become independent, lifelong learners.

E

Embody a commitment to meet the expectations of society by continually improving the quality management systems.

D

Develop an environment that will enable the school to meet the objectives of the National Agenda and the vision of the rulers of UAE.

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.



Build an effective technology-based learning environment for the creation of global digital citizens.



Encourage the growth of an environment conscious generation by promoting eco-friendly practices in campus.



Support and guide students to alleviate learning difficulties and integrate them with the mainstream.



Transform the infrastructure and supporting facilities into a centre of creativity & innovation.

Table of Contents

1. Rationale
2. Policy Statement
3. Scope
4. Overview
5. Leading & Pursuing Wellbeing
6. Engaging & Enabling Stakeholders
7. Enabling Wellbeing Experiences
8. Switch4Schools – Check-Ins
9. Areas of Responsibility
10. Students of Determination
11. Wellbeing Initiatives
12. Wellbeing in Education
13. Wellbeing of Teachers & Staff
14. Parent Wellbeing & Engagement
15. Protocol for Mental Health Concerns
16. Definitions
17. References
18. Review & Revision

1. RATIONALE

The Indian High School adopts a whole-school approach to wellbeing, engaging students, staff, parents, carers, and the wider community to make wellbeing integral to its daily operations, culture, and ethos. The school recognizes positive relationships and a high-quality learning environment as the foundation for successful learning.

Aligned with the KHDA *Wellbeing Matters* framework and the OECD definition of wellbeing as “*the psychological, cognitive, social, and physical functioning and capabilities that students need to live a happy and fulfilling life,*” the school promotes holistic wellbeing as essential to future success. Staff wellbeing is recognized as inseparable from student wellbeing, with psychological safety, professional respect, and equitable access to support underpinning sustainable positive outcomes.

- Foster positive, tolerant, and respectful relationships where students take responsibility for their behavior and school–parent partnerships support learning, personal growth, and self-esteem.
- Develop students’ strengths, attributes, and resilience to help them grow, learn, and navigate challenges and complexities.
- Promote a culture of shared responsibility among students, staff, and parents for achieving high standards of wellbeing.
- Adopt cooperative and restorative approaches to prevent and resolve conflict positively.

2. POLICY STATEMENT

This policy aims to realize the school’s vision of “*creating proactive global citizens*” through comprehensive, integrated strategies that support the cognitive, emotional, social, physical, and spiritual wellbeing of students. This includes structured provisions for students, teaching staff, non-teaching staff, and ancillary staff, acknowledging that wellbeing needs and access pathways differ across groups.

The policy aligns with *Wellbeing Matters* (the guiding framework for Dubai private schools) and supports the UAE National Agenda for Wellbeing in delivering enhanced quality of life within learning environments.

3. SCOPE

The Indian High School is committed to excellence in education, recognizing student wellbeing as the shared responsibility of all staff. A mutually supportive partnership between home and school is central to student wellbeing, fulfilling our mission to implement programs and activities that cultivate happiness and wellbeing across campus.

4. OVERVIEW

Student wellbeing is central to education. The school nurtures the whole child while driving strong academic performance, recognizing the intrinsic connection between wellbeing, engagement, cognitive development, and achievement.

Our approach is guided by **five core principles**:

1. Safe and supportive environments
2. Belonging and connectedness
3. Meaningful learning
4. Social and emotional development
5. Whole-school culture of wellbeing

5. LEADING AND PURSUING WELLBEING

- **Wellbeing-Led Leadership:** School leadership integrates wellbeing into strategic planning and decision-making in alignment with the UAE National Agenda for Wellbeing.
- **Safe and Inclusive Environments:** Robust Child Protection and Safeguarding practices ensure stakeholders identify and report concerns to the Designated Child Protection Officer (DCPO), maintaining confidentiality and updated records.
- **Financial and Community Wellbeing:** Not-for-profit governance ensures access to quality education while remaining sensitive to family financial wellbeing.
- **Expert Provision:** The Circle of Happiness, Inclusion, and Wellbeing (led by CDA-licensed practitioners) guides classroom and campus-wide wellbeing practices.
- **Stakeholder Voice & Action:** Feedback is collected and acted upon via surveys, suggestion boxes, Heart-to-Heart meetings, Case Conferences, orientations, and Meet & Greet forums.
- **Data-Informed Evaluation:** Survey findings, stakeholder input, and gap analyses directly drive school improvement priorities.
- **Accountability & Governance:** Strategic oversight by management ensures regular data review, while the Wellbeing Team reports systematically to the Senior Leadership Team (SLT).
- **Transparent Communication:** Termly Town Hall meetings facilitate open dialogue between the CEO and staff for collaborative problem-solving.
- **Professional Development:** Annual 360-degree appraisals, targeted CPD, and external consultancy enhance staff skills and school provision.
- **Personalized Support Pathways:** Accessible, confidential initiatives support diverse needs, including the *Open Door Programme* for teaching staff and the *Sukoon Programme* for ancillary/support staff.

6. ENGAGING AND ENABLING STAKEHOLDERS

- **Data-Driven Planning:** External surveys, stakeholder feedback, and 360-degree appraisals guide improvement priorities.
- **Systematic Monitoring:** Monthly section reports track wellbeing activities and emerging needs.
- **Personalized Student Experiences:** Phase-specific activities cater to individual student interests and academic needs.
- **Accessible Safeguarding:** Anti-bullying frameworks, trusted adults, and DCPO referral channels offer timely support.
- **Future Readiness & Transitions:** Higher Education Registration, career guidance (Grades 8–12), SCARF, and Skill-Up programs develop soft skills and transition readiness.
- **Responsive Staff Feedback:** Heart-to-Heart drop-in sessions and the *Happy to Hear* program provide direct communication channels for staff concerns.
- **Trust & Cyber Safety:** Anonymous feedback mechanisms build trust, while Multi-Factor Authentication (MFA) protects digital data and staff cyber-safety.

7. ENABLING WELLBEING EXPERIENCES AND OUTCOMES

- **Holistic Curriculum:** The *Thrive* and *SCARF* programs build social-emotional skills, academic readiness, and career awareness.

- **Inclusive Education:** ASDAN and differentiated enrichment programs support Students of Determination and Gifted & Talented learners.
- **Student Voice & Agency:** Student Councils, Wellness Managers, and Wellness Inspirers empower peer support and leadership.
- **Global Citizenship & Service:** Participation in IVY volunteering, Round Square, and Model United Nations (MUN) builds global awareness and character.
- **Self-Referral Pathways:** QR-coded Student Wellbeing Request Forms allow confidential self-referral for counseling.
- **Parent Collaboration:** Parent Focus Groups (PFGs), workshops, and shared data inform ongoing strategic enhancement.

8. SWITCH4SCHOOLS – CHECK-INS

The school partners with **Switch4Schools (S4S)**, an evidence-backed digital Social and Emotional Learning (SEL) platform that tracks and builds emotional intelligence:

- **Real-Time Data:** Gives students a safe, digital space to share feelings, enabling educators to provide immediate support.
- **Interactive Tooling:** Helps students identify emotions and apply practical coping strategies.
- **Seamless Integration:** Complements existing wellbeing initiatives to build lasting positive habits.
- **Rapid Impact:** Uses evidence-based practices to assist students in navigating everyday challenges and maintaining a calm learning environment.

9. AREAS OF RESPONSIBILITY

STUDENTS

- Treat everyone with respect, kindness, and fairness.
- Express thoughts and feelings respectfully and responsibly.
- Share incidents or concerns without bias.
- Value the opinions and perspectives of peers.
- Complete assigned work diligently without disturbing others.
- Adhere to school rules, taking responsibility for personal actions.
- Respect personal belongings and school property.

PARENTS / GUARDIANS

- Support the learner in adhering to school expectations and maintaining a positive attitude toward education.
- Maintain open communication with the Principal, Section Supervisors, and Teachers regarding student wellbeing.
- Ensure regular, punctual attendance.
- Respect teachers' professional time and avoid unnecessary class interruptions.
- Encourage respect, tolerance, and appreciation for diversity.

TEACHERS

- Address the diverse learning needs of all students.
- Maintain safe, respectful, and productive classroom environments.
- Apply professional judgment, recognizing positive behavior and addressing issues fairly.
- Uphold the UAE Ministry of Education (MoE) Code of Conduct for Education Professionals.

10. WELLBEING FOR STUDENTS OF DETERMINATION

- **Inclusive Learning:** High-quality, personalized instruction and tailored resources.
- **Culture of Care:** Celebrating effort, fostering belonging, and ensuring equal access to school life.
- **Holistic Tracking:** Evidence-based monitoring of academic, social, and emotional progress.
- **Barrier Removal:** Adapting teaching methodologies and environments to individual needs.
- **Collaborative Support:** Partnering with parents, inclusion specialists, and external medical/psychological experts.
- **Staff Capacity Building:** Continuous professional training for educators supporting inclusive education.

11. WELLBEING INITIATIVES

- **Student Wellbeing Request Form:** Secure QR-code self-referral system for counseling.
- **Parent Online Referral System:** Direct parent access for counseling support.
- **Evexia:** Student-led peer activities promoting classroom happiness.
- **Thrive Programme:** Counselor-led SEL and life skills training.
- **Mental Health First Aid (MHFA):** Training staff and students to spot and respond to emotional distress.
- **Compassionate Circle:** Safe peer forum addressing relationship dynamics and anti-bullying awareness.
- **SOUL Initiative (Serenity Optimizes Ur Learning):** Exam-period stress relief and 24/7 counseling support.
- **SC(A)RF Initiative:** Focuses on Social Media, Character, Academics, Responsibility, and Financial Literacy.
- **Career Guidance Centre (CGC):** Data-driven higher education and career counseling.
- **Co-curricular & Pastoral Care:** Enrichment through sports, expressive arts (DMT/ABC), camps, field trips, House Days, Inclusion Fests, and the *Bite Right / Meals on Wheels* health initiatives.

12. WELLBEING IN EDUCATION

TEACHING AND LEARNING

Integrated wellbeing principles across curriculum planning, offering age-appropriate, engaging experiences. Balanced assessment practices inform personalized instruction without causing unnecessary distress.

LEARNING AND SUPPORT

Individualized Education Plans (IEPs) and Behavior Intervention Plans (BIPs) are implemented for identified academic, behavioral, or medical needs through early identification systems.

BEHAVIOR, CHARACTER, AND WELLBEING

Clear behavior policies anchored in the Student Code of Conduct and Safeguarding Policy ensure consistent restorative practices that build student resilience, character, and community engagement.

13. WELLBEING OF TEACHERS AND OTHER STAFF MEMBERS

In the pursuit of elevated student wellbeing, school leadership prioritizes the holistic physical, emotional, financial, and professional wellbeing of teachers, support staff, and ancillary personnel. School-based wellbeing advancement is sustained through:

- **Strategic Staffing:** Effective recruitment, smooth onboarding, and retention policies.
- **Workload Optimization:** Fostering manageable workloads and balanced expectations.
- **Supportive Performance Frameworks:** Implementing positive, constructive, and professional appraisal systems (including annual 360-degree reviews).

CORE ENVIRONMENTAL & SUPPORT SYSTEMS

- **Rigorous Monitoring & Constructive Growth:** Learning walks and audits promote optimal workplace conditions, backed by constructive feedback and targeted Continuous Professional Development (CPD).
- **Empowering Staff Networks:** A nurturing ecosystem featuring a fulfilling professional experience.
- **Comprehensive CPD Portfolio:** Structured professional learning aligns with Teachers' Standards and Professional Standards. Dedicated CPD training days are conducted every Thursday throughout the academic year, effectively planned by the Senior Leadership Team (SLT) to cover SEND, pedagogy, ICT, and emotional wellbeing.
- **Personalized Teacher Development Plans (TDP):** Mentored, tailored development plans support sustained professional growth and career progression.
- **Direct Leadership Access ("Happy to Hear" Program):** Spearheaded by the Office of the CEO, offering direct access to executive management for rapid grievance redressal. Specialized channels also include the *Open Door Initiative* for teaching staff and the *Sukoon Program* for ancillary staff.

COMPREHENSIVE FINANCIAL & PERSONAL BENEFITS

- **Comprehensive Life Insurance Cover:** All active staff members—regardless of length of service—are provided with fully funded Life Insurance coverage (Death due to any cause, Permanent Total Disability, Repatriation expenses, Terminal illness cover, Passive War Risk, and 24-hour worldwide cover for UAE residents).
- **Staff Health & Household Support Program:** Staff receive treatment concessions for dental and eye care through collaborating clinics, alongside subsidized access to LPG cylinders for household needs.
- **Visa & Medical Security:** Provides school-sponsored employment visas and complete medical insurance coverage for staff facing personal or family hardship (e.g., spouse/father job loss).
- **Family Digital Safety & Productivity Tools:** Complimentary access to *Qustodio* for family digital safety and *Canva* (integrated with MS Teams) for enhanced productivity and work-life balance.
- **Staff Care & Childcare Facility:** A dedicated staff care room equipped with a qualified nanny is provided on campus to care for staff children after Kindergarten dismissal.

PROFESSIONAL RECOGNITION & INTERNAL MOBILITY

- **Staff Recognition & Appreciation:** Phase-wise certificates, Teachers' Day celebrations, and formal management tokens of appreciation recognize excellence in teaching, equity, and classroom management.
- **Internal Career Growth Opportunities:** Transparent, equal-opportunity selection processes for emerging vacancies across campuses and levels.

- **Collaborative Learning Networks:** Active involvement in the *IIS Professional Learning Community (PLC)*, Case Conferences, Department Meetings, and opportunities to lead passion activities like *Life Skill SPARKS Friday* and *Genius Hour Projects*.
- **Wellbeing Surveys & Community Events:** Periodic PERMAH-based staff surveys drive ongoing organizational improvement, supported by festive get-togethers and team-building events.

14. PARENT WELLBEING AND ENGAGEMENT

- **Meaningful Participation:** Parents are engaged through Parent Focus Group (PFG) meetings, applying “*Celebrating What Works*” and “*Exploring What’s Next*” frameworks.
- **Responsive Communication:** Multichannel access via Parent Portals, direct emails, and the *Happy-to-Help (H2H)* desk ensures prompt query redressal.
- **Career Choice Alignment:** Active parent participation in Career Guidance Centre sessions ensures joint family decision-making centered on student interests.
- **Safeguarding Adherence:** All parent-school interactions adhere strictly to Child Protection and Safeguarding guidelines.

15. PROTOCOL FOR MENTAL HEALTH CONCERNS

Mental health difficulties encompass a range of emotional, psychological, and behavioral challenges. Common indicators include noticeable mood changes, social withdrawal, drop in academic performance, changes in eating/sleeping patterns, unexplained physical complaints, and expressions of hopelessness.

1. Identification of Concern & Immediate Care Response



2. Notification (DCPO, Counselor, Leadership & Parents)



3. Formal Referral to Circle of Inclusion & Wellbeing



4. Collaborative Individual Support Plan (ISP) Creation



5. Regular Monitoring, Documentation & External Referrals

IMMEDIATE RESPONSE PROTOCOL

1. Approach the student compassionately, calmly, and without judgment in a private space.
2. Evaluate immediate safety. If urgent harm exists, invoke emergency and security procedures instantly.
3. Offer emotional support while maintaining boundaries (explain confidentiality limits regarding harm).

4. Alert the DCPO, Section Counselor, Leader of Provision, Head of Inclusion & Wellbeing, and Parents/Guardians.

FOLLOW-UP & PREVENTATIVE PROCEDURES

File a formal referral to the *Circle of Inclusion and Wellbeing* to draft a collaborative Support Plan detailing coping mechanisms and accommodations. Routine check-ins monitor progress, with external clinical referrals facilitated as necessary.

A. Self-Harm Protocol: Approach with empathy, remove potential self-harm implements safely, ensure supervision, escort to the School Medical Centre, and immediately notify the DCPO and parents.

B. Panic Attack Protocol: Reassure safety, guide slow deep breathing, relocate to a low-stimulation area, offer water/cool cloth, contact Medical Centre if needed, and remain present until the student is fully regulated.

16. DEFINITIONS

- **S.O.U.L Program:** Serenity Optimizes Ur Learning
- **SC(A)RF:** Social Media, Character Building, Academics, Responsibility, Financial Literacy
- **ABC / DMT:** Activity-Based Counselling / Dance Movement Therapy
- **BIP / IEP:** Behaviour Intervention Plan / Individualized Education Plan
- **DCPO:** Designated Child Protection Officer
- **SPARKS:** Students Pursuing Activities, Recreation, Knowledge, and Skills
- **PLC / CPD:** Professional Learning Community / Continuous Professional Development

17. REFERENCES

This policy operates in conjunction with wider institutional frameworks and regulatory guidelines:

- *Wellbeing Matters* Framework (KHDA)
- UAE Ministry of Education (MoE) Professional & Ethical Code of Conduct
- KHDA Parent-School Contract & DSIB Inspection Handbook
- IHS Child Protection, Safeguarding, Behaviour, Inclusion, and Cyber Security Policies
- Switch4Schools Platform

18. REVIEW AND REVISION

This policy has been operational since **2017** and undergoes annual evaluation by the Senior Leadership Team and the Circle of Happiness, Inclusion, and Wellbeing.