



**THE INDIAN HIGH SCHOOL
AL GARHOUD CAMPUS**

SCHOOL WELLBEING POLICY

Academic Year 2026 - 2027

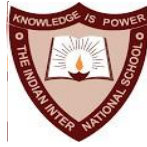


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VISION OBJECTIVE:

“Create Proactive Global Citizens”

The inspiring vision of the Indian High Group of Schools is the guiding light that provides aspiration not only to evolve and succeed, but also to make a difference in the world.

MISSION OBJECTIVE:

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

Nurture a cosmopolitan atmosphere by encouraging the appreciation of world culture

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

Train students of all ability levels to fully realize their educational potential and become independent, lifelong learners

Embody commitment to expectations of society by continually improving Quality Management Systems

Develop an environment that will enable the school to meet the objectives of the national Agenda and the vision of the Rulers of the UAE

Our mission is the driving force 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 endeavors.

RATIONALE:

Student wellbeing is an integral aspect of learning, individual development and participation in whole school life. At school everyone should be treated respectfully, every person needs to feel safe and secure, and students need an environment that supports their learning, personal growth and positive self-esteem. Successful learning is dependent on the quality of the learning environment, and it is the human relationships in the school that most impact on the quality of this environment. Teaching and learning occur in environments that celebrate difference and diversity and respond to identity and cultural background.

POLICY STATEMENT:

The policy is based upon the directives and guidelines laid down by the *KHDA (2022) through its: '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. The school wellbeing policy emphasizes achieving the school's vision of '**creating proactive global citizens**' through comprehensive and integrated strategies that support the physical, cognitive, emotional and social wellbeing of all learners.

SCOPE:

The policy applies to all stakeholders within the school community, while placing a strong emphasis on learners and recognizing that education extends beyond academic achievement to the holistic development and wellbeing of every child.

PURPOSE:

The policy aims to:

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

SCHOOL WELLBEING CIRCLE:

School Principal / Headmistress	Ms. Amita Kapoor
Inclusion & Wellbeing Champion	Ms. Mudita Joshi
Leader of Provision/DCPO	Ms. Sonali Bhat
SENCo	Ms. Swapnaja Deshpande
Health and Safety Team	Health & Safety Officer: Ms. Dona Chaudhury School Doctors: Ms. Shirley Joseph, Ms. Saranya Manoharan
Counsellors	Ms. Tasneem Murtaza Mithaiwala Ms. Shafeena Ibrahim Ms. Helvin Reena Barboza Ms. Lizbeth Sabu K. Ms. Shameema Abdul Azeez
Wellbeing Activity Coordinators	KG1: Joy Lorenzo Bernabe KG2: Jacqueline Garcia Braceros 1&2 Girls: Mamta Hasija 1&2 Boys: Pooja Gupta 3&4 Girls: Jyothy Sasi 3&4 Boys: Manisha Mohanan
Student Wellbeing Council	Wellbeing Champions (Grade 3 and 4 Girls): Inara Maryam Salim – 3 C Princess Aryal – 4 A Wellbeing Champions (Grade 3 and 4 Boys): Aditya Pramoda Shetty – 3 O Jatasya Abitha – 4 W
Class Wellness Advocates	Each class selects a class wellness advocate

RESPONSIBILITIES OF EVERY STAKEHOLDER TO ENSURE WELLBEING

In order to promote physical, social, emotional wellbeing and to create a positive culture in school, every stakeholder plays a vital role in following their responsibilities entrusted to them.

RIGHTS AND RESPONSIBILITIES OF THE LEARNERS

- **School rules:** Learn and obey all school rules. Be honest and truthful about your own behavior.
- **Be respectful and inclusive:** Treat your classmates with respect and kindness, allow them to express their opinions and ideas; and foster a safe and welcoming environment. Work together, value diverse perspectives, and build strong interpersonal skills.
- **Conducive environment:** Take care of your own and other people's property to maintain a safe and clean environment for everyone.
- **Participate actively:** Participate in school assemblies, various school activities, sports and enroll in school clubs to foster a sense of belonging and community for yourself and others.
- **Encourage healthy habits:** Promote healthy eating, hygiene habits and physical activity.
- **Teamwork and collaboration:** Develop and maintain positive relationships and social connections through cooperative play, classroom and group activities, and respectful communication with peers.
- **Celebrate others' achievements:** Recognize and celebrate the achievements of classmates and schoolmates to strengthen the connections with the school community.

- **Promote mental health:**

'It's okay not to be okay!'

In case of any physical, social and / or emotional help needed, seek support for yourself and encourage peers to ask for support from counsellors or other support systems in the school.

'Be a Buddy!'

In order to foster friendly bonds between the learners and enhance wellbeing in school, actively work against bullying by not participating in the act and by reporting incidents to the trusted staff in school.

RIGHTS AND RESPONSIBILITIES OF PARENTS/CARE GIVERS

- **School rules:** Encourage your child to obey school rules and have a positive attitude towards the school and staff.
- **Partnership with school:** Maintain respectful communication and relationship with the

Headmistress, Section Supervisor, Teachers and Support Staff to discuss matters and share significant challenges impacting your child's progress and social interactions at school.

- **School routines:** Ensure that your child attends school regularly, carries appropriate school supplies and healthy meals to school every day. Promote sufficient sleep which is critical for positive mental health, good learning, and decision-making. Help learners to manage screen time at home and ensure that they engage in face-to-face relationships and physical activities too.
- **Respect and acceptance:** Encourage your child to respect others and have tolerance to different values and beliefs. Encourage healthy relationships and develop social skills to help learners resolve conflicts and build positive interactions with peers.

RIGHTS AND RESPONSIBILITIES OF TEACHERS:

- **Teaching and learning:** Identify the abilities and facilitate every learner as per their learning needs to achieve their maximum potential.
- **Create inclusive environment:** Create a classroom where all learners feel valued, safe, and have a sense of belonging. Create an environment where learners feel comfortable sharing their ideas and feelings.
- **Develop strong relationships with learners:** Establish trusting, respectful connections with learners to create a foundation of security and support. Model kindness, empathy, and respect in interactions with learners and staff to encourage similar behaviors amongst them.
- **Establish routines and expectations:** Implement clear expectations and consistent routines to create a sense of security in classroom. Acknowledge positive behavior and deal assertively and effectively with challenges.
- **Provision of support, mentoring and guidance:** Help learners develop intellectually, emotionally and socially. Teach them to cope with challenges and develop positive attitudes and life skills. Recognize and respond to the socio-emotional needs of the learners and ensure that they are supported.
- 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 care, value and respect for all learners.
- School values are based on 'Care and Compassion' for self and other 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 respect another person's point of view.
- Pursue and protect the common good where everyone is treated fairly for a just school community.
- 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 society, promote culture of inclusion of 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 learners, parent/caregiver 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 learners 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.
- Learner engagement, regular attendance and positive behavior is supported through fair and democratic classrooms and school environment, ensuring student participation in the development of classroom and whole school expectations, providing personalized learning programs appropriate for individual students, empowering students by creating multiple opportunities for them to take responsibility and be involved in decision-making.

LEADING AND PURSUING 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.***'

Key Pursuits:

- **Wellbeing Culture:** The school leadership and management embed wellbeing as a core element of the school’s mission, ensuring it is central to all aspects of decision-making. They implement programs and activities that foster a culture of happiness and wellbeing, clearly communicating this shared vision to the entire school community. Systematic processes are used to assess, monitor, and review wellbeing initiatives, drawing on reliable data to guide continuous improvement. Leaders collaborate to design, implement, and sustain evidence-based practices that promote and embed wellbeing across all areas of school life.
- **National Agenda:** The school promotes the ‘National Agenda for Wellbeing’ through comprehensive strategies namely Switch for Schools, integration of SEL in curriculum, Behavior Assessment Tool (BAT) and various other school activities that are integrated into the ethos and culture of the school.
- **Wellbeing and other Policies:** The school’s innovative wellbeing policy supports its vision of “creating proactive global citizens” by fostering a safe, supportive, and inclusive environment for all learners. This is achieved through comprehensive **Child Protection and Safeguarding**, and **Student Code of Conduct policies**, which set clear behavioural expectations, include robust anti-bullying measures, and ensure trusted adults are available to address students’ wellbeing concerns. All policies are reviewed and updated annually and shared with stakeholders.
- **Designated Child Protection Officer (DCPO):** The school community is vigilant in recognizing signs of ill-treatment or abuse and promptly reports any student-related concerns to the DCPO. The school maintains accurate, confidential records of all child protection incidents and the corrective actions taken.
- **Stakeholder Feedback and Wellbeing Data:** The school management, as the highest policy-making body, actively gathers feedback from students, parents, and staff through formal and informal channels. This feedback, along with Wellbeing survey data, is analyzed to evaluate the effectiveness of wellbeing provisions. School leaders use self-evaluation, monitoring, and review processes, including comprehensive gap analysis of School Wellbeing survey data to identify areas for improvement and develop targeted action plans, ensuring continuous enhancement of student and staff wellbeing.
- **360-Degree Appraisal System:** Governors actively shape the evolution of wellbeing vision through the annual 360-degree appraisal system namely, AGREE forms that empowers the learners and parents to benefit from effective and continuous communication that drives the

wellbeing provisions and outcomes. It is also effective in informing the priorities and areas for further development.

- **Accountability:** The governing board ensures that senior leaders are accountable for the overall performance of the school, including students' wellbeing and achievement. The Inclusion Champion and Leader of Provision submit monthly reports with the focused section on wellbeing to the Head of the school, who subsequently updates the CEO on learners' academic, personal and social wellbeing.
- **Parent Partnership / Communication Forums:** Open discussions in the forums like Heart-to-Heart sessions, Parent Focus Groups, Orientations and Meet & Greet sessions enhance the bond between school and parents. These processes ensure that the school improvement plan addresses priorities and provides realistic goals for improved performance.
- **Parent Focus Groups:** The school expands the scope of wellbeing by including parents of 'Students of Determination' in the Parent Focus Group and having a dedicated segment on wellbeing.
- **Happiness, Inclusion and Wellbeing (HIW):** Happiness, Inclusion and Wellbeing comprise of specialist staff viz. Leader of Provision, Inclusion Champion, SENCo, Counsellors, Special Educators and Speech Therapists. The HIW team provides academic, behavioral, developmental, emotional and social support to the learners. They also offer professional guidance and training sessions for the teachers and parents. The school also offers free-of-cost in-class assistance in learning of the SoDs through Learning Support Assistants (LSAs).
- **Efficient Recruitment Procedures:** In the quest for greater levels of student wellbeing, school leadership prioritizes teacher wellbeing and other staff members. School-based wellbeing advancement is ensured through:
 - effective recruitment and retention policy
 - fostering manageable workloads
 - implementing positive and professional appraisal systems
- **Staff Induction:** All staff members are successfully empowered through targeted information, exemplary induction and personalized guidance.
- **Monitoring, Feedback, and Teacher Development:** The school ensures a supportive and empowering work environment through rigorous monitoring, including learning walks and audits, which identify areas for improvement in teaching and staff wellbeing. Constructive feedback from these observations informs targeted professional development sessions (CPDs), while ongoing training from external educational consultants and the Governor of Inclusion and

Wellbeing enhances teachers' skills. This continuous professional growth contributes to both staff fulfillment and improved academic outcomes for students.

- **Mental Health First Aid (MHFA):** We are dedicated to fostering a nurturing and supportive environment that prioritizes the holistic well-being of our learners. In line with this commitment, we have implemented a comprehensive Mental Health First Aid (MHFA) - Adult to Pre-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.
- **Cost-efficient Fee Structure:** Considering the wellbeing of the parents, the benevolent management maintains the ethos of being high-quality, not for profit educational institute serving the community.
- **Town Hall:** The Town Hall is an open forum for transparent communication between the CEO and the school team that is held once a term.

ENGAGING AND ENABLING STAKEHOLDERS:

The school provides a liberal platform for all the stakeholders to express their views, perspective and concerns in order to bring about a positive change.

Key Pursuits:

- **Home-School Communication:** The school fosters strong partnerships with parents through multiple channels, including the CRM system of 'Happy-to-Help', open discussions like Coffee Mornings with Headmistress, Heart-to-Heart sessions, Parent Focus Groups (PFG), orientations, and meet-and-greet events. These initiatives strengthen relationships, create open lines of communication, and ensure timely sharing of relevant information. Insights gathered through these interactions inform the school improvement plan helps to set realistic goals and priorities to enhance overall school performance.
- **Surveys for Parent Community:** The school management actively gathers feedback from the parent surveys viz. Wellbeing, Health and Safety, etc. surveys to evaluate the effectiveness of wellbeing provisions. Survey data and stakeholder feedback are carefully analyzed to identify

areas for improvement and implement targeted action plans that strengthen wellbeing.

- **Heart 2 Heart Sessions (H2H):** Monthly H2H sessions provide parents with a platform to meet subject teachers and discuss their child’s academic progress, social development, and participation in co-curricular activities.
- **Parent Online Referral for Counselling Support** – The school has an upgraded confidential and secure service to support parents who have concern about their child’s behavioral, academic, developmental, or social issues through an online parent referral form.
- **Circle Time with Counsellors:** The parents can also share their concerns and feelings regarding their child’s academic, developmental, behavioral, emotional or social issues with a trained professional counsellor by requesting for an appointment by raising a ticket.
- **Parent Focus Group (PFG):** In the beginning of every new academic year, the school forms a Parent Focus Group for every section. The group also includes parents of Students of Determination. The Supervisor holds a meeting with the PFG every term with a focus on wellbeing and to hear and find solutions to the parents’ queries and concerns.
- **Month End Reports:** The section supervisors, Leader of Provision, and Wellbeing Champion submit reports to the head of the school documenting staff and student wellbeing activities and meetings, highlighting initiatives that support wellbeing development across all phases.
- **IHS Online:** The school has a well-developed online website that is regularly updated. The site has special access developed for parents named “Parent Portal.’ The school updates circulars and other important information on the school parent portal.
- **School Engagement Programs:** The school conducts programs that are aimed at enhancing parent involvement in the learning of the students like Father’s Day, Mother’s Day, Grandparent’s Day, Annual Day, Republic Day, International Yoga Day, Food Fest, etc.
- **Guest Speakers:** Every section invites selected parents to address the students and impart knowledge and information from their professional fields.

Caring for Students:

- **Happiness, Inclusion and Wellbeing:** The Circle of Inclusion and Wellbeing support students through timely, seamless referral pathways and access to targeted, effective interventions. Students of Determination receive tailored push-in and pull-out support from counsellors and special educators to strengthen attention, manage behavior, and develop academic and functional skills.
- **Student Wellbeing Request Form for Counselling Support** –To promote self-advocacy, the

Circle of Happiness, Inclusion and Wellbeing enable learners to independently request counselling by scanning QR codes placed around the campus. These QR codes provide direct access to the Student Wellbeing Request Form, offering a simple and confidential way for learners to communicate their need to see a school counsellor. All information is handled sensitively and confidentially by the Counselling and Wellbeing Circle.

- **Parent Talks:** In order to enhance children’s wellbeing and development, the HIW Team conducts counselling talks for parents each term. These sessions empower parents with knowledge and practical strategies to support their child’s learning, emotional health, behavior, and overall wellbeing, while promoting positive parenting, offering practical strategies for learning, early identification of concerns, etc.
- **Counselling in Curriculum:** Integration of Curriculum with various Counselling approaches like Dance Movement Therapy (DMT), Art as Therapy and Activity Based Counselling (ABC) contributes towards learners’ wellbeing experience.

- **Surveys for Student Community:** Several surveys like Student Wellbeing Survey, My Learning Space Feedback Survey, Health and Safety Survey, Curriculum Survey, etc. are conducted to provide students with a formal platform through which their voices, perspectives and concerns can be heard.

The analysis helps the school identify students’ needs, understand learners’ experiences, emotional wellbeing, sense of safety and engagement within school environment.

- Opportunity to **‘Voice your Views’** through suggestion box and MS forms allows students to express their concerns & suggestions.
- **AGREE Form:** Through AGREE forms, learners help shape staff development in the annual 360° appraisal, giving them a voice in their wellbeing. This process strengthens communication, ensures support meets students’ needs, and guides priorities for continual improvement.
- **Behavior Assessment Tool (BAT):** In order to promote positive behavior among students, the school has adopted an innovative online app to monitor and communicate students’ wellbeing, attendance, behavior, and attitude, enhancing individualized wellbeing support and outcomes.
- **School Displays:** The school showcases students’ work and provides educational content through a variety of displays around the campus, including boards on UAE, Inclusion, Kindness, Health and Safety, Wellbeing, Math, Literacy, and more, celebrating learning and creativity. Counsellors share information on child-focused counselling topics on a designated board called **“Counsellor’s Care,”** providing guidance and support for students’ emotional and social

wellbeing.

- **Student Appreciation and Certification:** Certificates are awarded to recognize and encourage students' achievements across various areas. These include 100% attendance certificates, Star Student of the Month, Participation, Appreciation, and Merit certificates for exemplary performance in curricular and co-curricular activities. Additionally, Buddy Certificates are presented to students who demonstrate empathy and support through the Peer Buddy initiative.
- **Student Talks:** Counsellors conduct termly student talks for the students. These sessions support learners' mental and emotional wellbeing, self-awareness, coping and social skills, and academic engagement.
- **Designated Child Protection Officer (DCPO):** The school has appointed a DCPO to safeguard students by receiving, recording, and responding to child protection concerns.
- **Health and Safety Officer:** Ensures a safe school environment by identifying risks and implementing health and safety measures.
- **RTA Training:** Each year, students receive road safety training from RTA personnel, equipping them with the knowledge and skills to act responsibly and stay safe.
- **Provision of cameras in school transport:** In order to ensure student safety, the school has installed CCTV cameras on every school bus which records the daily travel and the respective school personnel has access to its footage.
- **Celebration of National and International Days:** In order to promote students' academic, social and emotional development; and build a positive school culture, our school celebrates various National and International days. These include UAE National Day, International Yoga Day, International Day of Peace, Mental Health Day, Breast Cancer Awareness Month, etc.
- **Wellbeing Activities:** Section-wise wellbeing activities strengthen the wellbeing and happiness of students and offer them a wide choice of activities that support their individual interest and scholastic requirements.
- **Dubai Fitness Challenge (30 x 30):** The school actively participates in the fitness challenge with a formal inauguration of the event in school and conducts various wellness activities for all learners and staff. It is followed genuinely with the aim to inspire a fitness-focused mindset and promote healthy, active lifestyles for all.
- **Water & Fruit Breaks:** Learners follow frequent water breaks to stay hydrated and have two daily breaks, with the second dedicated as a fruit break to promote healthy eating habits.

Caring for Staff:

The school gives great importance to the provision of positive experiences to the staff through tangible benefits and merriment moments.

- **Heart-To-Heart Drop-In Sessions:** We follow Open-door policy in school. In Heart-to-Heart Drop-In sessions, the teaching staff can walk-in to their respective section supervisors to address their concerns and ensure wellbeing.
- **Counselling Services:** The school has developed two programs, as below, that offer free counselling service. They are:
 - **Raahat:** Raahat signifies comfort, ease, relief, or a sense of emotional rest. It is a quiet, safe space where teachers can speak to the professional counsellors who will listen to the teachers' concerns with care. This initiative, specifically developed for teachers, is about creating an environment where teachers feel heard, supported, and respected.
 - **Sukoon:** It is wellness initiative for the ancillary staff of the school. Sukoon is led and managed by the Counselling Department, and is designed to offer a safe, culturally sensitive, and confidential space for emotional support. The department has a diverse team of trained counsellors who speak English and several regional Indian languages. Their profiles and the languages they speak are shared with the staff.
 - **Happy to Hear:** The program leads to direct access to management facilitating prompt redressal of staff concerns and quick decision on matters pertaining to staff wellbeing.
 - **Teacher Appreciation and Rewards:** Teachers are awarded with the 'Best Practices' certificates in appreciation of their dedication to innovative teaching, collaboration, and enhancing student learning experiences. The school also honors distinguished work and efforts of the teachers by rewarding them with the 'Trailblazers' Certificate.
 - **Rewards to the Support Staff:** The hard work of the support staff never goes unnoticed. They are awarded with 'Everyday Hero' Certificate.
 - **Benefits to the Staff:** The school ensures high levels of staff wellbeing by providing them with upgraded life insurance, dental & optical insurance and inclusion of 100% critical illness coverage for all staff members. The staff receives LPG cylinders & laundry facilities at concessional rates too. The school also provides employment visa for teachers. They are also entitled to extraordinary leave and medical leave. The school also offers 100% tuition fee concession for learners of all staff members to raise the welfare and wellbeing of the staff community.
 - **Celebrations:** The school celebrates variety of festivals round the academic year. Teachers

also celebrate their birthdays and mark special moments with their colleagues.

Every year, the school organizes well-planned **Teachers' Day** celebrations. The school CEO addresses the event and presents unique gifts to the teachers. The teachers also rejoice their day with entertainment programs.

- **Digital Literacy:** The school focuses and provides platforms for the teachers to be digitally competent in order to train them to effectively use digital tools, technologies, and online resources for teaching, learning, communication, and professional growth. Digital literacy ensures integrating technology meaningfully into the learning process to enhance student engagement and outcomes.
- **Multi-factor Authentication (MFA)** login process ensures cyber-safety for staff in school.
- **Staff Surveys:** Staff wellbeing survey is conducted to gather valuable feedback on the physical, emotional and professional wellbeing of employees within the school environment. The surveys help school leaders to identify strengths, address areas of concern, and implement targeted strategies that promote a positive, supportive and productive workplace culture.
- **Staff Development:** In the quest for greater levels of student wellbeing, school leadership prioritizes teacher wellbeing and that of other staff members. The school promotes teacher wellbeing through a robust approach that includes effective recruitment and retention policies, manageable workloads, positive and professional appraisal systems, comprehensive induction, and targeted continuous professional development. Consistently supportive and empowering environment ensures fulfilling work experience for all staff members.

STUDENTS' WELLBEING AGENCY AND EXPERIENCES:

The school adopts a holistic approach to wellbeing by embedding curricular and social-emotional learning that builds life skills, resilience and enjoyment in learning. Inclusive support, differentiated instruction, and targeted interventions help every learner thrive academically and emotionally. Various wellbeing initiatives across the school foster coping skills, healthy choices, leadership qualities and community engagement. Ongoing feedback confirms that students feel safe, valued and actively engaged in school activities.

1. LEARNING AND SUPPORT

- **Early Identification:** Structured identification processes are embedded within the school, including entry-point assessments for Phase 1 and for Phase 2 diagnostic tests, CAT 4 and other external exams to identify students who are 'At risk' or in need of additional support.

- **Individualized Education Plan (IEP):** Students with special educational needs are supported through an Individualized Education Plan (IEP) tailored to their specific learning and developmental requirements.
- **Medical Conditions:** Learners with identified medical needs have an individualized health care plan explained in the health and safety policy.
- **Learning Environment:** Adjustments to the learning environment are made to ensure that all students, including those with diverse learning needs, can access the curriculum effectively and participate fully in classroom activities. These adjustments may include modifications to teaching strategies, classroom layout, instructional materials and assessment methods.

2. WELLBEING IN THE CURRICULUM

- **Social-Emotional Learning (SEL):** SEL is embedded across the curriculum to build self-awareness, self-management, social awareness, relationship skills, and responsible decision-making through explicit teaching and practice.
- **Thrive Program:** A schoolwide character-development program delivered by counsellors to strengthen learners' social-emotional skills, self-regulation, communication, decision-making, and healthy relationships.
- **SEL Competency Display Boards:** Students engage in creating SEL display boards in each class/section, providing opportunities for student voice and reinforcing key SEL competencies.
- **Expressive Arts:** Integrated into the art curriculum to support emotional expression, creativity and mental wellbeing through meaningful artistic experiences.
- Innovative projects and activities included in the **Moral Education Program** (Grade 1-4).
- **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.
- **Creative Expressions:** Learners across all grades actively engage in Creative Expressions, every Friday, choosing from a variety of activities to explore their interests and develop new skills.
- **Learning Walks:** The academic team conducts structured formal and informal Learning Walks focused on observing students' engagement levels, collaboration with peers, opportunities for self-reflection, and clear evidence of attainment and progress during lessons."
- **Inclusion and Wellbeing Audit:** An inclusion and wellbeing audit is collaboratively conducted by the academic, Inclusion and wellbeing Team to systematically evaluate the effectiveness of the school's provision for all learners.

- **Student Council:** A **Student Council** is a student-led body that represents the interests of the student community. It plays an important role in school life by promoting leadership, communication, and participation. The Student Council' elections give opportunities for all learners to participate and select their leaders through the democratic system.
- **Educational Tours / Field Trips:** Educational tours and field trips provide learners with opportunities to visit educational and recreational venues across the UAE. These trips extend learning and entertainment beyond the classroom, offering students real-world experiences that deepen understanding and reinforce academic concepts. These activities also promote social and interpersonal skills, curiosity, exploration and cultural and environmental awareness.
- **Happiness Hub (Thematic Assemblies)** All students actively participate in **thematic assemblies**, presenting performances on selected topics, which helps them build confidence, collaboration, and a positive wellbeing culture.
- **Enrichment & Remedial Programs:** The school conducts and monitors both Enrichment (Booster Classes) and Remedial (Curative Classes) programs to support high achievers in Grades 3 & 4 and support the underachieving students by addressing their identified learning needs respectively.
- **ASDAN Program:** The specialized ASDAN curriculum enriches the learning experiences of students of determination and gifted learners by engaging, elevating, and empowering them through relevant Life Skill Challenges that promote meaningful outcomes, progression to further education, training, work, and independent living.
- **Assistive Technology:**
 - a. **Adaptive Reading Platforms (Rosen Level Up and Achieve 3000):** support academic wellbeing by offering age-appropriate, differentiated reading pathways. *Rosen Level Up*, used from **KG to Grade 2**, builds early reading confidence and foundational literacy skills. *Achieve 3000*, used from **Grade 3 onwards**, provides adaptive, Lexile-aligned reading experiences that strengthen comprehension, promote reading skill, and enhance students' overall confidence as readers.
 - b. **Open Door (Math & Science Assessment Program)** enhances cognitive wellbeing by encouraging critical thinking, problem-solving, and conceptual clarity, helping students feel more confident in STEM learning.
 - c. **Immersive Reader** supports emotional and academic wellbeing by removing reading barriers through text-to-speech, translation, syllable breakdown, and visual aids, enabling all learners—including those with additional needs—to access content independently.

- **Healthy Lifestyle:** Nutrimentors / Health Cops & Wellbeing Advocates take care of wellbeing through health charts, water breaks, tiffin checks during breaktime and checking BMI for students promoting healthy lifestyle.
- **E-Safety Monitors:** E-Safety monitors in every class inform about trends in what their peers are engaging in online to help identify ways to keep students safe.
- **Round Square, Mock Parliament and MUN:** Students actively participate in these conferences validating their awareness about global concerns and sense of connection to others.
- **Talent's, Annual and Sports Days:** Learners are given opportunities to showcase their talents in dance, music, and mono acting during Talent's Day, as well as platforms to display their artistic and athletic abilities during Annual Day and Sports Day respectively.
- **'We Care' Program:** The program offers students the opportunity to engage in volunteer work at school, fostering a sense of community service and social responsibility.
- **Project Elixir** We have developed our own, unique wellness program – Project Elixir, the program is truly by, for and of the learners. Its motto is the commitment of “... Mutual Support & Care”. Project Elixir is led by the 'Wellbeing Champions' of the Students' Council of Grades 3 & 4 and is supported by the teachers.
- **Wellness Advocates** are selected positions in every class of the school. They have a well-defined role in the student council taking care of the smallest unit - the classroom.
- Regular various **surveys** like **Wellbeing, Curriculum**, etc. are conducted to gather students' insights on their overall wellbeing and to identify gaps to plan strategies that promote wellbeing.
- **Student, Parent and Staff Podcast:** The school provides learners with opportunities to engage in podcasts featuring students, parents and school staff and leaders, including the CEO, supervisors, and teachers. Through interviews and discussions, learners explore social, educational, and global issues, gain diverse perspectives, and develop a deeper understanding of wellbeing experiences within the school community, thereby promoting awareness, voice, and collective wellbeing.

3. WELLBEING FOR STUDENTS OF DETERMINATION:

As an inclusive school, we empower all learners to reach their full potential academically, emotionally, and socially through:

- a. **Inclusion and Accessibility:** Inclusive practices ensure equitable access to learning for all students, including Students of Determination (SoD).
- b. **Early Identification and Intervention:** At the time of admission, students are assessed to

recognize their learning barriers and are provided with timely interventions and support that significantly enhance their overall well-being.

- c. **Professional Development:** Offering teaching and non-teaching staff the necessary support and training to ensure their work fosters the best possible outcomes for every learner.
- d. **Specialist Staff:** Provision of free-of-cost Counsellor, Speech Therapists, Special Educator and LSA services to the Students of Determination.
- e. **Intervention Plans:**
 - **PLOP:** The Inclusion Champion, Leader of Provision, and SENCo work closely with relevant teachers to collaboratively develop Present Level of Performance (PLOP) reports that clearly document each student's current level of performance.
 - **Student Passport:** Students of Determination (Level 1) students are supported through Passports developed by respective teachers.
 - **Behavioral Plan:** The counsellor supports Students of Determination (Levels 2 and 3) by planning and implementing Behavior Intervention Plans.
 - **Individual Education Plan:** Students of Determination (Levels 2 and 3) with primarily academic needs are supported through specially designed Individualized Education Plans (IEPs) developed by their designated Special Educator.
- f. **IEP Meetings:** Parents are actively involved in the development of an Individualized Education Plan (IEP) in planning and supporting their child's learning.
- g. **Student Input:** Students' input is taken in the development of their Individualized Education Plan (IEP).
- h. **Case Conference:** To support the academic, behavioral, emotional, and social well-being of Students of Determination, specialist staff and teachers collaborate to discuss each student's individual needs, develop support strategies and to monitor their progress.
- i. **Modified Curriculum Plans (MCP):** The relevant teachers collaborate with the Inclusion Champion, Leader of Provision, and the SENCo to modify the academic curriculum of Students of Determination (Level 3) based on the PLOP Report.
- j. To ensure **fairness, accessibility** and **equity** for Students of Determination, appropriate assessment concessions are provided, along with modified assessments for Level 2 and Level 3 students.
- k. **Targeted Intervention (Levels 2 and 3):** Push-in support is provided to minimize barriers and promote active participation in classroom learning.
Pull-out support is provided by the specialist staff to address individual student needs and

promote skill development.

- l. Lessons include **differentiated instruction**, personalized tasks, and appropriate learning challenges for diverse learner needs.
- m. **Learning environment** is adapted to promote engagement, independence, and active participation for SoD.
- n. **Monitoring:** Tracking each student's academic, social, and emotional development to further inform and plan support for individual learners or groups.
- o. **Parents as Partners:** 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 learners.
- p. **External agencies:** Liaising closely with professionals from other student services or external agencies involved in the care and support of students.
- q. **Parent Talks:** Termly parent talks are conducted by the specialist staff to equip parents with practical strategies to nurture their child's emotional, social, and academic growth.
- r. **Wellbeing culture:** Fostering a caring and respectful environment that values effort and success, while empowering learners to be responsible, compassionate members of the school and global community.

WELLBEING AND TECHNOLOGY

SWITCH4SCHOOLS –

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. It provides:

- i. **Meaningful Data:** S4S provides a safe platform for students to express their emotional wellbeing directly to educators in real-time to help create a better learning environment.
- ii. **Digitally Enabled:** It is 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.
- iii. **Integrates with You:** These are on-the-job support tools that empower current programs and embed real behavior change.
- iv. **Get Results Faster:** 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.

- v. 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.

Following are the functionalities of Switch4Schools (S4S):

1. **Class:** The class functionality enables Group Check-ins, Check-in Session Stats, Request for Chat Notification and Longitudinal Check-in Data for the Class: It is the summary of the most recent check-in for the class sorted by the last 7 days, 4 weeks or year to date.
2. **GO Group:** The GO Group functionality enables – Individual Check-ins, Check-in Stats, Request for Chat Notification sent Immediately and Aggregated Check-in Data for Individuals.
3. **GO Mode (for Tier 2 / 3 Support):** The main feature of this functionality is to provide direct communication between the students and their wellbeing team members, ensuring timely and personalized support.



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.

DEFINITIONS

- ABC: Activity Based Counselling
- DMT: Dance Movement Therapy
- BIP: Behavior Intervention Plan

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.

REFERENCES:

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
- Behavior policy
- Child Protection and Safeguarding policy
- Health and Safety policy
- IHS Cyber Security policy

EFFECTIVE AND REVISED DATES

This policy has been in effect since 2017. The policy is reviewed annually and was last revised in May 2026.