

**WELLBEING POLICY AND PROCEDURES****APPROVED BY:  
PRINCIPAL****DEPARTMENT:  
ACADEMIC****REVIEW ANNUALLY****PUBLICATION  
DATE:  
JULY 2025****Policy Implementation**

This policy is implemented along with the school's child protection, health and safety policies. All stakeholders must adhere to this policy with complete fidelity.

**Introduction**

We are committed to ensuring that we nurture a positive atmosphere for the entire International Academic School community.

1. Cultivate a conducive environment for learning and working.
2. Promote digital wellbeing and positive virtual communities.
3. Promote the adoption of a healthy and active lifestyle.
4. Nurture and sustain good mental wellbeing.
5. Inspire positive thinking as a core life value
6. Develop good life skills.

Here at IAS (International Academic School), we build the policy components from these views in creating a thriving community where a culture of wellbeing is fostered through instilling “happiness” throughout the school.

**Objectives**

This policy main aims and goals are:

- To help students know and understand the importance of food and drink in a healthy lifestyle.
- To help students know and understand the importance of living an active lifestyle
- To help students know and understand how they can take steps to improve their overall mental wellbeing.
- To give students the skills they need to make the right choices.

- To give students the opportunity to experience success and the positive benefits of contributing to the school and wider community.
- To promote the physical and emotional well-being of all our students.
- To improve the health of students, staff, and the whole school community by helping to influence eating habits through increasing knowledge and awareness of food issues, including what constitutes a healthy diet.
- To ensure a safe, hygienic, learning environment for students.
- To ensure students are well nourished at school and that every child has access to safe, tasty, and nutritious food and a safe, easily available water supply during the school day.
- To ensure that food provision in the school acknowledges the ethical and medical requirements of staff and students e.g., religious, vegetarian, medical and allergenic needs.
- To respect the dietary laws and customs of the host nation.
- To ensure that students refrain from bringing nuts, nut products and chocolate into school as part of their snacks/lunches.
- To introduce and promote practice within the school to reinforce these aims and to remove or discourage practice that negate them.
- To outline the roles and responsibilities of key members of staff who work to promote living an all-around healthy lifestyle within our school community

### **Student Wellbeing Definition**

There are a variety of ways to define student wellbeing. Below is the adopted school definition, which is the basis for the conception of this policy at IAS:

1. Student wellbeing is a sustainable state of positive mood, attitude, resilience, and satisfaction with self, relationships, and experiences at school.
2. Low levels of wellbeing and associated mental health problems can have adverse consequences on the young's health and development. According to Woolf & Digby (n.d.), students who are happy and healthy tend to:
  - Develop and improve concentration, motivation, and energy levels.
  - Develop coping skills for life.
  - Build and support better relationships.
  - Successfully Overcome difficulties.
  - Continue with and be successful in their academic studies.

### **IAS Wellbeing Committee**

The committee that will develop, implement, and check the policy's implementation shall be named IAS Wellbeing Committee, spearheaded by a Wellbeing Coordinator appointed by the school through the school Principal.

The Wellbeing Coordinator checks the implementation and formulation of the Wellbeing policy

for students and staff in the school. She calls and presides over the meeting, recommends the programs and activities, and evaluates the wellbeing practices at school.

The committee is supported by the following team members who will implement the programs and initiatives.

The committee should select parent and student members who stand for these sectors of stakeholders during planning and review related to wellbeing.

- **Principal.** Oversees the implementation of this policy in the school. Approves activities and the budget allocation necessary to implement the program.
- **Educational and Section Supervisors.** Support the social workers, guidance counselors, and event coordinator in conducting their respective sections' well-being activities and services. Plan and implement the SEL (Social and Emotional Learning) lessons in homeroom classes systematically. Suggest PD needed by the teachers to support them in delivering the SEL lessons.
- **Academic and Educational Supervisors.** Systematically develop ways to deliver wellbeing standards in the lesson in coordination with the Head of the Department. Facilitate the conduct of training needed to support teachers and staff in implementing the well-being activities.
- **Social Workers.** Implement systematic counseling services for students and staff and keep reports and other relevant documentation related to student and staff wellbeing.
- **Event Coordinator.** Plan systematically extra-curricular activities that support student wellbeing in the schools using the SEL by CASEL (Collaborative for Academic, Social, and Emotional Learning) as a framework.
- **Career Counselor.** Systematically develop and implement career counseling services and conduct counseling sessions for teachers and staff whenever needed.
- **Assessment Coordinator.** Administer well-being-related surveys to the school stakeholders and prepare the report needed to measure and evaluate the degree of implementing the well-being activities across the school.
- **Happiness Coordinator.** Systematically conduct well-being activities for staff and use data to find their needs.
- **Head of the Department.** Monitor the integration of SEL in the lessons and provide necessary PD to teachers to support them.
- **Homeroom teachers.** Conduct Socio-Emotional Learning (SEL) lessons during homeroom period and provide counseling to students when needed with the supervision and guidance of the social workers.
- **Subject Teachers.** Provide integrative SEL lessons in the classes and send referrals for counseling to the social workers needed.

## **Student Well-Being Policy**

### **Section 1. Curriculum and Pedagogy**

IAS builds the foundations for well-being and lifelong learning by embedding the SEL standards in the curriculum implementation. As part of the whole school's curriculum, schools provide age-appropriate activities that support their wellbeing, integrate activities in the lesson that meets the purpose, and prove relationships within the framework of the PBIS. "Schools acknowledge the positive impact that a meaningful relationship between teacher and students can have on students' academic and social outcomes". SEL lessons are taught in the homeroom classes. The section and educational supervisors supervise these lessons. Moreover, SEL standards are integrated into the lessons across the learning

domains.

### **Section 2. Social Worker:**

Counseling services should be provided to all students in making the most of their educational experience while in school. the guidance/career counselor. Counseling services covered by the school include:

- General counseling: Individual and group counseling of students about issues that affect their education. Counseling could be scheduled or done through referrals of the teachers, staff, and the children's parents.
- The counselor provides a behavior intervention plan (BIP) for a few at-risk students or high-risk behavior students. Counseling should be checked by the counselor and ensure their effectiveness.
- Admission Assistance: Help with the entry process during admission assessments with the Head of Inclusion and section / educational supervisors.
- Parent Consultation: Meet the parent(s) to cater to their children's counseling needs.
- Inclusion: Support all the programs of the Inclusion Team and advocate inclusive education
- Outside Referral. Liaise with external agencies such as Child Protection agency to ensure maximum support to meet children's well-being.

### **Section 3. Counseling Confidentiality:**

IAS counseling is confidential within the framework of the following terms:

- Legal and ethical requirements for the protection of children
- Relevant information can be provided to the selected and concerned people to support a child's wellbeing.
- Principal and Vice-Principal
- IAS Wellbeing Committee coordinator and members
- Supervisors
- Committed to respecting the student's rights, all information shown by the student that he/she is considered to be private - related to his/her personal life, mental health, issues, and comments against other people, will all be treated confidentially.
- Cognizance of parents'/guardians 'legal and inherent rights to be the guiding voice in their children's lives when showing information because of counseling and the parental legal rights and responsibilities to make decisions on their child's behalf.

### **Section 4. Career Counselling Services:**

The school career counselor handles planning and implementing the school's career counseling services. She/He helps students discuss their concerns about career and educational choices based on the school educational streaming/career clustering. Services in this section cover the following:

**Individual counseling:** An individual session is organized for the students in grades 9 to 12 where a personal analysis of their ideas, feelings, and choices is done. These sessions help us to assess their interests and abilities. Students are made aware of the new and diverse career options available to get a great start in their professional lives. These sessions empower the students to have a deeper perspective and a sense of career self- awareness.

**Career Fairs:** Students can meet Universities and Educational centers across UAE (United Arab Emirates) and universities from different countries throughout yearly fairs. These events will take place within the school and off-campus. It is, at times, the student's responsibility to attend without the

counselor. Students, parents, and teachers can meet, interact and extract information about different courses across the globe. This program aims at increasing students' awareness about international universities within and outside UAE along with their entry requirements, admission processes, etc.

**Careers Day: In middle school, students can take part in a careers day where external visitors present their jobs, careers, pathways, and individual experiences.**

**Community service/ Work Experience:** Students are involved in various activities like organizing events, volunteering at special needs centers, and instructing junior students for example, peer tutoring enables them to get an overview of working in a professional environment. Participation in extra-curricular activities such as the United Nations, community service, internships, etc., is highly encouraged. They can hone their interpersonal skills and put them to effective use.

**In-house Support:** Students are aided if needed in their application for SAT and AP (Advance Placement) assessments needed for college / university. Personal statements and essay drafts were made by the students, who go through reviewing and proofreading to ensure that the documents portray the most exact representation of each student.

**Career-Related Workshops:** Throughout the academic year, the school arranges a range of interactive workshops to equip students with the skills needed and prepare them for higher education. At times, there will also be opportunities off- campus where it will be the responsibility of the child to attend. Workshops may include (a) University Application Procedure; (b) Portfolio building (various kinds); (c) Professional skills and academic CV development (d) Preparing for IELTS (International English Language Testing System), SAT, AP, EMSAT, etc., (e) extended essay or research papers and many more

#### **Section 6: School Climate Survey:**

The school administers a satisfaction survey at the end of the term to measure the satisfaction rating on the school's services and collect feedback that affects their wellbeing in school. The survey results shall be discussed among the IAS wellbeing committee members to conceptualize the intervention needed.

#### **Section 7: E-Safety Services:**

Management of services and concerns related to e-safety is dealt with according to the IAS E-Safety Policy.

#### **Section 8: Corporal Punishments:**

The use of corporal punishment is prohibited in IAS.

#### **Section 9: Complaints:**

Any complaints must be lodged by the person who received them using the digital logging system "Orison." The appointed team should address them with a systematic investigation report supported by evidence within 72 hours (about 3 days).

#### **Section 10: Partnership:**

Schools ease collaborative and productive partnerships with and between students, teachers, parents and carers, support staff and community groups, and engage a range of school-based services and external agencies to support the health and wellbeing of students and their families