

POLICY ON WELLBEING

Introduced:	March, 2020
Review 1:	March, 2021
Review 2:	March, 2023
Review 3:	May, 2025
Next Review:	May 2027

1. Objective

The objective of this policy is to foster a safe, inclusive, and nurturing school environment that supports the holistic development of every student and staff member—emotionally, socially, physically, and mentally. It aims to embed a whole-school approach to wellbeing that aligns with ADEK's latest Wellbeing, Student Mental Health, and Staff Wellbeing policies, ensuring early identification and intervention for those in need. The policy also promotes positive relationships, resilience, empathy, and respect across the school community, while empowering individuals with essential life skills and engaging families as active partners in the wellbeing process.

2. Scope

This policy applies to all students, staff, parents, and external partners involved in the school community.

3. Policy Statement

Dunes International School is committed to promoting and sustaining the overall wellbeing of its students, staff, and wider school community. This policy reflects our belief that wellbeing is essential for academic success, personal growth, and positive social engagement. Guided by the principles outlined in ADEK's latest Wellbeing Policy, we aim to provide a safe, supportive, and inclusive environment where individuals feel valued, respected, and empowered to reach their full potential. Through a whole-school approach, we ensure that wellbeing is integrated into every aspect of school life—from leadership and curriculum to daily interactions and extracurricular programs—while actively engaging parents and the wider community in this shared responsibility.

Dunes International School

Plot no 19; Shabiya 9; Mussafah; Abu Dhabi; P.O Box 5121

Tel.: 0097125527527

School code: 90201 | Affiliation number: 6630051



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كود المدرسة : ٩٠٢٠١ | رقم الانتساب: ٦٦٣٠٠٥١

4. Definitions:

Wellbeing: A “positive state experienced by individuals and societies... and encompasses quality of life, as well as the ability of people and societies to contribute to the world with a sense of meaning and purpose. It is a resource for daily life and is determined by social, economic, and environmental conditions” On an individual level, refers to a state of feeling good and functioning well, so that an individual can realize their own abilities, cope with the normal stresses of life, work productively, and make a positive contribution to their community.

Mental Health: A person’s cognitive, emotional, and psychological wellbeing, which affects how they think, feel, and act. It also determines how they handle stress, relate to others, and make choices.

Whole-School Approach: A coordinated strategy where all school stakeholders (leaders, teachers, students, support staff, and parents) work together to embed wellbeing into all aspects of school life.

Social-Emotional Learning (SEL): The process through which individuals acquire and apply the knowledge, attitudes, and skills needed to understand and manage emotions, set goals, show empathy, build relationships, and make responsible decisions.

5. Vision of the Policy

Dunes International School envisions a thriving school community where wellbeing is foundational to learning, relationships, and growth. Our wellbeing goals are:

- To nurture resilience, emotional awareness, and empathy in students and staff.
- To provide early intervention and continuous support for those experiencing emotional or mental distress.
- To develop leadership in wellbeing among student ambassadors.
- To regularly monitor and enhance the school’s wellbeing culture and environment.

6. Wellbeing Framework

6.1 Physical Wellbeing

- Provide regular physical education classes, extracurricular sports, and fitness initiatives.
- Promote healthy eating habits through educational programs.
- Maintain a safe and clean environment that supports physical health and hygiene practices.

6.2 Mental and Emotional Wellbeing

- Implement a comprehensive counseling program offering individual and group counseling services to students.
- Provide professional development opportunities for staff to enhance their understanding of mental health and wellbeing.
- Promote emotional intelligence and resilience through social-emotional learning programs and workshops.
- Establish a peer support system to encourage students to seek help and support from their peers.



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6.3 Social and Cultural Wellbeing

- Encourage positive relationships and social connections through extracurricular activities, clubs, and community service initiatives.
- Promote a culture of respect, empathy, and kindness through anti-bullying campaigns and character education programs.
- Provide opportunities for students to develop leadership skills and engage in collaborative projects.
- Foster practices that educate our community and promote diversity, equity, and inclusion, among community members.

6.4 Digital and Environmental Wellbeing

- Educate students, staff, and parents about responsible and safe internet use through digital citizenship programs.
- Establish guidelines for appropriate technology use within the school premises.
- Encourage a healthy balance between online and offline activities.
- Create a healthy school environment with clean, safe, and stimulating spaces.
- Encourage sustainable practices and environmental responsibility among students.

7. WELLBEING CLUB

As part of our commitment to fostering a holistic wellbeing environment, School Wellbeing Club will be formed to actively involve students in the promotion and support of wellbeing across the school community. The club serves as a structured platform for students to engage in wellbeing initiatives, support their peers, raise awareness on key wellbeing themes, and contribute meaningfully to a positive school culture. Aligned with ADEK's wellbeing framework, the School Wellbeing Club will promote student voice, leadership, and collaboration in areas such as mental, emotional, physical, social, digital, and environmental wellbeing. This student-led group will work in partnership with staff and school leadership to ensure that wellbeing remains a shared, visible, and inclusive priority for all.

7.1. Vision of wellbeing club:

"To cultivate a supportive and inclusive community, dedicated to promoting holistic well-being.

We aim to create a nurturing environment, where every person is empowered to achieve their fullest potential"

7.2. Mission:

W – Work towards awareness of various aspects of wellbeing and health

E – Encourage healthy eating practices

L – Lead with compassion and dedication

L – Lift up spirits through relaxation and mindfulness techniques

B – Build a brighter and healthier tomorrow.

E – Empower peers to use counselling services for a better mental health

I – Invest time in self-care practices



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N – Nurture a supportive and positive environment for all

G – Grow together holistically

7.3. Roles and responsibilities:

- The club includes students from different grade levels to ensure diverse perspectives and inclusive participation.
- Student members are selected based on their interest in well-being initiatives and their ability to represent their peers
- Teachers from various disciplines join the club to provide guidance and support.
- They play a crucial role in mentoring students and helping implement well-being programs effectively.
- They offer strategic direction and ensure the club's activities align with the school's overall well-being objectives

7.4. Objectives of the Wellbeing Club:

- Raise awareness about the importance of holistic well-being among students, staff, and parents.
- Organize campaigns, workshops, and events to educate the school community on various aspects of well-being.
- Develop and implement programs that address the psychological, social, mental, physical, intellectual, digital, and environmental well-being of students.
- Establish peer support groups where students can share their experiences and support each other.
- Train student members to become well-being ambassadors who can assist their peers in times of need.

8. Wellbeing of Students with Additional Learning Needs:

Dunes International School is committed to fostering an inclusive environment where the wellbeing of all students, including those with Additional Learning Needs (ALN), is prioritized and supported. In alignment with ADEK's Inclusion Policy and Wellbeing Framework, the school ensures that all wellbeing initiatives, interventions, and strategies are tailored to accommodate the diverse abilities, backgrounds, and developmental needs of ALN students.

The Head of Inclusion works collaboratively with school staff, parents, and external professionals to identify and address the specific wellbeing requirements of ALN students. Personalized support plans are developed to promote their psychological, social, emotional, physical, and academic wellbeing. The school actively promotes participation of ALN students in wellbeing-related activities, ensuring accessibility, engagement, and a sense of belonging within the broader school community. Regular monitoring, evaluation, and feedback mechanisms are in place to assess the impact of wellbeing efforts and adjust support accordingly.



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Our inclusive approach guarantees that every student—regardless of ability—has the opportunity to thrive in a safe, respectful, and supportive environment.

9. Staff Wellbeing

- Integrate a culture of wellbeing into classes, events, and the overall school ethos.
- Provide regular training and professional development opportunities for staff to enhance their knowledge and skills related to wellbeing.
- Encourage peer support to foster a supportive culture among staff members.
- Monitor and identify any warning signs or concerns about a staff member's wellbeing and provide appropriate support.
- Implement positive and meaningful appraisal systems to promote staff wellbeing.

10. Data Collection and Evaluation

- Conduct annual wellbeing survey to assess the wellbeing of students and staff.
- Establish feedback systems for students, parents, and staff to provide ongoing feedback.
- Monitor attendance, behavior, and academic performance to identify wellbeing trends and issues.
- Analyze data received from the survey to inform policy and practice, ensuring continuous improvement.

11. Communication and Awareness

- Regularly update stakeholders through social media to keep them informed about wellbeing initiatives.
- Organize parent information sessions to raise awareness about wellbeing practices.
- Ensure transparency and confidentiality in handling sensitive information related to wellbeing.

12. Compliance and Review

- The Wellbeing Committee will conduct an annual review of the wellbeing policy and its impact, making amendments as required based on feedback and changing needs.
- Any changes will be shared with school stakeholders to ensure transparency and collective ownership.
- Non-compliance with this policy will be addressed in accordance with ADEK regulations and school disciplinary procedures.

This policy will be made available to all stakeholders and will be reviewed annually to ensure its effectiveness and alignment with ADEK guidelines.



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Amendments:

Review 1	No Changes
Review 2	No Changes
Review 3	<ul style="list-style-type: none">• Scope expanded to include staff and whole school community.• Policy aligned with ADEK's latest wellbeing and mental health guidelines.• Introduced structured wellbeing domains: physical, mental/emotional, social/cultural, digital, and environmental.• Wellbeing Club initiated to promote student leadership and peer support.• Added focus on students with Additional Learning Needs (ALN).• Dedicated section for staff wellbeing and professional development.• Included annual surveys, feedback mechanisms, and data analysis for policy evaluation.• Added compliance section outlining review cycle and stakeholder communication.

Principal
Mr. Paramjit Ahluwalia



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