

## POLICY ON WELLBEING

Introduced:	March, 2020
Review 1:	March, 2021
Review 2:	March, 2023
Review 3:	May, 2025
Review 4:	March 2026
Next Review:	May 2027

### Objective

The purpose of this policy is to establish a whole-school, structured, and proactive approach to wellbeing that ensures all students and staff are supported to thrive academically, socially, emotionally, and physically. 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. This policy also aligns with ADEK's Student Wellbeing Framework, promoting early identification and intervention, inclusive and equitable practices, student voice and agency, data-informed decision-making, a safe and nurturing school environment.

### Scope

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

### Policy Statement

Dunes International School adopts a whole-school and tiered approach to wellbeing, ensuring that all members of the school community feel safe, valued, respected, and supported. 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



## مدرسة ديونز الدولية

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كود المدرسة : ٩٠٢٠١ | رقم الانتساب: ٦٦٣٠٠٥١

Wellbeing is embedded across:

- Leadership and governance
- Curriculum and teaching practices
- Student support systems
- School culture and relationships

The school ensures that wellbeing is not a standalone initiative but an integral part of daily school life.

### 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" (WHO, 2021). On an individual level, it 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.
- **Additional Learning Needs (ALN):** Individual requirements for additional support, modifications, or accommodations within a school setting on a permanent or temporary basis in response to a specific context.
- **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.
- **Mental Health:** A person's cognitive, emotional, and psychological wellbeing, which affects how they think, feel, and act

## 1. Wellbeing strategy

Dunes International School adopts a whole-school and tiered approach to wellbeing. This strategy encompasses all aspects of wellbeing (psychological, social, mental, physical, intellectual, digital, and environmental) and is driven by the SPIRE Model across five domains.

### 1.1 Student Wellbeing Framework (SPIRE Model Aligned)

The SPIRE Model of Wellbeing provides a holistic structure to support students across five interconnected domains:

- S – Social Wellbeing /Self-empowerment
- P – Physical Wellbeing
- I – Intellectual Wellbeing



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- R – Relational (Emotional) Wellbeing
- E – Emotional Wellbeing

This model supports a whole-child approach, aligning with ADEK expectations of holistic development, inclusion, and proactive wellbeing systems.

### Self-empowerment (S)

The Self-Empowerment dimension focuses on developing students' ability to understand and manage themselves effectively. This includes fostering self-management skills such as mindfulness and the ability to handle tasks and challenges while maintaining a healthy balance between academic and personal demands. It also emphasizes helping students build a strong sense of meaning and purpose by developing self-worth, shaping their identity, and aligning their aspirations with their personal values and goals. In addition, the school supports students in identifying and nurturing their individual strengths, promoting confidence, motivation, and overall personal growth. These outcomes are supported through school practices such as goal-setting activities, the promotion of a growth mindset, and opportunities for student reflection and self-assessment

### Physical Wellbeing (P)

The Physical Wellbeing dimension focuses on promoting healthy lifestyles and ensuring students' overall physical health and safety. This includes encouraging regular exercise through participation in sports and physical activities beyond the curriculum, as well as fostering awareness of the importance of an active lifestyle. The school also emphasizes proper nutrition by promoting healthy eating habits. These outcomes are supported through structured physical education programs, extracurricular sports activities, health awareness initiatives, and the provision of safe and hygienic environments that promote student wellbeing.

### Intellectual Wellbeing (I)

The Intellectual Wellbeing dimension focuses on fostering curiosity, engagement in learning, and future readiness. It aims to cultivate a love for learning by encouraging openness to new ideas, creativity, and exploration. The school supports students in developing essential life skills such as critical thinking, problem-solving, and responsible decision-making to prepare them for future challenges. Additionally, students are encouraged to take on academic challenges that build resilience, confidence, and deeper understanding through effort and perseverance. These outcomes are achieved through inquiry-based learning approaches, differentiated instruction, opportunities for creativity and innovation, and programs that promote critical thinking and real-world application of knowledge.



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### Relational Wellbeing (R)

The Relational Wellbeing dimension focuses on building positive, respectful, and supportive relationships within the school community. It emphasizes the development of effective communication skills that enable students to express themselves clearly and engage in meaningful interactions. The school fosters a supportive culture where inclusivity, respect, and peer support are actively promoted, ensuring that all students feel safe, valued, and a sense of belonging. Kindness and empathy are also central, encouraging acts of compassion, cooperation, and mutual respect among students and staff. These outcomes are supported through positive behaviour systems, anti-bullying initiatives, peer support programs, and opportunities that promote collaboration and strong interpersonal relationships.

### Emotional Wellbeing (E)

The Emotional Wellbeing dimension focuses on supporting students in understanding and managing their emotions while building resilience and positive mental health. This includes developing self-regulation skills that help students recognize and manage their emotions effectively, particularly in challenging situations. The school also promotes the cultivation of positive emotions such as gratitude, joy, and optimism, contributing to overall emotional balance and wellbeing. Additionally, students are encouraged to develop and build empathy and understanding of others. These outcomes are supported through sensitization sessions, counselling services, mindfulness activities, and early intervention systems that ensure students receive appropriate support when needed.

**1.2 Annual Review:** The school will conduct an annual review of the policy to:

1. Monitor progress against goals.
2. Oversee the design and delivery of annual surveys.
3. Develop action plans to solve identified insights.
4. Continuously update school frameworks based on real data.

## 2. Awareness of Wellbeing Strategy and Policies

### 2.1 Awareness

The school promotes its wellbeing goals to students, staff, and parents through:

- **Integration into the Formal Curriculum:** To make wellbeing a lived experience rather than just a policy, it must be woven directly into the student learning journey. This ensures that children acquire the necessary tools to navigate emotional and social challenges. Cross-curricular mapping where wellbeing concepts are taught naturally (e.g., discussing stress management in science, exploring empathy through characters in English literature, or promoting healthy lifestyles in Physical Education)



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- **Student-Led Initiatives:** Empowering your student Wellbeing Club to lead peer-to-peer classroom sessions, reinforcing student voice and agency.
- **Staff Training, Inductions, and CPD:** All new employees and volunteers must be thoroughly briefed on the school's specific wellbeing policies, referral pathways, and safeguarding protocols during induction. Training teachers and support staff to spot early warning signs of emotional or mental distress, shifting the school from a reactive stance to a proactive, preventative one.
- **Inclusion in the Parent Handbook:** The Parent Handbook is the definitive operational guide handed out at the start of the year. Including wellbeing here cements the idea that student wellness is a shared responsibility between the home and the school.
- **Wellbeing Awareness Campaigns:** Participating in campaigns like Bullying awareness week, breast cancer awareness week to boost positive behavior.

## 2.2 Wellbeing club

As part of our commitment to fostering a holistic wellbeing environment, School Wellbeing Club is 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.

### Roles and responsibilities of wellbeing club:

- 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

### 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.



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- 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.

### 3. Monitoring and Evaluation

#### 3.1 Wellbeing Survey:

The school will conduct a mandatory annual student and staff wellbeing survey

- Annual mandatory wellbeing survey for students and staff
- Assesses psychological, physical, social, digital and environmental wellbeing
- Collects feedback on interventions and counselling effectiveness

#### 3.2 Additional Evaluation

Dunes International School will readily administer any external, ADEK-mandated evaluation measures as they arise and report all findings back to the authority. The School Leadership and the designated Wellbeing Lead will take full responsibility for organizing these mandated assessments, compiling the requested data with complete transparency, and submitting comprehensive progress reports to ADEK within the requested timeframes.

### 4. Inclusion

Dunes International School is committed to fostering an inclusive environment where the wellbeing of all students, including those with Additional Learning Needs (ALN) and student of determination (SOD), 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 school inclusion team under Head of Inclusion works collaboratively with school staff, parents, and external professionals to identify and address the specific wellbeing requirements of SOD and 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.

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



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### Roles and responsibility:

**School Leadership:** School Leadership is responsible for providing strategic direction and oversight for the implementation of the wellbeing policy. They ensure that wellbeing is embedded across all aspects of school life, including teaching, learning, and school culture.

**School Counsellor/Social Worker:** Assessment, intervention, and support. The counsellor collaborates with teachers, parents, and external professionals, when necessary, while maintaining confidentiality and safeguarding standards.

**Inclusion Head:** The head of inclusion ensures that students with Additional Learning Needs (ALN) and SOD receive appropriate wellbeing and academic support. They work collaboratively with teachers, counsellors, and parents to develop and implement individualized support plans that address students' social, emotional, and learning needs.

**Teachers:** Teachers are responsible for the early identification of wellbeing concerns and for creating a safe, inclusive, and supportive classroom environment. Teachers monitor student engagement, behavior, and emotional wellbeing, and refer concerns through the appropriate channels.

**Students:** Students are active participants in promoting a positive wellbeing culture within the school. They are encouraged to take responsibility for their own wellbeing by developing self-awareness, resilience, and positive behaviors.

**Parents:** Parents play a vital role in supporting student wellbeing through active collaboration with the school. They are encouraged to reinforce positive behaviors, routines, and wellbeing practices at home, and to maintain open communication with the school regarding their child's needs.

### 5. 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:

Prepared By	Date
Student Counselor	March, 2020

Review	Date	Reviewed By	Amendments
Review 1	March, 2021	Academic Vice Principal/Student Counselor/Social Worker	No Changes
Review 2	March, 2023	Academic Vice Principal/Student Counselor/Social Worker	No Changes
Review 3	May, 2025	Academic Vice Principal/Student Counselor/Social Worker	<ul style="list-style-type: none"><li>• Scope expanded to include staff and whole school community.</li><li>• Policy aligned with ADEK's latest wellbeing and mental health guidelines.</li><li>• Introduced structured wellbeing strategy</li><li>• Wellbeing Club initiated to promote student leadership and peer support.</li><li>• Added focus on students with Additional Learning Needs (ALN).</li><li>• Dedicated section for staff wellbeing and professional development.</li><li>• Included annual surveys, feedback mechanisms, and data analysis for policy evaluation.</li><li>• Added compliance section outlining review cycle and stakeholder communication.</li></ul>
Review 4	March 2026	Academic Vice Principal/Student Counselor/Social Worker	<ul style="list-style-type: none"><li>• 1.1 – SPIRE model of framework added</li><li>• 1.2- Annual review added</li><li>• 2.1- Added the awareness methods followed in school</li><li>• 3- Added monitoring and evaluation, roles and responsibilities.</li></ul>



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Approved By	Signature
Principal Mr. Paramjit Ahluwalia	



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