



SHINING STAR INTERNATIONAL SCHOOL ABU DHABI

SCHOOL WELL-BEING POLICY

I. Introduction

At Shining Star International School (SSIS), Abu Dhabi, we are committed to fostering the well-being of our students, staff, and wider school community. Aligned with the Abu Dhabi Department of Education and Knowledge (ADEK) Well-Being Policy, our approach emphasizes creating a safe, nurturing, and inclusive environment that supports the emotional, social, physical, and academic well-being of every individual. The well-being of our students is central to their learning experience, helping them thrive, achieve success, and prepare for future challenges.

II. Vision and Mission

Vision:

To create an environment where every student and staff member feels valued, supported, and empowered to reach their full potential in a healthy and positive school community.

Mission:

To promote well-being through proactive strategies that enhance emotional, mental, and physical health, equipping students with the resilience and skills needed to navigate challenges and succeed both academically and personally.

III. Objectives

- To create a supportive and inclusive school environment that promotes the emotional, social, physical, and intellectual well-being of all students and staff.
- To develop a well-being framework that aligns with ADEK's policy and best practices, focusing on preventative measures and early intervention strategies.
- To ensure that students and staff have access to resources, guidance, and support for mental health, stress management, and overall well-being.
- To foster positive relationships and a sense of belonging within the school community, encouraging respect, empathy, and collaboration.
- To engage parents and the wider community in promoting the well-being of students, encouraging partnership in health and development initiatives.

IV. Scope

This policy applies to all students, staff, and members of the school community. It is designed to ensure that well-being is a priority in all aspects of school life, including teaching and learning, co-curricular activities, school culture, and community partnerships.

V. Well-Being Domains

The well-being policy at SSIS encompasses four key domains:

Emotional Well-Being:

Promote positive mental health, emotional literacy, and resilience among students and staff.

Ensure access to counseling services and mental health support.

Implement mindfulness and stress-reduction programs.

Social Well-Being:

Foster healthy peer relationships and a culture of inclusion, tolerance, and respect.

Provide anti-bullying programs, social skills workshops, and peer mentoring opportunities.

Promote collaborative learning and teamwork through school projects and activities.

Physical Well-Being:

Promote a healthy lifestyle, including balanced nutrition, physical activity, and good hygiene.

Ensure safe and supportive physical environments, including clean and well-maintained school facilities.

Encourage participation in sports, recreational activities, and physical education programs.

Academic Well-Being:

Ensure that students have access to a personalized, balanced, and enriching curriculum that meets their academic needs.

Promote a positive learning environment that reduces stress and fosters a love for learning.

Provide academic support, tutoring, and intervention programs for students who may be struggling.

VI. Roles and Responsibilities

School Leadership:

Lead the implementation of the well-being policy, ensuring that it is integrated into the school's culture, curriculum, and daily practices.

Provide professional development for staff on student well-being, mental health, and safeguarding.

Well-Being Committee:

Composed of teachers, counselors, and student representatives, the committee will oversee the well-being programs, monitor progress, and make recommendations for improvement.

Teachers and Staff:

Promote positive relationships in the classroom and model behaviors that support emotional and social well-being.

Identify students who may need additional support and refer them to the appropriate services.

Counselors and Support Staff:

Provide one-on-one counseling and group workshops to address mental health and emotional well-being.

Support students with stress management, conflict resolution, and social-emotional learning.

Parents and Guardians:

Engage with the school's well-being initiatives and work in partnership with teachers and counselors to support their child's development.

Promote healthy lifestyle habits at home and encourage open communication about emotional and mental health.

VII. Procedures and Implementation**Well-Being Programs and Initiatives:**

SSIS will implement a range of programs and activities to promote well-being, including:

Regular workshops on mental health, resilience, and emotional regulation.

Physical health programs that encourage physical activity and healthy eating.

Social well-being initiatives, such as peer mentoring, team-building activities, and anti-bullying campaigns.

Early Identification and Support:

Teachers and staff will be trained to identify early signs of mental health issues, stress, or social difficulties in students.

A referral system will be in place to ensure students receive timely and appropriate support.

Collaboration with External Agencies:

SSIS will collaborate with external agencies, including healthcare providers and mental health professionals, to offer specialized support when necessary.

Parental Engagement:

Regular communication with parents through newsletters, workshops, and meetings to raise awareness of well-being issues.

Encourage parents to be proactive in promoting well-being at home.

VIII. Monitoring and Evaluation

Regular Review:

The well-being policy will be reviewed annually by the school leadership and well-being committee to assess its effectiveness and to make improvements where necessary.

Surveys and Feedback:

Feedback will be gathered from students, staff, and parents through surveys and consultations to ensure that the well-being initiatives are meeting the needs of the school community.

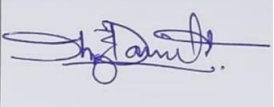
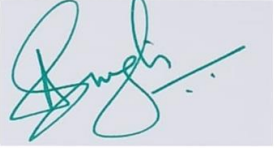
IX. Compliance with ADEK Standards

This policy aligns with ADEK's Well-Being Framework, ensuring that Shining Star International School complies with local regulations and best practices in promoting student and staff well-being.

Conclusion

At SSIS, well-being is at the heart of our mission to develop well-rounded, resilient, and happy individuals. By fostering a positive school environment, offering targeted support, and promoting a holistic approach to health, SSIS aims to ensure that every member of our school community can thrive both academically and personally.

This Well-Being Policy will help guide Shining Star International School in creating a nurturing and supportive educational environment, fully aligned with ADEK's vision for student and staff well-being.

	Name	Signature	Date
Prepared by:	Dr. Aby Daniel A. Head of Inclusion		20/09/2024
Policy Review Approved by:	Mrs. Abhilasha Singh (Principal)		03/10/2024

References:

1. ADEK School Well-being Policy
2. Federal Decree Law No. (31) of 2021 Promulgating the Crimes and Penalties and its amendments
3. Ruggeri, K., Garcia-Garzon, E., Maguire, Á., Matz, S., & Huppert, F. (2020). Well-being is more than happiness and life satisfaction: A multidimensional analysis of 21 countries. *Health and Quality of Life Outcomes*, 18: Article 192.
4. United Nations (UN). (1987). Report of the World Commission on Environment and Development: Our Common Future.
5. World Health Organization (WHO). (2021). Health Promotion Glossary of Terms 2021.
6. World Health Organization (WHO). (2022, June 17). Mental Health: Strengthening Our