



مدرسة ذا أبل انترناشيونال كوميونيتي
The Apple International
Community School



WELLBEING POLICY

2024 – 2025

POLICY INFORMATION

POLICY WRITTEN	AUGUST 2021
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APPROVED BY	PRINCIPAL- PRETTY KHOSLA





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01- RATIONALE

At The Apple International Community School, we do believe that promoting the wellbeing of our students and young people is a shared community responsibility and is everybody's business. This promotion could be done through a range of activities and approaches to support the academic, physical, mental, emotional, social and spiritual development of all children and young people. We aim to equip students and young people with the knowledge, skills and competencies to deal with challenges that impact on their wellbeing. The document entails an overarching structure encompassing existing, ongoing and developing work in this area as per the need of our students and the school personnel.

02- GUIDING PARAMETER

The Apple International Community School is a dedicated member of society and works towards achieving the vision outlined by the leaders of Dubai. The focus on happiness and well-being is supported by His Highness Sheikh Mohammed bin Rashid Al Maktoum, Vice President and Prime Minister of the UAE and Ruler of Dubai, who indicates that: "We will seek to create a society where our people's happiness is paramount, by sustaining an environment in which they can truly flourish."

03- VISION

AICS emphasizes holistic wellbeing, fostering an environment of belonging and resilience. We prioritize mental, physical, and emotional health, empowering individuals with lifelong tools.



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04-MISSION

Apple International Community School mission is to prioritize and promote the holistic wellbeing of our students, teachers, and staff. We are dedicated to create a supportive and inclusive learning community, where everyone feels valued, safe, and empowered to thrive. Through education, awareness, and proactive initiatives, we strive to nurture physical, mental, and emotional health. We are committed to fostering resilience, empathy, and a strong sense of belonging. Our mission is to equip our students with the knowledge and skills necessary to make informed decisions about their wellbeing, both now and in the future.

05-AIM

- To ensure the promotion of wellbeing to be at the core ethos of the school.
- To provide evidence-informed approaches and support, appropriate to need, to promote the wellbeing of all students and school personnel.
- To make sure that they are valued, and they feel able to talk openly with trusted adults about their thoughts and concerns without hesitation.
- To ensure AICS provides a comfortable, safe, supportive and stimulating environment that is responsive to the personal, social and emotional needs of all members of the school community.
- To encourage the students and school personnel to value one another and to respect the views of other members of their community.
- To build strong, warm and positive relationships among students, staff and parents



06- KEY PRINCIPLES

The school plays a vital role in the promotion of student's academic, physical, mental, emotional, social and spiritual development. Our education system is key to equipping the students with the knowledge, skills and competencies to deal with challenges that may impact on their wellbeing. The development of this policy has been guided by key principles, which in turn will guide its implementation and monitoring:

- Student-centered: The wellbeing needs, and the best interests of our students are a central focus of this policy. This requires us to respect and value the voice of students and school personnel and to foster their belonging and connectedness to the school community. This ensures a sound developmental base for present and future wellbeing, as well as academic achievement.
- Equitable, fair and inclusive: All students and school personnel need access to equitable, fair and inclusive opportunities to develop their wellbeing in ways that are responsive and suitable to their needs and contexts. Practices need to be tailored, responsive and relevant, building on the existing strengths of students, school staff, families and school communities.

07-THE SCHOOL ROLE IN WELLBEING PROMOTION

Wellbeing education occurs throughout life and in a variety of settings. Promoting the wellbeing of our students, school personnel and parents is a shared community responsibility and is everybody's business. While many factors which influence wellbeing are in the home, the school, situated within the community can be a powerful context for healthy development in enhancing protective factors and minimizing risks.



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The school plays a key role in developing and enhancing student's wellbeing as they spend a large proportion of their time in school during their formative years.

Culture & Environment:

- Students and staff members experience a sense of belonging and feel safe, connected and supported.
- Systems are in place so that the voice of the child/young person, teacher and parent are heard and lead to improvements in the school culture and ethos.

Curriculum (Teaching & Learning):

- Students experience positive, high-quality teaching, learning and assessment, which provides opportunities for success for all. •
- Students access curricular activities to promote their physical, social and emotional competence to enhance their overall wellbeing.

Policy & Planning:

- Promotion process to develop, implement and review wellbeing promotion.
- The school incorporates wellbeing promotion into curriculum.
- The whole school policies and practices

Relationships & Partnerships:

- Children and young people, their parents and other external partners are actively involved in wellbeing promotion within the school community.
- All adults in the school have an increased awareness of the importance of wellbeing promotion, including listening to children and young people, and signposting them to internal or external pathways for support when needed.



08- MENTAL HEALTH AWARENESS

The skills, knowledge, and understanding needed by our students to keep themselves mentally healthy and safe are included as part of our developmental PSHE curriculum. The inclusion department conducts well-being week activities throughout the year to ensure that we make students and staff aware of mental health and emotional well-being issues safely and sensitively.

Identifying needs and Warning Signs:

The staff will raise the flag proactively if they identify any of the following from a range of possible difficulties:

- Attendance
- Punctuality
- Relationships
- Approach to learning
- Physical indicators
- Negative behavior patterns
- Family circumstances
- Recent bereavement
- Health indicators

School staff may also become aware of warning signs which indicate a student is experiencing mental health or emotional well-being issues. These warning signs should always be taken seriously and staff observing any of these warning signs should communicate their concerns with the designated child protection and a safeguarding officer or the emotional wellbeing leads as appropriate. We always inform the parents as well , as soon as we see the indicators of any conditions.



Possible warning signs include:

- Changes in eating/sleeping habits.
- Becoming socially withdrawn
- Changes in activity and mood
- Talking or joking about self-harm or suicide
- Expressing feelings of failure, uselessness, or loss of hope
- Repeated physical pain or nausea with no evident cause
- An increase in lateness or absenteeism

09- MINDFULNESS PROGRAMME

The apple international community school promotes mindfulness programme for the children and teachers' wellbeing.

- Morning Mindfulness routine (relaxing music and guided meditation)
- Greetings in Arabic
- Mindfulness breaktime activity like breathing, stretching, body scan, check in with their thoughts.
- Daily Gratitude
- Personal Social Health Education Program follows Oxford wellness curriculum and Jigsaw.
- The school wellness program -Nurture
- Parent coffee morning
- The school assemblies
- Wellbeing and Inclusion calendar
- Suggestion Box
- Spectrum-Journal for parents
- AICS 'NURTURE HUB' Program led by the students.
- Partnership with Seeds center and Thriving souls.



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As a minimum, all staff will receive regular recognizing and responding to mental health issues as part of their regular child protection training to enable them to keep students safe. Training opportunities for staff who require more in-depth knowledge will be considered as part of our CPD.

10. ROLES AND RESPONSIBILITIES OF WELLBEING TEAM

The AICS wellbeing team is dedicated to the emotional, physical, and social well-being of every individual and aims to support healthy, sage, productive, capable, and responsible lives. The role of the Well-being team is to respond to students' personal, social, emotional, and academic concerns and to provide a caring and non-judgmental environment in which the students can improve their well-being. Individual Support is provided in a diverse range of issues relating to mental health difficulties such as stress, anxiety, and low mood.

The Team comprises of

- Wellbeing Governor
- Leader of well-being provision -Principal
- Wellbeing Champion- School Counselor
- Head Of Inclusion and Wellbeing
- Wellbeing and Pastoral Care Lead
- Wellbeing Officers
- Inclusion Team
- Student council
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Inclusion Champion who helps staff understand their responsibilities to children with psycho social and emotional needs, the head of Inclusion deals with the special educational needs and disabilities (SEND), including children whose mental health problems which means that they need special educational provisions and other plans.



Form tutors are responsible for the social and emotional wellbeing of the children in their class and need to set up systems within their classes whereby emotional support is available to them. This may be through circle time, worry boxes or other 'talk' time systems. If class teachers feel children need further support, they are to discuss this with parents and Inclusion team. Our Wellbeing and Pastoral care leads which comprises of Senior Leaders are responsible for supporting the class teachers as necessary in promoting the wellbeing of the children at AICS. The student council members will be responsible for the overall mental health, wellbeing and happiness initiatives. They should play a crucial role in improving the environment, identifying the needs of the children, and organizing programmes.