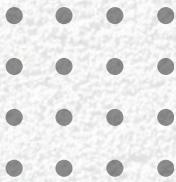




مدرسة ذا أبل انترناشونال ڪومنيونيٽي
The Apple International
Community School



WELL BEING POLICY

2025-2026

POLICY INFORMATION

POLICY WRITTEN	AUGUST 2021
POLICY UPDATED	SEPTEMBER 2025
POLICY TO BE REVIEWED	JUNE 2026
APPROVED BY	PRINCIPAL- PRETTY KHOSLA





INDEX

CHAPTER NUMBER	CONTENT
01	Rationale
02	Guiding Parameter
03	Vision
04	Mission
05	Aim
06	Key Principles
07	School Role
08	Mental Health Awareness
09	MindFullness Program
10	Roles & Responsibilities



01- RATIONALE

At The Apple International Community School, we firmly believe that the wellbeing of our students and school community is a shared responsibility. Supporting wellbeing is not an isolated task—it is embedded in the fabric of our school's ethos and daily operations. Our aim is to promote the academic, physical, mental, emotional, social, and spiritual development of every child and young person in our care. This policy outlines a comprehensive framework that reflects the ongoing and evolving initiatives we undertake to respond to the needs of our students and school personnel. Through a range of evidence-informed practices and a whole-school approach, we aim to equip our community with the tools and support systems necessary for lifelong wellbeing.

02-Guiding Parameters

AICS aligns with the vision of the UAE leadership, particularly the directive of His Highness Sheikh Mohammed bin Rashid Al Maktoum, who emphasized:

“We will seek to create a society where our people’s happiness is paramount, by sustaining an environment in which they can truly flourish.”

In support of this national goal, our school promotes a nurturing environment where wellbeing and happiness are central to student life and learning.

03 VISION

We strive to create a school environment that prioritizes holistic wellbeing—mental, emotional, physical, and social—while cultivating belonging, resilience, and a strong community ethos. We empower students and staff with lifelong tools to sustain their own wellbeing and contribute positively to the world around them.



04. Mission

Our mission is to:

- Foster a safe, inclusive, and supportive learning environment.
- Empower every individual to thrive emotionally, socially, and academically.
- Raise awareness and understanding of mental and emotional health.
- Nurture resilience, empathy, and a strong sense of connectedness.
- Equip students and staff with the knowledge and skills for informed decisions about their wellbeing—both now and in the future.

05-Aims

- Place wellbeing at the heart of our school ethos.
- Provide evidence-based practices tailored to the needs of students and staff.
- Foster an open, supportive environment where everyone feels heard and respected.
- Ensure a safe, inclusive, and stimulating learning environment.
- Promote empathy, mutual respect, and positive relationships across the school community.
- Strengthen collaboration among students, staff, and parents to build strong, connected relationships.

06. KEY PRINCIPLES

Our wellbeing approach is underpinned by the following principles:

Student-Centered: Prioritizing the wellbeing needs and voices of students to foster a sense of belonging and connection.

Equity and Inclusivity: Ensuring all students and staff have access to wellbeing opportunities suited to their diverse needs and backgrounds.



Strengths-Based and Developmentally Appropriate:

Building on existing strengths while supporting personal growth and development through responsive practices.

Collaborative:

Engaging families, staff, and community partners in a collective effort to support wellbeing.

07 THE SCHOOL'S ROLE IN WELLBEING PROMOTION

Schools serve as key environments for developing lifelong wellbeing.

At AICS, we foster a culture of care and inclusion through:

a. Culture & Environment

- Fostering a safe, welcoming atmosphere where everyone feels valued and connected.
- Actively listening to student, staff, and parent voices to drive continuous improvement.

b. Curriculum

- Delivering high-quality teaching and assessment practices that promote academic success and personal growth.
- Incorporating wellbeing-focused content in PSHE and across the curriculum to build social-emotional skills.

c. Policy & Planning

- Embedding wellbeing into all school policies and strategic plans.
- Ongoing monitoring and review of wellbeing initiatives to ensure alignment with school needs.

d. Relationships & Partnerships

- Encouraging collaboration between students, staff, families, and external agencies.
- Promoting a culture of openness, support, and early intervention.



08. Mental Health Awareness and Support

AICS recognizes that mental health is a critical component of overall wellbeing. As part of our PSHE and wellbeing curriculum and wider school initiatives:

- ✓ Mental health education is integrated throughout the year.
- ✓ The Inclusion Department organizes awareness campaigns and Wellbeing Week activities.
- ✓ Staff are trained to recognize early signs and respond appropriately.

Identifying Needs and Warning Signs

Staff are alert to indicators such as:

- Attendance issues or frequent absenteeism
- Changes in mood, eating, or sleeping habits
- Withdrawal from peers or activities
- Talk of self-harm, hopelessness, or stress
- Physical complaints without a clear cause

Action Steps:

- ✓ Immediate reporting to Designated Safeguarding Leads or Wellbeing Team.
- ✓ Early communication with parents or guardians.
- ✓ Referral to internal or external support services if needed.

09. Mindfulness and Wellness Programs

To foster daily emotional balance and mental clarity, AICS implements structured mindfulness and wellness initiatives:

- Daily Morning Mindfulness: Relaxing music, guided meditation, and Arabic greetings.
- Mindfulness Breaks: Breathing exercises, stretching, gratitude practice, and body scans.



- Curriculum Support: PSHE follows the Oxford Wellness Curriculum and Jigsaw program.
- Wellbeing Events: Assemblies, Parent Coffee Mornings, Wellbeing Calendar activities.
- Student-Led Initiatives: “Nurture Hub” and Suggestion Box.
- Community Partnerships: Collaborations with Seeds Centre and Thriving Souls.

10. Roles and Responsibilities

The Wellbeing Team

A dedicated team oversees and implements wellbeing initiatives:

- **Wellbeing Governor**
- **Principal (Leader of Wellbeing Provision)**
- **School Counsellor (Wellbeing Champion)**
- **Head of Inclusion and Wellbeing**
- **Wellbeing and Pastoral Care Leads**
- **Wellbeing Officers(teachers)**
- **Inclusion Team**
- **Student Ambassadors**

Class Teachers & Form Tutors

- Provide daily emotional support through check-ins, worry boxes, and circle time.
- Refer students to the Inclusion Team for further support when needed.

Wellbeing & Pastoral Leads (Senior Leadership)

- Support teachers in responding to student needs.
- Lead on policy, awareness campaigns, and family engagement.



Student Council

- Advocate for peer wellbeing and happiness initiatives.
- Play an active role in improving the school environment through student voice.

Conclusion

The wellbeing of every individual at AICS is a shared commitment.

Through collaborative effort, evidence-informed practices, and a compassionate school culture, we aim to nurture confident, resilient, and thriving individuals prepared for the challenges of the future.