



مدرسة الإتقان الأمريكية
ALITQAN AMERICAN SCHOOL

WELLBEING POLICY

TABLE OF CONTENTS

1. Introduction
2. Guiding Principles
3. Student Wellbeing Definition
4. Wellbeing Framework
5. Policy Intent
6. Supporting Documents
7. Policy Implementation
8. Policy Review
9. AIAS Wellbeing Committee
10. Learning Environments
11. Student Wellbeing Policy
12. Staff Wellbeing Policy
13. References
14. Implementing Core Group AY 2021 - 2022

POLICY INTENT

This policy is developed to guide the development and implementation of programs and activities designed to promote the culture of well-being in schools. All stakeholders are expected to have their commitment to the implementation of the policy stated herein.

SUPPORTING DOCUMENTS

1. [UAE National Wellbeing Strategy](#)
2. [The UAE Centennial 2071](#)
3. [The Moral Education Program](#)

POLICY IMPLEMENTATION

This policy is implemented along with the child protection, health and safety policies of the school. All stakeholders must adhere to this policy with complete fidelity.

POLICY REVIEW

This policy will be reviewed periodically and not less frequently than once a year.

Date of Completion:	15 April 2019
Date of Current version:	25 April 2022
Date of Next Review:	25 April 2023

INTRODUCTION

Childhood and adolescents are crucial stages of human development. These are the stages where they learn from the different social systems in their surroundings (Leung & Fung, 2021). Their interaction with the environment may lead them to complex stressors and pressures, resulting in depression and isolation when not managed. Since children spend most of their time in school a week, schools must provide an environment that facilitates positive wellbeing (Ednfndr, 2019). A strong sense of wellbeing is linked to student academic success (AISSA, 2016).

UAE sets a national strategy for wellbeing 2031 owing to its role in supporting Vision 2021 and UAE Centennial 2071. Among the nine strategic objectives of the national wellbeing agenda for this policy, it is worth considering the following:

1. Cultivate a conducive environment for learning and working
2. Promote digital wellbeing and positive virtual communities
3. Promote the adoption of a healthy and active lifestyle
4. Nurture and sustain good mental wellbeing
5. Inspire positive thinking as a core life value
6. Develop good life skills

Here at AIAS, we build the policy components from these views in creating a thriving community where a culture of wellbeing is fostered through instilling “happiness” throughout the school.

GUIDING PRINCIPLES

The guiding principles set the tone for promoting a culture of wellbeing at school. The below principles are adopted from the AISSA (2016) and revised to suit the school's ethos and identity.

- Students' wellbeing is essential to learning, and learning influences wellbeing.
- The school environment must honor fairness, respect dignity, and support individuals' rights and fundamental freedom.
- Pastoral care practices are fully integrated throughout the teaching and learning process and the school's structural and organizational systems.
- A positive education approach focuses on teaching and developing students' social-emotional skills (relationships, strengths, and resilience). It provides a strong foundation for students to reach their aspirations in learning and life.
- Principals, school leaders, and teachers play an active role in building a positive, happy, Islamic-friendly learning environment where the whole school community feels included, connected, safe and respected.
- All members of our school community (staff, students, and families) "are active participants in building a welcoming school culture that values diversity, and fosters positive respectful relationships".
- Students are active participants in their own learning and wellbeing, feel connected, and use their social and emotional skills to be respectful, resilient, and safe.
- Parents have the primary responsibility for the development of their child's wellbeing. Families and communities collaborate as partners with the school to support attendance, student learning, safety, and wellbeing.
- Staff, students, and families share and cultivate an understanding of wellbeing and support for positive behavior and how this supports effective teaching and learning.

STUDENT WELLBEING DEFINITION

There are a variety of ways to define student wellbeing. Below is the adopted school definition, which is the basis for the conception of this policy at AIAS:

1. Student wellbeing is a sustainable state of positive mood, attitude, resilience, and satisfaction with self, relationships, and experiences at school. (Noble et al., 2008 As cited in Dhaoui, 2021 p. 4)
2. Students' wellbeing refers to the psychological, cognitive, social, and physical functioning and capabilities students need to live a happy and fulfilling life. (OECD, 2017 p. 61)

It is important to note that low levels of wellbeing and associated mental health problems can have adverse consequences on the health and development of the young. According to Woolf & Digby (n.d.), students who are happy and healthy tend to:

1. Develop and improve concentration, motivation, and energy levels
2. Develop coping skills for life
3. Build and maintain better relationships
4. Successfully overcome difficulties
5. Continue with and be successful in their academic studies

Though the definition includes the “physical functioning and capabilities” (OECD, 2017), the services related to this are found in a separate policy called "safeguarding policy."

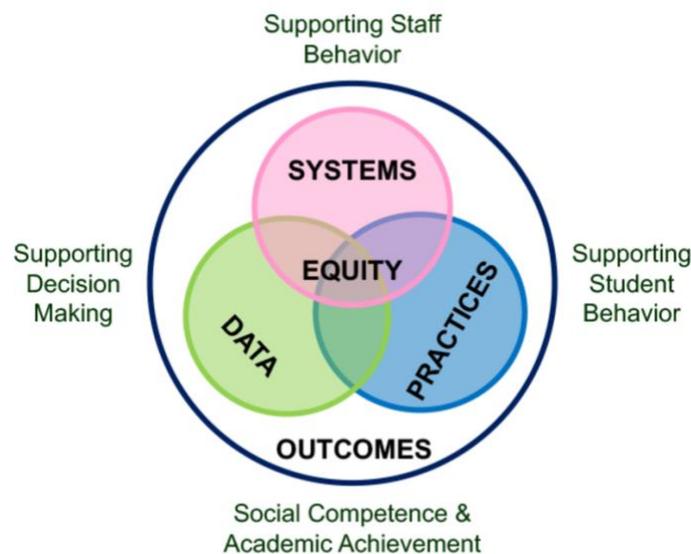
WELLBEING FRAMEWORK

Three viewpoints guide the school approach to wellbeing: the Positive Behavior Intervention and Support (PBIS) from the Center for PBIS and Socio-Emotional Learning (SEL) from CASEL.

Positive Behavior Intervention and Support (PBIS)

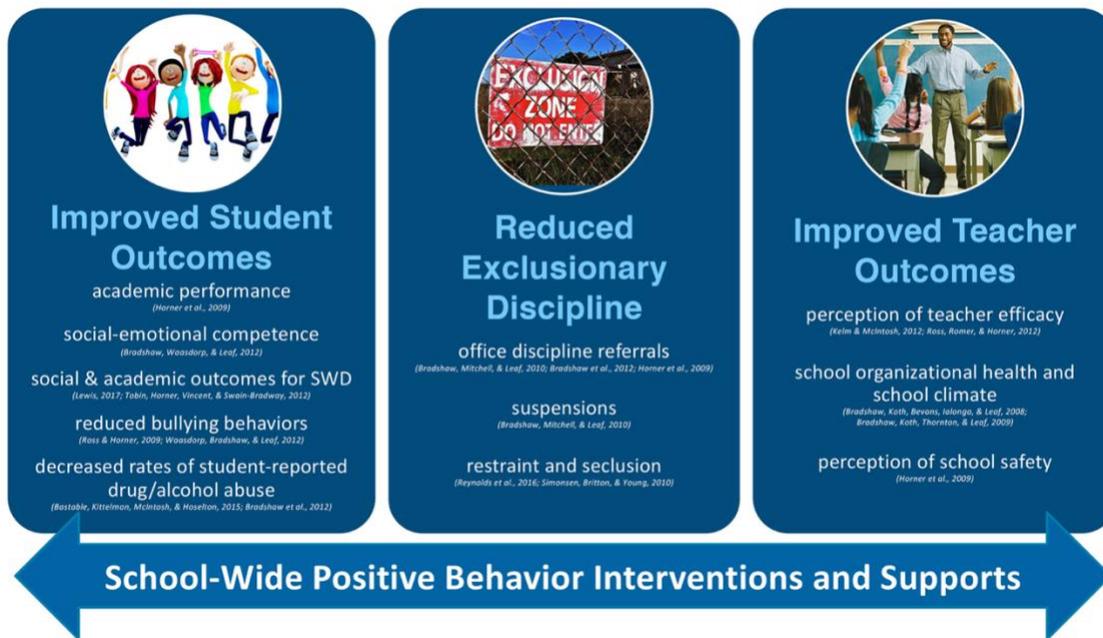
“PBIS is an evidence-based three-tiered framework that improves and integrates all the data, systems, and practices affecting student outcomes every day. PBIS creates schools where all students succeed.” (Center on PBIS, 2019). The relationships of the three pillars, systems, data, and practices, are presented below:

Figure 1: Integration Diagram of the Data, Systems, and Practices that Affects Students Outcome



The outcomes of the PBIS are the result of a compelling interplay of the three pillars shown above. The expected outcomes are improved student outcomes, reduced exclusionary discipline, and improved teacher outcomes. The outcome is further illustrated in the following figure.

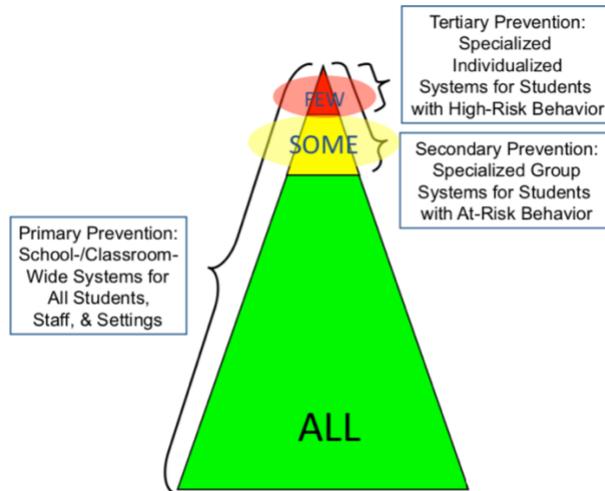
Figure 2: PBIS Outcome



Three-Tiered Framework to PBIS

T1 is provided to all the students. T2 and T3 are provided based on needs. According to the Center on PBIS (2019), T2 and T3 levels of support "require team-based approaches to data collection and decision-making". Further details of this framework can be accessed here: [MTSS in the Classroom](#).

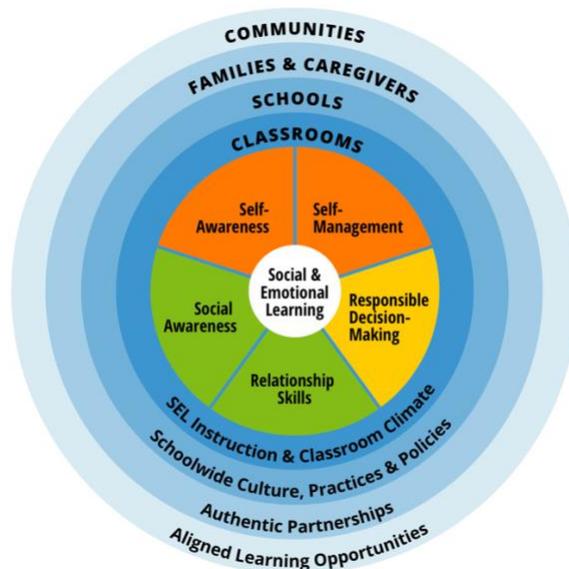
Figure 3: Three-Tiered Framework



Socio-Emotional Learning (SEL)

SEL is the process where people acquire and apply their knowledge, skills, and attitudes "to develop healthy identities, manage emotions, achieve personal and collective goals, feel and show empathy for others, establish and maintain supportive relationships and make responsible and caring decisions." (CASEL, 2021). Details of the competencies can be accessed here: <https://www.panoramaed.com/blog/guide-to-core-sel-competencies>

Figure 4: CASEL Wheel



AIAS WELLBEING COMMITTEE

1. The committee that will develop, implement, and monitor the policy's implementation shall be named as AIAS Wellbeing Committee, spearheaded by a Wellbeing Coordinator appointed by the school through the school Principal.
2. The Wellbeing Coordinator monitors the implementation and formulation of the Wellbeing policy for students and staff in the school. He/She calls and presides over the meeting, recommends the programs and activities, and evaluates the wellbeing practices at school.
3. The committee is supported by the following team members who will implement the programs and initiatives.
 - a. **Principal.** Oversees the implementation of this policy in the school. Approves activities and the budget allocation necessary to implement the program.
 - b. **Educational and Section Supervisors.** Support the social workers, career counselors, and event coordinator in conducting their respective sections' well-being activities and services. Plan and implement the SEL lessons in homeroom classes systematically. Suggest PD needed by the teachers to support them in delivering the SEL lessons.
 - c. **Academic and Educational Supervisors.** Systematically develop ways to deliver wellbeing standards in the lesson in coordination with the Head of the Department. Facilitate the conduct of training needed to support teachers and staff in implementing the well-being activities.
 - d. **Social Workers.** Implement systematically counseling services for students and staff and keep reports and other relevant documentation related to student and staff wellbeing.
 - e. **Event Coordinator.** Plan systematically extra-curricular activities that support student wellbeing in the schools using the SEL by CASEL as a framework.
 - f. **Career Counselor.** Systematically develop and implement career counseling services and conduct counseling sessions for teachers and staff whenever needed.
 - g. **Assessment Coordinator.** Administer well-being-related surveys to the school stakeholders and prepare the report needed to measure and evaluate the degree of implementing the well-being activities across the school.
 - h. **Happiness Coordinator.** Systematically conduct wellbeing activities for staff and use data to identify the needs of the staff.
 - i. **Head of the Department.** Monitor the integration of SEL in the lessons and provide necessary PD to teachers to support them.

- j. **Homeroom teachers.** Conduct Socio-Emotional Learning (SEL) lessons during homeroom period and provide counseling to students when needed with the supervision and guidance of the social workers.
 - k. **Subject Teachers.** Provide integrative SEL lessons in the classes and submit referrals for counseling to the social workers who are needed.
4. The committee should select parent and student members who represent these sectors of stakeholders during planning and review related to wellbeing.

LEARNING ENVIRONMENT

A safe learning environment covers the physical and cyber spaces students engage in for school activities. Schools develop school-wide rules and consequences in collaboration with their school community. A positive learning environment supports students' personal and social development and staff wellbeing. Schools provide rich learning environments that are open, respectful, caring, and safe.

STUDENT WELLBEING POLICY

Section 1. Curriculum and Pedagogy

AIAS builds the foundations for wellbeing and lifelong learning by embedding the SEL standards in the implementation of the curriculum. As part of the whole school's curriculum, schools provide age-appropriate activities that support their wellbeing, integrate activities in the lesson that meets the purpose, and establish relationships within the framework of the PBIS. "Schools acknowledge the positive impact that a meaningful relationship between teacher and students can have on students' academic and social outcomes". *Supporting student health and wellbeing policy statement, 2019)*

The following are non-negotiables:

1. Class Dojo shall incentivize good behavior in the lessons and the school. Certificates are awarded to students who have met the target points during the term. Class Dojo is "a school communication platform that teachers, students, and families use in close-knit communities" (Class Dojo, 2015).
2. SEL lessons are taught in the homeroom classes. The section and educational supervisors supervise these lessons. Moreover, SEL standards are integrated into the lessons across the learning domains.

Section 2. Counseling Services

Counseling services should be given to all students in making the most of their educational experience while in school. Counseling is to be administered by the school-licensed psychologist or the guidance/career counselor. It can be delivered in a face-to-face or virtual setting with adherence to ethics and meet any legal requirements to ensure confidentiality.

Counseling services covered by the school include:

1. **General counseling.** Individual and group counseling of students regarding issues that impact their education. Counseling could be scheduled or made through referrals of the teachers, staff, and the children's parents.
 - a. The counselor provides a behavior intervention plan (BIP) for a few at-risk students or has high-risk behavior students. Counseling should be monitored by the counselor and ensure their effectiveness.
2. **Admission Assistance.** Assistance with the entry process during admission assessments with the Head of Inclusion and section / educational supervisors.
3. **Psychoeducation.** Work with staff to teach pro-social skills and promote resilience and personal development of the students.
4. **Parent Consultation.** Meet the parent(s) to cater to their children's counseling needs.
5. **Inclusion.** Support all the programs of the Inclusion Team and advocate inclusive education
6. **Outside Referral.** Liaise with external agencies such as, but not limited to, Child Protection agency to ensure maximum support to meet children's wellbeing.

Section 3. Counseling Confidentiality

AIAS counseling is confidential within the framework of the following terms:

1. Legal and ethical requirements for the protection of children
2. Relevant information can be provided to the selected and concerned people to support a child's wellbeing.
 - a. Principal and Vice-Principal
 - b. AIAS Wellbeing Committee coordinator and members
 - c. Supervisors
 - d. Professional Consultants
3. Committed to respecting the student's rights, all information disclosed by the student that he/she deemed to be private - related to his/her personal life, mental health, issues, and comments against other people, will all be treated confidentially.
4. Cognizance of parents'/guardians' legal and inherent rights to be the guiding voice in their children's lives when disclosing information as a result of counseling and the parental legal rights and responsibilities to make decisions on their child's behalf.

Section 4. Suicide Preventions

School staff who notice suicide warning signs in a student should seek help immediately from the school social worker, section/educational supervisor, SLT, or other appropriate staff.

When dealing with a suicidal or mental health crisis, schools should notify SPEA through its Child protection division when there is an imminent threat to the safety of a student in the first instance and, where necessary, provide first aid. In all other situations, schools follow suicide intervention and prevention advice by ensuring:

- the student is not left alone
- their safety and the safety of other students and staff are maintained
- students receive appropriate support immediately
- parents are advised
- all actions are documented and reported.

In the case of a potential suicide of a student that has not occurred on school grounds, schools enact a postvention response by communicating with the student's family and ensuring immediate support is provided to students who may be affected.

Where a suicide has occurred on school grounds or at a school event, schools immediately enact the Emergency Management Plan and communicate with the student's family, and ensure immediate support is provided to the student and staff family who may be affected.

Section 5. Career Counselling Services

The school career counselor is responsible for planning and implementing the career counseling services of the school. She/He helps students discuss their concerns about career and educational choices based on the school educational streaming/career clustering. Services in this section cover the following:

- **Individual counseling.** An individual session is organized for the students in grades 9 to 12 where a personal analysis of their ideas, feelings, and choices is done. These sessions help us to assess their interests and abilities. Students are made aware of the new and diverse career options available to get a great start in their professional lives. These sessions empower the students to have a deeper perspective and a sense of career self-awareness.
- **Career Fairs.** Students are allowed to meet Universities and Educational centers across UAE and universities from different countries throughout yearly fairs. These events will take place within the school and off-campus. It is, at times, the student's responsibility to attend without the counselor. Students, parents, and teachers can meet, interact and extract information about different courses across the globe. This program aims at increasing students' awareness about international

universities within and outside UAE along with their entry requirements, admission processes, etc.

- **Careers Day.** In middle school, students will be allowed to participate in a careers day where external visitors present to students about their jobs, careers, pathways, and personal experiences.
- **Community service/ Work Experience:** Students are involved in various activities like organizing events, volunteering at special needs centers, and teaching junior students' For example, peer tutoring enables them to get an overview of working in a professional environment. Participation in extra-curricular activities such as the United Nations, community service, internships, etc., is highly encouraged. They have the opportunity to hone their interpersonal skills and put them to good use.
- **In-house Support** – Students are assisted if required in their application for SAT and AP assessments required for college / university. Personal statements and essay drafts were made by the students, who go through reviewing and proofreading to ensure that the documents portray the most accurate representation of each student.
- **Career-Related Workshops:** Throughout the academic year, the school arranges a range of interactive workshops to equip students with the needed skills and prepare them for higher education. At times, there will also be opportunities off-campus where it will be the responsibility of the child to attend. Workshops may include (a) University Application Procedure; (b) Portfolio building (various kinds); (c) Professional skills and academic CV development (d) Preparing for IELTS, SAT, AP, EMSAT, etc., (e) extended essay or research papers and many more.

Section 6: School Climate Survey

Spearheaded by the assessment coordinator, the school shall administer the conduct of the Student Wellbeing Evaluation and Enhancement Tool (SWEET) as proposed by Dhaoui (2021, p. 410) to determine the needs of the students, which becomes the basis for the schools' creation of student wellbeing programs incorporated in TAP, BBA, and CAP.

Likewise, the school administers a satisfaction survey at the end of the term to measure the satisfaction rating on the school's services and collect feedbacks that affect their wellbeing in school. The survey results shall be discussed among the AIAS wellbeing committee members to conceptualize the intervention required.

Section 7: E-Safety Services

Management of services and concerns related to e-safety is dealt with according to the AIAS E-Safety Policy.

Section 8: Corporal Punishments

The use of corporal punishment is prohibited in AIAS.

Section 9: Complaints

Any complaints must be lodged by the person who received them using the digital logging system. The appointed team should address them with a systematic investigation report supported by evidence within 72 hours.

Section 10: Partnership

Schools facilitate collaborative and productive partnerships with and between students, teachers, parents and carers, support staff and community groups, and engage a range of school-based services and external agencies to support the health and wellbeing of students and their families.

Section 11: Student Wellbeing Activities

The lists included in this report are activities provided to students to ensure that their wellbeing is supported and promoted and likewise provide a platform for students to discover their interests and talents.

Missing my School. The theme focuses on activities in the classroom and assemblies that promote Face to Face Education in school. Students in the assembly and homeroom sessions, once a week, promote this. In this month, different Socio-Emotional Activities were promoted through the homeroom periods.

Title	Audience	Descriptions
School Induction Activities	KG to Grade 12 Students	<ul style="list-style-type: none">This is an extra-curricular activity that prepares the students for the transition to face to face education at the opening of the academic year.The activities during induction includes variety of Socio-Emotional Learning (SEL) entitled to promote self-esteem, confidence and self-awareness among the students.
International Day of Charity	Grades 1 to 12	Spearhead by the social workers, the school celebrate this day during the assembly. Assigned students were asked to lead the event speaking about the role of charity in our lives.
World First Aid Day	Grades 1 to 12	Spearhead by the clinic department, the clinic initiates awareness during the assembly of the importance of having first aid skills to save lives of our loved ones.

		The nurse stage first aid demonstration for the students and staff on this day.
International Peace Day	Grades 1 to 12	As part of UN activity, I spearhead by a junior class make the students and staff aware of the equitable and sustainable world. The awareness session happen in the morning assembly.
KSA National Day	KG to Grade 12	Morning assembly awareness is the opportunity to celebrate KSA National Day. The school play the national anthem of KSA during the assembly. The KSA national anthem was likewise played in the school to promote awareness.
International Heart Day	KG to Grade 12	

Wellbeing Month. This month promotes the different SOCIO-EMOTIONAL LEARNING values that makes them confident and feel safe at school. This is the school way to make the students and staff feel happy and confidence to report back face top face in school. The campaigns happen in the morning assemblies and in the homeroom periods.

WORLD CUP: This month, the school initiated the world cup in the boy's section. Students from different classes participated in the sports competition. The winning team of the successive rounds of the sports competition held during break periods competed with the teachers and staff.

FUTURE PROFESSION: Spearheaded by the MEP Department, grades 5 to 12 participated in this activity that encourage the student to study, work and persevere to achieve and activate the career of their choice. Students, in these grade levels, receive the profession badge.

Title	Audience	Descriptions
Breast Cancer Awareness	Girls Section	Spearheaded by the clinic department, the school conducts an awareness of the breast cancer, junior section participates by wearing colored PINK attire on this day and balloon racing activities.
International Day of Non-Violence	Grades 4 to 12	The day of non-violence is promoted during the assembly. Group of students report the goals and aims and suggested ways to the entire body on how they can participate proactively.
World Teachers Day	KG to Grade 12	The school use this day to appreciate the role of teachers in their lives. Students make a special assembly for teachers as a sign of their appreciation and offered flowers and letters.
School Spirit Day	Grades 1 to 12	This day is celebrated in the morning assembly to boost the positive spirit in school. Students in the

Title	Audience	Descriptions
		assembly spoke about the values promoted in school. The speech is culminated by a closing note by our school Principal.
Student Leaders Awareness Week	Grades 1 to 12	During the morning assembly, the student leader's role is promoted. During the day, a lecture is held in the classes to promote this.
World Food Day	KG to Grade 3	Spearheaded by the junior teachers, the students celebrate the importance of healthy food and food conservation. This activity culminated during the break periods where students enjoined their snack with their peers taking into consideration the value promoted on this day.
Prophet Mohammed (PBUH) birth Day	KG to Grade 12	An assembly and during their classes celebrate the awareness of the importance of this day.
United Nation Day	KG to Grade 12	<ul style="list-style-type: none"> • The students on this day creates different pavilions that showcase the different culture of different countries/regions which includes UAE, Sudan, Lebanon, Egypt, Philippines, Nigeria, UK, India and Pakistan. • Students and staff wear their own national attire to educate students and staff of the different rich culture of the countries they came from. • VIPS are invited on this day including the Sharjah Police Officers.
Anti-Bullying Campaign	Grades 4 to 12	The campaign starts in the morning assembly spearheaded by the selected class. The activity culminates during the day with the lessons integrated to give emphasis of the importance of anti-bullying in a safe environment for children.

In this month, KG and Junior section joined a leisure trip participated by 85% of the students in the KG and Junior section. Students selected KidZania entertainment.

Innovation Month. This month focuses on INNOVATION as an important value promoted across the United Arab emirates. On this month, students speak about INNOVATIONS during assemblies and showcased the different innovations that are evident and showcases in the 2020 Expo Dubai.

Innovation and Wellbeing Month: Students in the junior section celebrated this theme. Juniors participated in STEM activities that allow them to develop their creativity and express their innovation in varieties of ways.

Title	Audience	Descriptions
UAE Flag Day	KG to Grade 12	Participated by the entire students, the students and staff make a face to face activity that celebrates FLAG day. A series of events are organized on this day which includes raising of flags, wearing of UAE national attire and folk dances.
Global Day	KG to Grade 3	Students in the KG and junior section wear their national attire in celebration of diversity. The celebration starts with the awareness session in the morning assembly where they parade their costumes and some arts activities in the afternoon culminates it.
Pajamas Day	KG to Grade 3	A socio-emotional learning activity that promotes fun and entertainment among students.
World Kindness Day	KG to Grade 12	Students participated in the world kindness day activity where students wrote a message to express Kindness and put them in a paper chain. This chain must be displayed across the school as a sign of their intentions to promote KINDNESS in the world.
International Day of Tolerance	KG to Grade 12	<ul style="list-style-type: none"> • The school on this day plays a tolerance video run throughout the day as information campaign for all the. parents, staff and guests. • All levels participate in the awareness campaign during the assembly. • Integrated in the lessons in the English Department, students provides a very rich story of tolerance where students explore and expresses their understanding of tolerance and how this value is important in the United Arab Emirates. • Ghaff Planting is initiated by the KG and junior section in the school's garden.
World Children's Day	KG to Grade 8	<ul style="list-style-type: none"> • This activity spearheaded by the MEP department to promote the rights of children across the world. A lecture for grades 4 to 8 must be by the social worker during this day. As output of learning, students express their thought on a designated wall. • Grades 4 to 9 boys participates in the bullying lecture provided by the social

		worker and emphasize their rights for safety across the school
UAE National Day	KG to Grade 12	The activity starts with a traditional ceremony, folk dancing and a tour of the different exhibit areas that show case demographics and culture of the different Emirates of the UAE.
UAE Commemoration Day	KG to Grade 12	On this day, the students observes a minute of silence to commemorate the sacrifices of our UAE soldiers. Spearheaded by our Principal, she delivers the speech about this day which was witnessed by the students virtually.

Month of Tolerance:

Title	Audience	Descriptions
Celebrating 100 Days in School	KG to Grade 3	The value of school is emphasized on this day among KG and junior section. Through virtual celebrations, students wore their best attire and made some arts and crafts that appreciate the value of school in their lives.
Student Council Training Workshop	Grades 9 to 12	On this day, student council are provided with a lecture on leadership to prepare them for the work and tasks assigned to them during the school year.
Art Day	KG to Grade 3	The students created their innovative art works and presented them in the school corridors and bulletin boards to express themselves, identity and their culture.
Environmental Awareness	Grades 1 to 12	During the morning assembly, a group of students spearheaded the awareness session. They also provide the assembly audience ways they can do to support the conservation of the natural resources and the environment as a whole.
Launching of AIAS Got Talent	KG to Grade 12	Spearheaded by the event coordinator, the school launch the platform where students can express their innate talent in the community
Community Helpers	KG to Grade 3	Junior students were asked to wear costumes that depicts community helpers and showcase them in the morning assembly and in the classroom. Students are asked to share the nature of the community helper that they selected in their lessons.
World Cancer Day	Grades 4 to 12	In the morning assembly, the students lead the awareness of the world cancer day and gave

		some ways to help mitigate or reduce the risk of cancer.
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Bullying Awareness Month: This month, teachers across grade levels are assigned to teach bullying lessons to students. This is in consonance to the bullying guide for educational institutions white paper provided to school by the Ministry of education that contains lessons across grade levels on the same subject which intends to focus on awareness, prevention and treatment of bullying.

Happiness Awareness Month: The school launched the happiness value campaign across the school. For this celebration, students and staff wore a yellow attire as their participation to this campaign. A campaign board was also assigned in the section to post their message of happiness across the school. Students and staff were tasked to promote happiness in different ways. This month culminated last 24 February 2022.

Title	Audience	Descriptions
Luck 2's Day	KG to Grade 12	<ul style="list-style-type: none"> This activity is a celebration of the "02, 02, 2022" which is a once in a lifetime celebration of the occurrence of the number 2 in the human calendar. KG section participated in the "Two Cool Museum" where they bring any items of twos while the other grade levels were tasked to be partnered in a classroom-based activity where they read the same book together Students and staff wore a RED attire in celebration of this event.
International day of Women	Grades 4 to 12 Girls Section	
Safer Internet Day	All Levels	The school promotes the awareness of a safer internet through morning assembly and ICT lessons. Homeroom teachers during the week also promote the value as well. Students' posters as output of their lesson in the homeroom periods are posted in the special board prepared for this.
Character Day	KG to Grade 3	Junior Section
Healthy Lunch box Competition	Grades 4 to 6	Spearheaded by the Clinic Department, the students brought the best healthy lunch box in school and the winners are given a certificate and a special prize from the school Principal
Exposure Film Festival Trip	Boys and Girls Section	This trip is tied up with the activity of Sharjah Expo Events participated by different international photographers all over the globe.
Cinema Day	KG	

UNESCO: International Mother language Day	Grades 9 to 12	To promote equity for populations with different language (multilanguage education), the girls and boys section spearhead the awareness of this campaign from morning assembly up to the activity in the English class.
UNESCO Conference:	Grades 11 and 12	
Cinema Day	Grades 9 to 12	Spearheaded by the English Department, students will watch an English movie that empowers the value of teamwork and camaraderie among teenagers. Students will also feel the vibes of the cinema with healthy drinks and popcorn provided to them. This also intends to distress students from the school work.

School Clubs

The school has initiated the clubs starting the second term. Below are the clubs actively launched which starts from 28 February and will run until the end of the academic year 2022.

1. **Arts Club.** This club is conducted one a week open to grades 4 to 6 arts enthusiasts. This is between 2:00 pm to 2:40 pm. The club is divided into two sessions where students are competing murals and canvass painting. By the end of each session, students will have a mini “Art Gallery” to showcase their completed artwork to the students, staff, parents and guests.
2. **AIAS Newsletter:** This club promotes students who are linguistically intelligent and are interested to participate journal writing and photography to promote school accomplishments to the community. The work of the students shall be published in the school official social media.
3. **Computer Club.** This club is designed for students who are interested to further develop and apply their knowledge in computer programming skills. This is spearheaded by the ICT teachers. By the end of their sessions, students shall present samples of programming they have created in a mini exhibit to be done virtually in school.
4. **Sports Club.** This club intends to cater those who are physically intelligent individuals who expresses their energies in the form of sports. Spearheaded by the PE teachers, the club trains students for inter school tournament and competitions of football, basketball and table tennis.

STAFF WELLBEING POLICY

Section 1. Counseling Services

The school's psychologist or social worker gives counseling services to staff, whoever needs it. It can be delivered in a face-to-face or virtual setting with adherence to ethics and meet any legal requirements to ensure confidentiality. The school may also arrange professional assistance from its partner institution to support teachers and staff when further needed.

Section 2. Counseling Confidentiality

AIAS counseling for staff is confidential and documented; however, information can be disclosed to the SLT if it affects the productivity and safety of the staff or students' safety in the school. The Principal has the right to consult with SPEA and the governing body regarding the severity of the issues or concerns of the staff depending on the nature of seriousness.

Section 3. Suicide Preventions

Anyone who notices suicide warning signs on their colleagues should notify the school's HR, the immediate line manager of the concerned staff and, Vice Principal, or Principal by email. Depending on the severity of the case, the HR secretary should document the incidence and submit the same to the Ministry of Labor after the approval of the SLT. In all other situations, AIAS follow suicide intervention and prevention advice by ensuring:

- the staff is not left alone
- their safety and the safety of other students and staff are maintained
- staff receive appropriate support immediately
- family members are advised
- all actions are documented and reported.

In the case of a suicide attempt of a staff member that has not occurred on school grounds, schools enact a postvention response by communicating with the family member of the staff and ensuring immediate support is provided.

Where a suicide has occurred on school grounds or at a school event, schools immediately enact the Emergency Management Plan and communicate with the family of the student/staff, and ensure immediate support is provided to the student and staff who may be affected.

Section 4: Staff Wellbeing Structures

The staff well-being structures should be developed and implemented in consultation with the teachers and staff for a collaborative and create conditions where their time is valued (Santoro & Price, 2021).

1. **Wellbeing Monthly Activities.** The Happiness Coordinator is assigned to plan, implement and evaluate varieties of monthly innovative activities that promote staff wellbeing. Activities include staff appreciation, professional development about well-being, Coffee/Tea compliment from the Principal, Random Act of Kindness sheets, and other fun-filled activities. The proposed activities should not disturb the overall operation of the school teaching and learning.
2. **Staff Recognition.** Teachers and staff are provided with a monthly award in the form of the Principal Gold Badge for recognizing their outstanding performance or contribution to school activities that promote a culture of wellbeing and excellence. School leaders may recommend to the Principal any staff accompanied by a report supporting their recommendations.
3. **One-to-One Meetings.** The school may arrange a one-on-one meeting with their immediate line managers or SLT on an appointment basis to discuss matters affecting their working conditions as long as the meeting will not conflict with their timetable at school. In this meeting, school leaders may also have an opportunity to get feedback on the implementation of school-related policy to "gauge whether they are meeting the designated goals and to address the unintended consequences" (Senechal et al., 2016).
4. **Professional Learning teams.** The school provides an avenue where their colleagues provide opportunities to share their best practices to help them improve their working conditions – and their professional growth (Senechal et al., 2016; Santoro & Price, 2021). This should be facilitated by the appointed in charge and planned systematically with the CPD Coordinator appointed by the Principal.
5. **School Climate Surveying.** This survey must be conducted once a year to determine attention to the drivers of teacher morale and use the survey results to create wellbeing activities for teachers and staff. This can also be used to evaluate how new policies impact the conditions that support or hinder the development of teacher and staff morale (Senechal et al., 2016). Along this line, AIAS administer a termly satisfaction survey to identify the level of satisfaction with services and operations during the term, followed by a discussion of the survey results.
6. **Free-Friday Weekend.** The school reinforces no interruption on Fridays of the week. On this day, school leaders are refrained from contacting or sending emails to their staff on a Friday. Any communication relevant to their work can be sent out on a Saturday.

7. **Professional Training.** The school should provide SEL training programs such as, but not limited to, trauma-informed practices and teacher-led SEL programs as these "encourage teachers to embrace trauma-sensitive attitudes and reduce burnout" (Kim, et al., 2021).

Section 4: E-Safety Services

Management of services and concerns related to e-safety is dealt with according to the AIAS E-Safety Policy.

Section 8: Complaints

Any complaints must be forwarded to their respective line managers, who prepare the report for action. The investigation must be done at least within 98 hours upon receiving the complaints.

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