

WELL-BEING POLICY

1.0 Objectives

The objective of this document is to describe a comprehensive Well-being policy at GIIS

2.0 Scope

This process applies to staff and students of GIIS Dubai.

3.0 Policies

Global Indian International School (GIIS) is committed to promoting and supporting the well-being of every individual by creating a whole school ethos in which the whole community in which children, staff, parents and carers feel secure, know that they are valued and are encouraged in their learning, growth and social development. Individuals are better prepared for learning when they are healthy, safe and happy; therefore, well-being is the responsibility of the whole school community. The purpose of this policy is to provide an overview of what well-being is and the systems and procedures in place to support the well-being needs of the GIIS community.

Definition

Well-being is the experience of health and happiness. It includes mental and physical health, physical and emotional safety, and a feeling of belonging, sense of purpose, achievement and success.

Well-being is a broad concept and covers a range of psychological and physical abilities. Five major types of well-being are said to be:

- Emotional well-being – the ability to be resilient, manage one’s emotions and generate emotions that lead to good feelings
- Physical well-being – the ability to improve the functioning of one’s body through healthy eating and good exercise habits
- Social well-being – the ability to communicate, develop meaningful relationships with others and create one’s own emotional support network
- Workplace well-being – the ability to pursue one’s own interests, beliefs and values in order to gain meaning and happiness in life and professional enrichment
- Societal well-being – the ability to participate in an active community or culture.
- Spiritual Wellbeing - the ability to connect to yourself within, at a heart level and find the true meaning of life through personal values and beliefs

Aims and Objectives of Well-being at GIIS

- To support students and staff to make healthy lifestyle choices and understand the effects of their choices on their health and well-being.
- To build resilience and set the pattern for how students and staff will manage their physical and mental health throughout their lives.
- To promote holistic overall development of staff and students, encompassing their mental, physical, social, emotional and spiritual health.
- To create a school environment that is inclusive, supportive and promotes a sense of belonging for all students.

- To provide targeted support to students who may be struggling with Wellbeing at any of the levels.
- To empower the staff to recognise signs of mental health concerns
- To provide students with reliable information and the intellectual skills required to reflect critically on choices and on the influences that society brings to bear on them, including through peer pressure, advertising, social media and family and cultural values.
- To educate the students on the direct link between well-being and academic achievement and vice versa. Physical activity is associated with improved learning and the ability to concentrate.

GIIS Approach to Delivering Well-Being



CONNECT:

- The Morning Connect Time is a daily initiative led by class teachers to foster meaningful interactions, self-reflection, and engagement among students. Each day follows a unique theme, ensuring a holistic approach to student well-being, life skills, and collaborative learning. These structured activities strengthen the teacher-student bond while setting a positive and introspective tone for the day.
- Mindful Mondays – Cultivating Awareness & Problem-Solving
Mondays focus on mindfulness and critical thinking through interactive discussions and engagement activities. These sessions encourage self-awareness, a problem-solving attitude, and an understanding of global and personal perspectives.
- Thoughtful Tuesdays – Building Life Skills & SDG Awareness
Tuesdays are dedicated to Sustainable Development Goals (SDGs) and essential life skills. Activities help students navigate real-world challenges, develop resilience, and adopt responsible decision-making strategies for personal and societal growth.
- Wellness Wednesdays – Enhancing Social, Emotional & Physical Well-being
Wednesdays emphasize overall wellness through activities designed to strengthen mental, emotional, social, and physical health. These sessions encourage self-care, emotional regulation, and positive social interactions.

- **Thankful Thursdays – Embracing Heartfulness for Inner Balance**
Thursdays incorporate Heartfulness techniques to promote inner peace, relaxation, and emotional stability. Guided exercises and reflection-based activities help students cultivate calmness, gratitude, and mindfulness.
- **Fabulous Fridays – Fostering Teamwork & Collaboration**
Fridays are dedicated to house activities that encourage teamwork, collaboration, and school spirit. Engaging games and group challenges provide opportunities for students to build camaraderie, leadership skills, and a sense of belonging.
- **Morning Greeters at the gate, who stand alongside teachers welcoming children into school to start each day with a smile**
- **‘Be Nice to someone New’ campaign to promote connecting**
- **‘Being in someone else’s shoes project’: helping students to understand and relate to differences**
- **Empathy project: encouraging students to connect more with people they don’t know**
- **Implement a ‘Worry Box’ in which the Wellbeing Ambassadors check on a weekly basis**
- **Have a ‘feelings’ box – with the school counsellors replying to the comments.**
- **Wellbeing Integrated into the curriculum (I-Program Activities)**

Keep Learning:

- **Music -where teachers and students who can play an instrument offer to help others try out new instruments**
- **Connect people through learning different foreign languages**
- **Carry out a survey to connect students with similar interests**
- **Encourage students to learn a new skill in their own time and to send in photos of them doing so**
- **Learn new words that relate to wellbeing**
- **Keep Learning – teacher reward and acknowledge students**

Be Active:

- Run a ‘Be Active’ day during Healthy Living Week where, including activities such as dance, an obstacle course and a treasure hunt
- ‘Get active’ monthly fun day with sporting activities
- Happiness walks by the Wellbeing Ambassadors
- Wellbeing Ambassadors being part of the School Council
- Anti Bullying Squad- Good Samaritans
- Gardening club
- Yoga sessions during school time
- Photos up of Wellbeing Ambassadors
- Climbing wall in the playground

Take Notice:

- Put a range of prompt questions up around school to encourage children and adults to take notice of others’ emotions such as: can you find someone who needs a helping hand today?
- ‘Mindfulness Club’ where students can come along and spend some quiet time colouring, listening to music and making posters to display on the Wellbeing Board
- Mindful meditation
- Children are engaged in short mindfulness sessions throughout the term at the start of the day to help them focus and reduce anxiety to improve their academic, social and emotional learning.
- Display the 5 steps to wellbeing on the TV screens around school
- Mindful coloring in tutor time
- Inspiring Quotes around the school
- ‘Bee Positive’ – a campaign for positive messages to be posted around the school and to be given to students
- Put posters around the school, with inspirational quotes and positive affirmations.
- Mindfulness Club and Online Mindfulness Resources
- Play relaxing music at lunchtime
- ‘Gratitude Project’ – a series of assemblies; videos or resources that encourage students to ‘take notice’ of what is happening in the wider world – such as children who don’t have access to school; women who don’t have rights etc. to encourage students to feel grateful and appreciate more what they do have in their lives such as free education, healthcare etc

Give:

- Charity events
- Monthly thank you notes to students and teachers
- Wellbeing Waves- Radio Show

Social and Emotional Learning – 5 Core Competencies

We at GIIS consider social and emotional learning (SEL) as an integral part of education and human development. SEL is the process through which all young people and adults acquire and apply the knowledge, skills, and attitudes to develop healthy identities, manage emotions and achieve personal and collective goals, feel and show empathy for others, establish and maintain supportive relationships, and make responsible and caring decisions.

The 5 core competencies of SEL

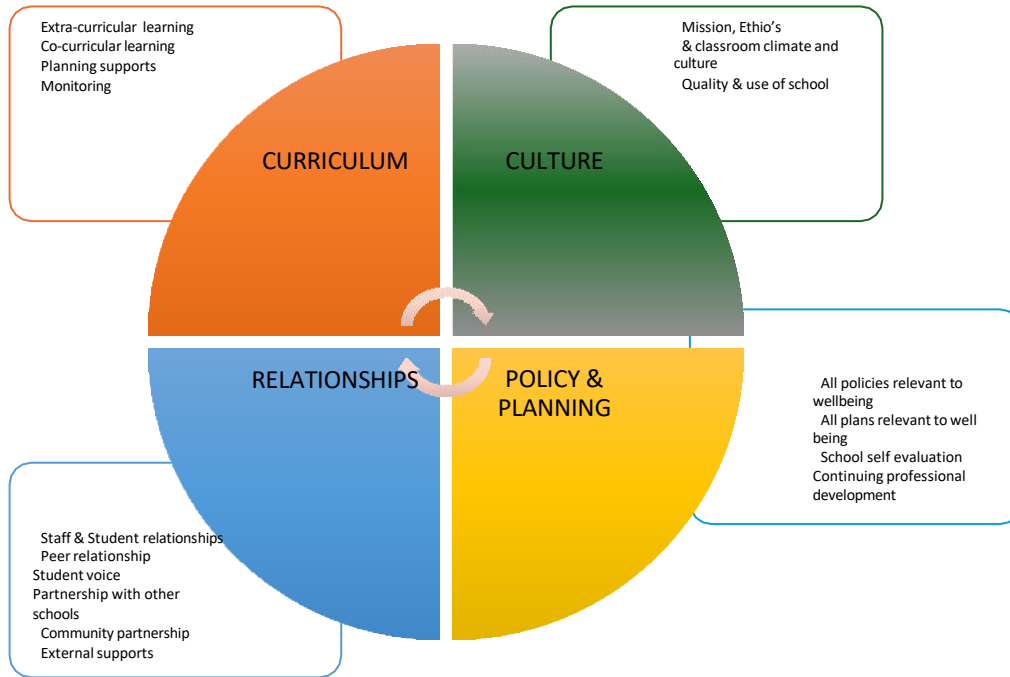
SEL has five main skills: self-awareness, social awareness, responsible decision-making, self-management, and relationship skills. Specific topics that schools often teach include identifying feelings, considering other people's perspectives, and brainstorming solutions to problems.

SEL at GIIS includes both lessons on these skills and lots of daily practice. For example, a teacher/school counselor might lead a lesson on conflict resolution. Then, when a conflict between students comes up, the teacher coaches them through it using the skills from the lesson.

Parents are also encouraged to help kids build SEL skills at home by helping kids identify their feelings and learn to manage them. If a child is struggling with social-emotional skills, individualized support at school by the Wellbeing department is provided. And if they have an underlying mental health challenge, professional treatment is recommended.



Well-Being Promotion Indicators of Success



What are the Indicators of Success?

The Indicators of Success are the broad outcomes to accomplish. The school will identify their strengths and targets for improvement, and actively monitor their progress and outcomes with well-being promotion over time. This is done by accessing the opinions and views of all stakeholders throughout the process.

Culture & Environment	<ul style="list-style-type: none"> Children and staff experience a sense of belonging and feel safe, connected, and supported. Systems are in place so that the voice of the child, teacher, and parent is heard and leads to improvements in school culture.
Curriculum (Teaching Learning)	<ul style="list-style-type: none"> Children experience positive, high-quality teaching, learning, and assessment, which provides opportunities for success for all. Children access curricular activities to promote their physical, social, and emotional competence to enhance their overall Well-being.
Policy & Planning	<ul style="list-style-type: none"> School uses a Self-Evaluation Wellbeing Promotion Process to develop, implement and review Well-being promotion. The school will incorporate Well-being promotion into whole school policies and practices.

Relationships & Partnerships	<ul style="list-style-type: none"> ● Children, their parents, and other external partners are actively involved in well-being promotion within the school community. ● All adults in school have an increased awareness of the importance of well-being promotion, including listening to children and signposting them to internal or external pathways for support when needed.
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Student Voice for Well-Being in GIIS

- Student voice is rooted in the concept of children’s rights. Article 12 of the United Nations Convention on the Rights of the Child (UNCRC) establishes the right of every child to have a say in matters which affect them, whether in or out of school, as well as to be involved in decisions that affect them.
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- Contributing to their school community gives students a sense of belonging, develops self-esteem and can lead to more respectful relationships. This has a positive influence on school discipline and helps to reduce the incidence of problems such as bullying.
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- Engaging students in learning activities in class has a positive effect not only on the classroom atmosphere, but also on the educational achievements of students and their peers.
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- In an attempt to have a say in matters that affect students in school, students are encouraged to make meaningful contribution, adapted to their age and stage of development by the following ways
 - Expression – voice an opinion
 - Consultation – asked for an opinion
 - Participation – attend and preferably play an active role in a meeting
 - Partnership – have a formal role in decision-making
 - Activism – identify a problem, propose a solution, and advocate its adoption
 - Leadership – plan and make decisions

We aim to facilitate students’ voices by

- Encouraging teaching staff to consider how they can involve students in the learning process in the classroom, e.g., by creating more opportunities for students to express their own opinions, debate issues, make suggestions or draw up classroom rules
- Creating mechanisms for student consultation on issues affecting school life, e.g., through questionnaires, suggestion boxes, surveys or focus groups
- Providing opportunities for peer-led activities, e.g., peer education, peer assessment or peer counselling.
- Inviting students to sit on school policy-development committees, e.g., on gender equality, pupil safety or health and well-being
- Establishing formal bodies or procedures, e.g., including students in well-being committee
- Encouraging positive, caring, and constructive relationships.
- Improved behaviour and attendance.
- Positive and effective relationships between staff, students, and parents.
- Access to school counsellor for further support when required.
- Enhanced environment for learning.
- Improved school and classroom environment, facilities, and resources.
- An exciting and varied range of extra-curricular activities and events.

- A focused and balanced curriculum with opportunities for intellectual and independence in learning.
- Using a range of teaching styles appropriate to age, ability, and level.
- An emphasis on reward and recognition for effort.
- Opportunities for reflection and personal development through art, religious and moral values.
- Information and guidance on health and development.

Student Of Determination Wellbeing

- Strong and dedicated inclusion team for support.
- Enhanced IEPs/ILPs/ IBPs / ALP strategies for academic and behaviour concerns.
- Parents Involvement in school priorities and reviews for children with special education needs.
- Consistent support for Students through learning support, resources, modifications, and other agencies where appropriate.

Parent Wellbeing

- Promoting parental involvement by having frequent parent meetings.
- Having an ‘open door policy’.
- Conducting parental surveys and workshops.
- Parental involvement in school life and learning.
- Regular communication and involvement regarding student progress, behaviour & pastoral issues.

Staff Wellbeing

The Governors and the School’s Leadership Team

- acknowledge the potential impact that work has on an individual’s physical and mental health
- are committed to fostering a culture of cooperation, trust and mutual respect, where all individuals are treated with dignity, and can work at their optimum level.
- recognize that work-related stress has a negative impact on employees’ well-being, and so needs to be carefully analyzed and addressed at an organizational level, through good management practices, effective Human Resources policies and staff development.
- Involving all staff in decision making and proposed change.
- Opportunities to discuss with the principal/ senior leadership team on any issues/ concerns.
- Provide additional support at times of particular stress or any difficulty.
- Engaging with staff to create constructive and effective working partnerships both within teams and across the school.
- Establishing working arrangements whereby employees feel they are able to maintain an appropriate work life balance.
- Encouraging staff to take responsibility for their own health and well-being through effective health promotion programmes and initiatives.
- Encouraging staff to be fully involved in the decisions of the school through staff forums in which staff can talk freely about any issues which impact on their ability to carry out their jobs.
- Frequent workshops to enhance new learning, emotional and healthy lifestyle.
- Well-organized training and induction to new staff.
- Consultation in training, support, and resource needs through regular review.

Equal Opportunities

GIIS Dubai recognizes the value of diverse school community which includes people from differing backgrounds, with different skills and abilities. The school take positive steps to create school culture in which people can feel confident of being treated with fairness, dignity and tolerance, irrespective of their individual differences. This commitment extends to the whole school community and others connected with it. The school is committed to the elimination of unlawful discrimination and to the promotion of good relations between all.

Parental Involvement

Parents are responsible for sharing with the school any changes in circumstances within the home that may affect the wellbeing of their children. If children require additional support for their social and emotional wellbeing will be discussed with parents through each step so that the school and home are working together to support the needs of the children.

Well-Being Team At GIIS

- Principal
- Senior Leadership Team
- School Counsellor
- Inclusion Team, SENCO, Special Educator
- Safeguarding/Child Protection Leaders
- School Doctor and Nurse
- Student Leader and Teacher representative for well-being

Roles And Responsibilities

- All staff have a responsibility to promote positive mental health and well-being, and to understand protective and risk factors for mental health.
- All staff should have the skills to look out for any early warning signs of mental health problems and ensure that children with mental health needs get early intervention and the support they need.
- All staff should understand possible risk factors that might make some children more likely to experience problems, such as: physical long-term illness, having a parent who has mental health problems, death and loss, including loss of friendships, family breakdown and bullying.
- Staff should also understand the factors that protect children from adversity, such as self-esteem, communication and problem-solving skills, a sense of worth and belonging and emotional literacy
- Ensure the provision of a healthy working environment in collaboration with senior leaders by setting positive role models.
- Provide pastoral/ welfare support for individual staff as required.
- Providing a safe environment through the training and implementation of safeguarding and Anti bullying policies.
- Ensure that all students and staff are treated in a fair, sensitive, and confidential manner.

[Back to Index](#)