



المدرسة الهندية الجديدة
NEW INDIAN SCHOOL

NIS WELLBEING POLICY 2026-2027

Signed

Principal

:

Date : 09/03/2026

Reviewed By

: **Governing Body | SLT**

Date : 09/03/2026

Next Review Due By

Date : 09/03/2027



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1.INTRODUCTION

At NISRAK, wellbeing is a foundational priority. We recognize that students' academic performance, social-emotional development, and overall life success are intrinsically linked to physical, emotional, social, and mental wellbeing. This policy outlines how the school creates a safe, inclusive, nurturing, and supportive environment for all students, staff, and the wider school community.

We believe that wellbeing is a shared responsibility, requiring collaboration between school leadership, teachers, support staff, counsellors, psychologists, students, and parents. It is embedded in curriculum planning, daily routines, pastoral care, school culture, and policies to ensure that every member of the school thrives.

2.OBJECTIVES

The objectives of this policy are to:

1. Create a culture of wellbeing across the school community.
2. Promote physical health, mental health, and emotional resilience.
3. Encourage positive relationships, inclusion, and social responsibility.
4. Provide early identification and practical interventions for wellbeing concerns.
5. Support staff wellbeing and professional development.
6. Build partnerships with parents and the community to strengthen wellbeing outcomes.

3SCOPE

This policy applies to:





- Students (KG to Secondary)
- Teaching and non-teaching staff
- Parents, caregivers, and community partners
- All school programmes, activities, and interactions

4.WELLBEING PRINCIPLES

- Inclusive & Equitable: Support is provided to all members of the school community based on individual needs.
- Whole-School Approach: Wellbeing is embedded into teaching, learning, school operations, and pastoral care.
- Preventive & Early Intervention: Risks are identified and addressed proactively.
- Collaborative Partnerships: Students, staff, parents, and community work together to foster wellbeing.
- Continuous Improvement: The school regularly reviews and updates wellbeing strategies based on feedback, surveys, and data.

5.WELLBEING DOMAINS

5.1 Physical Wellbeing

- Encourage regular physical activity, sports, and movement breaks.
- Promote healthy eating, hydration, and nutrition education.
- Ensure safe learning environments, playgrounds, and sports facilities.
- Provide health education sessions on hygiene, sleep, and injury prevention.





5.2 Emotional & Mental Wellbeing

- Embed Mindful Minutes, emotional literacy, and resilience programs.
- Provide access to trained counsellors and psychologists.
- Create quiet and reflective spaces for students and staff.
- Offer programs for stress management, coping skills, and self-regulation.

5.3 Social & Relational Wellbeing

- Promote positive peer relationships, teamwork, and peer mentorship programs.
- Implement anti-bullying strategies, restorative practices, and conflict resolution.
- Celebrate diversity, inclusion, and cultural awareness.

5.4 Academic Wellbeing

- Monitor academic workload and stress levels.
- Provide learning support, differentiated instruction, and guidance for students with additional needs.
- Foster a growth mindset and recognition of non-academic achievements.

5.5 Staff Wellbeing

- Provide professional development and mental health awareness training.
- Maintain work-life balance practices, support groups, and confidential services.
- Encourage staff participation in wellbeing programs and reflective practices.





6.ROLES & RESPONSIBILITIES

6.1 Principal

The Principal provides strategic leadership for wellbeing initiatives.

Responsibilities include:

- Ensuring wellbeing is a core priority in school culture and curriculum.
- Allocating resources for wellbeing programs, counselling services, and staff support.
- Monitoring implementation of policies, programmes, and interventions.
- Supporting staff training and professional development in wellbeing.
- Engaging with parents and community stakeholders to strengthen wellbeing outcomes.





6.2 Vice Principal

The Vice Principal assists in the operational management of wellbeing programs. Responsibilities include:

- Coordinating daily implementation of wellbeing activities and monitoring routines.
- Supporting the Principal in policy enforcement and evaluation.
- Supervising teachers, LSAs, and support staff in promoting wellbeing.
- Ensuring safe and inclusive learning environments.
- Acting as a liaison between staff, students, and leadership regarding wellbeing concerns.

6.3 Counsellor

The Counsellor provides direct support to students and staff for emotional, social, and academic wellbeing. Responsibilities include:

- Offering confidential counselling sessions to students and staff.
- Identifying emotional or mental health concerns early and providing interventions.
- Collaborating with psychologists, teachers, and wellbeing coordinators to design support plans.
- Supporting parent engagement and guidance for student wellbeing at home.
- Maintaining confidential records and monitoring progress of interventions.





6.4 Psychologist

The Psychologist focuses on specialized mental health assessment, intervention, and guidance. Responsibilities include:

- Conducting psychological assessments and evaluations for students.
- Providing therapeutic interventions and individualized support plans.
- Advising teachers and staff on strategies for inclusion and wellbeing.
- Supporting crisis management and mental health emergencies.
- Training staff and parents on emotional and behavioural management techniques.

6.5 Wellbeing Coordinators

Wellbeing Coordinators lead the planning, implementation, and evaluation of wellbeing programs. Responsibilities include:

- Designing curriculum-integrated wellbeing lessons, workshops, and activities.
- Monitoring student engagement, progress, and outcomes.
- Coordinating whole-school wellbeing events like wellbeing weeks and awareness campaigns.
- Maintaining communication between staff, leadership, and parents on wellbeing initiatives.
- Supporting staff professional development related to wellbeing.

6.6 Teachers

Teachers are frontline promoters of wellbeing in classrooms and learning environments. Responsibilities include:





- Modelling positive behaviour, empathy, and emotional regulation.
- Integrating wellbeing principles into lessons and daily routines.
- Identifying and referring students with wellbeing concerns to coordinators or counsellors.
- Collaborating with LSAs and support staff to ensure inclusive learning.
- Communicating with parents regarding academic and wellbeing progress.

6.7 Parents / Guardians

Parents are key partners in supporting wellbeing. Responsibilities include:

- Encouraging healthy habits, emotional support, and resilience at home.
- Maintaining open communication with teachers, counsellors, and coordinators.
- Supporting school initiatives such as wellbeing events, workshops, and guidance sessions.
- Observing and reporting changes in student behaviour or mental health concerns.
- Reinforcing school values, social responsibility, and safety practices at home.

6.8 Students

Students are active participants in their own wellbeing. Responsibilities include:

- Engaging in wellbeing lessons, activities, and reflective practices.
- Building positive relationships with peers and staff.





- Seeking help from teachers, counsellors, or coordinators when facing challenges.
- Participating in school initiatives and community service to foster social responsibility.
- Upholding school rules, values, and safety procedures.

6.9 Other Staff (LSAs, Admin, Support Staff)

Other staff play a supportive role in the wellbeing ecosystem.

Responsibilities include:

- Maintaining safe, clean, and inclusive learning and recreational environments.
- Observing and reporting student concerns or incidents to coordinators or teachers.
- Supporting wellbeing programs, activities, and events.
- Ensuring adherence to school safety, health, and hygiene protocols.
- Contributing to a culture of respect, empathy, and collaboration.

7.WELLBEING POLICY IMPLEMENTATION

7.1. Wellbeing Expectations from the School

1. Provide a safe, inclusive, and nurturing environment for all students.
2. Implement structured wellbeing programmes, including Mindful Minutes, pastoral support, and counselling sessions.
3. Monitor student behaviour, attendance, and engagement using Behaviour Score Cards aligned with UAE Ministry and RAKDOK guidelines.
4. Identify early signs of emotional distress, behavioural changes, or wellbeing concerns.





5. Maintain confidentiality, privacy, and professional handling of sensitive information.
6. Provide timely interventions for emotional, social, or behavioural issues.
7. Collaborate with parents, teachers, counsellors, and leadership for holistic support.
8. Ensure all staff are trained in wellbeing, safeguarding, and child protection.
9. Foster empathy, inclusion, respect, and positive peer interactions in the school community.
10. Keep records of wellbeing interventions, follow-ups, and outcomes for monitoring and accountability.





7.2. Wellbeing Expectations from Students and Parents

1. Students actively participate in wellbeing activities, MM sessions, and pastoral programmes.
2. Students communicate feelings, challenges, or concerns with teachers, counsellors, or parents.
3. Students demonstrate respect, empathy, and inclusion towards peers and staff.
4. Students follow school rules, behavioural expectations, and safety protocols.
5. Students report incidents of bullying, abuse, or unsafe behaviour promptly.
6. Parents cooperate with school interventions, attend meetings, and support emotional and social development at home.
7. Parents encourage children to speak openly about school experiences and feelings.
8. Parents reinforce positive behaviour and wellbeing practices at home.
9. Parents maintain timely communication with school regarding concerns or behavioural changes.
10. Both students and parents respect confidentiality and professional guidance of school staff.





8.DOS AND DON'TS FOR WELLBEING IMPLEMENTATION

8.1 Counsellors / Wellbeing Coordinators

Dos:

1. Conduct regular counselling sessions.
2. Maintain confidential records.
3. Provide timely interventions.
4. Collaborate with teachers, pastoral staff, and parents.
5. Follow referral protocols for serious concerns.
6. Track student progress and follow-ups.
7. Support behaviour management plans.
8. Provide guidance in conflict resolution.
9. Liaise with external agencies when needed.
10. Monitor trends for systemic issues affecting wellbeing.

Don'ts:

1. Delay intervention for students in distress.
2. Share confidential information without consent.
3. Ignore root causes of behavioural or emotional issues.
4. Neglect collaboration with staff or parents.
5. Treat all behaviour issues identically.
6. Fail to document interventions.
7. Overlook high-risk situations.





8. Provide inconsistent support.
9. Ignore patterns of repeated concerns.
10. Fail to escalate child protection concerns immediately.

8.2 Teachers / Staff

Dos:

1. Observe students daily for behavioural and emotional signs.
2. Conduct MM and social-emotional learning activities.
3. Maintain confidentiality and document concerns.
4. Report issues promptly to counsellors or pastoral staff.
5. Support inclusive and respectful classrooms.
6. Collaborate with parents and leadership.
7. Use behaviour scorecards to track and manage behaviour.
8. Encourage positive peer interactions.
9. Integrate wellbeing into academic lessons.
10. Take immediate action in suspected abuse or high-risk situations.

Don'ts:

1. Ignore signs of distress, anxiety, or bullying.
2. Dismiss student concerns as minor.
3. Punish without understanding root causes.
4. Share sensitive information inappropriately.
5. Avoid collaboration with counsellors or pastoral staff.
6. Ignore repeated absences or behavioural patterns.
7. Fail to use behaviour scorecards.





8. Treat wellbeing as secondary to academics.
9. Criticize students publicly.
10. Delay escalation in child protection or high-risk cases.

8.3 Students

Dos:

1. Speak up about feelings or challenges.
2. Participate actively in MM and wellbeing programmes.
3. Respect peers and staff.
4. Follow school rules and behaviour guidelines.
5. Report bullying or unsafe incidents.
6. Support peers in emotional wellbeing.
7. Take responsibility for their own learning and emotional health.
8. Practice empathy and inclusion.
9. Cooperate during counselling or pastoral sessions.
10. Respect privacy and confidentiality of others.

Don'ts:

1. Bully, tease, or exclude peers.
2. Hide problems or incidents affecting wellbeing.
3. Ignore own emotional health.
4. Share confidential information about peers.





5. Disrupt lessons or wellbeing activities.
6. Engage in unsafe behaviour.
7. Break school rules deliberately.
8. Refuse support from staff or counsellors.
9. Respond aggressively to conflicts.
10. Undermine peers' wellbeing or safety.

8.4 Parents / Guardians

Dos:

1. Support child's emotional and social wellbeing.
2. Cooperate with school interventions.
3. Encourage open communication at home.
4. Reinforce positive behaviour and wellbeing habits.
5. Report concerns promptly.
6. Attend meetings and workshops.
7. Ensure children attend school regularly and punctually.
8. Respect professional guidance of staff.
9. Promote kindness and empathy at home.
10. Monitor child's digital and social interactions responsibly.

Don'ts:

1. Dismiss or ignore children's emotional concerns.
2. Criticize staff publicly.
3. Pressure children to ignore emotions.





4. Share confidential school information.
5. Fail to cooperate with interventions.
6. Punish children harshly without guidance.
7. Ignore behavioural issues noticed at home.
8. Delay reporting serious incidents.
9. Interfere in professional counselling.
10. Encourage unsafe or harmful behaviour.





9. DEVIATIONS / CONCERNS – STEP-BY-STEP ACTION PLAN

1. **Observation & Reporting** – Staff observe changes in behaviour, wellbeing, or safety; log on confidential reporting system.
2. **Initial Assessment** – Counsellor or Wellbeing Coordinator assesses severity; check behaviour scorecard for patterns.
3. **Referral & Action** –
 - Low-Level Concern: Teacher implements support strategies; monitor progress.
 - Medium-Level Concern: Involve parents, pastoral staff, and counsellor; set action plan.
 - High-Level / Child Protection: Escalate immediately to Child Protection Officer, Vice Principal, and external authorities as per UAE Ministry and RAKDOK guidelines.
4. **Follow-up & Monitoring** – Track behaviour scorecard, counselling outcomes, and wellbeing indicators. Adjust support plan as necessary.
5. **Documentation & Review** – Maintain records of interventions, parent meetings, and outcomes; review monthly for trends.

10. INTEGRATION WITH PASTORAL CARE, COUNSELLING, CHILD PROTECTION, AND BEHAVIOUR

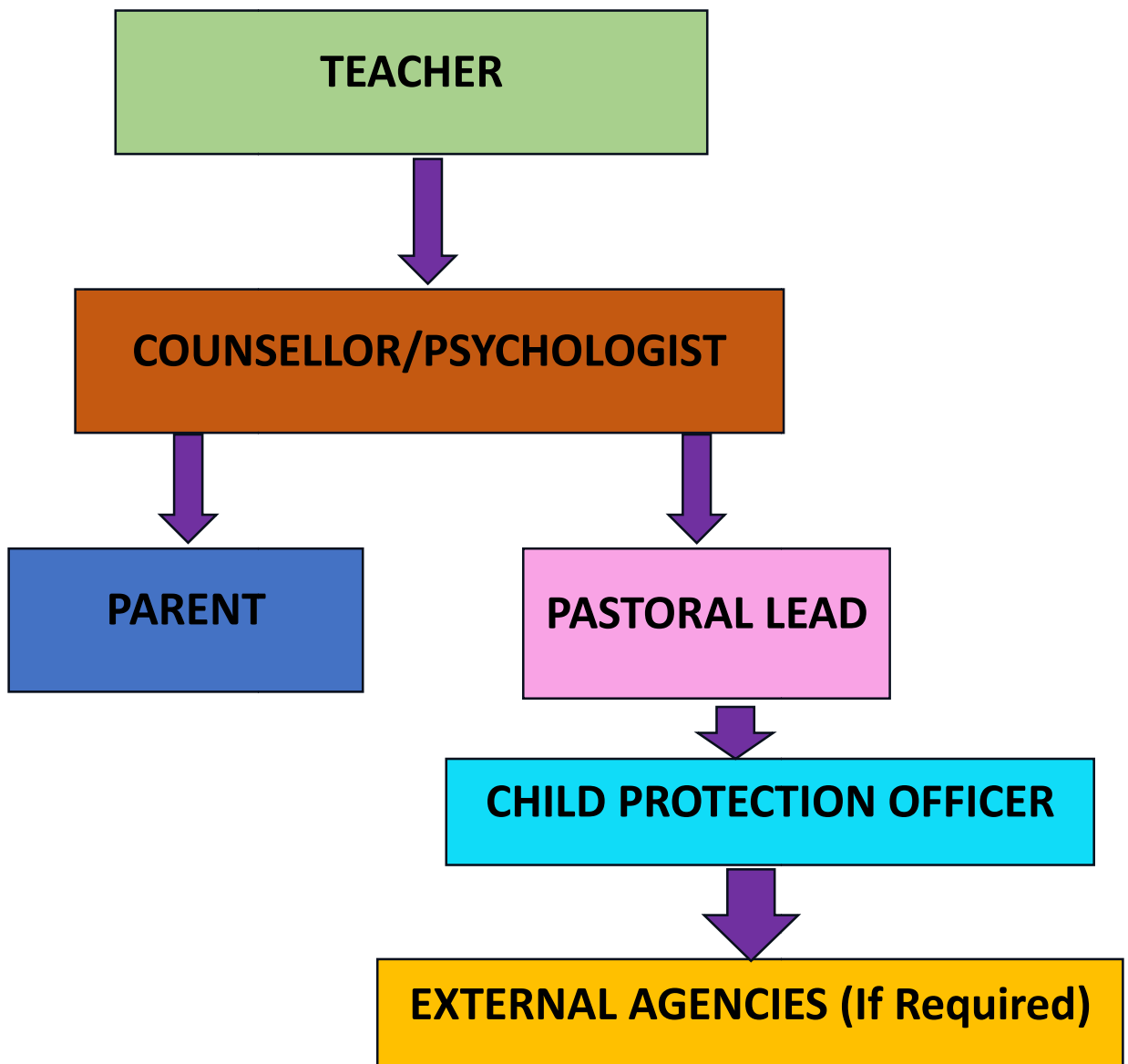
- Pastoral Care: Provides daily support, mentorship, and check-ins for emotional wellbeing.
- Counselling: Addresses individual or group needs, conflict resolution, and stress management.
- Child Protection: Escalates high-risk incidents, suspected abuse, or neglect.



- Behaviour Management: Behaviour Score Cards track student conduct, incidents, and improvements; linked with wellbeing interventions.

11. REPORTING & REFERRAL

- Confidential reporting systems for wellbeing concerns
- Maintain records with strict confidentiality and privacy standards.





12.COMMUNICATION

- The Wellbeing Policy is shared with all stakeholders, including students, staff, parents, and leadership, to ensure clarity and understanding of roles and responsibilities.
- Policy information is communicated through newsletters, assemblies, parent meetings, workshops, and digital platforms such as school websites.
- Students are informed about wellbeing programmes, Mindful Minutes sessions, pastoral support, counselling services, and reporting procedures.
- Staff are regularly trained on implementation, behaviour management, child protection protocols, and UAE Ministry / RAKDOK guidelines.
- Parents are engaged through meetings, workshops, and surveys to support children's emotional, social, and behavioural wellbeing collaboratively.
- Feedback mechanisms are established for students, staff, and parents via digital forms, suggestion boxes, surveys, and open forums to ensure responsiveness and inclusivity.
- Awareness is reinforced with visual displays, role-specific handbooks, and school-wide wellbeing events, integrating wellbeing into daily routines.
- Reporting pathways are clearly defined, confidential, and accessible, allowing concerns to be escalated safely to counsellors, pastoral staff, leadership, or child protection officers.
- Communication effectiveness is regularly monitored through engagement metrics, survey results, and policy acknowledgment, ensuring all stakeholders are informed and empowered.





- Continuous updates and reminders are provided to maintain active engagement and ensure the policy remains visible, valued, and integrated into the school culture.

13.CONTACT INFORMATION

For clarification regarding this policy, stakeholders may contact:

1..Principal: Ms.Beenarani Rajmohan

2.Vice Principal: Ms.Rajyasree Sanjeev

3.Counsellor/Psychologist/CPO: Ms.Githu

4.Wellbeing Co-ordinators:Ms.Asmi, Ms.Devu,Ms.Anusara

Email Id: Studentsvoice_nis@nweindianscool.com

14.MONITORING AND REVIEW

- Conduct annual wellbeing surveys and focus groups with students, staff, and parents to assess the effectiveness of wellbeing programmes, pastoral support, and counselling services.





- Use Behaviour Score Cards, counselling records, pastoral reports, and incident logs to monitor student behaviour, emotional wellbeing, and overall engagement.
- Review referral pathways, interventions, and escalation processes regularly to ensure students receive timely support and child protection standards are followed.
- Align all wellbeing policies, procedures, and programmes with UAE Ministry of Education and RAKDOK standards, updating them annually based on feedback and school priorities.
- Assess the impact and effectiveness of staff training, workshops, pastoral initiatives, and counselling programmes to ensure they meet student needs and promote positive behaviour.
- Ensure clear, accessible communication of the policy, reporting procedures, and wellbeing resources to students, staff, and parents, and monitor engagement through feedback and participation.
- Prepare an annual report summarising outcomes, trends, and recommendations, and use it to implement a continuous improvement cycle, enhancing student wellbeing, behaviour management, pastoral care, and counselling support. Update policies, and enhance overall wellbeing support for all students and staff.





15.CONCLUSION

The Wellbeing Policy at NISRAK establishes a clear and comprehensive framework to ensure the emotional, social, behavioural, and physical wellbeing of every student and staff member. Recognizing that wellbeing is a shared responsibility, this policy integrates structured practices, pastoral care, counselling, behaviour management, and child protection protocols into all aspects of school life. By defining roles, expectations, and procedures, NISRAK fosters a safe, inclusive, and supportive environment where students can thrive academically, socially, emotionally, and physically. The policy emphasizes proactive monitoring, data-driven interventions, and transparent communication with staff, students, and parents, ensuring that concerns are addressed promptly and effectively. Through collaborative engagement, training, and continuous review aligned with UAE Ministry of Education and RAKDOK standards, this policy promotes a culture of empathy, inclusion, and resilience, equipping all members of the school community to succeed within and beyond the classroom.

16.REVISION HISTORY

Policy reference no:	NISRAK WELL-BEING POLICY 25-26
Document name:	NISRAK WELL-BEING POLICY 26-27
Effective date:	15.04.2026
Version:	05
Issue date:	01.08.2025
Updated on:	09-03-26
Updated by:	Counsellor
Approved by:	Principal

