



Dubai International Private School (Al-Quoz)
DIPS, in partnership with parents and community, strives to ensure all students are digitally literate, lifelong learners, productive citizens and nurture their well-being in an inclusive learning environment.



"Empowering Minds, Inspiring Hearts, Shaping the Future"
"تمكين العقول، إلهام القلوب، تشكيل المستقبل"



DIPS -Wellbeing Policy

2025 -2026

1. Introduction

At DIS, Well-being encompasses physical, mental, and emotional health, and it is essential for school community development. This policy outlines our commitment to promoting well-being within our school community.

To cope with Dubai Plan 2030, bringing wellbeing and education to the forefront of national priorities.

We are committed to fostering an environment that promotes the well-being of our students, Parents, and staff.



2-Vision

Our vision is to create a school culture where every member of the community feels valued, safe, and supported in their pursuit of well-being. We aim to provide a nurturing environment that enables students and staff to thrive academically, emotionally, and socially.

Wellbeing is no longer optional but a human right that schools must uphold for students, teachers, and parents - Dr Abdulla Al Karam, director-general of Dubai's Knowledge and Human Development Authority (KHDA)-

3-DIS wellbeing Slogan: "Your Well-being Matters."

At DIPS school we are proud to introduce our school slogan: "Your Well-being Matters. This is our commitment to our students, staff, parents, and the entire school community. Our school believes that well-being is not just a priority but the foundation upon which all other achievements are built.



4- Objectives

Our well-being policy aims to:

- Promote a positive school culture that values and prioritizes well-being.
- Provide awareness for students and staff to maintain physical and mental health.
- Foster strong relationships and a sense of belonging among all members of the school community.
- Encourage open communication and a safe space for discussing well-being concerns.
- Implement programs and initiatives that promote well-being education and awareness.
- Teacher wellbeing, and that of other staff members must be a core, strategic focus for school leaders in the quest for greater levels of student wellbeing. They must have an effective recruitment and retention policy, foster manageable workloads, and implement positive and meaningful professional appraisal systems.



5- Key Principles

The school leaders are mindful of five guiding principles as they work to develop further the quality of wellbeing provision and outcomes in the school communities:

1. **Student and family-focused:** understand the uniqueness of each student and their wellbeing journey, considering their personality, character, and context –including their broader experience of family and community.
2. **Strengths-based:** focus on the individual's personal strengths alongside their existing social and community assets, rather than on their deficits.
3. **Equitable:** develop a thriving, inclusive learning culture, demonstrating a commitment to achieving equity for all.
4. **Diverse:** value and create a diverse school community, recognizing it as an important enabler of student wellbeing.
5. **Collectivist:** recognize that every member of the school community is a facilitator and beneficiary of the wellbeing development process.



6- Implementation

To achieve our objectives, we will:

- a. Offer well-being awareness programs that address topics such as stress management, resilience, and healthy lifestyles.
- b. Promote physical activity and healthy eating habits through curriculum and extracurricular activities.
- c. Establish a Well-Being Committee comprised of stakeholders to oversee and evaluate well-being initiatives.
- d. Encourage open communication channels for reporting well-being concerns and seeking support.
- e. Incorporating well-being topics into classroom lessons to educate students about the importance of mental and physical health.
- f. Offering resources and support for teachers to address well-being topics and create a positive classroom environment.
- g. Providing professional development opportunities for educators to enhance their understanding of well-being and related issues.
- h. Encouraging students to actively engage in well-being discussions, projects, and initiatives.



Wellness Committee

Dr. Akram Zayour
(School Principal)

Student's Counselor
MAHA ELSHIWI

Governance & Parent representatives

Mrs. Najieh Albadoor
(Parents' Representative) - Chair of
Strategic Committee

Mr. Hisham Bukhari
Chair of Professional
Development Committee

Nada Al Marzooki
Parent's Representative

Staff Representatives

HOSs

Inclusion SENCO

Ms.Suhad
(PE HOD)

Mr.Khalid (Activity Co.)

Mr. M.Fathy
Mr. Khadiga

Ms. Fatima (Elmentary)

Dr. Arwah (school doctor)

Ms. Samer (Music)

Ms. Lina Abdulhady(Accont manager)

Ms.Ghada Abushagra

Students' Representatives

Student Council

President of the
Boys' Student
Council

President of the Girls'
Student Council



7-Monitoring and Review

This well-being policy will be regularly reviewed and updated as needed to ensure its effectiveness in supporting the well-being of our school community. Feedback from stakeholders will be actively sought and considered in this process.

8-Evaluation

The wellbeing evaluation focus areas take account of the multi- dimensional approach to wellbeing development.

1- LEADING AND PURSUING WELLBEING

a) Setting and pursuing a wellbeing vision - School culture is informed by a shared vision of wellbeing that influences policy, practice and provision. This vision is clearly communicated to an engaged school community.

b)Sustaining and embedding improvement - the school's evaluation, monitoring, and review systems inform the ongoing improvement of wellbeing provision.

c)Using data and information - using reliable information and data, leaders collaborate to design and implement provision that actively promotes wellbeing.

d) Creating an enabling environment - the management of routines, activities and resources informs the development of a wellbeing-focused environment.

2-LISTENING TO AND SUPPORTING STAKEHOLDERS

a) Caring for students - care, guidance, and support is provided by trained and trusted adults in the school to ensure students are safe and have access to wellbeing help.

b) Caring for staff - the school takes action to optimise the wellbeing of their staff.

c) Listening to each other - Feedback from stakeholders influences wellbeing provision.

3- ENABLING WELLBEING EXPERIENCES AND OUTCOMES

a) Wellbeing and the curriculum - the school uses a holistic approach to wellbeing development, including dedicated curricular programmes and the teaching of social and emotional skills.

b) Choosing safe and healthy lifestyles - students can make safe decisions, healthy choices and adopt healthy lifestyles.

c)Students' wellbeing experiences in schools -

i) external and internal information, including student and stakeholder surveys, show that students feel safe, valued, and engaged at school



ii) during the school day, students demonstrate their wellbeing through their behaviour, attitudes and engagement.

9- DIPS Aim goal.

Ensure the level of wellbeing in our school will be identified as **VERY HIGH** level.

As Provision to promote student wellbeing is exceptional. The wellbeing vision and direction are extremely clear and are realized in the daily work of the school. The school continues to extend its wellbeing-focused environment, refining it in insightful ways over time. The school's wellbeing communication and approach strongly engage students, staff and parents. Students' highly positive attitudes and attributes, seen through their engagement and motivation, are embedded features. Students are proactive in improving their own wellbeing and that of others.

10-Conclusion

DIS school, we are committed to the well-being of our students and staff. This policy reflects our dedication to creating a supportive and nurturing environment where every member of our community can thrive. Together, we will prioritize well-being and work towards a brighter future for all.