

WELL BEING POLICY

Introduction:

Students, Teachers, Parents and society are the four major pillars for the school community. Wellbeing programs in NIMS aims to motivate and encourage self-accomplishment and positivity in students it also encourages positive interaction with students' families and instill awareness on wellbeing and mental health.

Aims and Objectives:

Our aim is to help develop the protective factors which build resilience to mental health and to be a school where:

- All children are valued.
- Children feel able to talk openly with trusted adults about their problems without feeling any stigma.
- Positive mental health and wellbeing is promoted and valued.
- To ensure NIMS provides a safe, secure, supportive and stimulating environment that is responsive to the personal, social and emotional needs of all members of the school community.
- To encourage cooperation, respect and consideration for and between all members of the school community.
- To promote warm and positive relationships between children, staff and parents.
- To build an atmosphere of trust.
- To help children and staff grow in self-esteem, confidence and independence of thought.
- To provide children and staff with opportunities to develop their resilience and coping strategies.
- To encourage the children and staff to value one another and to respect the views of other members of their community.

Dimensions of Wellbeing:

NIMS Sharjah aims to promote all dimensions of wellbeing which include:

1. **Emotional Wellbeing** The ability to be resilient, be able to express and effectively manage one's emotions, generate emotions that lead to good feelings and adopt a positive outlook on life. Schools can promote emotional wellbeing through counselling, teaching emotional skills, support networks, mentoring, safeguarding guidelines, etc
2. **Physical Wellbeing** The ability to adopt healthy eating and good exercise habits. Physical wellbeing can be promoted through healthy lifestyle awareness, physical activities, sports teams, etc
3. **Social Wellbeing** The ability to communicate and develop meaningful relationships with others through social events, after-school clubs and activities, etc
4. **Academic Wellbeing** The ability to engage in a curriculum that supports success and the wellbeing of the learner and provides opportunities to increase resilience.
5. **Digital Wellbeing** The ability to experience a safe environment and be equipped with the tools to remain safe online and be supported through eSafety measures.
6. **Life Skills Acquisition** The ability to develop and sustain lifelong skills such as:

teamwork, communication, problem solving, critical thinking, interpersonal, emotional intelligence, resilience, leadership, etc

Four Guiding Principles:

1. Promoting Wellbeing: To create an inclusive, collaborative and interactive learning environment where learners can develop vital social, emotional, physical, and life skills that will help them function in an ever-changing world.

1.1 Student Wellbeing:

- Integrate wellbeing in the curriculum by teaching social and emotional learning and promoting resilience.
- Design and implement an inclusion policy that clearly addresses the needs of all students including the at-risk, Special Education Needs and Disability (SEND) and the gifted and talented.
- Provide a support network that allows learners to seek help, when required. This network can include peers, teachers, parents, counsellors, staff, and leaders.
- Address all associated drivers of wellbeing such as behaviour and attendance.
- Develop students' life skills and digital awareness to give them the capacity to stay safe and resilient

1.2 Staff Wellbeing:

- Raise awareness amongst all staff about wellbeing matters such as stress, time management, workload, work practices, and understand how these might affect their wellbeing.
- Introduce initiatives to promote staff wellbeing, such as: reducing unnecessary workloads, social gatherings, events that support a healthy lifestyle, etc.
- Provide a support mechanism for staff facing wellbeing issues and create an ethos that makes staff comfortable to share their concerns.
- Promote opportunities for peer mentoring amongst staff, especially for new employees during their "settling-in period"

1.3 Parents Wellbeing:

- Raise awareness amongst your school's parent community about wellbeing matters. There is evidence that parental engagement and partnership with parents impacts wellbeing and other student outcomes.
- Highlight how their wellbeing can affect the wellbeing and learning of their children.
- Introduce initiatives to promote parents' wellbeing such as training, educational materials, parents' groups, etc

1.4. Safe Environment:

- Provide suitable facilities and infrastructure for all learners including those with SEND.
- Promote a safe school environment that is rooted in respect where learners feel safe, engaged, connected, and supported.
- Create a welcoming environment for learners, teachers, parents, and guests.
- Observe and enforce the health and safety procedures in and outside the classroom, including school transportation.

2. Understanding Needs: To have a systematic approach to wellbeing that incorporates the elements of this Framework. Adopt a proactive rather than a reactive approach, as well as preventative measures, when dealing with wellbeing matters.

3. Leadership Commitment: School leaders need to drive the agenda on wellbeing, by taking active steps to create an environment that fosters all dimensions of wellbeing: social, emotional, physical, academic, digital and life skills acquisition, that makes the learners, staff and parents feel safe, valued, respected, and engaged. School Governors should actively monitor the suitability and success of the school's wellbeing agenda and activities.

4. Working in Partnership: To develop a shared understanding and work collaboratively with all stakeholders including: local support services, parents, and staff to enhance the learning and wellbeing of all learners.

Role of Happiness Desk:

Happiness is but a way of life at NIMS and we put our students & parents at the forefront of our priorities. Thus, as a part of our commitment to give sustained satisfaction to our students, parents & the staff, an exclusive help desk (portal), called the Happiness Centre has been created in our School.

CAREER GUIDANCE:

Introduction:

Career Guidance in NIMS will focus on all career guidance related activities namely psychometric assessments, profiling the results for various career choices, Career recommendations report, Career counseling.

Statement:

At NIMS Dubai, we aim to provide students with a strong foundation by guiding them through the transition from youth to adult members of the society.

Successful transitions – whether from lower secondary to upper secondary; at age 16; into work-based training or university; are life enhancing for every student.

We believe that each transition is smooth and enriching for students, which help them to make a wise decision about their higher education goals.

Career Fairs:

Students are given the opportunity to meet Universities and Educational centers across UAE, as well as Universities from different countries, throughout yearly fairs. These events will take place within school and online, and it is at times the responsibility of the student to attend without the counselor. Students, parents and teachers get an opportunity to meet, interact and extract information about different courses across the globe. This aims at increasing students' awareness about international universities within and outside UAE along with their entry requirements, admission process, etc.

Individual Counselling:

One-on-one sessions offered by the Career counsellor to help students in creating and implementing their own career plans and in developing a greater sense of self-awareness relevant to the career development process. This also includes support for personal clarifications, support when required for the application forms and assisting to ensure all necessary documentation and additional (external) tests required for the application is complete.

CAREER GUIDANCE WORKSHOP TOPICS:

1. Goal setting
2. Career Picture Making Career Map
3. Awareness program on career titles
4. Awareness program about Universities-How to choose? What are those?
5. Guidance about next 5-year plan workshop for successful career

Steps in career guidance programs are as follows:

LEVEL 1: Pre-Introduction to Career Guidance LEVEL 2: Psychometric Tests - Assessments

LEVEL 3: Counselling and Guidance –Students and Parents. LEVEL4: Group counselling based on similar interest group. LEVEL5: Customized Aptitude tests and Individual counseling **Tests used for assessments:**

1. Career Interest Survey for Grade 11, 12-
2. John Holland's Personality Type Grade 9-
3. Multiple Intelligence test Grade 7, 8-
4. Career cluster Inventory

Stakeholders:

HOS

Teachers Students Parents