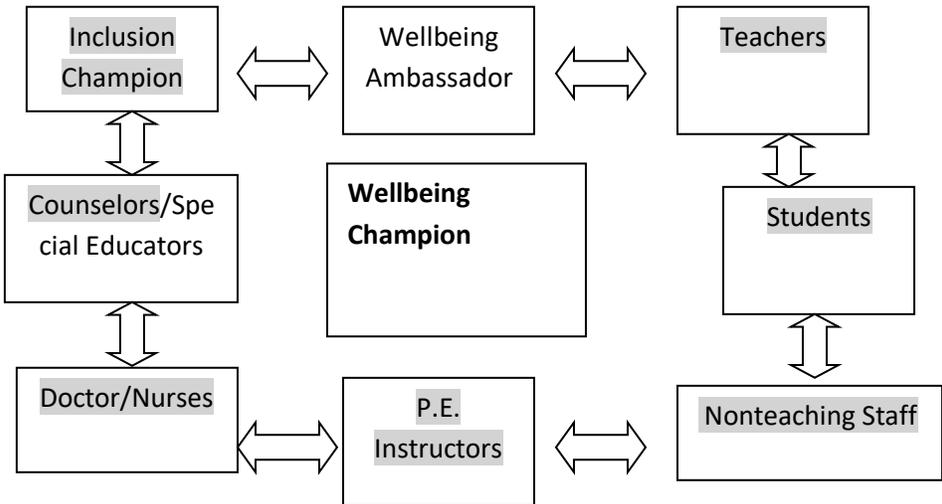


**1]. Section-A**

|                                |                             |                              |                                    |
|--------------------------------|-----------------------------|------------------------------|------------------------------------|
| <b>Title of the Policy</b>     | Happiness and Wellbeing     | <b>Designation</b>           | <b>Inclusion Champion<br/>DEIW</b> |
| <b>Name of Policy Writer</b>   | S. R. Joshi                 | <b>Date of Next Revision</b> | <b>April 10, 2023</b>              |
| <b>Date of Policy Revision</b> | April , 2022                | <b>Department/Section</b>    | <b>The Central School</b>          |
| <b>Policy Code</b>             | TCS/DEIW/Happiness/22-23/01 |                              |                                    |

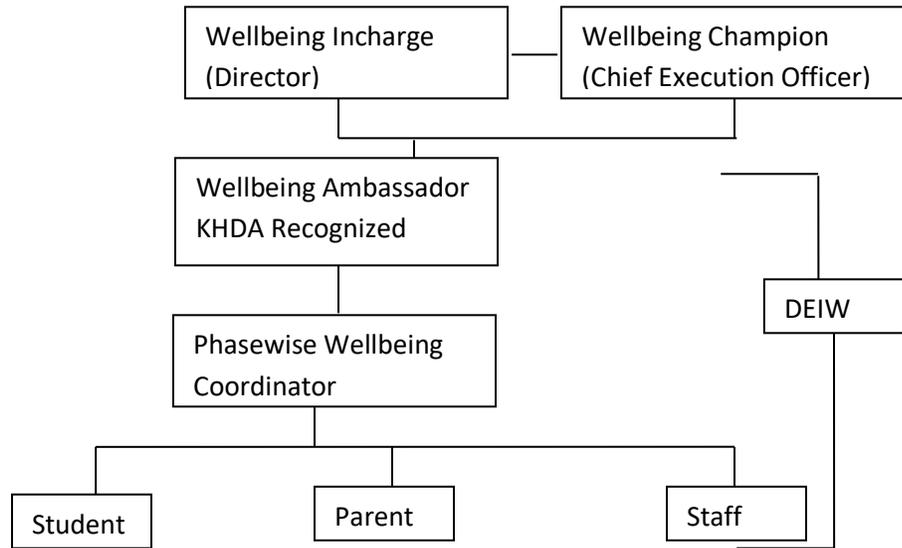
**2]. Section-B**

|   |  |
|---|--|
| <b>Purpose</b>  | <ol style="list-style-type: none"> <li>1. To create awareness of physical and mental wellbeing among the stake holders .</li> <li>2. To support all the stake holders to deal with familial and societal pressures during COVID 19 pandemic.</li> <li>3. To induce a sense of happiness and positivity within the teaching, non-teaching staff and students</li> <li>4. To instill within students and teachers a habit of embracing and expressing positive emotions</li> <li>5. To induce a sense of purpose and meaning within the teachers and students with regard to their respective occupations and positions in accordance to their responsibilities</li> </ol> |
| <b>Approach:<br/>Structure of Inclusive Environment</b> |    |

| <p><b>Rationale</b></p>                 | <p>As Dubai, under the leadership and patronage of His Highness Sheikh Muhammad, aims to be the happiest city in the world, it is imperative that all academic institutes take measures to sustain and increase the happiness and wellbeing of students and staff alike. The Central School aims to implement the National Agenda Parameters (NAP) for Happiness and Wellbeing purported by the UAE Government.</p> <p>The Central School further aims to ensure the optimal levels of happiness and wellbeing amongst its students and employees, and to create an environment in which the positivity amongst the staff and students is optimized and increased and to implement the parameters that are part of 5.4 of the DEIW Action Plan.</p>  |  |             |      |          |                            |           |                    |                 |                      |                   |  |                         |                            |                    |                            |                               |                            |                         |                                      |  |  |
|---|--|--|-------------|------|----------|----------------------------|-----------|--------------------|-----------------|----------------------|-------------------|--|-------------------------|----------------------------|--------------------|----------------------------|-------------------------------|----------------------------|-------------------------|--------------------------------------|--|--|
| <p><b>Definitions &amp; Context</b></p> | <ol style="list-style-type: none"> <li>1. <b>Happiness: A state of wellbeing or contentment</b></li> <li>2. <b>Wellbeing: The state of being comfortable, happy or healthy</b></li> <li>3. <b>Mental Health: A person's condition with regard to their psychological and emotional well-being.</b></li> <li>4. <b>Physical Health: The state of being free from illness or injury.</b></li> <li>5. <b>Positive Attitude: Having a positive outlook towards life and things in general.</b></li> <li>6. <b>Self-Image: the idea an individual has of their abilities, appearance, and personality</b></li> <li>7. <b>Self Esteem: An individual's overall sense of self-worth or personal value.</b></li> <li>8. <b>Positive Relationships: The relationships an individual may have with their parents, family members, teachers and members of peer group.</b></li> <li>9. <b>Anxiety: a feeling of worry, nervousness, or unease about something with an uncertain outcome.</b></li> <li>10. <b>Depression: feelings of severe despondency and dejection.</b></li> <li>11. <b>Stress: a state of mental or emotional strain or tension resulting from adverse or demanding circumstances.</b></li> </ol> |  |             |      |          |                            |           |                    |                 |                      |                   |  |                         |                            |                    |                            |                               |                            |                         |                                      |  |  |
| <p><b>Policy Committee Members</b></p>  | <table border="1"> <thead> <tr> <th>Designation</th> <th>Role</th> </tr> </thead> <tbody> <tr> <td>Director</td> <td>Overall Wellbeing Incharge</td> </tr> <tr> <td>Principal</td> <td>Wellbeing Champion</td> </tr> <tr> <td>Head of Section</td> <td>Wellbeing Ambassador</td> </tr> <tr> <td>Head of Inclusion</td> <td>Incharge of Happiness and Wellbeing DEIW</td> </tr> <tr> <td>Head of Section FN 6-12</td> <td>Executive Committee Member</td> </tr> <tr> <td>Head of Section AN</td> <td>Executive Committee Member</td> </tr> <tr> <td>Head of Section Primary FN/AN</td> <td>Executive Committee Member</td> </tr> <tr> <td>Teacher Representatives</td> <td>Happiness and Wellbeing Coordinators</td> </tr> <tr> <td></td> <td></td> </tr> </tbody> </table>   |  | Designation | Role | Director | Overall Wellbeing Incharge | Principal | Wellbeing Champion | Head of Section | Wellbeing Ambassador | Head of Inclusion | Incharge of Happiness and Wellbeing DEIW | Head of Section FN 6-12 | Executive Committee Member | Head of Section AN | Executive Committee Member | Head of Section Primary FN/AN | Executive Committee Member | Teacher Representatives | Happiness and Wellbeing Coordinators |  |  |
| Designation                             | Role   |  |             |      |          |                            |           |                    |                 |                      |                   |  |                         |                            |                    |                            |                               |                            |                         |                                      |  |  |
| Director                                | Overall Wellbeing Incharge   |  |             |      |          |                            |           |                    |                 |                      |                   |  |                         |                            |                    |                            |                               |                            |                         |                                      |  |  |
| Principal                               | Wellbeing Champion   |  |             |      |          |                            |           |                    |                 |                      |                   |  |                         |                            |                    |                            |                               |                            |                         |                                      |  |  |
| Head of Section                         | Wellbeing Ambassador   |  |             |      |          |                            |           |                    |                 |                      |                   |  |                         |                            |                    |                            |                               |                            |                         |                                      |  |  |
| Head of Inclusion                       | Incharge of Happiness and Wellbeing DEIW   |  |             |      |          |                            |           |                    |                 |                      |                   |  |                         |                            |                    |                            |                               |                            |                         |                                      |  |  |
| Head of Section FN 6-12                 | Executive Committee Member   |  |             |      |          |                            |           |                    |                 |                      |                   |  |                         |                            |                    |                            |                               |                            |                         |                                      |  |  |
| Head of Section AN                      | Executive Committee Member   |  |             |      |          |                            |           |                    |                 |                      |                   |  |                         |                            |                    |                            |                               |                            |                         |                                      |  |  |
| Head of Section Primary FN/AN           | Executive Committee Member   |  |             |      |          |                            |           |                    |                 |                      |                   |  |                         |                            |                    |                            |                               |                            |                         |                                      |  |  |
| Teacher Representatives                 | Happiness and Wellbeing Coordinators   |  |             |      |          |                            |           |                    |                 |                      |                   |  |                         |                            |                    |                            |                               |                            |                         |                                      |  |  |
|   |  |  |             |      |          |                            |           |                    |                 |                      |                   |  |                         |                            |                    |                            |                               |                            |                         |                                      |  |  |



**Roles and Responsibilities of Committee Members**



**Duties, Roles and Activities:**

**Wellbeing Incharge: Director: Role models of Gratitude and Empathy**

- To Advocate the implementation of the policy on Happiness and Wellbeing and take note of grievances and follow the policy of confidentiality and ethics. Ambassador of Happiness and Wellbeing.

**Wellbeing Champion: The Principal: Role models of Gratitude and Empathy**

- To ensure that relevant activities pertaining to Happiness and Wellbeing of students and staff, in keeping with the Happiness and Wellbeing Policy, are carried out effectively; chairing the meetings of the committee from time to time.

**DEIW & Wellbeing Ambassador : Role models of Gratitude and Empathy**

- Plan and implement different activities to promote happiness and wellbeing among stake holders
- To create awareness of physical and mental wellbeing among all the stake holders
- To induce a sense of happiness and positivity within the teaching, non-teaching staff and students
- To instill within students and teachers a habit of embracing and expressing emotions and feeling in socially acceptable way.
- To enhance a sense of psychological well-being especially amongst the teaching and non-teaching staff in order to enable them to be resilient



- Screening and identification of stress related co-morbid conditions effecting happiness and wellbeing.
- Counseling as and when needed to the staff, students and families.
- Awareness and Orientation sessions.
- Inquire the activities and collect documentation from all other departments and Phases

Executive Committee Members: Head of the Sections:

**Role models of Gratitude and Empathy**

- Monitoring overall wellbeing activities in their phases and documentation
- Submitting the documents to the DEIW/Wellbeing Ambassador

**Phasewise Wellbeing Coordinators: Role models of Gratitude and Empathy**

1. You are going to coordinate with the DEIW phase wise coordinators and form small groups where you can reach out to the staff in need.
2. You are going to social talk to the staff members in an idea to listen to their stories.
3. keep the sessions confidential only to report to the DEIW department.
4. DEIW will take over for any serious issues you might encounter during your counselling sessions.
5. Conduct at least one session with students and teachers in small groups of not more than 4.
6. Teacher members will conduct a parent or student meet comprising groups of 4 every week.
7. These sessions will not go longer than 15 minutes.
8. Teacher members will work under the supervision of Phase-wise teacher coordinator and Teacher coordinator will collaborate with phase wise DEIW coordinator.
9. The DEIW coordinator must be monitoring for any difficulties faced by the Teacher coordinator and help them to conduct the sessions.
10. The DEIW coordinator must be present in each parent/student/teacher meeting.
11. The DEIW will conduct counselling techniques training session for phasewise wellbeing coordinators as and when required.

**PE Teachers: Role models of Gratitude and Empathy**

- To create awareness about the necessity of physical activity and staying active for a healthy and happier life
- Awareness and Orientation sessions.
- To coach and guide students on various exercise and workout techniques and sports to stay healthy.

**Doctor/Nurses: Role models of Gratitude and Empathy**



|                                  |  |
|----------------------------------|--|
|                                  | <ul style="list-style-type: none"><li>• To advocate physical wellbeing among teaching, non-teaching staff and Students.</li><li>• To create awareness about a healthy lifestyle, sleep hygiene and exercise</li><li>• Awareness programs in regard to physiological responses to stress and physiological responses to happiness</li></ul>   |
| <b>Opportunity and Community</b> | <p>The following measures will be taken by the Happiness and Wellbeing Policy Committee to ensure the happiness and wellbeing of students and staff during the course of the upcoming academic year:</p> <ul style="list-style-type: none"><li>• Arrangement of picnic trips for school staff</li><li>• Arrangement of edutainment trips for students</li><li>• Holding end of term and end of year class parties</li><li>• Holding the yearly school carnival</li><li>• Teacher Appreciation Awards</li><li>• Anti-bullying Program</li><li>• Fitness Related Activities by various external organizations</li></ul> <p><a href="#">Wellbeing policy: Distance Learning</a></p> |
| <b>Date: 12.04.22</b>            | <b>Approved by: Seema Umar</b>   |

### [Wellbeing policy: Distance Learning](#)

The Wellbeing Policy Statement and Framework for Practice sets out the School's ambition and vision for wellbeing promotion, building on strong community feeling among the stakeholders.

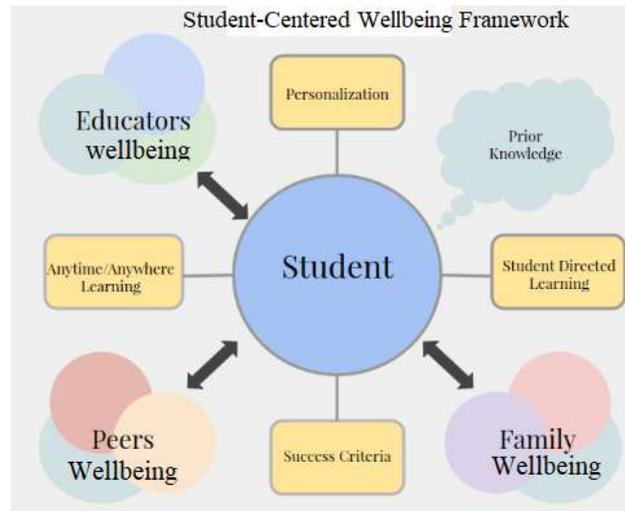
Children and young people become independent learners if they are happy in their work, believe in themselves and feel acknowledged and supported in the school. Wellbeing practice is an ongoing process that will ensure the necessary focus on supporting children and young people in having a sense of purpose and fulfilment, and the skills necessary to deal with life's challenges.

Definition of Wellbeing: when a person realises their potential, is resilient in dealing with the normal stressors of their life, takes care of their physical wellbeing and has a sense of purpose, connection and belonging to a wider community. It is a fluid way of being and needs nurturing throughout life is defined as wellbeing.

#### **The Principles of the Framework:**

**Child/parent/teacher-centred:** The wellbeing needs and the best interests of our children and parents and teachers are a central focus of this policy. This requires us to respect and value the child centered focus to foster their belonging and connectedness to the school community. This ensures a sound developmental base for present and future wellbeing, as well as academic achievement.

**Equitable, fair and inclusive:** All children with their significant others (parents and teachers) need access to equitable, fair and inclusive opportunities to develop their wellbeing in ways that are responsive and suitable to their particular needs and contexts. This means that practices will vary across schools and centres for education and from student to student.



### Opportunity in disguise of challenges:

Distance Learning Education has provided us an opportunity in disguise of challenge. Credit goes to the technology pioneers and their advancements, now teachers are able to meet the parents and students in their natural environment.

Engaging the student at home also means engaging parent at home. The frequency of meeting have increased and now school is knowing more about the feeling of the home. This connectedness has led to welcoming the teacher in every home.

The teacher now has become a family member in the home. Parents are reaching out to teachers not just for reviewing the academics of their child but also to know more about the teacher.

This has amalgamated the school-parent-student naturally.

### Plan to execute the framework

Programs involving parents:

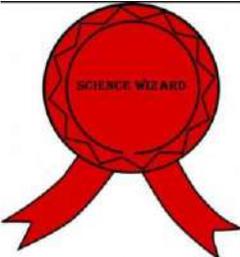
1. Talent search in parents: to promote wellbeing vision. The school will search for latent talents in the parents which can be shared with the students. For e.g., a parent might have talent in poetry, arts, physical activity. The school will arrange a schedule and bring the parent to the students to exercise their talent and share and teach the same to our students.
2. Involving in social debates: The school will engage parents in MEP/Islamic studies class to have religious/moral conduct discussions.
3. Promoting Arabic: Conducting Arabic Classes for the parents

Programs involving Teachers:

1. Talent Search in Teachers: Teachers will showcase their hidden talents in arts, do it yourself (DIY), teaching new platforms on software to other teachers (e.g., advanced excel techniques, using google forms) which will help the teacher community have peer-peer interaction and sense of belongingness.
2. Planning extra-curricular activities in which students are also involved.
3. Senior grade teachers visit KG sections and helping out teachers in KG sections during free periods.

Programs involving Students:

INCENTIVES, ACCOLADES AND RECOGNITIONS

|   |  |   |
|---|--|---|
| <p>❖ Student of the Month</p>    | <p>❖ C<br/>the Mon</p>                  |  <p>❖ Perfect Attendance</p> |
| <p>❖ Monitor of the class</p>  | <p>❖</p> <p>Best<br/>Write<br/>r</p>  | <p>❖ Best Poet</p>         |
|                                |                                       |                            |



DEIW and Teacher well-being coordinators for phases:

Duties and responsibilities:

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