

# Mental Health & Wellbeing Policy

Policy Reviewed – March 2026

Date of Next Review – March 2027

## **RATIONALE**

Aligning the policy with the UAE well-being strategies and ensures compliance with legal frameworks, including:

- UAE National Strategy for Well-being 2031
- Child Protection Law (Wadeema's Law)
- KHDA Well-being Guidelines
- Wellbeing Matters Framework: A structured school-wide approach to embedding well-being in policy and practice.

## **VISION**

At TIAD, we nurture a sense of belonging, peace, and contentment, empowering every student and staff member to flourish and achieve holistic growth through inclusive teamwork and support.

## **WELLBEING DEFINITION**

Wellbeing is defined as the ability of individuals and communities to thrive emotionally, socially, physically, and academically, supported by safe environments, positive relationships, meaningful engagement, and access to appropriate support systems.

## **POLICY STATEMENT**

The Indian Academy, Dubai (TIAD) is committed to promoting the holistic wellbeing of all students and staff. We believe that wellbeing is fundamental to effective learning, personal development, and positive life outcomes. TIAD fosters a safe, inclusive, respectful, and nurturing environment where every individual feels valued, supported, and empowered to thrive.

This policy is aligned with:

- CBSE Guidelines on Holistic Education, Mental Health, and Life Skills
- KHDA Wellbeing Inspection Framework
- PERMA Model of Wellbeing (Positive Emotion, Engagement, Relationships, Meaning, Accomplishment)
- SEMH / CASEL Framework (Self-awareness, Self-management, Social awareness, Relationship skills, Responsible decision-making)

## **PURPOSE OF THE POLICY**

The purpose of this policy is to:

- Promote positive mental health and emotional wellbeing
- Provide a structured approach to preventive, universal, targeted, and intensive wellbeing support
- Ensure early identification and support for students experiencing social, emotional, or mental health challenges
- Establish clear roles and responsibilities for wellbeing across the school community
- Ensure compliance with CBSE and KHDA wellbeing expectations

## SCOPE

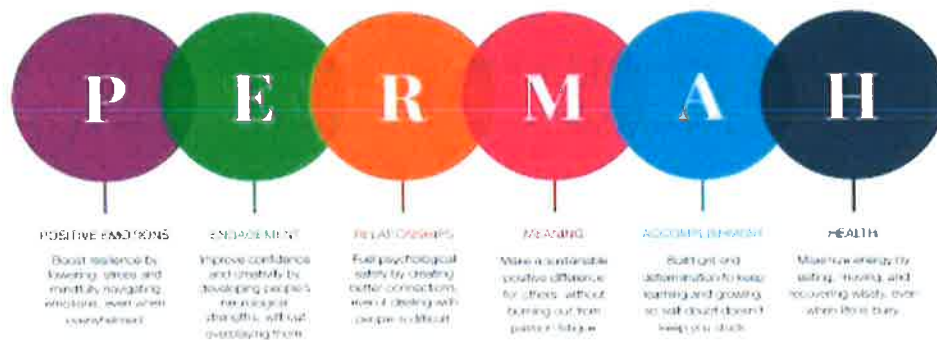
This policy applies to:

- All students from KG to Grade 12
- All teaching and non-teaching staff
- Parents and guardians
- External professionals engaged by the school

## WELLBEING FRAMEWORK AT TIAD

### PERMA Wellbeing Model

TIAD integrates the PERMAH model across curriculum, pastoral care, and school culture:



Our well-being approach follows PERMAH, a research-based model by Martin Seligman, and is complemented by the Wellbeing Matters Framework, ensuring a holistic and structured implementation of well-being policies.

- Positive Emotions – Reflecting on positive experiences and relationships.
- Engagement – Participating in meaningful activities.
- Relationships – Building a strong support network.
- Meaning – Engaging in purposeful activities.
- Accomplishment – Setting and achieving goals.
- Healthy Lifestyles – Promoting physical and emotional well-being.

These principles guide curricular and extracurricular activities, student voice initiatives, and well-being mental programs at our school.

### SEMH / CASEL Framework

A systemic approach that emphasizes the importance of establishing equitable learning environments and coordinating practices across key settings to enhance all students' social, emotional, and academic learning. We believe it is most beneficial to integrate SEL throughout the school's academic curricula and culture, across the broader contexts of schoolwide practices and policies, and through ongoing collaboration with families and community organizations.

These coordinated efforts should foster youth voice, agency, and engagement; establish supportive classroom and school climates and approaches to discipline; enhance adult SEL competence; and establish authentic family and community partnerships.

Social and emotional learning (SEL) is 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 CASEL 5 addresses five broad, interrelated areas of competence and examples for each:

*self-awareness*  
*self-management*  
*social awareness*  
*relationship skills*  
*responsible decision-making*

The CASEL 5 can be taught and applied at various developmental stages from childhood to adulthood and across diverse cultural contexts to articulate what students should know and be able to do for academic success, school and civic engagement, health and wellness, and fulfilling careers.

## WELLBEING PROVISION MODEL

TIAD adopts a **multi-tiered approach** to wellbeing:

### Tier 1 – Universal Wellbeing Support

- Whole-school wellbeing curriculum and assemblies
- Positive behavior and inclusion practices
- Anti-bullying programmes
- Student voice initiatives

### Tier 2 – Targeted Wellbeing Interventions

- Small group interventions
- Individual counselling support
- Social skills and emotional regulation programmes
- Behavior support plans

### Tier 3 – Intensive Wellbeing Support

- Individualized wellbeing plans
- Multi-agency involvement where required
- Safeguarding and child protection interventions
- Close monitoring and review

## TIAD WELLBEING PROVISION MODEL

Supporting Students Together - Staff, Parents & Students



Wellbeing is Everyone's Responsibility

LEAMS

## **ROLES AND RESPONSIBILITIES**

### **Senior Leadership Team (SLT)**

- Regularly review this policy and any attendant procedures
- Ensure that a suitable training programme is available to staff, drawing on the breadth of expertise across the Leams family to ensure that CPD is informed by best practice in both general and specific terms.
- Promote a culture of mutual respect, trust between students and staff and the fostering of a positive learning environment.
- Ensure that staff supporting students through challenging situations such as self-harm are themselves well supported via appropriate channels e.g., immediate and follow-up debriefs with the relevant Teams, access to School counsellors.
- Termly report on student wellbeing to the School Senior Leadership Team and the Local Advisory board.
- With the DSL, produce and maintain referral routes, partnerships with any external agencies such as clinical psychology services, staff training and responsibilities etc.

### **Wellbeing Team (SLT, Inclusion Lead, Clinic, DSL) will:**

- Closely monitor wellbeing and personal development whilst ensuring that TIAD successfully promotes a safe and healthy lifestyle.
- Provide regular supervision, training, advice and guidance with a focus on student mental health and wellbeing.
- Regularly Convene at staff specialist networks to promote cross - organisational working and share best practice.
- Keep up to date with current research and practice.
- Ensure that all staff training is regularly updated.
- Regularly report to SLT on safeguarding matters, including student mental health and wellbeing.
- Ensure that all staff and parents understand their safeguarding duties about mental and physical wellbeing.
- Regularly review systems for supporting good mental and physical health and wellbeing within their provision.

### **Student and Staff Wellbeing Coordinators will:**

- Review updated policies regularly and receive termly updates on student and staff wellbeing.
- Lead the wellbeing student leadership programme
- Co-ordinates wellbeing events throughout the year
- Plans and shares resources that can be shared with students and the community via lessons, assemblies, webinars, coffee mornings.

It is essential all staff members to recognize the boundary between support and professional health care. Only suitably trained healthcare professionals are qualified to diagnose and treat health conditions, whether mental or physical.

## **SAFEGUARDING AND CHILD PROTECTION**

Student wellbeing is closely linked to safeguarding. TIAD follows KHDA and CBSE safeguarding guidelines, ensuring:

- Clear reporting and escalation procedures
- Designated Safeguarding Leads (DSL)
- Confidentiality and timely action

## MONITORING, EVALUATION, AND REVIEW

The effectiveness of this policy is monitored through:

- Student and parent wellbeing surveys
- Behavior and attendance data
- Counselling and intervention records
- Staff feedback

The policy is reviewed **annually** or earlier if required.

*This policy reflects TIAD's commitment to nurturing the academic, social, emotional, and mental wellbeing of every learner in line with CBSE and KHDA standards.*

Regards,

