

# Dubai National School Al Barsha

Department of Innovative Inclusion Practices and Counseling Services [DIIPCS]



## Happiness & Wellbeing Committee 2021-22

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<b>Type of Committee</b>	High Level Committee	<b>Policy Lead</b>	<b>Mr. Showkat Ahmad Ganaie</b>
<b>Chief of Committee</b>	Mrs. Suad Abu Harb	<b>Wellbeing Practices</b>	International + KHDA+MOE+ MOHP
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### Introduction

There are many definitions of wellbeing. It is important that any definition of wellbeing communicates its multi-dimensional nature and draws on the insights of psychology, philosophy and sociology (O'Brien & O'Shea, 2016). Wellbeing does not necessarily mean the absence of stress or negative emotions in life or the absence of mental health difficulties. It is important that all members of the education community understand that everyone experiences vulnerability and a need for care at some stages in their journey through life. All children and young people may be vulnerable at different stages of their development, and their sense of wellbeing may vary from time to time. Developing, nurturing and sustaining our wellbeing is a lifelong process.

Wellbeing is comprised of many interrelated aspects including being active, responsible, connected, resilient, appreciated, respected and aware (DES & NCCA, 2017). The following definition of Wellbeing aims to take account of its multi-dimensional nature (World Health Organization (WHO), 2001). *Wellbeing is present when a person realizes their potential, is resilient in dealing with the normal stresses 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.*

Wellbeing is experienced at a personal level but is associated with and connected to a broad range of risk and protective factors that exist at the individual, relational, community, cultural and societal levels. Our personal wellbeing and that of our local community is connected to the wider world. At a societal level, poverty, inequality, discrimination and oppression have been identified as significant risk factors associated with an increase in the vulnerability of the person and a decrease in their wellbeing (WHO, 2014). Conversely, a society which is built upon values of justice, equality, fairness, solidarity and respect for differences in an interconnected world is a significant protective factor in the development of wellbeing. At other levels, protective factors such as the individual's personal skills and competencies, the affectional ties they have with family, the existence of supportive relationships, safe communities and support

systems provide positive contexts and multiple opportunities to support the development of wellbeing and enhance the capacity to cope in the face of adversity.

### **The Role of School for Education in Wellbeing Promotion**

Wellbeing education occurs throughout life and in a variety of settings. Promoting the wellbeing of our children and young people is a shared community responsibility and is everybody's business. While many factors which influence wellbeing are located in the home, the school, situated within the community can be a powerful context for healthy development in enhancing protective factors and minimizing risks. School play a key role in developing and enhancing young people's wellbeing as they spend a large proportion of their time in school during their formative years. Our school have already developed innovative approaches to wellbeing promotion supported by strong leadership, quality teaching and learning facilities with professional care & support systems. Our school is well placed to further support children and young people by optimizing opportunities to learn about happiness and wellbeing. As well as being a place of academic learning, our school provides opportunities to develop friendships and social networks, to respectfully encounter diversity and access support structures.

There is a recognized connection between the cognitive and the emotional world of children and young people. In the school environment social and emotional skills do not exist in isolation but interact with cognitive skills development. The role of the school is now understood as a place which develops the 'whole child', who should leave school with a balanced set of cognitive, social and emotional skills to face the challenges of the 21st century (OECD 2014). Hargreaves, Shirley, Wangia, Bacon & D'Angelo (2018) identify the mutually supportive relationships between wellbeing and achievement and emphasize the importance of the reciprocal relationship between wellbeing and the accomplishments of children and young people. Schools are important settings for preparing children and young people to develop wellbeing and positive mental health, where emotional wellbeing may be understood as an educational end in and of itself.

**Risk and protective factors relating to wellbeing promotion that are specific to the school/educational setting have been identified. In the school/educational setting wellbeing protective factors include:**

- ❖ Positive relationships with peers and teachers - including positive teacher classroom management strategies and a sharing of positive behaviour management practices with parents

- ❖ A sense of belonging, security and connectedness to school through a positive school climate and participation in school and community activities
- ❖ Opportunities for social and emotional learning including the development of attention and planning, self-awareness, self-management, relationship and responsible decision-making skills (CASEL 2015).
- ❖ Opportunities for the development of knowledge and skills providing a sense of mastery and self-efficacy (Shonkoff et al, 2015)
- ❖ Fostering expectations, recognizing contributions, effort and achievement and providing opportunities for success
- ❖ Wellbeing of school personnel
- ❖ Protocols and support systems that proactively support children and their families should be improved
- ❖ Opportunities to develop the necessary skills to cope with using online technology in a safe and appropriate way
- ❖ opportunities to develop skills to manage stress that may be linked to school work

**In the school setting wellbeing risk factors include:**

- ❖ Disengagement, absenteeism, isolation and alienation
- ❖ Violence/aggression, bullying and relationship difficulties
- ❖ Low achievement/learning difficulties/special educational needs including social, emotional and behavioral needs
- ❖ Cultural differences
- ❖ School transitions

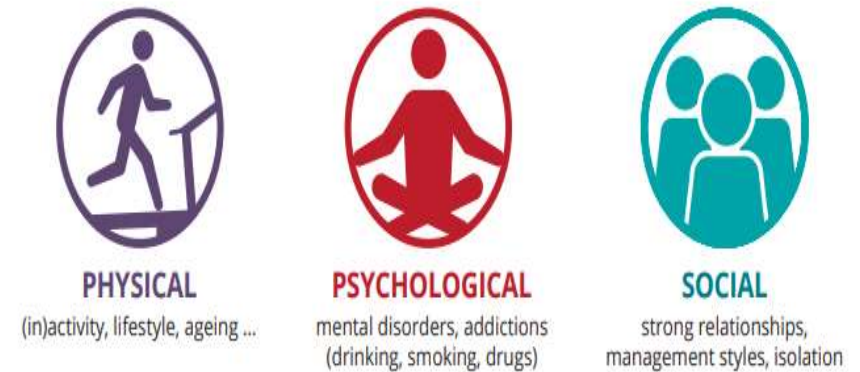
- ❖ Poor connection between family and school
- ❖ Harsh and inconsistent discipline
- ❖ Lack of opportunity to develop social and emotional learning, including problem solving and coping skills

Protective factors have been found to promote positive outcomes for children and young people, even when they have been exposed to risk factors (Cooper, Jacobs, 2011). Within the school context, therefore, implementing a preventative wellbeing promotion process that has a focus on strengthening school-based protective factors and minimizing school-based risk factors is recommended.

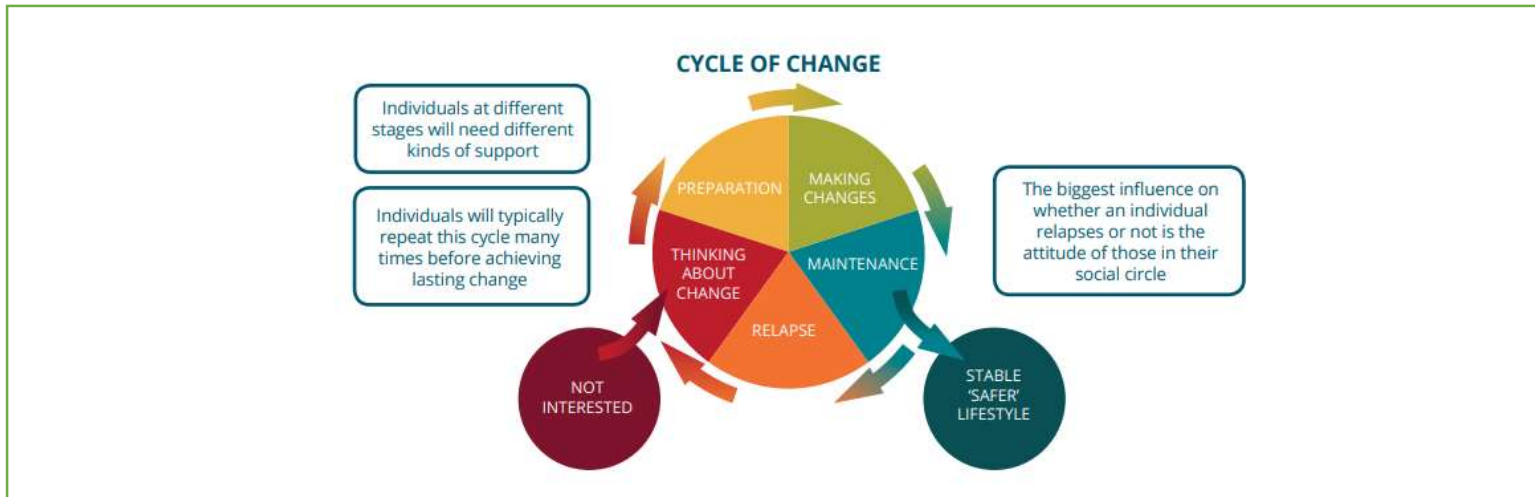
### DNS Staff Health and Wellbeing



### KEY COMPONENTS OF HEALTH AND WELL BEING



## Cycle of change



## Supporting Wellbeing: How DNS Happiness and Wellbeing Committee can help



## DNS Students' Health and Wellbeing

### **How can DNS promote the Wellbeing of the students?**

Research indicates that a multi-component, preventative, whole school approach to the promotion of wellbeing, with interventions at both universal and targeted levels, is the most beneficial and evidence informed approach for schools.

DNS adopted a whole school approach for wellbeing: A whole school approach involves all members of the school community engaging in a collaborative process of change to improve specific areas of school life that impact on wellbeing. Adopting a whole school approach has been found internationally to produce a wide range of educational and social benefits for individual children and young people, including improved behaviour, increased inclusion, improved learning, greater social cohesion, increased social capital and improvements to mental health (Weare & Gray, 2003).

A whole school approach supports the integration of systems within the school community. This creates capacity to be reflective and responsive to the needs of the school and the individuals who are part of the school community. Central to this is the role of staff and the importance of building professional capacity to engage in a reflective process to implement and sustain wellbeing policy and strategies from within. Research has shown that building professional capacity of teachers enhances not only the wellbeing and empowerment of teachers themselves, but has a positive impact on the systems which acknowledges the interaction of wellbeing and achievement (Hargreaves et al, 2018).

Research indicates that the whole school approach adopted should have specific components that promote school based protective factors and reduce school-based risk factors in the promotion of wellbeing:

- ❖ The nature of the school environment and connectedness has been found to be a key determinant of success in terms of wellbeing promotion in Dubai National School for education and same is reported by researcher Viner et. al, in his research study conducted on these variables in 2012. An environment that enhances competence and wellbeing is one that consciously fosters warm relationships, encourages participation, develops pupil and teacher autonomy and cultivates clarity about boundaries, rules and positive expectations.

- ❖ Dubai National School carry Wellbeing promotion through all aspects of teaching and learning. Children and young people spend most of their day in classrooms and, consequently, their daily experience of teaching and learning contributes greatly to their wellbeing. The teaching and learning in school is democratic, inclusive, engaging, differentiated, fostering expectations of high achievement and providing opportunity for success. The importance of having a deliberate focus on the development of emotional and social competencies is also highlighted by research. The World Health Organization (WHO), for example, recognizes the need to promote wellbeing through interventions that promote competence and psychological strengths (WHO, 2005). Furthermore, social emotional learning programmes have been shown to significantly improve children and young people’s social and emotional skills, attitudes, behaviour and learning performance (Durlack, Weissbert, Dymnicki, Taylor & Schellinger, 2011). Such programmes can be delivered universally, to all children and young people as part of the curriculum.
- ❖ In line with best practice, the Continuum of Support offers a flexible framework within which DNS addresses all educational needs, including wellbeing needs of its staff and students (DNS Action Plans 2019-20; KHDA Inspection Result 2019-20; KHDA DL Evaluation 2019-20; KHDA & DHA Health & Safety Protocol Compliance 2020-21). This involves three levels set out in Table 1 below:

Table 1: Continuum of Support	
	<p><b>School Support Plus for Few:</b> Individualised, targeted intervention for children and young people with more complex and enduring needs.</p> <hr/> <p><b>School Support for Some:</b> Identification, targeted prevention and early intervention for those at risk.</p> <hr/> <p><b>Whole School and Classroom Support for All:</b> Whole school support for wellbeing promotion that includes prevention and development of social and emotional competence &amp; coping skills for all.</p>

*The Continuum of Support recognizes that individual children and young people can have different needs at different times. Those at greater risk and with greater needs may require more specific and targeted support, in addition to the support provided to all children and young people in their class-based groups (Weare & Nind, 2011; Werner-Seidler, Perry, Calear, Newby & Christensen, 2017).*

Research advocates for the inclusion of both universal and targeted approaches and there is evidence that both universal (support for all) and targeted group support (support for some & few) in school can effectively prevent and address anxiety and low mood for many children and young people (Werner-Seidler, Perry, Callear, Newby & Christensen, 2017; Das et al, 2016; Ahlen, Lenhard & Ghadri, 2015). Some children and young people will still require additional support from specialist support services external to the school [Some SOD Tier-3 Category].

**Effective implementation is assisted by having:**

- ◆ A sound theoretical base and rationale
- ◆ Specific, well-defined goals
- ◆ A direct and explicit focus on outcomes for each component of a whole-school approach

Coherent policy and planning at a whole school level is implemented to ensure the successful delivery of a wellbeing promotion process in school. School leaders are playing a critical role in implementation, including in the review and development of school structures to support that implementation. Collaborative cultures emerge when school is engaged in reflective practices including appreciative inquiry (Cooperider, 2016 research supported) to consider the implications of our policy and the systems in community. Such models are noted to enhance professional development through shared learning, to give voice to creativity and to build shared ownership by creating internal and external networks. The development of structures within our school are student support teams, supportive consultation models and the use of reflective practices which helped our school to get engaged in collaborative practices and improve systems from within. Organizational and management factors are given maximum importance for the implementation of successful whole school approach to wellbeing promotion as part of curricular and extra-curricular activities.

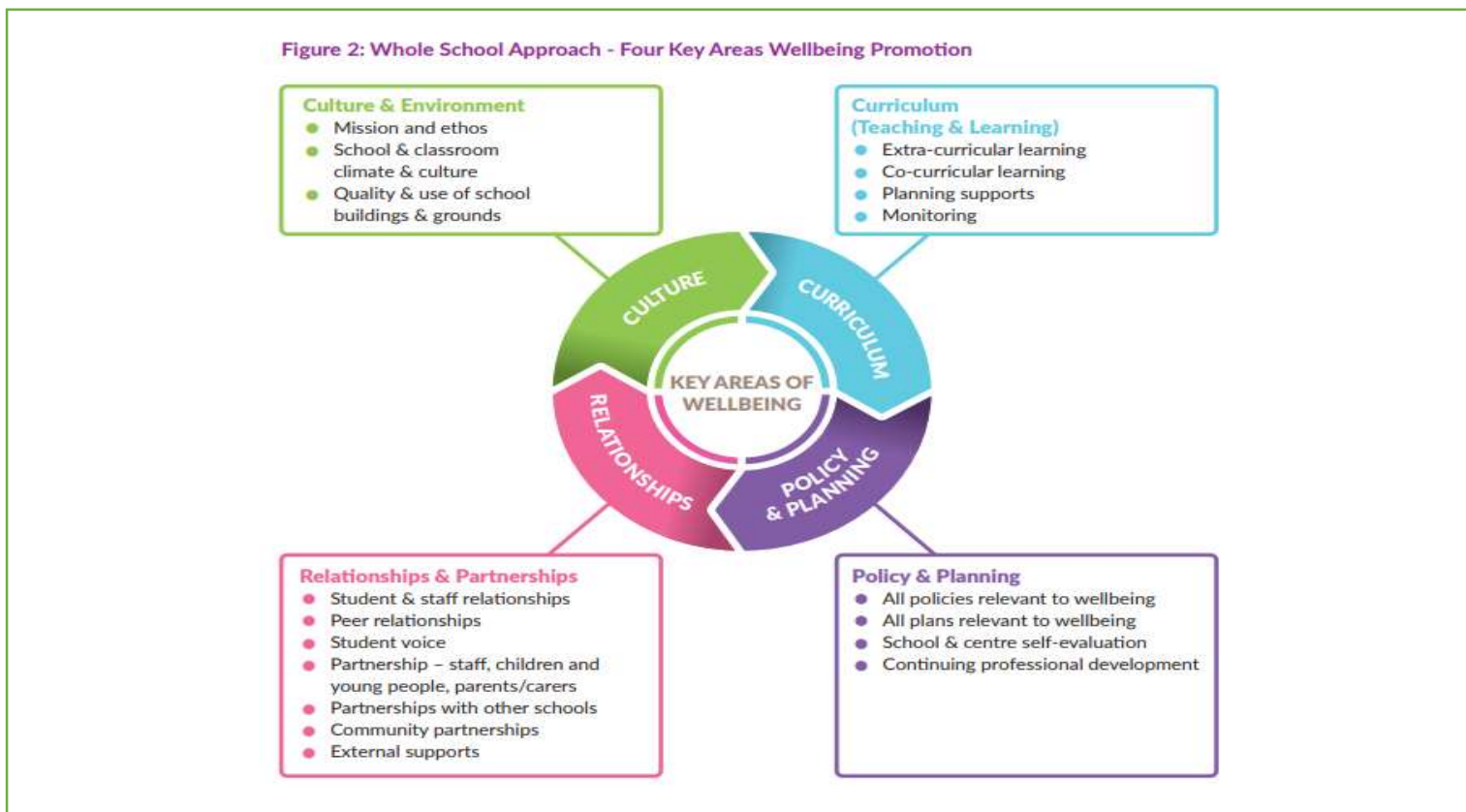
The role of the teacher has also been found to be paramount to children and young people's wellbeing (OECD, 2017), and reaches beyond teaching and learning. The relationship that teachers develop with the children and young people is key influence on wellbeing development. Access to 'one good adult' who can guide and support a child or young person at a vulnerable time is an identified protective factor in our school. Furthermore, support for the wellbeing of staff is also taken care at crucial times for sustaining teacher/resource staff engagement, enthusiasm and ability to model resilience. It helps us to build staff capacity to cope with challenges and adapt to change, and creates conditions to support and motivate staff to be effective in teaching learning, care and support.



This Wellbeing Policy document helped us to ensure effective implementation of a multi-component, whole school approach that positively impacts all our staff, children and young people in line with best international practices for wellbeing promotion. In line with the KHDA Happiness and Wellbeing guidelines, the Dubai National School considers that the following four areas of wellbeing promotion are key:

- ◆ Culture and environment
- ◆ Curriculum (teaching and learning)
- ◆ Policy and planning
- ◆ Relationships and partnerships

This is further outlined in Figure 2, adapted from the KHDA, MOE, MOHP, DHA & International Wellbeing promoting Organizations.



**Table-2: Wellbeing promotion indicators of success**

Key Areas	Indicators of Success
<b>Culture &amp; Environment</b>	<ul style="list-style-type: none"> <li>• Children, young people and staff experience a sense of belonging and feel safe, connected and supported.</li> <li>• Systems are in place so that the voice of the child/young person, teacher and parent are heard and lead to improvements in school culture and ethos.</li> </ul>
<b>Curriculum (Teaching &amp; Learning)</b>	<ul style="list-style-type: none"> <li>• Children and young people experience positive, high-quality teaching, learning and assessment, which provides opportunities for success for all.</li> <li>• Children and young people access curricular activities to promote their physical, social and emotional competence to enhance their overall wellbeing.</li> </ul>
<b>Policy &amp; Planning</b>	<ul style="list-style-type: none"> <li>• Schools and centres for education use a Self-Evaluation Wellbeing Promotion Process to develop, implement and review wellbeing promotion.</li> <li>• Schools and centres for education incorporate wellbeing promotion into whole school policies and practices.</li> </ul>
<b>Relationships &amp; Partnerships</b>	<ul style="list-style-type: none"> <li>• Children and young people, their parents and other external partners are actively involved in wellbeing promotion within the school community.</li> <li>• All adults in schools and centres for education have an increased awareness of the importance of wellbeing promotion, including listening to children and young people, and signposting them to internal or external pathways for support when needed.</li> </ul>

***Wellbeing Measurement is a Challenging Process***

*International research proposes that measuring progress has proven to be a challenge, as wellbeing outcomes for children and young people are difficult to measure. Caution is advised in aiming to measure the wellbeing of individuals. Personal wellbeing is not like literacy and numeracy skills, it is not something that can be definitively achieved and tested. Wellbeing is a process of well-becoming. It is not static and it fluctuates over time and within different contexts. It can vary from day to day and from time to time.*

*We know, however, that using measurement to evaluate provision for wellbeing in a system gives an indication of its effectiveness, signposts the need for improvement, and shows the ability of the school to reflect on its systems. Outcomes and accountability matter. School need to be ambitious in establishing an understanding of what can be achieved in contributing to the wellbeing of children and young people. A variety of measures of success to be considered when evaluating the outcomes of a school.*

### **What is a Self-Evaluation Wellbeing Promotion Process?**

To implement this policy school is required, by 2021, to use the School Self-Evaluation (SSE) process to initiate a wellbeing promotion review & development cycle. The school can use the KHDA and MOE Happiness & Wellbeing guidelines and resources to evaluate the progress and outcomes of the policy implementation phase wise.

Schools firstly will select wellbeing promotion as a topic for School Self-Evaluation. At an information gathering stage, school will consult with and collect information from key stakeholders, including staff, children and young people, and parents/carers, relating to current practices in the key areas of wellbeing promotion. This information is essential in order to highlight positive aspects and strengths in our practices and identify further areas for development – an analysis and judgment stage. This analysis will inform actions for wellbeing in a selected area or by using recent KHDA wellbeing survey results to identify the areas of development and plan for intervention. At an intervention stage, appropriate school interventions and strategies will be generated and agreed. School will incorporate these actions into School Improvement Plan (SIP). Steps will be put in place to implement the agreed actions. At the monitoring stage actions will be reviewed on an ongoing basis which will assist school in evaluating impact and tracking progress in this process of continuous improvement.

### **UAE National Program for Happiness and Wellbeing**

More than 250 UAE public and private schools have joined the Well Schools Network, which was launched by the National Program for Happiness and Wellbeing in cooperation with the Ministry of Education. The initiative aims to promote the positive learning environment based on the wellbeing of more than 100,000 students of various educational stages and more than 9,000 teachers. The network called upon parents to interact and engage with the various programs launched by participating schools. The updated list of schools enrolled in the network is available on the website: [WSN.HW.GOV.AE](http://WSN.HW.GOV.AE)

The Well Schools Network is designed to develop students' personal and positive skills in parallel with academic skills. It also aims to boost students' interest in adopting a healthy lifestyle and building positive interaction between them, their teachers and the society. The networks' programs focus on four main pillars, which include students and families, teachers, school environment and society; all of which complement the UAE Government's efforts to promote wellbeing, healthy lifestyle and personal skills.

The National Program for Happiness and Wellbeing hosted several workshops to acquaint schools with the network's work mechanisms and to answer school coordinators' queries. The workshops were moderated by Dr. Bushra Al Mulla, Director of Education and Community Development Department, at the Prime Minister's Office, Ministry of Cabinet Affairs and the Future in the presence of H.E. Fawziya Gharib, Assistant Undersecretary of the Ministry of Education for Academic Affairs sector.

### **Skills in Support of Wellbeing**

In collaboration with participating schools, the network seeks to equip students with a set of basic skills in line with four pillars, offering optional elements to help schools wishing to impart positive education and wellbeing concepts and enable students to acquire the associated skills. The four pillars include students and families, teachers, school environment and society.

In the first pillar, which focuses on students and families, the network seeks to encourage healthy eating habits and healthy lifestyle among students. It also aims to motivate and encourage self-accomplishment and positivity in students; encourage positive interaction with students' families and instill awareness on wellbeing skills in students and their families.

In the Teachers' pillar, the network aims to boost the sense of recognition and positivity amongst teachers, as well as positive student/teacher relations; promote teachers' positive behavior as role models for students and promote a healthy lifestyle amongst teachers.

In the School Environment pillar, the network seeks to engage students and schools in fostering a positive school environment; promote social activities and teamwork, as well as encourage positive relations amongst students and combat bullying.

In the society pillar, the network seeks to encourage students to undertake volunteering work in the community; promote students' positive communication skills, cultivate positive social behaviors among students, enhance students' awareness of the UAE's vision and future plans, and highlight prominent characters and role models in society.

### **Promoting Wellbeing in Education**

The Well Schools Network is a national network available on optional membership for public and private schools in the United Arab Emirates. It offers flexible mechanisms and advisory support to schools wishing to impart positive education based on the science of wellbeing from experts on positive education and wellbeing. The network also provides financial support to related activities and initiatives undertaken by member schools and honors distinguished schools with the “Well Schools’ Mark’, which highlights the school’s outstanding efforts in promoting positive education and wellbeing. Obtaining such mark will serve as a proof of the school’s excellence in promoting positivity and wellbeing among parents and the community.

The launch of the ‘Well Schools Network’ is part of the efforts of the National Program for Happiness and Wellbeing to implement the objectives of the National Wellbeing Agenda, which aims to boost wellbeing in the learning and work environments alike.

### **Knowledge and Human Development Authority [KHDA]**

Together with Dubai schools, KHDA is working to support and improve the wellbeing and happiness of students to help them flourish at school and in life. In 2017 KHDA partnered with the Government of South Australia to conduct the first ever ‘Dubai Student Wellbeing Census’ (DSWC) for all students in Grades 6 to 9 (Years 7 to 10). In 2018, the Census was extended to students in Grades 10, 11 and 12 (Years 11, 12 and 13); after feedback from participating schools. On November 3, 2019, Dubai begin the third year of the Dubai Student Wellbeing Census (DSWC), which was run until December 5, 2019 with even more schools and students. The focus on happiness and wellbeing is supported by His Highness Sheikh Mohammed bin Rashid Al Maktoum, Vice President and Prime Minister of the UAE and Ruler of Dubai, who indicates that, “We will seek to create a society where our people’s happiness is paramount, by sustaining an environment in which they can truly flourish”.

The Dubai Student Wellbeing Census is a five-year project to find out how students feel and think about their own wellbeing, happiness, quality of life and engagement. The Census is not a test and there are no right or wrong answers. The answers to each student’s questions are kept confidential and the results are not used to identify individuals.

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

Wellbeing at school, including health and safety, is a key focus area judged in annual KHDA school inspections. The confidential census, now in its third year, also shows how well students are keeping emotionally, psychologically and socially. He said parents have to work together with schools, and schools have to work together with parents. These conversations help us improve each other's wellbeing.

### **Dubai National School Al Barsha**

DNS prides itself on the quality of its educational services, care, support, inclusion, diversity, happiness and wellbeing. The professionalism of its staff, the enthusiasm of its students and the high level of support provided by the parents and community members. We are an innovative school and we actively seek participation and involvement from the whole school community to enhance our standards of excellence. The school's top 7 strengths are:

- ◆ Outstanding School Leadership Teams
- ◆ Academic Excellence (Curriculum, Teaching, Learning & Resources)
- ◆ Excellent College Preparedness Activities & Career Guidance for High School Students
- ◆ Recruitment of Professional Human Resources (Teaching & Non-teaching Staff)
- ◆ High Quality Inclusion, Care, Support, Happiness, Wellbeing, Health & Safety Services for All
- ◆ Excellent Professional Development Opportunities for Staff
- ◆ Outstanding Relationships and partnerships with All Stakeholders

### **What is a School Happiness and Wellbeing Committee (SHWC)?**

Dubai National School's Happiness and Wellbeing Committee is essentially an advisory group concerned with the happiness, health and wellbeing of students and staff. This committee is formed at school level. The SHWC members included from school staff, students, community members and parents. **The total core committee members in the School's Happiness and Wellbeing Committee (SHWC) are 24 and the distribution of members are as follows:**

- ◆ School's Top Leadership Members – Main Board Members (2)
- ◆ KHDA Happiness and Wellbeing Champion (1)
- ◆ Head of Inclusion, Diversity, Happiness and Wellbeing Policy Lead (1)
- ◆ Health, Safety and Security Lead (1)
- ◆ Leads from Teaching and Health Education Departments (6)
- ◆ Personal, Socio-emotional and Behavior Development Lead (1)
- ◆ Student Members (9)
- ◆ Parent Members (3)

### **Why do we need a School's Happiness and Wellbeing Committee?**

The SHWC provides a way to inform teachers, staff, students and families about the work the school is doing to improve the happiness, well-being, health, academic success, innovation, care, support and inclusion of its students. The SHWC is a way to ensure that the areas of development are identified, action plans are prepared and implemented by applying evidence based strategies for improvement. The committee will also ensure that appropriate policies are written and implemented at the school level. In addition, the committee will represent the unique perspective of the community in a school building. This enables the happiness, wellbeing, care, support, quality of life, inclusion, diversity and health & safety priorities and activities put in place to truly reflect the needs and interests of that school.

### **What do School's Happiness and Wellbeing Committee do?**

The School's Happiness and Wellbeing Committee (SHWC) typically assess the school's learning environment, happiness, wellbeing, care, support, quality of life, inclusion, diversity, health & safety provisions, programs and policies are in place and identify ways to strengthen these areas further. Usually committee will develop and implement an action plan based on what they learn about these school areas through inspections, surveys, observations, external reports like KHDA wellbeing surveys etc. They also provide advice and expertise to administrators in the building and provide feedback to the external inspectors regarding implementation of happiness and wellbeing related action plans, policies, programs and report on the content and implementation to the public (including parents, students and the community members' joint meetings).

### **What are the Roles and Responsibilities of a School's Happiness and Wellbeing Committee?**

The School's Happiness and Wellbeing Committee (SHWC) is an action-oriented group that makes the implementation of the Happiness, Wellbeing and Quality of Life action plans, policies and other health & safety related priorities possible.

#### **The SHWC will:**

- ♣ Support the school in developing a healthier school environment
- ♣ Create the vision and goals for the school's happiness, wellbeing, inclusion, diversity and quality of life programs
- ♣ Assist with policy development or revision to support a healthy, safe, secure and happy school environment
- ♣ Promote parent, community, and professional involvement in developing a healthier and happier school environment
- ♣ Advocate for school's happiness, wellbeing and health related programs and policies within the broader school community
- ♣ Plan and implement programs for students, parents and staff

- ♣ Evaluate happiness and wellbeing programs and policy efforts
- ♣ Provide feedback to the external inspectors regarding the progress on the implementation of the KHDA & MOE happiness and wellbeing initiative across the school.

**The SHWC Toolkit:**

<p><i>School Administrators</i></p>	<p>School administrators are busy people with many demands on their time. Find an administrator who is willing to support SHWC efforts and keep up to date activities, even if they are unable to attend meetings regularly. Administrative input and support is essential for many of the action steps SHWC will identify. Having an administrator involved from the beginning and informed as SHWC move forward will provide helpful information on the best ways to implement the action plans &amp; policies. Hopefully, the administrator will serve as a liaison with the local government authorities and school administration.</p> <p>Administrative support is instrumental to SHWC’s ongoing efforts for the happiness, wellbeing, care, support, quality of life, inclusion, diversity and health &amp; safety improvements. School principal or other building administrator should be included in and informed of SHWC’s planning and activities.</p>
<p><i>School Board Members</i></p>	<p>Some of the changes included in the Healthy School Program will require KHDA, DHA, MOE and MOHP level support. School board member involvement in SHWC creates expertise on our school board related to student health and wellbeing issues. School board members are often engaged with the local government authorities and school’s management on the health, safety, security, inclusion, happiness, wellbeing related matters.</p>
<p><i>Care &amp; Support Teams (Counselors, Psychologists, Inclusion Specialist &amp; LSTs)</i></p>	<p>The care and support teams are responsible for behavior development, interpersonal relationships, attitudes, mental health, psychological and social wellbeing, inclusion, diversity, equity and inclusive education provisions etc. Students’ relationships with their teachers and with other students in the school environment are consistently predictive of a broad range of health and well-being outcomes. School environment intervention to tackle bullying, attempt to work with the pre-existing functioning of school systems and better orient these school environments towards supporting health. A growing evidence base, however, indicates that health and educational attainment are synergistic rather than competing goals.</p> <p>The importance of supporting students’ wellbeing for enhancing learning and social and emotional development is well established. Nurturing students’ wellbeing in safe, supportive and inclusive school and home environments assists children and young people to be resilient, confident and lifelong learners.</p>



	<p>Resilient and confident students not only perform better academically but are more likely to develop and maintain healthy, positive relationships and make responsible lifestyle choices.</p> <p>The SHWC will trigger ongoing processes of curriculum reform, including happiness, health and well-being as one of the key areas of learning and experience and support for student well-being as one of the key pillars of education against which school's performance will be monitored going forward by the committee.</p>
<p><i>School Doctor &amp; Nurses</i></p>	<p>School doctor or nurse is often a knowledgeable professional who is respected in the community. As a school SHWC members, they may be able to make requests or deliver key messages on behalf of the school SHWC. School doctor and nurses are responsible to identify the students with medical needs and inform the care, support and inclusion teams for their support in academics and counseling. School clinic staff is responsible to update all medical and SEND students details in DHA and other relevant websites including school ISS system. School clinic staff has to be committed for addressing childhood obesity and understands the role of changing environments to make "healthy and easy choices." School doctor and nurses often have access to community resources and other government organizations related to health and safety. Most govt. health authorities have data on student health behaviors that can help School Clinic Team and SHWC to make a case for health education programs and policy changes in regards to healthy eating, physical and psychological activities with appropriate care and support services in school.</p>
<p><i>Supervisors (Happiness &amp; Wellbeing Facilitators)</i></p>	<p><b><i>Preventing Difficult Behavior</i></b> - Prevention is often the most effective way to avoid conflicts or difficulties within a group. The facilitator can play a key role in allowing groups to work effectively. Set a positive and enthusiastic tone: If you expect people to be motivated, creative and committed, they will probably live up to your expectations.</p> <p><b><i>Assist the group in enforcing the ground rules/norms:</i></b> Post the agreed upon ground rules and encourage all members to follow them. Referring to the norms agreed upon by the group will keep the whole group accountable.</p> <p><b><i>Watch group vibes:</i></b> As the facilitator you are the group's barometer. If you sense people are bored, you may have to pick up the pace or take a quick physical activity break. If there seems to be "under the surface" issues, you may have to stop and address them</p> <p><b><i>Make sure everyone gets a chance to speak:</i></b> Keep informal track of who has spoken and include quieter group members in the discussion by going around the room and asking everyone who has not yet spoken to add their comments. Be sure to compliment people on their ideas and thank them for their input. This is really important if you have students or community members who are not used to speaking in groups.</p>

	<p><b>Nonverbal cues are important:</b> Be sure your body language and attention encourages others to speak. Eye contact and leaning forward will also make members feel heard.</p> <p><b>Be confident in your facilitator role:</b> Because the facilitators are responsible for overseeing that the meeting goes smoothly, group members need to feel that the facilitators are fair and including the opinions of all the group members. All the happiness and wellbeing activities, surveys, meetings, programs, workshops, seminars, external lectures and trainings will be coordinated with them for their sections. Facilitators will also be responsible for their section Happiness &amp; Wellbeing action plan and policy implementation.</p> <p><b>Addressing Difficult Behavior in Groups -</b> Being cognizant of group dynamics and addressing difficult behavior is part of facilitating a SHWC. Below are some common difficult behaviors and suggestions for handling them:</p> <p><b>Flare-ups:</b> When two members get into a heated discussion, summarize the points made by each and then turn the discussion back to the group.</p> <p><b>Grandstanding:</b> Interrupt the person with a statement that gives him/her a sense of value for the contribution, but ask that others are given a chance to comment. You can also interrupt by saying, “You have brought up many points, and does anyone have a thought about what has been said?”</p> <p><b>Interrupting:</b> If someone is continuously interrupting when others are talking, step in immediately and allow the person who was speaking time to finish his/her thought or point. If it is a chronic problem with an individual, ask that person to be the recorder at the next meeting.</p> <p><b>Continual criticizing:</b> When addressing passionate issues, it is often easy to be negative and feel that change will never happen. Remind the person of the agreed-upon group norms. Redirecting the critical member to identify solutions or to be responsible for an achievable task may help.</p>
<p><b>Physical Education and Health Education Teachers/Classroom Teachers</b></p>	<p>Typically health education and physical education teachers are considered the champions in schools for student physical health issues and fitness which is professionally termed as Physical Wellbeing. They can provide curricular support as well as engage staff in physical wellbeing activities. In our school, health education is taught by classroom teachers and their input is valuable when determining health education instructional time and class content.</p>

<p><b><i>Maintenance and Transportation Staff Members</i></b></p>	<p>Maintenance staff members keep school facilities, like cafeterias, classrooms, and playing fields in working condition. Transportation and maintenance staff members can help with coordinating a walking school bus and getting students to and from before and after school activities. These staff members may also have a unique opportunity to work with students whenever needed.</p>
<p><b><i>Student Members</i></b></p>	<p>Students are often interested in making their school and communities healthier. Because many of the changes the committee may be implementing directly impact students, gaining their input and support will ultimately enable change to be better understood and accepted and happen more quickly. Students are often the best advocates for healthy school and are able and articulate spokespeople with SHWC and community members.</p> <p>Many of the changes will be implemented through the Student Wellbeing Initiatives and Healthy School Programs which will directly impact students and involving them in decisions making process for the promotion of wellbeing in school.</p> <p><b><i>Tips for Student Participation</i></b> - If SHWC decided to invite students to participate on programs of committee, here are some helpful tips to ensure that student participation is productive and successful:</p> <p><b><i>Be clear about roles and expectations:</i></b> Do SHWC want the student members to initiate healthy eating and physical activity projects with their peers? Do SHWC want them to become more knowledgeable on these issues and advocate the community? Share SHWC expectations and hopes for student representation with the student(s) SHWC invite.</p> <p><b><i>Create more than one student position:</i></b> It may be easier to have consistent student representation with more than one student position on your committee. In addition, it may help the students to not be the only youth member or members in the room, expected to represent all of their peers.</p> <p><b><i>Provide skill building opportunities with youth committee members beyond the school wellness committee meetings:</i></b> To ensure a successful SHWC with student members, students should be given some information on meeting processes, norms, and expectations. Increasing the skills of student members on SHWC will lead to more successful participation.</p> <p><b><i>Prioritize students in SHWC action plan:</i></b> It will help students understand their role in creating a healthier school environment if they see how they fit in the action plan and other activities committee undertakes.</p>

	<p>Make some of these action items short term and celebrate when you achieve them. This will keep students and all committee members engaged.</p> <p><i>Invite student members to cultivate leadership in their peers:</i> Because students move through the school, planning for replacing student members is an ongoing process. Ask student members to think about who would be good replacements and ask for their assistance in orienting the new student members.</p>
<p><i>Parents &amp; Family Members</i></p>	<p>Involvement of parents &amp; family members ensures that your efforts will reach beyond the school. In addition, parents can spread the word to other parents and help gain support for your efforts.</p> <p>The SHWC and the priorities its members set should represent the interests and needs of the entire school as well as the communities that the school encompasses. The Happiness, Wellbeing and Healthy School Programs recognizes the importance of representation of family members in committee. In addition to having valuable insights and perceptions of the school within its community, family members reflect the diversity of school community in a number of ways. However, it can be a challenge to reach out to families and keep them coming to meetings but SHWC can invite few parents to be representative members in the committee.</p>

### What is the Healthy School Program?

The Healthy School Program is an initiative of the DNS for a Healthier Generation, founded by SHWC to assist school in creating healthy environments that encourage students and staff to eat healthy and be physically, mentally and socially active. This program guides school SHWC to identify priorities and provides resources and training.

**The Healthy School Program focuses on helping school:** 1]. Increase physical activity opportunities for students to exercise and play 2]. Provide resources for teachers and staff to become healthy role models 3]. Set goals and utilize tools and resources to meet those goals 4]. Serve both the academic and the health needs of students without negatively impacting 5]. Provide quality health education and physical education programs 6]. To involve counselors and psychologists to provide support for psychological and social wellbeing 7]. Review and update happiness and wellbeing action plans and policies to address current guidelines around healthy eating, physical activity and wellbeing, and 8]. Meet or exceed new requirements addressing school meals (cafeterias), snacks and beverages sold inside campus.

## School's Happiness and Wellbeing Committee [SHWC]

Sl. No.	Name of the Official	Department	Committee Members	SHWC's Working Keywords for Happiness, Wellbeing, Quality of Life, Innovation, Personal, Social & Emotional Development, Attendance, Protection, Care, Support, and Guidance & Counseling etc.
1.	Mrs. Suad Abu Harb	School Administration	Mr. Osama Ajoul Mr. Basil Sweileh Mrs. Nawal El Hayek	Budgeting, Professional Staff Recruitment, Leadership Development, Staff Accountability, New Staff Inductions, Teaching and Non-teaching Staff Management, Safe School Operations and Administrative Activities, School's Health & Safety, Inclusive Admission, School Administration & Local Govt. Department Communication, Regular SAC Leadership Meetings, Staff Medical Insurance Facilities, Procurement of Teaching Learning Resources, Selected Classroom Observations, Supervision of MLT & JLT, School Self-evaluations, Inspection Preparations, Parental Communications about Administrative Decisions & Important Circulars, Approvals from Municipality, MOL, MOE, KHDA, School Improvement Action Planning and Overall Academic Excellence.
Sl. No.	Name of the Official	Department	Committee Members	SHWC's Working Keywords for Happiness, Wellbeing, Quality of Life, Innovation, Personal, Social & Emotional Development, Attendance, Protection, Care, Support, and Guidance & Counseling etc.
2.	Showkat Ahmad Ganaie	DIIPCS Inclusion, Care and Support	Mrs. Nabila Al Hayek Mrs. Maha Khalaf Mrs. Dunia Taher Mrs. Jamilah Alzghoul Mrs. Hanan Al Qwasmi Mrs. Zulfa Shrif Mrs. Anas Eleimat Mr. Anas Hassan	Self-acceptance, Personal Growth, Purpose in Life, Reduction of Stress, Anxiety, Depression, Creativity, Curiosity, Social Intelligence, Love, Gratitude, Teamwork, Forgiveness, Love of Learning, Acceptance, Celebrate Differences, Listen Effectively Others, Learn to Give & Take Feedbacks, Develop Empathy, Purpose, Engagement, Resilience, Kindness, Giving, Relating, Mental Exercising, Appreciating, Trying Out, Inclusive Work Place, Guidance & Counseling for Students & Staff, Acknowledge & Hour Multinational Teams, and Promotion of a culture where everyone's voice is welcomed, Heard & respected.
Sl. No.	Name of the Official	Department	Committee Members	SHWC's Working Keywords for Happiness, Wellbeing, Quality of Life, Innovation, Personal, Social & Emotional Development, Attendance, Protection, Care, Support, and Guidance & Counseling etc.
3.	Yasser Sweileh	School Clinic, Health & Safety	School Doctor, Nurses, Maintenance Supervisor, Academic Supervisors and Counselors	Health, Safety & Security, Online Safety, Vaccination, Injuries, Disease Prevention, Healthy Eating Habits, Students & Staff BMI Documentation, Municipality, DHA and MOHP Compliance, Work Place Hazards, Accessibility, Evacuation Planning, Safety Points in School, Students General Cold & Flu Management with Clinic Team, Safe Electrical Installations, Classroom Safety and Evacuation Charts, Awareness Programs on Health, Safety, Security and Hazard Management, COVID-19 Student Staff Awareness on protocols, Use of Masks, Gloves, Sanitizers etc. Health Surveillance, Fire Safety Signs, Hand Signals, Alarms, Emergency Communication Systems, Hazards of the Chemicals used in the Labs, Exposure Controls, Noise, Smoke, Fumes, Dust, Odors, Build up or Deposit of Waste and Materials, Waste Minimization, Recycling, Clinic Waste and Materials Management, Health & Safety Complaint Management Incident and Accident Prevention & Management, Inspection Documents and Meeting Records.

<i>Sl. No.</i>	<i>Name of the Official</i>	<i>Department</i>	<i>Committee Members</i>	<i>SHWC's Working Keywords for Happiness, Wellbeing, Quality of Life, Innovation, Personal, Social &amp; Emotional Development, Attendance, Protection, Care, Support, and Guidance &amp; Counseling etc.</i>
4.	Shaaban Hussein	Health and Physical Education	All PE teachers, Coaches and Health Educators	Physical Education, Fitness Exercises, Fitness Diet, Aerobics, Gym Activities, Games, Sports, Athletics, Health Education, Daily Workouts, Championships, Competitions, Physical and Mental Health Education, Team Building, Confidence Building Measures, Discipline Management, Personality Development, Physical & Health related Knowledge Promotion, Aesthetic Movements, Team Sports, Individual Sports, Local, National and International Games and Sports Activities and Events, Health and Physical Education K-12 Curriculum, Swimming, Gymnastics, Indoor & Outdoor Games, Developing & Exploring Games, Sports and Athletics Interests and Aptitudes among students and staff, parental engagements, Active Living, Fitness & Conditioning, Exercise Physiology, Structural Kinesiology, Computer Application in Sports, Sports Biomechanics, Talent Identification, Sports Training, Sports Journalism, Sports Psychology, Sports Sociology, Sports Medicine, Sports Industry & Marketing, and Measurement & Evaluation in Physical Education and Training for Physical Developments.
<i>Sl. No.</i>	<i>Name of the Official</i>	<i>PSD Indicators</i>	<i>Committee Members</i>	<i>SHWC's Working Keywords for Happiness, Wellbeing, Quality of Life, Innovation, Personal, Social &amp; Emotional Development, Attendance, Protection, Care, Support, and Guidance &amp; Counseling etc.</i>
5.	Safa Chanane	Personal, Social & Emotional Development of Students across the School	Socio-emotional, Behavior and Career Counselors	Students Attendance, Punctuality Improvements, Students Behavior, Attitudes, Personal, Social, Emotional Development, Healthy Lifestyles, Adoption of Healthy and Safe Relationship Development, Emotional Intelligence, Self Help Skills, Life Skills, Soft Skills Development, Social Wellbeing Promotion, Leadership Development, Project Design, School Health, Happiness and Wellbeing Surveys, Curriculum Design for Innovation, Personal, Social & Emotional Development etc. Calendar Preparation for Activities and Programs related to Happiness, Wellbeing, Personal, Social, Emotional and Innovation Development in School.
<i>Sl. No.</i>	<i>Name of the Official</i>	<i>Academic Departments</i>	<i>Committee Members</i>	<i>SHWC's Working Keywords for Happiness, Wellbeing, Quality of Life, Innovation, Personal, Social &amp; Emotional Development, Attendance, Protection, Care, Support, and Guidance &amp; Counseling etc.</i>
6.	Raghad Khalifa & Nafissa Jabban	English, Science, Math, Social Studies, Islamic Studies, Arabic Language, Moral Education & Elective Subjects + <b>Innovations</b>	All HODs and Subject Coordinators	Educate and Train Teachers to deliver the Curriculum Contents designed for the Happiness, Wellbeing, Quality of Life, Personal, Social, Emotional and Innovation Development in general inclusive classes. Academic Departments can prepare special lessons and activities relevant the keywords mentioned for Happiness, Wellbeing, Quality of Life, Innovation, Personal, Social & Emotional Development, Attendance, Protection, Care, Support, and Guidance & Counseling etc. Academic Departments can Celebrate International Health Day, Mental Health Day, World Autism Day, SEND – International Day for Persons with Disabilities, World Diabetic Day and World Environment Day etc. Academic Departments can Arrange and Work on Seminars, Discussions, Symposiums, Journal Club Presentations, Awareness Campaigns and Competitions related to any theme relevant to Keywords mentioned in the above areas, Parental Awareness Programs, Brochures, Leaflets, Newsletters and relevant Homework Activities etc. Innovations, Research Skill Development and Project Design etc.

<i>Sl. No.</i>	<i>Name of the Official</i>	<i>Academic Departments</i>	<i>Committee Members</i>	<i>SHWC's Working Keywords for Happiness, Wellbeing, Quality of Life, Innovation, Personal, Social &amp; Emotional Development, Attendance, Protection, Care, Support, and Guidance &amp; Counseling etc.</i>
7.	Kinda Jabri	English, Arabic, Science, Math, Social Studies, LSP, Moral Education, PE, Art, NAP and Socio-emotional, Cognitive & Speech Learning Support	Aycha Yousef, Maha Khalaf, Marwa Al Gendi, Maryam Abdullah, Boshra Ghzayel & Leen Abu Moghli	Social and Emotional Learning and wellbeing, School Community, Hands-on Activities, Project-Based Learning, Reading, Raz Kids, Writing, Drawing, Building, Arts and Crafts, Innovation and Creativity, Fostering to Different Students' Needs (Differentiation), Unit Themes, Parents as Partners, Weekly Parent Plans, Seesaw activities, Physical Fitness, Student Self-Expression, Good Hygiene and Healthy Habits, Friendship, Open-Ended Discussions, Teacher Happiness and Social Emotional Support, Fun Days: International Day, Book Character Day, National Day, Elderly Day, Grade 1 Dr. Seuss Movie Day, Grade 1 Cupcake Party, Dress-up events, Learning Support, Inclusion and Acceptance, Choices, Student Voice, Games, Personalized Learning.
<i>Sl. No.</i>	<i>Parents' Representative</i>	<i>Parental Partnership</i>	<i>Committee Members</i>	<i>Parental Support, Participation and Partnerships with School Happiness and Wellbeing Committee</i>
8.	Ruba Abu Nabut	Parental Support Group	Hana Abu Samra and Mazen Yousef	Parents' representative with support from the relevant members will help us to implement the Happiness and Wellbeing Policy in school effectively and efficiently. Parents' representative with support from the other parent members will bridge the communication gap between the parents and school staff related to the Happiness and Wellbeing of students in school. Parent representative will be writing an annual newsletter about parental partnerships and support related to Happiness and Wellbeing.
<i>Sl. No.</i>	<i>Student Representatives</i>	<i>Students' Partnership</i>	<i>Committee Members</i>	<i>Students' Involvement, Partnerships, Initiatives and Implementation of Policy and its related Procedures etc.</i>
9.	Farah Malkawi (12 A) & Abdulla Mohammed Essa Aladhb Almatrooshi (12 F)	Students' Support Group	Adam Ayoub 2A; Noora Khalid 7C; Sara Alosayat 9A; Sara Alosayat 12 D; Fares Essam Shalash 5 F; Kareem Anas Kiblawi 8 I; & Hamad Darwish Khalifa Bindarwish Al Falasi 12 F	The students' Happiness and Wellbeing Champions will lead the committee members and plan some activities, awareness campaigns, Fitness Drives etc., and share the relevant News Updates about Happiness and Wellbeing with the entire school community. This committee will be organizing seminars, workshops, surveys, special presentations and competitions relevant to the policy. The best performers will be rewarded and awarded in front of subject teachers /HODs Supervisors/School Board/School Management/ Parents' Representatives/External Evaluators etc.

## School's Happiness and Wellbeing Committee [SHWC] with Contact Details

Sl. No.	Name of Official	Committee Designation	Contact E-mail IDs	Extension No.	Phone No.
1	Suad Abu Harb	Happiness & Wellbeing Committee Lead	<a href="mailto:principal@dnsalbarsha.com">principal@dnsalbarsha.com</a> <a href="mailto:nawal.elhayek@dnsalbarsha.com">nawal.elhayek@dnsalbarsha.com</a> <a href="mailto:rawia.hammouri@dnsalbarsha.com">rawia.hammouri@dnsalbarsha.com</a> <a href="mailto:showkat.ganaie@dnsalbarsha.com">showkat.ganaie@dnsalbarsha.com</a>	130	0551042151
2	Nawal El Hayek	SHWC Convener		125	0505445929
3	Rawia Hammouri	KHDA Happiness and Wellbeing Champion		122	0504760902
4	Showkat Ahmad Ganaie	Happiness & Wellbeing Policy Lead		172	0501104954
5	Yasser Sweileh	Health, Safety & Security Lead		168	0505901607
6	Shaaban Hussein	Health & Physical Education Lead		170	0505243190
7	Nafissa Jabban	PSD & Innovation Lead		197	0551057921
8	Raghad Khalifeh	All Core & Elective Subjects (Academic Departments) & Sections Lead		123	0553290675
9	Dima Nsair			123	0566034430
10	Kinda Jabri			Kindergarten & Grade-1 (KG-1, KG-2 & G1) Lead	103
11	Aisha Yousef	101			0558818472
<b>Supporting Members for the Implementation of Happiness and Wellbeing Policy</b>					
12	Other SAC Members	All Other SAC Members are Facilitators	<a href="mailto:sac@dnsalbarsha.com">sac@dnsalbarsha.com</a>		

*Please read the policy carefully and ask the questions for further clarifications and answers.  
Thanks for participation in School's Happiness and Wellbeing Promotion Policy*