THE INDIAN INTERNATIONAL SCHOOL, DSO

Wellbeing Policy

OCTOBER 2026

Vision

Our vision inspires us all. It works as our guiding light, providing aspiration not only to evolve and succeed but also to make a difference in the world.

{ Create Proactive Global Citizens }

Mission

Our mission is the recipe to how we, as a 'United' front can reach our goal of creating proactive global citizens. Our mission is our reason for being, and a beacon to follow in our everyday endeavours.



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1. RATIONALE

The Indian High Group of Schools develop a whole-school approach to wellbeing by involving the whole school community to build and embed processes and strategies that develop wellbeing for students, staff, and stakeholders in its daily operations. Wellbeing becomes the fabric of the school and its culture and ethos through collaborative work between senior leaders, teachers, and all staff as well as parents and the wider community. Successful learning is dependent on the quality of the learning environment, and it is largely the human relationships in the school that have the most impact on the quality of this environment. In the **'Wellbeing Matters'** framework, KHDA recognizes and prioritizes wellbeing as a pre-requisite for the future success of humanity by including OECD definition of wellbeing - *"The psychological, cognitive, social, and physical functioning and capabilities that students need to live a happy and fulfilling life."*

The purpose of this policy is to:

- Maintain positive, tolerant, and respectful relationships where students take responsibility for their behavior and where, in partnership the school and parents support student learning, personal growth and positive self-esteem.
- Focus on attributes and strengths that teach and support students to grow and learn from challenges and complexities.
- Create a culture where mutual responsibility is key to achieving a high standard of student wellbeing.
- Use co-operative and restorative approaches to resolving conflict.

2. POLICY STATEMENT

The student wellbeing policy aims to achieve the school's vision of '*creating proactive global citizens'* through comprehensive and integrated strategies that support the cognitive, emotional, social, physical, wellbeing of students. The policy takes into consideration, 'Wellbeing Matters' the guiding framework for monitoring and improvement of wellbeing in Dubai private schools, in addition to UAE government's emphasis on promoting the National Agenda for Wellbeing and its effort to provide a better quality of life – while enhancing wellbeing in learning environments.

3. SCOPE

The Indian High Group of Schools is committed to excellence in education and student wellbeing is the responsibility of all members of staff. . A mutually supportive approach between home and school is essential to each student's wellbeing. The school has established wellbeing as part of the mission statement that reads –

4. OVERVIEW

In education, wellbeing is important for two reasons. The first is the recognition that schooling should not just be about academic outcomes but also about the wellbeing of the 'whole child'; the second is that students who have higher levels of wellbeing tend to have better cognitive outcomes at school. The student wellbeing procedure identifies several elements that affect student wellbeing. These can broadly be grouped into the following: creating a safe environment; ensuring connectedness; engaging students in learning; promoting social and emotional learning; and a whole school approach.

5. SCHOOL WELLBEING CIRCLE

School Principal	Ms. Rebecca Antony
Inclusion & Wellbeing Champion	Dr. Ruby Prakash
SENCO	Ms. Hafsa Mohamed
Designated Child Protection Officer (DCPO)	Ms. Renu D'Souza (K-Gr.5) Ms. Jesin Varughese (Gr. 6-12)
Health and Safety Team	Head of Health & Safety: Ms. Manju Singh Health & Safety Officer: Ms. Suja Suresh School Doctor: Dr. Vijaya Jyoti
Counselors	Ms. Radhika Jajodia Ms. Nausheen Ilyas Sheikh Ms. Jesin Varughese Ms. Renu D'Souza Ms. Dhanasree Narayanan Ms. Rageena Susan Varghese
Pastoral Supervisors	Pre KG-KG2: Ms. Rakhi Arora Grades 1-2: Ms. Shristi Sharma Grades 3-5: Ms. Suman Patil Grades 6-8: Ms. Khatija Parveen Grades 9-12: Ms. Rekha Nair
Inclusion & Wellbeing Coordinators	Grades Pre KG-KG2: Ms. Aparna Suryavanshi Grades 1-5: Ms. Rathnam. N Grades 6-12: Ms. Sangeetha Shaji
Inclusion Support Teachers	**KG 1**: Ms. Priya Trivedi **KG 2**: Ms. Manmit Kaur **Grade 1:** Ms. Komal Chauhan **Grade 2**: Ms. Shaiji Johnson **Grade 3**: Ms. Remmia Madapurakkal **Grade 4**: Ms. Divya Kandh **Grade 5:** Ms. Rakshana Raj **Grade 6:** Ms. Jisma George **Grade 7:** Ms. Zuha Jafri **Grade 8**: Ms. Vijithra Gopal **Grade 9:** Dr. Smilin Bell **Grade 10:** Ms. Aswathi Abilash **Grade 11:** Ms. Mary Anju **Grade 12:** Ms. Jisha Tejas
Activity Coordinators	Activity Supervisor: Ms. Antara Sen Grades Pre KG-KG2: Ms. Yokta Lalwani Grades 1-2: Ms. Sonal Adhikari Grades 3-5: Ms. Geetha Gangadhara Grades 6-8: Ms. Agnes Neenu N T Grades 9-10 - Ms. Binu George Grades 11-12: Ms. Vinaya K

Student Wellbeing Council	**Chair of Mini-Council – Student Wellness** • Zoya Akbar Khan (12 E) **Grade Representatives – Student Wellness Council** • Abhijit K onthoth (11 D) • Zeal Vaishalbhai Shah (11 J) • Deval Darji (10 B) • Armaan Puri (10 E) • Afreen Fatima Nashid (9 G) • Daksh Gidwani (9 C) • Arush Jain (8 D) • Tanisha Shahid (8 G) • Samyak Jinesh Shah (7 B) • Khadija Anam (7 C) • Devanand Erol (6 D) • Velora Rodrigues (6 F) • Adyan Ahmad (5 H) • Ananya Jammi (5 G) • Jonathan Lijo (4 F) • Nishika Raparthy (4 I) • Advik Malhotra (3 C) • Suhana Choudhary (3 B) • Sera Susan Sherin (2 L) • Thrived Mukesh (2 E) • Gaadha Sreejith (1 B) • Vansh Bahal (1 I)
Class Council Wellness Representatives:	Each class selects a Wellbeing Class Council and a Health & Safety class council Member

6. LEADING AND PURSUING WELLBEING

The Indian High School culture is informed by a shared vision of wellbeing that is communicated to the entire school community and influences policy, practice, and provision.

- The school leadership and management communicate wellbeing as central to all aspects of school decision-making through the school mission statement.
- The school wellbeing policy is innovative, aims to achieve the school's vision of 'creating proactive global citizens' and creates a safe environment through robust safeguarding practices shared through the Child Protection and Safeguarding policy
- The school promotes the National Agenda for Wellbeing through comprehensive strategies that are integrated into the ethos and culture of the school.
- Keeping in mind the financial wellbeing of parents, the benevolent management maintains the ethos of being a high-quality, not-for-profit educational institute serving the community.
- The school community is aware of symptoms of abuse, reports concerns to the DCPO and school maintains clear updated factual and confidential records of child protection concerns.

- Circle of Happiness, Inclusion and Wellbeing comprises of CDA Licensed practitioners who guide and train teachers on the implementation of SEL in classroom.
- The school skillfully applies informal methods of information gathering through anonymous feedback in suggestion boxes in addition to parent, student and staff survey that evaluates the impact of wellbeing provision and outcomes within the school and generate action plans.
- The annual 360-degree appraisal system monitors the wellbeing provisions and informs the priorities and areas for further development.
- The school's management is the highest policy making body of the school and receives feedback from all stakeholders and proactively responds to wellbeing concerns and challenges.
- The Town Hall is an open forum for transparent communication between the CEO and the school team that is held once a term.
- The governing board holds senior leaders accountable for the performance of the school through specific KPIs that include data on student wellbeing and achievement. The Head of Inclusion and Wellbeing reports monthly to the CEO on student academic, personal and social development.
- School expands the scope of wellbeing by including parents of 'students of determination' in the Parent Focus Group and SOD representation in the school council.
- The school's self-evaluation, monitoring and review systems involve a comprehensive gap analysis of the School's Wellbeing survey data. Feedback from all stakeholders informs the ongoing improvement of wellbeing provisions.
- Open discussions in forums like Heart-to-Heart sessions, Case-Conferences, Orientations and Meet and Greet enhances the bond between school and parents. These processes ensure that the school improvement plan addresses priorities and provides realistic goals for improved performance.
- Ongoing professional development of 100% teachers from external educational consultants and governor of inclusion and wellbeing leads to improved academic outcomes.
- The management of routines, activities and resources informs the development of a wellbeing focused environment.
- Leaders collaborate to design and implement provisions that actively promote wellbeing by using reliable information and a wide array of data from external wellbeing survey that influences optimal decision-making.

7. LISTENING TO AND SUPPORTING STAKEHOLDERS

- Confidential external wellbeing surveys enable the school to take practical actions ensuring wellbeing becomes an essential part of school culture and pedagogy. Feedback from all stakeholders, feeds into decisions on setting school wellbeing priorities.
- Governors actively shape the evolution of wellbeing vision through the annual 360-degree appraisal system that empowers the students and parents to benefit from effective and continuous communication that drives the wellbeing provisions and outcomes.
- Month end reports from section supervisor record the wellbeing activities/meetings for staff and students which influence wellbeing development across all the phases.
- Section-wise, wellbeing activities strengthen the wellbeing and happiness of students and give them a wide choice of activities that support their individual interest and scholastic requirements.
- Heart to Heart drop-in sessions for staff provision are scheduled to address concerns and ensure their wellbeing.
- School creates a safe environment for all students through robust safeguarding policies which incorporate anti-bullying, anti-vaping, anti-smoking and drug prevention policies and ensure trusted adults remedy their wellbeing concerns.

- The DCPO supports students through swift and seamless referral pathways and access to highly effective support.
- Our school facilitates stream selection by offering a comprehensive aptitude test, which involves assessing individual orientation, personality, aptitude, interest, and EQ to determine the most suitable academic path. Factors such as academic performance, personal interests, and future career goals are considered during the stream selection process.
- The Happy to Hear program leads to direct access to management facilitating prompt redressal of staff concerns and quick decision on matters pertaining to staff wellbeing.
- Upgraded life insurance, dental insurance, and inclusion of 100% critical illness coverage for all staff members, visas for teachers, extraordinary medical leave ensures high levels of staff wellbeing.
- 100% tuition fee concession for learners of all staff members to raise the welfare and wellbeing of the staff community.
- Multi-factor Authentication (MFA) login process ensures cyber-safety for staff in school.

8. ENABLING WELLBEING EXPERIENCES AND OUTCOMES

- The school implements a whole-school wellbeing framework that places student wellbeing at the centre of teaching, learning, and school life.
- Student wellbeing is embedded through structured programmes including Value Education, Social and Emotional Learning (SEL), mindfulness practices, yoga, meditation, pastoral care, and positive affirmations during morning assemblies.
- Experiential and engagement-based learning is provided through Project-Based Learning (PBL), SPARKS Friday (Life Skills), Genius Hour, IVY student internships, Hemaya programmes, and Moral Education projects (Grades 1–10) to support holistic development.
- Emotional regulation, resilience, and stress management are addressed through RISE programmes for board-year students, Switch4School check-ins, wellbeing assemblies and counselling support
- Student voice and self-reflection are systematically gathered through student wellbeing surveys, AGREE feedback forms, self-reflection tools, and Student Wellness Council initiatives.
- Personalised learning, early intervention, and ongoing assessment support students with academic, behavioural, emotional, or medical needs, including documented learning adjustments and individual healthcare plans.
- Enrichment and remedial programmes are implemented and monitored to meet diverse learner needs, including high achievers (Grades 9–12) and students requiring additional academic support.
- A consistent behaviour management framework, guided by the Student Code of Conduct and Child Protection Policy, ensures safety, respect, character development, and minimal disruption to learning.
- Opportunities for student leadership, creativity, and collaboration are provided through Recess Radio, podcasts, school band, talent and house programmes, alumni talks, cultural exchange programmes (Tomodachi), camps, educational tours, and community service initiatives.
- Peer support systems, including buddy programmes, mentoring structures, and pastoral care teams, support students in managing academic and emotional challenges.
- All student wellbeing initiatives are monitored, reviewed, and refined through data analysis, feedback mechanisms, and leadership oversight to ensure effectiveness and continuous improvement.

9. SWITCH4SCHOOLS – CHECK-INS

Overview:

Switch4Schools (S4S), implemented across The Indian High Group of Schools, is a digitally-enabled, evidence-

based program designed to help students develop emotional intelligence, self-regulation, and essential life skills. Research indicates that emotional wellbeing is as crucial for academic success as cognitive ability, making S4S a vital component of the school's wellbeing curriculum.

Key Features:

- **Meaningful Data:** S4S provides a safe platform for students to express their emotional state in real time, enabling educators to respond effectively and create a supportive learning environment.
- **Digitally Enabled:** The easy-to-use, interactive app allows students to check in daily, label their emotions, and engage in practical "switch" activities. Real-time data is accessible to teachers and learning support teams to inform interventions.
- **Integrated Support:** S4S complements existing wellbeing programs, embedding emotional regulation strategies and life skills into daily classroom practice. These tools empower students and staff to make tangible behaviour and mind set changes.
- **Evidence-Based Outcomes:** Drawing on psychological research and best practice design, the program ensures that the right mental tools reach students at the right time, enhancing emotional resilience and creating a positive classroom culture.

Implementation:
Students typically "check in" at the start of the school day to reflect on their feelings. They then participate in brief, structured activities that develop emotional awareness and regulation. These practices foster a calm, focused, and inclusive learning environment, contributing to both academic and personal growth.

Impact on Wellbeing:
By integrating S4S with curriculum, peer mentorship, and structured SEL initiatives, the school ensures students acquire practical strategies for managing emotions, enhancing empathy, and building resilience—forming a foundational pillar of the IIS holistic wellbeing framework.

10. COLLECTIVE RESPONSIBILITY

- School has a responsibility to provide an educational environment that ensures that all students are valued and cared for.
- School values are based on care and compassion for self and others and acting with integrity.
- Act in accordance with principles of moral and ethical conduct, ensure consistency between words and deeds.
- Doing Your Best - Seek to accomplish something worthy and pursue excellence.
- Treat others with consideration and regard, respect another person's point of view.
- Pursue and protect the common good where everyone is treated fairly for a just society.
- Be accountable for one's own actions, resolve differences in constructive, non-violent, and peaceful ways, contribute to society and to civic life and take care of the environment.
- Understanding, Tolerance, and Inclusion - Be aware of others and their cultures, accept diversity within the society, being included and including others.
- Honesty and Trustworthiness - Be honest, sincere and seek the truth.
- School expectations include inclusive teaching practices, accessible educational provision for all students, parent/care giver partnerships and liaison, community partnerships which engage families and the community

in ways that support, development, and provision of appropriate, relevant, and challenging curriculum that gives students the opportunity to experience success in their learning.
- The school aims to address diversity by maintaining a highly skilled, motivated, and energetic workforce with increased capacity to solve problems.

Student engagement, regular attendance and positive behavior is supported through fair and democratic classrooms and school environments, ensuring student participation in the development of classroom and whole school expectations, providing personalized learning programs where appropriate for individual students, empowering students by creating multiple opportunities for them to take responsibility and be involved in decision-making.

11. WELLBEING FOR STUDENTS OF DETERMINATION

School provides all students with the opportunity to achieve their best academically, emotionally, and socially through:

- Providing high quality learning to enable the acquisition of skills, knowledge, and concepts relevant to their future.
- Promoting an ethos of care, mutual respect, and support, where effort is valued, and success celebrated.
- Enabling students to become active, responsible, and caring members of the school and wider international community
- Monitoring the achievement and well-being of all our students and the quality/nature of the learning opportunities they are offered.
- Tracking each student's academic, social, and emotional progress and using the resulting knowledge to plan provision for the individual or groups of students.
- Correctly identifying and then seeking to overcome potential barriers to students' learning or their full participation in school life.
- Developing and deploying our resources to best reflect the various levels of need experienced by students.
- Taking care to ensure that all students, including those with identified additional or Special Educational Needs (SEN) or Disabilities, are appropriately supported.
- Sharing any concerns, with parents and working together to support the student.
- Liaising closely with professionals from other student services or external agencies involved in the care and support of students.
- Ensuring that schools have access to appropriately qualified and experienced staff.
- Providing teaching and non-teaching staff with the support and training they need in order that their work promotes the best outcomes for each student.

12. SOCIAL EMOTIONAL LEARNING CURRICULUM

School wide Social and Emotional Learning (SEL) integrates academic, social, and emotional learning across all school contexts. Effective social and emotional learning program at school involves coordinated classroom practices that help students develop the following five key skills: Self-awareness, Self-management, Social-awareness, Relationship Skills, and Responsible Decision Making. Promoting social and emotional development for all students in classrooms involves teaching and modeling social and emotional skills, providing opportunities for students to practice and hone those skills, and giving students an opportunity to apply these skills in various situations.

13. WELLBEING OF TEACHERS AND OTHER STAFF MEMBERS

In the quest for greater levels of student wellbeing, school leadership prioritizes teacher wellbeing and that of other staff members. School-based wellbeing advancement is ensured through:

- effective recruitment and retention policy
- fostering manageable workloads
- implementing positive and professional appraisal systems

All staff members are successfully empowered through targeted information, exemplary induction, and personalized guidance and support.

- Rigorous monitoring through learning walks and audits ensures optimal workplace wellbeing because of constructive feedback and intervention through targeted CPD.
- A consistently supportive and empowering environment ensures fulfilling work experience for all staff members. (Mentor-Mentee program, Buddy system, Support circle).
- School supports a wide portfolio of CPD in order to facilitate school improvement, and assist teachers to meet the Teachers' Standards and Professional Standards. The school holds CPD training days every Thursday throughout the academic year that are planned effectively by the senior leadership team.
- Happy to Hear program run by the Office of CEO leads to direct access to management facilitating prompt redressal of staff concerns and quick decisions on matters pertaining to staff wellbeing.
- Life Insurance for all staff: The school and the management have taken the step to cover up all levels of active staff members for Life insurance. All staff members are covered in Life insurance without any restriction on the number of years of service. The following benefits are covered under life insurance.
    - Death due to any cause
    - Permanent total disability
    - Repatriation expenses
    - Terminal illness
    - Passive war Risk including conventional terrorism
    - 24-hour worldwide cover applicable to staff members who are residents in UAE.
- Staff Health and Household Support Program: Staff and their families benefit from a range of support services, including treatment concessions for dental and eye care through the school's collaboration clinics, as well as access to LPG cylinders at subsidized rates to ease household needs.
- PERMAH-based Teacher and Non-Teaching Staff Wellbeing surveys help to understand the staff's knowledge of wellbeing as they navigate through the highs and lows of life. The school report informs leaders about the areas for further development.
- The school provides employment visas for the staff members who approach the school due to spouse, father job loss, transfer, or resignation, the school considers those applications and provides them with a school visa. The school has also provided medical insurance for those employees.
- Teachers are recognised for demonstrating effective class management, innovative use of technology, diligence in teaching and learning, commitment to equity, and contributions beyond the classroom through school or sectional programmes that support student growth and wellbeing, with phase-wise certificates awarded accordingly.
- The school provides a staff care facility, including a dedicated room with a nanny to supervise and care for staff children after kindergarten dispersal until whole-school dispersal time.
- Staff wellbeing is supported through free access to Qustodio for family digital safety and Canva (integrated with MS Teams) to enhance creativity and productivity. These provisions help staff maintain a healthy work-life balance while encouraging professional growth and personal wellbeing.

- The Teachers' Day programme includes motivating and encouraging addresses by the CEO and Principal, messages from the management, and the presentation of personalised tokens of appreciation to all school staff by the school management.
- Case conference meetings and weekly subject /Department meetings are an avenue where teachers share their best practices to help improve and evolve as professionals.
- Internal Career Growth Opportunities-To strengthen professional growth and mobility, colleagues are regularly invited to express their interest in vacancies that arise across different levels and campuses. This process ensures transparency, equal opportunity, and a supportive environment for career progression within the school community.
- Opportunities to nurture talents and follow passions by conducting activities of choice Life Skill SPARKS Friday activity (Students Pursuing Activities, Recreation, Knowledge, and Skills) and mentor Genius Hour Projects.
- IIS Professional Learning Community (PLC), Opportunities to plan, suggest, give inputs, and share perspectives without any bias while planning school improvement and evaluating provisions in the system.
- Need-based professional development sessions are provided, offering tailored training in SEND, pedagogy, ICT, and emotional wellbeing according to identified staff needs, while personalised Teacher Development Plans, supported through structured mentoring, ensure sustained professional growth, guidance, and career progression.

14. PROTOCOL FOR MENTAL HEALTH CONCERNS

Mental health difficulties refer to a wide range of emotional, psychological, and behavioral issues that may affect a student's ability to function effectively in school and daily life. The signs and symptoms that are commonly seen in children and adolescents are,

- Changes in mood (e.g., sadness, irritability, anxiety)
- Withdrawal from friends and activities
- Decline in academic performance
- Changes in eating or sleeping habits
- Unexplained physical complaints
- Expressions of hopelessness or worthlessness

The protocol followed by the school when a mental health concern is noted is outlined below.

Immediate Response:

- Approach the student with care and without judgment. Speak in a calm and reassuring manner.
- Assess the situation to ensure the student's immediate safety. If there is a risk of harm to the student or others, seek help from school security or emergency services.
- Offer a quiet and private space to talk if possible. Show empathy and listen actively to the students' concerns.
- Inform the Section Counselor, Leader of Provision, Head of Inclusion and Wellbeing, and parents/guardians as soon as possible.
- Allow the student to express his/her feelings. Listen actively and provide emotional support. Avoid making promises you cannot keep (e.g., confidentiality in cases of self-harm or harm to others).

Follow-Up Procedure:

- A formal referral to the Circle of Inclusion and Wellbeing is an essential and integral step in the process.

- The student, parents, teachers, and counselor create a support plan that outlines coping strategies, accommodations, and support systems.
- Regularly check in with the student to monitor their emotional wellbeing and progress. Adjust the support plan as needed.
- If necessary, refer the student to external mental health services for further support. This may include psychologists, psychiatrists, or specialized therapists.
- Keep detailed records of the incident, actions taken, and follow-up steps. Review the situation periodically to adjust the support plan as needed.

Preventative Measures:

- The school implements comprehensive mental health education programs to reduce stigma and raise awareness about mental health issues among students and staff.
- The school provides Mental Health First Aid training for selecting staff and adolescent students to recognize and respond to signs of mental health concerns. This includes training in active listening, providing support, and making appropriate referrals.

Self-Harm Protocol

Self-harm refers to any deliberate act of harming one's own body to cope with emotional distress. Common observable symptoms are unexplained cuts, bruises, or burns; wearing long sleeves or pants even in hot weather; frequent reports of accidental injury; social withdrawal and isolation.

Immediate Response:

- Approach the student with care and without judgment. Speak in a calm and reassuring manner.
- Remove any items that could be used for self-harm if possible. Ensure the student is in a safe environment.
- Contact School Medical Centre to perform basic first aid if necessary and inform the Section Counselor, Leader of Provision, Head of Inclusion and Wellbeing, and parents/guardians as soon as possible.

Panic Attack Protocol

A panic attack is a sudden episode of intense fear or anxiety that triggers severe physical reactions when there is no real danger or apparent cause. Common signs and symptoms are rapid heart rate; sweating and trembling; shortness of breath or hyperventilation; feeling of impending doom or danger; chest pain or discomfort; nausea or abdominal distress.

Immediate Response:

- Speak to the student in a calm and soothing voice. Reassure them that they are safe and that the panic attack will pass.
- Encourage the student to take slow, deep breaths. Use breathing techniques like counting breaths or breathing into a paper bag if necessary.
- If possible, move the student to a quiet and less stimulating environment.
- Offer a glass of water, a cool cloth, or a comforting presence. Avoid physical contact unless the student is comfortable with it.
- Contact the School Medical Centre if necessary and inform the Section Counselor, Leader of Provision, Head of Inclusion and Wellbeing, and parents/guardians as soon as possible.
- Do not leave the student alone during a panic attack. Stay with them until they feel calmer and more in control.

15. EVALUATION AND REVIEW

The school will review this policy annually and update it accordingly to include changes in the law and guidance on good practice. The policy will be promoted throughout the school community.

16. DEFINITIONS

- RISE –Rejuvenate Inner Strength and Excel
- MHFA: Mental Health First Aid
- SEL: Social and Emotional Learning
- S4S: Switch for Schools
- BIP: Behavior Intervention Plan
- IVY : Internship Volunteering and You

17. REFERENCES

Student Wellbeing Policy should not be viewed in isolation; it is a strand that runs through all aspects of school improvement, supported by our policies on:

- Wellbeing Matters, a guiding framework (KHDA)
- Assessment policy and procedure
- https://www.switch4schools.com.au/
- KHDA parent-school contract
- Attendance and punctuality endorsed by KHDA
- DSIB Inspection Handbook
- Inclusion policy
- Homework policy
- Behaviour policy
- Child Protection and Safeguarding policy
- I H S Cyber Security policy
- Use of Device Policy

18. EFFECTIVE AND REVISED DATES

This policy has been in effect since 2017. The policy is reviewed annually and was last revised in September 2026.

- Version 1: 2017
- Version 2: 2018
- Version 3: 2019
- Version 4: 2020
- Version 5: 2021
- Version 6: 2022
- Version 7: 2023
- Version 8: 2024
- Version 9: 2025
- Version 10: 2026