

CREDENCE CARES

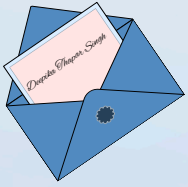
— 2026-27 —



VOICES OF WELLBEING
FROM CREDENCE COMMUNITY

APRIL 2026





CREDENCE CARES: VOICES OF WELLBEING



Dear Credence Family,

As we begin this new academic year together, we do so with a renewed sense of gratitude, reflection, and hope. The past months have asked much of all of us. Amidst regional uncertainties and the shift from online learning back to the vibrancy of our school corridors, each family has navigated change in its own way. Today, more than ever, it is important to pause and gently ask ourselves – how are we truly doing?

At Credence, we believe that wellbeing is not defined by the absence of challenges, but by our ability to move through them with resilience, connection and care. The strength of a community lies not only in how it performs during stable times, but in how it supports one another through moments of uncertainty.

Our children look to us for stability, reassurance and warmth. They thrive when they feel secure in relationships that are grounded and present. In this journey, wellbeing becomes the foundation upon which all learning and growth are built.

As parents/ teachers, the expectations we place on ourselves can feel overwhelming. Balancing responsibilities, navigating uncertainties and striving to do the best for our children can sometimes leave little room to care for our own wellbeing. It is important to remember – you do not have to be perfect. Being present, attentive and emotionally available matters far more.

At Credence High School, we remain deeply committed to walking alongside you in this journey. Through counselling support, wellbeing initiatives and open channels of communication, we aim to create a community where students, teachers and families feel supported, heard and valued.

This edition of the Credence Cares Wellbeing Journal is an invitation – to reflect, to reconnect, and to prioritise what truly matters. Let us continue to build homes and a school environment where conversations are open, emotions are acknowledged and every individual feels seen. Together, we are not only nurturing learners, but shaping resilient, compassionate, and joyful human beings.

Warm Regards,
Team Well-being

CREDENCE CARES: VOICES OF WELLBEING

Embedding Well-Being in Practise



A Warm Start: Virtual Orientation Sessions (Pre-KG to Grade 12)

Getting Ready for School

Must wear the School Uniform every day.

ID- For children using the School Bus.

Regular Days

Boys- Pink T shirt and Grey shorts.

Girls - Pink T shirt and Grey Pinafors.

White socks and Black shoes (Preferably Valors shoes)

CREDENCE HIGH SCHOOL Parent Orientation Pre KG & KG 1 Academic Session 2025-27

Vision SCHOOL ETHOS

To be an institution that nurtures free and happy minds thereby empowering students to excel and contribute to the society in the field of their choice.

Distance Learning

CREDENCE HIGH SCHOOL DUBAI: REMOTE LEARNING

ATTENDANCE & ENVIRONMENT

- Join all classes on time
- Use your official name
- Quiet & well-lit space
- Dress appropriately

CLASS ETIQUETTE

- Keep camera ON
- Mute mic unless speaking
- Chat for academics only
- Books/stationery ready

TECH & SAFETY

- Use school platform
- Class links private
- No unauthorized recording
- Report stranger join

BE PUNCTUAL • BE PREPARED • BE POLITE •
Ensure continuity of learning and student well-being

We seek your support

- Create a Conducive Study Environment at home.
- Provide all necessary study materials, stationery, and resources.
- Monitor Digital Usage
- Encourage open communication and goal setting.
- Encourage a Healthy Lifestyle
- Regular Check-ins & Encouragement
- Support their emotional well-being.
- Stay Connected with Teachers & School
- Be Their Biggest Cheerleader!

Science

NCERT as the base. Study NCERT thoroughly; avoid hand-written notes or mind maps.

Use Equipment & Reagents. Hazardous and practice chemical equations and Physics. Make regularly.

NCERT & Application based questions. These are important for scoring high marks.

Be Punctual & On-Time for classes. Avoid laptop/phone usage to avoid distractions.

Handwritten Papers: Take hand-written notes to improve speed and accuracy.

Teacher-Student Relation

A Mutual Respect in School

- Teachers should not talk to their students.
- Students should not talk to their teachers.
- Both should respect each other.
- Both should listen to each other.
- Both should support each other.

ROYAL READERS' SQUAD 2025 - 2026

Objective: A squad that aims to bring all the reading champions together for a better and more enjoyable reading experience.

Birthday Celebration

- Birthdays are special and joyful occasions for our students.
- To support students' health and well-being, we request parents to avoid sending chocolates, cakes, or sweets for distribution in school.
- In order to promote a healthy and responsible celebration culture within the school, we encourage simple and meaningful alternatives such as:
 - Pens
 - Pencils
 - Bookmarks
 - Notepads

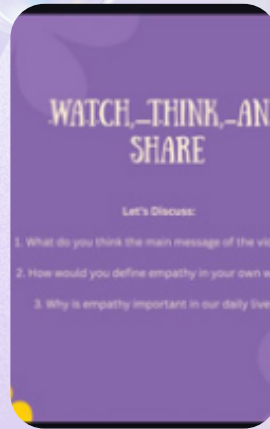
Credence High School successfully conducted its Parent Orientation for families from Pre-KG to Grade 12, marking a warm and positive start to the new academic year. The online sessions welcomed parents and students into the school community while providing a comprehensive overview of the school's vision, mission, and balanced approach to education.

The orientation highlighted key aspects of the curriculum, integrating both academic and co-curricular learning, along with practices that support holistic student development, including communication skills, values education, and real-life learning experiences. Important elements of school life such as pastoral care, student leadership opportunities, and co-curricular programmes were also shared.

Across all grade levels, the sessions were well-structured and smoothly conducted, offering clear insights into learning goals, classroom routines, expectations, and support systems that promote student wellbeing and success. Active and engaged participation from families reflected a strong commitment to collaboration, reinforcing the importance of a positive home-school partnership in creating a supportive and enriching environment for all students.

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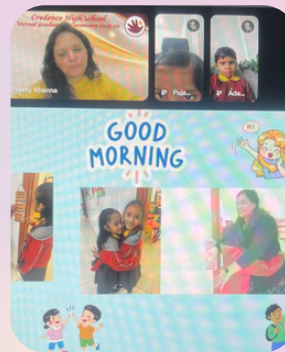
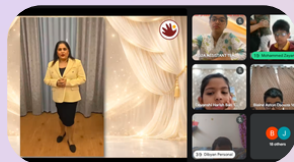
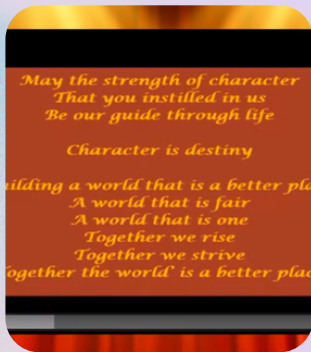
Walking in Someone Else's Shoes: Why Empathy Matters



A wellbeing session titled 'Walking in someone else's shoes: Why empathy matters' was conducted for Grades 2-5 from 11-13 March 2026 to help students understand empathy and its role in everyday interactions. The focus was on recognizing others' feelings, understanding different perspectives, and responding with kindness and support.

The session included a short video, reflective discussions, and sharing of personal experiences. Students explored different emotions, how they influence behaviour, and ways empathy can be shown through listening, helping, and supportive actions. Students reflected on how empathetic behaviour strengthens friendships, builds respect, and supports a caring classroom environment.

Early Years - Graduation Ceremony

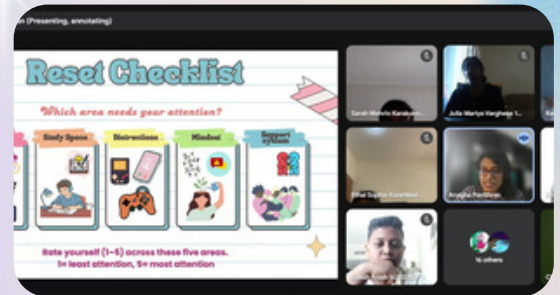
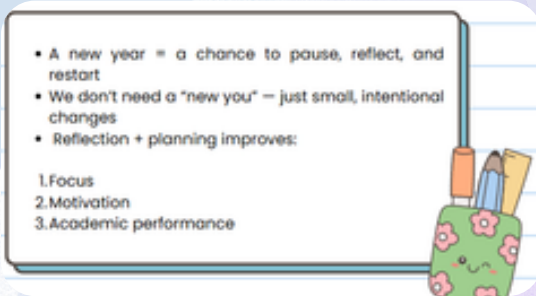


The Early Years (EY) Graduation Ceremony was conducted online as a celebratory milestone marking the transition of students to the next stage of their schooling journey. The event recognised students' growth, learning, and development throughout the academic year. Students were awarded certificates in a formal graduation segment, celebrating their completion of the EY programme. The ceremony also included performances that reflected their learning, confidence, and creativity.

Teachers shared reflections on students' social, emotional, and academic progress, while parents joined in celebrating their child's achievements. The event created a joyful and meaningful shared experience for all.

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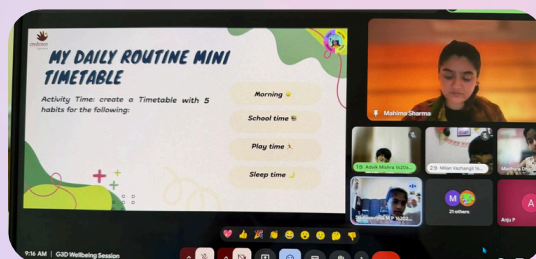
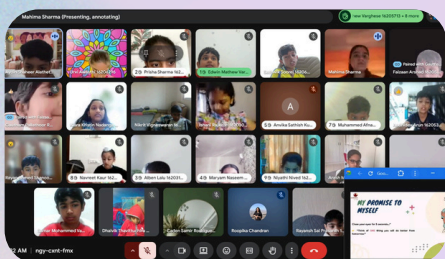
Back to School Reset – Starting Strong from Home



The 'Back to School Reset' session for Grades 6–8 was conducted from 6–13 April 2026 to support students in transitioning back to school with a focus on both learning and wellbeing. The session aimed to provide students with an opportunity to pause, reflect, and re-establish positive routines through small, intentional changes rather than overwhelming expectations. During the session, students engaged in structured reflection activities where they reviewed their previous learning experiences, identified strengths, acknowledged challenges, and considered areas for improvement. Through guided prompts and simple self-assessment tasks, they explored their study habits, daily routines, and coping strategies.

Students were encouraged to actively participate, share their perspectives, and set realistic, achievable goals for the upcoming term. The session also introduced the concept of metacognition, helping students understand the importance of reflecting on their own thinking and learning processes. Overall, students demonstrated thoughtful engagement and an increased awareness of how consistent, small efforts contribute to improved focus, resilience, and self-regulation, reinforcing a positive and balanced start to the term.

Healthy Me, Happy Me



The wellbeing session on April 6–10 aimed to build awareness among primary students about healthy habits and their importance for physical wellbeing, emotional balance, and learning. Students explored healthy and unhealthy behaviours and were encouraged to adopt one positive daily habit. The session was conducted online via Zoom using an interactive PowerPoint presentation. Students participated actively in discussions and activities related to healthy routines and shared personal healthy goals.

Overall, students demonstrated a good understanding of healthy habits and reflected positively on their own routines. The interactive and relatable activities supported strong engagement and participation throughout the session.

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The focus was on building emotional resilience through self-awareness, routines, and identifying what is within one's control. Feedback indicated that a majority of students felt calmer after the session and found the strategies useful for managing stress and improving wellbeing at home.

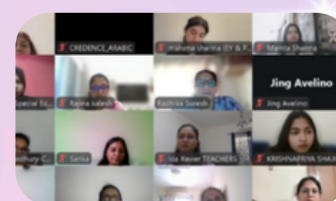
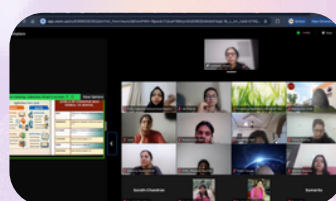
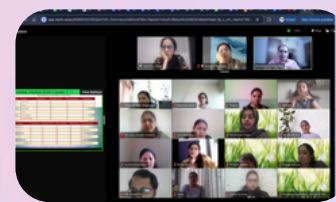
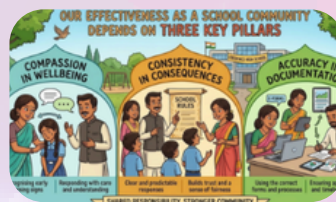
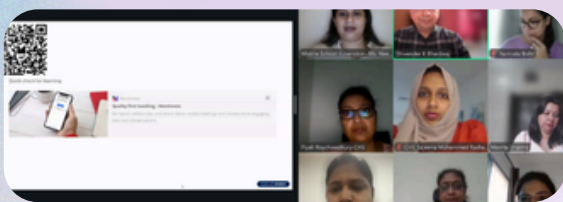
Stepping into Senior Secondary: Grade 11 Meet & Greet



The virtual Grade 11 Meet & Greet held on Wednesday, 8 April 2026, was conducted to welcome students and support their transition into senior secondary. The session focused on key expectations related to online attendance, subject selection, assessment policies, and counselling support, aligning with the school's vision of developing responsible and independent learners. The session was conducted online with participation from the Senior Leadership Team. The Principal and Vice Principal addressed students, and important academic guidelines were shared.

Students engaged through questions and discussion, making the session interactive and informative. The session helped students gain clarity on academic expectations and available support systems. Feedback indicated that students found the information helpful and reassuring, highlighting the importance of clear communication and early engagement at the start of the academic year.

Continuous Professional Development for Staff Readiness



In preparation for the new academic year, Credence High School, Dubai conducted a series of structured Continuous Professional Development (CPD) sessions between 23rd and 26th March 2026 in online mode, engaging staff across Early Years, Middle, and Senior School. These sessions focused on strengthening the implementation of the school's Mental Health, Wellbeing and Behaviour Management policies, alongside enhancing classroom practices through quality-first teaching and making learning visible for Middle School teachers. Staff were also oriented on the Credence Notebook and Feedback Policy, Assessment Policy, and the effective use of data in classrooms, ensuring consistency and clarity in teaching and evaluation practices.

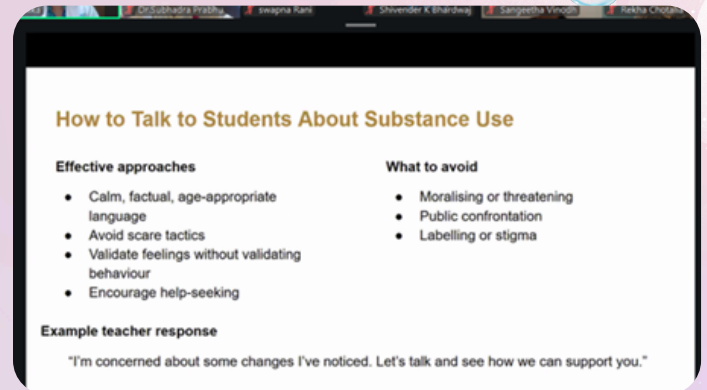
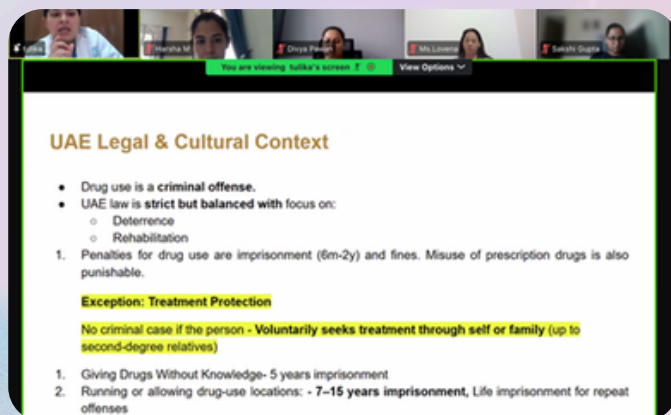
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Dedicated sessions were conducted for different departments, including the use of technology for effective teaching for the Senior School (CS and STEM teams), and comprehensive training led by the Inclusion Department on understanding and implementing the Inclusion Policy, with a focus on identification and support strategies for students of determination. Additional academic planning sessions supported teachers in strengthening lesson design across literacy, numeracy, and interdisciplinary learning areas, along with clarity on roles and responsibilities.

A key highlight was the interactive session on Effective Questioning and Critical Thinking for all teachers, which emphasized the use of purposeful and structured questioning to deepen student engagement and learning. Through interactive tools such as Padlet and Nearpod, teachers explored Bloom's Taxonomy, differentiated questioning strategies, and the importance of balancing lower- and higher-order thinking. The session encouraged active participation, reflection, and practical application, reinforcing the role of questioning in improving student outcomes.

Overall, these CPD initiatives reflect the school's commitment to continuous professional growth, ensuring that all educators are well-prepared to deliver inclusive, engaging, and high-quality learning experiences while supporting the academic and emotional wellbeing of every student.

Safeguarding Students: A School-Based Approach to Preventing Substance Use



On 24 March 2026, Credence High School's Well-being Department conducted a professional development session titled "Safeguarding Students: A School-Based Approach to Prevention of Substance Misuse," led by Dr. Tulika Shukla and attended by over 200 staff members.

The session focused on building awareness of substance misuse, including vaping, alcohol, and drugs, while addressing common misconceptions. Staff were guided to recognise early warning signs and understand the underlying factors that may place students at risk, such as curiosity, peer influence, and emotional challenges.

Emphasis was placed on the importance of early identification and a sensitive, structured response. Teachers were oriented to clear safeguarding protocols aligned with the UAE National Drug Prevention Program (SIRAJ), including how to observe concerns, respond calmly, and refer students through appropriate channels. The session reinforced that prevention is a shared responsibility. Strong relationships, open communication, and early support play a crucial role in helping students make safe and informed choices.

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Preparing for a Safe Return: Staff Emergency Training & Readiness



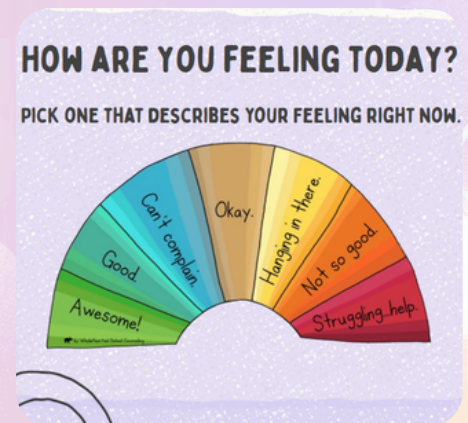
IDENTIFYING SAFE ZONE AREAS WITHIN THE SCHOOL	
KEY CRITERIA	ACCESSIBILITY — MOST IMPORTANT
<ul style="list-style-type: none"> Fully indoors, away from external danger Free from glass and windows as much as possible Protected by solid concrete walls Adequate capacity — no overcrowding Good ventilation without direct exposure Accessible without crossing outdoor areas 	<ul style="list-style-type: none"> No more than 1 MINUTE away from any student or staff location More than one safe area per building to reduce access time Distributed to cover all classrooms and facilities Clearly marked on evacuation maps posted in every room Reviewed periodically and kept ready at all times

THE 3 P'S OF FIRST AID		
The Foundation of Every First Aid Response		
P PRESERVE Life <ol style="list-style-type: none"> Maintain Airway Restore Breathing Support Circulation <p>Keep the person alive — this is always the first priority</p>	P PREVENT Deterioration <ol style="list-style-type: none"> Stop bleeding Treat for shock Immobilise injuries <p>Stop the situation from getting worse while help is on the way</p>	P PROMOTE Recovery <ol style="list-style-type: none"> Reassure the person Relieve pain where safe Handle with care, protect from harm <p>Help the person feel safe and supported until medical help arrives</p>
<p>Remember: You are not a doctor — your role is to keep the person stable and safe until medical professionals take over. Never attempt procedures beyond your training.</p>		

Prior to reopening for in-person learning, the school conducted a comprehensive emergency training programme to ensure a safe and prepared environment for all students. The training involved academic, administrative, and medical teams, focusing on safety protocols, use of designated safe zones, and clear communication procedures. Staff were trained to respond within the critical first minutes of an emergency, including evacuation or shelter-in-place decisions for situations such as fire, medical emergencies, or security threats.

Hands-on first aid and CPR training strengthened staff readiness, while inclusive safety measures ensured support for students of determination through individual evacuation plans. Psychological First Aid strategies were also introduced to help staff support student wellbeing during stressful situations. With defined roles, regular drills, and structured protocols in place, the school has ensured a safe, coordinated, and supportive return to campus.

Finding Your Calm : Pause, Recharge, Reconnect and Reset

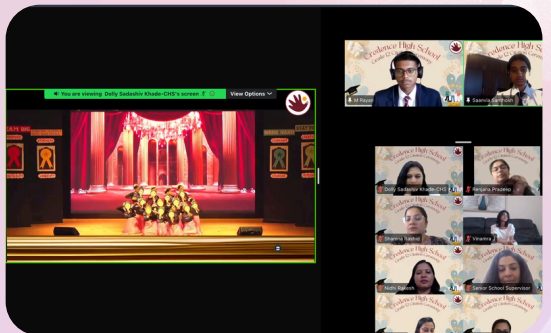
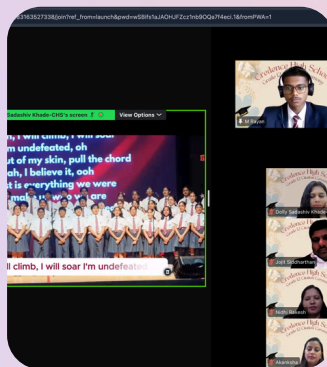
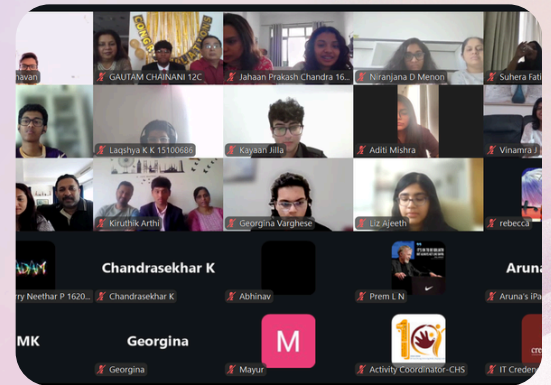
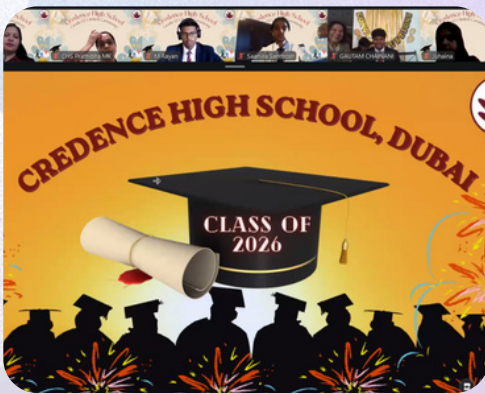


The Wellbeing Session for Middle School students (Grades 6–8) focused on helping students recognise and manage emotions during uncertain times by introducing simple strategies for emotional regulation, building healthy routines, and adopting positive coping skills at home.

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Grades 7 and 8 attended the session on 11 March 2026, while Grade 6 attended on 13 March 2026. Students participated in reflective activities through a Google Form survey and practised guided box breathing for emotional regulation. The session also encouraged students to create calming home environments, engage in meaningful indoor activities, and strengthen family connections. The focus was on building emotional resilience through self-awareness, routines, and identifying what is within one's control. Feedback indicated that a majority of students felt calmer after the session and found the strategies useful for managing stress and improving wellbeing at home.

A Virtual Celebration of Growth, Achievements and New Beginnings

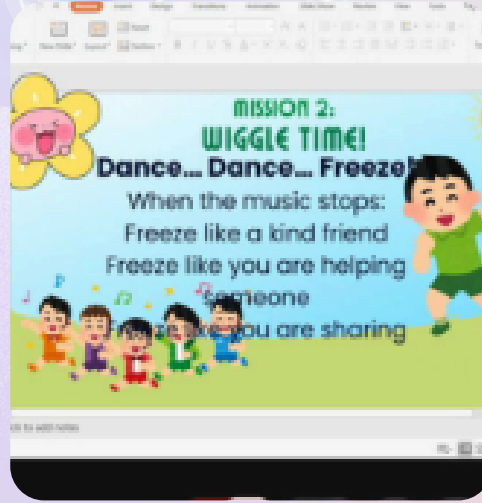


On 25th April, a farewell event was held to mark the milestone of Graduation for the outgoing cohort. Conducted in a well-organized virtual format, the ceremony brought together students, teachers, and school leaders in a shared space of celebration and reflection. The Graduation segment honoured students' academic journey, recognizing their hard work, perseverance, and growth over the years. The Farewell added an emotional touch as memories, friendships, and experiences were fondly revisited.

The Citation ceremony meaningfully recognized students for their overall contributions and achievements throughout their school journey. It celebrated not only academic excellence, but also participation in co-curricular activities, leadership roles, personal growth, and the values they have demonstrated within the school community. Each citation served as a sincere acknowledgment of individual effort and impact. Heartfelt messages from teachers and student representatives further enriched the occasion, making it a memorable and reflective event that fostered gratitude, connection, and closure as students step into their next chapter.

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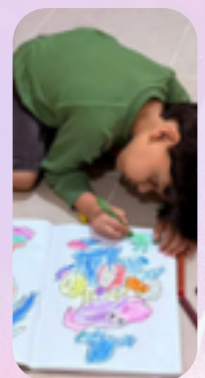
Wellbeing Activity: Pre-KG to Grade 1



The Well-Being sessions held in the month of April, 2026 for students from Pre-KG to Grade 1 were focused on nurturing essential life values such as kindness, responsibility, and respect. Through age-appropriate storytelling and discussions, the sessions aimed to build emotional understanding, empathy, and positive social behaviour in an engaging manner.

The sessions were interactive, with students actively participating and sharing their thoughts and experiences. A highlight was the “Super Friend” badge activity for Pre-KG and KG1 students, which reinforced the concept of kindness in a fun and memorable way. The approach encouraged self-expression and reflection, contributing to the development of confident and socially aware learners.

No Screen Day: Pre-KG to Grade 1



As part of our commitment to holistic student well-being, ‘No Screen Day’ was introduced for children from Pre-KG to Grade 1 on 19th April, 2026. The initiative encouraged students to take a mindful break from digital devices and engage in creative play, real-world experiences, and meaningful family interactions.

The response was highly positive, with students participating enthusiastically in activities such as drawing, storytelling, reading, building, outdoor play, and helping at home. Parents shared glimpses of a day filled with creativity, independence, and joyful engagement beyond screens.

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Small Steps. Holistic Wellbeing

April Theme: Belonging

EMOTIONAL WELLBEING

Share one feeling with a trusted person daily to feel heard and connected.



DIGITAL WELLBEING

Use technology to connect meaningfully— send a kind message or check in on a friend.



SOCIAL WELLBEING

Include someone new in a conversation or activity to help everyone feel they belong.



PHYSICAL WELLBEING

Join a group activity (like a game or walk) to stay active while feeling connected.



SEEDS OF SUPPORT

[Belonging matters: 5 tips to strengthen your child's sense of belonging](#)

PREVENT AND PROTECT

[Vaping: What Parents Should Know](#)

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How I Think, Feel, and Grow: Student's Mind Uncovered



When I feel sad and overwhelmed,
I draw sceneries, like cherry blossoms...
It is easy for me to see the beauty in it.



-Jeshen Kaye Aguilar Maitem, G8 A



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Through a Parent's Loving Heart



One thing that truly keeps our family connected is the time we spend together without distractions.

Even in our busy lives, a few minutes of genuine conversation can mean a lot. We share our daily experiences and listen to each other with care.

We laugh over small things and create happy memories together. During difficult times, we support and encourage one another. Simple habits like eating meals together strengthen our bond.

These moments build trust, understanding, and a sense of belonging. Because of this, we remain close and connected, no matter how busy life becomes.

Mr. Kousik Sarkar
F/O Anushka Sarkar (11 B)



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Where Teaching Inspires Wellbeing - Teacher's Tales



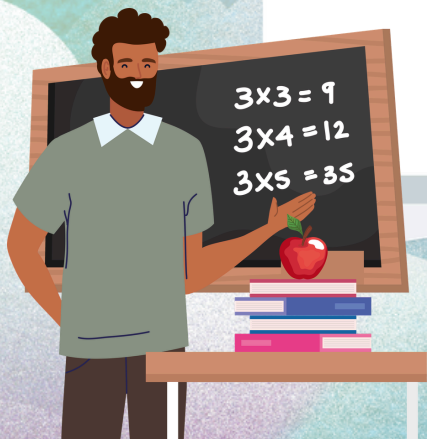
What My Students Taught Me About Forgiveness

My students have taught me that forgiveness is simple and sincere. They forgive quickly, without holding onto past mistakes, and return with the same warmth as before.

In moments when I have been a little firm or impatient, it is their smiles the next day that remind me how easily they let go. They don't carry grudges—they move forward.

Through them, I've learned that forgiveness is not about forgetting, but about choosing kindness over hurt. It is a quiet strength that helps us begin again, every single day.

-Harmeet Kaur



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Family Time Corner: Watch, Read, Talk



"The Invisible String" by Patrice Karst

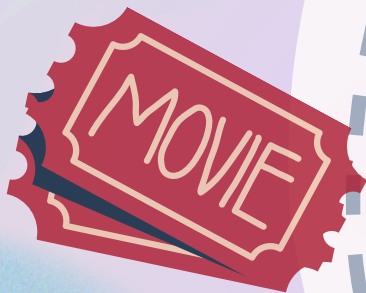


(Click on the image for read aloud video)

The Invisible String is a children's picture book written by Patrice Karst, first published in 2000, that offers a gentle, reassuring approach to overcoming loneliness, separation, and loss.

The book's central, comforting mantra is: "Even though you can't see it with your eyes, you can feel it deep in your heart, and know that you are always connected to the ones you love".

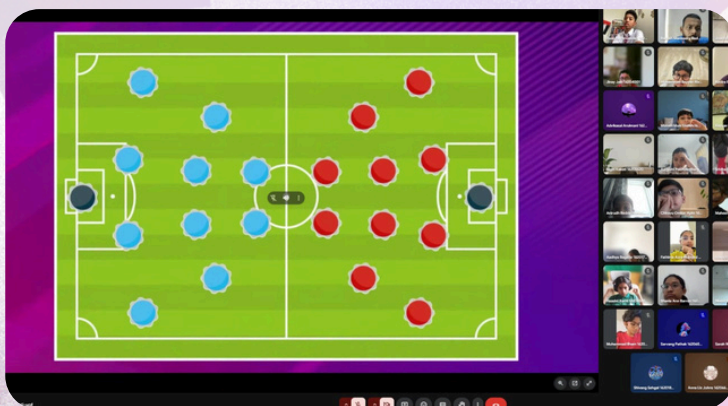
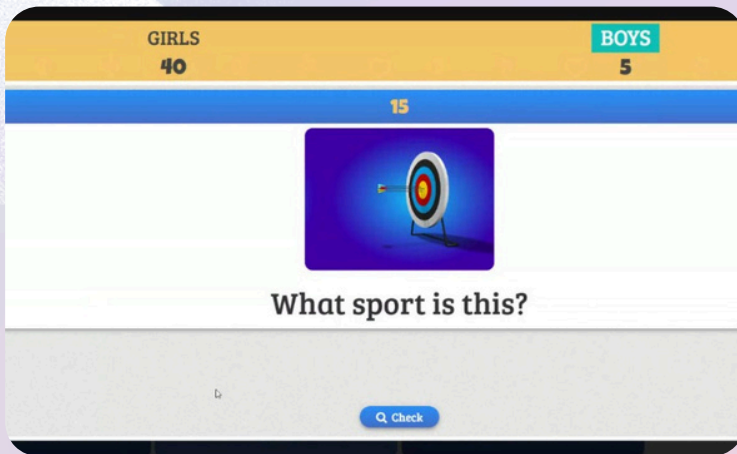
Take a few quiet moments to read this story with your child and explore what connection and closeness mean to each of you.



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Active Bodies. Healthy Minds: Sports & PE Highlights

During the period of online learning, students remained actively engaged through a range of structured and creative activities designed to support their overall development. From guided fitness routines and yoga sessions to movement breaks and virtual challenges, opportunities for physical activity were thoughtfully integrated into their daily schedules. While access to outdoor sports was limited, students continued to build strength, flexibility, and healthy habits within the home environment. These experiences reinforced the understanding that physical wellbeing is not confined to playgrounds, but can be nurtured through consistency, adaptability, and mindful movement. As a result, students sustained their physical health while also strengthening resilience and self-discipline—key pillars of holistic wellbeing.





Congratulations

The **Credence Spotlight Award** celebrates the incredible dedication, resilience and hard work of our Outstanding Staff Members, who go above and beyond to create a nurturing space for our students and colleagues.

We are delighted to recognize the recipients of the Credence Spotlight Award and applaud their commitment to excellence. Congratulations to each of them for their unwavering dedication!

Senior School



Ms Jijimole Joseph

Middle School



Ms Shikha Mundra

Primary School



Ms Neethu Rajesh

Early Years



Ms Ida Racheal Xavier

Admin Team



Ms Reshma Cherukottil Sivarajan

Admin Support



Mr Mohamed Arshad
Abdul Razzaq

Support Staff



Mr Aravind Anil Kumar



Ms Michelle Vismanod

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Your Circle of Support: Meet the Wellbeing Team

Ms. Deepika Thapar Singh - CEO-Principal (Wellbeing Champion)

Dr. Subhadra Prabhu - Career and Senior School Counselor

Ms. Anagha Pavithran - Middle School counselor

Ms. Mily Alice Byju - Primary School Counselor

Mr. Vijesh V - HoD of Physical Education and Wellbeing Coordinator

hello 

For more information on Credence Cares and the range of well-being initiatives we offer for all stakeholders, please visit our website.

Credence Cares on School Website:

<https://www.credencehighschool.com/wellbeing---credence-cares.html>

