



Effective From	AY 2024/25 (Fall term)
Compliance From	AY 2025/26 (Fall term)

SCHOOL POLICY

on

WELLBEING



Introduction

Wellbeing is a “positive state experienced by individuals and societies and encompasses quality of life, as well as the ability of people and societies to contribute to the world with a sense of meaning and purpose. It is a resource for daily life and is determined by social, economic, and environmental conditions” (WHO, 2021).

Schools play a pivotal role in supporting the wellbeing of their school community and environment. Current research indicates that what is most beneficial in the promotion of wellbeing in education is to adopt a prevention-based, whole-school approach that is multicomponent and evidence-informed. There is overwhelming evidence that children and youth learn more effectively if they are happy, believe in themselves, feel supported, and are in a learning environment that is committed to supporting their wellbeing.

This policy sets out the overarching vision and framework that enable schools to promote wellbeing (psychological, social, mental, physical, intellectual, digital, and environmental) across their school communities. It also sets out the requirements for schools for monitoring student and staff wellbeing, allowing for relevant, responsive, and adaptive wellbeing interventions.

Purpose

- Ensure that schools put in place an overarching Wellbeing Strategy that encompasses all aspects of wellbeing and aligns with ADEK’s wellbeing policies.
- Ensure that schools promote awareness of their Wellbeing Strategy and underpinning wellbeing policies to the school community.
- Ensure that schools actively monitor wellbeing and evaluate the school Wellbeing Strategy and associated policies via an annual wellbeing survey.
- Encourage schools to actively work to continuously improve the wellbeing of the school community.

Definitions

<p>ADEK Wellbeing Policies</p>	<p>The group of ADEK policies that relate to student and/or staff wellbeing includes the following policies:</p> <ul style="list-style-type: none"> • ADEK School Digital Policy • ADEK School Educational Risk Policy • ADEK School Extracurricular Activities and Events Policy • ADEK School Health and Safety Policy • ADEK School Healthy Eating and Food Safety Policy • ADEK School In-School Specialist Services Policy • ADEK School Inclusion Policy • ADEK School Physical Education and School Sports Policy • ADEK School Safeguarding Policy • ADEK School Staff Wellbeing Policy • ADEK School Student Behavior Policy • ADEK School Student Mental Health Policy • ADEK School Student Protection Policy • ADEK School Sustainability Policy
<p>Additional Learning Needs</p>	<p>Individual requirements for additional support, modifications, or accommodations within a school setting on a permanent or temporary basis in response to a specific context. This applies to any support required by students of determination and those who have special educational needs and/or additional barriers to learning, access, or interaction in that specific context (e.g., dyslexic, hearing or visually impaired, twice exceptional, or gifted and/or talented).</p> <p>For example, a student with restricted mobility may require lesson accommodations to participate in Physical Education and building accommodations to access facilities but may not require any accommodations in assessments. Equally, a student with hearing impairment may require adaptive and assistive technology to access content in class and may also require physical accommodations (e.g., sit in the front of the class to be able to lip read) to access learning.</p>
<p>Continuous Professional Development (CPD)</p>	<p>All activities undertaken by staff to improve their knowledge, skills, competencies, and performance on a regular basis. CPD includes in-person training, online training (synchronous or asynchronous), coursework, short certificate and degree programs, mentorship programs, peer/collaborative learning, academic conferences, research projects, observational visits, and community programs to share teaching best practices. CPD excludes planning hours and general staff meetings.</p>

Head of Inclusion	The Senior Leader with responsibility for the coordination of provision for students with additional learning needs.
Wellbeing	<p>A “positive state experienced by individuals and societies... and encompasses quality of life, as well as the ability of people and societies to contribute to the world with a sense of meaning and purpose. It is a resource for daily life and is determined by social, economic, and environmental conditions” (WHO, 2021)</p> <p>On an individual level, refers to a state of feeling good and functioning well, so that an individual can realize their own abilities, cope with the normal stresses of life, work productively, and make a positive contribution to their community (Ruggeri et al., 2020; WHO, 2022).</p>



Policy

1. Wellbeing Strategy

- 1.1 Wellbeing Strategy: Schools shall develop an overarching wellbeing strategy that encompasses all aspects of wellbeing (psychological, social, mental, physical, intellectual, digital, and environmental) and that aligns with the requirements set out in the ADEK wellbeing policies. The wellbeing strategy shall include the following at a minimum:
 1. Statement of the school's overall wellbeing goals and vision.
 2. School wellbeing policies are created in line with the underpinning ADEK wellbeing policies.
 3. Key wellbeing initiatives, interventions, and action plans, including how these accommodate the needs of students with additional learning needs, in line with the [ADEK School Inclusion Policy](#).
 4. Mechanisms for measuring, monitoring, and reviewing the delivery of the Wellbeing Strategy, in line with [Section 3. Monitoring and Evaluation](#).
 5. Resources required to deliver the wellbeing strategy.
- 1.2 Schools shall conduct an annual review of the school wellbeing strategy and its implementation:
 1. Monitor the progress against the goals set out in the wellbeing strategy and relevant targets and milestones.
 2. Oversee the design, delivery, and analysis of wellbeing monitoring and evaluation measures in line with [Section 3. Monitoring and Evaluation](#).
 3. Develop action plans in response to the insights received from the monitoring and evaluation measures.
 4. Update the wellbeing strategy and/or relevant wellbeing policies and initiatives, as required, in line with the insights received from the monitoring and evaluation measures.
- 1.3 Ensure that the wellbeing strategy and associated wellbeing policies and initiatives take into account the needs and engagement of students with additional learning needs, in line with the [ADEK School Inclusion Policy](#).
- 1.4 Review all policies annually to ensure that none harms or jeopardizes the health or wellbeing of a student (e.g., placing unreasonable limitations on washroom breaks, not respecting prayer timings or fasting requirements, etc.).
- 1.5 Ensure compliance with relevant ADEK wellbeing policies.

2. Awareness of Wellbeing Strategy and Policies

2.1 Awareness: Schools shall promote awareness of their wellbeing strategy and associated wellbeing policies and initiatives to students, staff, parents, and other relevant stakeholders via such mechanisms as:

1. Integration into the formal curriculum where possible and as specified by the ADEK wellbeing policies.
2. Staff training and development including orientation and induction to new staff, in line with the requirements set out in the ADEK wellbeing policies.
3. Publication on the school website.
4. Inclusion in the Parent Handbook.
5. Informal engagement measures (e.g., wellbeing-related competitions, initiatives, and awareness campaigns).

2.2 Appointment of a Wellbeing Committee or Lead: Schools shall appoint a Wellbeing Committee or Lead, to oversee the school's overall wellbeing strategy. The school, through the Wellbeing Committee or Lead, shall:

1. Annually monitor and review the effectiveness of the school's Wellbeing Policy to ensure it is known, understood, and practiced appropriately by the school community.
2. Oversee the design, delivery, and analysis of an annual student and staff wellbeing survey(s) (see [Section 3. Monitoring and Evaluation](#)).
3. Update the wellbeing strategy and/or relevant policies and initiatives, as required, in line with the insights received from the monitoring and evaluation measures.
4. Ensure that all members of the school community are informed of the school's wellbeing strategy and its efforts to promote wellbeing (psychological, social, mental, physical, intellectual, and environmental) across the entire school community including engagement with students with additional learning needs.
5. Ensure parents have access to the school's Wellbeing Policy and all supporting initiatives and procedures documents, through all appropriate means (e.g., the school website).
6. Develop an induction and training strategy to ensure all staff and volunteers receive information on the school's wellbeing requirements.
7. Ensure compliance with other relevant processes set out in the group of ADEK wellbeing policies.

3. Monitoring and Evaluation

3.1 Wellbeing Survey: Schools shall conduct an annual student and staff wellbeing survey(s) to monitor the wellbeing of the school community and the effectiveness of the school's wellbeing strategy.

1. Survey Contents: The annual wellbeing survey(s) shall cover the following areas at a minimum:
 - a. Psychological wellbeing (e.g., positive sense of self, personal development).
 - b. Physical wellbeing (e.g., student participation in sports and extracurricular activities, healthy eating).
 - c. Social wellbeing (e.g., sense of belonging, positive relationships, sense of being or feeling safe, staff work-life balance).
 - d. Intellectual wellbeing (e.g., effective learning time, interest and motivation, teaching relevance, curriculum relevance, engagement, positive attitude towards learning, work satisfaction).
 - e. Digital wellbeing (e.g., digital competency, digital safety).
 - f. Environmental wellbeing (e.g., knowledge of sustainable practices, satisfaction with school environmental wellbeing efforts, suggestions to improve).
 - g. Feedback on current wellbeing policies, initiatives, and interventions.
2. Survey Conditions: Schools shall ensure that:
 - a. The survey(s) is administered to all staff and students, after obtaining parental consent.
 - b. Staff and parent wellbeing surveys (to gauge parents' perception of their child's wellbeing) do not need to be standalone surveys and may be integrated into the school's annual survey process, in line with the [ADEK School Parent Engagement Policy](#).
 - c. Any digital platforms used to administer the survey(s) are compliant with the [ADEK School Digital Policy](#).
3. Survey Analysis: Schools shall analyze the results to identify key trends relating to student and staff wellbeing. Schools shall ensure:
 - a. Responses are anonymized and grouped for analysis to prevent individual respondents from being identified; however, there is a provision for tracking student data in order to identify students at risk.
 - b. Responses are stored and analyzed securely and confidentially.
4. Following the survey, schools shall:
 - a. Create an action plan to enhance student and staff wellbeing in line with insights received from the wellbeing survey.
 - b. Update the wellbeing strategy and/or relevant wellbeing policies and initiatives in line with the survey insights, and incorporate the feedback into relevant school improvement mechanisms, such as the School Development Plan.
 - c. Share the insights, detailed student and staff responses, the action plan, and progress on the action plan with ADEK at the end of the academic year.

- 3.2 Additional Evaluation: Schools shall administer any ADEK-mandated evaluation measures to assess the wellbeing of the school community and report the findings to ADEK as required.

4. Inclusion

- 4.1 Inclusion: Schools shall ensure that the Head of Inclusion works closely with all relevant stakeholders (e.g., staff, and parents) to promote the wellbeing of students with additional learning needs. Schools shall ensure that the wellbeing strategy and associated policies and initiatives are holistic and take into account the abilities, needs, and engagement of students with additional learning needs, in line with the [ADEK School Inclusion Policy](#).

5. Compliance

- 5.1 This policy shall be effective as of the start of the Academic Year 2024/25 (Fall term). Schools are expected to be fully compliant with this policy by the start of the Academic Year 2025/26 (Fall term).
- 5.2 Failure to comply with this policy shall be subject to legal accountability and the penalties stipulated in accordance with the ADEK's regulations, policies, and requirements, notwithstanding any other penalties imposed by Federal Decree Law No. (31) of 2021 Promulgating the Crimes and Penalties and its amendments or any other relevant law. ADEK reserves the right to intervene if the school is found to be in violation of its obligations.



References

- Federal Decree Law No. (31) of 2021 Promulgating the Crimes and Penalties and its amendments
- Ruggeri, K., Garcia-Garzon, E., Maguire, Á., Matz, S., & Huppert, F. (2020). Well-being is more than happiness and life satisfaction: A multidimensional analysis of 21 countries. *Health and Quality of Life Outcomes*, 18: Article 192.
- United Nations (UN). (1987). *Report of the World Commission on Environment and Development: Our Common Future*.
- World Health Organization (WHO). (2021). Health Promotion Glossary of Terms 2021.
- World Health Organization (WHO). (2022, June 17). Mental Health: Strengthening Our Response Factsheet. <https://www.who.int/news-room/fact-sheets/detail/mental-health-strengthening-our-response>

Publication

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Department of Education and Knowledge, Abu Dhabi (ADEK)

This policy applies to Private and Charter Schools in Abu Dhabi. However, any circular issued prior to this policy or issued specifically for Charter Schools thereafter supersedes the requirements of this policy.

Past version:

2024 (January) ADEK_School_Wellbeing Policy_v.1.0

