FUTURE LEADERS
International Private School
Madinat Zayed, Muroor Road - Branch 2

Wellbeing Policy

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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).
FLIS Branch 2 plays a pivotal role in supporting the wellbeing of their school community and environment. We consider that wellbeing 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 enables FLIS Branch 2 to promote wellbeing (psychological, social, mental, physical, intellectual, and environmental) across the school community. It also sets out the requirements for FLIS Branch 2 for monitoring student and staff wellbeing, allowing for relevant, responsive, and adaptive wellbeing interventions.

Purpose

- To put in place an overarching Wellbeing Strategy that encompasses all aspects of wellbeing (psychological, physical, social, intellectual, digital, and environmental) and aligns with ADEK’s wellbeing policies.
- Promote awareness of their Wellbeing Strategy and underpinning wellbeing policies to the school community.
- Monitor wellbeing actively and evaluate the school Wellbeing Strategy and associated policies via an annual wellbeing survey.
- Work actively to continuously improve the wellbeing of the school community.

Wellbeing Strategy

FLIS Branch 2 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 overall wellbeing goals and vision.
2. Is 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 Inclusion Policy.
4. Have mechanisms for measuring, monitoring, and reviewing the delivery of the Wellbeing Strategy.

FLIS Branch 2 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
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.

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 Inclusion Policy.
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.).
Ensure compliance with relevant ADEK wellbeing policies.

Awareness of Wellbeing Strategy and Policies
FLIS Branch 2 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).

Monitoring and Evaluation
FLIS Branch 2 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.
Survey Contents: The annual wellbeing survey(s) shall cover the following areas at a minimum:
a. Psychological well-being (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.

Survey Conditions:
FLIS Branch 2 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 Parent Engagement Policy.
c. Any digital platforms used to administer the survey(s) are compliant with the ADEK Digital Policy.

Survey Analysis:
FLIS Branch 2 shall analyze the results to identify key trends relating to student and staff wellbeing. FLIS Branch 2 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.

Following the survey, FLIS Branch 2 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.

Additional Evaluation:
FLIS Branch 2 shall administer any ADEK-mandated evaluation measures to assess the wellbeing of the school community and report the findings to ADEK as required.

Inclusion

FLIS Branch 2 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. FLIS Branch 2 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 Inclusion Policy.