



WELL BEING POLICY

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Introduction

At Sunrise English Private School, Abu Dhabi, student wellbeing is central to our mission to provide a safe, inclusive, and engaging environment for learning and growth. We define wellbeing as a multidimensional state encompassing **psychological, physical, social, intellectual, digital, and environmental wellness**.

Our approach aligns with the **Abu Dhabi Department of Education and Knowledge (ADEK)** framework and policies and aims to nurture every student's ability to thrive academically, socially, and emotionally.

Purpose.

This policy aims to:

- Establish a **Whole-School Wellbeing Strategy** that supports all aspects of student wellbeing.
- Promote a **culture of wellbeing awareness** among students, staff, and parents.
- Implement tools for the **monitoring and continuous improvement** of wellbeing practices.
- Support **inclusive practices** to meet the needs of students with additional learning needs.





Definitions

ADEK Wellbeing Policies	The group of SEPS policies that relate to student and/or staff wellbeing includes the following policies: • <i>School Digital Policy</i> • <i>School Educational Risk Policy</i> • <i>School Extracurricular Activities and Events Policy</i> • <i>School Health and Safety Policy</i> • <i>School Healthy Eating and Food Safety Policy</i> • <i>School In-School Specialist Services Policy</i> • <i>School Inclusion Policy</i> • <i>School Physical Education and School Sports Policy</i> • <i>School Safeguarding Policy</i> • <i>School Staff Wellbeing Policy</i> • <i>School Student Behavior Policy</i> • <i>School Student Mental Health Policy</i> • <i>School Student Protection Policy</i> • <i>School Sustainability Policy</i>
Additional Learning Needs	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). 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.





Continuous Professional Development (CPD)	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.
Head of Inclusion	The Senior Leader with responsibility for the coordination of provision for students with additional learning needs.
Wellbeing	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) 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).





Scope

This policy applies to all students enrolled at **Sunrise English Private School, Abu Dhabi**, and involves the participation of all school staff, students, and parents.

1. Wellbeing Strategy

1.1 Wellbeing Strategy: The school has developed 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.

At **Sunrise English Private School, Abu Dhabi**, we envision a nurturing, inclusive, and empowering school environment where every student feels safe, valued, supported, and inspired to achieve their full potential. We are committed to fostering a culture of holistic wellbeing that strengthens students' ability to thrive academically, emotionally, socially and physically. Our vision is to develop resilient, self-aware, and compassionate individuals who contribute positively to their communities and the wider world.

2. The school wellbeing policy 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 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. The school will 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 insight 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. The School ensures 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 **School Inclusion policy**.

1.4. The school review the policy annually to ensure that no 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. The school ensure compliance with relevant ADEK wellbeing policies.

2. Awareness of Well being Strategy and Policies

2.1. Awareness: The school will 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:

The school will appoint a Wellbeing Committee or Lead, to oversee the school's overall wellbeing strategy. The school through the Wellbeing Committee or Lead, will:

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: The school 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) will cover the following areas at a minimum:

a. Psychological well being strategies.

i. Buddy System for New Admission Students :

The **Buddy System** is a structured peer-support initiative designed to help new admission students feel welcomed, connected, and supported as they transition into a new school environment.

ii. Counselor –Led Workshops: for stress management, growth mindset, emotional well being etc.

iii. 'Handle with Care' program: Support Seeking initiative for students in times psychological support from school counsellors.

b. Physical well-being strategies.

i. Daily movement breaks: The School provides Short Breaks for two times for all students with 15 minutes and 25 minutes respectively to engage in sufficient movement, recess and relaxation.

ii. Transitional Exercise for all classes: One minute Exercise for all students in the classroom before all periods by the respective subject teachers.

iii. Active Plat grounds and Sports: The school provides Two periods for all classes in a week for the sports and games.

iv. Hourly Hydration breaks: To ensure the children are sufficiently hydrated, hourly reminder breaks with commentary is arranged.





c. Social Well –being Programs.

i. Circle time/Home room period Reflection time : At least ten minutes before or after the class and break times (at least 30 minutes) are provided to class teachers and students to socialize and interact with the children.

ii. Anti-Bullying Campaign: School conducts Anti-Bullying Campaign every year for a week. The objective of the Anti-Bullying Campaign is to create a safe, inclusive, and respectful school environment by raising awareness about bullying, promoting positive behavior, and empowering students, staff, and parents to prevent, identify, and respond effectively to all forms of bullying.

The School has an Anti-Bullying Committee that investigates reported incidents , supports victims and ensures fair consequences for bullies. The Committee includes the Principal ,Senior Leadership Team , the Social Worker,OSH Officer and members of the Inclusion Department.

iii. Community Service Projects volunteering: School provides opportunities for students actively engage in volunteering.

Iv. Inclusive Celebration Days: School celebrates various celebrations of different nationalities, cultures, and religions.

d. Intellectual Well-being programs:

i. Gifted and Talented Students are identified (curricular and co-curricular) School will provide appropriate challenges and support for students with advanced abilities or exceptional potential. The identification process should be fair, inclusive, and ongoing.

ii. Career Fairs career orientation sessions : School will organize career fairs for cycle 3 students with the following objective.

- Expose students to diverse career options.
- Inspire goal-setting and future planning.
- Develop student communication and inquiry skills.





- Promote partnerships between the school and community professionals.

iii. Support to ALN. School's inclusion team will ensure that intellectual wellbeing programs provide tailored academic support ,enrichment opportunities assistive tools and regular monitoring to promote each students cognitive development and learning potential in an inclusive environment.

e. Digital Well Being

The school empower students to thrive in the digital world through our **Digital Well Being program** which focuses on **digital competency, safety, and responsible technology use.**

a. Digital Competency: Our school aims to equip students with the knowledge and skills needed to thrive in a digital world by integrating technology in teaching and learning ,ICT literacy and foster digital etiquettes promoting respectful communication and behavior in online spaces. The School has shared the School digital policy with the students and school community.

b. Digital Safety: Our school ensures filtered Internet access in school , provides strong individual password and provides clear channels for students to report online issues, concerns or inappropriate behavior in a safe and confidential manner. In case of complaints, the schools ensures to take measures aligned with the school digital policy.

f. Environmental Well Being

The school will actively foster environmental wellbeing by creating a clean, safe, and sustainable learning environment. This includes implementing eco-friendly practices, promoting environmental awareness among students and staff, integrating sustainability into the curriculum, and encouraging responsible behavior through school-wide initiatives. Efforts will focus on maintaining green spaces, reducing waste, conserving resources, and ensuring that the physical environment contributes positively to the overall health and wellbeing of the school community.





The school is dedicated to fostering environmental and personal wellbeing through a variety of meaningful initiatives. To promote **environmental sustainability**, students actively participate in programs such as the **3R Campaign** (Reduce, Reuse, Recycle), the **Can Collection Campaign** to reinforce recycling habits, and **Future Scape – Art Exhibition**, which leverages creative expression to highlight environmental issues.

Furthermore, **Community Campaigns** extend eco-consciousness beyond the school, while **Clean-Up Campaigns** help maintain a clean, healthy, and safe environment within the school and its surroundings. These initiatives are designed to cultivate environmental responsibility, stewardship, and active citizenship among students. In addition, the school places strong emphasis on **health and emotional wellbeing**. Regular **Health Awareness Workshops**, conducted by medical professionals and authorized experts, provide students with essential knowledge on hygiene nutrition, mental health, and preventive care. To ensure a safe and inclusive school climate, the school also implements an ongoing **Anti-Bullying Campaign**, which raises awareness about the impacts of bullying and fosters a culture of kindness, empathy, and mutual respect. Together, these efforts equip students with the knowledge, values, and life skills necessary to make informed choices and lead healthy, respectful lives.

g. Feedback on current well being policies, initiatives and interventions

The school actively seeks and values feedback on existing wellbeing policies, initiatives, and interventions. Regular reviews are conducted through surveys, meetings, and discussions involving students, staff, and parents to assess the effectiveness and relevance of current strategies. This feedback is used to make informed improvements, ensuring that the school's wellbeing efforts remain responsive, inclusive, and aligned with the evolving needs of the school community.

2. Survey Conditions

Our school conducts surveys among teachers and students to gather feedback on various aspects of teaching, learning, well-being, and the overall school environment. These surveys help in understanding the experiences, needs, and suggestions of both groups, enabling the school to resolve and make improvements.





3. Survey Analysis

The feedback collected through surveys is systematically analyzed to identify key trends, strengths, and areas needing improvement. This analysis provides valuable insights that support evidence-based decision-making and strategic planning. The outcomes guide the school in enhancing practices, addressing concerns, and continuously improving the quality of education and well-being initiatives.

4. Following the survey, the school will:

- Create an action plan to enhance student and staff wellbeing in line with insights received from the wellbeing survey.
- 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.
- 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:

The school will 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: The school will ensure that the Head of Inclusion collaborates effectively with all relevant stakeholders, including staff and parents, to support and promote the wellbeing of students with additional learning needs. The school's wellbeing strategy, along with related policies and initiatives, will adopt a holistic approach that is responsive to the diverse abilities, specific needs, and levels of engagement of these students, in alignment with the **School Inclusion Policy**.





5. Compliance

School is expected to be fully compliant with this policy by the start of the Academic Year 2025/26 (Fall term).

Approved by:



Dr. Thakur S. Mulchandani,
School Director/Principal