



School Well Being Policy (AY 2024-26)

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, 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.

This policy should be read in conjunction with the following BRS wellbeing policies: *Digital Policy; Educational Risk Policy; Extracurricular Activities and Events Policy; Health and Safety Policy; Healthy Eating and Food Safety Policy; In-School Specialist Services Policy; Inclusion Policy; PE and School Sports Policy; Safeguarding Policy; Staff Wellbeing Policy; Student Behavior Policy; Student Mental Health Policy; Student Protection Policy; and Sustainability Policy.*

Purpose

- Ensure that the school puts in place an overarching Wellbeing Strategy that encompasses all aspects of wellbeing (psychological, physical, social, intellectual, digital, and environmental) and aligns with BRS's wellbeing policies.
- Ensure that the school promotes awareness of their Wellbeing Strategy and underpinning wellbeing policies to the school community.
- Ensure that the school actively monitors wellbeing and evaluates the school Wellbeing Strategy and associated policies via an annual wellbeing survey.
- Encourage the school to actively work to continuously improve the wellbeing of the school community.

Definitions

<p>BRS Wellbeing Policies</p>	<p>The group of BRS policies that relate to student and/or staff wellbeing includes the following policies:</p> <ul style="list-style-type: none"> • <i>Digital Policy</i> • <i>Educational Risk Policy</i> • <i>Extracurricular Activities and Events Policy</i> • <i>Health and Safety Policy</i> • <i>Healthy Eating and Food Safety Policy</i> • <i>In-School Specialist Services Policy</i> • <i>Inclusion Policy</i> • <i>Physical Education and School Sports Policy</i> • <i>Safeguarding Policy</i> • <i>Staff Wellbeing Policy</i> • <i>Student Behavior Policy</i> • <i>Student Mental Health Policy</i> • <i>Student Protection Policy</i> • <i>Sustainability Policy</i>
<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: BRS 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.
 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 *BRS 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 conducts 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 *BRS 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 BRS wellbeing policies.

2. Awareness of Wellbeing Strategy and Policies

2.1 Awareness: BRS promotes awareness of its 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 BRS wellbeing policies.
2. Staff training and development including orientation and induction to new staff, in line with the requirements set out in the BRS 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).

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) 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: The school 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 [BRS Parent Engagement Policy](#).
 - c. Any digital platforms used to administer the survey(s) are compliant with the [BRS Digital Policy](#).

3. Survey Analysis: The school shall analyze the results to identify key trends relating to student and staff wellbeing and 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, the school 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: The school 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: BRS ensures 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. The school ensures 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 *BRS Inclusion Policy*.

5. Compliance

5.1 This policy is effective as of the start of the Academic Year 2024/ 25 (Fall term). The school will be fully compliant with this policy by the start of the Academic Year 2025/ 26 (Fall term).

Approved By:

Dr. Rishikesh Padegaonkar
Principal
Bright Riders School



Next Review: AY 2026-2027