



INTRODUCTION

EFIA is committed to ensuring that every member of its school community, students, staff, and parents, experiences a positive sense of wellbeing.

The World Health Organization (2021) defines wellbeing as a 'positive state experienced by individuals and societies, encompassing quality of life, meaning, and purpose.' It is a fundamental resource for daily life and is influenced by social, economic, and environmental conditions.

At EFIA, we believe that wellbeing and learning go hand in hand. Students learn more effectively when they are happy, confident, and supported in an environment that values their holistic development. Therefore, EFIA adopts a whole-school, prevention-based, and evidence-informed approach to promote wellbeing across all dimensions, psychological, social, mental, physical, intellectual, digital, and environmental.

This policy establishes EFIA's overarching vision and framework to promote and monitor wellbeing across the school community. It also defines responsibilities, implementation mechanisms, and processes for evaluation and continuous improvement.

PURPOSE

The purpose of this policy is to:

- Ensure EFIA implements a comprehensive Wellbeing Strategy that addresses all aspects of wellbeing and aligns with ADEK's Wellbeing Policies.
- Promote awareness and understanding of EFIA's wellbeing goals, values, and initiatives among all stakeholders.
- Establish a systematic process to monitor and evaluate student and staff wellbeing through annual surveys and feedback.
- Encourage ongoing reflection and improvement in the school's wellbeing culture, ensuring responsiveness to emerging needs and trends.
- Ensure that wellbeing practices are inclusive, addressing the diverse abilities and needs of all students, including those with additional learning needs.

WELLBEING STRATEGY

EFIA has developed an overarching Wellbeing Strategy that aligns with ADEK's requirements and includes the following key elements:

1. Wellbeing Vision and Goals – A clear statement of EFIA's commitment to fostering a safe, supportive, and nurturing environment that promotes happiness, health, and personal growth.
2. Alignment with ADEK Policies – All wellbeing policies at EFIA are framed in accordance with ADEK's Wellbeing, Inclusion, and Digital policies.
3. Wellbeing Initiatives and Action Plans – Regular programmes, campaigns, and interventions designed to enhance wellbeing across all dimensions. These initiatives are inclusive and responsive to the needs of students with additional learning needs.
4. Monitoring and Evaluation Mechanisms – Systems to track progress, measure impact, and refine wellbeing initiatives, as detailed in Section 3.
5. Resources and Support – Allocation of adequate resources, staff training, and time to ensure the effective implementation of wellbeing initiatives.





EFIA conducts an annual review of its Wellbeing Strategy to:

- Measure progress against set goals and milestones.
- Evaluate the impact of initiatives through survey results and stakeholder feedback.
- Identify new priorities and emerging wellbeing needs.
- Update the strategy and action plans accordingly.

All EFIA policies are reviewed annually to ensure that none of them adversely affect the wellbeing or dignity of any student (e.g., by limiting access to washroom breaks or disregarding prayer and fasting requirements).

Awareness of Wellbeing Strategy and Policies

EFIA ensures that all members of the school community are well-informed about the Wellbeing Strategy and related policies. Awareness is promoted through:

- Integration of wellbeing concepts in the curriculum and co-curricular programmes.
- Staff training, professional development, and induction sessions for new staff members.
- Regular wellbeing-focused assemblies, workshops, and campaigns.
- Inclusion of wellbeing information in the Parent Handbook and publication on the school website.
- Informal engagement activities such as competitions, wellbeing days, and awareness drives.

WELLBEING LEADERSHIP

EFIA appoints a Wellbeing Lead and a Wellbeing Committee responsible for overseeing all wellbeing-related activities.

The Wellbeing Committee shall:

1. Monitor and review the effectiveness of the school's wellbeing strategy and ensure it is practiced consistently across the school.
2. Oversee the design, delivery, and analysis of the annual student and staff wellbeing surveys.
3. Ensure all wellbeing policies are inclusive and aligned with ADEK requirements.
4. Engage with parents and students to raise awareness and promote active participation in wellbeing initiatives.
5. Develop and implement training and induction programmes to ensure staff and volunteers understand EFIA's wellbeing expectations.
6. Report annually to the Senior Leadership Team and ADEK, sharing survey results, action plans, and improvements.

MONITORING AND EVALUATION

EFIA continuously monitors the wellbeing of its school community through structured tools and feedback mechanisms.

Annual Wellbeing Surveys

An annual wellbeing survey is conducted for both students and staff to measure:

- Psychological wellbeing (self-esteem, confidence, emotional regulation)
- Physical wellbeing (health, physical activity, nutrition)
- Social wellbeing (relationships, sense of belonging, safety)





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- Intellectual wellbeing (engagement, motivation, learning satisfaction)
- Digital wellbeing (safe and responsible technology use)
- Environmental wellbeing (school facilities, sustainability awareness)

The surveys are conducted with confidentiality and parental consent and are analyzed to identify trends, strengths, and areas for improvement.

EFIA ensures:

- Data is anonymized, securely stored, and used solely for wellbeing improvement.
- Students at risk are identified and supported sensitively.
- Action plans are created and reviewed annually based on findings.

Survey results and action plans are shared with ADEK and incorporated into the School Development Plan.

Additional Evaluation

EFIA complies with any ADEK-mandated evaluation tools or external wellbeing audits and submits reports as required.

Inclusion and Collaboration

The Committee works in close collaboration with staff and parents to ensure the wellbeing needs of all students, particularly those with additional learning needs are addressed.

The Wellbeing Strategy and initiatives are holistic, inclusive, and responsive, ensuring every student feels safe, valued, and supported in line with the ADEK School Inclusion Policy.

POLICY REVIEW & APPROVAL

This policy will be reviewed annually and is subject to changes as per the school and ADEK guidelines. The updated policy will be submitted for approval in line with the standard process.

	Name	Signature	Date
Policy Reviewed by:	Ms. Raufia Salam (Vice Principal)		08/04/2025
Policy Approved by:	Mr. Saji Oommen (Principal)		15/04/2025

Date of Next Review: 10/03/2026



