BELVEDERE
INTERNATIONAL SCHOOL

STAFF WELLBEING POLICY AND PROCEDURES

2026-2027

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Approvals:			
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Signature		*Date:*	11/10/26
BIS Board of Governors	**Dr. Naim Alradi**		
Signature		*Date:*	12/10/26

1. Introduction

At Belvedere International School (BIS) we are committed to providing a supportive, respectful, and professional work environment that prioritizes the health and overall wellbeing of all staff. Recognising that staff wellbeing is a leading factor in professional retention, motivation, and enhanced productivity, directly impacting the quality of education delivered to our pupils. BIS upholds a commitment to the duty of care for all individuals employed by the school.

2. Purpose

This policy sets out the basic requirements for the school's commitment to staff welfare and aims to:

- Create a school environment that is welcoming and inclusive for all staff.
- Enable a collaborative, caring, and supportive environment with safe spaces to discuss any dimension of wellbeing.
- Improve staff experiences and wellbeing to achieve higher work satisfaction and professional fulfilment.

3. Definitions

For the purpose of this policy, the following definitions shall apply, consistent with ADEK guidelines:

Term	Definition
Behaviors of Concern	A significant change in behavior (academic, social, or emotional) with the potential to negatively affect an individual's wellbeing or that of others.
Duty of Care	The obligation to safeguard staff and maintain their health, safety, and wellbeing, taking steps to reduce the risk of reasonably foreseeable harm while staff are under the school's supervision (on premises, utilising its systems, or engaging in school-organised activities off-campus).

Grievance	An unresolved issue concerning the application of school policy, practice, or procedure. This includes disciplinary action, involuntary termination, and allegations of discrimination or unfair treatment from a staff member or line manager.
Staff	An individual employed by the school on a remunerated contractual basis, regardless of employment mode (internal, external/third-party, etc.).
Whistleblowing	An instance where an individual passes on information about organisational malpractice (e.g., fraud, corruption, risk of serious harm to an individual, etc.) taking place at, or near, their place of employment.
Staff Award	A formal recognition granted to an employee or team for exceptional performance, outstanding professional conduct, dedication to the school community, or demonstration of core school values beyond typical job requirements. As governed by the School's Staff Award Policy.
Misconduct	Unethical behaviour or any action that violates the fundamental values and established ethical standards required by the UAE's educational authorities. Unethical Behaviour is defined as any behaviour or action that is in direct breach of: ADEK's core values (including integrity, respect, tolerance, and accountability). The Code of Conduct for Education Professionals (MoE, 2022). The ADEK School Professional Code of Ethics Policy. The UAE national identity and cultural values.

4. Staff Wellbeing Strategy

4.1 Obligation of Duty of Care

BIS affirms its obligation of Duty of Care towards all staff. The Principal supported by the Governing Board (especially where the Principal's wellbeing is concerned), is responsible for ensuring this obligation is met and embedded in all working practices.

4.2 Holistic Wellbeing Framework

A comprehensive framework that shapes and promotes staff wellbeing at BIS, recognizing that a teacher's health impacts their capacity to educate and care for students. Our framework addresses the general needs of all staff while also providing targeted support for specific roles (e.g., leaders, teachers).

We commit to supporting our staff across the five dimensions of health as detailed below:

4.2.1 Mental Wellbeing

This dimension focuses on the overall cognitive and emotional state of staff, emphasizing the ability to manage stress and pressure effectively.

BIS Commitment	Strategy
Workload Management	Senior Leadership Team (SLT) commits to reviewing and mitigating excessive workload demands by assessing the impact of new policies on staff time.
Stress Prevention	Providing regular, practical wellness workshops and training on stress reduction techniques, including access to The National College platform which includes and dedicated mini wellbeing sessions before starting meetings. Wellness resources aimed at supporting staff in managing work-related stress are under active review and are periodically trialled for effectiveness and integration.
Communication	Fostering a "no-blame" culture where staff feel comfortable raising concerns and seeking help without fear of reprisal. At BIS we adopt a safe; work together against the problem approach, for effective problem solving. Reflecting on all staff communications to ensure staff feel valued and heard.

4.2.2 Emotional Wellbeing

This dimension ensures staff have the capacity for self-reflection, can express emotions appropriately, and feel valued and supported by their colleagues and line managers.

BIS Commitment	Strategy
Grievance Support	Ensuring clear, confidential, and timely access to the Grievance Resolution Mechanism (Section 6.1) to address conflicts and unfair treatment.
Recognition & Valuing	Implementing formal and informal recognition programs, such as Staff Awards for school employees twice a month and once a month for nursery staff, to enhance professional fulfilment and morale. Recognition is consistent, fair, and based on transparent criteria.
Empathetic Management	Our line managers conduct empathic check-ins during weekly meetings and act with fairness and consistency when addressing staff concerns.

4.2.3 Physical Wellbeing

The health and safety of all staff is a priority, this includes physical activity, healthy eating, and a safe working environment.

BIS Commitment	Strategy
Healthy Environment	Promoting a safe, smoke-free school environment and adhering strictly to all Health and Safety Executive (HSE) standards.
Active Living	Providing opportunities and encouragement for physical activity (e.g., sports day for staff, access to school fitness facilities after hours, staff sports leagues, or movement workshops).

Time for Health	Encouraging all staff to take full, uninterrupted lunch and break periods to step away from their work area and recharge.

4.2.4 Social Wellbeing

This dimension fosters positive relationships, a sense of belonging, and strong, supportive professional networks within the school.

BIS Commitment	Strategy
Connectedness	Implementing a robust Staff Onboarding Initiative to ensure new staff quickly establish connections and feel integrated into the BIS community. HR develops a formal onboarding checklist covering HR induction, health & safety, wellbeing, and safeguarding procedures for each staff member. This checklist is maintained in the staff file for record-keeping and compliance purposes.
Workplace Culture	Cultivating a culture of mutual respect, dignity, and co-operation between colleagues, line managers, and departments.
Social Events	Organizing regular, low-pressure social and collaborative events; such as our termly staff lunches and monthly Staff Wellness Sessions, which help promote cross-departmental relationships outside of formal duties. Staff are also encouraged to participate and have fun during student social events; such as Eid Al Etihad, Sports Day and Enterprise Day.

Expected Wellbeing Responsibilities

Role	Core Responsibilities
All Staff	Treat colleagues with empathy and respect; consider colleagues' workloads; offer practical/emotional support to

	stressed colleagues; report honestly about their own wellbeing; contribute positively to morale; participate in wellbeing training.

Line Managers	Maintain positive relationships; take concerns seriously; monitor workloads and discuss work-life balance; ensure thorough induction; recognize personal issues affecting performance; promote access to external support services; maintain communication during absences.
SLT / Principal / HR / Wellbeing Specialist	Lead by example (conduct/working hours); provide non-judgmental, confidential support; monitor wellbeing via structured conversations/surveys; ensure accountability is based on trust and dialogue; regularly review staff demands (including paperwork); involve staff in decision-making; recognize and celebrate success; provide resources and support during high-stress periods (e.g., inspections).
Governing Body	Ensure the school fulfils its duty of care by providing a reasonable workload and supportive environment; ensure resources and support services are available; ensure staff are aware of the purpose of any monitoring visits.

4.2.5 Intellectual Wellbeing

This ensures staff feel stimulated, are developing professionally, and have control over their work environment and learning path.

BIS Commitment	**Strategy**
Professional Growth	Providing clear, equitable access to CPD and training opportunities that align with individual career goals, increasing job satisfaction. Partnered with The National College and Tes, our staff are sent reminders to complete online CPD courses at their own pace, alongside monthly CPD in-person training, to ensure ADEK compliance. The subject of courses and training sessions for each employee are chosen carefully by Senior Leadership to ensure effective professional growth.

Role Clarity	Ensuring all staff have clearly defined job descriptions and understand their role and responsibilities to minimize role confusion and uncertainty.
Autonomy	Where appropriate, encouraging staff input and giving employees reasonable control over the demands and execution of their daily work.

4.3 Staff Wellbeing Committee and Initiatives

The school has appointed a Staff Wellbeing Committee to centralise the planning and execution of all staff wellbeing initiatives, including:

1. Developing, implementing, monitoring, and reviewing policies to manage all aspects of staff wellbeing and grievances.

2. Publishing a Calendar of Staff Wellbeing Events throughout the academic year.

3. Developing General Wellbeing Guidelines and recommendations for staff, such as Stress Management and Time Management Workshops.

4. Implementing Staff Onboarding Initiatives; such as staff orientation days to nurture a positive work culture.

5. Organising school initiatives focusing on various aspects of wellbeing (e.g., staff lunches, social and sports events, celebrating milestones/birthdays, team building activities).

6. Establishing clear guidance on Access to Wellbeing Support and Referral Services. This includes mechanisms for the provision of first-level aid by the School Wellbeing Specialist and referral to external social and healthcare professionals for serious or long-term needs, in alignment with Section 5.2.

7. Establishing Mechanisms to address staff work-life balance (e.g lunch time fitness activities, group wellness sessions).

8. Implementing Proactive Check-ins for staff wellbeing (see Section 5).

9. Operating a transparent Grievance Resolution Mechanism and Whistleblowing Process (see Section 6).

5. Supporting Staff Wellbeing

5.1 Staff Support Mechanisms

The school regularly checks in on the wellbeing of staff to identify and support any member who may be displaying early Behaviors of Concern or potentially be at risk of harm (e.g., severe burnout or depression).

1. The Staff Wellbeing Committee/Lead documents wellbeing processes to positively engage with and support staff identified as potentially at risk.

2. Where a serious staff wellbeing concern is identified (e.g., burn out) that could have a potentially harmful impact, the school follows a clear confidential reporting within the school - to the School Wellbeing Specialist or Designated Safeguarding Lead, for further internal or external escalation as appropriate.

5.2 Wellbeing Support

BIS is permitted to provide first-level wellness support to staff by leveraging the expertise of the School Wellbeing Specialist. For serious or long-term therapeutic needs, referrals will be made to external social and healthcare professionals with the informed consent of the staff member involved.

Levels of Wellness Support	**Procedure**
First level	Wellbeing concerns reported to the wellbeing lead or staff member.
Second level	On a wellbeing support plan; such as time/energy management, stress management.
Third level	Advised to seek a third-party emotional/mental wellbeing support.

To safeguard the general wellbeing of all BIS Staff, the following Staff Wellbeing rules are effective in 2025-2026:

1. **Digital Communication Boundary (6 AM - 8 PM):** All non-urgent digital communication between staff members (via email, WhatsApp, ClassDojo, etc.) are to be sent and responded to only between 6:00 AM and 8:00 PM, Monday to Friday. Urgent matters (e.g., student safety, unmanageable crisis, immediate operational failure) are the only exceptions. Staff are strongly encouraged to use email scheduling features to ensure messages are delivered during this window.

2. **Workload Review & Delegation:** Staff members who feel their workload is unmanageable must share an update of uncompleted tasks with the Vice Principal. This triggers an immediate review with the line manager and senior leader, leading to either delegation, de-prioritization of tasks, or adjustment of timelines within three working days.

3. **Absences and Cover Booklets:** Staff who are absent are required to provide a sick leave, and it is the duty of the cover teacher to ensure the continuation of learning following the provided cover booklet for students.

4. **Use of Lunch and Break Times:** All staff are entitled to a **minimum of 30 minutes of uninterrupted break time, which should be reserved on their timetables.** Line managers must ensure staff duty rotas do not infringe upon this protected break time.

5. Language used during meetings between staff should always be English, except when a meeting concerns only Arabic staff. Staff are allowed to use any other language among each other during other times outside of meetings. This is an exception to when meetings are conducted between only 2-3 staff members who all speak the same language that is not Arabic nor English.

6. Grievances and Whistleblowing

6.1 Grievance Resolution

BIS ensures that school communication channels enable the reporting of staff grievances in a convenient and confidential manner following the BIS Staff Complaints, Grievances Policy 2026-2027.

1. A transparent and timely mechanism is outlined within the Staff Handbook to report and resolve all staff grievances.

6.2 Whistleblowing Procedure

The school has established a whistleblowing procedure as per the ADEK School Values and Ethics Policy, adhering to the following requirements:

1. As required by the ADEK Staff Wellbeing Policy (3.2.1), reporting a whistleblowing concern directly to law enforcement authorities will not violate a staff member's non-disclosure or confidentiality agreement with the school.

2. The school shall record and investigate whistleblowing concerns reported by staff, or where a staff member is the subject, while protecting their identity and implementing appropriate sanctions.

3. Investigation Processes: The school maintains a clear, standard, and transparent process for all investigations, including:

    - Investigation of Ethical Misconduct: The school is committed to the thorough, impartial, and confidential investigation of all allegations of ethical misconduct by staff or leadership.

    - Imposition of appropriate sanctions as deemed necessary on relevant stakeholders according to the laws and regulations in force in the UAE.

    - Provision of support to the staff member throughout the investigation process to minimize negative impacts on their physical and emotional wellbeing.

    - Adherence to applicable policies, regulations, and laws in the UAE in implementing sanctions. (*Refinement for Explicit Compliance*)

7. Staff Wellbeing Records

7.1 Confidentiality

BIS shall uphold the confidentiality of all staff wellbeing information, strictly adhering to Federal Decree Law No. (45) of 2021 Concerning the Protection of Personal Data, and the ADEK School Records Policy. Confidential information includes, but is not limited to:

1. Staff medical records and health information accessed by the school.

2. Information and records related to health or social care support provided by the school.

8. Compliance and Review

- Effective Date: This policy is effective from the start of Academic Year 2026/27 (Fall term).

- Full Compliance: Full compliance across all procedures is expected by the start of Academic Year 2026/27 (Fall term).

- Accountability: Non-compliance shall be subject to legal accountability and penalties as per ADEK's regulations.

The Principal and the Staff Wellbeing Committee shall review this policy annually to ensure continued alignment with ADEK requirements and best practices.