BELVEDERE
INTERNATIONAL SCHOOL

SCHOOL WELLBEING POLICY

2026–2027

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Approvals:			
Principal	**Mr. Ismat Daou**		
Signature		*Date:*	10/10/26
BIS Board of Governors	**Dr. Naeem Radi**		
Signature		*Date:*	12/10/20

Introduction

At Belvedere International School (**BIS**), we recognize that **wellbeing** is a fundamental aspect of a thriving educational community. Aligned with the World Health Organization's (WHO) definition, we understand wellbeing as a positive state that encompasses quality of life and the ability of our school community to contribute meaningfully to the world. Research underscores the critical role of a prevention-based, **whole-school approach** to promote well-being, as it directly impacts student learning and overall success.

This policy outlines BIS's vision and framework to maintain **psychological, social, mental, physical, intellectual, digital, and environmental wellbeing** across our school community. We are committed to monitoring and supporting the wellbeing of our students and staff, enabling relevant and adaptive interventions. This policy is aligned with all requirements set out in the ADEK School Wellbeing Policy (September 2024, V1.1).

Our Wellbeing Mission & Vision

Our goal is to integrate wellbeing into the fabric of our educational environment through daily, evidence-informed practices. We are dedicated to:

- Promoting positive mental health and emotional wellbeing for all students, staff, and families, encompassing all dimensions of wellbeing through in-school events and initiatives.
- Creating a collaborative and inclusive culture where all stakeholders actively contribute to the school's overall wellbeing, with a strong sense of belonging, and explicitly addressing the needs of students with additional learning needs.
- Establishing clear and accessible referral pathways to ensure **timely and effective support** for all members of the BIS community.
- Recognizing the intrinsic link between academic achievement and overall wellbeing, ensuring a holistic approach to education.
- Integrating daily wellbeing practices into our curriculum and school routines to positively impact the entire BIS community, creating a sustainable culture of wellbeing.

Our Values

Our values serve as the foundation of our wellbeing approach:

- **National Identity:** We instil a sense of belonging and take pride in Emirati language and traditions.
- **Social Wellbeing:** We cultivate a connected and inclusive community where support is encouraged, and positive wellbeing is promoted through strong relationships among students and staff alike.
- **Growth Mindset:** We champion resilience and continuous learning, empowering students to develop coping skills and view challenges as opportunities for positive mental growth.
- **Preparing for Life:** We equip our community with the skills and resources needed to build resilience, manage stress, and promote lifelong positive mental health.
- **Celebrating Success:** We recognize and value achievements to adopt a supportive atmosphere that enhances overall wellbeing and motivates further success.

Definitions

Term	**Definition**
Belvedere Wellbeing Policies	The group of BIS policies that relate to student and/or staff wellbeing and are aligned with the ADEK group of policies. This includes, but is not limited to: BIS School Health and Safety Policy BIS School Inclusion Policy BIS Student Digital Systems & Technology Policy BIS School Physical Education and School Sports Policy BIS Safeguarding and Student Protection Policy BIS School Staff Wellbeing Policy BIS School Student Behaviour Policy BIS School Student Mental Health Policy BIS Curriculum Policy

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).
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, it 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).

Policy

Committees and Support Teams

The following teams at BIS work collaboratively to support the wellbeing of our community:

- **Wellbeing Committee/Lead:**

Appointed to oversee the school's overall wellbeing strategy, including the design, delivery, and analysis of annual surveys, and to ensure the strategy is known, understood, and practiced appropriately by the school community.

- **Pastoral Team:**

  Dedicated staff members responsible for the overall social, emotional, and academic wellbeing of students.

- **Staff Wellbeing Committee:**

  A team dedicated to promoting and supporting the wellbeing of all BIS staff through initiatives, events, and policy review.

- **Student Care & Support Team:**

  Qualified professionals who provide **confidential wellness sessions** and support to students needing emotional support or looking to improve their overall sense of wellbeing.

- **Digital Wellbeing Committee:**

  A digitally well-informed team that maintains the safe and responsible integration of technology, ensuring compliance with the ADEK School Digital Policy. They provide proactive education on digital citizenship, cyberbullying, monitor online activity as a safeguarding measure and encourage healthy screen time habits, as supported by clear reporting channels and staff training.

- **Inclusion Department:**

  A specialized team dedicated to creating a supportive and inclusive learning environment for all students, with a particular focus on those with **additional learning needs**. The **Head of Inclusion** works closely with stakeholders to promote the wellbeing of these students (ADEK Policy 4.1).

- **School Based Intervention Team (SBIT):**

Well-informed team that ensures the systematic identification, monitoring, and support for students at academic, behavioural, or emotional risk.

- **Safeguarding Teams & Wellbeing Leads:**

  Trained staff responsible for ensuring the safety and wellbeing of all students. Wellbeing Leads champion initiatives within their departments to promote awareness and facilitate access to resources.

1. **School Wellbeing Strategy**

BIS is committed to a holistic wellbeing strategy that is implemented through proactive and preventative initiatives across all key dimensions. The strategy will be reviewed annually by the Wellbeing Committee/Lead to monitor progress against set goals (ADEK Policy 1.2).

We believe that practical and fun wellness practices are easier to follow and integrate into daily schedules at school. We aim to start and end each day and month with wellness, through:

1. Teaching self-care to staff and students and providing them with the means to self-care, such as monthly self-care related workshops and a 24/7 wellbeing support platform - currently Komodo.

2. Reminding staff & students on the importance of movement and allocating time throughout the academic year to move together, as already part of the BIS School Physical Education and School Sports Policy's MVPA Policy.

3. Instilling a growth mindset throughout the school community via posters, commonly used phrases, and fun workshops and morning assemblies, as well as having it embedded within the curriculum.

4. Ensuring that morning assemblies integrate wellness at least once a month, and that they are student-led.

5. Following a tiered, confidential system for addressing staff or student concerns. Staff use one of the following forms:

   - Behaviour Concern Referral Form

     https://forms.gle/ZxfLJgMYVBfAiyVV6

- Cause of Concern Referral Form

  https://forms.gle/esQqe1NyxmAZ7nFD8

- Safeguarding Referral Form

  https://forms.gle/Q9b83sbyNmT6oFEH7

- Incident Form

  https://forms.gle/eQtjzNrKDrnS1s3f6

- Low-level Concern Form for Staff

  https://forms.gle/56TiSoCohwWqoQQQ9

to alert the School Based Intervention Team, who then assigns immediate support based on the concern's severity. All actions are confidentially documented and followed-up on ensuring compliance.

6. Continuously exploring wellbeing collaborations/ partnerships; such as The Wellbeing Hub, Wellness4You, Elggo, and Komodo.

7. Following a holistic approach that prioritizes mental, physical, digital, social, intellectual and environmental wellness across class years as applicable.

2. **Dimensions & Initiatives**

2.1 Our wellbeing dimensions and initiatives include:

Dimension	**Strategic Focus**	**Current & Planned Initiatives**	**In Practice at BIS**
Psychological & Social	Building community, promoting positive relationships, inclusion, and mental resilience.	Respect and Manners Awareness Campaign, Peer Mentoring Program, Dedicated Social-Emotional Learning (SEL) curriculum time, regular community-building events, clear anti-bullying campaigns, and reporting channels.	Assemblies, in-class workshops, parent workshops, Komodo, Stress Management Workshop, International Day of Peace Celebration, Enterprise and Open Day, Feasting Like Vikings, ADHD

			Awareness Day

Physical	Promoting healthy lifestyles, activity, and safety.	Daily Physical Education part of our MVPA program, wide range of extracurricular sports activities (ECA), regular healthy eating education integrated into the curriculum, and promotion of movement breaks in class.	BIS MVPA program, break time activities, ECA, PE, Swimming, Competitions, Staff Wellbeing Events, Celebrating Inclusion Through Sport, Visit to the Abu Dhabi Sports Council, Sports Day
Mental	Equipping students and staff with emotional resilience and coping skills.	Access to one-on-one confidential wellness sessions with qualified Wellbeing Lead, stress management workshops for different year groups and staff.	Komodo, Wellbeing Workshops , 1-to-1 wellness sessions
Intellectual	Fostering a love of learning through an engaging and relevant curriculum.	High-quality Continuous Professional Development (CPD) for staff, student-led project-based learning opportunities such as our interdisciplinary project week, and personalized learning pathways, through Komodo Platform for our secondary students.	In-house The National College for staff, Manchester City Visits BIS, Academic UAE Competition,
Digital	Educating on responsible digital citizenship and promoting healthy online habits.	Integration of digital safety and wellbeing lessons into the curriculum, awareness campaigns against cyberbullying, and clear rules on device usage in line with the ADEK School Digital Policy.	E-safety workshops, CPD courses on online safety, safeguarding training, BYOD Policy, staying safe online,

Environmental	Promoting sustainability and environmental awareness.	The Green Committee student-led, hands-on sustainability projects, and education on our role in the local and global environment.	Sustainability Committee, School Green Flag Status, School Gardening & Environmental Club, Go Green Competition

2.2 **BIS Wellbeing Calendar**

Detailed annual wellbeing initiatives for all stakeholders are shared with students, staff and parents. The structured annual Wellbeing Calendar shared with all staff members is non-negotiable to ensure systemic coverage. BIS also encourages supplementary, spontaneous wellness events (such as staff breath-work/meditation breaks and short primary in-class activities) to prevent burnout and ensure a continuous culture of care across the school.

2.3 **Supporting Students with Additional Learning Needs (ALN)**

The Wellbeing Strategy and initiatives are **holistic** and specifically take into account the abilities, needs, and engagement of **students with additional learning needs**, in line with the ADEK School Inclusion Policy (ADEK Policy 1.3, 4.1) and the School's Inclusion Policy.

- **Head of Inclusion** involvement in the Wellbeing Committee to ensure all actions are inclusive.
- **Individualized support plans** (e.g., modified participation in PE, quiet spaces during high-sensory events) will address specific wellbeing barriers.
- Staff CPD will include training on recognizing and responding to the unique wellbeing needs of ALN students.
- A **Personal Emergency Evacuation Plan (PEEP)** prepared and sent to all Staff detailing each ALN student's specific needs and details on how to assist them in the case of an emergency.

3. Awareness Campaigns and Action Plans

BIS shall promote awareness of the wellbeing strategy, associated policies, and initiatives to students, staff, parents, and other relevant stakeholders.

Awareness Campaigns and Communication

Stakeholder	Plan & Tactics	Monitoring & Evaluation
Students	Integration into the formal curriculum (e.g., SEL lessons), student-led initiatives (e.g., wellbeing-related competitions), Wellbeing Notice Boards in common areas.	Feedback Boxes and informal class-level questionnaires following key awareness campaigns (e.g., Mental Health Awareness Week) to gauge comprehension and impact. Feedback survey. Termly Feedback surveys will be shared with Students and data collated for improvement purposes.
Staff	Mandatory annual training on the Wellbeing Strategy and all underpinning ADEK wellbeing policies, regular updates at staff meetings, publication on the Staff Portal.	Annual Staff Wellbeing Survey includes specific questions on awareness of policies; CPD sign-in sheets and completion records. Termly Feedback surveys will be shared with Staff and data collated for improvement purposes.
Parents	Publication on the school website (ADEK Policy 2.1.3), inclusion in the Parent Handbook (ADEK Policy 2.1.4), weekly newsletters, parent workshops and information sessions on key wellbeing topics, communication via school newsletter/app.	Parent section of the annual wellbeing survey (gauging perception of child's wellbeing and awareness of school efforts); attendance records for parent workshops.

4. Staff Induction

A specific component of the **induction and training strategy** for all new staff and volunteers will cover the school's wellbeing requirements (ADEK Policy 2.2.6). This will ensure all new staff understand:

- The BIS Wellbeing Strategy and their role within it.
- Confidentiality and reporting protocols for both student and staff concerns.
- The location of all supporting policy and procedure documents.

5. Monitoring and Evaluation

BIS 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 (ADEK Policy 3.1).

5.1. Termly Wellbeing Survey

- **Survey Contents:** The termly surveys cover the following minimum areas as per ADEK requirements: Psychological, Physical, Social, Intellectual, Digital, and Environmental wellbeing, and provide feedback on current wellbeing policies and initiatives for feedback to action cycles.

- **Survey Conditions:** The survey(s) will be administered to all staff and students (after obtaining parental consent). Staff and parent wellbeing surveys may be integrated into the school's annual survey process.

- **Survey Analysis and Confidentiality:**

    - Responses are **anonymized and grouped for analysis** to prevent individual respondents from being identified.

    - There is a provision for tracking student data for the sole purpose of identifying students at risk who require intervention.

    - All data collected from the surveys, feedback boxes, and questionnaires is **stored securely and confidentially**, and access is limited to the Wellbeing Committee/Lead and Senior Leadership Team. Digital platforms used for the survey are compliant with the ADEK School Digital Policy.

6. Compliance and Review

This policy shall be effective as of the start of the Academic Year 2026/27 (Fall term), and the school expects to be fully compliant by the start of the Academic Year 2026/27 (Fall term).

- **Annual Review:** The policy will be reviewed annually by the Wellbeing Lead, School Leadership Team, and Board of Governors to ensure its continued relevance and effectiveness and alignment with all ADEK requirements.

- **Policy Audit:** All school policies will be reviewed annually to ensure 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.) (ADEK Policy 1.4).

- **Compliance:** Failure to comply with this policy shall be subject to legal accountability and penalties in accordance with ADEK's regulations.

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