Wellbeing Policy

2026 – 2027

PACE
MODERN BRITISH SCHOOL
DUBAI, UAE

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Introduction

Wellbeing Vision Statement

To cultivate a school community where every student feels embraced, empowered, and inspired to evolve — thriving within a safe, inclusive, and nurturing environment that places wellbeing at the heart of learning and enables each individual to leave a meaningful and lasting footprint on the world.

Wellbeing Mission Statement

We are committed to embracing the unique strengths and potential of every student, empowering them to make informed and responsible choices, and supporting their holistic development through resilience, confidence, and purpose. Through a culture of care, collaboration, and high expectations, we nurture wellbeing across all aspects of school life, enabling every member of our community to grow, flourish, and leave a positive footprint within our school and beyond.

The promotion of wellbeing is central to the PMBS mission to enable children and young people to achieve their full potential and contribute to their social, emotional, mental, and physical development. The safety and well-being of our pupils and staff is at the heart of everything we do. We at PMBS (formerly Pace Modern British School) are committed to ensuring that the emotional, mental, social, and physical well-being of each student, staff and community are of paramount importance and that each facet of well-being is holistically intertwined with all aspects of school life. Our driving values — **Embrace, Empower, and Evolve** — underpin everything we do. We embrace every individual, ensuring they feel seen, heard, safe, and valued. We empower our community to develop confidence, resilience, and responsibility for their own wellbeing and the wellbeing of others. We support all members of our school to evolve — growing in character, strength, and purpose through reflection and challenge. Through this journey, we encourage everyone to **Leave Your Footprint**, making a positive and lasting contribution to our school and the wider community.

We promote the values of happiness, kindness, innovation, citizenship, and collaboration and in doing so, we create a school environment rich in positive well-being beliefs and practices. Our school encourages a supportive and inclusive philosophy, which strongly values parental/guardian involvement and contribution. The purpose of this policy is to outline the ways in which we, as a school community, care for and nurture the well-being of all at PMBS.

The purpose of this policy is to outline the ways in which we, as a united school community, care for, protect, and nurture the wellbeing of all at PMBS, ensuring every individual thrives and flourishes.

PMBS Wellbeing Model

Aims and Objectives

The aims and objectives of the PMBS wellbeing framework are grounded in a commitment to foster an environment where every member of our school community can thrive holistically. Our primary goal is to nurture the physical, mental, and emotional well-being of everyone, laying the

foundation for a positive and supportive school culture. Below, we have listed the aims and objectives of our framework:

- Mindfulness practices play a crucial role, as we incorporate relaxation techniques to empower students in managing stress and building emotional resilience.
- Wellbeing assessments are conducted to gauge the effectiveness of our comprehensive wellbeing initiatives.
- Ensuring emotional safety is a priority, as we strive to establish a culture where students feel secure, promoting open communication and prompt addressing of any concerns.
- We believe in delivering a quality education that challenges and engages students, providing ample opportunities for critical thinking and problem-solving.
- Our commitment to lifelong learning encourages students to explore new topics and ideas, fostering a love for continuous intellectual growth.
- By emphasising teamwork and collaboration, we engage students in cooperative learning, group projects, and activities that enhance their teamwork skills.
- Positive relationships are fostered throughout our inclusive school community, where strong teacher-student and peer connections create a supportive environment.
- Finally, promoting healthy nutrition, we strive to educate students about balanced meals, hydration, and the importance of making healthy food choices for their overall well-being.

Rationale

Efficient learning and positive academic outcomes are closely tied to the happiness, self-belief, and sense of acknowledgment and support experienced by children in their educational journey. At PMBS, we recognise the role of well-being in our community, and integrate it seamlessly into our school's vision, ethos, and daily operations. By cultivating an environment rich in well-being practices and principles, we envision a multitude of opportunities for learning and development, fostering school improvement and growth.

Our wellbeing approach contributes to various positive outcomes, including the following:

- The establishment of a positive school culture
- Heightened staff empowerment and voice
- Enhanced teaching effectiveness
- Increased student engagement
- Improved academic standards and achievement.

Additionally, students that engage in well-being practices help contribute to their self-confidence, positive attitudes, and improved self-esteem. This holistic approach leads to fewer disengaged students, enhanced behaviour, improved teacher-pupil relationships, reduced absenteeism, increased parental involvement, and an overall heightened well-being culture across the entire school community.

Effective Practice in Wellbeing and Equity

Leadership	• Leaders foster an open and transparent communication channel where concerns related to well-being can be shared without fear of judgment. • Leaders engage fully with the range of professional learning opportunities to further develop their expertise. • Leaders regularly assess the impact of well-being initiatives through surveys for both student and staff. They use this information to make informed decisions and adjustments to improve the effectiveness of well-being practices in the school. • Leaders cultivate a school culture that values and prioritises well-being. They encourage positive relationships among staff, students, and parents, promoting a sense of belonging and community. • Leaders allocate resources to support well-being initiatives, including staffing, facilities, and materials. This may involve hiring school counselors or creating dedicated well-being spaces. • Leaders promote a healthy work-life balance among staff members. They encourage reasonable work hours, breaks, and time for self-care to prevent burnout and support overall well-being.
Teaching & Learning and Provision	• Teachers focus on professional learning and developing the quality of teaching and learning. • Teachers track and monitor the progress of fragile learners to ensure they have access to appropriate interventions and make good progress overtime. • Teachers foster positive and supportive relationships with students, creating a sense of trust and belonging. Establishing a caring classroom environment contributes to overall well-being. • Teachers encourage a growth mindset by emphasising the importance of effort, resilience, and learning from mistakes. This creates a positive attitude towards challenges and contributes to a student's emotional well-being.

	• Teachers maintain open lines of communication with parents, involving them in discussions about students' well-being and collaborating on strategies to support overall development. • Teachers recognise when a student may need additional support and collaborate with school counselors or other specialists to address specific well-being concerns.
Governance	• Governors hold the Principal and school leadership accountable for the wellbeing of all staff and students • Governors support the school wellbeing strategies, with open lines of communication to the Principal • The staff pulse and student well being surveys are reviewed termly and reflected in the appropriate action plans

Promoting Wellbeing

In pursuit of nurturing and enriching our educational environment, PMBS has developed a wellbeing framework grounded in six key principles. These principles also capture the main aspects of students' well-being, addressing the diverse dimensions of their physical, intellectual, mental, emotional, social, and character development. This holistic approach ensures that our students not only excel academically but also thrive personally, socially, and emotionally.

Physical Wellbeing (Move and Nourish):

We promote active lifestyles, healthy habits, and physical vitality through sport, movement, nutrition awareness, and health education.

- Embrace: We create inclusive opportunities for all students to participate in physical activity, celebrating effort and participation.
- Empower: Students develop knowledge and habits that help them make informed choices about nutrition, hydration, sleep, and exercise.
- Evolve: Students build endurance, discipline, and resilience through sustained physical challenges and goal-setting.
- Leave Your Footprint: Students model healthy lifestyles and inspire others by promoting wellbeing within the school and wider community.

Intellectual Wellbeing (Learn and Innovate):

We nurture curiosity, critical thinking, creativity, and a love of learning.

- Embrace: We value diverse learning styles and encourage students to feel confident in their intellectual strengths.
- Empower: Students take ownership of their learning, set goals, and develop problem-solving skills.
- Evolve: Learners reflect on progress, embrace challenges, and grow through perseverance.
- Leave Your Footprint: Students apply knowledge innovatively to make meaningful contributions to their school and community.

Mental and Emotional Wellbeing (Connect and Express):

We support students in understanding and managing emotions, building resilience, and expressing themselves safely and confidently.

- Embrace: Every student feels seen, heard, and supported in a safe emotional environment.
- Empower: Students learn coping strategies, emotional regulation skills, and confidence to ask for help.
- Evolve: Through reflection and support, students grow stronger in managing stress and overcoming challenges.
- Leave Your Footprint: Students demonstrate empathy and compassion, positively influencing the emotional culture of the school.

Social Wellbeing (Connect and Collaborate):

We foster positive relationships, teamwork, respect, and a strong sense of belonging.

- Embrace: We build a culture of inclusion, kindness, and mutual respect.
- Empower: Students develop communication, leadership, and collaboration skills.
- Evolve: Learners strengthen their ability to resolve conflict, adapt to change, and maintain healthy relationships.
- Leave Your Footprint: Students act as ambassadors of respect and collaboration within and beyond the school.

Values and Character Development (Respect and Resilience):

We develop integrity, responsibility, empathy, and perseverance as core character traits.

- Embrace: Students respect diversity, culture, and individuality.
- Empower: They make ethical decisions and take responsibility for their actions.
- Evolve: Students grow through setbacks, demonstrating resilience and a growth mindset.
- Leave Your Footprint: They contribute positively to society by modelling strong character and leadership.

Safety and Security (Safe and Supportive):

We ensure a physically and emotionally secure environment where wellbeing can flourish.

- Embrace: Every member of the community feels protected and valued.
- Empower: Students are educated about personal safety, digital safety, and responsible decision-making.
- Evolve: Through awareness and reflection, students become proactive in maintaining a safe environment.
- Leave Your Footprint: Students uphold school values and contribute to a culture of responsibility and care.

Responsibilities – Student Wellbeing

The Principal:

- Implementing robust measures to safeguard and protect students from harm.
- Embedding Student Wellbeing as a core component in every school agenda and aligning it with the school vision.
- Providing ongoing professional development for staff to equip them with effective strategies for promoting student wellbeing.
- Regularly monitoring the wellbeing needs of students.
- Cultivating a sense of value and belonging for all community members, including students, staff, and caregivers within the PMBS community.
- Ensuring the availability of effective communication methods for staff, students, and families.
- Equipping all staff members with thorough training and information on safeguarding policies and procedures.
- The Principal, supported by the senior and middle leadership team and Pathfinders serves as positive role models through their own practice while implementing these responsibilities.

Staff:

- Cultivating an environment that cherishes and celebrates each child as a unique individual.
- Fostering a warm and nurturing atmosphere where children feel safe and comfortable to express themselves authentically.
- Being vigilant in recognising signs of emotional distress or difficulty in students and taking necessary steps to ensure their safety.
- Demonstrating best practices for self-care and self-regulation, serving as positive role models for students.
- Responding empathetically to the emotional situations of students and supporting them in exhibiting appropriate behaviors.

- Documenting observations of any behavioural changes or emotional challenges faced by individual students and seeking guidance on how to support their needs.
- Promptly reporting any safeguarding concerns directly to the designated child protection officer for appropriate action through ERP.

Responsibilities – Staff Wellbeing

As an employer, fulfilling its duty of care involves:

- Monitoring the workload of the Principal to ensure it remains manageable and sustainable.
- Actively listening to and addressing any concerns raised by members of staff.
- Providing the necessary resources to maintain healthy levels of staff workload.
- Collaboratively reviewing and updating workload policies in partnership with the Principal.
- Evaluating how its own members are treated and valued within the organisation.
- Ensuring that individual staff members are not unfairly burdened with demands that disrupt their work-life balance.
- Ensuring that all school policies and procedures consider the wellbeing of staff.

The Principal:

The Headteacher/Principal's responsibilities include:

- Providing comprehensive personal and professional development opportunities, encompassing team building, stress management, and communication skills.
- Establishing a non-judgmental and confidential support system through coaching, mentoring, and pastoral care for staff members.
- Monitoring the workload of staff members and remaining vigilant for signs of stress.
- Actively soliciting feedback from staff and implementing strategies to involve them in school decision-making processes.
- Recognising and celebrating the efforts and achievements of staff.
- Prioritising reforms and innovations as a gatekeeper.
- Ensuring staff are adequately trained, including in online expertise for distance learning, to perform their duties confidently.
- Cultivating a culture where staff feel valued, setting aside dedicated time for their wellbeing.
- Thoughtfully planning the yearly timetable, taking into account staff commitments.

- Incorporating opportunities for staff to discuss aspirations and career intentions into professional development meetings.
- Making accommodations where feasible to help staff balance family and work demands.
- Recognising that personal experiences may temporarily affect work performance and providing appropriate support.
- Ensuring accessibility of senior leadership team (SLT) to staff and maintaining effective communication methods.
- Providing or signposting support services for staff requiring specialist assistance.
- Maintaining contact with staff during extended absences.
- Conducting risk assessments for work-related stress.

The Principal carries out these responsibilities with the support of the senior and middle leadership team and Pathfinders all striving to be positive role models.

In turn, members of staff are responsible for:

- Treating colleagues with empathy, respect, and kindness.
- Ensuring their own health and safety at work and online, and seeking support from key staff when needed.
- Upholding the ethos of staff wellbeing and considering the workload and wellbeing of their colleagues.
- Valuing all members of the school staff and recognising the importance of everyone's role.
- Contributing to the social aspects of school life to foster morale and effective team spirit.
- Respecting shared areas and creating an environment that accommodates both relaxation and workspaces.

Support in Specific Circumstances:

The Pathfinders are available to assist the Principal and Senior Leadership Team (SLT) in providing low-level social-emotional wellbeing support and intervention for all staff. Acting as a confidential and impartial resource, the School Counsellor offers regular, routine consultations, ad-hoc mental health first aid, and emotional support for staff experiencing crises. It's important for all staff to recognise that this service isn't a licensed counselling service, and risk is carefully monitored and communicated to the Principal in cases of safeguarding concerns.

Working alongside the Wellbeing Team, Pathfinders collaborates with the Principal to implement practical strategies that encourage dialogue and normalise staff wellbeing discussions. These initiatives may involve training in mindfulness and relaxation techniques or providing personal development opportunities to enhance staff skills in mental health practices such as compassion, resilience, and growth.

The school is committed to offering support and exploring options tailored to specific circumstances. In instances where external services are necessary, the school remains steadfast in providing ongoing support.

Staff are encouraged to schedule medical appointments outside of school hours whenever possible. However, in cases where this isn't feasible, individual support will be arranged.

Whenever possible, the school supports staff in achieving a healthy work-life balance and overall wellbeing outside of school hours. This may include providing paid leave for staff to attend necessary appointments or manage personal responsibilities.

The PMBS Wellbeing Framework serves as a guiding force in our commitment to nurturing well-rounded individuals who not only excel academically but also thrive physically, emotionally, and

socially. By embracing these six principles, our school endeavours to create an environment where students feel supported, challenged, and empowered to achieve their fullest potential in all aspects of their lives. The formulation of this policy has been shaped by these principles, serving as a compass for its subsequent implementation and monitoring.

Monitoring and Reviewi

To uphold and enhance the well-being of our school community, we have implemented monitoring systems containing various stakeholders. These include:

Student Wellbeing Survey:

Administered to all students, the student well-being survey evaluates their overall well-being, providing an overview of the well-being landscape within the school. As students engage with the survey online, teachers and teaching assistants offer support and closely observe, particularly identifying students who may require well-being interventions or counselling. The survey is shared with students on a termly basis, offering a regular and transparent dialogue about their overall well-being.

Staff Pulse Wellbeing Surveys (TES):

Staff pulse is an online wellbeing survey which is sent out to all staff members every 2 weeks. Staff Pulse provides routine anonymous well-being surveys and feature questions specifically designed to allow staff members a secure platform to express their opinions openly and honestly about school life. This empowers leaders with valuable insights, enabling them to promptly and effectively create action plans to address any identified issues within the school community.

Learning Walks:

Focus on well-being, learning walks conducted by members of senior leadership, contribute to a holistic assessment of the school environment, ensuring a comprehensive understanding of factors influencing the well-being of students and staff.

Student Council:

Members of the student council within the school, actively engage within the school community and feedback to senior leadership ways of improving the wellbeing environment in the school and ideas to bring about positive change from a student's point of view. This brings forward student voice and gives students the confidence to lead in making a difference.

Student Wellbeing Committee:

The Student Wellbeing Committee plays a pivotal role in nurturing and enhancing the overall well-being of students in PMBS. This committee, comprising of students from years 7 and 8, serves as a representative voice for the student body. By actively engaging in the whole school wellbeing initiative (wellbeing post box) and discussions related to well-being, the committee contributes to the creation of a positive and inclusive school environment. Through collaborative efforts with senior leadership, they read the worries and concerns of their peers and reply positively with words of encouragement and support. By empowering students to actively participate in shaping the well-being landscape of the school, it brings forward positive change and contributes significantly to the holistic development of all students.

Referral Systems & Counselling:

Fragile individuals benefit from referral systems and counselling services, where students can access tailored support for mental, physical, emotional, or social challenges.

School counselling services:

At PMBS, our counselling programs are designed to address the challenges students may face.

These programs encompass a range of therapeutic techniques, including …

Students, parents, and staff members are well-informed about the referral process, and progress is closely monitored through …

Some of the counseling programs offered include:

- *Anxious feelings*
- *Anger management*
- *Stress*
- *Building self-esteem*
- *Gaining self-control*

Continuous Development

As part of our school improvement plan, the Principal and relevant teams are committed to reviewing the impact and effectiveness of the well-being policy. Amendments will be applied as needed to ensure its ongoing relevance and efficacy. This policy should be considered in conjunction with other key policies, including Safeguarding and Child Protection, Behaviour, Anti-Bullying, Code of Conduct for Staff, Health and Safety, and Healthy Eating, to create a comprehensive approach to well-being within our school community.

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