



Wellbeing Policy

2026 - 2027

Policy Reviewed By	Sarah Wright
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Policy Statement

At GEMS Wellington International School, we believe that wellbeing is fundamental to learning, achievement and personal development. We are committed to creating a safe and inclusive environment where every member of our community feels seen, supported and safe. We recognise that wellbeing encompasses emotional, social, physical and psychological health. Through a proactive and preventative approach, we aim to develop children who are equipped to navigate challenges, and contribute positively to society.

Wellbeing is everyone's responsibility. Students, staff, parents and leaders work together to create a culture where individuals feel a sense of belonging to their school community. Every policy is shaped by a commitment to protecting and enhancing the wellbeing of the WIS community.

Our Mission

To embody integrity, empathy and fortitude as we learn and lead.

Our Vision

Students will be beacons of social responsibility, empowered by a co-constructed, pioneering and authentic learning experience.

Our Values

Our approach to wellbeing is underpinned by the values that define our school community:

Integrity

We act with honesty, fairness and respect. We encourage every member of our community to take responsibility for their actions and contribute positively to their own wellbeing and that of others.

Empathy

We recognise and value the experiences, perspectives and feelings of others. We strive to build a culture of kindness and compassion.

Fortitude

We inspire students to challenge themselves, embrace opportunities and develop in the ways required to achieve success in school and beyond.

Our Wellbeing Framework

Our wellbeing provision is rooted in evidence-informed practice and aligns with international best practice in social and emotional learning. It is driven by the GEMS Wellbeing Framework as well as internal processes linked to the context of our school community.

The current GROWell framework focuses on five interconnected competencies:

1. Self-Awareness

Students develop an understanding of their emotions, strengths, values and personal identity.

Through self-awareness, students learn to:

- Recognise and understand their emotions

- Reflect on their strengths and areas for growth
- Build confidence and self-esteem
- Develop a positive sense of identity
- Set meaningful personal goals

2. Self-Management

Students develop strategies to regulate emotions, manage stress and respond positively to challenges.

Through self-management, students learn to:

- Demonstrate resilience and perseverance
- Manage emotions effectively
- Develop healthy coping strategies
- Maintain focus and motivation
- Balance academic, social and personal commitments

3. Social Awareness

Students develop empathy and an appreciation for diverse perspectives and experiences.

Through social awareness, students learn to:

- Understand and respect others
- Appreciate diversity and inclusion
- Demonstrate empathy and compassion
- Contribute positively to their communities
- Act as responsible global citizens

4. Relationship Skills

Students develop the skills required to establish and maintain positive relationships.

Through relationship skills, students learn to:

- Communicate effectively
- Resolve conflict constructively
- Work collaboratively with others
- Seek support when needed
- Build and maintain healthy relationships

5. Responsible Decision-Making

Students develop the ability to make thoughtful and ethical choices.

Through responsible decision-making, students learn to:

- Consider the consequences of their actions
- Demonstrate integrity and accountability
- Make safe and informed choices
- Solve problems effectively
- Contribute positively to their school and wider community

Creating a Culture of Belonging and Support

At GEMS Wellington International School, we believe that a strong sense of belonging is central to wellbeing.

We strive to ensure that every student:

- Feels seen, supported and safe
- Has trusted adults they can turn to for support
- Feels connected to their peers and wider school community
- Experiences positive and meaningful relationships
- Has opportunities to contribute and lead

We actively promote student voice and provide opportunities for students to influence and shape their school experience.

Seen, Supported and Safe

Seen

We believe wellbeing and achievement are intrinsically linked through recognition and responsibility.

By supporting students' emotional and social development, we enable them to be seen through:

- Engaging fully in learning
- Developing confidence and independence
- Building resilience
- Achieving academic success, both inside and outside the classroom

Supported

Students have access to a range of wellbeing services and support mechanisms including:

- Form Tutors
- Heads of Year
- Student Culture and Experience Leaders
- School Counsellors
- Inclusion Team
- Safeguarding Team
- Senior Leaders

Support is provided through both preventative and responsive approaches, ensuring students receive timely and appropriate intervention when needed.

Safe

We are committed to providing a physically, emotionally and psychologically safe environment.

This includes:

- Robust safeguarding procedures
- A zero-tolerance approach to bullying, discrimination and harassment
- Positive behaviour systems
- Effective pastoral support structures
- Clear reporting pathways for concerns

Student Voice and Participation

Student voice is central to our wellbeing strategy. We actively seek student feedback through:

- Student Leadership Groups
- Focus Groups
- Wellbeing Forums
- Tutor Discussions
- Student Surveys
- Informal Feedback Opportunities

This ensures that student perspectives help shape wellbeing provision and school improvement priorities.

Data-Informed Wellbeing

We recognise that wellbeing is dynamic and requires ongoing monitoring and evaluation. To ensure that support is effective and responsive, we utilise a range of data sources to develop a holistic understanding of student wellbeing. These include:

PASS (Pupil Attitudes to Self and School)

PASS provides valuable insight into students' attitudes, engagement, confidence and sense of belonging.

Upstrive and Student Wellbeing Surveys

Upstrive is used to support students with 'live' feedback on their emotional wellbeing in school. Regular wellbeing surveys allow students to share their experiences and provide feedback on school life, relationships and emotional wellbeing.

Student Voice Activities

Focus groups and student discussions provide qualitative information that complements survey data. Our Senior Student Leadership Team consists of two prefects whose remit is to support the wellbeing of students. Our Culture Prefect is tasked with developing a positive and proactive school culture, with initiatives aimed at bringing our community together, and our Nurture Prefect is tasked with supporting the transition of students new to the school so that they can form positive relationships quickly.

Pastoral and Safeguarding Information

Attendance, behaviour, safeguarding and pastoral records help identify trends and students requiring additional support.

Academic Indicators

Academic engagement and progress can provide important insight into student wellbeing and support needs.

Partnership with Families

We believe that strong partnerships between school and home are essential to student wellbeing.



We are committed to:

- Maintaining open and constructive communication
- Working collaboratively to support students
- Sharing relevant information appropriately
- Responding to concerns in a timely manner
- Promoting consistency between home and school

By working together, we can provide a strong and coordinated support network that enables every student to flourish.

Monitoring and Review

This policy will be reviewed annually to ensure it reflects current research, regulatory requirements, student needs and best practice in wellbeing provision.

The effectiveness of the policy will be monitored through:

- Student voice
- Wellbeing survey data
- PASS outcomes and Upstrive
- Safeguarding and pastoral data
- Parent feedback
- Staff feedback
- School improvement priorities

At GEMS Wellington International School, wellbeing is not an additional aspect of education; it is the foundation that enables every learner to thrive, belong and succeed.