

# WEEKLY NEWSLETTER



## Vision, Mission and Values

Belvedere British School to provide an excellent teaching and learning environment where students achieve more due to the high standards expected from our educational philosophy. Ultimately we aim to prepare students for life, based on our values of Tolerance, Respect, and Responsibility.

We provide a holistic education and inspire lifelong learning. Our students are motivated to apply themselves so they achieve their full potential in all aspects of school life. We encourage high and realistic expectations, so our students have aspirations that take them beyond school to their own futures, in the UAE and internationally.

#advitamparamus

☎ 02-5090000

#preparationforlife

🌐 [belvederebritishschool.ae](http://belvederebritishschool.ae)



## Mr. Robert Thorn

### School Principal | Belvedere British School

#### **Communication and a Shared Vision**

*To have high levels of trust, members of a community need to communicate effectively and with sensitivity. The opposite is of course true also – to communicate effectively one needs trust.*

*Schools often place a great importance in helping young people communicate well (- would you agree?). Essays, reports, posters, artwork, presentations, etc are all taught in our schools (- aren't they?) Teachers are usually quite good at communicating with their learners about their subjects and about the tasks they set (- aren't they?) I mean they always make the subjects come alive - although they were not dead in the first place of course - and never make their subjects dull (- true?)*

*However, how good are teachers at communicating between themselves (now we are on the real topic for this article). How good are our learners' parents at communicating with school? How good are our young people at communicating with their parents, each other, their teachers, or with you? How good is the school at communicating with its community?*

*One aspect of communication is sometimes neglected and that's 'listening'. Imagine you agree that most children can, with the right conditions, be taught to write an essay. You can explain the structure of an essay after all. I imagine that readers here agree that most children can be taught to write. Not only that but to be able to write in different ways and use different styles. We hopefully teach our young people how to read in a variety of ways – reading for pleasure, reading for meaning, reading for understanding, skimming, scanning, etc. And speaking - I am sure you teach your young people to speak in different ways so that they are used to presenting to a variety of audiences, explaining an idea to a class, being concise and giving way in group discussions, chatting with friends and a variety of people of different ages and genders in hierarchies all requiring different forms of address and etiquette. This all happens in your school, (- doesn't it?)*

*o how about listening? It's important is it not? I am sure learners listen to their teachers, their parents, staff, and teachers listen to their learners? You do listen to your children, don't you? Do they have opportunity to allow you to listen?*

**Cont.....**



## Mr. Robert Thorn

### School Principal | Belvedere British School

What different forms of listening do you teach?

*And how do people role play listening in your school? What different forms of listening do you teach? Indeed, is it commonly understood that there are different ways of listening in your school community? Perhaps: listening for pleasure, listening for meaning and understanding, listening for awareness, listening to oneself, listening distractedly (for inspiration and 'big-picture thinking'), non-judgemental listening, and so on.*

*Summing up, we need to have communication in school communities, but for a learning community to be successful, we need effective and sensitive communication. That means good communication needs trust but that it will also help develop trust. If I, as a lowly employee or new teacher or as a young learner in our school, feels comfortable in communicating my ideas or concerns to others in the school, without being put down, mocked, or dismissed, then trust builds not only for me but for everyone who sees that. If, on the other hand, I am not listened to, then, not only am I less willing to communicate again, others will feel more reluctant to communicate also in fear of the same result. People fear rejection in whatever form it takes.*

*How can we develop channels of effective communication within our communities? Are we ready to ask people what they think? Are they enabled to provide us with truthful answers? Are we ready to listen to and act on those answers? Are we ready to explain why we do things in a certain way when our methods are questioned and are we ready to change our ways when their questions cause us to critically reflect and see improvements we could make in the light of their questioning?*

If our community members communicate well, effectively, freely, and with sensitivity and respect, then we surely have a learning community where high levels of trust exist and where you are getting the most out of your collective intelligence, experience and wisdom.

Along with high levels of trust and communication, we need also to look at collaboration. That may be a good topic for next time.

**Cont.....**



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دائرة التعليم والمعرفة  
DEPARTMENT OF EDUCATION  
AND KNOWLEDGE





# PINK DAY!

KS1 students had an amazing time celebrating Pink Day, showing their support by proudly wearing pink! Pink Day not only provided a chance for students to enjoy themselves but also helped them learn the importance of supporting meaningful causes. It was a colourful and memorable experience for everyone involved!







## CONGRATULATIONS TO OUR AMAZING YOUNG SCIENTISTS!

*A huge round of applause goes out to our primary students who received the Scientist Award this week! Their incredible curiosity and dedication shined through in every experiment and assignment. From exploring new ideas to tackling challenging questions, they've truly impressed us with their enthusiasm and creativity. Each student has inspired their classmates and teachers with their passion for discovery. Well done to all our young scientists - keep up the fantastic work and continue making amazing discoveries!*



# INCLUSION



## Inclusion Week Highlights

We are thrilled to share the highlights from our Inclusion Week Celebration. Many thanks to everyone who participated and contributed to making this event a resounding success. Our commitment to fostering an inclusive environment was reinforced by the various activities to build inclusivity awareness and acceptance of everyone's differences.

### Morning Assembly

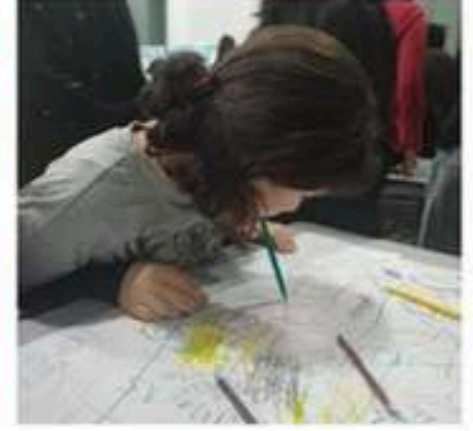
A week long morning assemblies were dedicated to promoting awareness and fostering a sense of belonging to our school community. Each assembly was thoughtfully tailored to each year level; from foundational concepts of "acceptance" and "differences" in the younger levels to more complex discussions about disability inclusion and equity in the higher year levels.






## Interactive Stations

Students from all year levels were engaged with sensory and art activities and games. Innovative learning and accessibility features for students with exceptional needs were also showcased.



The stations participated well and fostered understanding of inclusion in a fun and meaningful way.



# SCIENCE



## YEAR 7 EXPERIMENT



*Year 7 put their circuit building skills to the test this week after learning about all the key components. They used their electricity knowledge to create series and parallel circuits and to measure the voltage and current.*







**D E P A R T M E N T**

**RAISING AWARENESS FOR INCLUSION IN OUR KS3 ASSEMBLY**

*During today's Key Stage 3 assembly, Ms. Leah, Ms Zoha, and the Inclusion Team took centre stage to raise awareness about the importance of inclusion. The assembly focused on building a school environment where everyone feels valued, respected, and supported, regardless of their differences.*

*Through engaging discussions and thought-provoking examples, students were encouraged to embrace diversity and understand the significance of inclusive practices, both in and out of the classroom. The session highlighted the school's ongoing commitment to fostering a sense of belonging for all students.*

*This initiative serves as a reminder of the power of inclusion in creating a harmonious, supportive, and thriving school community.*







بحمد الله لقد أتم طلبة السنة الخامسة والسادسة والسابعة والثامنة حفظ السور المقررة من القرآن  
الكريم  
نهنتكم من أعماق قلوبنا على هذا الإنجاز العظيم !  
اجعلوا القرآن الكريم رفيقكم الدائم .. خيركم من تعلم القرآن وعلمه.







نفذ طلاب الروضة الأولى بعض الأنشطة الصفية تطبيقًا لحرف التاء  
*FS2 students did various activities about letter Taa.*



WRITTEN BY:



Afsheen 10A



Kaitlyn 10A



Arianny 10A

INCLUSIVITY WEEK

This week at BBS, we celebrated Inclusivity Week with exciting activities and an Inclusivity Fair, bringing everyone together. The fair featured interactive stalls focused on sensory experiences and sign language, allowing the students to understand and appreciate different abilities. Students had the opportunity to engage with each stall and explore new ways of communication and connection.

To make the day even more special, students were encouraged to wear inclusive and unique outfits, celebrating their individuality and diversity. It was a fun and meaningful event that promoted understanding and unity in our school community. This celebration reinforced the school's commitment to creating an inclusive, respectful and diverse community.

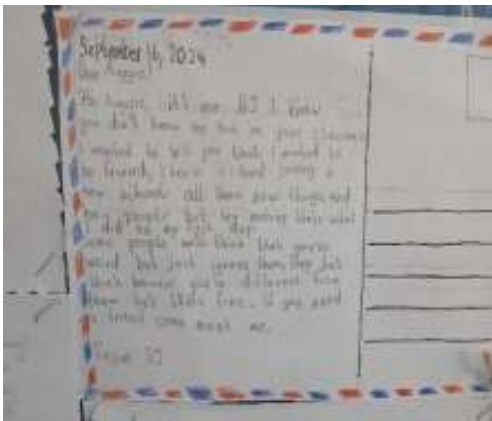
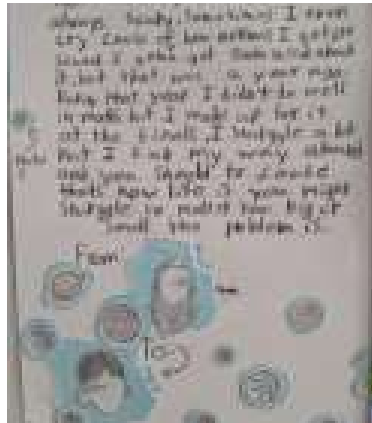
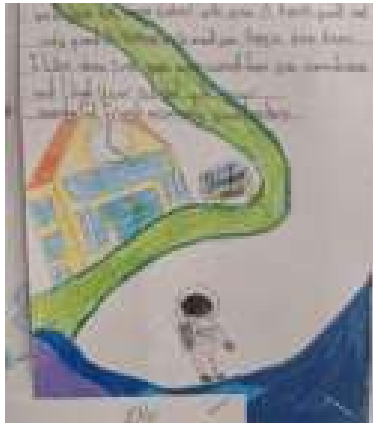


YEAR 7'S ENGLISH LETTER WRITING

The year 7s are beginning to look into "Wonder" by R.J Palacio, a novel about August, a young boy with Treacher Collins syndrome, who is starting public school after being homeschooled his whole life. The year 7s wrote letters to August (Auggie) imagining they were part of his school encouraging, supporting, and empathising with him as he struggles to feel a sense of belonging at school.

The year 7s were encouraged to express their feelings and imagine themselves in Auggie's shoes as they wrote their letters to him. This task allowed the students to picture themselves in a new environment, and how to design and write letters, all of which they did a great job!

We hope the year 7s will continue to advance their reading skills, improve their vocabulary and most of all, enjoy the novel as they embark on August's journey in his new school!





# SAFEGUARDING

## UNDERSTANDING SCHOOL BADGE CLASSIFICATION



### TYPES OF SCHOOL BADGES

School badges can be categorized into several types based on their purpose:

- **Non-Bus Student ID:** It helps staff and security easily identify students who are not using the bus service, ensuring that they are accounted for.
- **Non-Supervised ID:** The badge is meant for students who are deemed responsible enough to travel to and from school without needing direct supervision from a parent, guardian, or school staff.
- **Bus Student ID:** is a student identification card that specifically includes access to school transportation services, such as riding a school bus.
- **Parent Badge:** A parent badge is an identification card or badge issued to parents or guardians, granting them authorized access to school premises for specific purposes. It is part of a broader school safety protocol designed to enhance security and ensure that only approved individuals can enter school grounds during drop-offs, pick-ups, or other school activities.
- **Staff ID:** A staff ID is an identification card or badge issued to school or institutional staff members, including teachers, administrators, support staff, and other employees. It is part of the overall security and organizational system within the school. The staff ID plays several important roles in maintaining security, ensuring access to authorized areas, and managing day-to-day operations efficiently.

**Note: Badges play a crucial role in ensuring the security, efficiency, and overall organization of school operations.**

# WEAR YOUR BADGE RESPONSIBLY!







# DRESS-UP LIKE YOUR TEACHER!







# EMPLOYEE

## OF THE MONTH



# “September”

We are thrilled to announce that Ms. Clarita, Ms. Encar, Ms. Lyn, Ms. Annaliza, Ms. Greta and Ms. Wendy has been chosen as our **\*\*Employee of the Month\*\*** for the School Operations Department!

Throughout this month, they have demonstrated exceptional dedication, professionalism, and a commitment to excellence that has positively impacted both staff and students. Whether it's maintaining the smooth day-to-day functioning of the school or handling unexpected challenges, they have shown reliability and a proactive approach in all tasks.

What truly sets them apart are their positive attitude and willingness to go above and beyond. Their attention to detail ensures that the school environment is safe, clean, and welcoming for everyone. Colleagues have praised their teamwork, strong work ethic, and ability to keep things running efficiently, even during the busiest times.

We are incredibly fortunate to have them as part of our team, and we thank them for their hard work and contributions.







# Coffee Morning with the Principal

We very much value parent involvement in BBS as a learning community. Therefore, we would like to begin the nomination of our Parents in Partnership members and Class Representatives for this academic year 2024-2025.

We invite you to consider taking part in this partnership and attend our first Coffee Morning with the Principal this coming Friday



DATE

11 October 2024



TIME

10:00AM TO 11:00AM



LOCATION

BBS Multi-Purpose Hall

**BELVEDERE**  
British School