



**Choithram International- Wellbeing Policy**  
**2022-23**

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**Next Review: November 2023**

**Location of the policy:**

**Google Drive**  
**Handbook**  
**Website**

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### **IB Mission Statement**

The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end the organization works with schools, governments and international organizations to develop challenging programs of international education and rigorous assessment.

These programs encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

### **Choithram International Mission Statement**

Choithram International, through its holistic education, aims to nurture lifelong learners, who will become responsible, compassionate and open-minded individuals keen on accepting the differences in the world and striving to create a global community grounded in ethics and values.

### **Choithram International Vision Statement**

To be a centre of academic excellence and nurture young learners into resilient optimistic and responsible citizens of the world.

### **IB Learner Profile**

<p><b>INQUIRERS</b> We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.</p> <p><b>KNOWLEDGEABLE</b> We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.</p> <p><b>THINKERS</b> We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.</p> <p><b>COMMUNICATORS</b> We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.</p> <p><b>PRINCIPLED</b> We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.</p>	<p><b>OPEN-MINDED</b> We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.</p> <p><b>CARING</b> We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.</p> <p><b>RISK-TAKERS</b> We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.</p> <p><b>BALANCED</b> We understand the importance of balancing different aspects of our lives—intellectual, physical, and emotional—to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.</p> <p><b>REFLECTIVE</b> We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.</p>
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## **Standards and Practices**

Student support 3: The school fosters the social, emotional, and physical well-being of its students and teachers. (0202-03)

Student support 3.1: The school identifies and allocates spaces and resources to support the social, emotional, and physical well-being of its students and teachers. (0202-03-0100)

Student support 3.2: The school demonstrates in its systems, processes and policies attention to the social, emotional, and physical well-being of its students and teachers. (0202-03-0200)

Student support 3.3: The pedagogical leadership team and teachers support students' social, emotional and physical well-being. (0202-03-0300)

Student support 3.4: The school promotes open communication based on understanding and respect. (0202-03-0400)

## **Choithram International Well-Being Policy**

### **Introduction**

As per the International Baccalaureate (IB) , a well-being policy is one of the most effective means for improving students' attainments. The current paper is meant to support IB teachers and school leaders in better understanding and integrating well-being into the architecture of their school policy and practice as part of successful implementation of IB programmes.

A well-being policy is defined to ensure that students lead full, balanced and healthy lives while maintaining the goal of improving academic outcomes that will lead to development of a well rounded personality.

Well-being is the experience of health and happiness. It includes mental and physical health, physical and emotional safety, and a feeling of belonging, sense of purpose, achievement and success.

Well-being is a broad concept and covers a range of psychological and physical abilities. Five major types of well-being are said to be:

**Emotional well-being** – the ability to be resilient, manage one's emotions and generate emotions that lead to good feelings

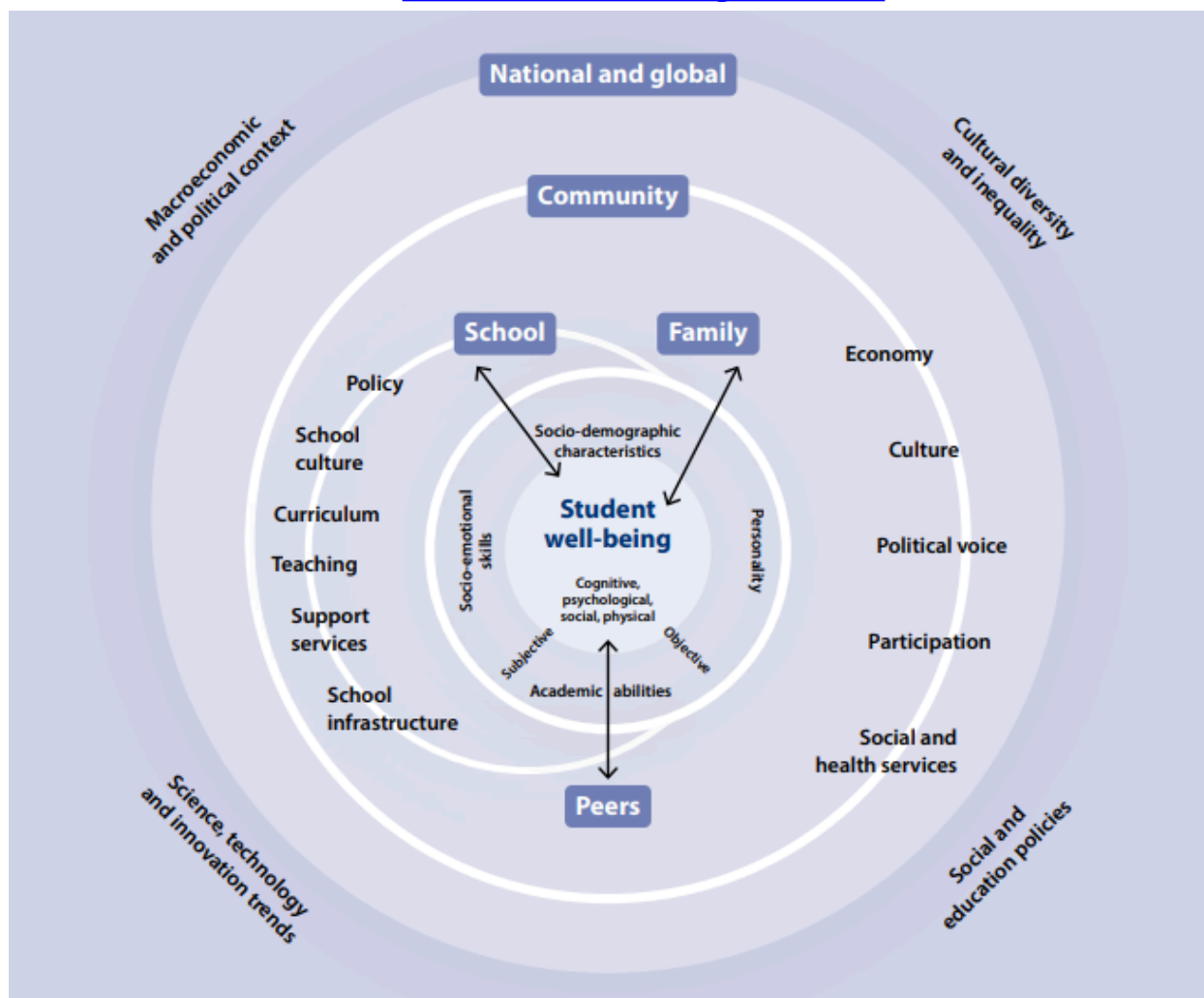
**Physical well-being** – the ability to improve the functioning of one's body through healthy eating and good exercise habits

**Social well-being** – the ability to communicate, develop meaningful relationships with others and create one's own emotional support network

**Workplace well-being** – the ability to pursue one’s own interests, beliefs and values in order to gain meaning and happiness in life and professional enrichment

**Societal well-being** – the ability to participate in an active community or culture.

### Multifactorial well-being framework



### Micro-level influencers

Family and peers are the closest and the most influential factors of student well-being. Research has shown that when family and peers are supportive, students are less likely to develop stress or anxiety. Socializing with friends outside of school is positively associated with life satisfaction, and

<sup>1</sup> <https://www.ibo.org/research/policy-research/what-is-well-being/>

adolescents who have higher-quality social networks also have better health and overall well-being (OECD 2017).

**School, classroom and teaching factors** are also highly influential. On average, across OECD countries, students who reported that their teacher provides support and is interested in their learning are about 1.3 times more likely to feel that they belong at school. Happier students tend to report positive relations with their teachers, and students in “happy” schools report much higher levels of support from their teacher than students in “unhappy” schools. Teachers modelling well-being behaviours, teaching competences, positively engaging students within the classroom, and school climate are all important predictors of student well-being.

**Natural and physical learning environments** also greatly influence student well-being. According to a recent study, well-designed classrooms can boost learning progress in primary school students by up to 16% in a single year (Barrett et al. 2015). Among the most influential factors are light, temperature and air quality. According to the study, almost a third of the learning achievements are due to individualization of the learning environment (ownership and flexibility) and 23% are due to the level of stimulation (complexity and colour)

## Aims and Objectives

The concept of wellbeing is deeply rooted in positive psychology. Instead of focusing on what students don't know or can't do, positive psychology focuses educational approaches towards identifying and nurturing students' strengths rather than weaknesses (Seligman, 2002).

Choithram International is committed to provide a safe, healthy and happy environment to the school community.

Health and education are strongly interconnected. While healthy individuals are more likely to have better education outcomes, right education can improve the health status of a household.

### Objectives:

**Our school aims to represent a commitment to an integrated approach to school community wellbeing that creates:**

- A sense of belonging
- An environment and culture based on shared values and trust
- An environment where students, staff and parents wellbeing is integrated into day-to-day practices
- An environment that recognises skills and encourages personal development
- Continue to build school routine and shared practices that foster emotional safety and trust in the changing process.
- Increase staff job satisfaction and reduce staff stress.
- Improve safety, connectedness, and relationships among students and staff and also within the whole school community
- To develop learner profiles to become more responsible global citizens.
- To link Well Being policy with the other IB mandate policies in order to achieve optimum results.
- Building Curriculum(Teaching & Learning) with Extra-curricular learning, Co-curricular learning, Planning supports and Monitoring.

## **School Practices to develop Wellbeing**

### **1. Physical Health**

#### **Physical Health**

- Promoting the practice of 30 minutes of moderate exercise routine for physical fitness.
- Including PHE/Common Sports/CAS (Activity) lessons as a part of curriculum in all classes for all age groups of students.
- Organising fun filled physical activities for staff also.
- Including Yoga and meditation in tutor lessons for mental fitness.
- Organising sports events on a regular basis.

#### **Health Checkups: Eye and Dental Checkups**

Organising annual BMI, dental and eye check ups for all the students.

#### **Providing First Aid and Treatment in case of Medical Emergency**

#### **Vaccination Facilities**

As per the policy of Government of India, providing vaccination facility in school. Making COVID 19 vaccination compulsory for all the students and staff members (as applicable).

#### **Healthy Eating Habits**

- Spreading awareness about healthy eating habits; including pulses, vegetables, fruits and nuts in the routine diet.
- Avoiding Junk food to avoid obesity.
- Making students and staff aware about healthy diet plans.

#### **Vaping and Tobacco Prevention**

Adolescents and young adults are especially vulnerable to social and environmental influences to use tobacco, especially vaping. School communities are uniquely positioned to support the prevention and cessation of any drug/tobacco use in youth.

### **2. Mental Health**

The pressures of modern life, the complexity of our social networks and relationships, even our early childhood experiences can give rise to high levels of stress, emotion, and challenges to our mental health that are felt in our individual lives and in our communities. Having the support and insight to safely navigate these dynamics is part of what makes up our overall well-being.

Choithram International is committed to take care of the mental well- being of students and teachers by creating a stress free and healthy environment.

- Develop early intervention services for students
- Develop early intervention services for students in need of additional support to deal with grief, anger, anxiety, sadness, and so on.
- Develop a school environment that is barrier free for students with special needs.
- Develop treatment programs and services that address the various mental health needs of students.
- Develop student and family support and resources.

### 3. **Social and Emotional Health**

- Help them learn and practice positive self-talk (“I can handle this.” “I can do this.”)
- Clean, declutter, and organize
- Do a puzzle
- Cook or bake
- Schedule FaceTime dinner parties with friends and family
- Host a virtual show-and-tell or talent show
- Take virtual field trips to museums or foreign countries
- Create fun themed dress-up days
- Training students in mindfulness and social and emotional learning into classroom curriculum.
- Exploring resilience in school Environments
- Classroom activities to support emotional wellbeing ; Gratitude to nature, relatives and friends, Virtual trips, Fun filled theme parties
- Clubs to learn new activities and develop social skills.
- Teaching breathing techniques.

### **Well-Being Committee**

The members of the committee lay out the plans for the students, teachers and parents to create healthier and happier learning and working environments. The committee works under the direction of the Head of school. The committee includes, Parent representatives, student representatives, teacher representatives. The function of the committee is to provide awareness about physical and mental well being and develop a culture of mindfulness.



## Functions of well-being Committee

- Spreading awareness about physical fitness with the help of PHE teachers and including physical education in the curriculum.
- Sensitizing the school community about the importance of mindfulness, meditation and Yoga, through talks by experts.
- Training the teachers , parents and students about Social and emotional Learning engagements.
- Inculcating healthy eating habits
- Preparing calendar for health check ups
- Special and separate plans for students with chronic health disease
- Preparing plan for physical activities
- Arranging health and hygiene talks from nutritionists
- Preparing physical and mental fitness routines for teachers, staff members and parents.
- Preparing fun filled activities to develop a habit of consuming adequate water, nuts and fruits.
- Reviewing and revising the policy on a regular basis.

## CI Well- being Committee

Name	Program	Position
Mr. Praveen Singla	Extra Curricular	Well being Team Leader (Physical Wellness)
Ms. Pritha Rathi	Diploma	Diploma Program Well Being Leader
Ms. Rajee Venugopal	MYP	MYP Well Being Leader
Ms. Aarohi kalele	PYP Coordinator	PYP Well Being Leader
Anya Hingorani	Diploma	DP Student Incharge/ Prefect ( Well Being)
Ira Joshi	MYP	MYP Student Incharge/ Prefect ( Well Being)
Kaashvi	PYP	PYP Student Incharge/ Prefect ( Well Being)
Dr. Rashmi Joshi	MYP	Parent representative for Yoga
Dr. Manjit Kaur Bhatia	MYP	Parent Representative

### **Well Being Progress measurement-**

Wellbeing is a process of well-becoming. It is not static and it fluctuates over time and within different contexts. It is not something that can be definitively achieved and tested. However, measurement to evaluate provision for wellbeing in a system gives an indication of its effectiveness, signposts the need for improvement, and shows the ability of the school for education to reflect on its systems.

### **Well Being Practice Plan Success Measurement Indicators**

<b>Component</b>	<b>Indicator</b>	<b>Evidence</b>
Culture & Environment	Students, parents and staff experience a sense of belonging and feel safe, connected and supported.  Systems are in place so that the voice of the students are heard and lead to improvements in school culture and ethos.	Redressal System  Student Council
Curriculum ( Teaching & Learning) and Co-curriculum	Students experience positive, high-quality teaching, learning and assessment, which provides opportunities for success.  Students access curricular and co-curricular activities to promote their physical, social and emotional competence to enhance their overall wellbeing.	Co-curricular activities calendar , unit plans
Policy & Planning	Use a Self-Evaluation Wellbeing Promotion Process to develop, implement and review wellbeing promotion.	Data gathered in school a(e.g.via survey,interview,checklists) Information from Inspection Reports
Relationships & Partnerships	Students, their parents and other external partners are actively involved in wellbeing promotion within the school community. Staff in school have an increased awareness of the importance of wellbeing promotion, including listening to students, and signposting them to internal or external pathways for support when needed.	Guest lectures, sessions by school counselor, SEL sessions by the team organized for parents and students, SEL sessions by parents.

## **Well Being Policy Connection with other IB Policies**

**Academic Integrity:** Wellness programs help students to act with integrity and honesty taking responsibility for their own actions and their consequences. Thus, striving to be “*Principled*”.

**Inclusion Policy:** School wellbeing policy supports Inclusion Policy as it provides

- all learners, including those with learning disabilities, have an equal opportunity to develop into *balanced* and responsible human beings.
- inculcates the habit and practices of mindfulness, meditation etc.
- Develops a school environment that is barrier free for students with special needs

**Assessment Policy:** Well being practices aim for holistic development of students who understand their capabilities and enable them to overcome their shortcomings. Assessment is an integral part of the learning process and well being practices help the students to achieve well in their assessments.

## **Learner Profiles Development**

**Balanced :** Mental and Physical wellness practices support students and help them to become more balanced and resilient individuals.

**Principled :** Mental wellbeing development practices help students to become more responsible for their actions and their consequences.

**Caring:** SEL classroom practices develop empathy towards each other and help to develop caring individuals.

**Open Minded:** A socially responsible and compassionate student becomes open minded to appreciate and value their own culture and others perspectives also.

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