



Sou.Sushila Danchand Ghodawat Charitable Trust's
SANJAY GHODAWAT INTERNATIONAL SCHOOL

SGIS – Wellbeing Policy

Revised –2nd August-2023

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 programmes of international education and rigorous assessment.

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

SGIS Mission Statement

To be a professionally managed premier institution that provides a challenging environment for reflective learners to inquire through effective instructions, respecting individual differences and to attain academic excellence along with rigorous assessment, we prepare students to take calculated risk and expand their horizon of knowledge by becoming lifelong learners.

SGIS is committed to develop caring, responsible, adaptable, ethical global citizens through multicultural values promoting international mindedness.

School aims in providing safe and caring environment for holistic development of young minds, which ensures enrichment of 21st century life skills and leadership traits to become principled and balanced.

Our Vision

Creating Inspiring minds to transform Global Society.



IB learner profile

The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

As IB learners we strive to be:

INQUIRERS

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.

KNOWLEDGEABLE

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.

THINKERS

We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

COMMUNICATORS

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.

PRINCIPLED

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.

OPEN-MINDED

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.

CARING

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.

RISK-TAKERS

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.

BALANCED

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.

REFLECTIVE

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.

The IB learner profile represents 10 attributes valued by IB World Schools. We believe these attributes, and others like them, can help individuals and groups become responsible members of local, national and global communities.



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Standard: Environment (02)- Leadership and governance (0201)- The leadership and governance of IB World Schools create and sustain high-quality learning environments

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)

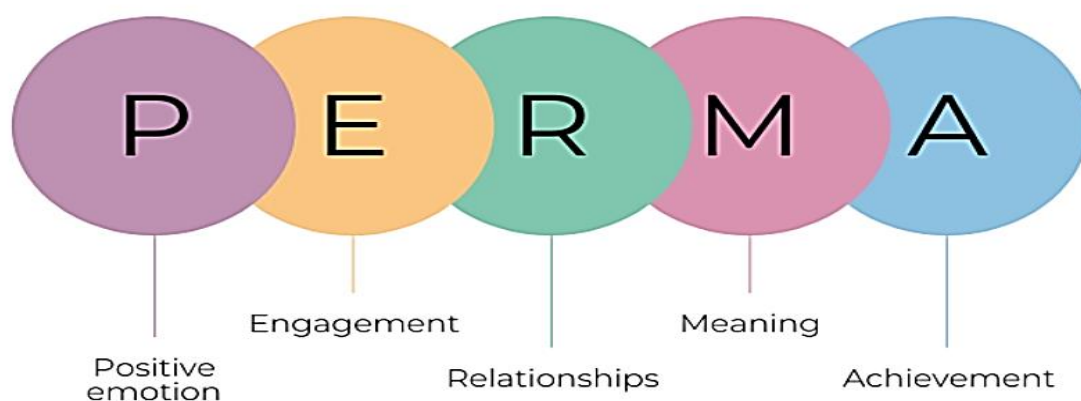
Student support 3.3: The pedagogical leadership team and teachers support students' social, emotional and physical well-being. (0202-03-0300)

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

Introduction

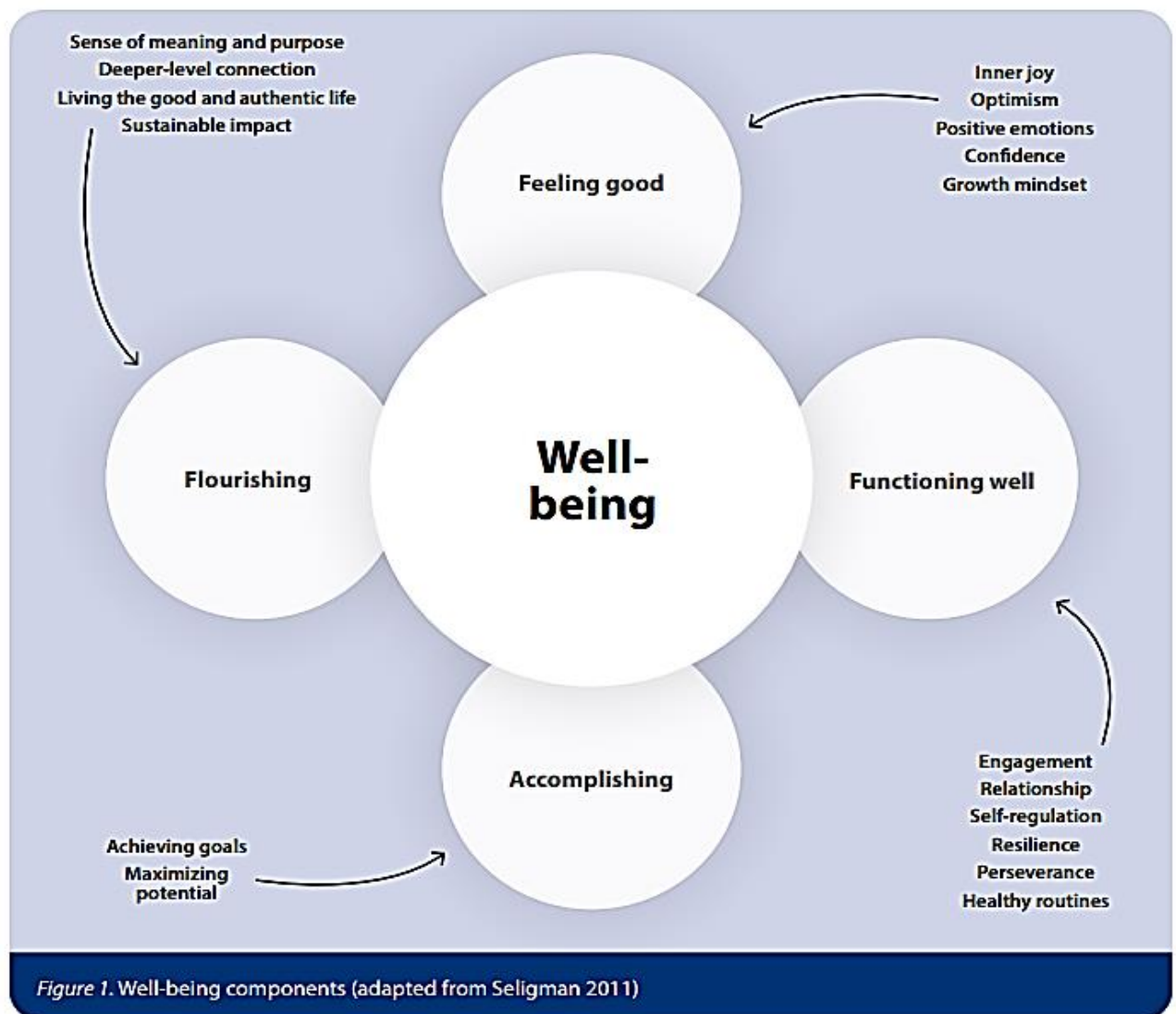
Well-being is the state of feeling good and functioning well in one's life. One of the most influential conceptual models to explain well-being is known using the acronym PERMA. PERMA was put forth by Martin Seligman, a pioneer in the field of positive psychology, and consists of five pillars that collectively define well-being (Seligman 2011).

- **P**ositive emotions—feeling good
- **E**ngagement—being completely absorbed in activities
- **R**elationships—being authentically connected to others
- **M**eaning—purposeful existence
- **A**chievement—a sense of accomplishment and success



Purpose-We are committed to ensuring that we nurture a positive atmosphere for the entire Sanjay Ghodawat International School community.

Rationale -Promoting well-being is central to SGIS' mission to enable students and teachers to reach their full potential and contribute to the social, cultural and economic development of our country. Schools play an important role in promoting well-being through a variety of activities and approaches to support the academic, physical, mental, emotional, social and spiritual development of all students and staff. Our education system is key to equipping children and young people with the knowledge, skills and abilities to deal with the challenges that affect their well-being.



The International Baccalaureate (IB) suggests that wellbeing policies are one of the most effective means of improving student achievement. This policy aims to assist IB teachers and school leaders to better understand and integrate well-being into the structure of school policy and practice as part of the successful implementation of IB programmes.

Building an approach to wellbeing at SGIS-

SGIS promotes a multi-factor, preventive, whole-school approach to promoting well-being. This school-wide approach involves all members of the school community in a collaborative change process to improve specific areas of school life that affect happiness.

By adopting a school-wide approach, we aim to provide:

A wide range of educational and social services for students, including improved increased behaviour, inclusion, improved learning, increased social cohesion, increased improving social capital and mental health. This approach supports system integration within the school community. It creates existence that reflect and respond to the needs of our school and the people who are part of the school community. At the heart of this is the role of SGIS staff and involves all members of the school community.

Aiming to promote well-being and social and emotional learning, SGIS ensures a school-wide approach to well-being promotion and early intervention, especially when considering appropriate use of external supports and services. Students thrive when there is a school-wide approach to supporting their development and when there are shared beliefs about their potential for development, learning and well-being. School has a responsibility to create an environment that encourages and supports their students.

The Wellbeing Policy Statement and Framework

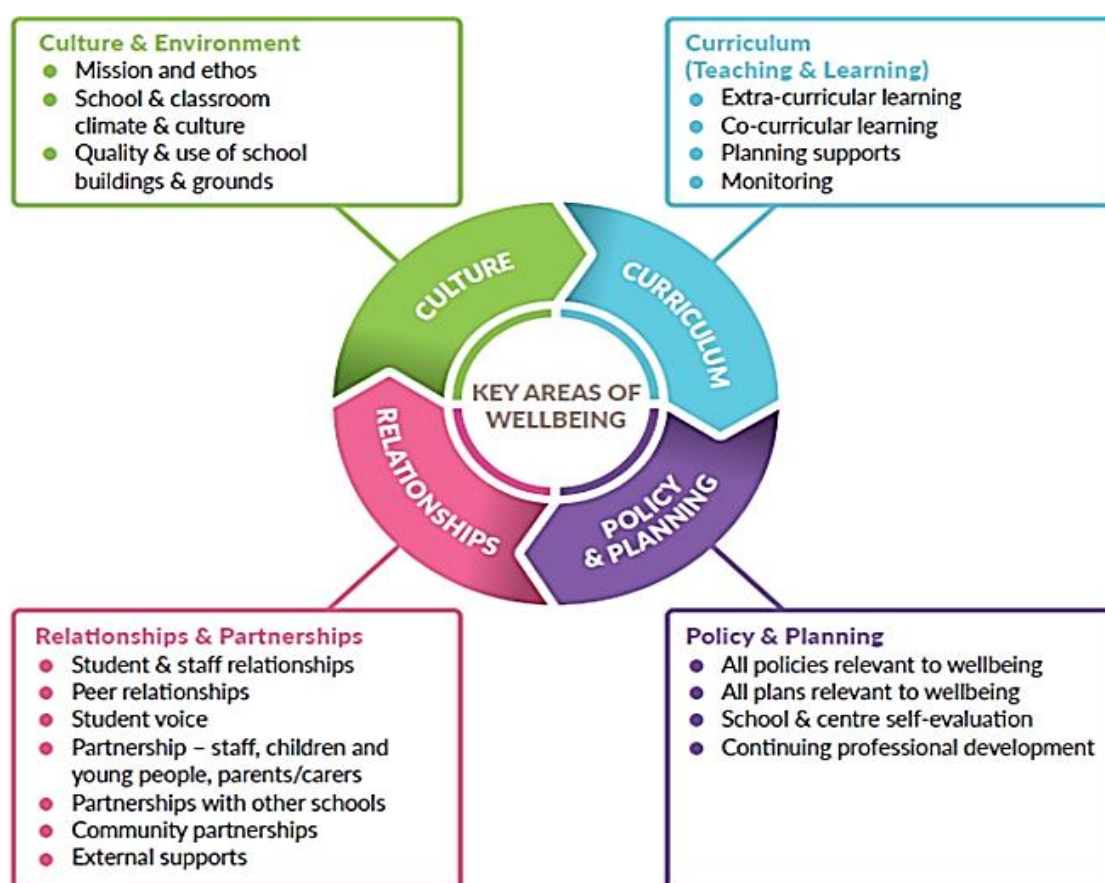
The Wellbeing Policy Statement and Framework for Practice assists schools in ensuring that well-being promotion is embedded within the school's existing practice. Framework for Practice provides guidance and practical resources to assist in the further enhancement of whole school approaches to well-being promotion in the areas of:

- culture and environment
- curriculum (teaching and learning)
- policy and planning
- relationships and partnerships

Culture and Environment

SGIS seeks to foster an environment that promotes competence and well-being. We consciously cultivate warm relationships, encourage participation, foster autonomy in students and teachers, clarify boundaries, rules, and positive expectations.

SGIS provides a safe and stimulating environment that encourages and supports students, staff, and members of the entire school community inside and outside the school. We encourage and promote self-esteem and self-confidence by providing opportunities for all members of the school community to participate in school life. School communities are encouraged to make healthy choices and take responsibility for their own health. The school continues to provide an environment in which good relationships, respect and compassion for others are fostered, and individuals are encouraged to make important contributions through their individual skills and to make important contributions through their individual skills and qualities.



Curriculum and Learning

Teaching and learning at SGIS is democratic, inclusive, engaging and differentiated, it aims to foster high performances, expectations of outcomes and chances of success. Strong curriculum support students' social and emotional well-being by focusing on students social and emotional skills, attitudes, behaviours' and learning outcomes of ongoing support model provided by our school in line with best practices.

We provide a flexible framework that can accommodate all your educational needs, including, well-being of our students. We provide challenges to our students and staff through a wide range of physical, academic, social and community activities.

Policy and Planning

Policies are written instructions that, when actively implemented on a daily basis, support the day-to-day operations of the school. The entire school works together to develop and implement the policy. These are developed and implemented by the whole school community. With respect to the goals, philosophy, vision, and ethos of the school, SGIS regularly reviews the school policies for both staff and students.

Partnerships

As a crucial step in the well-being process, SGIS continues to establish deep relationships with parents/guardians and the larger community. To effectively advise, support, and contribute to teaching and learning, as well as health and well-being, we collaborate with the right agencies and specialist services.

Benefits of promoting well-being

By implementing a whole school approach to well-being, the benefits include:

- Better learning results for pupils
- Further efforts to improve employee health
- A coordinated approach to social, physical and environmental needs;
- Improving student self-esteem
- Reduced bullying
- The school environment is safer and safer
- Increase understanding of school health goals
- Improving interpersonal relationships within the school
- Greater parent/guardian involvement
- Better use of external agencies
- Students get a better education

Role of teachers

It is essential that all staff continue to develop their competence and confidence in the promotion of wellbeing. The qualified classroom teacher is the best placed professional to work sensitively and consistently with students and she/he can have a powerful impact on influencing students' attitudes, values, and behaviour in all aspects of wellbeing education. This can be achieved through accessing continuing professional development which includes the sharing of expertise and learning, and having opportunities to model and engage in collaborative working.

School Counsellor Roles & Responsibilities:

- Open and maintain a file for any student referred to her.
- Conduct observations.

- Write up observation reports
- Attend meetings of the Student Behaviour Management Committee.
- Identify trends in the behaviour that are a concern within the school.
- Raise awareness of the role of the school counsellor within the school.
- Advocating for student services and students' best interests.
- Providing case management services including, but not limited to, referrals to community resources, collaboration with other professionals.
- Run the anti-bullying campaign within the school.
- Devise programs, policies, etc, to curb negative behaviour and promote positive behaviour.
- Raise awareness of mental wellness among students and parents.
- Create student leadership opportunities in the form of training students to be mentors, playground buddies or helping students to take on a school community project or external volunteering project.

Well-being protective factors

At SGIS well-being protective factors include:

- Positive relationships with peers and teachers - including positive teacher classroom management strategies and a sharing of positive behaviour management practices with parents.
- A sense of belonging, security and connectedness to school through a positive school climate and participation in school and community activities.
- Opportunities for social and emotional learning including the development of attention and planning, self-awareness, self-management, relationship and responsible decision making skills.
- Opportunities for the development of knowledge and skills providing a sense of mastery and self-efficacy.
- Fostering expectations, recognising contributions, effort and achievement and providing opportunities for success.
- Well-being of school personnel.
- Protocols and support systems that proactively support children and their families in case of difficulties arise.
- Opportunities to develop the necessary skills to cope with using online technology in a safe and appropriate way.
- Opportunities to develop skills to manage stress that may be linked to school work.

Well-being risk factors

In our school setting, well-being risk factors include:

- absenteeism
- low achievement/learning difficulties/special educational needs including social, emotional and behavioural needs

- school transitions
- poor connection between family and school

Indicators of Success

At SGIS, we use the *Wellbeing Indicators of Success* to identify our strengths and targets for improvement, and to actively monitor our progress and outcomes in relation to wellbeing promotion over time. We achieve this by accessing the opinions and views of all stakeholders throughout the process.

The Wellbeing Indicators of Success

Key Areas	Indicators
Culture and Environment	<ul style="list-style-type: none"> • Children, young people and staff experience a sense of belonging and feel safe, connected and supported. • Systems are in place so that the voice of the child/young person, teacher and parent are heard and lead to improvements in school culture and ethos.
Curriculum (Teaching and Learning)	<ul style="list-style-type: none"> • Children and young people experience positive, high-quality teaching, learning and assessment, which provides opportunities for success for all. • Children and young people access curricular activities to promote their physical, social and emotional competence to enhance their overall wellbeing.
Policy & Planning	<ul style="list-style-type: none"> • Schools and centres for education use a Self-Evaluation Wellbeing Promotion Process to develop, implement and review wellbeing promotion. • Schools and centres for education incorporate wellbeing promotion into whole school policies and practices.
Relationships & Partnerships	<ul style="list-style-type: none"> • Children and young people, their parents and other external partners are actively involved in wellbeing promotion within the school community. • All adults in schools and centres for education have an increased awareness of the importance of wellbeing promotion, including listening to children and young people, and signposting them to internal or external pathways for support when needed.

Staff Wellbeing

Support for the wellbeing of staff is also an essential element in wellbeing promotion, and crucial to sustaining teacher/staff engagement, enthusiasm and the ability to model resilience. It builds staff capacity to cope with challenges and adapt to change, and creates conditions to support and motivate staff to be effective.

SGIS is a safe and supportive environment for staff members. All staff members are supported in maintaining their personal health and wellbeing. Our staff benefit from reflecting on our own wellbeing and general attitudes to mental health. All staff are made aware of supports for teacher wellbeing and that individual teachers requiring additional support at a particular time may approach to Head of School. School provides advice and support to school leaders and delivers interventions to help them deal with health and wellbeing issues in the workplace. Where appropriate, short-term counselling is available to employees and their family members.

Some Practices at SGIS

Yoga

Regular yoga practice increases wellbeing, including better sleep, better body awareness, weight loss, and greater happiness. School promotes everyday Yoga practice during morning assembly.

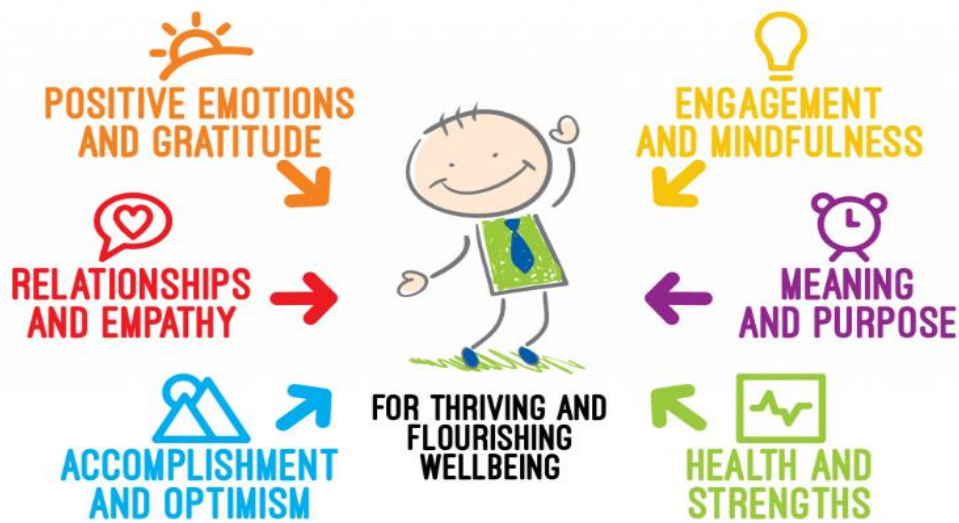
Mindfulness lessons

Students are taking 5 minutes out from the hustle and bustle of the school day to reflect on their thoughts and feelings. Some ground themselves by thinking about their feet on the floor, while others concentrate on their breathing; a technique known as mindfulness.

In its simplest terms, mindfulness helps train students' attention to be more aware of what is happening in the present moment, instead of worrying about what has already happened or might happen in the future.

Adaptive Coping Strategy

Teaching pupils to identify the gap between stimulus and response as an adaptive coping strategy is a valuable way in which can promote the wellbeing of the pupils. School supports pupils in developing their agency by spotting the gap between stimulus and response.



Taking positive actions towards student wellbeing

Compassion and Stress Reduction

Teachers actively listen to their students, acknowledge their perspectives, and use teaching practices that help reduce stress.

Belonging and Growth Mindset

Teachers show students that mistakes are part of the learning process and help them work through challenges in a way that encourages self-compassion and promotes a sense of belonging.

Purpose

Teachers help students to appreciate positive experiences and explore links between their coursework and their sense of purpose in life.

Practice Gratitude

We ask our students to take a few minutes each day to reflect on the things they are grateful for. This can help students to feel more positive and increase their overall well-being.

Healthy Eating Habits

We ensure that our school environment promotes healthy eating. Students are encouraged and provided fruits as part of their daily break time. Water dispensers are also provided in the school for additional access to drinking water.

Chewing gum and fizzy drinks are not permitted on the school premises or while the students are representing the school.

The school is aware of the possibility of food allergies within the school population, particularly nut allergies. Parents of students who are on special diets for medical or religious reasons, or who have allergies, are asked to provide as much information as possible about which foods are suitable or foods which must be avoided.

Spend Time in Nature:

Spending time in nature has been shown to reduce stress and improve well-being. We do our meditation practice in open space to connect with nature and enjoy fresh air.

School Lunches

We only serve healthy food and drink for our school breakfast, juice break, lunches and evening snacks. The lunches are prepared by caterers who have made a commitment to provide healthy food. They provide a vegetarian option each day, they always serve vegetables and fruit, and all lunches have a balanced nutritional value.

Motivational talks

We arrange motivational talks of specialists to bring positivity among students and teachers. Head of school also plays an important role in motivating the staff and students through her small talks during assemblies,

Workshops

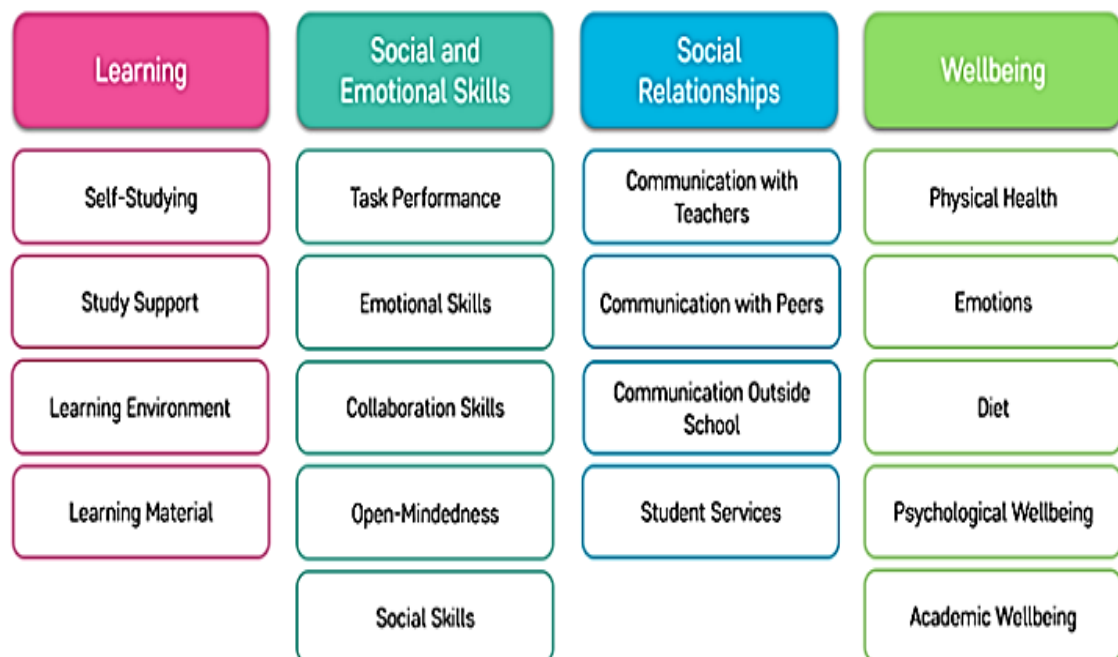
The head of school arranges and facilitates workshop for teachers and students on stress management, resilience and anger management.

Our School Clinic

Our team of School Doctor and Nurse work to produce educational campaigns on a range of health-related topics. These include campaigns on personal hygiene, germs, healthy eating, obesity, breast cancer awareness, etc.

Our clinic staff conduct checks of eyes, weight and height and monitor the obesity percentages in each phase. Checks are also conducted for lice. In addition, our clinic staff ensure all students are up to date on the required vaccinations. Our clinic coordinates also with our School Counsellor to identify students who show signs of concern ensuring counselling is offered to both students and their parents as needed. Our clinics also ensure teachers are made aware of students with any medical conditions. The implementation of all clinic and safety policies will be monitored systematically to ensure protocols for the enhanced well-being of our staff.

In summary, wellbeing has been defined as individual flourishing brought about by a combination of external and internal factors.



International consortium research project 2020-2021

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