



SCHOOL WELLNESS POLICY

Step 1. Acknowledge the importance of well-being in your school

- Why does well-being matter in your context?
- For whom is well-being important in your school, and why?
- What evidence is there to ground the state of well-being in your school?
- What are the areas of development where well-being may have an impact?

Step 2. Define well-being in your context

- How do various stakeholders in your school define well-being?
- What is common and what is different in the way well-being is defined?
- What are the dreams and triggers for well-being in your school?

Step 3. Map the well-being influencers in your school

- What factors support or challenge well-being in your school?
- What are the factors that can potentially add value for a future wellbeing policy?
- What are the domains that concern you the most regarding wellbeing: systems and structures, relationships, teaching and learning, or environment?

Step 4. Measure and compare well-being in your school against relevant benchmarks

- What types of measurements and tools are available in your context?
- How do these tools relate to your school's definition of well-being?
- Why, and what, do you particularly need to measure in order to better understand the well-being reality in your school?



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- Health services

Monitoring And Evaluation



Calorx Olive International School

IB World School

CALORX OLIVE INTERNATIONAL SCHOOL

SCHOOL WELLNESS POLICY

2022 - 23



CALORX OLIVE INTERNATIONAL SCHOOL

MISSION

Be a centre of Excellence which promotes internationalism and upholds cultural values, acquiring and sharing knowledge whilst setting new standards of educational practices to create responsible members of society.

VISION

To bring out the best in every child thereby, fully equipping him / her to make a significant difference for the betterment of our society. Our alumni should be known in the world for their values, spirit of leadership and achievements.

IB MISSION STATEMENT

The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help 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.

**“WELLNESS IS A CONNECTION OF PATHS:
KNOWLEDGE AND ACTION”**

- JOSHUA HOLTZ

WHAT IS WELLNESS?



The National Wellness Institute has defined wellness as “a conscious, self-directed and evolving process of achieving full potential. A multidimensional and holistic encompassing lifestyle, mental and spiritual wellbeing, and the environment.”

Wellness is always positive and affirming. It is an active process of becoming aware of and making choices towards a healthy and fulfilling life. Firstly, wellness is not a passive or static state but rather an “active pursuit” that is associated with intentions, choices and actions as we work toward an



optimal state of health and wellbeing. Secondly, wellness is linked to holistic health—that is, it extends beyond physical health and incorporates many different dimensions that should work in harmony.

Wellness is an individual pursuit—we have self-responsibility for our own choices, behaviours and lifestyles—but it is also significantly influenced by the physical, social and cultural environments in which we live.

Wellness is a multidimensional way of living and making proactive choices. It strives to make an individual more aware of their choices and overall existence. No matter what our state of health, Wellness calls for continuing improvement and self-renewal in all areas of life. Wellness seeks more than the absence of illness; it searches for new levels of excellence. Wellness dedicates its efforts to our total well-being.

Rogers, 1961, believed that each individual strives towards becoming a “fully functioning person” who is open to experience, is trusting in his/her own organism, and leads an increasingly existential life (pp. 187–189).

Mental Health Foundation has stated that “Wellbeing is defined as a concept that encapsulates all areas of quality of life including mental, physical, social, economic, and spiritual wellbeing. Drawing from the Scottish Government and WHO, wellbeing includes both *how people feel*—their emotions and life satisfaction—and *how people function*—their self-acceptance, positive relations with others, personal control over their environment, purpose in life and autonomy, realization of his or her own potential, ability to cope with the normal stresses of life, ability to work/study productively and fruitfully, and ability to make a contribution to her or his community.” (McLean et al., 2017, p. 6)

(0101-02)

PURPOSE:

- To teach students about nutrition and healthy choices for lifelong health.
- To give students experience with planting, harvesting, serving, and tasting foods.
- To provide age-appropriate information about health and nutrition to the children in schools.
- To promote safe menstrual hygiene practices by girls.
- To promote yoga and meditation through Health & Wellness Ambassadors.
- To encourage research on health, wellness and nutrition for children.
- To provide foods and beverages that promote good health.
- To focus on specific goals for nutrition education and promotion activities.
- To focus on specific goals for awareness among all the stakeholders regarding emotional upholds, anxiety and/or any kind of stress
- To focus on specific goals for other school-based activities that promote student wellness.
- To provide access to safe spaces, facilities, and equipment for healthy growth of an individual.
- To create a school environment that encourages a healthy body image, shape, and size among all students and staff members, accepting of diverse abilities
- To provide ample opportunities for all students of grades K–12 to explore nature, its benefits and how to implement it outside of class, in real world.



- To encourage communication among schools, families, and community members to promote adopting healthy eating and physical activity behaviours among students.

PLANS AND OBJECTIVES:

- To work with community organizations to provide comprehensive nutrition education
- Use instructional strategies in physical education that enhance students' behavioural skills, confidence in their abilities, and desire to adopt and maintain a physically active lifestyle.
- Ensure that physical education and other physical activity programs meet the needs and interests of all students.
- Implement a planned and sequential health education curriculum that is culturally and developmentally appropriate, addresses a clear set of behavioural outcomes that promote healthy eating and physical activity, and is based on national standards.
- Use curricula that are consistent with scientific evidence of effectiveness in helping students take responsibility of their own health and physical activity behaviours.
- Use classroom instructional methods and strategies that are interactive, engage all students, and are relevant to their daily lives and experiences.
- Assess student needs related to nutrition, and obesity, and provide counselling, if required, suggest outside agencies and other services to meet those needs.
- Ensure students have access to needed health, mental health, and social services and provide counselling and other services to meet those needs.
- Provide leadership in advocacy and coordination of effective school physical activity and nutrition policies and practices.
- Invite parents, students, representatives of the school food authority, teachers of physical education, school health professionals, the school board, school administrators, and the general public to participate in the development, implementation, and review and update of the Wellness Policy.
- Develop and implement strategies for motivating families to participate in school-based programs and activities that promote all the stakeholders working towards the same achievable goal.
- Access community resources to help provide healthy eating and physical activity opportunities for students.
- Demonstrate cultural awareness in healthy eating and physical activity practices throughout the school.

How is it relevant in today's context?

The recent pandemic of COVID-19 has made everyone rethink about their choices, living standards and how they function and think in their day-to-day life. The pandemic has made educators all over the world to remodel and re-evaluate their approach towards educating the young minds.

Socio-emotional growth has been one of the major focus areas for us at COIS after the lockdown, as lot of students were observed to be having low self-confidence, concentrating on academics, interacting with peers and teachers, lack of self-reliance and empathy towards their fellow beings.



To inculcate the feeling of a qualitative life, 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).

- Positive emotions—feeling good
- Engagement—being completely absorbed in activities
- Relationships—being authentically connected to others
- Meaning—purposeful existence
- Achievement—a sense of accomplishment and success

Among the most important individual characteristics that will influence student well-being are: social and demographic characteristics (family background, gender, age, socio-economic status); personality traits; socio-emotional skills; academic abilities; and health. Research has shown that a great number of individual characteristics can be developed and improved through education and appropriate stimulation. In the past few years, new empirical research and data suggest that personality traits and socio-emotional skills development programmes embedded in education have a catalytic effect on increasing academic achievement, health, behaviour and prospects in life, including overall well-being of students (Durlak et al. 2011).

| Age-Appropriate Health Promotion | | |
|---|---|---|
| Primary School | Middle School | High School |
| <ul style="list-style-type: none"> • Health, growth and development. • Personal safety. • Nutrition and physical activity. • Hygiene practices. • Prevention of Diseases like Malaria, Dengue, diarrhoea and vaccine preventable diseases. | <ul style="list-style-type: none"> • Puberty and related changes. • Eye care, oral hygiene. • Nutrition. • Bullying prevention. • Meditation and Yoga. • Internet safety and media literacy. • Prevention of substance abuse. • HIV/AIDS. • Mental Health. | <ul style="list-style-type: none"> • Prevention of substance abuse. • Sexual & Reproductive Health. • Violence Prevention. • Unintentional Injury. • Road safety. • Nutrition. • Meditation and Yoga |

WELLNESS POLICY FOR IB STUDENTS AT THE CALORX OLIVE INTERNATIONAL SCHOOL

How have we interconnected wellness with our whole school philosophy?

At COIS, we have always believed that a child is the centre of the whole system as they are the pioneers of the future and what is fed to their mind will be cultivated out of them. Hence, we believe in not only focusing on academic growth but also a holistic development of a child; to make them prepare for the future as a responsible citizen of the world.

We at school level, try our best to work with all the stakeholders to achieve the goal of creating a sustainable environment for all varied learners, where all are accepted; irrespective of their caste, creed, disability, age, gender, socio-economic background and learn the true meaning of the word empathize.



All this is achieved at our school by interconnecting IB Learner Profiles with all activities by making each and every student reflect on their actions, the consequences of their decisions, what could have been changed or which are the different angles you could have broadened your thinking abilities to increase their International Mindedness.

What do we provide?

- Physical education
- Nutrition services
- Health education
- Healthy and safe school environment
- Social and Emotional Development
- Counselling and mental health services
- Parent and community involvement
- Staff wellness promotion
- Health services

PHYSICAL EDUCATION

- Our school ensures that K-12 grade students, including students with disabilities, receive the PE during all academic years.
- PE classes are based upon age-appropriate, sequential physical education curricula that are consistent with national and state standards, promote the benefits of a physically active lifestyle and help students develop skills to engage in lifelong healthy habits.
- School ensures that students are engaged in moderate to vigorous physical activity for at least 50% of class time during most or all PE classes.
- All PE classes are taught by licensed teachers who are certified or endorsed to teach PE.
- Our school looks into it that waivers, exemption or substitutions for PE classes are not granted.
- School based physical activity program, that includes the following components: physical education, recess; classroom based physical activity; walk to school; and out of school time activities.
- Children and adolescents should participate in 45 minutes of physical activity every day. The school provides students with physical education, using an age appropriate, sequential physical education curriculum consistent with national and state standards for physical education.
- PE teachers provide appropriate accommodations to ensure that all students, including students with disabilities, are provided with an equal opportunity to participate
- Physical activity during the school day shall not be withheld as punishment.
- Teachers shall incorporate movement and kinesthetics learning approaches into “core” subject instruction when possible.
- Schools shall provide physical activity opportunities for all students before and after school. Activities include physical activity classes/clubs, physical activity in aftercare, intramurals, and varsity sports.
- The school shall support active transport to and from school by engaging in the following activities:



- Designation of safe or preferred routes to school.
- Secure storage facilities for bicycles (e.g., bike racks, shed, fenced area).
- Instruction on walking/bicycling safety provided to students.
- Promotion of safe routes program to students, staff, and parents via newsletters, websites, emails.
- Crossing guards are used.
- Creation of guiding posts of school environment (e.g., sidewalks, crosswalks, roads, pathways, bike racks, etc.).
- All high school students are required to receive 1.5 credits of physical education prior to graduation.
- In health education classes, the school shall include topics of physical activity, including: the physical, psychological, or social benefits of physical activity; how physical activity can contribute to a healthy weight; how physical activity can contribute to the academic learning process; how an inactive lifestyle contributes to chronic disease; and decreasing sedentary activities.

NUTRITION SERVICE

Nutrition education is a vital part of a comprehensive health education program and empowers children with knowledge and skills to make healthy food and beverage choices.¹⁵

SCHOOL MEALS

- Nutrition education, a component of comprehensive health education, shall be offered every year to all students. The primary goal of nutrition education is to influence students' lifelong eating behaviours.
- School provides nutritious and balanced breakfast, lunch and beverage facility on daily basis that helps students develop lifelong healthy eating behaviours.
- Nutrition curriculum shall be offered as part of a sequential, standards based program designed to provide students with the knowledge and skills necessary to promote health. Curriculum will place an emphasis on: Promotion of adequate nutrient intake, healthy food preparation techniques, food safety, and healthy eating practices.
- All school kids shall be provided adequate time to eat school meals, meaning that students will be allowed at least 15 minutes to eat breakfast and at least 30 minutes to eat lunch, counting from the time they have received their meal and are seated.
- The school ensure that students are served lunch at a reasonable and appropriate time of day.
- Our school plan provides schools and students with adequate spaces, facilities, equipment and supplies for recess.
- Our school ensures that spaces and facilities for recess meet or exceed recommended safety standards.
- Our school prohibits the exclusion of students from recess for disciplinary reasons or academic performance in the classroom.
- Our school provides strategic inclusion and oversight of opportunities for students with special needs or disabilities to participate.
- We provide equipment to allow for inclusion of students with disabilities into activities.



- Our school assesses the accessibility of playgrounds and outdoor play areas and make changes to improve access.
- Teachers shall integrate nutrition education into other classroom subjects, such as math, science, language arts, social sciences, and elective subjects.
- Nutrition education shall be offered in the cafeteria as well as the classroom, with coordination between the foodservice staff and teachers.
- All students shall participate in school garden activities, such as planning, planting, harvesting, preparing, serving, and tasting garden produced foods.
- Staff members responsible for nutrition education will regularly participate in relevant professional development.
- Nutrition education shall be provided to families via handouts, newsletters, postings on the website, presentations, and workshops.

WATER

- Our school ensures free, safe and unflavoured drinking water is available to students during the school day and during the extended school day* (including during out-of-school time/and before and after school).
- The school ensures that free and safe drinking water is made available to all students during mealtimes where school meals are served.
- Water cups/jugs are available in the cafeteria if a drinking fountain is not present.
- Our school students can bring and carry approved water bottles filled with only water before, during and after the school day across the school campus.
- In our school, all water sources and containers (e.g., water jugs, hydration stations) are maintained regularly to ensure adherence to health and safety standards.

HEALTH EDUCATION

- Our school emphasizes the teaching of essential health topics and skills necessary to adopt, practice and maintain healthy behaviours, such as choosing nutritious foods and engaging in regular physical activity.
- Our school ensures that all students, K-12, take comprehensive, skills-based health education.
- Our school personalizes learning, including the flexible use of time and scheduling to meet academic and social goals for each student.
- In our school, health education is taught by qualified and trained professionals.
- Our teachers use a range of diagnostic, formative, and summative assessment tasks to monitor student progress, provide timely feedback, and adjust teaching-learning activities to maximize student progress.
- Our school staff understands and makes curricular, instructional, and school improvement decisions based on child and adolescent development and student performance information.
- Our school utilizes a planned, sequential and comprehensive health education curriculum that:
 - is culturally and developmentally appropriate.



- addresses a clear set of behavioural outcomes that promote healthy eating and physical activity behaviours.
- provides opportunities for students to practice the following skills: analysing influences, accessing information, interpersonal communications, decision making, goal setting, self-management and advocacy.

HEALTHY AND SAFE SCHOOL ENVIRONMENT

- Our school building, grounds, playground equipment, and vehicles are secure and meet all established safety and environmental standards.
- Our school physical plant is attractive; is structurally sound; has good internal (hallways) and external (pedestrian, bicycle, and motor vehicle) traffic flow, including for those with special needs; and is free of defects. (0202-02-0400)
- Our school model demonstrates safe physical environment for students and staff including acceptable indoor air quality, ambient lighting and temperature conditions, equipment safety, hygienic facilities, safe transportation, and ensuring optimal social environment in schools.
- Our school provides safe security systems such as guards, CCTV coverage, women staff and fencing around the campus.
- The school ensures that cleanliness of the classroom, campus, washrooms is provided to staff as well as students.
- Our physical, emotional, academic, and social school climate is safe, friendly, and student-centred.
- The Board recognizes that a safe, positive school environment is also conducive to students' physical and mental health and thus prohibits bullying and harassment of all students, including bullying on the basis of weight or health condition.
- Our teachers and staff develop and implement academic and behavioural interventions based on an understanding of child and adolescent development and learning theories.
- Our school facility and environment support and reinforce the health and wellbeing of each student and staff member.
- Our school supports, promotes, and reinforces responsible environmental habits through recycling, trash management, sustainable energy, and other efforts. (e.g., Kitchen gardening, installation of solar power, rain water harvesting)
- Every member of our school staff is well qualified and properly credentialed.
- Our curriculum and instruction include evidence-based strategies to prepare students for further education, career, and citizenship.

SOCIAL AND EMOTIONAL DEVELOPMENT

Our students feel valued, respected, and cared for and are motivated to learn.

Our school teaches, models, and provides opportunities to practice social-emotional skills, including effective listening, conflict resolution, problem solving, personal reflection and responsibility, and ethical decision making.

Our school staff, students, and family members establish and maintain school and classroom behavioural expectations, rules, and routines that teach students how to manage their behaviour and help students improve problem behaviour.



Our school provides our students, staff, and family members with regular opportunities for learning and support in teaching students how to manage their own behaviour and reinforcing expectations, rules, and routines.

Our school upholds social justice and equity concepts and practices mutual respect for individual differences at all levels of school interactions—student-to-student, adult to student, and adult-to-adult.

All adults who interact with students both within the school and through extracurricular, cocurricular, and community-based experiences teach and model prosocial behaviour.

Our school conducts Morning Circles with the entire student body and staff in order to come together as a school, promote positive self-esteem, cooperative behaviours, and encourage creativity and understanding amongst the students.

COUNSELLING AND MENTAL HEALTH SERVICES

Each student has access to school counsellors and other structured academic, social, and emotional support systems. **(0202-03)**

Our school ensures that adult-student relationships support and encourage each student's academic and personal growth.

Our school helps families understand available services, advocate for their children's needs, and support their children's learning.

Our school uses a variety of methods across languages and cultures to communicate with all families and community members about the school's vision, mission, goals, activities and opportunities for students. **(0202-03-0400)**

Our school students have access to credentialed school counsellors and psychologists who provide support and assistance in making healthy decisions, managing emotions, and coping with crises.

Counsellor will endeavour to intervene as early as is feasible when emotional, behavioural, and/or learning problems manifest and will help build a systemic response to matters that affect student and staff well-being such as bullying, alienation, and student disengagement from classroom learning.

PARENT AND COMMUNITY INVOLVEMENT

COIS strives to provide a climate to all its stakeholders which focuses on safety, teaching, learning, and interpersonal relationships. Incidents of violence and other factors related to school climate can often impact the ability of students to feel safe and to fully engage in the learning process. Hence, to promote a healthy environment among kids, we offer adolescence workshops, internet safety protocols workshop, substance abuse to create awareness among them as well as parents so that they are also aware of such instances which can hamper their kid's growth in some way or the other. As health and violence issues increase, schools cannot address these issues alone. It is vital that the communities and schools work together to support children as they develop into healthy, responsible, and productive members of society.



It is unprecedented to say that the importance of parent involvement in a child's education and wellness shifts a whole of paradigm in a child's growth. When parents are involved, students come to school more regularly, complete homework more consistently, and engage in more positive behaviours. Parents provide their child's diet and daily routine which also affect the child's ability to succeed academically. Hence, parent involvement directly affects a child's health and academic success.

STAFF WELLNESS PROMOTION

The school implements the following below mentioned activities to promote staff wellness among school staff:

- Educational activities for school staff members on healthy lifestyle behaviours. Distribution of an employee health newsletter to promote healthy behaviours.
- Organization of employee physical activity clubs.
- Establishment of peer support groups for weight management, stress management, tobacco use cessation, family guidance, and other identified issues.
- Administration of flu shots at school. (COVID-19 vaccination drive)
- Periodic screening at school for blood pressure, blood cholesterol, body mass index, and other health indicators.
- Annual administration of individual health risk appraisals to help staff members establish personal health improvement goals.
- Encouragement of staff members to set medical appointments for screening for cancer, heart disease, diabetes, and other diseases.
- School will offer annual professional learning opportunities and resources for staff to increase knowledge and skills about promoting healthy behaviours in the classroom.
- Timely payments done to the staff. (Full payments done to the staff during lockdown)
- Health policies created for the staff, looking at the recent crisis. (COVID policy for employees)
- Staff transport is available.
- Bus insurance of all the buses is done for the safety of the drivers as well as commuters.
- Distribution of gifts during festivals to inculcate feeling of oneness and promote joy of giving and receiving (silver coins were gifted during Diwali to the entire staff, special coffee mugs for teachers)

HEALTH SERVICES

Our school strives to optimize the early recognition of mental and physical health problems by all staff who directly encounter students.

We maintain a minimal, safe and equitable level of counselling and mental health services for all students based on needs identified through Individual Education Plans. If need based, for further intervention, the psychologist may suggest outside agencies/ professionals to be a part of it.

The school counsellor provides staff with a resource list-relating to physical activity, nutrition, health and dental care, and at-risk behaviours.

COIS implements a coordinated school health approach including health and mental health services, food nutrition education, staff wellness, health and physical education programs, social and physical



environment and collaboration and involvement between the district, families, health and social service agencies and community health care providers.

Our school strives to address community health concerns and network with a variety of mental, behavioural, and physical health organizations that serve the district's area to promote overall growth of health.

Other Activities that Promote School Wellness

- School tries to integrate health and wellness as much as possible into other curriculum areas, such as teaching nutrition concepts in mathematics, with consultation provided by either the school or the district curriculum experts.
- The school supports the implementation of other programs that help create a school environment that conveys consistent wellness messages in an effort to promote student wellbeing.
- The teachers implement usage of active learning strategies, such as cooperative learning and project-based learning.
- We, as a school, in accordance with IB continuum philosophy offer a range of opportunities for students to contribute to and learn within the community at large, including service learning, internships, apprenticeships, and volunteer projects as part of their experiential learning.
- Our school uses curriculum-related experiences such as field trips and outreach projects to complement and extend our curriculum and instruction.
- Each student in our school has access to a range of options and choices for a wide array of extracurricular and cocurricular activities that reflect student interests, goals, and learning profiles.
- The curriculum planning and instructional delivery is done in such a way that promotes students' understanding of the real world, global relevance and application of learned content.
- Our teachers are well-versed with the usage of a range of inquiry based, experiential learning tasks and activities to help all students deepen their understanding of what they are learning and why they are learning it.
- The teaching staff works closely with students to help them monitor and direct their own progress.
- The school expects and prepares students to assume age-appropriate responsibility for learning through effective decision making, goal setting, and time management.

COMMUNITY WELLBEING

- The school works with community partners, including [e.g. Zydus hospital, IELTS examination centre, university, etc.] to support community wellness.
- The school shall offer family focused events supporting health promotion (e.g., health fair, nutrition/physical activity open house) each year. (COVID-19 vaccination drive open for all)
- **The school will inform and invite parents to participate in school sponsored activities throughout the year. (e.g.: Navaratri festival, R.K. Nair plantation drive, etc) (0403-01-0300)**
- The school will actively inform families and the public about the content of and any updates to the policy through newsletter, mailing.
- The school believes in intellectual wellness development of its teachers through workshops, trainings, seminars and collaborative meetings for staff interactions.



- The school ensures the staff's social, mental and spiritual wellbeing is looked after by arranging outings, lunch for the staff, celebration of festivals, gifting token of appreciation among staff members (e.g., secret Santa, silver coins during Diwali)

GUIDING POLICIES

We support all students particularly those who need special assistance, to experience that they are an appreciated part of the school. It has been done by inclusion of following policies. (0301-01)

- Effectual policies of the school – SEN, INCLUSION (0301-02-0100), LANGUAGE, ADMISSION
- Setting appropriate and differentiated learning challenge
- To act in response to student's different learning needs
- Removing the obstacle in learning and evaluation

MONITORING AND EVALUATION

At a minimum, the school shall conduct an assessment of the wellness policy every three years and update the policy as appropriate.

- The Wellness Committee will monitor goals and objectives for the school and compile an annual report to address the progress of the school.
- The Wellness Committee will evaluate compliance with the Wellness Policy no less than once every three years.
- The school will notify school staff, students, and households/families of the availability of the wellness report via newsletters and website postings.
- The school wellness policy will be updated as needed, based on evaluation results, District changes, emersion of new health, science, information/technology, and/or new state guidance are issued.

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| PURPOSE | ENVIRONMENT | CULTURE | LEARNING |
|---|--|---|--|
| The school's pedagogical leadership team embraces educational approaches that encourage students to become active, compassionate lifelong learners. (0101-02) | The school includes on its pedagogical leadership team an IB-trained programme coordinator who is empowered to facilitate successful programme implementation. (0201-02) | The school secures access to an IB education for the broadest possible range of students. (0301-01) Admission policy, Inclusion policy, SEN policy | Coherent curriculum 1: The school plans and implements a coherent curriculum that organizes learning and teaching within and across the years of its IB programme(s). (0401-01) Horizontal and vertical curriculum planning from PYP 1 – DP 2 |
| | The school has systems and processes in place to document, share and store curriculum, policies and procedures that safeguard programme implementation. (0201-04-0100) The school ensures that students and legal guardians are informed of the general | The school implements, communicates and regularly reviews an inclusion policy that creates cultures that support all students to reach their full potential. (0301-02) Culture 2.1: The school implements and reviews an inclusion policy that meets IB guidelines. (0301-02-0100) | Students identify and foster healthy relationships, an understanding of shared responsibility, and the ability to collaborate effectively. (0402-03) Pedagogical leaders provide opportunities for student voice to be represented in the school. (0402-03-0300) |

| | | | |
|--|--|--|---|
| | <p>characteristics of relevant programme(s) and how the school implements them. (0201-04-0400) Toddle, Managebac, orientations</p> | <p>Inclusion policy, Learning Support Room</p> | <p>Head girl & head boy, introduction of houses</p> |
| | <p>The school funds and allocates resources that sustain and further develop its IB programme(s). (0201-05) notebooks, almanacs, appropriate teaching materials, stationary</p> | <p>The school implements, communicates and regularly reviews an academic integrity policy that creates cultures of ethical academic practice. (0301-03) Academic Integrity policy</p> | <p>The school provides opportunities for students to directly apply their learning by taking action. (0402-05-0100) CAS projects</p> |
| | <p>The school provides effective learning spaces and learning environments. (0202-01-0300) Spacious classrooms, sports ground, art class, drama class, music and dance class, library, science laboratories, ICT laboratory The school provides technologies that facilitate effective communication with the IB community and ensure access to current resources that support engagement with local, national, international and global contexts. (0202-01-0400) smart boards, projectors, smart tv</p> | <p>The school implements, communicates and regularly reviews a language policy that helps to foster intercultural understanding through communicating in a variety of ways in more than one language (0301-04) Language policy PYP 1: The school ensures that students learn a language in addition to the language of instruction (at least from the age of seven). Multilingual programmes, where students are learning in at least two languages, can but are not required to offer additional languages. (0301-04-0411) Foreign as well as regional languages</p> | <p>Approaches to teaching 1.3: The school provides opportunities for students to actively engage in interactive and exploratory learning environments and/or play in accordance with programme documentation. (0403-01-0300) Night stays, Plantation drive, Sports day</p> |



| | | | |
|--|--|--|---|
| | <p>The school maintains a functioning and active library consisting of adequate combinations of people, places, collections and services that aid and extend learning and teaching. (0202-01-0600)</p> | | <p>Approaches to teaching 4.2: Students collaborate with teachers and peers to plan, demonstrate, and assess their own learning. (0403-04-0200)</p> <p>SLC, Exhibitions</p> |
| | <p>The school identifies and provides appropriate learning support. (0202-02)</p> <p>The school demonstrates a commitment to make the most effective use of learning spaces and learning environments in ways that meet the needs of all students. (0202-02-0400)</p> <p>Subject specific IB equipped teaching faculty, SEN facility, Counsellor facility</p> | | <p>Approaches to teaching 5.2: Teachers integrate prior knowledge into the curriculum to aid and extend learning for all students. (0403-05-0200)</p> <p>IEP's for SEN students, integrated teaching and learning facility</p> |
| | <p>The school fosters the social, emotional, and physical well-being of its students and teachers. (0202-03)</p> <p>The school promotes open communication based on understanding and respect. (0202-03-0400)</p> | | <p>The school uses specific and constructive school-based reporting to provide students and teachers with information that can be used to improve learning, teaching and assessment. (0404-01-0200)</p> <p>Self-reflections, Fortnight reports sent to parents, Summative assessment report card</p> |



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| | <p>The school implements and reviews systems and processes to provide advice and guidance to students on programme choices, careers and/or additional education opportunities as they move further in their learning. (0202-04-0100)</p> <p>Admission counsellor, admission policy</p> | | <p>The school ensures that from the time of enrolment students and legal guardians are aware of and have access to documentation describing the relevant programme regulations and requirements regarding assessment. (0404-02-0300)</p> <p>Formative & Summative assessments at the end of every unit, curriculum planning</p> |
| | <p>Teacher Support:</p> <p>The school ensures that leadership and teachers participate in appropriate and timely professional learning to inform their practice. (0203-02)</p> <p>IB facilitated workshops SIBSA workshops every Saturday HRT's and Co-ordinator's meetings</p> | | |

<https://www.maine.gov/doe/sites/maine.gov.doefiles/inline-files/Example%20Wellness.pdf>

<https://educateiowa.gov/pk-12/nutrition-programs/school-wellness>

https://library.ascd.org/m/1d2bd6cd7ba9a7a5/original/WC_Tenets_Challenged.pdf