

THE WELLBEING POLICY

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| Introduced on: March 2014 | Next Review: March 2026 |
| Revised: March 2025 | Implemented by: Principal |

WELLBEING VISION

To ensure each child and each adult is valued and respected.

Mission statement:

Guided by our school vision, "*relating education to life*," our mission is to be committed to fostering a holistic approach to well-being that empowers students to apply their learning to real-life challenges. Our mission is to:

- Embed well-being into daily learning experiences, helping students develop resilience, emotional intelligence, and a healthy mindset.
- Promote a culture of care, respect, and inclusivity where every student feels valued and supported.
- Encourage lifelong healthy habits through mental health awareness, physical activity, and balanced nutrition.
- Provide a safe and nurturing school environment that supports both academic achievement and personal growth.
- Engage families, educators, and the community in a collaborative effort to ensure student well-being is a shared priority.

Introduction

JSS International school is committed to the school wellbeing vision. This includes strengthening cognitive, physical, social and emotional development. Parents entrust their children and young people to principals, teachers and school staff with confidence that schools will deliver on this agenda. The themes that will drive wellbeing in our school into

the future are connect, succeed and thrive. Our commitment to our students, parents and members of the community is that our school will be providing teaching and learning environments that enable the development of healthy, happy, successful and productive individuals.

Why do we give importance to the wellbeing of students?

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| <p>CONNECT</p> | <p>SUCCEED</p> | <p>THRIVE</p> |
| <p>Our students will be actively connected to their learning, have positive and respectful relationships and experience a sense of belonging to their school and community.</p> | <p>Our students will be respected, valued, encouraged, supported and empowered to succeed.</p> | <p>Our students will grow and flourish, do well and prosper.</p> |

How do we this?

Wellbeing Strategies for the Whole School

1. Physical Wellbeing

Physical wellbeing is associated with the extent to which we feel physically safe and healthy. It includes physical activity, nutrition, physical safety and security, and preventative health care. Physical wellbeing enables positive health outcomes.

1.1. Promoting Physical Activity

- Support active play during recess / lunch / before school by providing sport equipment
- Create and promote co-curricular activities
- Movement breaks in all classes. Keep these short and manageable, 2-5 minutes each

1.2. Creating A Safe Environment

- Risk assessments communicated to staff and students in advance
- Visible and active playground supervision by teachers
- Soap and hand sanitizer being available for students and staff

1.3. Good Nutrition

- Student-made posters around the school on healthy lifestyle
- Classroom debates about nutrition and sleep
- School gardens – students grow fresh herbs and vegetables; learn about nature, nutrition and health, while developing a sense of ownership of the health promotion initiative
- Healthy school canteen – students learn to choose healthy options; canteens follow healthy canteen policy
- Co-ordinated, cross-curricular approach using a deliberate focus on promotion of healthy eating habit.

2. Cognitive Wellbeing

Cognitive wellbeing is associated with achievement and success, how information is processed and judgements are made, informed by motivation and persistence to achieve and is important for attaining knowledge and experiencing positive learning.

2.1. Nurture Competence

- Processing new information results in ‘cognitive load’ on working memory which can affect learning outcomes. Strategies for minimizing cognitive load and maximizing competence include:
 - ✦ Providing brain breaks
 - ✦ Targeting teaching within their zone of proximal development (using high challenge, high support)
 - ✦ Scaffolding new learning
 - ✦ Providing timely and meaningful feedback
 - ✦ Setting realistic teaching and learning goals

- Identifying or activating prior knowledge before introducing concepts before building upon it. This activates prior knowledge, enabling students to incorporate new knowledge into existing schemas. Strategies include:
 - ✦ Asking students to discuss prior knowledge using ‘think-pair-share’
 - ✦ Asking student to sketch / create a ‘mind map’ / write a paragraph to show what they already know
 - ✦ Students writing down aspects of prior knowledge on post it notes
 - ✦ Doing quick recap activities to begin a lesson, “what did we learn last lesson?”
 - ✦ Teacher led questioning on prior concepts
 - ✦ Students quickly looking over the content of a prior lesson and writing a short summary or explaining it to a peer

- Structuring materials and instruction to maximize working memory
 - ✦ Present materials in a simple-to-complex order

- ✦ Present individual elements of the material first before the integrated task is introduced
- ✦ Create simple or ‘clean’ worksheets / PowerPoint presentations without decorative, distracting elements
- ✦ Have worked examples / models showing students what to do and how to do it, follow up with practice feedback
- ✦ Minimizing extraneous load (information not relevant to learning)
- ✦ Minimizing repetition of information. The same information presented in multiple forms causes the ‘redundancy effect’.
- ✦ Eliminating split attention by integrating separate sources of information
- ✦ Provide visuals. Visuals give teachers another avenue for explaining concepts to students and provide learners an additional way of accessing the information they may not have the language or cognitive proficiency to understand in its written or spoken form alone. Students with additional learning needs benefit from visual supports. It helps develop their understanding and maximizes comprehension by providing a common language.

2.2. Nurture Autonomy

- Student voice is predominantly a spiritual wellbeing strategy but also supports cognitive wellbeing. Students are active participants in their own learning and wellbeing. To enhance this participation, students should participate in decisionmaking in the classroom learning environment.
- Developing student voice helps students to have a sense of autonomy in their learning. Students with a sense of autonomy have self-confidence and are intrinsically motivated to succeed. Students must feel supported to explore, take initiative and develop and implement solutions for their problems.

2.3. Strategies For Maximizing Student Autonomy Include:

- Create activities that give students some control over what they are learning
- Foster relevance by articulating the purpose of the learning activity in relation to the student's personal goals, what skills the task will help them develop and how successful task performance relates to real-life
- Provide students with opportunities to choose tasks consistent with personal goals and interests

2.4. Support Students to Self-Assess And Self-Reflect On Their Learning By Providing:

- Reflection activities at the end of key tasks
- Marking criteria for student self-assessment
- Provide student surveys and exit slips
- Facilitate inquiry-based learning opportunities
- Negotiate learning goals with students
- Increase student decision-making about how they are assessed
 - ✦ Provide students with opportunities to lead the learning of the class. ✦
- Support relatedness
- Students experience relatedness when they perceive others listening and responding to them. These positive relationships, with staff and peers, help establish feelings of belonging, connection and being heard. Students with positive relationships are more likely to take risks with their learning and be more autonomous in their learning.

2.5. Meaning And Purpose

Activities that promote meaning and purpose:

- Promote a sense of control. Students must feel they can have some ability to choose or influence their involvement
- Promote feeling valued. Value and recognize student effort and contribution
- Are meaningful and authentic. Students need to feel that what they are doing is worthwhile and has significance beyond the immediate task at hand
- Are embedded into teaching and learning programs, such as class discussions

2.6. Encouraging Student Voice

The term "student voice" describes how students give their input about what happens within the classroom, school and broader community. Strategies include:

- Increasing student opportunities to share their thoughts and opinions such as being involved in developing learning materials or marking criteria for a unit of work or on a wider level, helping creating school wellbeing programs
- Giving students choice in their learning such as being able to choose different assignment modes
- Authentic or 'real life' learning opportunities which give students meaning and purpose to their learning include: inquiry based learning, co-curricular activities and forging links beyond the classroom
- Formal student leadership structures, such as sc, peer support, peer mentoring
- Facilitate student run extracurricular clubs and groups
- Facilitate students working within the school and broader community for example, volunteering or doing a project with the local community

2.7. Value Education

- Teach, model and reinforce the school values
- Involve students in developing rules and classroom expectations
- Build positive relationships with students

- Provide opportunities for students to actively practice and to live out, the values being fostered by the school

2.8. Embed The Teaching Of Positive Values And Character Traits Within The Curriculum. Practices And Programs Focused On The Development Of Positive Values And Character Involves Activities Such As:

- Devoting classroom time to the teaching and exploration of values
- Organising a visual display of values in classrooms, which may be student-generated posters
- Discussing role models to illustrate how people that we admire live these values
- Celebrating and recognising the actions of students that promote school or shared values
- Supporting co-curricular activities, for example the environmental club or volunteering in the community

2.9. Building Community Connections

Schools build different community connections for specific purposes; some to improve student awareness of global issues, teach students about the value of active citizenship and provide opportunities for service. Others help build capacity and a collective identity within the immediate community. Community partners can offer real opportunities for students to safely experience, apply, internalise, enact and reflect on their spiritual wellbeing. Strategies include;

- Working with and within the community
 - ✦ Fundraising activities
 - ✦ Students, staff and community working together on issues they choose and value
 - ✦ Involving community groups in assemblies and other forums

2.10. Celebrating And Supporting Diversity

Give students opportunities to connect with their cultural, religious and spiritual backgrounds. Strategies include:

- Opportunities for celebration of heritage, for example, teachers' day, children's' day, new year and cultural performances at assemblies
- Appropriate accommodation of student prayer practices
- Translating documents for parents when needed
- Ensuring activities are accessible for all students

3. Social Wellbeing Strategies

Social wellbeing includes the extent to which we experience positive relationships and connectedness to others. It is important for pro-social behaviour and our empathy towards others.

3.1. Promoting Positive Relationships And Connectedness

- Greeting the students by name as they enter the classroom
- Checking in with individual students
- Showing an interest in the students' lives outside the classroom
- Negotiating classroom rules with the students for creating a safe learning environment
- Encouraging and valuing student voice in classroom decisions.
- Providing choice whenever possible to be responsive to students' interests, abilities and preferences.
- Communicating positive expectations for learning and behaviour.
- Positively reinforcing students verbally

- Speaking to students privately about any problem behaviour. Make your motivation explicit e.g. 'I am choosing to speak with you privately so that i don't embarrass you in front of your peers.'

3.2. Promoting Pro-Social Behaviour

- Foster pro-social behaviour by engaging students in helping activities such as peer tutoring, classroom tasks, and teacher assistance
- Model respectful behaviour and language towards students and staff
- Use classroom activities and lessons to explore and discuss empathy, personal strengths, fairness, kindness, and social responsibility
- Use a variety of teaching methods such as discussion questions, extra reading and group projects to foster critical and reflective thinking, problem-solving skills, and the capacity to work effectively with others
- Teaching and reinforcing positive social skills such as self-awareness, social awareness, responsibility and decision making.

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| ✚ | Example of self-awareness – show you understand. For example, 'i can understand why you would feel angry. Let's think this through.' |
| ✚ | Example of social awareness – encourage perspective taking, 'bob didn't realise that was important. I don't think he did it on purpose – do you?' |

4. Emotional Wellbeing

Emotional wellbeing relates to self-awareness and emotional regulation. It includes how well we cope, and is often reflected by the level of a person's resilience. Emotional wellbeing is in part informed by our capacity for self-reflection.

4.1. Create Safe Classroom, Playground And Online Learning Environments

Behavioural expectations need to be explicit, fair, consistently applied and jointly constructed. This enables the classrooms and playgrounds to be predictable and thus safe. Strategies include:

- Having clear expectations, structures, routines and accountability systems that promotes responsibility from all stakeholders
- Fostering positive language and inclusive play at recess and lunch
- Providing 'safe' places for students to go at recess and lunch
- Quality and active supervision of playground and common areas by teachers
- Greeting students as they enter classrooms and checking in with them regularly
- Include digital citizenship strategies as per the student use of digital devices and online services policy.

4.2. Teach Social And Emotional Skills And Enhance Self-Regulation

Social and emotional learning (sel) involves students having opportunities to learn and practice social skills. Teachers should:

- Integrate social and emotional learning into teaching and learning programs
- Do mindfulness activities when appropriate
- Model effective social and emotional skills and respect for others in your own behaviour and relationships
- Set practical tasks and cooperative activities that promote problem-solving, social skills, negotiation and communication

4.3. Developing And Supporting School-Wide Strategies

To support students' emotional wellbeing across the school, staff members can:

- Support the adoption of practices and policies in your organisation that foster wellbeing, such as anti-bullying strategies and positive behaviour support

- Contribute to team discussions and participate in professional development
- Encourage students to participate
- Refer students to the wellbeing team if concerned

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- Support data collection processes to evaluate and feedback on school-based wellbeing programs and strategies
- Facilitate student referrals to external providers by establishing and maintaining referral pathways with appropriate local services.

5. Digital Wellbeing

The school promotes responsible and balanced use of technology to support learning and personal wellbeing.

- Students are educated on online safety, digital citizenship, and the impact of screen time on mental and physical health through assemblies and “mindful minutes” sessions.
- Clear expectations are set for appropriate online behavior, cyber safety, and respectful communication. Consequences are communicated through assemblies and in class sessions
- Parents are supported through guidance and awareness to reinforce healthy digital habits at home.

Wellbeing Policy Addendum

(Contextualized for Current Regional Situation)

Purpose

This addendum strengthens the existing Wellbeing Policy at our school to address heightened emotional and psychological needs arising from regional uncertainty, disruption, or crisis.

The school is committed to supporting the **mental, emotional, and physical wellbeing** of students, staff, and families at all times.

1. Trauma-Informed Wellbeing Approach

- All staff are trained to recognize and respond to signs of stress, anxiety, or emotional distress in students.
- Practices prioritize **empathy, emotional safety, and flexibility**, adapting routines to individual needs.

2. Enhanced Safeguarding & Emotional Monitoring

- Increased frequency of wellbeing check-ins, including daily/weekly mood tracking and virtual pulse surveys.
- Use of digital tools such as the **Reflect tool on Microsoft Teams** to support regular emotional check-ins and help students express their feelings safely.
- Coordinated support between teachers, counsellors, and the Inclusion/SEND team.

3. Flexible Learning & Reduced Pressure

- Adjusted homework, assessment, and deadline expectations.
- Incorporation of **asynchronous learning** and low-stakes assignments to reduce stress.

4. Structured Wellbeing Time

- Mandatory daily or weekly wellbeing sessions embedded in the timetable:
 - Mindfulness and breathing exercises
 - Physical activity or “no-screen” breaks (20-20-20 rule)
 - Reflection and journaling opportunities

5. Parent & Family Support

- Fortnightly/monthly wellbeing sessions for parents covering:
 - Supporting children emotionally
 - Maintaining routines at home
 - Managing exposure to distressing news
- Clear guidance for family communication about current events.

6. Access to Counselling & Support

- Availability of one-to-one counselling (virtual and in-person).
- Safe and confidential reporting channels for students in distress.

7. Staff Wellbeing

- Staff check-ins, peer support networks, and access to wellness resources.
- Flexible workload management to safeguard mental health.

8. Inclusion & SEND Support

- Individualized wellbeing plans, visual schedules, and predictable routines.
- Proactive engagement with families to address regression or emotional challenges.
- For students with most complex needs, flexible timing for online learning sessions is arranged to accommodate individual needs and ensure effective participation.

10. Crisis Response & Contingency

- Integration of wellbeing support into distance learning and emergency plans.
- Structured responses for sudden disruptions or community distress events.

11. Promoting Resilience & Coping Skills

- Students are taught emotional regulation, problem-solving, and adaptive coping strategies.

- Encouragement of physical activity, creative expression, and social connection, even virtually.

Key Personnel

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| Wellbeing Governor | Mr. Samir Geepee |
| Head of Wellbeing and Inclusion | Ms. Shruti Patrikar |
| Well-Being Support Teams | Ms. Alfia - Counsellor for secondary section (career guidance) Ms. Maanasa – Counsellor for middle and primary Student Wellbeing Ambassadors |
| Next Review: March 2026 | |