**SYMBIOSIS INTERNATIONAL SCHOOL**

Pune, India

*॥ वसुधैव कुटुम्बकम्॥ — The World is One Family*

# WELLBEING POLICY

*A whole-school approach to student and staff wellbeing across the PYP, MYP, IGCSE and DP*

## POLICY DOCUMENT AT A GLANCE

| Particulars | Details |
|---|---|
| **Name of the Policy** | Wellbeing Policy |
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Applicable for **IB PYP, MYP, DP & CAMBRIDGE IGCSE**

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## 1. Purpose and Context

At Symbiosis International School (SIS), wellbeing is integral to learning, relationships and community life. Guided by the Symbiosis philosophy of ***Vasudhaiva Kutumbakam*** — "the world is one family" — SIS seeks to create a respectful, inclusive and internationally minded environment in which every member of the community can participate, belong and thrive.

This policy has grown from the school's Diploma Programme (DP) wellbeing Programme Development Plan (PDP). The DP inquiry brought together student, parent and teacher perspectives through stakeholder surveys and thematic triangulation. It identified the need for clear, coordinated support around workload, communication, belonging, student agency and staff wellbeing. The learning from this inquiry now informs a whole-school approach across the PYP, MYP, IGCSE and DP.

The development of this policy has been supported by engagement with SCEW. SCEW facilitated professional learning and dialogue on school-life satisfaction, staff wellbeing and the evidence base for whole-school wellbeing. These sessions enabled staff to engage with IB-commissioned Oxford research on student and teacher wellbeing, reflect on current practice and contribute to a shared, evidence-informed approach.

SCEW's contribution supported the movement from DP PDP inquiry to a wider whole-school policy direction. It strengthened staff understanding that wellbeing is shaped by learning, assessment, relationships, inclusion, leadership and support systems. SIS retains ownership of all policy decisions, safeguarding, implementation, data management, monitoring and review.

The policy is informed by the IB Programme Standards and Practices (PSP), which require schools to foster the social, emotional and physical wellbeing of students and teachers through their spaces, resources, systems, processes and policies. It also responds to the IB evaluation report, which recognised SIS as a safe, healthy and nurturing environment characterised by respect for diversity, fairness and trust, and recommended wider community involvement, planned policy review, dedicated teacher collaboration time and measurable evidence of impact on the student experience.

## 2. 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.

## 3. SIS Mission Statement

Symbiosis International School, a cradle of leadership, aspires to create responsible global citizens deeply rooted in the philosophy of Vasudhaiva Kutumbakam, instilled with a spirit of international mindedness. Our academically rigorous curriculum is an essential catalyst that fosters a desire for lifelong learning. We aim to nurture adept netizens and promote inclusivity and unwavering integrity. Our endeavour is to equip our students with the requisite skills and competences that will cultivate an ethic of service and enable them to be the architects of a sustainable world.

## 4. SIS Vision Statement

Promoting International Understanding through Quality Education.

## 5. Our shared definition of wellbeing

At SIS, wellbeing is the continuing capacity of students and adults to participate in school life with a sense of safety, belonging, balance and purpose. It is experienced when people feel respected and supported, can develop positive relationships, can seek help when needed, and can engage meaningfully in learning and contribution.

For students, wellbeing includes a positive experience of school life, constructive feelings about learning and relationships, and a belief that learning has personal and wider purpose. For staff, wellbeing includes a positive and sustainable experience of professional life, supportive relationships, appropriate autonomy, manageable demands and a sense that their work matters.

This definition does not imply that school life will be free from challenge. SIS recognises that purposeful challenge, reflection, responsibility and resilience are valuable aspects of learning. The school's responsibility is to ensure that challenge is appropriate, clearly communicated, supported and balanced.

Building a culture of wellbeing.

## 6. Policy aims

This policy aims to:

- Create a safe, inclusive and respectful learning environment for all members of the SIS community.
- Promote students' social, emotional, physical and academic wellbeing alongside meaningful learning.
- Support staff wellbeing as a condition for positive student relationships, effective teaching and a healthy school culture.
- Develop students' self-management, communication, reflection, help-seeking and relationship skills.
- Ensure timely identification of barriers to participation, learning and wellbeing, followed by appropriate support.
- Strengthen partnership among students, staff, parents/caregivers and relevant external professionals.
- Coordinate learning, assessment and support practices to reduce avoidable pressure while maintaining high expectations.
- Use stakeholder voice and evidence to improve wellbeing practice continuously.

## 7. Guiding Principles

### Whole-community responsibility

Wellbeing is shaped by the actions of students, staff, leaders, parents/caregivers and the wider school community. It is not the sole responsibility of any one individual, department or programme.

### Student voice and agency

Students are active partners in decisions that affect their experience of learning and school life. Their perspectives are gathered through surveys, representative forums, advisory conversations, focus groups and everyday dialogue. The student-led and elected body — *The School Council* — takes ownership of major student-led decisions and fosters a sense of voice and equity for all students throughout the programmes.

### Symblem: a student-driven wellbeing newsletter

Symblem is a bi-monthly, student-driven newsletter that creates a safe, respectful and non-judgemental space for the SIS community to share experiences, ideas and concerns. It centres student voice while also inviting teachers to contribute honest, reflective stories about learning, wellbeing, challenge, growth and the everyday realities of school life.

The newsletter provides a platform for students to raise issues that matter to them — such as academic balance, friendships, inclusion, digital wellbeing, stress, identity, belonging, responsible choices and seeking support. Contributions may be anonymous where appropriate, ensuring that students can express themselves without fear of judgement or stigma. All submissions are handled respectfully and reviewed for safeguarding, privacy and appropriate language.

Alongside student perspectives, "Teacher Stories" features raw, authentic and thoughtful reflections from teachers. These stories present teachers as not having all the answers; instead, they share real experiences of challenge, learning, resilience and connection. This helps students see teachers as approachable members of the learning community and strengthens empathy across the school.

Symblem will not be a complaint forum or a replacement for reporting concerns. Urgent safeguarding, bullying, mental-health or safety concerns must continue to be shared directly with a trusted adult, counsellor, coordinator or school leader. Instead, Symblem helps the school listen, reflect and respond to community themes, strengthening a culture in which every voice is valued.

### Inclusion, dignity and belonging

SIS values the diversity of languages, cultures, identities, abilities, family structures and lived experiences within its community. Every person has the right to be treated with dignity, fairness and respect.

### Prevention and timely support

The school prioritises preventive practice, clear communication and early support while also providing targeted support for individuals or groups experiencing difficulty.

### Balance and meaningful challenge

Learning should be purposeful and appropriately demanding. Teaching, assessment, extracurricular activity and programme requirements are planned so that students can develop resilience without experiencing unnecessary or avoidable overload.

### Evidence-informed improvement

The policy is implemented through inquiry, action, evidence gathering, reflection and adaptation. SIS will use available research, stakeholder experience and school data to guide improvement.

# 8. Wellbeing in practice

## 8.1 Student wellbeing

SIS supports student wellbeing through the following connected areas.

### Relationships and belonging

- Teachers establish respectful, caring and inclusive classroom relationships.
- Students participate in collaborative learning, peer connection and age-appropriate opportunities for voice and leadership.
- The school responds to bullying, discrimination, exclusion and unsafe behaviour through its safeguarding, behaviour and inclusion processes.
- Transitions into new classes, programmes and the school community are supported through orientation, communication and identified points of contact.

### Learning and academic wellbeing

- Learning is designed to be inquiry-based, differentiated and responsive to students' strengths, needs, language profiles and prior learning.
- Assessment is used to support learning and growth through clear expectations, timely feedback and opportunities for reflection.
- In the DP, teachers and coordinators work to schedule all assessments and submissions through collaboration and planned execution with well-defined timelines to avoid clustering.
- Students are explicitly supported to develop time management, organisation, research, reflection and self-management skills.

### Emotional and social wellbeing

- Students can approach trusted adults for academic, pastoral or wellbeing support.
- Advisory, tutor, classroom and programme structures create regular opportunities for check-in, reflection and help-seeking.
- Counselling and student-support services provide appropriate guidance, within the school's professional role and referral procedures.
- Students are encouraged to build empathy, respectful communication, resilience and responsible decision-making.

### Physical and digital wellbeing

- SIS promotes safe learning spaces, movement, activity, rest, healthy routines and responsible use of digital technologies.
- The school maintains clear expectations for safe, respectful and balanced use of virtual learning environments and communication platforms.
- Physical, virtual and social spaces are reviewed to ensure that they are accessible, supportive and appropriate for learning and wellbeing.

## 8.2 Staff wellbeing

SIS recognises that staff wellbeing directly affects school climate, student relationships and learning. The school will:

- Provide respectful communication, professional trust and opportunities for staff voice in decisions that affect their work.
- Protect scheduled time, where feasible, for collaborative planning, reflection, moderation and professional learning.
- Review workload patterns, particularly at predictable pressure points, and seek to reduce unnecessary duplication or administrative burden.
- Provide access to relevant professional learning, including wellbeing-informed teaching, inclusive practice, safeguarding, assessment, digital practice and referral processes.
- Encourage supportive collegial relationships, mentoring, recognition of contribution and responsible professional boundaries.
- Provide clear pathways for staff to raise wellbeing concerns and access appropriate internal or external support.

## 8.3 Parents and caregivers

Parents and caregivers are valued partners in supporting student wellbeing. SIS will:

- Communicate clearly and respectfully about learning, assessment, support pathways and school initiatives.
- Provide appropriate opportunities for parents/caregivers to contribute feedback on wellbeing policies and practices.
- Share guidance that helps families support learning, routines, balance and help-seeking without creating undue pressure.
- Work collaboratively with families when a student needs additional support, while respecting confidentiality and professional boundaries.

### 8.4 Programme-specific application

The policy applies across the school while recognising programme-specific needs.

- In the PYP, wellbeing is fostered through inquiry, agency, collaborative learning, identity-affirming practice, play and age-appropriate social-emotional development.
- In the MYP, wellbeing is supported through student voice, relationships, balanced challenge, self-management and responsible decision-making.
- In the DP, wellbeing is embedded in subject learning and the core. CAS promotes balance, reflection, contribution and connection; TOK supports thoughtful engagement with perspectives and uncertainty; and the extended essay develops supported independence, planning and reflection.
- Coordinators and teachers will ensure that programme practices support, rather than unintentionally undermine, student access, inclusion and wellbeing.

## 9. SCEW-supported wellbeing activity at SIS

SCEW has contributed to the development of wellbeing at SIS through age-appropriate student sessions, staff professional learning and DP-oriented support. These engagements illustrate how the policy is enacted through prevention, relationship building, student agency, safer-school education, resilience development and staff wellbeing.

| Date | Session | Participants | Policy connection |
|---|---|---|---|
| 17 December 2025 | **Understanding Bullying: A Workshop for Students** | MYP students | Promotes safe relationships, empathy, anti-bullying awareness, student voice and timely help-seeking. |
| 16 January 2026 | **Personal Boundaries and Good Touch and Bad Touch** | PYP students | Supports safeguarding, age-appropriate personal safety, respectful boundaries and trusted-adult help-seeking. |
| 19 January 2026 | **Building Balance: Academics, Emotions and You** | IG1 and IG2 students | Develops self-management, emotional awareness, realistic academic routines and balance. |
| 6 February 2026 | **From Silos to Synergy** | Teachers | Strengthens professional relationships, collaboration, shared responsibility and staff wellbeing. |
| 9 March 2026 | **Groupism Workshop** | MYP students | Addresses inclusion, peer relationships, exclusionary behaviour and a culture of belonging. |
| 22 May 2026 | **Respect, Real Talk and Responsibility: Creating a Safer and Kinder School Environment** | MYP students | Builds respectful dialogue, responsible choices, peer accountability and safer school culture. |
| 24 May 2026 | **Student Wellbeing and Responsible Choices** | MYP students | Supports decision-making, agency, self-awareness and responsibility for personal and community wellbeing. |

| Date | Session | Participants | Policy connection |
|---|---|---|---|
| 26 May 2026 | **Building Resilience and Healthy Coping Strategies; Digital Wellbeing and Maintaining Balance During the Break** | IG1 and IG2 students | Supports transition, coping, resilience, responsible technology use and healthy routines beyond the school term. |
| 22 July 2026 | **Wellbeing Session for Teachers** | Teachers | Supports staff reflection, school-life satisfaction, workplace wellbeing, student wellbeing and shared implementation responsibility. |
| 1 September 2026 | **DP Orientation: Mental Health Services** | DP students | Ensures students understand available support, referral pathways, confidentiality boundaries and early help-seeking. |

The sessions are not standalone interventions. SIS connects relevant learning from each session to classroom practice, advisory or tutor processes, student-support systems, safeguarding procedures, parent communication and programme planning. Feedback from participants will inform future wellbeing priorities and professional learning.

## 10. Wellbeing leadership and implementation team

SIS will appoint a **Wellbeing Coordinator** to lead, coordinate and monitor the implementation of this policy. The Wellbeing Coordinator will work with school leadership, programme coordinators, the counselling and student-support team, staff representatives and students to ensure that wellbeing is visible in policy, programme structures and everyday school practice.

The school will also appoint a **DP Student Wellbeing Ambassador**. The Ambassador will represent student voice within the Diploma Programme and support communication between DP students, the DP Coordinator, the Wellbeing Coordinator and the Wellbeing Team. The Ambassador is not expected to provide counselling, manage confidential cases or replace adult safeguarding responsibilities. The role focuses on peer-informed communication, participation, awareness, signposting and constructive feedback.

A **Wellbeing Team** will support implementation. Membership will be reviewed annually and may include:

- Wellbeing Coordinator.
- Head of School or nominated senior leader.
- PYP, MYP and DP coordinators.
- Counsellor(s) and student-support representative(s).
- Inclusive Education Department (IED) representative.
- Safeguarding lead or designated safeguarding representative.
- Teacher representative(s).
- DP Student Wellbeing Ambassador and, where appropriate, student representatives from other sections of the school.
- Parent/caregiver representative(s), where appropriate.
- SCEW or other external wellbeing professionals, where engaged by SIS.

The Wellbeing Team will meet at least once each term to:

- Review aggregate evidence on student and staff wellbeing.
- Identify emerging needs, including workload, belonging, safety, access to support and school climate.
- Coordinate prevention, professional-learning and communication activities.
- Review the impact and follow-up of relevant wellbeing sessions, including SCEW-supported activity.
- Recommend practical actions to the Pedagogical Leadership Team.
- Ensure that student voice and staff voice inform policy implementation and review.

The Wellbeing Coordinator will prepare an annual wellbeing update for the Pedagogical Leadership Team. The update will identify strengths, concerns, evidence-informed actions, responsible persons and proposed timelines. No personal or confidential case information will be included.

## 11. Roles and responsibilities

| Community member | Core responsibilities |
|---|---|
| **Governing body and Head of School** | Provide strategic leadership, appropriate resourcing, safeguarding oversight and policy approval. |
| **Pedagogical Leadership Team** | Ensure coherence between wellbeing, learning, inclusion, assessment and programme development; review recommendations from the Wellbeing Team. |
| **Wellbeing Coordinator** | Lead implementation, convene the Wellbeing Team, coordinate communication and professional learning, monitor evidence, and report on progress. |
| **Wellbeing Team** | Coordinate a whole-school approach, review aggregate evidence, support implementation and recommend action. |
| **PYP, MYP and DP coordinators** | Support programme-specific implementation, collaborative planning, communication and review. |
| **DP Student Wellbeing Ambassador** | Represent DP student voice, support awareness and signposting, gather non-confidential feedback and contribute to improvement discussions. |
| **Teachers** | Build respectful learning relationships, teach wellbeing-related skills, identify concerns early and use agreed support pathways. |
| **Counselling and student-support team** | Provide guidance, coordinate targeted support, maintain appropriate records and support referral when required. |
| **Students** | Participate respectfully, develop self-management and help-seeking skills, contribute voice and seek support when needed. |
| **Parents/caregivers** | Support healthy routines and communication, share relevant concerns and work in partnership with the school. |
| **SCEW** | Where engaged by SIS, provide professional learning, facilitation and research-informed guidance to support staff reflection, shared understanding and capacity building. SCEW does not replace SIS leadership, counselling, safeguarding, referral or data-governance responsibilities. |

## 12. Support, safeguarding and referral

SIS distinguishes between general wellbeing promotion, pastoral support, safeguarding and clinical mental-health care. The school provides a supportive educational environment and appropriate early response; it does not replace specialist medical or mental-health services.

When a student or staff member raises a concern, the receiving adult will listen respectfully, follow relevant safeguarding and confidentiality procedures, and connect the person with the appropriate school-based support or external referral pathway. Immediate risk to safety will be managed according to the school's safeguarding and emergency procedures.

All members of the community are expected to use respectful language, uphold privacy, avoid stigma and seek help early. Concerns relating to discrimination, bullying, harm, abuse or safety must be reported through established school procedures.

## 13. Professional learning and SCEW partnership

SIS uses school-based expertise and, where appropriate, external professional learning to sustain this policy. Existing strengths include the work of the student-support team, coordinators, teachers, curriculum leaders and the wider pedagogical leadership team.

SCEW has supported SIS through professional-learning sessions on school-life satisfaction and staff wellbeing, and the DP Wellbeing PDP team has helped develop an understanding of IB/Oxford wellbeing research. The sessions provided a common research language, supported dialogue about current practice and informed the DP wellbeing analysis that led to this policy direction.

Where engaged in future, SCEW may support professional learning, facilitated reflection, evidence-informed discussion and capacity building. External support will be adapted to the SIS context and embedded through school-based leadership, collaborative planning and regular reflection. Any external contribution will complement — not replace — the school's statutory, safeguarding, counselling, leadership or decision-making responsibilities.

Professional-learning priorities may include:

- Understanding student and staff wellbeing through school-life satisfaction, relationships, purpose and positive learning experience.
- Designing supportive and inclusive classroom, advisory and assessment practices.
- Coordinating DP assessment and core-component milestones to reduce avoidable pressure.
- Identifying concerns early and using referral pathways appropriately.
- Gathering, interpreting and acting on student, parent/caregiver and staff feedback.
- Supporting teacher wellbeing through workload awareness, collaboration, professional trust and staff voice.

## 14. Monitoring, evaluation and review

SIS will monitor this policy through an annual inquiry, action and reflection cycle. The school will gather evidence from students, staff and parents/caregivers, and use it to improve practice.

Evidence may include:

- Student, staff and parent/caregiver surveys on belonging, support, workload, safety, communication and school-life experience.
- Student focus groups, advisory reflections and representative feedback.
- Staff collaboration records and professional-learning reflections.
- Aggregate, confidential patterns from attendance, student support, counselling and referral systems.
- Review of assessment calendars, workload patterns and programme milestones, particularly in the DP.
- Feedback from SCEW-supported sessions, policy-review meetings and relevant school committees.

Where appropriate, SCEW may facilitate reflection sessions or advise on review of aggregated findings. SIS will lead the collection, secure management, interpretation and use of all wellbeing data in accordance with school procedures. Individual data will remain confidential and will not be used for public reporting.

Findings will be considered by the Wellbeing Team and Pedagogical Leadership Team, then shared with the community in an accessible format. The school will identify strengths, priority needs, actions, responsibility holders and timelines.

## 15. Links with other policies

This policy works alongside the school's:

- Safeguarding and child-protection procedures.
- Inclusion policy.
- Assessment policy.
- Academic-integrity policy.
- Language policy.
- Admissions policy.
- Behaviour, anti-bullying and restorative-practice procedures.
- Digital technology and acceptable-use procedures.
- Health and safety procedures.

Policy review will consider these connections to ensure that school procedures are coherent, accessible and consistent with the SIS mission, IB philosophy and the needs of the community.

# 16. References


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