



WELL-BEING POLICY

At Danila Kumar International School, the well-being of our community is deeply rooted in the attributes of the IB Learner Profile. All members are encouraged to be caring, open-minded, and balanced, while demonstrating reflective and principled behaviours. These qualities guide our efforts to foster a supportive and inclusive environment where individuals can thrive emotionally, physically, socially, and academically. The Well-being Policy aligns with these principles, ensuring that every member of our community is valued, respected, and empowered.

MISSION STATEMENT

At Danila Kumar International School, we are dedicated to fostering a multilingual and dynamic learning community through our esteemed International Baccalaureate programmes.

By centering on inquiry and student-driven approaches, we aim to nurture the individual potential of each learner, equipping them with the knowledge, skills, and attitudes necessary for success in a rapidly changing world.

Our commitment to academic excellence, social and emotional growth, as well as ethical conduct, prepares the learners to become principled, responsible and open-minded global citizens.

Emphasising well-being, respect, and inclusivity, we empower our students to engage meaningfully with local and global communities, driving forward a sustainable and peaceful future.

TABLE OF CONTENTS

OVERVIEW AND INTRODUCTION	2
AIMS OF THE POLICY	2
WELL-BEING FOR STUDENTS.....	2
WELL-BEING FOR DKIS TEAM.....	3
WELLBEING FOR PARENTS	5
MONITORING AND EVALUATION.....	5
ALIGNMENT WITH OTHER DKIS POLICIES	6

OVERVIEW AND INTRODUCTION

At Danila Kumar International School (DKIS), the well-being of our school community is of paramount importance. We recognize that a nurturing, inclusive, and supportive environment is essential for the holistic development of all individuals within our school—students, teachers, and parents. Our well-being policy is designed to foster emotional, physical, social, and academic well-being, ensuring that every stakeholder feels valued, respected, and empowered to thrive.

This policy aligns with DKIS’s mission to promote intercultural understanding, respect, and collaboration, creating a community where diversity is celebrated, and personal growth is encouraged.

AIMS OF THE POLICY

- To establish a comprehensive framework for promoting the physical, mental, and emotional wellbeing of all students and staff.
- To create a positive and supportive school environment that fosters resilience, inclusivity, and a sense of belonging.
- To identify and address wellbeing needs through early intervention and appropriate support strategies.
- To promote open and effective communication among students, staff, parents, and external support organizations to ensure a collaborative approach to wellbeing.
- To develop and implement practices that nurture the holistic development of students, encompassing their academic, emotional, and social growth.
- To empower students with the skills and knowledge necessary to take responsibility for their own wellbeing.
- To ensure the school’s commitment to safeguarding and protecting the mental health and safety of all members of the school community.
- To clarify the roles and expectations of students, families, school staff, and administration in maintaining a culture of wellbeing.

WELL-BEING FOR STUDENTS

At DKIS, student well-being encompasses emotional, physical, social, and academic dimensions. We strive to create a safe and stimulating learning environment where students can flourish.

Emotional Well-being:

- Programs to build emotional literacy and resilience, helping students recognize and manage their emotions.
- Establishment of safe spaces such as “Zen corners” and “Calm rooms” to provide students with opportunities to decompress.
- Access to professional counseling and peer-support programs to ensure mental health needs are addressed.

Physical Well-being:

- Encouragement of active lifestyles through initiatives like “100 Active Days” and recreational breaks.
- Awareness campaigns on healthy habits such as sleep hygiene, hydration, and nutrition.
- Maintenance of safe, clean, and comfortable school facilities with attention to ergonomic needs.

Social Well-being:

- Collaborative learning activities, team-building exercises, and inclusive events to strengthen peer connections.

- Anti-bullying initiatives and open dialogue forums to foster a sense of belonging and inclusion.
 - Encouragement of interpersonal relationships that are built on empathy, mutual respect, and kindness.
- Academic Well-being:**
- Balanced workload policies to prevent stress and burnout.
 - Differentiated learning strategies to cater to diverse needs, ensuring that every student feels supported.
 - Positive and constructive feedback mechanisms to encourage growth and confidence.

WELL-BEING FOR DKIS TEAM

The well-being of the DKIS team—comprising teachers, administration, and technical staff—is fundamental to fostering a thriving educational environment. Each group plays a vital role, and their well-being is addressed through tailored strategies.

Teachers:

Emotional Well-being: Opportunities for professional counselling and mindfulness workshops to manage stress and maintain emotional health. Encouragement of a supportive school culture where teachers feel heard and valued.

Physical Well-being: Wellness programs including guided exercise sessions and access to ergonomic resources. Comfortable and functional staff facilities.

Social Well-being: Team-building activities, staff retreats, and collaborative practices within teaching teams to build trust and reduce isolation.

Professional Well-being: Opportunities for ongoing professional development, recognition of achievements, and support for innovative teaching practices.

Administration:

Emotional Well-being: Regular check-ins to address stress and workload challenges. Access to stress management resources and workshops.

Physical Well-being: Provision of suitable office environments and resources to enhance physical comfort. Health and wellness initiatives tailored to administrative roles.

Social Well-being: Inclusion in team-building activities and opportunities to collaborate across departments to foster unity.

Professional Well-being: Training sessions on new technologies and administrative practices to ensure efficiency and job satisfaction.

Technical Staff:

Emotional Well-being: Establishment of feedback mechanisms such as anonymous suggestion boxes to ensure their voices are heard. Access to stress-relief initiatives like meditation sessions.

Physical Well-being: Balanced workloads to avoid overburdening and ensure equitable task distribution. Participation in wellness activities like Pilates or group fitness sessions.

Social Well-being Inclusion in school-wide events, team-building exercises, and morning meetings to enhance connection with the broader team.

Professional Well-being: Opportunities for skills training relevant to their roles and inclusion in discussions about creating a safe and efficient school environment.

WELLBEING FOR PARENTS

Parents play a vital role in the success of the DKIS community. Supporting their well-being ensures a strong partnership between home and school.

Emotional Well-being:

- Open communication channels with school staff to address concerns and provide support.
- Workshops and seminars focused on parenting strategies, stress management, and mental health awareness.
- Access to resources and guidance for navigating the challenges of parenting in a diverse and dynamic school environment.

Social Well-being:

- Opportunities for parent involvement in school activities, such as cultural events, volunteer programs, and collaborative projects.
- Creation of parent support networks to share experiences and foster connections within the school community.
- Events like bazaars to build rapport and strengthen the sense of community.

Educational Well-being:

- Regular updates and workshops to help parents understand the school's curriculum and teaching approaches.
- Guidance on how to support children's learning at home without creating undue pressure.
- Provision of clear and timely information regarding student progress and school initiatives.

MONITORING AND EVALUATION

To ensure the effectiveness of the well-being policy, DKIS will:

- Conduct regular surveys and feedback sessions with students, teachers, and parents to assess satisfaction and identify areas for improvement.
- Review well-being initiatives annually, adapting strategies based on emerging needs and feedback.
- Maintain transparency by sharing updates on well-being progress with the entire school community.

ALIGNMENT WITH OTHER DKIS POLICIES

The Admission Policy at Danila Kumar International School is intricately linked with other school policies, ensuring a cohesive approach aligned with the principles of the International Baccalaureate. Regular cross-referencing and collaborative reviews are conducted to maintain consistency across policies.

Alignment with our Language Policy → *The Well-being Policy supports the Language Policy by recognizing the importance of linguistic competence in fostering a sense of belonging and confidence. By considering the languages spoken at home, the school ensures inclusivity and provides language support tailored to individual needs. Communication strategies outlined in the Well-being Policy emphasize clear, respectful, and inclusive dialogue that aligns with the objectives of the Language Policy.*

Alignment with our Assessment Policy → *The Assessment Policy complements the Well-being Policy by addressing the academic pressures students may face. Balanced workloads, differentiated assessments, and constructive feedback align with the Well-being Policy's goal of fostering academic resilience and reducing stress. Both policies aim to create a supportive environment that nurtures individual growth and development.*

Alignment with our Admission Policy → *The Admission Policy intersects with the Well-being Policy by ensuring that new students are evaluated holistically, with attention to their social, emotional, and academic well-being. Early identification of support needs during the admission process enables a smoother transition and fosters a sense of belonging for new students and families.*

Alignment with our Academic Integrity Policy → *The Well-being Policy complements the Academic Integrity Policy by promoting a culture of respect, fairness, and personal accountability. By addressing the emotional and social aspects of learning, the Well-being Policy supports students in adhering to ethical standards and maintaining their mental health while striving for academic excellence.*

Alignment with our Inclusion Policy → *The Inclusion Policy is integral to the Well-being Policy as both emphasize the importance of creating an equitable and supportive environment. By addressing the diverse needs of the school community, both policies work together to promote a culture of respect, empathy, and collaboration, ensuring that all individuals feel valued and supported.*

This Well-being Policy was created on 15 December 2024

This Well-being Policy is based on the following International Baccalaureate documents: "Programme Standards and Practices," "Access and Inclusion Policy," "Learning Diversity and Inclusion in IB Programmes: Meeting Student Learning Diversity in IB World Schools," "Well-being in IB World Schools," IB PYP Guide: Learning and Teaching, IB MYP Guide: Learning and Teaching, "Social and Emotional Learning in IB Programmes," and "Developing a Learner Profile: The Role of Well-being in IB Education." These documents provide the foundation for fostering a supportive, inclusive, and holistic environment that prioritizes the well-being of the entire school community.