



# Wellbeing Policy

K-12

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# Section 1

## Introduction

*Seisen's mission is to provide a safe environment to empower each student, through shared responsibility, creativity, and human interdependence, to develop their unique talents and to become competent and compassionate players in our global society, capable of empowering others and of bringing hope and peace to our ever-changing world'.*

Seisen has adopted the World Health Organisation's definition of mental health and wellbeing "a state of well-being in which every individual realises his or her own potential, can cope with the normal stresses of life, can work productively and fruitfully, and is able to make a contribution to her or his Community".

Grounded in Seisen's mission statement and guiding principles is a holistic approach to the education of our students emphasizing social, emotional, cognitive, physical, and spiritual wellbeing. The nurturing of these facets of wellbeing support / provide for the positive learning experiences of students. Seisen International School acknowledges that wellbeing is dynamic and integral to learning, and that it is vital to embed it in the complex multi-dimensional work of the school.

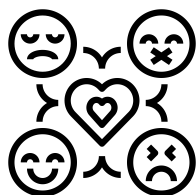
Seisen International School is committed to supporting students so that they may flourish at each stage of their development and learning, to providing opportunities that are age appropriate, challenging, and authentic, and to doing this in the context of individual and shared responsibility underpinned by productive relationships that support students to learn.

An individual's wellbeing is constantly changing. How students feel about themselves and their own wellbeing changes over time, in different situations and circumstances, and in response to community and environmental factors. We acknowledge that wellbeing, or the lack of it, can affect a student's engagement and success in learning. Wellbeing is not just the absence of mental health problems.

Seisen recognises that wellbeing needs to be considered against a background of how we feel and function across several domains, recognising the multi- dimensional nature of wellbeing. These domains include social, emotional, cognitive, physical and spiritual wellbeing.



**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.



**Emotional wellbeing** relates to self-awareness and emotional regulation. Emotional wellbeing refers to the emotional quality an individual experiences. It is the ability to generate the emotions that lead to good feelings. Emotional wellbeing is in part informed by our capacity for self-reflection. It includes how well we cope, and is often reflected by the level of a person's resilience.



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



**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.



**Spiritual wellbeing** relates to our sense of meaning and purpose. It can include our connection to culture, religion or community and includes the beliefs, values and ethics we hold.

## Section 2

### **At Seisen International School we believe:**

- Wellbeing is dynamic and integral to learning and promotes a growth mindset.
- Wellbeing focuses on attributes and strengths that teach and support children and young people to grow and learn from challenges and complexities.
- Wellbeing recognises the importance of developing and shaping the character of the individual.
- Wellbeing is multidimensional and interrelated.

### **At Seisen International School:**

- We use both objective and subjective measures to take into account the context of children's and young people's lives.
- We incorporate the views and perspectives of children and young people themselves throughout the different stages of development.
- We consider the wellbeing of children and young people in the present as well as focussing on long-term outcomes.
- We acknowledge the diversity of contributors to and influences on the wellbeing of children and young people, and recognise our obligations and responsibilities.

### **As educators at Seisen International School we want all our students to:**

- feel confident in themselves.
- express a range of emotions appropriately.
- make and maintain positive peer relationships.
- make healthy lifestyle choices in regards to physical wellbeing.
- cope with the stresses of everyday life.
- manage times of stress and be able to deal with change.
- recognize and choose a balanced approach to life inside and outside of school.

- actively connect to their learning.
- have positive and respectful collaborative relationships
- experience a sense of belonging to their school community.
- be respected, valued, encouraged, supported and empowered to succeed.
- feel safe in an environment where bullying is not tolerated.
- be supported in the development of their personal spirituality.

The following elements are integral to the development of wellbeing as part of a complementary, integrated process.	
TEACHING & LEARNING	SUPPORT FOR LEARNING
<p>Teachers at Seisen</p> <ul style="list-style-type: none"> <li>● Consider aspects of and factors contributing to wellbeing in the delivery of teaching and learning.</li> <li>● Strive to create environments that celebrate difference and diversity and recognise, respect and respond to identity and cultural background.</li> <li>● Expect students to contribute to their own wellbeing, the wellbeing of their peers and the collective wellbeing of their communities.</li> <li>● Ensure that the student's subjective view of their own wellbeing is recognised as an important measure to inform decisions.</li> <li>● Adopt a whole school approach to physical health and fitness, social skills and friendship, empathy and resilience, peer support and mentoring, student leadership, citizenship and community engagement.</li> <li>● Actively connect students to their learning through meaningful, engaging and rewarding learning experiences.</li> </ul>	<ul style="list-style-type: none"> <li>● Ensure students with identified learning needs benefit from personalised learning and support.</li> <li>● Consult parents/guardians to contribute to the planning to support their child's individual needs.</li> <li>● Make adjustments to the learning environment and document as required.</li> <li>● Use assessment of student achievement to inform individual learning.</li> </ul>

BEHAVIOUR, DISCIPLINE & CHARACTER EDUCATION	PROFESSIONAL PRACTICE
<ul style="list-style-type: none"> <li>• Create environments with clearly defined behavioural expectations.</li> <li>• Recognize the importance of developing and shaping the character of the individual and maximise opportunities for personal growth.</li> <li>• Provide students with opportunities to be active learners who exercise self-regulation appropriate to their age and level of understanding.</li> <li>• Partner with parents /guardians to develop their child’s understandings, skills and character.</li> <li>• Employ Positive Discipline Classroom Practices</li> <li>• Encourage Positive Discipline Parenting Practices in the home environment</li> </ul>	<ul style="list-style-type: none"> <li>• Ensure all faculty and staff undertake mandatory annual training to comply with our Safeguarding Policy.</li> <li>• Ensure all staff sign /commit to the Seisen Safeguarding Policy annually.</li> </ul>

The following strategies & approaches are currently under construction and development to support the areas of teaching and learning, support for learning, behaviour, discipline and character education.

TEACHING & LEARNING	SUPPORT FOR LEARNING	BEHAVIOUR & CHARACTER EDUCATION
<p><b>K-12</b> School-wide focus on: <b>Cognitive Wellbeing</b></p> <ul style="list-style-type: none"> <li>• Developing and maintaining strong student-teacher relationships</li> <li>• Adoption of IB Continuum; shared approach to teaching &amp; learning</li> <li>• Approaches to Learning (AtL); Social,</li> </ul>	<p><b>K-12</b></p> <ul style="list-style-type: none"> <li>• Providing a safe, accepting and inclusive environment.</li> <li>• Use of formative, summative &amp; MAP assessment data to identify students who need additional support.</li> <li>• Interventions: <ul style="list-style-type: none"> <li>○ Learning Support</li> </ul> </li> </ul>	<p><b>K-12</b></p> <p><b>Spiritual Wellbeing</b></p> <ul style="list-style-type: none"> <li>• Religion classes</li> <li>• Morning prayers</li> <li>• Mass</li> <li>• Availability of school chapel</li> </ul> <p><b>Social &amp; Emotional Wellbeing</b></p> <ul style="list-style-type: none"> <li>• Child Safeguarding Policy</li> </ul>

<p>Thinking, Self-Management, Communication, Research skills (Learning How to Learn)</p> <ul style="list-style-type: none"> <li>● Focus on development of global-mindedness; GMIC Group</li> <li>● Efforts to provide for student Voice, Choice &amp; Agency in Learning</li> <li>● Collaborative structures &amp; ongoing support from specialist teachers</li> <li>● Meeting agenda; clear goals and focus on reaching agreed outcomes</li> <li>● Development of the IB &amp; Seisen Learner Profile attributes</li> <li>● KG &amp; ES PSPE Curriculum</li> <li>● MS &amp; HS PSHE Curriculum</li> <li>● MS &amp; HS Advisory programs</li> <li>● Provision of professional development in sharing of best practices, opportunities for peer observation</li> <li>● Balanced Schedules &amp; equity of duty cover</li> <li>● Orientation for new staff</li> </ul>	<ul style="list-style-type: none"> <li>○ Booster Groups</li> <li>○ ES Learning Labs</li> <li>○ Counselling</li> </ul>	<ul style="list-style-type: none"> <li>● Lessons on safeguarding &amp; human sexuality provided by KG/ES &amp; MS/HS Counsellors</li> <li>● <a href="#">Positive Discipline Strategies</a></li> <li>● Identity and Interaction Strands of the PSPE Curriculum</li> <li>● <i>Who we Are</i> KG &amp; ES units of inquiry</li> <li>● MS &amp; HS PSHE classes</li> <li>● CAS</li> <li>● Social Justice Committee; focus on service learning</li> <li>● Leadership structures in ES MS/HS &amp; ES</li> <li>● Opportunities for teachers to participate in wellbeing workshops; Tokyo English Lifeline, Japan Council of International School</li> <li>● Provision of teachers' cafeteria &amp; professional library</li> <li>● Play unit in KG throughout the whole year</li> <li>● Trips &amp; Risk-Assessment of Trips</li> <li>● International transition practices</li> <li>● University transition program; College Counselling</li> <li>● Parent Communication &amp; engagement</li> </ul>
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<p><b>KG</b></p> <ul style="list-style-type: none"> <li>• Montessori focus on the individual child</li> <li>• Orientation for all students with parents and teachers at the beginning of each school year</li> <li>• Transition from Kindergarten to first grade.</li> <li>• Transition for boys to other international schools</li> <li>• Transition for students leaving to repatriate</li> </ul>		<p>strategies; (Seesaw, IB Coffee Mornings)</p> <p><b>Physical Wellbeing</b></p> <ul style="list-style-type: none"> <li>• Cezars Kitchen Food Service</li> <li>• Emergency Drills: <ul style="list-style-type: none"> <li>○ Fire Drills</li> <li>○ Earthquake Drills</li> <li>○ Lockdown Drills</li> <li>○ P.E. Classes</li> <li>○ Dance Classes</li> <li>○ Who we Are KG &amp; ES units of inquiry</li> </ul> </li> <li>• Health &amp; Safety Committee</li> <li>• Faculty health check-ups &amp; follow-up from school nurses</li> <li>• Flu shots organised by school nurses</li> </ul> <p><b>COVID-19 Risk-Reducing &amp; Wellbeing Strategies:</b></p> <ul style="list-style-type: none"> <li>• Focus on hand-washing, sanitation protocols, physical distancing, managing masks, temperature check</li> <li>• Opportunity for staff to take wellbeing day</li> <li>• Increase in Autumn break to one week</li> <li>• Regular staff surveys &amp; check-ins by Head of School</li> <li>• Scaffolded start &amp; focus on Learning to</li> </ul>
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		<p>Learn Week (ES) including focus on student safety</p> <ul style="list-style-type: none"> <li>● Staggered dismissals</li> <li>● Reduction in group sizes for play, lunch, Mass, choir, revision of transitions etc.</li> <li>● Purchase of additional toys, noodles, music kits</li> </ul>
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## Section 3

### A Whole School Approach to promoting Wellbeing

We take a whole school approach to promoting positive mental health that aims to help children become more resilient, happy and successful and to prevent problems before they arise.

This encompasses six aspects:

1. Creating an ethos, policies and behaviours that support mental health and resilience, and which everyone understands.
2. Helping students to develop social relationships, support each other and seek help when they need it.
3. Helping students to be resilient learners.
4. Teaching students social and emotional skills and an awareness of mental health.
5. Early identification of students who have mental health needs and planning support to meet their needs, including working with specialist services.
6. Effectively working with parents and guardians.

## **Faculty Roles and Responsibilities including those with specific responsibility**

We believe that all staff have a responsibility to promote wellbeing and to understand about protective and risk factors for the mental health aspect of wellbeing. We recognize that some students will require additional help and seek to ensure that children's health needs get early intervention and the support they need.

### **Sources of relevant support include:**

Administration Team

Child Protection Officer

School Nurses

Counsellors

Teachers

Learning Support Teachers

Advisors

External support services (Tokyo English Lifeline and Clinic ( TELL), TIP, Tokyo Mental Health)

### **The Role of Teachers:**

Through our KG/ES Personal Social and Physical Education Scope & Sequence and MS/HS Personal, Social and Health Education Scope & Sequence and classes we aim to teach the knowledge, social and emotional skills that will help children to be resilient and proactively

### **The Role of the Counsellors:**

### **The Role of the Counsellors / The Role of the Seisen Support Team**

[Link to SSD Doc.](#)

### **The Role of Seisen's Child Protection Officer**

[Link to Child Protection Policy](#)

### **The Role of HS Advisors**

[Link to HS Advisory Handbook](#)

## **Referral Process; Identifying supporting students of concern**

[Link to the Referral Process](#)

### **Involving Parents and Guardians**

We recognise the important role parents / guardians have in promoting and supporting the mental health and wellbeing of their children. During our admissions process we ask parents to inform us of any health needs their child has and any issues that they think might have an impact on their wellbeing. It is very helpful if parents/guardians can share information with the School so that we can better support their child from the outset. All information is treated in confidence.

When a concern has been raised, the School will:

- Contact parents / guardians and meet with them (in almost all cases, parents / guardians will be involved in their child's interventions, although there may be circumstances when this may not happen, such as where child protection issues are identified).
- Offer information to take away and places to seek further information.
- Be available for follow up calls.
- Document the meeting.
- Discuss how parents /guardians can support their child.
- Keep parents/guardians up-to-date and fully informed of decisions about the support and interventions provided.

### **References**

Supporting Student Wellbeing in Schools, Anna Freud, National Centre for Children and Families: <https://www.annafreud.org/>

2015, NSW Government, Department of Education & Communities, The Wellbeing Framework for Schools.

2019, Government of Ireland, Wellbeing Policy Statement and Framework for Practice

Additional Resources:

<https://www.pshe-association.org.uk/curriculum-and-resources/resources/health-and-wellbeing-education-scotland>

