



SOCIO-EMOTIONAL LEARNING POLICY

‘Samatva - Skills to balance Emotions’



CHOITHRAM EDUCATION SERVICE UNIT



Our Vision

Creating learning experiences that foster Intellectual Curiosity, Confidence and Compassion in individuals and nurture them into Balanced, Resilient and Responsible Citizens who celebrate diversity.

Our Mission

We aim to create a joyful, friendly atmosphere in a stimulating environment, where learning is a pleasurable activity and the flame of positivism is kindled to bring about an Integrated Individual who has a strong belief in himself.



Our Values

- **Education Excellence:** A commitment to providing high-quality education and promoting academic achievement.
- **Diversity and Inclusion:** Fostering a welcoming and inclusive environment that respects and celebrates diversity.
- **Respect and Integrity:** Promoting honesty, integrity, and respect for all members of the school community.
- **Responsibility and Accountability:** Encouraging a sense of responsibility for one's actions and their impact on the community.
- **Teamwork and Collaboration:** Promoting collaboration, teamwork, and a sense of community among students, staff, and parents.
- **Lifelong Learning:** Instilling a love of learning and a belief in the importance of continuous personal and intellectual growth.
- **Citizenship and Social Responsibility:** Encouraging students to be active, engaged citizens who contribute positively to society.
- **Innovation and Creativity:** Fostering a culture of innovation, creativity, and critical thinking.
- **Environmental Stewardship:** Promoting sustainability and an awareness of environmental issues.
- **Health and Well-Being:** Prioritizing the physical and mental well-being of students and staff.
- **Community Engagement:** Building strong connections with the local and global community through service and outreach.
- **Cultural and Ethical Awareness:** Instilling an understanding and appreciation of various cultures and ethical principles.
- **Personal Growth and Empowerment:** Fostering an environment where students can discover and develop their unique talents and potential.
- **Safety and Security:** Ensuring a safe and secure environment for everyone within the school.
- **Parental Involvement:** Encouraging parents to be actively engaged in their child's education and the school community.
- **Transparency and Communication:** Maintaining clear and open communication channels between the school and its stakeholders.

CHOITHRAM GROUP OF SCHOOLS

Socio-Emotional Learning (SEL) Policy

1. Preamble

Choithram Group of Schools believes that education is not limited to academic achievement alone. To truly nurture balanced, resilient, and responsible individuals, our education must address the emotional, social, and ethical dimensions of learning. Socio-Emotional Learning (SEL) equips learners with skills for life—enhancing their ability to manage emotions, develop empathy, build meaningful relationships, make responsible decisions, and contribute positively to society.

This policy formalizes our commitment to SEL across all stages of schooling – integrating it seamlessly into pedagogy, school culture, community partnerships, and teacher training.

2. Vision of SEL Policy

To build a learning ecosystem that supports the holistic development of every learner through emotionally safe, socially inclusive, and intellectually engaging environments that promote well-being, empathy, and responsible citizenship.

3. Objectives

The SEL Policy aims to:

- Foster self-awareness, self-regulation, and emotional intelligence in learners.
- Promote positive relationships, teamwork, communication, and empathy.
- Strengthen **responsible decision-making**, leadership, and problem-solving skills.
- Ensure adaptive and inclusive behavior in diverse and changing contexts.
- Align SEL with academic, cultural, and global competencies.
- Engage parents, all staff, and the wider community in the SEL ecosystem.

4. Conceptual Framework

To ensure our approach is evidence-based and universally understood, this policy adopts the five core, interrelated competencies of the **Collaborative for Academic, Social, and Emotional Learning (CASEL)**. Our efforts will focus on cultivating these competencies:

- **Self-Awareness:** The ability to understand one's own emotions, thoughts, and values and how they influence behavior. This includes recognizing strengths, limitations, and maintaining a well-grounded sense of confidence.
- **Self-Management:** The ability to manage one's emotions, thoughts, and behaviors effectively in different situations. This includes managing stress, controlling impulses, motivating oneself, and setting and working toward goals (emotional regulation, adaptability, and resilience).

- **Social Awareness:** The ability to take the perspective of and empathize with others, including those from diverse backgrounds and cultures. This includes understanding social and ethical norms for behavior (empathy and cultural sensitivity).
- **Relationship Skills:** The ability to establish and maintain healthy and supportive relationships and to navigate social settings effectively. This includes communicating clearly, listening well, cooperating with others, and resolving conflicts constructively (communication, collaboration, and conflict resolution).
- **Responsible Decision-Making:** The ability to make caring and constructive choices about personal behavior and social interactions. This includes considering ethical standards, safety, and the well-being of self and others (critical thinking and problem-solving).

4.1 Developmental Approach: Scope and Sequence

We recognize that SEL skills are not one-size-fits-all. To ensure our curriculum is effective, this policy mandates the creation and implementation of a **Developmental SEL Scope and Sequence**. This guiding document will map each of the five core competencies across all educational stages (Foundational/Montessori, Primary, Middle, and Senior), defining progressive, age-appropriate, and scaffolded learning targets for every level.

5. Core Components and Implementation Strategies

5.1 School-Wide SEL Integration

- **Lesson Planning:** SEL outcomes and strategies are integrated into academic and co-curricular lesson plans.
- **Value-Based Themes:** Weekly/monthly class talks and assemblies on empathy, integrity, kindness, etc.
- **Subject Integration:** Literature, history, art, and science are used as media to explore SEL concepts.
- **Morning Meetings and Circle Time:** For emotional check-ins, peer connection, and community building.
- **Celebration of Diversity:** Events that encourage respect for all cultures, abilities, and identities.
- **Digital Citizenship and Online Well-being:** Explicitly integrating SEL skills (empathy, responsible decision-making) into the context of online interactions, social media use, and digital safety to foster responsible and resilient digital citizens.

5.2 Structured SEL Interventions

- **Life Skills Curriculum:** Progressive, age-appropriate SEL modules, guided by the Scope and Sequence, from Foundational to Senior Secondary stages.
- **Dedicated SEL Resource Centre:** A space for therapy, reflection, creative exploration, and support.
- **SEL for the Entire School Community:** Training for **all** staff (teaching and non-teaching) on foundational SEL concepts like emotional literacy, empathy, and positive student interaction to ensure every adult interaction contributes positively to the school climate.

- **Parent Engagement:** Core parental committees, SEL workshops, open discussions, and parenting modules.

5.3 Counselling and Guidance Services

- **Team of Counsellors and Special Educators:**
 - Deployed across Montessori, Primary, Middle, and Senior levels.
 - Address academic, behavioral, and emotional needs for students and serve as a confidential resource for staff.
- **Psychometric Assessments:** To guide student potential and choices.
- **Career and Personal Counseling:** Supportive guidance through transitions.
- **Group and One-to-One Counseling:** Confidential, student-centered approach.

5.4 Training and Professional Development

Recognizing that staff well-being is a prerequisite for effective SEL, our professional development prioritizes both adult and student capacity-building.

- **SEL Training for Teachers:**
 - Understanding developmental psychology.
 - Facilitating safe spaces in classrooms.
 - Conflict resolution and emotional de-escalation.
 - Recognizing and managing professional stress and burnout.
- **Planned Teacher Circles:** Peer-led emotional support, confidential well-being check-ins, and collaborative problem-solving to foster a culture of professional trust and mutual care.
- **Workshops on SEL Pedagogy:** Including trauma-informed, inclusive, and culturally responsive practices.

6. Monitoring and Evaluation

Our evaluation approach is **formative and reflective**, prioritizing growth over grading. Data is used to improve programs and support individuals, not to label or rank.

- **Annual SEL Audit:** Review implementation, effectiveness, student feedback, and teacher reflections.
- **Student-Led Conferences & Portfolios:** Opportunities for students to present their SEL portfolios (including reflection journals, growth trackers, and social contribution logs), reflect on their growth, and set personal goals with teachers and parents.
- **School Climate Surveys:** Anonymized feedback from students, teachers, parents, and support staff.
- **Impact Assessment Tools:** SEL rubrics mapped to the five core competencies and observable behavior changes.

7. Roadmap for Future Goals (2025–2030)

Year	Goal
2025	Establish SEL Resource Room; finalize SEL Curriculum based on the developmental Scope and Sequence (Nursery–Grade 12); launch parent awareness campaigns.
2026	Conduct SEL Training for 100% staff; publish SEL Integration Handbook for teachers.
2027	Launch SEL Dashboard with student SEL profiles; integrate SEL explicitly with sports/arts programs.
2028	Collaborate with external SEL experts and mental health professionals to review and enhance module design and intervention strategies.
2029	Host Annual SEL Confluence for students, teachers, and parents to share best practices and celebrate growth.
2030	Achieve 100% SEL Integration across curriculum and culture; demonstrate impact through measurable well-being and civic contribution metrics.

8. Responsibilities

- **School Leadership:** Ensure policy implementation, culture building, and resource allocation.
- **Teachers:** Deliver SEL instruction, model emotional intelligence, support student well-being, and actively support their own and their colleagues' well-being.
- **Counselors/Special Educators:** Deliver direct services, training, and case-based interventions; serve as a well-being resource for the entire school community.
- **All Staff (Non-Teaching):** Understand the core principles of SEL and contribute to a safe, supportive, and respectful school environment through their daily interactions.
- **Parents:** Collaborate actively with the school for consistent SEL reinforcement at home.
- **Students:** Engage meaningfully, reflect on their growth, and apply SEL competencies in real life.

9. Conclusion

Socio-Emotional Learning is not an add-on — it is foundational to our vision of nurturing curious, confident, and compassionate individuals. Through a whole-school approach, continuous improvement, and collaborative efforts, Choithram Group of Schools will lead by example in embedding SEL into the heart of education.



CHOITHRAM SCHOOL MANIK BAGH
SINCE 1972



TIRATHBAI KALACHAND SCHOOL SINCE 1978



CHOITHRAM COLLEGE OF NURSING
SINCE 1982



CHOITHRAM SCHOOL NORTH CAMPUS
SINCE 2004



CHOITHRAM INTERNATIONAL SINCE 2003



CHOITHRAM COLLEGE OF PARAMEDICAL
SCIENCES SINCE 2006