

# COUNSELLING POLICY

## VISION

Our vision is to be a globally renowned academia fostering excellence in future – ready robust pedagogy and profound learning environment to disseminate values of academics freedom and the spirit of collaboration and innovation. To develop an ethos of entrepreneurship and build ethical future enterprise leaders who add value to society, spearhead in nation building.

## MISSION

Our mission is to impart quality value based education of international standard and focus on holistic development of the students imbibing skills for solving real life problems. Along with our clean and green campus – our infrastructure offers homey stay, hygienic food. It's our priority to engage all our staff from ground level to top management as a family to ensure that all students make a smooth transition to our institution and do not feel alone.

## OBJECTIVES

1. **Promotion of value education and community service** : to impart values such as resilience, determination, confidence, and creative & critical thinking, to develop good social skills and the ability to form good relationships, to promote participation in community life and fulfilment of civic and social responsibility.
2. **Instilling cultural, linguistic diversity and heritage** : to instill the importance of inclusion within society of different groups and persons with different personal characteristics, the diversity of society, cultural knowledge, various languages, India's cultural values, history and its rich heritage, yoga, Ayurveda and holistic living, to implant cross cultural dexterity.
3. **Cognitive Acceleration Program** : To encourage schema (class preparedness), cognitive conflicts (make the children face challenges and to solve problems in collaboration), social learning, meta cognition (knowing about knowing), bridging (transferability of knowledge), teacher mediation to master learning.
4. **Internationalism and Entrepreneurship**: To promote global citizenship, globalization and sustainable future, physical & psychological health, inter personal skills to enhance employability skills.
5. **Nurturing Leaders**: To instill leadership qualities, to foster the physical, intellectual, technological, social, emotional, and artistic development of the students, develop self-discipline and personal responsibility, to promote creativity, effective communication, and critical thinking skills, to have a strong student leadership program with active involvement of students of all age groups.
6. **Multi literacy**: To develop the ability to interpret, identify, create and communicate meaning across a variety of visual, oral, musical and alphabetical forms of communication.

7. **Curriculum and learning atmosphere:** To build a curriculum leading to experiential learning and to have multiple curricula, to provide clear learning outcome, detailed instructions and assessment for all courses to ensure course mastery, student success, to offer a dynamic, interactive educational environment that engages students in the learning process, to promote inter-disciplinary learning, to review and update curriculum, instruction, and assessment in a regular cycle.
8. **Assessment practices:** To support every child's individual strength, Self-assessment, Peer assessment, learning how to give feedback.
9. **Teach less and learn more strategy:** To reduce lecturing from podium, to increase quality of education not quantity.
10. **Technology and digitalization:** To use technology to create effective modes and means of instruction and expand access to learning, to educate the students in futuristic technologies, to have robust digital infrastructure.
11. **Safe campus:** To be a residential school of international standard providing safety and security, in a healthy and hygienic atmosphere.
12. **Community partnership:** Cultivating the educational partnership among home, school, and community, nurturing a culture of collaboration, collegiality, and mutual respect
13. **Professional Development:** Implementing professional development for the staff that is essential for effective instruction and improved student learning.

#### **14. CORE VALUES (SPIRIT OF PSSEMRS)**

1. **Metacognition –**
  - a) Knowing about knowing
  - b) Learn until perfection is achieved.
2. **Growth mindset**
  - a) Understand that we are continually learning
  - b) Helping each other learn and succeed
  - c) Healthy competition.
3. **Pursuit of excellence**
  - a) Resilience in every action
  - b) Greatest involvement to pioneer
  - c) Act with responsibility and compassion
4. **Uncompromising integrity**
  - a) Act with fairness
  - b) Maintain transparency
  - c) Unyielding integrity

## **COUNSELLING POLICY**

PSSEMR School has a dedicated student counsellor and a career counsellor. Both counsellors are trained in their field and are responsible for helping students gain an understanding of themselves and the situations facing them and to help them develop strategies to cope with change especially in a residential setting.

### **Counselling Procedures**

Counselling is an integral part of the school to support the emotional health and holistic development of the student. The Counsellors act as facilitators and the students are encouraged to speak out their feelings and emotions without interference. This helps the students introspect, and the Counsellor generally helps them to handle the matter by themselves. However, guidance is provided whenever required.

A good rapport with the students is of prime importance in counselling. In our residential setup, it is strengthened by visiting their dormitories regularly, monitoring their academic performance and co-curricular activities, checking on their eating habits and offering suggestions for improvement wherever required for holistic growth. Moral Instruction classes also aid in building a rapport with the students. Value education and screening of movies relevant to the values that a child must imbibe help in character building.

All records of Counselling are kept confidential. Weekly reports are submitted to the Principal and Dean with the necessary suggestions for further action. Counsellors' meetings are held once a week in the office of the Dean. The Counsellor's report is sent to the parents on request.

### **Individual Counselling**

One-on-one counselling is provided to the students on a regular basis. It takes place in the counsellor's office whenever the need arises.

### **Group Counselling**

Group sessions are conducted to inculcate values and ethics for life and to address common problems of growing up life skill issues.

### **Self- Management Therapy**

Self-Management Therapy covers Relaxation Therapy, Meditation, Guided Imagery, Gestalt Therapy, Thought Stopping and Yoga for the required students to exercise self-control. It is mainly provided for the students to handle Stress, hyperactivity, disturbed thoughts and sleeplessness.

### **Career Counselling & Guidance**

Personality tests and inventories are administered for all the classes during the academic year. This helps them know the traits that are dominant in them and vocations are suggested based on these traits.

Standardized aptitude tests are administered during the Academic year. This gives a clear understanding of the correlation between their choice of subjects and the Aptitude report. The Aptitude report also aids in understanding the student's subject strengths and weaknesses. It helps the students in choosing the subject combination for further education. Academic Counselling is provided based on their performance in the monthly examinations.

The Aptitude test reports and the Counsellor's reports are documented as a hard copy for future reference in the Student file.

### **University Placements**

Through regular sessions on varied career opportunities available around the world and standardized aptitude tests, the students of the Higher Secondary School are exposed to different career options and are helped to identify their choice of career and universities. The counselor helps the students fill in their University application forms and ensure that they complete all the formalities for university admissions in India and abroad before they graduate in Grade12/PUC-II. The students in grade – 11 and 12 (PUC-I & II) are prepared and enrolled for various University entrance examinations.

### **Learning Styles**

The results of profiling Learning Styles (Visual, Auditory, Tactile and Kinesthetic) will be shared with the students, class teacher and the subject teachers. This will aid the teachers and parents to understand and help the students accordingly.

**Referral**

If any student is identified with learning or behavioural issues, he/she will be referred to the Counsellor of the concerned section. Refer inclusive and Special Education Needs Policy.

**Confidentiality**

Confidentiality is the key to Counselling as it:

- Encourages students to approach the Counsellor
- Helps establish a rapport
- Enables the students to build a trusting relationship
- Encourages the students to speak freely about their feelings without fear of judgment

The contents of each Counselling session are confidential between the Counsellor and the student unless the student's welfare or safety, or that of another, is considered to be at risk of significant harm. In this instance, the student will be intimated that the necessary information will be shared with the Dean, who will speak with the student and inform the members of Learning Support Department for further action.

This policy will be reviewed as per the review policy.

## GENERAL COUNSELLING FORM/REPORT

<b>Name of the Student</b>	
<b>Name of the Counsellor</b>	
<b>Date of counselling</b>	
<b>Purpose of Counselling</b> (State the reason for the counselling eg. Performance/ Professional or event-oriented, psychological, and includes the facts and observation prior to the counselling)	
<b>Summary of counselling – Key points of discussion</b>	
<b>Plan of Action-</b> (Outlines actions that the students/staff will do after the counselling session to reach the agreed upon goal(s). The actions must be specific enough to modify or maintain the student's/staff's behavior and include a specified time line for implementation and assessment)	
<b>Session closing</b> (The counsellor summarizes the key points of the session and checks if the student/staff understands the plan of action. The student's/staff's agrees/disagrees and provides remarks if appropriate).	
<b>Signature of Individual Counsellor:</b>	<input type="checkbox"/> I agree <input type="checkbox"/> disagree with the information above

<b>Counselled student's/staff's remarks</b>	
<b>Signature of the Counselled student/staff</b>	
<b>Signature of Counsellor</b>	
<b>ASSESSMENT OF THE PLAN OF ACTION</b> (Did the plan of action achieve the desired results? This section is completed by both the counsellor and the student/staff counseled and provide useful information for follow-up counselling).	
<b>Counsellor signature</b>	
<b>Student/Staff Counseled Signature</b>	
<b>Date of Assessment</b>	

*Note: Both the counsellor and the Student/Staff counselled should retain a record of the counselling. Any counselling format or report should be triplicated. Original copy shall be retained by the counsellor, one photocopy in the student file and another photocopy with the Principal.*

## Annual counselling report

Name of the counsellor	
Date of the report	
Counsellor's reflection of the counselling process in the year 20__ - 20__ (attach an essay along with this report)	
Modification/adaptation suggested (attach an essay along with this report)	
Detailed report on malpractices reported and corrective actions taken. Suggest remedies to prevent such occurrences. (attach an essay along with this report)	
Detailed report on number of sexual harassment/abuse occurrences and your intervention details - (attach an essay along with this report)	
Number of DEAPs evolved by you? Any modifications suggested? (attach an essay along with this report)	
Number of behavioural issues assessed over the last year? A detailed report on the outcomes and suggested modifications if any. (attach an essay along with this report)	
Number of special children and SEN children transitioned? A detailed report on the outcomes and suggested modifications if any. (attach an essay along with this report)	
Details of parental interactions with regards to child counselling, key suggestion/feedback received by you that must be incorporated into our policies. (attach an essay along with this report)	

**Signature of the Counsellor**

**Signature of the Principal**

**Signature of the Dean**