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Lancers International School

Socio-Emotional and Physical Well-being Handbook

2025-26

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LIS Vision and Mission

Vision

Nature is the best educator. It is universal, absolute, and constant. We believe Lancerians will inherit their completeness. They will be humanitarian in their approach, adept at adaptation, innovative and resourceful in times of crisis, and international in their outlook, capable of carving out a home for themselves in any global context.

Mission

The LIS mission is to provide an environment where all Lancerians become lifelong learners who are responsible, disciplined, and ethical citizens of the world. Lancerians are understanding and respectful towards people of all races and cultures.

LIS Objectives

1. To develop healthy, sensible, well-rounded, and complete human beings through academic, aesthetic, and athletic activities.
2. To encourage a social climate in the school that creates international understanding amongst those represented within the school community.
3. To develop, through community service, respect for the environment and concern for society.
4. To build self-esteem and leadership qualities.
5. To uphold an uncompromising commitment towards excellence.
6. To provide a safe and nurturing community where diversity is celebrated, and mutual respect among children and adults is practised.
7. To create an environment where children are exposed to challenging, educational opportunities.
8. To create a platform where teachers, parents, and children can evolve together to create a new social awakening.

IB Mission Statement

The International Baccalaureate aims to develop inquiring, knowledgeable, and caring young people who help create a better, more peaceful world through intercultural understanding and respect.

To this end, the organisation collaborates with schools, governments, and international organisations to develop comprehensive programmes of international education and rigorous assessment.

These programmes encourage students worldwide to become active, compassionate, and lifelong learners who understand that people with their differences can also be right.

IB Learner Profile

Inquirer - We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

Knowledgeable - We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

Thinkers - We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

Communicators - We express ourselves confidently and creatively in more than one language and through various means. We collaborate effectively, listening carefully to the perspectives of others.

Principled - We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

Open-Minded - We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of perspectives, and we remain open to learning from our experiences.

Caring - We show empathy, compassion, and respect. We are committed to service, striving to make a positive difference in the lives of others and the world around us.

Risk-Takers - We approach uncertainty with forethought and determination, working independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

Balanced - We understand the importance of balancing different aspects of our lives- intellectual, physical, and emotional- to achieve well-being for ourselves and others. We recognise our interdependence with other people and with the world we live in.

Reflective - We thoughtfully consider the world, our ideas, and our experience. We strive to understand our strengths and weaknesses to support our learning and personal development.

Rationale

Lancers International School is committed to fostering the holistic development of every learner in alignment with the International Baccalaureate philosophy, which places equal importance on academic growth, socio-emotional well-being, and physical health. The IB Handbook for Socio-Emotional & Physical Well-being has been developed to provide a clear, structured, and consistent framework to support students' overall well-being across all programmes.

This handbook recognises that student Well-being is fundamental to effective learning. Learners who feel emotionally safe, physically healthy, and socially connected are better able to engage meaningfully, demonstrate resilience, and achieve their full potential. In accordance with the IB Access and Inclusion Policy, the handbook acknowledges that learners may encounter primary or secondary barriers to learning, temporary or long-term, and that such barriers require responsive and inclusive support.

The handbook serves as a guiding document for students, teachers, parents, and school leadership by:

- Promoting a preventive and developmental approach to socio-emotional and physical well-being
- Ensuring equitable access to learning through inclusive practices and Universal Design for Learning (UDL)
- Supporting the development of IB Learner Profile attributes.
- Providing clarity on roles, responsibilities, and support structures within the school community

Through this handbook, LIS affirms its commitment to creating a safe, inclusive, and nurturing learning environment where well-being is embedded into daily practice, decision-making, and school culture, enabling every learner to thrive academically, socially, emotionally, and physically. This handbook should be read in conjunction with the Lancers International School Inclusive Education Policy for detailed information.

Socio-Emotional Well-being Framework

What is Socio-Emotional Well-being?

At LIS, socio-emotional well-being refers to the holistic nurturing of student's emotional health, self-awareness, resilience, interpersonal skills, and psychological safety.

A strong **socio-emotional** foundation enables students to:

- Manage emotions effectively
- Build healthy peer relationships
- Make responsible decisions
- Handle academic pressures
- Develop empathy and compassion
- Become a better person
- Thrive in personal and academic life

Core Pillars

- **Self-Awareness:** Understanding emotions, strengths, limitations, and values.
- **Self-Management:** Regulating emotions, building resilience, and developing coping strategies.
- **Social Awareness:** Empathy, cultural sensitivity, and respect for diversity.
- **Relationship Skills:** Communication, collaboration, conflict resolution.
- **Responsible Decision-Making:** Ethical, safe, and reflective choices.

Well-being Philosophy at LIS

LIS believes that every child deserves to feel safe, valued, and heard. Our Well-being framework is preventive, developmental, and responsive.

We follow a strength-based approach, focusing on:

- Student voice
- Student agency
- Emotional resilience
- Mindfulness & mental clarity
- Healthy coping mechanisms

Programs & Practices at LIS

- Counselling & Guidance Sessions (individual and group).
- Pastoral Care System to ensure emotional safety.
- Child Welfare Committee
- SEN Support
- Anti-Bullying Committee
- Well-being Assemblies/Sessions, Workshops, and Mindfulness Activities.

Student Support Services Team

- Coordinators & Homeroom Teachers
- Pastoral Team
- SEN Teacher
- School Counsellor
- Support Staff

Collaborative Approach: Teachers, parents, and specialists jointly support student well-being.

Child Protection Statement

Lancers International School adheres to a zero-tolerance policy toward bullying, harassment, and abuse. All staff members are trained in safeguarding practices and follow clear protocols for reporting concerns.

Standard Operating Procedure



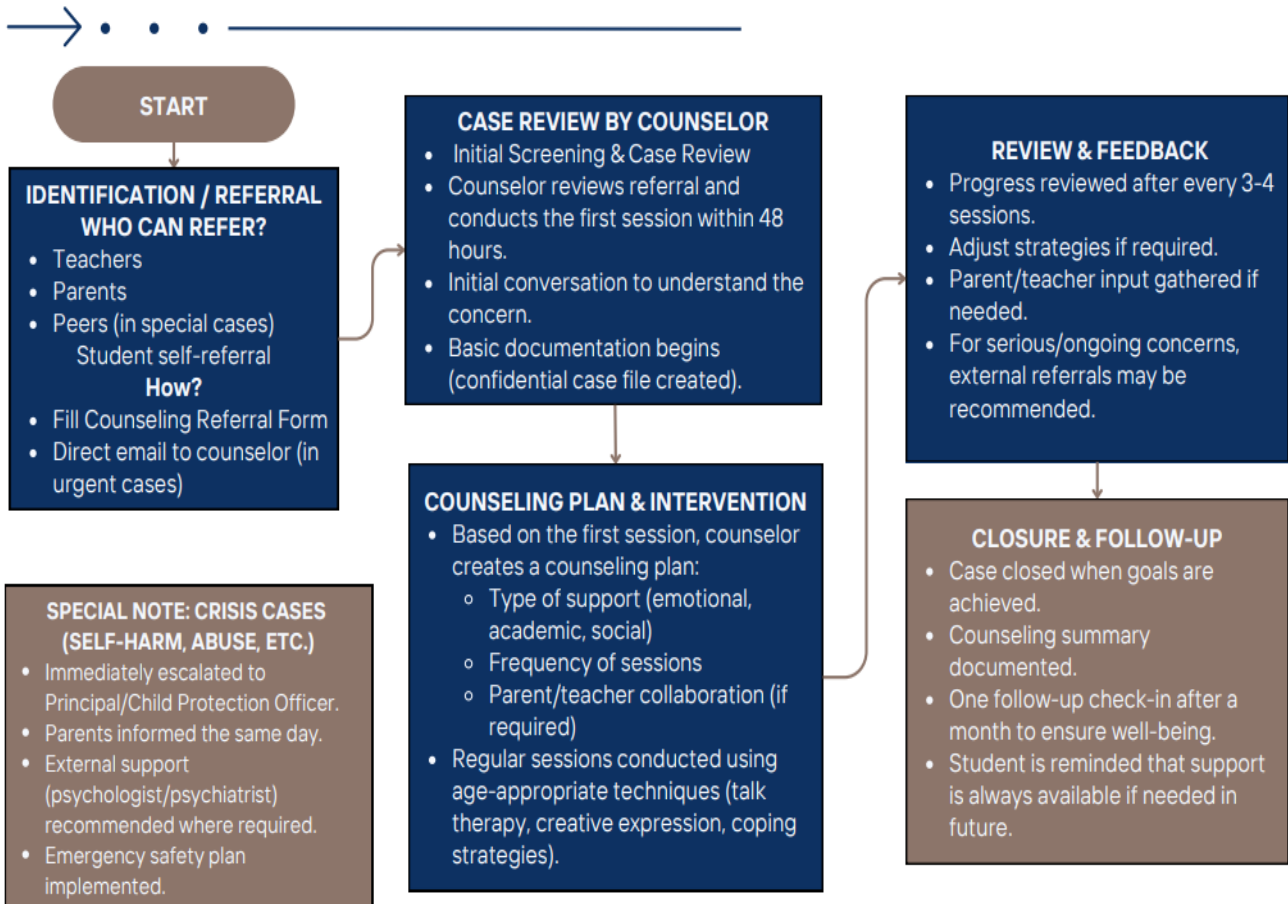
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COUNSELING



Counselling Referral System

This document outlines the process of student referrals for counselling at Lancers International School. It ensures timely intervention, confidentiality, and proper documentation aligned with the student's well-being and IB standards.

Counselling Referral Process

Steps:	Roles & Responsibilities
Initial Referral	The teacher identifies concerns about a student and contacts the school counsellor to collect an Observation Form. Urgent cases should be communicated directly.
Teacher Observation	The teacher observes the student in various settings and completes the Observation Form to document their findings.
Follow-Up with Counsellor	The completed form is submitted to the counsellor, followed by a meeting to discuss observations and next steps. The counsellor reviews the referral within 24-48 hours and prioritises cases based on urgency.
Counsellor Assessment	The counsellor conducts close observations to evaluate the student's behaviour, emotional well-being, and academic engagement.
Parental Input	Parents are notified of serious concerns while maintaining confidentiality. The counsellor gathers additional information from the parents to gain deeper insight into the student's needs.
SEN Support	Parents will be informed about the SPEED Programme if the child needs academic support.
Counselling Intake	If the student requires counselling support, a Counselling Intake Form is completed to initiate individual counselling sessions.
Need for Psychometric Assessment	Based on the initial observations and counselling sessions, the counsellor/SEN determines if a psychometric assessment is necessary.
Referral for Assessment (if applicable)	If a psychometric assessment is needed, the student is referred to an external clinical psychologist.
Intervention Plan Development	If a psychometric assessment is not required, the counsellor develops a Behaviour Modification Plan, based on the observed data and established goals.
Progress Monitoring	The counsellor, in collaboration with teachers and parents, monitors the student's progress and revisits the intervention plan as needed.
Closure & Documentation	Once the student develops the problem-solving skills, counselling is discontinued, and records are securely stored for reference. Follow up sessions are arranged.

Special Cases: Immediate Intervention Required

If a student is in immediate danger (e.g., self-harm, suicidal ideation, violent behaviour):

- The school counsellor and authorities must be informed immediately.
- The student must not be left alone.
- Parents/guardians and external professionals should be contacted
- In cases of suicidal ideations, undertaking must be obtained from the Guardians.

Inclusion at Lancers International School

Inclusion is an ongoing process that increases access and engagement in learning for all students by identifying and removing barriers.

LIS follows a **whole-school inclusion culture**, grounded in:

- Collaboration
- Diversity appreciation
- Equity & fairness
- Problem-solving
- Mutual respect

Common Barriers to Learning

Barriers to learning may be **primary or secondary** and may affect a student's access to the curriculum, engagement in education, and ability to demonstrate learning outcomes. The table below is intended as a guiding reference only. LIS acknowledges that each learner has a unique learning profile and therefore, support measures are individualised, contextual, and responsive to identified needs.

Barrier	Description	Example	Support
Additional Language	Language of instruction is not the learner's first or most proficient language.	Difficulty understanding instructions or expressing ideas.	Visual supports, simplified language, multiple ways to respond.
Social & Emotional / Mental Health	Emotional or psychological factors affecting engagement and regulation.	Anxiety during assessments, withdrawal, and low confidence.	Emotional check-ins, choice, safe learning environment.
Cognitive & Processing	Difficulties with attention, memory, processing, or executive functioning.	Trouble following multi-step tasks or sustaining focus.	Chunked instructions, clear routines, extended time.
Cultural & Environmental	Challenges arising from unfamiliar cultural or learning contexts.	New student adjusting to classroom expectations.	Inclusive norms, peer support, and explicit expectations.

How LIS Removes Barriers

LIS uses:

- UDL (Universal Design for Learning)
- ILP (Individual Learning Plan)
- Differentiation & Accommodation
- Assistive technology & Learning Support intervention
- Case conferences & Referral systems
- Parent-school collaboration
- Access arrangements for IB assessments

This ensures fairness, flexibility, and equal opportunity.

Learning Support Framework

Three Levels of Support

1. **Enrichment** - Targeted support for specific skill-building
2. **Integration** - Adjustments within the classroom
3. **Inclusion** - Holistic support involving school, student & parents

LIS supports students with diverse learning needs, including ADHD, ASD, mental health challenges, and gifted learners.

Universal Design for Learning (UDL) in Practice

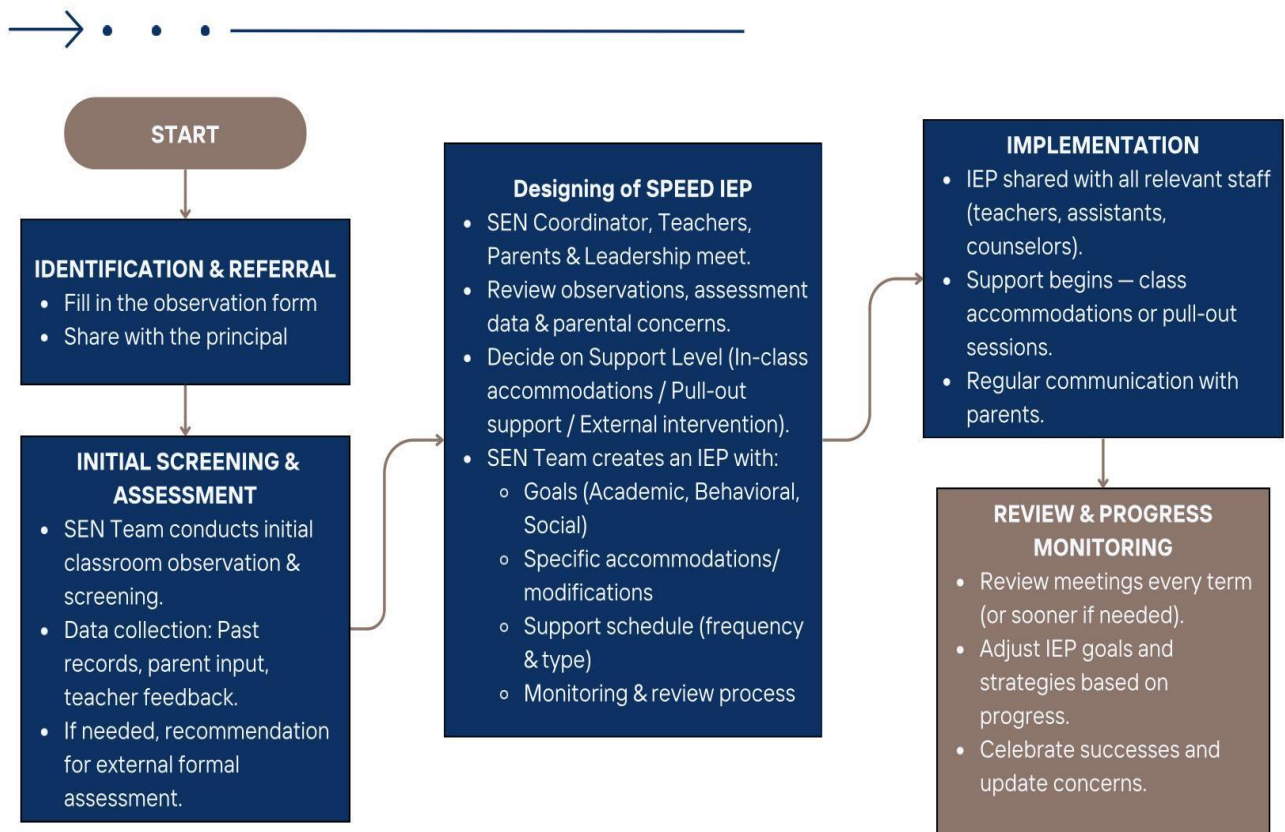
Lancers International School adopts UDL to reduce barriers by proactively

- Providing multiple means of engagement (choice, relevance, emotional safety)
- Offering multiple means of representation (visuals, verbal explanations, modelling)
- Allowing multiple means of action and expression (oral, written, and visual responses)

UDL strategies are embedded within classroom practice and supported through collaboration between teachers, counsellors, and learning support teams.

Standard Operating Procedure

SPECIAL EDUCATION NEEDS



SPEED Programme at LIS

At Lancer's, we provide a Special Education Needs programme to remove barriers to learning and participation. We incorporate tailored interventions for students with learning needs and other challenges that require targeted support. Please find below the procedure you can follow if you require:

Observation and Identification

- Pay close attention to any consistent patterns in the student's behaviour, learning, or social interactions that differ from typical expectations. This may include difficulties in reading, writing, communication, following instructions, maintaining focus, or emotional regulation.
- Take notes on specific instances where these challenges occur. Ensure that the difficulties persist over time and are not due to temporary factors such as illness or external stressors.

Filling Out an Observation Form

- Complete the school Observation Form (attached below for your reference), documenting the student's areas of difficulty and specific examples of how these challenges are affecting their academic performance or social interactions.
- Be as detailed as possible, noting the context, frequency, and intensity of observed behaviours or academic difficulties. This form will be essential in providing a clear record of the student's & needs and ensuring the right support is provided.

Parental Communication

- Arranging a meeting with the student's parents to discuss your observations. Be clear, respectful, and supportive, focusing on how the observed challenges are impacting their child's learning and development.
- Suggest that the child undergo a psychoeducational assessment to better understand the underlying causes of the difficulties. Explain that this assessment will provide a clearer picture of their child's & cognitive, emotional, and social development, and guide the appropriate support plan.

Follow-Up and SPEED Implementation

- Once the psycho educational assessment is completed, the student will begin the SEN services.
- Depending on the assessment outcomes, help develop an individualised learning plan (ILP) or other targeted interventions that will meet the student's specific needs.

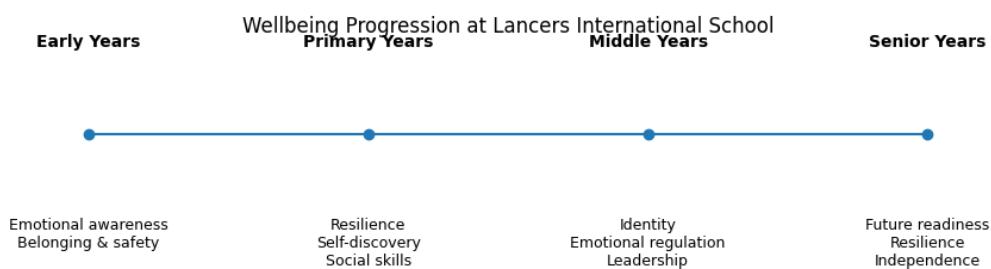
Well-being Support Structures at LIS

Lancers International School follows a collaborative, multi-disciplinary model to support socio-emotional and physical well-being. Support is delivered through close coordination between the School Counsellor, the SEN Department, Teachers, Leadership Team, and Parents.

Well-being Programmes at Lancers International School

(Adapted from LIS Student Well-being framework)

Stage / Domain	Focus Area	Implementation & Examples
Early Years Well-being	Planting seeds of emotional awareness and resilience	Safe and inclusive early years environment, Well-being lessons integrated into timetable, activities promoting self-expression and positive relationships.
Primary Years Well-being	Building resilience & self-discovery	Structured Well-being lessons within the timetable; PSPE as a dedicated subject fostering emotional intelligence, conflict resolution, and social competence.
Middle Years Well-being	Identity, purpose, and social skills	Workshops and activities on emotional regulation, stress management, leadership, community service involvement, discussions, and guided skill-building for transition and peer relationships.
Senior Years Well-being	Holistic growth & future readiness	Mentoring, career exploration workshops, leadership roles, service projects; focus on emotional resilience, stress coping techniques, and preparedness for higher education and independent living.
Community Service Integration	Empathy, compassion, & global citizenship	Community service is embedded in the IB programmes, encouraging students to engage with local/global causes and reflect on real-world societal issues.
Pastoral Care	Emotional safety, sense of belonging, character development	Supportive school environment that nurtures emotional intelligence, encourages open communication, and values each student's unique strengths and needs.
Holistic Continuum Across Years	Seamless Well-being growth	Integration of Well-being principles (CASEL + Zone of Regulation) across early years to Grade 12, reinforcing emotional and social skills throughout the student's progress.



This timeline illustrates the developmental progression of student Well-being support at Lancers International School, ensuring continuity from Early Years through Senior Years in alignment with the school's holistic Well-being philosophy.

Role of the School Counsellor

- The school counsellor plays a central role in the promotion, prevention, and intervention of student well-being. Support is provided through:
- Individual counselling sessions addressing emotional, behavioural, social, or adjustment concerns
- Small group interventions focusing on social skills, emotional regulation, resilience, peer relationships, and coping strategies
- Meetings with Coordinators for the Classroom based socio-emotional learning (SEL) sessions
- Preventive Well-being initiatives, awareness programmes, and workshops
- Crisis intervention, risk assessment, and follow-up support when required
- Classroom observations to understand learning behaviour and emotional functioning
- Collaboration with teachers to recommend classroom-based strategies
- Parent consultations to provide guidance and ensure continuity of support
- Referrals to external professionals when specialised support is required
- All counselling support is confidential, developmentally appropriate, and aligned with school protocols.

Role of the SEN Teacher

The SEN / Special Education Department supports students who require additional learning support to access the curriculum effectively. The department aligns with the LIS Inclusive Education Policy and the IB Access and Inclusion Policy.

The SEN department:

- Identifies students who may require additional learning support through referrals, observations, and data review
- Conducts learning observations and collaborates with teachers and counsellors
- Supports the development and implementation of Individual Learning Plans (ILPs) or support plans, where applicable
- Recommends classroom accommodations, modifications, and differentiated strategies
- Supports students with learning differences and specific educational needs
- Works closely with subject teachers to ensure strategies are implemented consistently

- Monitors progress and reviews support plans periodically
- Communicates regularly with parents regarding progress and strategies

The focus of the SEN department is to build student independence, reduce barriers, and promote inclusive participation rather than long-term dependency on support.

Collaboration Between Counselling and SEN:

The counselling and SEN departments work collaboratively to ensure holistic support. This includes:

- Joint case discussions
- Coordinated observations
- Shared planning of interventions
- Consistent communication with teachers and parents

This integrated approach ensures that both learning and well-being needs are addressed together.

Implementation in Daily School Practice:

Well-being and inclusion at LIS are implemented through structured, consistent, and documented practices across the school.

Implementation includes:

- Clear referral pathways for counselling and SEN support
- Classroom observations by counsellors and SEN teachers
- Scheduled individual and group counselling sessions
- SEN support sessions aligned with classroom learning
- Preventive Well-being programmes and SEL lessons
- Teacher consultations and collaborative planning meetings
- Parent meetings and follow-up communication
- Documentation of interventions, strategies, and progress
- Periodic review of support plans and accommodations

School-Wide SEL Initiatives

- SEL lessons (PYP to DP)
- Anti-bullying campaigns
- Mental health awareness week
- Exam stress workshops
- Mindfulness Sessions
- Self-awareness Journaling
- Safe reporting mechanisms
- Transition support for new students
- PSE in PYP
- Well-being Wednesday in DP
- Well-being Thursday in CP

Responsibilities of Stakeholders

Learning Support Teachers

- Conduct classroom observations
- Create ILPs, In-Class Support Plans, and accommodations
- Maintain student case files
- Collaborate with counsellor & teachers
- Communicate with parents sensitively
- Provide 1:1 intervention
- Work toward student independence

Subject/Class Teachers

- Differentiate instruction
- Maintain inclusive classroom practices
- Monitor learning behaviour & Implement provided strategies
- Communicate concerns promptly

Parents

- Understand the child's rights
- Participate in meetings & follow plans
- Reinforce strategies at home
- Communicate openly
- Promote inclusion & empathy

Students

- Follow guidance
- Attend classes consistently
- Respect differences
- Show effort & commitment

IB-Aligned Access Arrangements

- Additional time
- Reader
- Scribe/Typist
- Prompter
- Separate room
- Assistive technology
- Rest breaks
- Word processor

Arrangements reflect usual classroom practice, not an advantage.

Monitoring & Documentation

- Case notes & counselling documentation (confidential).
- SEN/ILP plans, accommodations, and classroom strategies.
- Behavioural interventions and progress reviews.

Physical Well-being Framework

Physical well-being is about feeling alive, energetic, balanced, and strong. It reflects harmony between the body and mind.

At LIS, physical well-being includes:

- Fitness & Body awareness
- Endurance & strength
- Healthy lifestyle habits
- Safe physical expression
- Confidence in movement

Health-Related Fitness Components

1. **Cardiovascular Endurance** - stamina, heart-lung capacity
2. **Muscular Strength** - power & ability to lift/push
3. **Muscular Endurance** - sustaining physical effort
4. **Flexibility** - range of motion, agility

Skill-Related Fitness Components

- Agility
- Balance
- Coordination
- Power
- Reaction Time
- Speed

PHE Curriculum Approach at LIS

- Integrates health & skill-based fitness
- Builds lifelong physical literacy
- Promotes joy in movement
- Encourages students to discover sports they enjoy
- Fosters teamwork, confidence, discipline & social skills
- Balances physical, emotional, and mental health

Physical Well-being Initiatives

- Morning fitness routines
- Sports competitions
- Movement breaks in class
- PHE skill-building units
- Nutrition awareness campaigns
- Outdoor educational trips

Conclusion

This handbook reflects LIS's commitment to nurturing balanced, confident, empathetic, and healthy learners. By aligning socio-emotional and physical well-being with the IB philosophy, we ensure students grow as globally minded individuals prepared to contribute meaningfully to their communities. For detailed guidelines and procedures, please refer to the Lancers International School Inclusive Education Policy.

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Appendices

1. Circulars
2. PYP Observation Form
3. MYP/DP/CP Observation Form
4. Social Emotional Behaviour
5. Counselling In Take Form
6. SEN Referral Form

Mental Health Support for Our Teachers

Dear Teachers,

We deeply value your commitment to the well-being and growth of our students. In the midst of your ongoing dedication, it is equally important to prioritise your own mental health and well-being.

We are pleased to remind you that our School Counselling Services are available not only for students but also for you. Whether you're seeking support, a listening ear, or a space for catharsis, you are welcome to reach out. Your mental health matters, and it's vital that you feel supported as you navigate the challenges of teaching and personal life.

All sessions with the school counsellor will be held in strict confidence. You can trust that anything discussed remains entirely private and in a safe, non-judgmental environment.

Please feel free to contact the counselling office directly. We are here to support you.

Take care of yourself!

Warm regards,

School Counsellor

Mental Health and Student Counselling Services

Dear Students,

Your mental health is our priority. We understand that school life can be challenging at times, and we want you to know that you don't have to face these challenges alone. Our school counselling services are here to support you with any concerns or emotions you may have. Whether you need someone to talk to or you're going through a difficult time, you are welcome to reach out to the school counsellor.

All conversations will be held in the strictest confidence, ensuring a safe space where you can express your thoughts and feelings freely.

If you feel that you or someone you know would benefit from counselling, referrals can be made by:

- Teachers
- Parents
- Students themselves
- Peers

To begin, a Referral Form must be completed and available through the school counsellor. Please feel free to approach the counsellor directly for assistance.

Remember, your mental health matters, and we are here for you.

Warm regards

School Counsellor

Confidentiality in Counselling

Dear Staff and Students,

As part of our commitment to providing a safe and supportive environment for our students, we must adhere to strict confidentiality standards in all counselling cases. Maintaining confidentiality is crucial to fostering trust and ensuring the effectiveness of our counselling services. **Key Points on Confidentiality:**

1. Student Privacy:

- All information disclosed by students during counselling sessions must be kept strictly confidential.
- Personal details, issues discussed, and any records of counselling sessions should not be shared without the student's explicit consent, except in cases where there is a risk of harm.

2. Documentation:

- Counselling records should be securely stored and only accessible to authorised personnel.
- Electronic records must be password-protected, and physical documents should be kept in locked cabinets.

3. Communication:

- Discussions about counselling cases should be conducted in private settings to prevent unauthorised disclosure.
- Avoid discussing specific cases in public areas or through unsecured communication channels.

4. Mandatory Reporting:

- While confidentiality is paramount, there are exceptions where disclosure is necessary, such as when a student is at risk of harm to themselves or others, or in cases of abuse. In such situations, follow the school's mandatory reporting guidelines and applicable laws.

5. Parental Involvement:

- In cases where parental involvement is necessary, ensure that discussions are conducted with sensitivity and respect for the student's privacy.
- Obtain student consent where appropriate before involving parents, except in situations where immediate intervention is required.

By maintaining confidentiality, we create a trusting environment where students feel safe to seek help and support. Thank you for your cooperation and commitment to upholding these standards. If you have any questions or need further clarification, please contact the school counsellor.

Important Guidelines Regarding School Counselling Services

Dear Colleagues,

We would like to remind you of the essential guidelines regarding our school counselling services to ensure the confidentiality and effectiveness of the support provided:

Counselling Sessions Location: All counselling discussions and sessions will take place exclusively in the designated counsellor's room. This is to maintain privacy and confidentiality for all students.

Referral Process: Counselling cases will be addressed only after a duly filled-in and submitted referral form. This form is available in the counsellor's room and must be completed with all required information before any session is scheduled. No case will proceed without the form.

These guidelines are in place to provide a safe and supportive environment for our students. We appreciate your understanding and cooperation.

If you have any questions or need further assistance, please do not hesitate to contact the school counselling office.

Thank you.

Sincerely,

School Counsellor



PYP OBSERVATION FORM

Student Name:	
Class:	Observation date and time:

Instruction

- Observe the child within a class and use the checklist to record your observation.
- Complete at least five observation forms spread across two weeks and submit them to the school counsellor.

	Rarely (0-2 times)	Occasionally (2-4 times)	Frequently (5 or more times)
Hyperactivity			
Out of the seat			
Constant movement in class			
Can't remain in line to and from classes			
Constant verbal behaviour			
Has nervous muscle twitches, eye blinking, nail biting, etc.			
Withdrawn behaviour			
Listless, tired			
Seems generally unhappy			
Stares blankly into space			
Rarely asks for assistance, even when the work is too difficult.			
Does not attempt work			
Apprehensive about committing oneself to a response			
Weeps or cries without provocation			
Avoids calling attention to oneself			
Attention/Concentration			
Does not follow oral lessons			
Does not follow the lessons on the board or the visual materials			
Rarely complete any assignments.			
Daydreams			
Demands individual explanation of assignments			
Easily distracted from a task by ordinary classroom stimuli (minor movement, noise, etc.)			
Aggressiveness			
Attacks other children by hitting, shoving, etc.			
Verbally attacks and provokes other children.			
Steals			
Explosive or angry when things do not go their way			

Argues with the teacher over behaviour			
Destructive of others' belongings and schoolwork			
Strikes back with angry behaviour at teasing			
Disruptive behaviour			
Demands attention of any sort from the teacher and peers			
Doesn't follow a class or school rules (quiet, on time, etc.			
Interrupts lessons by antics (verbal or physical			
Tells bizarre stories			
Does not conform to limits on one's own without control from others.			

Uncooperative behaviour			
Blames others for own mistakes			
Will not follow the routine			
Works only when threatened with punishment			
Defiant of the teacher's requests			
Argues with peers over minor situations			
Must have the last word in arguments			
Manipulative behaviour			
Wants excessive visits to the nurse			
Wants excessive visits to the bathroom			
Works only when given individual help			
Blames mistakes on anything but the self (size of a book, your directions, etc.)			
Constantly puts themselves down or criticises their own work.			
Tries to keep you off task by talking about other things, etc.			
Approaches new tasks and situations with "I can't do it			
Inappropriate Social Behaviour			
Comments that no one likes him/her			
Has no friends at school			
Does not like to go out for recesses			
Does not initiate play or talk with peers			
Is avoided by peers at school			
Personal appearance is lacking in cleanliness and order.			
Does not function in group or class discussions			
Ridicules peers, torments younger or smaller students.			
Exhibits inappropriate behaviours in a room (nose-picking, etc.)			

What strategies did you follow as a result of your initial observation? (attach work samples, if any)

Any other comments/observations:

Completed by

Name:

Role:

Received by

SEN/ Counsellor:

Date:

Note:

- After the teacher's recommendation, the school counsellor will confirm the observations. The school counsellor will also invite parents to gather more data. Feedback from the counsellor will be given after a week of receipt.
- If the child needs ASL, the parents will be called in for the action plan. The coordinator will facilitate this.



MYP/DP/CP

STUDENT OBSERVATION FORM

Student Name:	
Grade:	Observation Date and Time:

Instructions

- Observe the child within a class and use the checklist to record your observation.
- Complete at least two observation forms spread across two weeks and submit them to the coordinator.
- This form is intended to support students facing challenges in their academic performance or social-emotional well-being.
- This is not the diagnostic checklist; therefore, teachers should not label the students.
- The teachers should keep the information of screened students confidential.

		Never	Rarely	Some-times	Often	Always
Academic Behaviours						
1.	Actively participates in classroom activities and demonstrates consistent effort.					
2.	Completes assignments on time and organises work effectively.					
3.	Maintains attention and focus during lessons without easily being distracted.					
4.	Demonstrates understanding of reading material and reads fluently.					
5.	Follows multi-step instructions without reminders.					
6.	Writes accurately without frequent letter/symbol reversals.					
7.	Maintains eye contact with speakers.					
8.	Demonstrate understanding of basic arithmetic operations expected at their grade level.					
9.	Solves logical problems and applies critical thinking effectively.					
10.	Have a sense of direction in the organisation (bringing books and stationery to class)					
Social Emotional Behaviours						
11.	Shows respect toward teachers and peers in interactions.					
12.	Manages emotions appropriately in challenging situations.					
13.	Demonstrates resilience in response to failure or criticism.					
14.	Engages in positive self-talk and reframes negative thoughts.					
15.	Resolves conflicts constructively and empathetically.					
16.	Demonstrates self-confidence in social interactions.					

17.	Avoids destructive actions towards others' belongings or school property.					
18.	Accepts feedback without arguing or blaming others.					
19.	Appropriately handles anxiety or stress indicators. (e.g., restlessness, shaking, fidgeting)					
20.	Demonstrates comfort and acceptance of one's own and others' gender identity.					

What strategies did you follow as a result of your initial observation? (attach work samples, if any)

Any other comments/observations:

Completed by

Name:

Role:

Reviewed by

Coordinator:

Comments & Signature:

Received by

School Counsellor:

Date:

Note:

- *Maintain Confidentiality of the case*
- *If the child needs support, the parents will be called in for the action plan. This will be facilitated by the coordinator & counsellor.*



Social Emotional Behaviour

Student Name:

Grade:

Date:

Instructions:

- Think about how true each statement is for you in your daily life.
- Mark a Tick & answer honestly based on your personal experiences using the scale
- Your responses will remain confidential and will be used only for educational and support purposes.

1	2	3	4	5	6
Not at all true of me	Rarely true of me	Sometimes true of me	Often true of me	Mostly true of me	Very true of me

		1	2	3	4	5	6
Self-awareness							
1.	I know what I am thinking and doing.						
2.	I understand why I do what I do.						
3.	I understand my moods and feelings.						
4.	I know when I am moody.						
5.	I can read people's faces when they are angry.						
Social Awareness							
6.	I recognise how people feel by looking at their facial expressions.						
7.	It is easy for me to understand why people feel the way they do.						
8.	If someone is sad, angry, or happy, I believe I know what they are thinking.						
9.	I understand why people react the way they do.						
10.	If a friend is upset, I have a pretty good idea why.						
Self-management							
11.	I can stay calm in stressful situations.						
12.	I stay calm and overcome anxiety in new or changing situations.						
13.	I stay calm when things go wrong.						
14.	I can control the way I feel when something bad happens.						
15.	When I am upset with someone, I will wait till I have calmed down before discussing the issue.						
Relationship Management							
16.	I will always apologise when I unintentionally hurt my friend.						
17.	I always try to comfort my friends when they are sad.						
18.	I try not to criticise my friend when we quarrel.						
19.	I am tolerant of my friend's mistakes.						
20.	I stand up for myself without putting others down.						
Responsible Decision-Making							
21.	When making decisions, I consider the consequences of my actions.						

22.	I ensure that there are more positive outcomes when making a choice.						
23.	I weigh the strengths of the situation before deciding on my action.						
24.	I consider the criteria chosen before making a recommendation.						
25.	I consider the strategy's strengths and weaknesses before deciding to use it.						

Note:

This scale is adapted from the paper "Development and Validation of the Social-Emotional Competence Questionnaire (SECQ)" by Mingming Zhou and Jessie Ee (2012), published in the *International Journal of Emotional Education*.

Scoring:

Likert Scale:

- 1 = Not at all true of me
- 2 = Rarely true of me
- 3 = Sometimes true of me
- 4 = Often true of me
- 5 = Mostly true of me
- 6 = Very true of me

Individual Domain Scores:

- Each domain has **5 items** scored on a scale of 1 to 6.
- **Range:** 5 (lowest) to 30 (highest).

Interpretation:

- **25–30 (High):** Strong skills in this area.
- **15–24 (Moderate):** Adequate skills but room for improvement.
- **Below 15 (Low):** This area requires focused support and development.

Overall Score:

- Add the scores from all five domains.
- **Range:** 25 (lowest) to 150 (highest).

Interpretation:

- **120–150 (High Competence):** The student demonstrates strong social-emotional skills and adaptability.
- **90–119 (Moderate Competence):** The student has functional skills but may benefit from targeted development in specific areas.
- **Below 90 (Low Competence):** Significant areas for improvement; interventions are recommended.

Counselling Referral Form

Date of Referral:	Grade:
Student Full Name:	Age:
Homeroom Teacher:	

Reason for Seeking Counselling:	Referred by: Role: Contact Information:
Do you have any specific goals or expectations for counselling?	Please describe any specific behaviours, incidents, or concerns:

Additional Information (If Applicable)

- Has the student been referred for counselling before? [] Yes [] No
- If yes, when and why? _____
- Any strategies already tried? (E.g., classroom accommodations, parental involvement)

Consent and Confidentiality:

I understand that counselling services are confidential, and information discussed during counselling sessions will be kept confidential except in cases where there is a risk of harm to myself or others, as required by law.

Signature: _____ Date: _____

Reason for Referral (*Check all that apply and provide details below.*)

A. Academic Concerns

- Lack of motivation
- Poor academic performance
- Difficulty concentrating
- Learning challenges
- Exam anxiety

B. Emotional/Behavioural Concerns

- Anxiety/worry
- Sadness
- Anger/aggression
- Self-harm concerns
- Stress management
- Low self-esteem
- Attention issues (ADHD-related)

C. Social Concerns

- Difficulty making/keeping friends
- Peer conflicts/bullying
- Feeling isolated/lonely
- Trouble communicating with peers

D. Family & Personal Concerns

- Divorce/separation of parents
- Loss of a loved one
- Family conflicts
- Relocation/adjustment issues
- Other: _____

Urgency of Referral

- **Routine** (Can be scheduled in the next available slot)
- **Moderate Concern** (Needs to be seen within a week)
- **Urgent** (Immediate intervention needed)



SEN Referral Form

Student Information Name: _____

Grade/Year: _____

Date of Birth: _____

Homeroom Teacher: _____

Referring Teacher/Staff: _____

Date of Referral: _____

1. My concerns for the student are: (Check all that apply)

Academic Concerns

- ☐ Reading or understanding what is read
- ☐ Writing (putting thoughts/ideas into written words and sentences) ☐ Math (calculating or problem solving)
- ☐ Following directions
- ☐ Putting thoughts into spoken words (expressive communication)
- ☐ Understanding spoken words (receptive communication)
- ☐ Pronouncing words and sounds (articulation)
- ☐ Other: _____
- ☐ Other: _____

Physical/Behavioural Concerns

- ☐ Attention and concentration
- ☐ Complying with adult directives
- ☐ Easily frustrated
- ☐ Extreme mood swings
- ☐ Social/peer interaction skills
- ☐ Motivational issues
- ☐ Physical/motor concerns (e.g., holding a pencil, walking upstairs, bouncing a ball, etc.)
- ☐ Adaptive skills (e.g., toileting, hygiene, personal safety skills, managing money, etc.)

☐ School attendance issues

☐ Other: _____

☐ Other: _____

☐ Other: _____

2. Describe Specific Concerns

(Briefly describe the child's behaviour, performance, and challenges in the areas checked above. Include examples where possible.)

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3. Strengths and Support Strategies Used

(Please mention the student's strengths and strategies/interventions already attempted in class.)

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