



## COUNSELLING POLICY

### IB Mission Statement

The International Baccalaureate® aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment. These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

### Amity Global School-Gurgaon, Mission Statement:

Our mission is to nurture young minds through a sound educational program which is sensitive to the multicultural ethos, to create caring and socially responsible individuals. The school promotes and ensures that each student has ample opportunities to be an impressive communicator, a keen inquirer and one who enhances his/her academics, social and sporting skills, thereby developing into a well-balanced personality.

### Amity Global School-Gurgaon ,Vision Statement

At Amity we believe in creating a happy environment as a happy student creates a happy home leading to a happy society, a happy country and further a happy world.

The concept of Vasudhaiva Kutumbakam (The world is one family) is the foundation of our functioning.

## **IB Learner Profile**

**Inquirers:** 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.

**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 points of view, and we are willing to grow from the experience.

**Caring:** We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

**Risk-Takers:** We approach uncertainty with forethought and determination; we work 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 recognize our interdependence with other people and with the world in which we live.

**Communicators:** We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

**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.

**Reflective:** We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

## **COUNSELING POLICY:**

### **ORIENTATION**

Parents, teachers, and students are oriented about the counsellor's role at the beginning of each academic session to ensure they seek support whenever required.

### **ROLE OF SCHOOL COUNSELLOR**

The role of school counsellor is to provide guidance and counselling to the following:-

- Students or groups of students who are seeking guidance to resolve emotional, behavioral, social and academic concerns.
- Students identified and referred by key stakeholders (principal, coordinators, parents, and teachers) due to emotional, behavioural, social, or academic concerns.

Apart from the areas mentioned above, timetabled **well-being and social-emotional learning (SEL) sessions** are conducted across different grades, where students learn about topics related to overall personal growth and emotional development.

### **MAINTAINING CONFIDENTIALITY AND RECORD KEEPING**

All students have a right to confidentiality in their dealings with the counselor. All things discussed are kept confidential between the student and the counselor except when the student himself or another person is at risk. In some cases where breach of confidentiality is necessary for the student's best interest, the details of the case are first shared with Head of the school. The counselor makes notes for own future reference.

### **REFERRALS BY THE COUNSELLOR**

The counsellor may also refer a student to an external, appropriately qualified professional. A referral may occur after the counselor has made an informed decision that the student's situation requires assistance beyond the counselor's professional training. Parents are provided with referral details and they make the decision to proceed with an appointment with the specialist.

**Policy made on :** 11th January 2021, however it has been in practice before.

**Reviewed on 4<sup>th</sup> December 2025**

**Head of School**

**DPC, CIC, PYPC**

**HOD – English, Math**

**School counselors**

**Psychology Facilitators**