



Sunbeam

Group of Educational Institutions
Varanasi

Our Structured Framework for Mental Health, Social–Emotional Learning and Student Wellbeing

In compliance with the guidelines of the CBSE, Sunbeam Schools continue to implement all mandated practices and initiatives related to student well being, mental health, safety and holistic development.

At Sunbeam, we firmly believe that education becomes truly meaningful only when children feel emotionally secure, socially connected and mentally resilient. Academic success naturally follows when a child feels heard, valued and supported.

With this belief, Sunbeam Schools follow a comprehensive, whole-school wellbeing framework from Nursery to Class XII, integrating emotional wellbeing, social–emotional learning and mental health awareness into the daily life of the school.

Our approach emphasises prevention, early identification, structured support systems and strong parent partnerships, ensuring that every child grows in a safe and nurturing ecosystem.

A Whole-School Wellbeing Ecosystem

Mental health and social–emotional learning are not treated as isolated activities in our schools. They are integrated into our curriculum, classroom culture, co-curricular programmes and school relationships.

Through structured programmes, trained pastoral support, peer engagement and strong family participation, we ensure that students develop self-awareness, empathy, resilience and emotional balance.

Quality Circle Time (QCT) – Building Emotional Literacy

Across all classes, structured Quality Circle Time sessions based on the Jenny Mosley Model are conducted four times each term.

These sessions create safe, respectful and inclusive classroom circles where every child is encouraged to participate and feel valued.

Quality Circle Time helps students:

- Develop self-confidence and self-esteem
- Improve listening skills and attentiveness to others' viewpoints
- Build empathy and emotional understanding
- Express thoughts and feelings in a safe environment
- Develop respectful dialogue and conflict-resolution skills
- Strengthen peer relationships and classroom harmony

Through structured sharing, reflection activities and guided discussions, children learn to listen actively, appreciate different perspectives and respond with empathy.

Over time, QCT significantly contributes to improved classroom climate, stronger relationships and better learning outcomes.

Imaginative Drawing and Emotional Expression (Nursery – Class II)

For younger children, creative expression often reveals emotional cues that they may not yet be able to articulate verbally.

Therefore, students from Nursery to Class II regularly participate in imaginative drawing and reflective art activities.

These drawings are periodically reviewed by the school counsellors, who gently observe recurring patterns such as:

- Themes expressed in drawings
- Emotional symbolism
- Use of colours and visual expression
- Repeated emotional indicators

Based on these observations, counsellors may identify children who might benefit from additional emotional support or guided conversations.

This process allows early identification of emotional concerns in a sensitive and non-intrusive manner, without creating pressure or stigma.

Buddy System – Supporting New Students

To help students settle comfortably into a new environment, every new student is paired with a trained senior buddy.

The Buddy System supports:

- Smooth transition into school life
- Faster adjustment to a new atmosphere and routines
- Emotional reassurance during the initial weeks
- Reduced anxiety and feelings of isolation in early school life.
- Stronger peer bonding and social integration

Peer Educators Programme – Leadership Through Empathy

Students from Classes IX to XII are trained as Peer Educators.

These students take up structured topics related to wellbeing and social awareness for junior school students, creating meaningful interaction across age groups.

The programme enables students to:

- Discuss age-appropriate wellbeing topics
- Promote responsible behaviour and healthy choices
- Encourage openness and support among peers
- Develop leadership and communication skills
- Build empathy and connection between senior and junior students

This initiative nurtures a culture where students learn from students, strengthening trust and emotional understanding across the school community.

Pastoral Guides – Early Identification and Support

Each section in the school is supported by a trained Pastoral Guide, who acts as the first point of emotional support for students.

Pastoral Guides are trained by the Umeed Foundation, a registered NGO, under the able guidance of Ms. Saloni Priya, one of India's foremost counsellors and mental health experts.

Their role includes:

- Observing behavioural or emotional changes in students
- Identifying early warning signs of stress or distress
- Offering initial emotional support and guidance
- Coordinating with the school counsellors when required
- Maintaining communication with parents where necessary

This structured pastoral system ensures timely identification, intervention and sustained monitoring of student wellbeing.

Professional Counselling and Behavioural Support

Sunbeam Schools have a dedicated Counselling Cell that operates during school hours.

Services include:

- Individual counselling sessions
- Small group counselling interventions
- Structured referral systems from teachers and pastoral guides
- Follow-up monitoring of student wellbeing
- Parent appointments when required

All counselling interactions follow strict confidentiality and professional documentation practices.

Teachers are also sensitised to recognise subtle emotional signals and behavioural shifts, ensuring timely referral and support.

Structured Wellbeing Education

Age-appropriate wellbeing education is integrated through several programmes across classes:

Chetna Curriculum

Focus on socio-emotional safety, self-awareness and child protection.

Parivartan Programme

Adolescence education, emotional health awareness and hygiene education.

Digital Health and Wellness Curriculum

Promotes responsible technology use, digital balance and cyber safety.

Dream Journal Initiative

Students engage in guided reflective writing to develop self-awareness, aspirations and emotional clarity.

Yoga, mindfulness and gratitude practices

Regular sessions promote emotional regulation, calmness and mental balance.

Beyond Marks and Ranks

Sunbeam Schools strongly believe that a child's identity must grow beyond examination scores.

Therefore, students are actively encouraged to participate in:

- Sports and fitness programmes, through Focused activities session
- Performing and visual arts
- Leadership forums and assemblies
- Personality development initiatives
- Community service
- Community engagement help students develop empathy, responsibility and a sense of purpose towards society.

Grandparents Connect – Intergenerational Learning

Sunbeam Schools actively involve grandparents in the learning ecosystem.

- School communications and important information are shared with grandparents as well.
- Grandparents are regularly invited to share stories, life experiences and cultural narratives with students.
- These interactions strengthen values, emotional bonding and intergenerational learning.

This initiative allows grandparents to feel like equal partners in the child's growing years, while students benefit from the wisdom and experiences of older generations.

Strong Parent Partnership

A strong and open partnership with parents is essential for supporting children's emotional wellbeing. Sunbeam Schools regularly organise:

- Parent sensitisation workshops on mental health and wellbeing

- Career guidance sessions to reduce undue academic pressure
- Orientation programmes on emotional development and life skills

We also actively seek parent feedback through:

Regular Feedback Forms

Parents share observations and concerns, and the school works systematically on the areas highlighted.

Parents' Forums Across Campuses

Selected parents from different classes are invited periodically to participate in open discussions with school leadership.

These forums allow parents to:

- Share experiences and suggestions
- Highlight student concerns
- Engage in collaborative problem solving

This ensures a transparent line of communication between parents and the school, enabling quick response and continuous improvement.

Teachers, Staff and Support Staff

The wellbeing of students is deeply connected to the preparedness and sensitivity of the adults who interact with them.

Mentor-Mentee System (for Teaching Stability)

We also follow a **Mentor-Mentee structure among teachers:**

- New teachers are guided by experienced faculty mentors.
- Classrooms sensitivity and student psychology are shared through structured guidance.

At Sunbeam Schools:

- Teaching staff, non-teaching staff and administrative staff undergo structured training programmes on student wellbeing and emotional sensitivity.
- Training includes recognising warning signs of distress, providing psychological first response and initiating appropriate referrals.
- Staff are trained to engage with students in a sensitive, inclusive and non-discriminatory manner.
- Teachers participate in continuous professional development programmes focused on social-emotional learning and classroom wellbeing.
- By strengthening the capacity of teachers, staff and support personnel, the school ensures that every adult in the institution contributes to a safe, supportive and empathetic environment for children.

Our Commitment

Through structured programmes such as Quality Circle Time, imaginative expression analysis, Buddy Systems, Peer Educators, trained Pastoral Guides, professional counselling and strong parent engagement, Sunbeam Schools ensure that:

- Every child feels seen, heard and supported
- Emotional concerns are identified early
- Empathy and resilience are nurtured systematically
- A culture of trust, dignity and care thrives

At Sunbeam, wellbeing is not an initiative

— it is a way of life.