



DUBAI SCHOLARS
PRIVATE SCHOOL



Member

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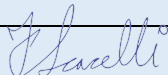
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Mental Health and Wellbeing Policy

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This policy will be reviewed annually unless an incident; new legislation or guidance suggests the need for an interim review



CONTENTS

- 1. Rationale**
- 2. Aims**
- 3. The School Approaches to Mental Health and Wellbeing**
- 4. Staff wellbeing**
- 5. Parent wellbeing**
- 6. Principles for enhancing student mental Health and wellbeing through teaching and learning**
- 7. Referrals**
- 8. Planned check-in**
- 9. Consent**
- 10. Assessment and Identification**
- 11. Interventions**
- 12. Joint intervention/Collaboration**
- 13. Monitoring and Evaluation**
- 14. School counselling provision during holidays period**
- 15. Confidentiality**
- 16. Relationships and Partnerships**
- 17. Records/Access**
- 18. Staff CPD**
- 19. Complaints procedure**



Rationale

At Dubai Scholars Private School, we are committed to promoting and supporting the Wellbeing of every individual through creating a whole school ethos in which the whole community (children, staff, parents and carers) feel safe, and know the importance of mental health and wellbeing. We offer support and enable them to manage times of change and stress in line with cognitive, emotional, social, physical and spiritual wellbeing.

Our Senior Leadership Team actively contributes to creating a supportive learning environment where everyone in the school community feels respected, included, and safe. Additionally, everyone involved in the school community actively contributes to creating a welcoming environment that celebrates diversity and encourages harmonious relationships. Students take an active role in their education and wellbeing, feel connected, and use social and emotional competencies to be kind, resilient, and safe. Families and communities work together with the school as partners to support learning, safety, and wellbeing for the students. Families, students, and school personnel all share a common concept of wellness, good behaviour, and how these factors contribute to efficient teaching and learning. We always ensure students are in a safe and inclusive learning environment where learning and wellbeing are equally important.

We also recognize our staff and parents are vital part of school community. We ensure staff are supported and encouraged to develop personally and professionally and our parents always participate in their child's education, celebrate and appreciate the culture of peers, socialise and get to know other parents and teachers, thereby building strong links in the Dubai Scholars community.

We are committed to make sure that each individual is able to cope successfully with the demands in their lives, whatever the cause of stress. The school aims to maintain an inclusive and positive educational ethos, which supports health and wellbeing of all at school, by ensuring all are treated with mutual respect and equality.



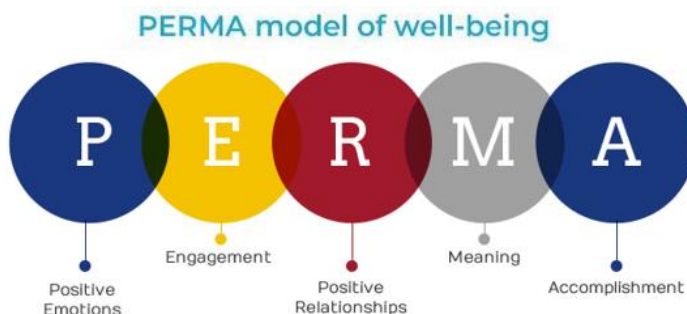
Vision & Objectives

- ★ Dubai Scholars is committed to providing a safe, secure, and stimulating learning environment for all students.
 - ★ Our aim is to ensure that all our students and staff realise that to achieve their full potential, they need to be happy, healthy and safe.
 - ★ We nurture our students through integrated student wellbeing Activities that focus on Mindfulness and Positive Affirmations.
- Creating a school ethos that promotes wellbeing, resilience and positive skills to improve the individual and school performance.
 - To create and practice a culture for wellbeing where all school community members are treated equally and respectfully under any circumstance.
 - To nurture an environment that enhances competence and wellbeing; one that consciously fosters warm relationships, positive expectations, encourages participation and celebrates differences and diversity.
 - To enhance the provision of choice, which supports self-regulation, self-discipline and achievement to the students.
 - To provide a safe, secure and stimulating environment that encourages and supports students, staff and members of the whole school community, both in and out of school.
 - To inspire and endorse self-esteem and self-confidence thus helping to foster self-discipline and effort, encourage students to stretch themselves and take risks in their learning.
 - To develop an environment where personal growth and physical health is consistent in order to enhance self-satisfaction, self-efficacy, resilience, social competence and good health.

Dubai Scholars provides the best quality in order to promote the wellbeing of our students. We also have a duty to prevent and protect students in our care at all times from any potentially harmful, inappropriate or misguided resources, interventions or programmes.

What is Wellbeing?

“Wellbeing is present when a person realises their potential, is resilient in dealing with the normal stresses of their life, takes care of their physical wellbeing and has a sense of purpose, connection and belonging to a wider community. It is a fluid way of being and needs nurturing throughout life.” (World Health Organisation, 2001). Meantime we focus on PERMA theory of Wellbeing too.



Our Core Values

Integrity

Stand up for what we believe, be honest with ourselves and others, demonstrate fairness in our judgements and actions, fulfil commitments and promises.

Compassion

Promote a peaceful, caring and safe community, understand the circumstances and viewpoints of others, develop the capacity to forgive others and ourselves.

Empathy

understand and share another person's experiences, thoughts and emotions.

Respect

Believe in the inherent dignity of all people, value and appreciate diversity mutual respect for our parents, teachers, support staff and students as one community.

Accountability & responsibility

Take ownership of our behaviour as individuals, encourage independent learning and empower students to embrace responsibility.

The School Approaches to Mental Health and Wellbeing

We support all students, parents and staff through a systemic whole school approach to wellbeing, with tiers of support that emphasise appropriate early intervention. Our leadership, inclusive learning environment, supports, student voices, and excellent partnerships with other stakeholders all contribute to our effective practises.

Our two-tiered support to School Wellbeing is as follows:

1. Whole school approach
2. Targeted support



Whole School Approach to Mental Health and Wellbeing

This whole school approach involves all members of the school community, engaging in a collaborative process of change, to improve wellbeing. Also it produces a wide range of educational and social benefits for our students, including improved behaviour, increased inclusion, improved learning, greater social cohesion, increased healthy life style and food habits, physical fitness and improvements to mental health.

Our culture of nurturing children and building resilience to mental health problems means our school is a safe place where:

- Every child feels valued;
- Every child has a sense of belonging;
- Every child feels able to talk openly with trusted members of staff about their problems;
- Positive mental health is promoted;
- Bullying is not tolerated.

We focus on giving student's voice, being active learners and developing strong character qualities that will enable them to succeed, thrive and contribute positively throughout life. Also we consider teaching and learning and the development of wellbeing as parallel, integrated, complementary processes.

The whole school approach integrates the different support systems within the school, which in turn creates the capacity to be reflective and responsive to the needs of our school and the individuals, who are part of the school community.

Benefits of promoting wellbeing

- A co-ordinated approach to social, physical and environmental needs
- Better learning results for students
- More done to promote staff health
- School environment is safer and more secure
- Students receive better quality education
- Improved relationships within the school
- More involvement of parents/guardians
- Increased students' self-esteem
- Better use of outside agencies
- Lowered incidence of bullying
- Better understanding of schools' health aims

Targeted support

Targeted interventions for students whose progress is severely impeded by their social, emotional, academic or behavioural concerns. Support takes place in one to one, small groups, class groups and year groups. Individual interventions are designed for students who are identified as requiring intensive tailored support to engage positively in learning environment. Depending on the level and nature of need the student will be moved to the specialist interventions.

Student of Determination and other vulnerable groups will be taken care by the appropriate specialists in line with their level of need/s.



DS Targeted Support model

All staff have a responsibility to facilitate and support positive mental health. We aim to spot the early warning signs of mental health issues and to identify appropriate support for the children, staff and parents based on their needs. We involve parents wherever possible and also the children themselves in the care and support they need in School.

Our staff recognises the importance of remaining calm, supportive and non-judgemental with someone who disclose a concern. Staff always make it clear that the concern will be shared with the School counsellor to help them and get the support they need. Staff understand they need to listen, not advise and to treat everyone equally and with mutual respect.

Staff Wellbeing

Also in Dubai Scholars, we respect and aimed to maintain good mental health and a positive outlook at work for our staff. We are committed to looking after our staff and to ensure a healthy and supportive workplace. The school provide various activities, administrative supports, workshops and seminars to support personal, social and financial concerns of our employees. Staff are getting tips and strategies to manage their wellbeing in the following areas.



- Self-regulation: Train to set goals and stick to them, or to re-evaluate, and keep an eye on those goals.
- Self-awareness: to understand what are the stress points, and what energises and keeps going.
- Good boundaries: Understanding what the role is and developing the skills to work within that role.
- Good help-seeking skills: knowing how to seek help when moving outside the boundaries of the role.
- Good work/life balance: To know that work has a place in the life, and to also engage in other meaningful activities.
- Healthy Life styles: How to follow a healthy life style
- Resilience: the ability to keep going and bounce back. This will grow out of the self-regulation, self-awareness, knowing the boundaries, and keeping yourself motivated.
- Personal support: The school counsellor is providing individual support to the staff who required.

Parent Wellbeing

The two primary educators' students have in their lives are their parents and their school. Both are essential to a student's growth, and their combined effects have a stronger influence. It is crucial that the school's ethos emphasises the value of a child's environment, family situation, and significant relationships. In order to promote students' development, we always provide parents with guidance and strategies. In addition, we welcome parents to school for celebrations of accomplishments, workshops, scheduled meetings, etc.

If the parents need it, we are always willing to offer them administrative or psychological support.

Enhancing Student Mental Health and Wellbeing through Teaching and Learning

Foster students' autonomous MOTIVATION, and sense of meaning and purpose

- Highlight the social value of discipline practitioners' knowledge and skills
- Support students to develop learning goals in line with their intrinsic values and emerging interests and capabilities
- Demonstrate that you value students' learning and understand their perspectives

Promote inclusion and BELONGING

- Know your students' diverse needs and interests
- Value diversity and practice social inclusion



- Induct students into your discipline's values and professional standards

Promote inclusion and RELATIONSHIPS

- Facilitate student-faculty and peer social interactions
- Foster collaborative (not competitive) learning
- Express interest in and care and concern for others

Enable AUTONOMY

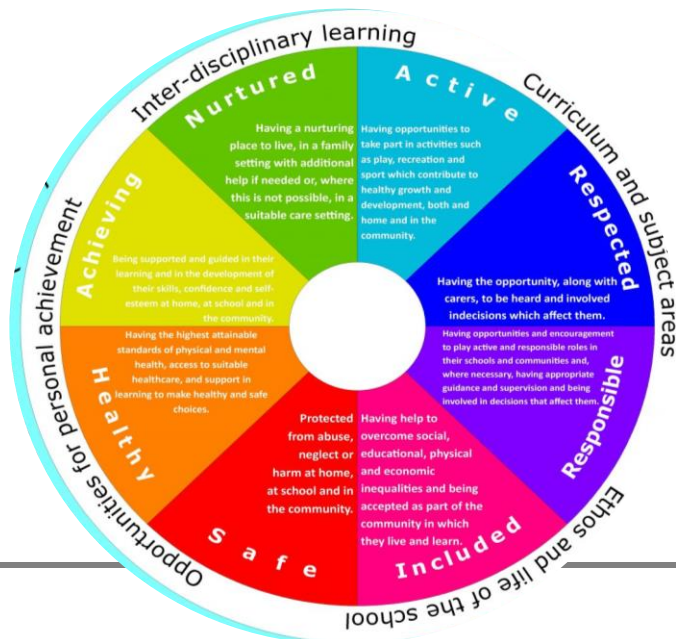
- Justify required tasks and knowledge, and teaching and assessment methods
- Within the constraints of the curriculum, give students choice and ensure variety in learning activities and assessment tasks
- Support students to make informed choices aligned with their interests, values or goals

Scaffold COMPETENCE

- Use informational (rather than controlling) language
- Ensure an appropriate level of challenge and support at each program level
- Provide meaningful feedback on student learning and performance

DESIGNING CURRICULUM to support student mental wellbeing

- Strongly supports the social and emotional wellbeing of our students, by placing an emphasis on children's social and emotional skills, attitudes, behaviour and therefore learning performance.
- Streamlining the traditional curriculum content and reducing contact hours to increase space for personal time and other commitments
- Equipping students with skills to manage stress, uncertainty, unknowns and conflicts
- Supporting students to find meaning and positivity in the tasks they are required to perform.
- Providing competency assessments and feedback on student work, rather than normative grading.
- Allowing students greater flexibility in how they approach tasks or the topics they study





The Graduated Approach to Enhance Student's Mental Health and Wellbeing

We offer;

The following services are available in Dubai scholars for different needs to develop a more graduated and effective response to meet needs.

- School premises and facilities are frequently monitored and modified in line with the need/s
- Individualised education and behaviour plans
- In-school counselling for students, parents and staff
- A specific room where the members can share their concerns.
- Case work/Group work
- Awareness days, weeks, campaigns, Celebrations, and assemblies to raise awareness of mental health and wellbeing
- Teacher/specialist lead group or class activities
- Students lead sessions
- Transition Support for students and parents and relevant staff
- Displays and information around the school about positive mental health and where to go for help and support both within the school and outside the school for both students and staff.
- Through PSHE we teach the knowledge and social and emotional skills that will help pupils to be more resilient, understand about mental health and help reduce the stigma of mental health problems through SEAL topics
- PE/ Art/Music/Dance lessons enhance student's overall wellbeing.
- School clinic supports with healthy life style and clinical support
- Healthy meals are provided by the school canteen
- Administrative support for staff concerns

Mental Health, Wellbeing and Counselling Procedure

Referral

Referral can be made by anyone who feels a student may benefit from help. This would include staff, parent, student by self or a peer. The process of referral into the school counsellor outlined with clear referral procedure and through the referral form or can done by posting a "I wish to



Talk to the Counsellor" into counsellor mail box. Staff and parents can come by self or through referral.

Planned check-in

Certain exceptional cases, the staff and students will undergo a check-in procedure to find out whether there is desire for counselling. Such situations will include

- Bereavement
- Parents separation/divorce
- Dramatic changes in behaviour
- Multiple school moves/Frequent early exits, late comers, class exits/history of previous counselling, mental health or safeguarding issues etc...

Consent

Informed consent is related to the client's decision whether to receive counselling. When working with primary student it is important to have a consent form the parent, while working with secondary student consent is not compulsory. According to British psychological society best practices, young people who are deemed to be competent to make their own decisions. 'Gillick competent' can give their own consent to a psychologist. Then parent consent is not required.

However, if the concern or informing the parent could increase the harm, there the counsellor will meet both primary and secondary student without consent.

Assessment and identification

After receiving a referral, the counsellor will conduct primary level interviews and observations with the student to identify the level of need/s. Also the counsellor will contact with the SLT, the teacher, the student, and the parents to move forward with a multidimensional assessment in accordance with the nature, seriousness and the Level of the of the need. Also, the student will be directed to an outside service provider for an assessment if required.

Intervention

The school counsellor will keep a mutually agreed action plan in place to assist the client to find solutions rather than providing advices. The provided interventions may include mainly cognitive, behavioural, family, motivational, and solution-focused approaches. In many cases, the given



intervention will be a blend of approaches which focus on supportive, short -term, problem-centred outcomes. Counsellor will not provide long term therapy.

In some cases, a need may be identified for a student to undergo external expert support and further interventions.

Interventions/support sessions takes place in one to one, small groups, class groups or year groups according to the requirement.

Intervention sessions will generally take place during class time, unless otherwise agreed with the counsellor. The duration of each session will generally be for no longer than one lesson (40 minutes' maximum).

Joint interventions/collaborations

Where the clients are willing, collaboration plan in the form of face to face meeting or in the form of email will be shared with parents and teachers. Action plan might include strategies/Tips/

Techniques required to support the student in classroom and home environment. Collaboration will also happen with Inclusion staff/PE/Music/ Art/Swimming/Dance/School clinic staff/External therapists. This is in order to support their need/s and better understandings of their behavioural or emotional vulnerabilities. Without being informed of the session's content, heads of year or key stage leaders may receive information that is useful to ensuring the safety of the students in their care.

Monitoring and Evaluation

The progress and review of the plan are done through multi-dimensional. Structured reviews and follow-up checklists are done by parents, teachers and the counsellor in line with the level of the need and nature of the concern. Structured reviews and follow-up checklists are in place for staff.

School Counselling Provision During Holiday periods

During holidays, the school counsellor won't hold intervention sessions. In exceptional circumstances, the counsellor may, nevertheless, hold a stand-alone video call to the clients with the intention of guiding them in desperate need toward help.



Confidentiality

Discussions (including records of discussions) with the School counsellor are confidential, except where in the reasonable opinion of the School counsellor:

- There is a concern that the client will cause himself harm
- There is a concern that the client will cause harm to another person
- The client discloses that another person is at risk of significant harm
- The client discloses criminal activity that may impact on the welfare of the student, or others, or the reputation of the School
- The client discloses that he has suffered harm, or the counsellor reasonably suspects that the student has suffered harm
- It is necessary or appropriate to consult and/or seek advices from local authority/expert about issues involving the student
- It is otherwise required by law

Where necessary, it will be explained to client that the above exceptions are required by law, to comply with School policies, for the School to discharge its duty of care to students, or for the proper performance of a school counsellor's responsibilities and administration of the School.

Relationships and Partnerships

We always develop strong partnerships with the wider community, which is a central part of the wellbeing process. We efficiently engage with appropriate agencies and specialist services to advise, support and contribute to health and wellbeing, teaching and learning. Additionally, we take part in a variety of community-based programmes to improve our mental health and wellbeing.

Records/Access

All wellbeing records are stored both manually and electronically. Records kept securely and confidentially accessible only by the School counsellor. Access to a student's counselling records by the particular student, his parent/s, or third parties will only be granted where legal and privacy obligations are met.



Staff CPD

We want all staff to be confident in their knowledge of mental health and wellbeing and to be able to promote positive mental health and wellbeing. School leadership and School counsellor provides continuous professional development training to all staff to ensure all staff are able to identify early symptoms of mental health and wellbeing issues and to know what to do and where to get help.

Complaints procedure

If anyone has any concerns or complaints regarding the school wellbeing programme, an appointment can be made by them to speak to the Head of School or they can drop complaints addressing to the Head of School.

We always make sure that the people in our school community are secure, engaged, challenged, and supported to achieve to their very best abilities.
