

WELLBEING POLICY

Policy Statement

According to WHO (2018) Mental health is a state of well-being in which an individual realizes his or her own abilities, can cope with the normal stresses of life, can work productively and is able to make a contribution to his or her community.

At Ambassador International Academy, we guide our pupils to reach their highest potential, academically, physically, and socio-emotionally. Through quality education it our vision to enable them to grow with resilience and be an active member of the wider community. It is highly researched that, overall wellbeing contributes to the development of self-management, interpersonal skills, and confidence.

The Wellbeing program guides students to develop positive skills and attitudes, to resolve problems in academic, psychological, emotional, and/or social contexts and achieve a balanced quality of life. Wellbeing at Ambassador International Academy is a joint effort of the school community that seeks to promote and protect overall wellbeing and functioning of its members.

Aims of the Wellbeing Department

- To plan a structured wellbeing/PSHE curriculum in line with the PERMAH model of Positive Psychology and the ATL skills of the IB Framework
- Develop a whole school approach for pupils, staff, and parents
- To work at preventive, promotive, curative, and rehabilitative levels
- To render personalized and general counseling
- To liaison with special educator, PLTs, teachers, and parents, for effective student functioning and easy school adjustments
- To assist in early identification, assessment, and plan interventions
- Provide a holistic and multi-agency approach that is identified in the Individual Plans of students of determination

The following diagram represents the pillars of wellbeing at Ambassador International Academy



Ambassador International Academy endorses the UN Convention on the Rights of the Child, of which our host country, UAE is a signatory and seeks to be a safe haven for children. The pillars represent the whole school approach of wellbeing that supports the physical, emotional, and social needs of its school community. The policy and curriculum are delivered to promote key aspects of mental health awareness and physical activity to achieve overall wellbeing. At Ambassador International Academy, we promote student agency through the IB Framework. Students have their own choice, voice and responsibility towards their wellbeing and the overall wellbeing of the school community. The leadership through their active and enthusiastic support facilitate and implement programs to achieve positive school ethos and high standard of wellbeing throughout the school.

IDENTIFICATION

Wellbeing of student and staff are tracked through wellbeing surveys/Staff observations focusing on any changes in behavior, attention, and work progress.

Pupils communicating any concerns regarding their emotions or academic achievement must be addressed by the home room teacher or directed to the school counselor. Any member of staff who identifies or is concerned about the mental health and safety of the child must reach out to their line manager or in case of safeguarding the Designated senior leader/Child protection officer.

Promoting staff health and emotional wellbeing is an integral part of the whole school approach to wellbeing. Training, resources, and sessions on wellbeing will be made available for all staff. An open-door policy to the Senior leadership team is always made available to discuss any concerns.

ROLE OF COUNSELOR

The Student Counselor is Ms. Caroline Gloria Dsouza. The Whole School Community is made aware of the contact details of the Counselor.

Hotline: +971-522232880

Email: counselor@aiadubai.com

Preventive and promotive role

- To establish rapport with students during class-interactions, class-observations, informal visits, and occasional meetings.
- To develop trust, confidence, and conviction among students towards the wellbeing department
- Through classroom interactions, inculcate students with positive personality traits, problem solving techniques, study skills, values, morals, good academic skills, and overall success.
- To observe class dynamics, student's inter-personal and intra- personal skills, relationship with teachers, school & its property, and class-room behavior
- To promote healthy lifestyle among students for overall development (e.g. 5 minutes relaxation process, healthy sleep hygiene, etc.). through activities, discussions, assembly

and so on

- Arrange for periodic workshops and interactive sessions, by external professionals for students on different topics like friendship, self-discipline, developing own value system, self-esteem, study-skills, anger-management, bullying, memory, mind-mapping, time management, communication and social skills, etc.
- Arrange for workshops and interactive sessions, by external professionals for parents on topics like stress free parenting, effective communication, positive parenting, parenting in nuclear family, behavior management of common growing up problems, helping children with different developmental needs etc.
- Training teachers with classroom management skills, effective handling of ADHD, anger management, behavior, social & emotional concerns, dyslexia, autism spectrum disorder, oppositional defiance disorder, conduct disorder & other special educational needs, effective communication, work ethics etc.
- To give timely recommendations to teachers and parents to support their students/child for more effective practices at school & home, respectively.
- Personal counseling for staff members to deal with stress and improve their efficiency and performance.

Curative and rehabilitation role

- Short or long-term case work with individual students, teachers, families regarding issues including mental health, poor academic performance, low self-esteem, behavior, emotional, substance abuse, physical abuse, rehabilitation, social adjustment, child care, and/or medical care
- Counselor uses different techniques either alone or in combination like play-therapy, cognitive behavior therapy, art therapy, emotion-focused therapy, mindfulness-based therapy, group therapy and psychotherapy
- Group discussions wherein the counselor engages conversations with two or more students with similar or common problems to achieve a shared goal
- Group counseling sessions provide support in such areas as grief, stress, dependency (parents of determined learners). This method is a popular format for support group, where group members can learn from the experiences of others and offer advice.

Other important areas

- Consult with parents, teachers, and other school personnel to determine causes of problems such as truancy and misbehavior, and to implement solutions
- Counsel parents with child rearing problems, interviewing the child and family to determine whether further action is required
- Collect supplementary information needed to assist students, such as formal assessment
- Arrange for medical, psychiatric, and other tests that may disclose causes of difficulties

and indicate remedial measures.

- Serve as liaisons between students, homes, schools, family services, child guidance clinics, protective services, doctors, and other contacts, to help children who face problems such as disabilities, abuse, or disadvantage.

PROCEDURE

- **REFERRALS:** The student can be referred by the teachers, parents or guardians, student self-referrals, or any member of school Staff
- Counselor can screen students during in class or online class observations and class-interactions.
- Counselor discusses the case with the heads of the school/line manager to set the best course of action and plan
- Counselor assesses the students' problem and devises a plan of action according to their individual needs. (IBP)
- Counselor refers students showing special educational needs to the coordinator at the Learning Center for further follow up. The special educator devises an Individual Educational Plan (IEP) or Individual Action Plan and start one to one remediation after parental approval.

Records

Maintain detail hardcopy of digital records of case work, group work, workshop, sessions & trainings, class observations, class interactions, trainings, events, student referral logbook etc.

CONFIDENTIALITY

Counselor maintains complete confidentiality of all the clients as per the code of counseling ethics. Sessions are not recorded, unless needed - consent is taken prior to the recording.

Sometimes the necessary information is shared with Principal/Heads of School if the sharing of information is deemed necessary & is in the best interest of students.

CURRICULUM

Wellbeing Project

The Wellbeing project at Ambassador International Academy focuses on the mental health and emotional wellbeing of the learners in order to facilitate a balanced learning environment. The curriculum was developed using the core themes of Seligman's PERMAH model of Positive Psychology;

- P – Positive Emotion
- E – Engagement

- R – Relationships
- M – Meaning
- A – Accomplishments
- H – Health

PSHE- Personal, Social and Health Education

The Middle Years Program uses the PSHE scope and sequence to empower students to understand and take control of their personal and social learning, to develop their potential in order to motivate balanced choices. Health education provides a vital platform to understand physical & emotional changes and strategies to live an active healthy lifestyle.

WORKING WITH PARENTS

Parents want their children to be optimistic and resilient during challenging times. Any advice regarding the welfare of their child is highly appreciated and sought after. Thus, in order to support this venture, sessions on parenting and mental health issues are organized during the academic year. Parents are also involved in group/individual counselling sessions as and when seen required.

MONITERING AND REVIEW

The School's Leadership Team along with the Wellbeing department is responsible for ensuring the annual review of Wellbeing policy.

Current Date: August 2021

Review Date: August 2022

Process Chart for Counselling Referrals

