



The Millennium School, Dubai

Policy on Wellbeing and Mental Health

Implemented : April 2022

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Next Review : September 2024

Compiled by : TMS Wellbeing Team

Approved by : Ambika Gulati
Principal

Ambika Gulati



Signature



Purpose:

The Policy on Mental Health and Wellbeing aims to inform all its stakeholders and those interested about:

- The step-wise procedures involved in stages of prevention, intervention and crisis response when dealing with students identified to benefit from counselling services at school.
- Code of conduct to be followed by the school counsellors.
- Code of confidentiality in case of any student indulging in high risk behaviours.
- Recording and Progress tracking procedures at school.

TMS VISION: To nurture our pupils' potential and inspire them to be mindful global citizens.

TMS MISSION:

- Create opportunities to empower individual capabilities and be at the forefront of innovative practices that lead to sustainable development.
- Appreciate and respect the local culture, traditions, and sensibilities of the United Arab Emirates while bearing an international outlook.
- Reach out to all through a spirit of caring and uprightness of character and encourage diversity of thought while affirming the dignity of all individuals.
- Engage students to be curious and transform their minds to be visionaries, seekers of excellence, and lifelong learners.
- Stimulate students to be confident, self-aware leaders and independent problem-solvers in an intellectually challenging environment that fosters creativity

Wellbeing action implementation in stages:

Stage I – Prevention

- At TMS, we believe that wellbeing underpins academic success.
- The TMS wellbeing strategy is constructed around the 5 pillars of wellbeing namely- social, emotional, cognitive, spiritual, and physical.
- The pillars of wellbeing are dovetailed into the strategic school program and learning curriculum.
- In addition, the school has a bespoke, research based social-emotional curriculum called the Mental Toughness Programme (MTP). This Curriculum reviewed annually based on the feedback gathered from students, staff and parents.
- It equips the students with the right tools and strategies to ensure their own well-being first, followed by others around them.
- The wellbeing curriculum is introduced in the primary phase to develop the wellbeing vocabulary from a young age.



- Ongoing awareness and training session opportunities are extended to all stakeholders as to strengthen every child's wellbeing support system.
- To ensure the safety of TMS students, the school adheres to the 'Child Safeguarding Policy' and 'Anti-bullying' Policy (Please refer to the school website)

Stage II – Intervention

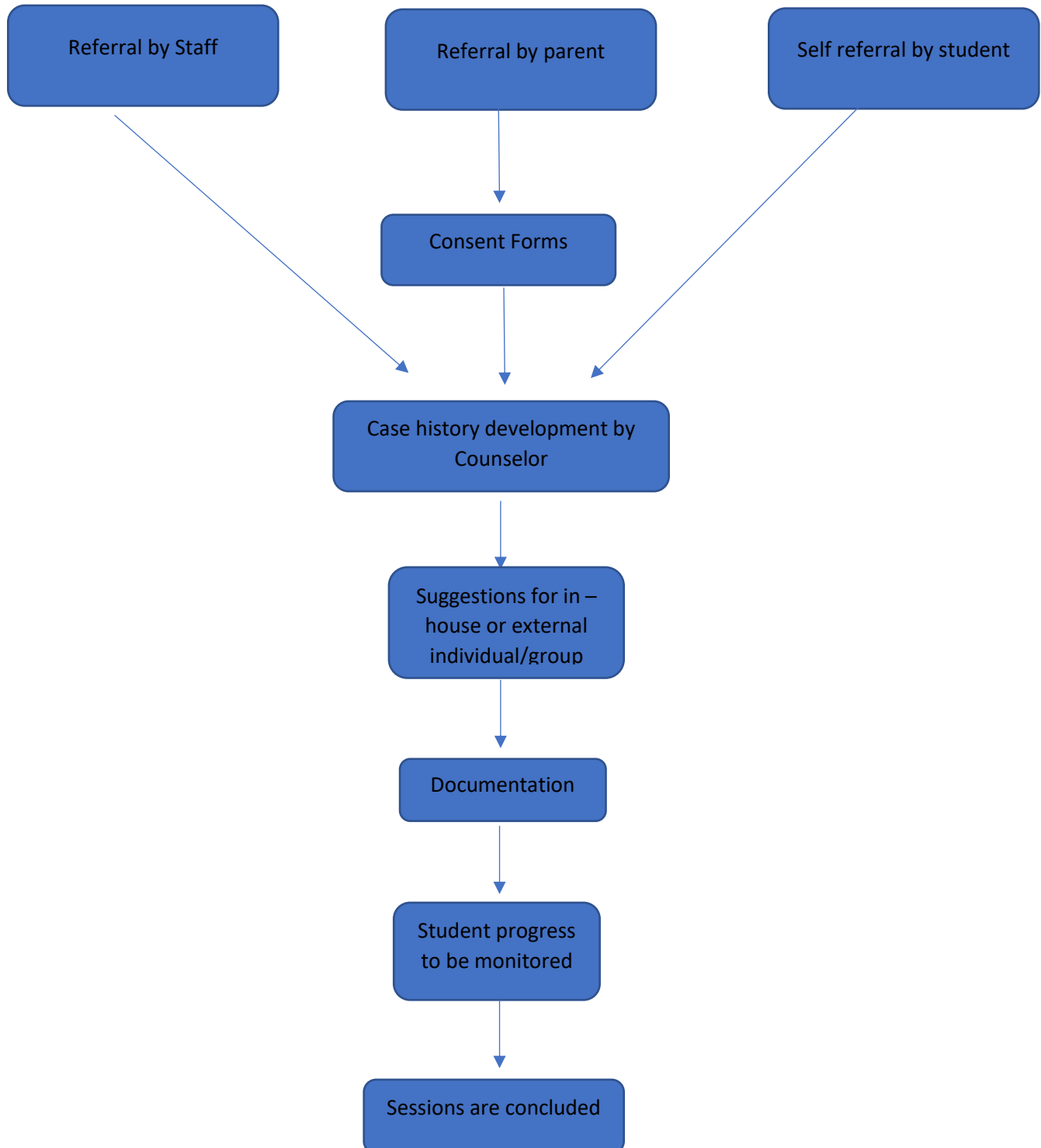
- Students can avail one-on-one counselling services by the in-house counsellors as required.
- Referral Forms can be filled and shared by the student themselves, parents or staff members and submitted to the school counsellor.
- Consent is taken from parents for the students' availing counselling sessions.
- Case history is developed by taking feedback from parents, and teachers and student observation in various settings.
- Depending on the nature and intensity of the concerns, suggestions are made to the student/ parent for individual/ group counselling sessions at school.
- Documentation and records of meetings, sessions, and incidents are maintained in set formats by the respective staff.
- Student's progress in terms of socio-emotional wellbeing is closely monitored by the respective Counselor during sessions.
- Termination form is shared with the student and parents once the goal of the therapy is attained.
- The counselling sessions are concluded with an understanding that the student can approach the counsellors anytime a need arises in the future.

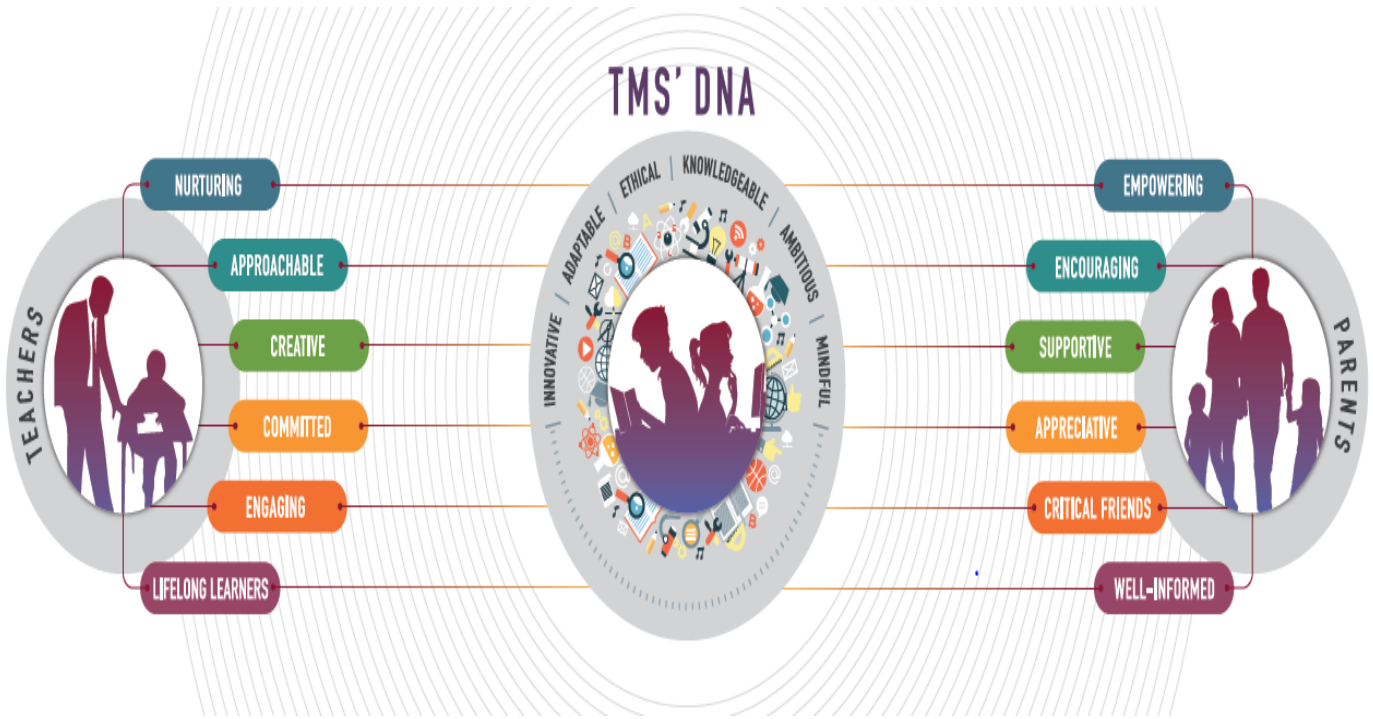
Stage III – Crisis

- A case qualifies as high risk if the counselor observes that the challenges experienced by the student are significantly impacting his or her day-to-day functioning and overall wellbeing.
- The Principal and SLT concerned are informed and the code of confidentiality is broken.
- The counselor identifies a case as Psychologically intense when the nature and intensity of the case are severe. The parent is suggested to seek external therapeutic help for the student.
- The counsellor ensures that he/she is aware of and aligned to the strategies provided by the external therapist.
- Documentation and records of meetings, sessions, and incidents are maintained for any referral purpose in future.
- The student is closely monitored over time to ensure her/his socio-emotional wellbeing.



FLOW CHART Outlining the provision of Counseling Services at TMS







Appendix A

School Staff Referral Form for Counselling

1. Referred by:
2. Role at school (Designation)
3. Student's Name:
4. Grade & Section
5. Choose reason for the referral:
 - Concerns related to the student's family
 - Peer Relationships
 - Social Withdrawal
 - Academic Difficulties Study/ Exam Stress Tardiness, Incomplete Work
 - Behavioural Issues (misconduct, bullying)
 - Aggressive Outbursts Impulsiveness/ Inattention/ Overactivity
 - Poor Emotion Regulation
 - Lack of Motivation/ interest/ attitude towards learning or school
 - Feeling nervous/ anxious
 - Low self-image/ Confidence
 - Other
6. Elaborate or provide details about the concern-
7. List out the actions taken till now to resolve the observed concerns (1:1 attention and guidance/ advice; student reported to any of the SLT members/ parent meeting/ peer support etc/ reported safeguarding concern in the past/ letter to parent)
8. Is the parent informed about your decision to make an in- house referral for counseling?
9. List out/ provide details of the student's strengths/ Interests



Date:

Appendix B

Parent/ Guardian Referral Form – Counselling

1. Parent / Guardian's Name:

2. Contact Number:

3. Email ID:

4. Student's Name:

5. Student's Grade & Section

6. Kindly check the box/es to help us understand the reason of your concern:

- Relationships with adults at home/ school
 - Concerns related to the family
 - Adjustment Issues
 - Peer Relationships
 - Social Skills
 - Academic Difficulties Study/ Exam Stress
 - Behavioural Issues (misconduct, bullying)
 - Managing Emotions
 - Impulsiveness/ Difficulty in sustaining attention
 - Confused/ Lack of Motivation
 - Worrying about the future Self-image/ Confidence
 - Other, please specify below:
7. Provide detail of any actions taken till now to resolve observed concerns (eg. external therapy in the past/ meeting with supervisor or teacher/ actions at home etc.)
8. Has there been any clinical consultation or assessment taken for your ward related to the
9. concern specified above?
10. Additional information/ observation(s)/ concern(s):



Appendix C

Student Self-Referral Form – Counselling

1.Name:

2.Grade & Section

3.Rate your mental wellbeing using the mood meter below.

4.I would like to talk to the counsellor about (Choose from the following)

- My emotions
- Negative Thoughts
- Feeling nervous/ anxious
- Peer relationships
- A friend that I am worried about
- Relationships with adults at home/ school
- Bullying
- My grades and school work
- Exam stress
- Self-image/ Self-confidence
- Planning for the future
- Confused/ Lack of motivation
- Time Management
- Other

5. Any other concerns?



Appendix – D

Parent Consent towards receiving student counseling service at school

Dear Parent/s

Kindly fill this form to give your consent towards receiving counseling services at school by your ward.

Below is a brief understanding about the School Counselling services at TMS.

How does a student receive counselling at school?

Students may be referred to the school counsellor for individual and/ or small group counselling sessions by their parents/ guardians or by the school staff or via self-referrals. Once a referral is made, the school counsellor sets up a meeting with the student upon seeking consent from the parent.

Confidentiality:

The student is informed regarding the protocols related to maintaining confidentiality on the shared information by her/him. What is shared during the counselling session remains confidential unless the counsellor suspects the student to be in danger of hurting self/ being hurt by others/ hurting others. In such a case, the parents and the Designated Safeguarding lead at school is immediately notified to discuss the next steps in the best interest of the student's wellbeing.

The school counsellor logs the sessions held and keeps a record to track steps taken and/ or report progress of the student. In case of a safeguarding issue, relevant information will be shared with the Designated Safeguarding Lead.

How will counselling help?

Group/ individual counselling helps a student to build resilience and coping strategies along with setting goals for self and achieving the same. The counsellor works together with the student to build better social relationships and become effective decision makers. The counsellors facilitate destressing sessions and help create insightful strategies for student wellbeing.



1.Name of the student

2.Grade and Section

3.Name of the Parent:

4.Contact (Phone Number)

5. I have had the opportunity to speak to the respective phase counsellor and discuss concerns related to my child-

Yes

No

6. I give consent for my child to receive counselling sessions at school.

Yes

No