

Policy	MENTAL HEALTH AND WELLBEING POLICY
Date Reviewed	January 2022
Evaluation & Review:	August 2024
Rationale:	This policy is designed to ensure the health, happiness, and support of everyone in the IIS community. It promotes success in both academics and work, proactively prevents issues, and fosters a positive and compassionate environment.
Roles and Responsibility	Parents, students, senior leadership team, teachers, school counsellor
Vision of International Indian School (IIS)	International Indian School (IIS) aims to extend beyond fostering positive mental health and wellbeing; it includes identifying and addressing mental illness as well. By formulating and executing mental health and wellbeing policies and protocols, we strive to establish an environment that provides stability and support to students affected by mental health challenges, whether directly or indirectly.

Policy Statement

Mental health is a state of well-being in which every individual realizes his or her own potential, can cope with the normal stresses of life, can work productively and fruitfully, and is able to make a contribution to her or his community. (World Health Organization).

International Indian School- Abu Dhabi strives to promote the mental health and wellbeing of all its members. We prioritize and actively promote wellbeing through a comprehensive approach that includes universal, targeted, and specialist strategies to support vulnerable students and help them thrive.



Prevention and Early Intervention

a. Awareness and Education

Awareness and education about mental health and wellbeing are provided to students and all school stakeholders. The focus is on understanding the importance of mental health, recognizing early signs of mental health issues, and promoting strategies for maintaining emotional balance.

The possible topics include, but are not limited to, the following:

- Mindfulness
- Social and Emotional Learning
- Time Management
- Avoiding Stigma

Cycle 2 and 3

- Mental health difficulties
- Substance Used (Prevention and Treatment)
- Eating Disorders
- Digital Gaming Addiction
- Suicide and Suicidal Ideation
- Maltreatment

To provide for the long-term development and success, the school collaboratively organized the following initiatives to support learning and health in an integrated manner:

1. Parent-Teacher Meetings
2. Wellness Programs
3. Behavior Reinforcement through Class Dojo Skill Points
4. Awarding of Student of the Month

b. Risk and Protective Factors:

Risk and protective factors relating to wellbeing promotion that our school community have been specifically identified:

In the learning environment and school community, wellbeing protective factors include:

- positive relationships with peers and teachers - including positive teacher classroom management strategies and a sharing of positive behavior management practices with parents





- a sense of belonging, security and connectedness to school through a positive school climate and participation in school and community activities
- opportunities for social and emotional learning including the development of attention and planning, self-awareness, self-management, relationship and responsible decision-making skills
- opportunities for the development of knowledge and skills providing a sense of mastery and self-efficacy
- wellbeing of school personnel
- protocols and support systems that proactively support children and their families should difficulties arise
- opportunities to develop the necessary skills to cope with using online technology in a safe and appropriate way
- opportunities to develop skills to manage stress that may be linked to school work

In the learning environment and school community, wellbeing risk factors include:

- disengagement, absenteeism, isolation and alienation
- violence/aggression, bullying and relationship difficulties
- low achievement/learning difficulties/special educational needs including social, emotional and behavioral needs
- cultural differences
- school transitions
- poor connection between family and school
- harsh and inconsistent discipline
- lack of opportunity to develop social and emotional learning, including problem solving and coping skills

c. **Counseling and Support Services**

Counseling is offered to students either individually or in small groups to address difficulties with relationships, personal issues, or developmental tasks. Personal counseling helps students identify problems, understand their causes, explore alternatives, and consider possible consequences, enabling them to take appropriate action.

IIS adheres to confidentiality in accordance with the Protection of Personal Data. The school authorizes counselors to share information with relevant stakeholders when necessary.



In cases of suspected maltreatment, potential self-harm, or harm to others, the school counselor shall share information with the Child Protection Coordinator or any member of the Child Protection Team.

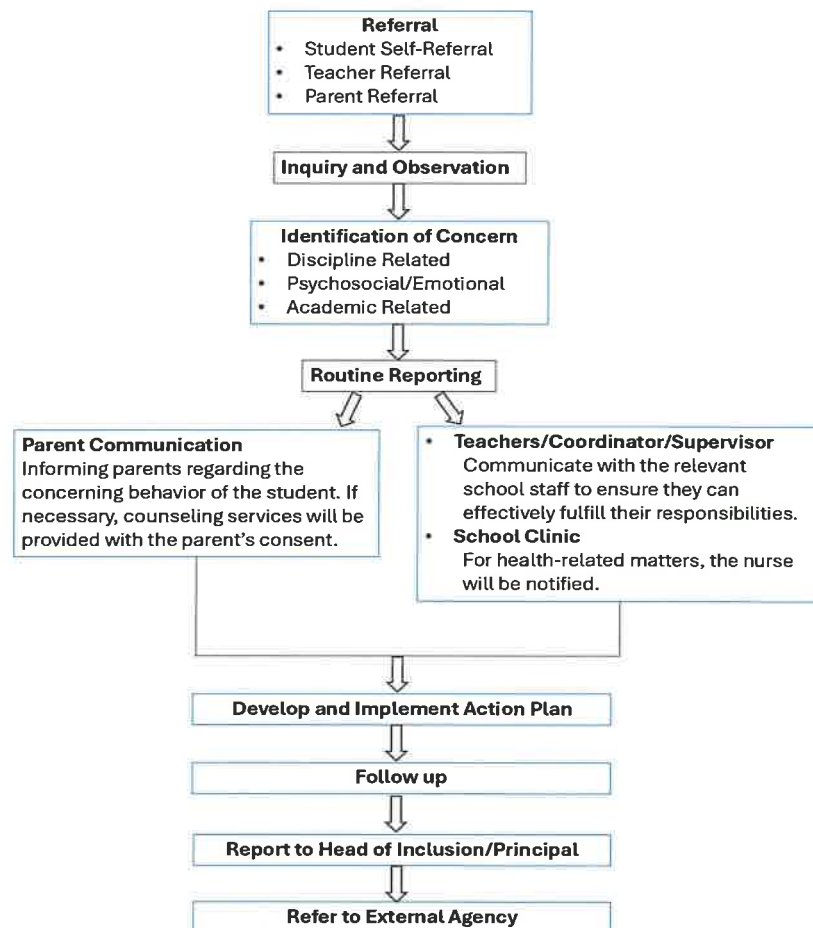
Parental Consent

A consent shall be given by the parents if regular or structured counseling is provided to a student. If the parents **refuse to give consent**, they should indicate their decision in the consent form, and that they will take responsibility for the wellbeing of the student.

Parental consent shall **not be required** when a student interacts with the school counselor(s) in an **unstructured or irregular manner** (e.g., spontaneous conversation or unplanned drop-ins.)

Parental consent shall **not be required** if the counselor and school determine that access to a counselor is a necessary measure to prevent potential significant harm to the student.

d. Referral Pathways



Confidentiality:

The decision to inform parents and the choice of the means to inform them shall be made taking into consideration the best interests of the student.

IIS ensures that all information reported through the referral pathway is treated with confidentiality.

e. Support during Challenging Periods

IIS will identify specific periods when students are prone to increased stress and emotional vulnerability, such as during examinations, university applications, and transitions between grade levels. IIS will implement structured measures to reduce the likelihood of stress and, where applicable, to alleviate it while enhancing students' mental health. These measures include monthly check-ins with students, workshops, and activities designed to equip them with skills to cope with stress and emotional challenges during vulnerable phases.

f. Wellness Resources

Calm or Sensory Rooms: Quiet spaces where students can decompress, practice mindfulness, or engage with sensory activities.

Outdoor Wellness Areas: garden spaces, and outdoor classrooms that encourage interaction with nature.

g. Support to Students with Additional Learning Needs

IIS ensures that the Inclusion Department collaborates with all relevant stakeholders, such as teachers, specialists, and parents, to safeguard the mental health of students with additional learning needs.

The department ensures that all Documented Learning Plans (DLPs) are holistic and take into account the level of functioning of students with additional learning needs.

IIS accommodates students with additional learning needs by adjusting the school timetable to shorten it, closely monitoring students identified as being at risk of teasing or bullying, and implementing other necessary measures.


Monitoring and Evaluation

The Wellbeing Committee, Senior Leaders, and Principal are committed to reviewing the impact of the Mental Health and Wellbeing Policy and as part of the school's development plan. This policy should be used in conjunction with other documents and policies, including but not restricted to:

1. Class Dojo Conundrums
2. Class Dojo Skills and Awards
3. CCA Action Plan and Calendar
4. Tiffin Tracker
5. Lesson Plan
6. Child Protection Policy
7. Attendance Policy
8. Student Behavior Policy

Mental Health Committee

1. Principal
2. School Counsellor
3. SEN Teachers
4. SLT
5. School Nurse
6. Teachers


Policy Review: Ms. Germinda Santiago
School Counsellor

Approved by: Dr. Beno Kurien
School Principal

