

Wellbeing Policy

Ambassador International Academy

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Review Date	Reviewed By	Verified by	Uploaded / School Website
August 2024	School Counselor	Principal and VP Principal	
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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 is 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, SLT, 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 home 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 monitored through wellbeing applications (Upstrive), surveys/staff observations focusing on any changes in behavior, attention, and work progress. Parent surveys are conducted to track happiness towards learning, quality of provisions, progress of students and health and safety.

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 Safeguarding Lead.

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

ROLE OF WELLBEING GOVERNOR

- Undertaking an audit of the school's provision. Understanding how mental health and wellbeing is planned into the daily function of the school and in the curriculum.
- Conducting learning walks around the school to see provision in practice.
- Meeting with designated staff members to discuss their plans and priorities.
- Review stakeholder surveys and create wellbeing action plan with the Wellbeing Champion
- Attend and organize training sessions, webinars and researching mental health in schools to be best informed and monitor provision.

ROLE OF COUNSELOR (WELLBEING CHAMPION)

The Whole School Community is made aware of the contact details of the Counselor. Hotline: +971-523481075

Email: avalanne.d@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 and parents 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, healthy eating etc.)
- Arrange for periodic workshops and interactive sessions, by external professionals for students on different topics like communication and social skills, emotional development, mindfulness, friendship, self-discipline, developing own value system, self-esteem, study-skills, anger- management, bullying, memory, mind-mapping, time management, 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, early identification, 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, childcare, and/or medical care.
- Counselor uses different techniques either alone or in combination like play-therapy, art therapy, cognitive behavior 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 groups, 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.
- Students can request counselling services using the chat option on Upstrive.
- Consent for counselling services is taken by parents or students (only in MYP).
- Counselor will screen students during in class or online class observations and class- interactions.
- Counselor discusses the case with the heads of the phase/line manager/coordinators to set the best course of action and plan.
- Counselor assesses the students' challenges and devises a plan of action according to their individual needs (Behavior Success Plan if needed in case of behavior concerns) and shares student profile with HRT/Specialists.
- At risk student names are shared with security staff for monitoring in the corridors.
- Counselor refers students showing special educational needs to the Leader of Provision for Students of Determination for further follow up. The Inclusion Department devises an Individual Educational Plan (IEP) or Individual Action Plan and starts one to one remediation after parental approval.

RECORDS

Maintain detailed 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 Phases 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 Primary 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.

In the Secondary sections, these PERMAH topics are covered during the ATL skills classes and the Youth program called “Preparing for life abroad” that aims to holistically prepare students for studying abroad by addressing emotional, psychological, physical, and practical aspects of adapting to a new country.

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 required.

MONITERING AND REVIEW

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



Process Chart for Counselling Referrals

