

CREDENCE HIGH SCHOOL

MENTAL HEALTH & WELLBEING POLICY

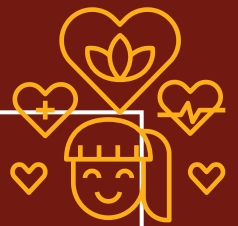


**NO CHILD HAS TO STRUGGLE IN
SILENCE**



CREDENCE HIGH SCHOOL

MENTAL HEALTH & WELLBEING POLICY



FUNCTION	To promote and support positive mental health and wellbeing
STATUS	Implemented
REVIEW SCHEDULE	Annual
REVIEWED BY	<ul style="list-style-type: none">• School Counsellors Dr. Subhadra. Ms. Anupama• HOD P.E. Mr. Vijesh• MSC Coordinator Ms. Alika
LAST REVIEWED ON	April 2024

OUR VISION

To be an institution that nurtures free and happy minds thereby empowering students to excel and contribute to society in the field of their choice.

OUR MISSION

Tailor an inclusive and supportive campus that offers a sense of belonging, happiness, physical safety, and intellectual freedom to all of our students.

Harvest the innate talent of each child to build a school community of individual achievement and collective excellence.

Instill an acute sense of values and ethics in each of our students so they may be always known for their personal integrity and probity.

Nurture an international cross-section of students so they may learn to live in a globalized world and contribute in building a united, tolerant, caring society.

Kindle and keep alive the spark of curiosity in our students through the provision of ICT facilities and resources that support research – oriented, independent and enquiry-based learning.

PURPOSE:

This Policy outlines our approach and commitment to promoting and supporting positive mental health and wellbeing in the whole school community. It should be read and understood alongside our Child Protection and Safeguarding, Anti-bullying, Learning Support and Behavior policies.

This Policy sets out:

- How we promote and support positive mental health in the whole school community.
- How we identify and support children with mental health needs.
- How we prevent mental health problems.
- How we support whole families in dealing with children's mental health problems.
- How we support staff in spotting early warning signs in children and addressing mental health problems.

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WELLBEING AT CREDESCENCE

WE PLAY, WE LAUGH, WE LEARN.

“A state of wellbeing in which every individual realizes his or her own potential, can cope with the natural stresses of life, can work productively and fruitfully, and is able to make a contribution to her or his community.”

-World Health Organization

At Credence we recognize that mental health and wellbeing is not simply the absence of mental health problems. We know building children’s confidence and self-esteem in a safe environment is vital to positive mental health and successful learning outcomes. Maintaining wellbeing among students is a prerequisite for learning. Education cannot lead to success if students’ basic physical, emotional, and social needs are not met. The education system has a significant opportunity to influence the health and habit formation of students, which correlates to the wellbeing of citizens on a societal scale. By teaching and supporting positive health behavior development to students at a young age, we instill a way of life that can carry on throughout adulthood.

At CHS we want all children to:

- Understand their emotions and experiences.
- Form and maintain friendships and relationships.
- Be able to express a range of emotions appropriately.
- Develop resilience and cope with setbacks.
- Manage the stresses of everyday life and be able to deal with change.
- Learn and achieve.

We maintain a mentally healthy environment for pupils and staff by:

- Promoting our school rules and values and encouraging a sense of belonging.
- Providing opportunities to develop self-worth.
- Valuing each pupil for who they are.
- Celebrating academic and non-academic achievements.
- Supporting our children to have their say and participate in decision-making.

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- Supporting staff who are struggling with their own mental health problems.
- Raising awareness amongst staff about early warning signs and symptoms of mental health issues.

CHS WELLBEING COMMITTEE

The committee is supported by the following team members who will implement the programs and initiatives.

Principal - Oversees the implementation of this policy in the school. Approves activities and the budget allocation necessary to implement the program.

Section Supervisors - Support the school counselors, wellbeing coordinators and event coordinator in conducting their respective sections' well-being activities and services.

Academic Supervisors - Systematically develop ways to deliver wellbeing standards in the lesson in coordination with the Head of the Department. Facilitate the conduct of training needed to support teachers and staff in implementing the well-being activities.

School Counselor - Systematically develop and implement career counseling services and conduct counseling sessions for teachers and staff whenever needed. Administer well-being-related surveys to the school stakeholders and prepare the report needed to measure and evaluate the degree of implementing the well-being activities across the school.

HoD, Physical Education - Plans, implements and monitors wellbeing activities pertinent to physical fitness across all stakeholders.

Event Coordinator - Plan systematically extra-curricular activities that support student wellbeing in the schools.

Teachers - Incorporating wellbeing in their lessons and checking-in with students' wellbeing on a daily basis.

Parent and Student members - Represent these sectors of stakeholders during planning and review related to wellbeing.

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PROMOTING AND SUPPORTING STUDENT’S WELLBEING

Through our whole-School Wellbeing program, we incorporate the importance of holistic wellness and hence focus on all areas of wellbeing. Our wellbeing initiatives include:

TITLE	DESCRIPTIONS
Happy Child, Happy Life	In Early Years the focus is more on creating a happy environment for the children in order to foster their overall development.
Each One Trust One	Each One Trust One initiative is designed for middle school (Grades 6-8) as at this stage children go through a lot of physical and psycho-emotional changes. When students have a trusted adult in school, they are more likely to talk about issues that are bothering them.
Emirati club	Wellbeing activities are incorporated through classroom learning.
Student Representatives	Student council, Bus monitor, safety monitor, wellbeing facilitator, wellbeing, tolerance and happiness champion
Promoting positive behavior	School promotes positive behavior through teaching strategies and behavior support systems. (Certificates for good behavior, Good Note Home, P.E. Badge, Library badge (Grade 2-5), Principal’s Badge, Star Class of the Month’ Award.)
Daily wellbeing assembly themes	Mindful Monday where we practice mindfulness, Tackle-it Tuesday to learn coping skills for emotional wellbeing and thought regulation, Wellbeing Wednesday to focus on our overall health, Thoughtful Thursdays for our mental health and Fun Fridays for our social well being.
Wellbeing surveys	School adopts an evidence-based and systematic approach to wellbeing advancement by conducting internal as well as participating in external surveys for students, parents and teachers.
Wellbeing Displays and information	Displays and information around the school are related to wellbeing - Anti Bullying, Career Counselling, Wellbeing quotes.

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School on the move	Enhanced students’ physical activity at school. During the school day, physical activity is increased by adding more physical activities, promoting active movement and implementation of active learning methods involving short active breaks in order to support optimal learning and avoid long periods of continued sitting.
Transition programme	Activities (including safety and health talks) to support our middle school students.
Wellness prompting WhatsApp groups for staff	CHS prays & inspires, CHS health & Fitness goals
Positive pedagogy	Positive Education is an approach that promotes student and staff wellbeing.
Information campaign	Cyber safety webinars, Health and safety webinars, Counseling Identification guide, Credence Cares, School newsletters.
Staff wellbeing	Activities include staff appreciation, professional development about well-being, Coffee/Tea compliment from the Principal, Random Act of Kindness sheets and other fun-filled activities.
Wellness through ADM	Wellness activities have been incorporated in the Art, Dance and Music curriculum.
Day Boarding and Morning training sports activities	<p>A structured after-school programme called ‘Day Boarding’ is made available to students in grades 4 to 8 in order to further encourage active engagement in co-curricular activities (visual and performing arts) and sports. The programme offers 11 activities from which the students can select their preferred activities, either sports or games or co-curricular activities.</p> <p>The school implements an extended morning training session for the students from Grade 4 to Grade 12 who are talented in different games like football, cricket, volleyball, judo, swimming, basketball, badminton, and athletics.</p>
Credence Cares Journal	Teachers, students and parents' voices on wellbeing are shared. Tips on promoting holistic health - physical, socio-emotional and digital wellbeing are highlighted. Wellbeing activities and events are featured in the journal.

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Credence Cares Website	Features the wellbeing ambassadors of the school coupled with well-being activities, sessions, events, wellbeing surveys for all stakeholders.
Wellbeing activities	Inter house and Inter school competitions, Yoga and Mindfulness activities, Self Defence Programme
Organizing cultural and sports events	Inter school activities like art competition, CBSE sports competitions, Aemal project, MUN, Sports day, Annual concert
Virtual Library	Mental Health and wellbeing e-books are made available for all. Credence High School Virtual Library – ‘Credenians' Reading Hub’ (wordpress.com)

COUNSELING SERVICES

Credence is committed to supporting students, staff and parents through the provision of a high-quality Counseling service. Students and parents who are supported in their personal and academic lives are more likely to achieve satisfaction and are better equipped to carry out their roles (in most cases).

Our approach is to encourage and support children to express themselves and be listened to in a safe environment. 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 identify appropriate support for the children based on their needs. We take a whole-community approach towards the mental health of our students. We have mental health professionals in our school who also guide and involve parents and carers.

Counseling aims to help students and parents to feel that they are in control of their own lives, able to make choices and decisions and put them into action. It offers the opportunity for the students and parents to be heard in a safe, non-judgmental environment.

The objectives

Counseling relationships will vary according to the student’s needs. Counseling may be concerned with developmental issues, academic issues, addressing and resolving specific problems, making decisions, coping with crises, developing personal insight and knowledge, working through feelings of inner conflict or improving relationships with others.

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Primary objectives

To provide a well-founded Counseling Service, available to students, staff and parents, in the Credence High School, Dubai, UAE by:

- Offering one-to-one Counseling for personal, career and educational issues
- Offering therapeutic group work (wherever possible)
- Offering a variety of personal skills training (e.g., examination preparation, assertiveness training) on a workshop basis.
- Developing awareness amongst staff for issues of concern to students
- Contributing to providing training in tutoring and other skills relevant to staff in meeting the expectations of the Counseling Centre.

Secondary objectives

To contribute to the creation of a positive environment for learning within the school by:

- Using the knowledge gained through the nature of Counseling to help the school identify and address areas of stress
- Participating in policy making and policy implementation in areas directly related to student support.

The following are some of the reasons for students availing the counseling services

- Relationship difficulties: school related; personal; family issues
- Academic performance concerns
- Bereavement and loss
- Depression, stress, anxiety, feelings of panic
- Coming to terms with a traumatic event
- Feeling of loneliness, failure, or sadness
- Problems with anger
- Problems with addictions or eating disorders
- Issues of physical and emotional abuse
- Harassment or bullying
- Pervading feelings of dissatisfaction
- Behavior Reasons
- Specific syndrome
- Career specific counseling

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We believe that, with the proper support, most students who are committed to their education and are willing to collaborate with teachers can succeed. This policy is intended to clarify what the school expects from students and what students can expect from the school. Parents as equal partners in their child's education is a principle that this policy aims to promote.

Entitlement

- The Counseling service is available to all students, staff and parents of Credence High School, Dubai.
- Each student, staff and parent accessing the service is entitled to all sessions free of charge.