

المدرسة الهندية النموذجية الجديدة NEW INDIAN MODEL SCHOOL

رقم التصريح التعليمي ٢٠١٨٦، هيئة المعرفة والتنمية البشرية، دبي، ا.ع.م.
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Policy on Wellbeing, Counselling and Career Counselling 2022-2023

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Approved By:	Mr. Abdul Nazar Vice Principal (AN)
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New Indian Model School Dubai

Department of Empowerment to Inclusion and Wellbeing

POLICY ON WELLBEING, COUNSELLING AND CAREER COUNSELING

Introduction

NIMS Policy on counseling, Wellbeing and Career counseling states the role of Counseling team of the school, it also states about the people in charges who implement this policy for betterment of students. Policy will explain in detail about the Wellbeing Procedures, Career Counseling, Counseling formats.

Statement

At New Indian Model School, the counseling service extends to all the individuals who are a part of the school; students, teachers and parents.

The counseling service provides a safe and nurturing approach to all students to explore their barriers and challenges and develop skills needed to overcome them.

NIMS aims to ensure positive mental health to all students and encourage the students to reach their full potential by providing a counseling program that is comprehensive, preventive and developmental in nature.

NIMS Counseling cell values the individuality of each student and nurture his/her educational, social, emotional and personal needs.

Significance

Students of any age can be at a risk of experiencing issues with mental health and poor wellbeing. Students face anxiety and stress caused by increasing demands of examination, adjusting to the school, Understanding Peer, Copying with the Parent's expectations. All of these can have a big impact on their mental health. Mental health needs can pose serious barriers to social and educational development. School counseling service is a necessary part of the education system and can provide required education, interventions and counseling services to students, parents and teachers. With reference to Career Counseling school students are guided with all appropriate guidance about Courses Universities and Job market analysis which will support their decisions on career choice.

Stakeholders

With regard to guidance counseling specifically, the involvement of key stakeholders such as school management, teaching and support staff, students and parents.

Aim and Procedures for Counseling

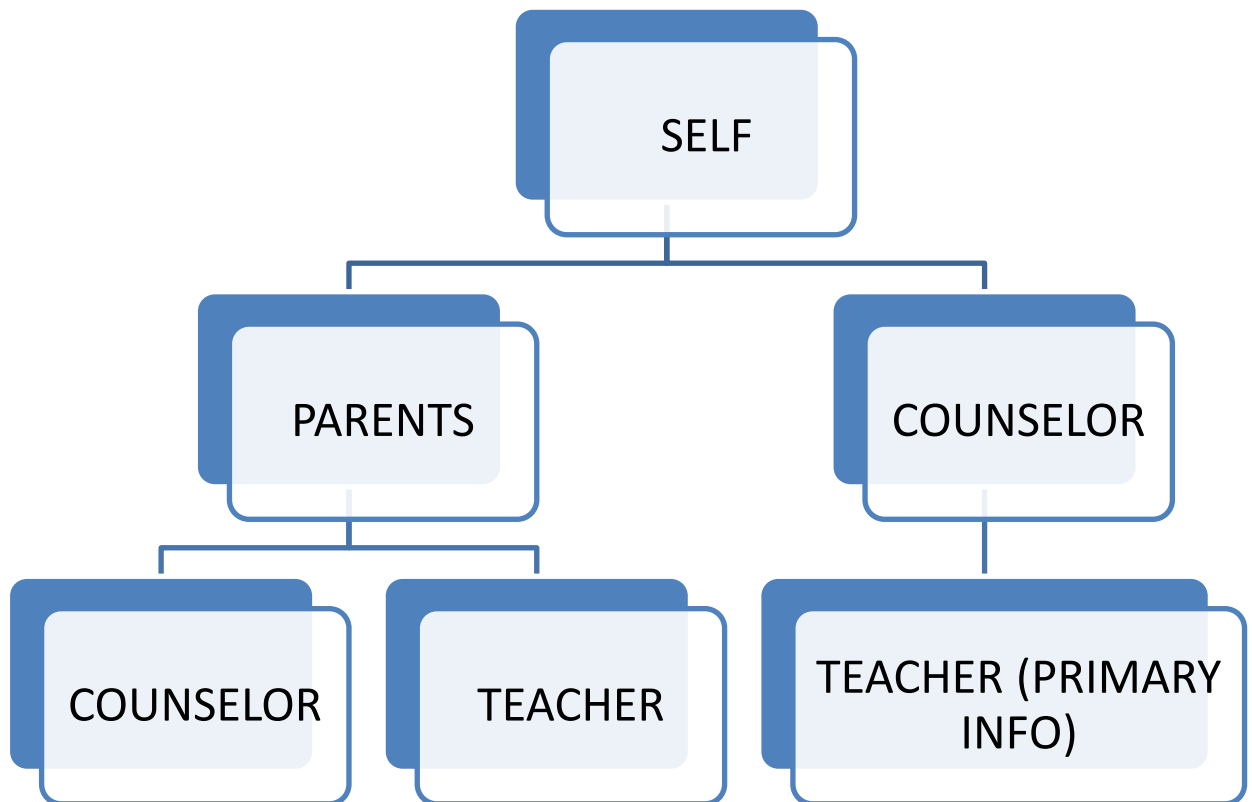
- Provide safe and nurturing environment.
- Enhancing the awareness of mental health in school, aiming to remove stigma.
- Identify students at risk of social, emotional and psychological concerns.
- Provide short-term counseling or crisis intervention.
- Support students through individual intervention program in dealing with bullying, family crisis, change, peer pressure, friendships, anger, academic expectations and issues surrounding their mental health.
- Counseling be eligible for 5 sessions for 40 minutes or 10 sessions for 20 minutes.
- Review of the sessions after 6 weeks. Sessions will last 40 minutes in the counseling room. Students referred will at a convenient time for the students to ensure that service tries to meet the needs of all students.
- Provide resources, support and encouragement to students, parents and teachers to access counseling service.
- Any student in Year 10 or above can self-refer.
- Teacher, Supervisor, HOS must refer any pupil in Year 9 or below using a referral form. Students who seem to possess disturbed behavior or psychological distress.
- The students referred will be offered 1-2 counseling session with the counselor. The student can come for another session with the counselor if required.
- Parents can refer their ward for counseling service against their wishes due to counseling by meeting with the school counselor.
- A member of the staff can self-refer by contacting the school counselor.
- The school counselor will keep a formal record of pupils who access the service with a brief description of the presenting issue. Where a student is in the individual file.
- Referral form and parent consent where needed will be kept in Student records will be in the counselor's office.
- Statistical data will be annually reported keeping students' identity confidential.

Counselor's Ethics

- Confidentiality It is the school counselor's responsibility to respect the right to privacy of those with whom they enter a counseling relationship and to provide an environment of trust and confidence.
- Explains the meaning and limits of confidentiality to students in appropriate terms.
- Provide appropriate disclosure and informed consent regarding the relationship and confidentiality.

- School Counselor’s primary obligation regarding confidentiality is towards the student but balance that obligation with an understanding of the guardian’s legal rights to the guiding voice in their children’s lives.
- Confidentiality is an ethical and legal term ascribed to the information communicated within the counseling relationship, and it is to be maintained unless keeping that information confidential leads to foreseeable harm.

Procedure and Person Involved



School Counselors

1. Ms.Zainab – KG/MONT to Grade 5
2. Ms.Sobiya Grade 6 to Grade 12(FN)
3. Mr.Maria Moyeesan Grade 6 to Grade 12(AN)

WELLBEING

Introduction

Students, Teachers, Parents and society are the four major pillars for the school community. Wellbeing programs in NIMS Dubai aims to motivate and encourage self-accomplishment and positivity in students it also encourages positive interaction with students' families and instill awareness on **wellbeing** and mental health.

Aims and Objectives

Our aim is to help develop the protective factors which build resilience to mental health and to be a school where:

- All children are valued.
- Children feel able to talk openly with trusted adults about their problems without feeling any stigma.
- Positive mental health and wellbeing is promoted and valued.
- To ensure NIMS Dubai provides a safe, secure, supportive and stimulating environment that is responsive to the personal, social and emotional needs of all members of the school community.
- To encourage co-operation, respect and consideration for and between all members of the school community.
- To promote warm and positive relationships between children, staff and parents.
- To build an atmosphere of trust.
- To help children and staff grow in self-esteem, confidence and independence of thought.
- To provide children and staff with opportunities to develop their resilience and coping strategies.
- To encourage the children and staff to value one another and to respect the views of other members of their community.

Significance

NIMS Wellbeing Mental health and wellbeing is not just the absence of mental health problems. We want all children/young people to feel confident in themselves. Be able to express a range of emotions appropriately. Be able to make and maintain positive relationships with others. Cope with the stresses of everyday life. Manage times of stress and be able to deal with change. Learn and achieve.

Stakeholders

- Our Senior Leadership Team
- Our Inclusion Leadership Team
- Our Safeguarding/Child Protection Leaders
- Our Year Leaders
- Our School Counsellor
- Our SENDCO.
- Our School Nurse
- Our Student Happiness Leaders

Action and Procedures

- Provide a safe environment to enable children to express themselves and be listened to.
- Ensure the welfare and safety of children are paramount.
- Identify appropriate support for children based on their needs.
- Involve parents and carers when their child needs support.
- Involve children in the care and support they have.
- Monitor, review and evaluate the support with children and keep parents and carers updated.
- Staff report concerns about individual children to the relevant lead persons.
- Worry boxes in each class for children to raise concerns which are checked by the Class Teachers and Mental Health Lead
- Pupil Progress Review meetings.
- Regular meetings for staff to raise concerns.
- Parental meetings.
- Enabling children to raise concerns to any member of staff.
- Enabling parents and carers to raise concerns to any member of staff.

CAREER GUIDANCE

Introduction

Career Guidance in NIMS Dubai will focus on all career guidance related activities namely psychometric assessments, profiling the results for various career choices, Career recommendations report, Career counseling.

Statement

At NIMS Dubai, we aim to provide students with a strong foundation by guiding them through the transition from youth to adult members of the society. Successful transitions – whether from lower secondary to upper secondary; at age 16; into work-based training or university; are life enhancing for every student. We believe that each transition is smooth and enriching for students, which help them to make a wise decision about their higher education goals.

Career Fairs:

Students are given the opportunity to meet Universities and Educational centres across UAE, as well as Universities from different countries, throughout yearly fairs. These events will take place within school and online, and is at times the responsibility of the student to attend without the counselor. Students, parents and teachers get an opportunity to meet, interact and extract information about different courses across the globe. This aims at increasing students' awareness about international universities within and outside UAE along with their entry requirements, admission process, etc.

Individual Counselling:

One-on-one sessions offered by the Career counsellor to help students in creating and implementing their own career plans and in developing a greater sense of self-awareness relevant to the career development process. This also includes support for personal clarifications, support when required for the application forms and assisting to ensure all necessary documentation and additional (external) tests required for the application is complete.

CAREER GUIDANCE WORKSHOP TOPICS

1. Goal setting
2. Career Picture Making
3. Career Map
4. Awareness program on career titles

5. Awareness program about Universities-How to choose? What are those?
6. Guidance about next 5-year plan workshop for successful career

Steps in career guidance programs are as follows.

LEVEL 1: Pre-Introduction to Career Guidance

LEVEL 2: Psychometric Tests -Assessments

LEVEL 3: Counselling and Guidance –Students and Parents.

LEVEL4: Group counselling based on similar interest group.

LEVEL5: Customized Aptitude tests and Individual counseling

Tests used for assessments

1. Career Interest Survey for Grade 11, 12-
2. John Holland's Personality Type Grade 9-
3. Multiple Intelligence test Grade 7, 8-
4. Career cluster Inventory

Stakeholders

HOS

Teachers

Students

Parents

Monitoring and Review

Policy will be reviewed in April 2023 by Head of Inclusion, School counselor, Happiness Head and Career Counselor