



Wellbeing Policy

2026 – 2027

POLICY INFORMATION	
Last review date:	September 2026
Reviewed by:	SLT
Next review date:	September 2027
Approved By:	Principal – Daspo Yiappos

Purpose:

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

- The stepwise procedures involved in the 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.

VISION: Our vision is that The Oxford School aims to prioritise holistic learning, nurturing unique talents, and foster a positive, enjoyable educational experience.

MISSION: Our mission is to develop a community of creative and independent learners, sensitive and tolerant to the needs of a diverse global society.

CORE VALUES

EXCELLENCE – The highest expectations, all day, every day.

CREATIVITY – The big idea happens here.

COLLABORATION – Together we can succeed.

HONESTY – Say what you mean, mean what you say.

Wellbeing implemented in stages:

Stage I – Prevention

- At TOS, we believe that wellbeing underpins academic success.
- The TOS wellbeing strategy is constructed around the 5 pillars of wellbeing namely social, emotional, cognitive, spiritual, and physical.
- The school has a research-based social-emotional curriculum called the Apricus, this curriculum is 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 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 to strengthen every child's wellbeing support system.
- To ensure the safety of TOS students, the school adheres to the 'Child Protection and Safeguarding Policy' and 'Anti-bullying' Policy.

Stage II – Intervention

- Students can avail one-on-one counselling services by the in-house counsellors as required.
- Referral forms can be filled in and shared by the students themselves, parents or staff members and submitted to the school counsellor.
- Consent is obtained from parents so that the students can avail themselves of counselling sessions.
- Case history is developed by taking feedback from parents, 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.
- The respective staff maintain documentation and records of meetings, sessions, and incidents in set formats.
- 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 parents are 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.

Wellbeing Rationale (adapted from CASEL'S SEL Framework).

A systemic approach that emphasizes the importance of establishing equitable learning environments and coordinating practices across key settings to enhance all students' social, emotional, and academic learning. We believe it is most beneficial to integrate SEL throughout the school's academic curricula and culture, across the broader contexts of schoolwide practices and policies, and through ongoing collaboration with families and community organizations.

These coordinated efforts should foster a youth voice, agency, and engagement; establish supportive classroom and school climates and approaches to discipline; enhance adult SEL competence; and establish authentic family and community partnerships.

Social and emotional learning (SEL) is an integral part of education and human development. SEL is the process through which all young people and adults acquire and apply the knowledge, skills, and attitudes to develop healthy identities, manage emotions and achieve personal and collective goals, feel and show empathy for others, establish, and maintain supportive relationships, and make responsible and caring decisions



The CASEL 5 addresses five broad, interrelated areas of competence and examples for each:
self-awareness,
self-management
social awareness
relationship skills
responsible decision-making.
 The CASEL 5 can be taught and applied at various developmental stages from childhood to adulthood and across diverse cultural contexts to articulate what students should know and be able to do for academic success, school and civic engagement, health and wellness, and fulfilling careers.

School Approaches to Mental Health and Wellbeing

We support all students, parents, and staff through a systemic whole school approach to wellbeing, with tiers of support that emphasize appropriate early intervention. Our leadership, inclusive learning environment, support, student voices, and excellent partnerships with other stakeholders all contribute to our effective practices.

Our two-tiered support to School Wellbeing is as follows:

1. Whole school approach
2. Targeted support

Whole school Approach: Four keys of wellbeing promotion

Our whole school approach involves all members of the school community engaging in a collaborative process of change to improve specific areas of school life which impact on wellbeing. By adopting a whole school approach, we aim to produce a wide range of educational and social benefits for our students, including improved behavior, increased inclusion, improved learning, greater social cohesion, increased social capital and improvements to mental health and wellbeing



Equal Opportunities

The school recognizes the value and seeks to achieve, a diverse school community which includes people from differing backgrounds, with different skills and abilities. The school will take positive steps to create school culture through its governing body, managers, and other employees, in which people can feel confident of being treated with fairness, dignity and tolerance, irrespective of their individual differences. This commitment extends to the whole school community and others connected with it. The school is committed to the elimination of unlawful discrimination and to the promotion of good relations between all.

Targeted support

Targeted interventions for students whose progress is severely impeded by their social, emotional, academic, or behavioral concerns. Support takes place in one-to-one, small groups, class groups and year groups. Individual interventions are designed for students who are identified as requiring intensive tailored support to engage positively in the learning environment. Depending on the level and nature of need the student will be moved to specialist interventions.

Students of Determination and other vulnerable groups will be taken care of by the appropriate specialists in line with their level of need/s.



TOS Targeted Support Model

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 to identify appropriate support for the children, staff and parents based on their needs. We involve parents wherever possible and the children themselves in the care and support they need in School.

Our staff recognizes the importance of remaining calm, supportive, and non-judgmental with someone who discloses a concern. Staff always make it clear that the concern will be shared with the school counsellor to help them and get the support they need. Staff understand they need to listen, not advise, and to treat everyone equally and with mutual respect.

Staff Wellbeing

At TOS we respect and aim to maintain good mental health and a positive outlook at work for our staff. We are committed to looking after our staff and to ensuring a healthy and supportive workplace. The school provides various activities, administrative support, workshops, and seminars to support the personal, social, and financial concerns of our employees. Staff are getting tips and strategies to manage their wellbeing in the following areas.

- Self-regulation: Train to set goals and stick to them, or to re-evaluate, and keep an eye on those goals.
- Self-awareness: understanding what the stress points are, and what energizes and keeps going.
- Good boundaries: Understanding what the role is and developing the skills to work within that role.
- Good help-seeking skills: knowing how to seek help when moving outside the boundaries of the role.
- Good work/life balance: To know that work has a place in life, and to also engage in other meaningful activities.
- Healthy Lifestyles: How to follow a healthy lifestyle
- Resilience: the ability to keep going and bounce back. This will grow out of self-regulation, self-awareness, knowing the boundaries, and keeping yourself motivated.
- Personal support: The school counsellor is providing individual support to the staff who are required.

Emirati Staff Wellbeing

The Emirati Wellbeing Program (name) is a specialized initiative designed to support the holistic development and well-being of our Emirati staff. Grounded in the rich cultural context of the UAE, this program aims to provide personalized guidance

to staff, tailored specifically for Emirati educators in schools, fostering a positive work environment, promoting physical and mental health, and enhancing overall job satisfaction.

- Addressing work related stressors
- Professional Development and Retention
- Work Life Balance
- Celebration and Recognition

Parent Wellbeing

The two primary educators' students have in their lives are their parents and their school. Both are essential to a student's growth, and their combined effects have a stronger influence. It is crucial that the school's ethos emphasizes the value of a child's environment, family situation, and significant relationships. In order to promote students' development, we always provide parents with guidance and strategies. In addition, we welcome parents to school for celebrations of accomplishments, workshops, scheduled meetings, etc.

If the parents need it, we are always willing to offer them administrative or psychological support.

Parental involvement

Parents are responsible for sharing with the school any changes in circumstances within the home that may affect the wellbeing of their children. If children require additional support for their social and emotional wellbeing, this will be discussed with parents through each step so that the school and home are working together to support the needs of the children.

Relationships and Partnerships

We always develop strong partnerships with the wider community, which is a central part of the wellbeing process. We efficiently engage with appropriate agencies and specialist services to advise, support, and contribute to health and wellbeing, teaching and learning. Additionally, we take part in a variety of community-based programs to improve our mental health and well-being.

Mental Health, Wellbeing and Counselling Procedure

Referral

Referral can be made by anyone who feels a student may benefit from help. This would include staff, parents, students by self or a peer. The process of referral to the school counsellor outlined with clear referral procedure and through the referral form or can be done by posting a "I wish to Talk to the Counsellor" into counsellor mailbox. Staff and parents can come by self or through referral.

Planned check-in

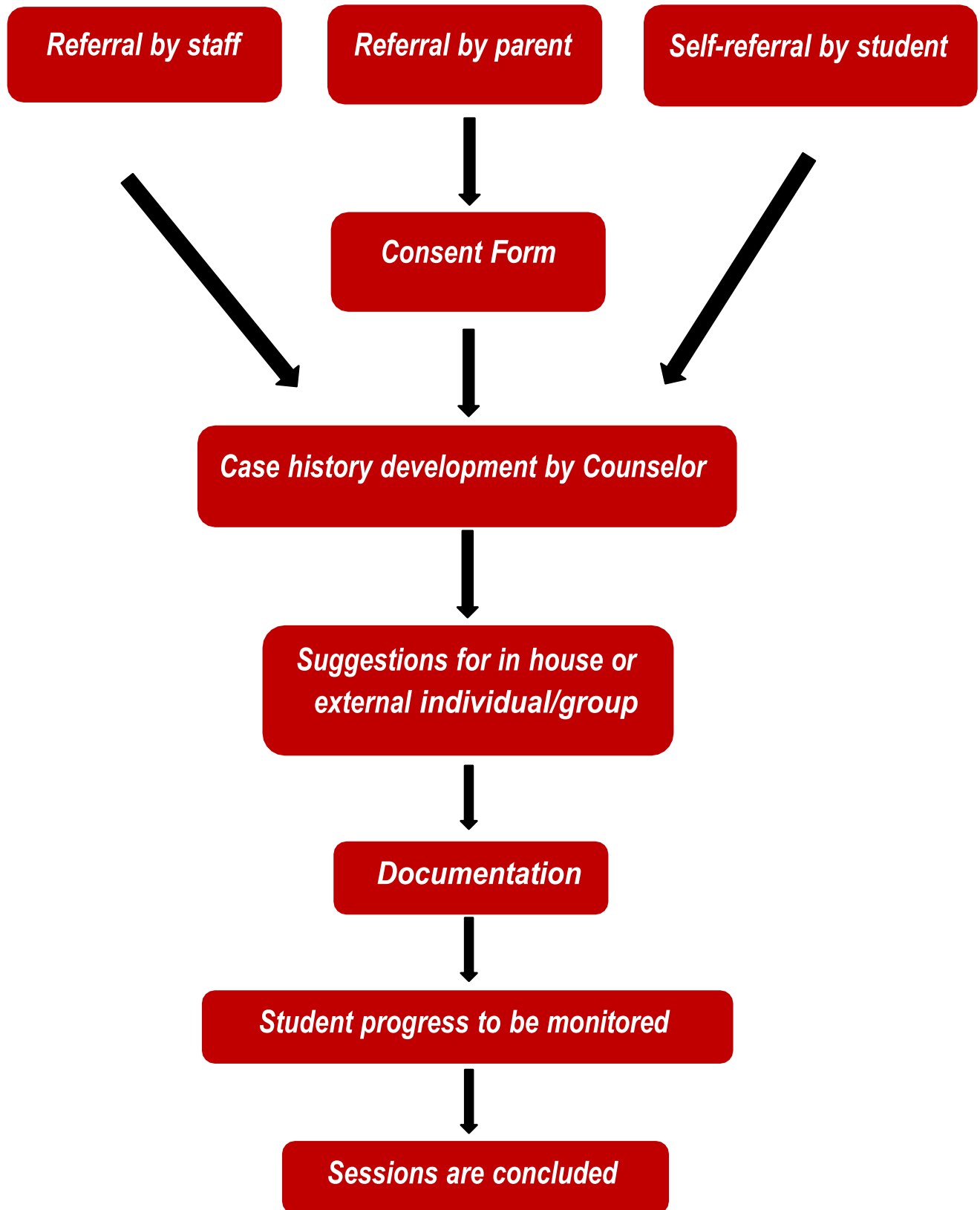
Certain exceptional cases, the staff and students will undergo a check-in procedure to find out whether there is a desire for counselling. Such situations will include

- Bereavement
- Parents separation/divorce
- Dramatic changes in behavior
- Multiple school moves/Frequent early exits, latecomers, class exits/history of previous counselling, mental health or safeguarding issues etc....

Records / Access

All well-being records are stored both manually and electronically. Records are kept securely and confidentially accessible only by the school counsellor. Access to a student's counselling records by the particular student, his parents, or third parties will only be granted where legal and privacy obligations are met.

FLOW CHART Outlining the provision of Counseling Services at TOS



Appendix A

Referred by:

Role at school (Designation)

Student's Name:

Grade & Section:

School Staff Referral Form for Counselling

Choose the 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
- Elaborate or provide details about the concern-
- 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)
- Is the parent informed about your decision to make an in-house referral for counseling?
- List out/ provide details of the student's strengths/ Interests

Appendix B
Parent / Guardian's Name:
Contact Number:
Email ID:
Student's Name:
Grade & Section:

Parent / Guardian Referral Form – Counselling

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:
- Provide details of any actions taken till now to resolve observed concerns (e.g., external therapy in the past/ meeting with supervisor or teacher/ actions at home, etc.):
- Has there been any clinical consultation or assessment taken for your ward related to the concern specified above?
- Additional information/ observation(s)/ concern(s):

Appendix C	
Name:	
Grade & Section:	
Rate your mental wellbeing using the mood meter below	
I would like to talk to the counsellor about (Choose from the following)	

Student Self-Referral Form – Counselling

- 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 schoolwork
- Exam stress
- Self-image/ Self-confidence
- Planning for the future
- Confused/ Lack of motivation
- Time Management
- Other
- Any other concern