

WELL BEING AND MENTAL HEALTH POLICY

Policy Name	Well Being & Mental Health
Stakeholder	All
Policy Directory Reference	Grammar School
Policy Lead	Ms. Nasreena Naza
Role	Counsellor
Approval	May 2026
Reviewed by	Benjamin Barry
Role	Principal
Review Date	November 2026

Mission Statement

Grammar school believe that every child matters and that learning should be fun, innovative, purposeful and challenging.

School's Mission

We are committed to delivering innovative and inspirational teaching that develops confident learners by:

- *Encouraging students to take ownership of their learning.*
- *Developing teaching strategies that are innovative, engaging and fun.*
- *Preparing our students for the challenges ahead and make them ready for life as global citizens.*
- *Enabling our students to become critical, independent thinkers who embrace lifelong learning.*
- *Ensuring that equal opportunity exists to empower our students to achieve their personal best.*
- *Promoting a positive and respectful partnership with students, teachers, parents and the wider community.*
- *Working closely with the school owners and Board of Governors to ensure resources are available to support teaching and learning.*

1. Introduction

At Grammar School, we are committed to supporting the emotional wellbeing and mental health of all students and staff. We promote a whole-school culture that is caring, inclusive, and supportive. We recognise that mental health is a key component of overall wellbeing and is vital for effective learning and social development.

Aims

Our policy aims to:

- Promote positive mental health and emotional wellbeing.
- Identify and support students and staff with emerging mental health needs.
- Provide clear guidance on referral pathways, including to the school counsellor and Designated Safeguarding Lead (DSL).
- Offer training and resources for staff to identify and support mental health concerns.

3. Identifying Mental Health and Wellbeing Issues

Staff are trained to recognise early warning signs of mental health challenges, which may include:

- Sudden mood changes or emotional outbursts
- Withdrawal from social interaction
- Decline in academic performance
- Physical signs of distress (e.g. unexplained injuries, changes in sleep or eating patterns)
- Signs of self-harm or suicidal thoughts
- Substance use
- Prolonged absenteeism or tardiness
- Behavioural issues or family problems

Concerns should be documented and immediately shared with the Designated Safeguarding Lead (DSL) following safeguarding protocols. DSL: Mr. Benjamin

4. Counselling and Support Protocols

Support services available include:

- Individual and group counselling by the school counsellor
- Emotional regulation workshops and wellbeing programs
- Peer mentoring and buddy systems
- Wellbeing education through Moral Education, PSHE and Embedded curriculum.
- Parent engagement sessions

All counselling sessions will be confidential unless there is a safeguarding risk. Consent for counselling will be obtained from parents/carers for students under 18, except in cases where immediate safeguarding concerns arise.



5. Referral to DSL and Escalation Process

Any mental health concern that suggests a risk of harm, abuse, or significant deterioration in wellbeing must be escalated to the DSL immediately.

Referral Pathway:

1. Staff member identifies concern.
2. Record concern and initial observations.
3. Inform the Counsellor and DSL.
4. DSL determines next steps:
 - Internal support plan
 - Parent/carer meeting
 - Referral to external agencies (e.g., CAMHS, private clinics, community psychologists)
5. Monitor and review support effectiveness.

6. Confidentiality

Student disclosures are treated sensitively. Confidentiality is maintained unless:

- There is a risk of harm to the student or others.
- It is necessary for safeguarding or legal purposes.

Students are informed if information needs to be shared and with whom.

7. Whole-School Approach

We adopt a proactive approach by:

- Embedding wellbeing into the curriculum
- Holding awareness campaigns and themed weeks (e.g., World Mental Health Day)
- Celebrating student achievements and resilience
- Encouraging student voice through school council and feedback opportunities
- Creating safe, inclusive learning environments

8. Supporting Peers

When a student is experiencing mental health issues, peers may require support. This may include:

- Group discussions guided by a trained adult
- Awareness-building on empathy and mental health
- Peer resilience and coping skills workshops

9. Staff Training and Responsibilities

All staff:

- Receive regular mental health awareness training, aligned with safeguarding CPD.
- Know how to refer a student to the Counsellor or DSL.
- Are encouraged to model and promote positive mental health.

10. Monitoring and Evaluation





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The policy will be reviewed annually. Success indicators include:

- Number of students accessing support
- Reduction in incidents linked to mental health concerns
- Feedback from students, parents, and staff
- Improved student engagement and attendance

This policy has been discussed and agreed by the Grammar School staff and leadership team for implementation.

Signed:

Benjamin Barry

Date: May, 2026

Policy review date: November, 2026



04 282 4822



www.grammarschool.ae | info@grammarschool.ae



P.O.Box: 11230, Al Garhoud, Dubai