



مدرسة الاتحاد الخاصة - جميرا
Al Ittihad Private School - Jumeira

"A generation of heritage guardians and global thinkers"

Counselling Policy

Version 2.0 September 2019

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Responsible person: Deputy Director General, Academic Advisors, Head of Inclusion & Counsellors

Document reference:

OUR VISION

"A generation of heritage guardians and global thinkers"

OUR MISSION

The mission of IPS-Jumeira is to provide a nurturing learning environment which motivates students to develop and exercise essential leadership skills for the 21st century. Our programs promote lifelong learners who display self-discipline, the ability to work effectively and respectfully with diverse teams, display tolerance and acceptance of others, whilst encouraging them to become global citizens who stay true to their heritage.

OUR CORE VALUES

Tolerance
Compassion
Resilience
Innovation
Honesty
Respect
Collaboration



Student Counselling Unit

Student Counselling Policy

The counselling program at Al Ittihad Private School is designed to assist the child in making the most of his or her educational experience. This includes his/her emotional well-being, academic progress, and personal and social development.

Our student-counselling program aims to be comprehensive in scope, preventative in design and developmental in nature. A comprehensive program seeks to develop students from grades 1-12 in Academic, Personal and Social and perspectives. Our students are motivated, supported, and given the tools to not only succeed at school but to go on to contribute to local and international communities.

At Al Ittihad Private School, we believe it is better to build strong children that repair adults. A preventative model believes in being proactive, ensuring that our students are learning key skills and techniques to thrive as individuals. Preventative education is delivered through various means such as individual and group sessions and classroom workshops. Some topics addressed such as Self Love, Anger Management, Emotional Intelligence, Anti-bullying, and Diversity. Lastly, our student counselling program is designed to meet the needs of our students at their growth and development stages.

Ethics

As a student counsellor, I Adhere to American Psychological Association (APA) ethical guidelines.

General principles of APA:

Principle A: Beneficence and Non-maleficence

Psychologists strive to benefit those with whom they work and take care to do no harm. In their professional actions, psychologists seek to safeguard the welfare and rights of those with whom they interact professionally and other affected persons, and the welfare of animal subjects of research. When conflicts occur among psychologists' obligations or concerns, they attempt to resolve these conflicts in a responsible fashion that avoids or minimizes harm. Because psychologists' scientific and professional judgments and actions may affect the lives of others, they are alert to and guard against personal, financial, social, organizational, or political factors that might lead to misuse of their influence. Psychologists strive to be aware of the possible effect of their own physical and mental health on their ability to help those with whom they work.

This aligns with the CIS code of Ethics as CIS states: Nurture a culture of care in which the



education, safety, and well-being of students and others are paramount.

Principle B: Fidelity and Responsibility

Psychologists establish relationships of trust with those with whom they work. They are aware of their professional and scientific responsibilities to society and to the specific communities in which they work. Psychologists uphold professional standards of conduct, clarify their professional roles and obligations, accept appropriate responsibility for their behavior, and seek to manage conflicts of interest that could lead to exploitation or harm. Psychologists consult with, refer to, or cooperate with other professionals and institutions to the extent needed to serve the best interests of those with whom they work. They are concerned about the ethical compliance of their colleagues' scientific and professional conduct. Psychologists strive to contribute a portion of their professional time for little or no compensation or personal advantage.

This aligns with the CIS Code of Ethics as CIS states: Comply with applicable laws and regulations.

Principle C: Integrity

Psychologists seek to promote accuracy, honesty, and truthfulness in the science, teaching, and practice of steps to resolve the conflict consistent with the General Principles and Ethical Standards of the Ethics Code. Under no circumstances may this standard be used to justify or defend violating human rights.

This aligns with the CIS Code of Ethics as CIS states: Fulfill the promises stated in their guiding statements, policies, contracts, and promotional materials.

Principle D: Justice

Psychologists recognize that fairness and justice entitle all persons to access to and benefit from the contributions of psychology and to equal quality in the processes, procedures, and services being conducted by psychologists. Psychologists exercise reasonable judgment and take precautions to ensure that their potential biases, the boundaries of their competence, and the limitations of their expertise do not lead to or condone unjust practices.

This aligns with the CIS Code of Ethics as CIS states: Respect the dignity and equality of all individuals, groups, and cultures.

Principle E: Respect for People's Rights and Dignity

Psychologists respect the dignity and worth of all people, and the rights of individuals to privacy, confidentiality, and self-determination. Psychologists are aware that special safeguards may be necessary to protect the rights and welfare of persons or communities whose vulnerabilities impair autonomous decision making. Psychologists are aware of and respect cultural, individual, and role differences, including those based on age, gender, identity, race, ethnicity, culture,



national origin, religion, sexual orientation, disability, language, and socioeconomic status, and consider these factors when working with members of such groups. Psychologists try to eliminate the effect on their work of biases based on those factors, and they do not knowingly participate in or co done activities of others based upon such prejudices.

This aligns with the CIS Code of Ethics as CIS states: Respect the dignity and equality of all individuals, groups, and cultures.

Confidentiality

Counselling folder/paperwork

All counselling related records are kept in a secure and private location. Access is granted to the Student Counsellor. Each case referred to the counsellor is recorded and treated with confidentiality. Counselling records are kept separately from school records. This aligns with the CIS Code of Ethics as CIS states: A school should respect normally accepted conventions regarding confidentiality.

Exception to confidentiality:

If there is evidence of clear and imminent danger of harm to self-and/or others, the counsellor is legally required to report this information to the Child Protection Services (Child officer Ms.Rola Zein) for ensuring safety.

Mission Statement

The mission of the Ittihad Private student counselling program is to ensure that students are encouraged and motivated to reach their full potential by providing a comprehensive student counselling program that values the individuality of each student and nurtures his/her educational, academic, personal and social needs.

Goals

- Ittihad private school aims to integrate a comprehensive student-counselling program into all aspects of school policy; with collaboration with students, teachers and parents
- The student-counselling program will ensure that students' welfare and safety is always prioritized
- Ittihad private school student counselling program will maintain a positive environment of trust and reassurance where students are encouraged to reach out for support

Codes of practice

- Each student is seen as a valuable member of his/her community and is treated with dignity and respect



- Every opportunity is granted for students to be empowered, and encouraged to grow in an environment of compassion and equality
- All students' ethnic and cultural diversity are considered in the design and delivery of student counselling services
- Counselling policies and procedures will be followed in order to serve the students best interests
- Confidentiality is key to the process of counselling and as such will be respected and maintained by all students and staff

Guidelines for the Department

The student counsellor:

- Practices within the boundaries of individual professional competence
- Adheres to ethical standards of the profession and relevant statutes established by the UAE government and regulatory organizations (KHDA)
- Maintains professional competence through educational, consultation and training experiences to improve awareness, knowledge, skills and effectiveness
- Informs students the purposes, processes and goals of counselling at or before the time when the counselling relationship is entered
- Maintains confidentiality of the students at all times- including the protection of personal information and record keeping

Partners

- **Teachers** are a valuable resource as they spend the most time with students and are able to provide key information and feedback, which informs the counselling process. As such, teachers work with counsellors to assess and monitor students' progress and well-being. Partnerships with teachers enhance the learning process as counselling interventions are integrated with classroom delivery.

- **SENDco (Special Education Needs and disability)** Coordinator collaborates with the student counsellor on to ensure that students' needs are assessed holistically.

- **Students** are encouraged to take an active role in the student-counselling program as they work towards success in school. Various opportunities are provided through which students can benefit from the student-counselling program such as group counselling and workshops, in addition to self-referrals.



- **Parents/guardians** work in partnership with student counsellor to help their student be successful in school. The school counselling program ensures that parents are given the tool to help their student with his/her developmental, emotional and social needs. Parent/guardian support is vital to the success of all counselling endeavors.

Referrals

If students require additional support outside the resources available at the school, they are referred to external resources such as psychologists, psychiatrists, doctors etc. following the consent of parents.

Services provided

1. Individual counselling (Grades 1-12)

In individual sessions, students may draw, write, or just talk. Sometimes we work on learning a specific skill such as deep breathing for anxiety. Other times we work on role-playing situations, such as a problem with a friend or having a difficult conversation.

Personal counselling service may vary according to need, but may be concerned with:

1. Addressing and resolving specific problems
2. Making decisions
3. Stress management
4. Developing personal insights

2. Students Workshops (Grades 1-12)

The student counselling program addresses key issues faced by students of various age groups by designing and implementing workshops that provide students with key skills and techniques to navigate the world around them.

3. Staff/Parents Workshops

The student counselling program conducts workshops to help staff members and parents to have raised self-awareness that will make them understand and acknowledge their own emotions and have raised social awareness that will make them be aware of the children's, students and staff members feelings. This will be conducted at a later stage.

4. Group counselling (Grades 1-12)

When there are multiple students experiencing similar problem or issue, it can be helpful for them to be in a counselling group together. Group counselling helps students build relationships and feel that they are not alone in their experiences, which will be conducted at a later stage.



5. Art therapy (Grades 7-12)

It is a guided creative process that allows students to express their feelings in an alternative method. It can help students release negative emotions, have a form of relaxation, build their self-esteem, and allow students to express themselves in a different way. Art therapy is done in one on one session and in group therapy sessions.

Counselling framework

Appendix

1. Framework
2. Staff referral form (HS)
3. Parent consent form (HS)
4. Student consent form (HS)
5. Group therapy form (HS)
6. Art therapy form (HS)
7. Staff referral form (Primary)
8. Parent consent form (Primary)
9. Student consent form (Primary)



Criteria for student referral	Academic indicators	Emotional indicators	Physical indicators
	<ul style="list-style-type: none"> • Persistent unexplained absences • Deterioration in quality/quantity of work • Extreme disorganization or erratic performance • Written or artistic expressions of unusual violence, morbidity, social isolation, or despair • Continual seeking of special permission (extensions, make-up work) • Disproportionate response to grades or other evaluations 	<ul style="list-style-type: none"> • Direct statements indicating distress • Significant change in mood • Angry or hostile outbursts, yelling, or aggressive comments • More withdrawn or more animated than usual • Appears over-anxious • Excessively demanding or dependent behavior • Fails to respond to outreach from staff/faculty 	<ul style="list-style-type: none"> • Deterioration in physical appears or personal hygiene • Excessive fatigue, exhaustion; • Erratic or disjointed thinking – skips around a lot; unable to stay focused on one topic • Noticeable cuts, bruises, burns • Frequent or chronic illness • Disorganized speech, rapid or slurred speech; confusion • Substance abuse



Types of referrals	1. Self-referral 2. Staff referral	Self-referral <i>Type A:</i> With staff permission student needs to provide hall pass from section supervisor Timings: 7:30-8:00 and break-time <i>Type B:</i> With staff permission student needs to provide a hall pass from section supervisor Periods: PE and Art	Teacher referral <ul style="list-style-type: none"> Referral forms are available with the section principals and supervisors Referral forms to be signed by your section principal before submitting them to the student counsellor Referral forms to be Handed and signed No action will take place if the document is not signed by section principal
Teachers role	Class observations	Refer students that fit in the criteria	Observe the referred students monthly to track students' progress
Parents role and rights	Parents must sign consent form in order to proceed with counselling sessions for child in the teacher referral process	Parents will be informed if their child needs to be referred to psychologists or other mental health resources when applicable	The confidentiality of the students reports and records of counselling is protected and is only accessed by the student counsellor



Student Counselling Unit

Confidential School Counselling Referral Form

Student Name: _____

Grade: _____

Referring Staff: _____

Subject: _____

Date: _____

Reasons for Referral

Kindly tick the below behavior observed in the student: (3 at least)

- Aggression
- Dramatic change in behavior
- Bullying- (bully or victim)
- Self-injury (i.e. cutting)
- Daydreams/fantasizes
- Anger management
- Fighting
- Stealing
- Family concerns
- Cries easily
- Grief and Loss
- Sadness/depression
- Scared
- Disrespectful
- Swearing
- Destruction of property
- Poor academic grades
- Excessive Absences
- Drop out risk
- Excessive lying
- Impulsive
- Always tired
- Lack of personal hygiene
- Anxiety
- Low self-esteem
- Anti-social
- Friendship problems
- Excessive worrying
- Inappropriate behavior
- Other



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Did you share/discuss (as a referring person) these concerns with teachers? Yes/No

If yes what was the result? _____

Explanation: _____

Thank you for your referral

Process:

1. Referral forms are available with your section supervisors
2. Sign referral form by your section supervisor
3. Meet with Ms. Maryam

No Action will take place if document not signed by section supervisor

Senior Student Counsellor
Ms. Maryam
Maryam.t@ipsjumiera.com



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Student Counselling Unit

Date:

Parent/Guardian Consent Form

Dear Parent/Guardian,

Permission for your child, _____ is requested to participate in a counselling session at Al Ittihad Private School Jumeira with the student counsellor Ms. Maryam. Because counselling is based on a trusting relationship between counsellor and client, the counsellor will keep information shared by the client **confidential**.

By signing this form, I give my informed consent for my child to participate in counselling. I understand that anything that my child shares will be kept confidential.

Exception to confidentiality:

If there is evidence of clear and imminent danger of harm to self and/or others, the student counsellor is legally required to report this information to responsible stakeholder.

Date: _____

Parent's name: _____

Parent's Signature: _____

This consent will be on file throughout the time that your child attends Al Ittihad Private School-Jumeira. You may revoke this consent at any time.

Thank you!

Senior Student Counsellor

Ms. Maryam

Maryam.t@ipsjumeira.com



Student Counselling Unit

Date:

Student Consent Form

Counselling is a confidential process designed to help you address your concerns, come to a greater understanding of yourself, and learn effective personal and interpersonal coping strategies. The outcome of counselling is often positive; however, the level of satisfaction for any individual is not predictable. Your school counsellor is available to support you throughout the counselling process.

Confidentiality: All interactions with Counselling Services, including scheduling of or attendance at appointments (Type A: need to provide hall pass from section supervisor: Timings 7:30-8:00 and break-time. Type B: need to provide hall pass from supervisor: Periods Art and PE), content of your sessions, progress in counselling, and your records are confidential. **No record of counselling is contained in any academic, educational, or job placement file.** You may request in writing that the counselling staff release specific information about your counselling to persons you designate.

Exception to confidentiality: If there is evidence of clear and imminent danger of harm to self and/or others, a therapist is legally required to report this information to Child Protection (Child Officer Ms. Rola).

I have read the above information. I understand the risks and benefits of counselling, the nature and limits of confidentiality, and what is expected of me as a client of the Counselling Services.

Agree

Disagree

Name of the Student _____

Grade _____

Signature of Student

Signature of Student Counsellor

Senior Student Counsellor
Ms. Maryam



Student Counselling Unit

Date:

Session:

Group Therapy Form

I acknowledge that the purpose of group therapy is to share and explore our feelings. I understand that everything that is said during the group therapy is completely confidential. I will not share anything discussed in the session with anyone.

Name _____

Grade / Section _____

1.
2.
3.
4.
5.
6.
7.
8.
9.
10.

Senior Student Counsellor

Ms. Maryam



Student Counselling Unit

Date:

Session:

Art Therapy Form

I acknowledge that the purpose of art therapy is to share and explore our feelings. I understand that everything that is said during the group therapy is completely confidential. I will not share anything discussed in the session with anyone.

Name _____

Grade / Section _____

1.
2.
3.
4.
5.
6.
7.
8.
9.
10.

Senior Student Counsellor

Ms. Maryam



Student Counselling Unit

Confidential School Counselling Referral Form

Student Name: _____

Grade: _____

Referring Staff: _____

Subject: _____

Date: _____

Reasons for Referral

Kindly tick the below behavior observed in the student: (3 at least)

- Aggression
- Dramatic change in behavior
- Bullying- (bully or victim)
- Self injury (i.e. cutting)
- Daydreams/fantasizes
- Anger management
- Fighting
- Stealing
- Family concerns
- Cries easily
- Grief and Loss
- Sadness/depression
- Scared
- Disrespectful
- Swearing
- Destruction of property
- Poor academic grades
- Excessive Absences
- Drop out risk
- Excessive lying
- Impulsive
- Always tired
- Lack of personal hygiene
- Anxiety
- Low self-esteem
- Anti-social
- Friendship problems
- Excessive worrying
- Inappropriate behavior
- Other



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Did you share/discuss (as a referring person) these concerns with teachers? Yes/No

If yes what was the result? _____

Explanation: _____

Thank you for your referral

Process:

1. Referral forms are available with your section supervisors
2. Sign referral form by your section supervisor
3. Meet with Ms. Samaa

No Action will take place if document not signed by section supervisor

Junior Student Counsellor
Ms. Samaa
Samaa@ipsjumiera.com



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Student Counselling Unit

Date:

Parent/Guardian Consent Form

Dear Parent/Guardian,

Permission for your child, _____ is requested to participate in a counselling session at Al Ittihad Private School Jumeirah with the student counsellor Ms.Samaa. Because counselling is based on a trusting relationship between counsellor and client, the counsellor will keep information shared by the client **confidential**.

By signing this form, I give my informed consent for my child to participate in counselling. I understand that anything that my child shares will be kept confidential.

Exception to confidentiality:

If there is evidence of clear and imminent danger of harm to self and/or others, the student counsellor is legally required to report this information to responsible stakeholder.

Date: _____

Parent's name: _____

Parent's Signature: _____

This consent will be on file throughout the time that your child attends Al Ittihad Private School-Jumeirah. You may revoke this consent at any time.

Thank you.

Junior Student Counsellor

Ms. Samaa

Samaa@ipsjumeira.com



Student Counselling Unit

Date:

Self-referral

I need to see the Counsellor!

Student Name: _____

Grade: _____

Date: ____/____/_____

Reason:



School



Friends



Family

Other _____

This request is:



A small rock (see me soon!)



A medium rock (see me this week!)



A large rock (urgent! See me as soon as you can)

Junior Student Counsellor

Ms. Samaa Barakat.