



INTERNATIONAL  
INDIAN SCHOOL  
ABU DHABI

## IIS MENTAL HEALTH POLICY -AY-2026 -2027

Approved By: Principal and School Board

Effective From: Academic Year 2026-2027

Date of Evaluation and Review: 6/4/2026

Next Date of Review: April 2027(Review Cycle: Annual or upon ADEK updates)

Applies To: All staff, students, contractors, volunteers, parents/guardians, and visitors.

### Authorized Signatories:

Principal

Vice-Principal

Wellbeing Lead

Safeguarding officer

Child protection officer





### **Vision, Mission and Values**

At the International Indian School, Abu Dhabi, we believe that a healthy mind is essential for students and contributes greatly to their academic success and holistic growth. Keeping this in mind, we work towards fostering a safe, inclusive, and supportive environment where well-being, respect, empathy, and kindness are nurtured. Guided by values of inclusion, confidentiality, and shared responsibility, the school community works together to create a safe and caring space for all students.

### **Introduction**

At International Indian School, we acknowledge that student well-being is central to learning and holistic development. The school is dedicated to creating and sustaining initiatives that protect and enhance the mental, emotional, and social well-being of all students, in line with ADEK's Student Mental Health Policy (September 2024).

In compliance with Wadeema's Law (Federal Law No. 3 of 2016) and the National Child Protection Policy in Educational Institutions (2022), the school upholds its responsibility to safeguard every student, including those with Additional Learning Needs (ALN), by ensuring that comprehensive and accessible mental health support is available to the entire school community.

### **Purpose**

This policy ensures that mental health is:

- A visible and integral part of the school's priorities.
- Supported by proactive measures, early identification, and structured interventions.
- In full compliance with ADEK Student Mental Health Policy (Sept 2024) and UAE safeguarding regulations. Inclusive of Additional Learning Needs (ALN) students through individualised plans.
- Strengthened by active collaboration with parents, staff, and external professionals. Student Awareness & Education
- Integrate mental health topics into moral education and life skills.
- Conduct awareness sessions on: stress management, mindfulness, healthy body boundaries, digital safety, substance misuse, and emotional regulation.
- Introduce annual student mental health surveys using the SPIRE framework.
- Counselling & Support Services are accessible for students.





## Definitions

- **Mental Health:** A person's overall emotional, psychological, and social well-being, affecting how they think, feel, and act in daily life.
- **Behaviours of Concern:** Actions that may risk a student's well-being, learning, or the safety of others and signal the need for support or intervention."
- **Counselling** – A safe, confidential space where trained professionals help students work through challenges.
- **Wellness Space** – A calm room at school where students can meet a counsellor, take a break, regulate emotions, and reset.
- **Documented Learning Plan (DLP)** – Personalized support plans (e.g., IEP, ILP, BIP) that may include mental health strategies.
- **Confidentiality** – Protecting a student's privacy, unless there is a risk of harm or safety concern.

## Policy Details

At the International Indian School, we are committed to fostering student mental health through

### 1. Student awareness and Education

- This includes programs on mindfulness, stress and time management, emotional regulation, awareness of physical changes and body boundaries, awareness sessions on lifestyle disorders, stress, anxiety, depression, substance misuse, digital well-being, etc, and inclusion of mental health topics will be integrated into moral education and life skills curriculum

### 2. Student counselling and support services:

- The school appoints qualified school counsellors and social workers to provide counselling support to students in need.
- The school has a designated area where the counsellor can engage in one one-on-one sessions with the student.
- The staff, students and other stakeholders of the school shall be trained about the referral flow and procedure.
- The counsellor screens each concern and decides on short-term, structured, long-term support plans
- Counsellor shall make external referrals /request consultation with a licensed external professional if required.
- Parental consent to be obtained in the form of a written consent for structured sessions, with exceptions in cases of risk or neglect.
- If a parent refuses consent but the counsellor determines counselling is critical, the case is escalated to the Child Protection Officer under ADEK safeguarding laws.
- The counsellor/ social worker is mandated to keep all counselling information confidential unless in the case of a potential risk of self-harm, harm to others or neglect.





- Immediate escalation to the Child Protection Team if there is suspicion of abuse, neglect, or self-harm risk. In such cases, parental notification follows ADEK protection policy guidelines
- The inclusion and counselling department, along with the Middle-Leadership Team (MLTs), Senior Leadership Team (SLTs), Safety Officer, Child Protection Coordinator, Vice Principal and Principal work as a team to discuss and coordinate, in cases requiring immediate action.

### 3. Support students with Additional Learning Needs (ALN)

- The inclusion team and Head of Inclusion work along with counsellors, teachers and parents to integrate mental health goals into Documented Learning Plans (IEP, ILP, BMP)
- Students with Additional Learning Needs will receive pull-out and in-class support from the designated inclusion teachers with no additional charges in school fees.
- The inclusion teachers regularly meet with parents to review DLPs, ensure consistency between home and school support, and receive updates regarding outside support services the child receives.
- ALN students receive reasonable accommodations in terms of their seating, extra breaks, quiet time, lower-level assignments, individual exam support, modified question papers and other accommodations based on need and severity of the student, upon discussion with the Head of Inclusion and team.
- Inclusion teachers' documents and maintains individual student portfolios.

### 4. Referral Pathways

- The staff, students and other stakeholders of the school shall be trained about the referral flow and procedure.
- Students can self-refer themselves by requesting a direct appointment with the counsellor or via email in case of confidentiality concerns.
- Teachers and other staff can refer and report concerns by using the referral form or the incident report form shared by the Inclusion and counselling department at school, or via email.
- Parents can request support for their child via email, or request a personal meeting with the counsellor/social worker/inclusion teacher.

### 5. Equipping and supporting students to manage stress and other concerns:

- Students shall have workshops on stress management, time management and mindfulness.
- Awareness sessions on healthy body boundaries, digital wellbeing, substance use, etc.
- Students receive study breaks and revision lessons between exams to reduce stress from exams.
- Career guidance and university application counselling for senior grade (Grades 9, 10, 11, 12).





#### 6. Staff Awareness and Training:

- All staff, students and parents will be informed of the school's students' mental health policy through awareness sessions and electronic communications.
- Annual trainings/CPDs for staff on well-being, stress management, inclusive education, early identification: signs and symptoms, child protection policy, digital well-being, referral procedures, safeguarding, etc, will be conducted annually

#### 7. Communication

- The policy should be published on the school website and introduced during orientation sessions for new students and parents.

### Roles and Responsibilities

<b>Principal / Vice Principal</b>	Ensure policy enforcement, approve communication to parents regarding student mental health initiatives and sensitive concerns. oversee training and compliance monitoring. Appoint a mental health committee.
<b>Mental Health Lead</b>	Implement ADEK/IIS guidelines, maintain records, and conduct staff training sessions.
<b>Mental Health Committee (MCH) members</b>	Promote whole-school mental health awareness and initiatives, review referral cases, monitor vulnerable phases (exam stress, transitions) and ensure targeted support.
<b>Safeguarding &amp; Child Protection Officer</b>	Ensure ADEK Child Protection guidelines are followed. Act immediately in case of abuse, risk or harm
<b>School Staff</b>	Follow mental health policy strictly, report early warning signs of concerns, promote well-being strategies in the classroom, and encourage respectful peer interactions. Ensure over all student well-being at school. Report any concerns to the Compliance Officer.
<b>Students</b>	Respect peers and staff, and maintain positive communication. Use support services wisely, seek help when needed and support peers in need and reach out. Participate actively in awareness sessions and peer-support programs
<b>Parents</b>	Partner with the school to support the child's well-being. Maintain open and positive communication with the school and with the child at home. Provide necessary consent when required for an intervention





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### Compliance

- This policy is effective from AY 2026/27 and must be fully implemented by AY 2026/27
- Non-compliance will be addressed as per ADEK regulations and UAE Federal Law No. (31) of 2021.

#### Policy Reviewed By

Ms Shanty P Devasia

(Vice Principal)

#### Approved By

Dr. Beno Kurien

(School Principal)

