

## COUNSELLING POLICY

Introduced: December 2015	Revised: March, 2019
Previous review : 2017	Next Review : March 2021
Implemented by: Principal	

### DEFINITION:

Our school is committed to empowering the pupils to be confident and self-reliant. The Counselling service provides a confidential, safe, nurturing and personalized approach for pupils to explore difficulties they may encounter, complementing the pastoral support within the wider community.

The service is available to any parent within the school to discuss any concerns they may have regarding their son/daughter and is also available to any member of the staff.

### PURPOSE:

- The aim is to ensure that pupils have a positive mental wellbeing and to provide safe and nurturing environment to support the therapeutic process for all pupils, appropriate to the needs and life stage of the pupil.
- To provide ethical and professional support for vulnerable pupils.
- To provide group intervention where there is a pattern of behavior emerging.
- To encourage pupil, parental and staff involvement in accessing the service.
- The counselling support provided is in line with current best practice. This policy also reflects the ADEK's counseling policy (Policy 53) as set out in the ADEK's Private School policy manual 2014.

# Dunes International School

Plot no 19; Shabiya 9; Mussafah; Abu Dhabi; P.O Box 5121  
Tel.: 0097125527527  
School code: 72689 | Affiliation number: 6630051



# مدرسة ديونز الدولية

هاتف: ٠٩٧١٢٥٥٢٧٥٢٧  
رقم القطعة: ١٩، شعبية ٩، مصرف، أبوظبي، ص.ب: ٥١٢١  
كود مدرسة: ٧٢٦٨٩ | رقم الانتساب: ٦٦٣٠٠٥١

## POLICY:

- Counselling provides an opportunity for individuals to talk, in confidence, about things that are worrying them or affecting their day to day life. Counsellors are trained to listen, without judging and to help the person to resolve their thoughts and feelings and gain a greater understanding of themselves and their situation.
- **Confidentiality:** A key feature of the service is that information discussed in the counselling session is treated confidentially. Confidentiality will be explained at the beginning of the counselling process and periodically hereafter, where there is a need. However in the event that there is a child protection concern about a pupil's welfare, then this information will need to be shared.
- **Supervision:** All counsellors are required to access regular external clinical supervision with an accredited supervisor who has the experience and understanding of the children and staff of the school setting.

## GUIDELINES:

### A) Career Guidance

Career guidance is intended to prepare students for the next stage of their lives, whether in advanced educational studies or in the world of employment.

It involves helping students -

- Making sense of what they are being told about the various options.
- Matching courses realistically to their own abilities as well as to their aspirations (the two are not always aligned).
- Preparing application forms, curricula vitae (CVs) or personal statements.



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- Getting ready for university and job interviews.
- Preparing for a very different life, for example living away at university.
- Dealing with emotional upheavals that often accompany key stages in life (leaving family, friends, and familiar environments).

## B) Personal Counselling

Many students undergo times when they feel lonely or insecure, lack of self-esteem or self-confidence. Counselling offers a parallel but often connected set of support systems. Personal anxieties or even panic attacks are widespread throughout adolescence. Young people may often feel hesitant to confide in a Parent / Guardian or a teacher with whom they meet daily; and it may be easier for them to do so to a trusted professional counselor, depending on the nature of the concern.

## C) Academic Guidance

Academic guidance services are part of the curriculum, and mostly focus closely on the academic needs and concerns of individual students. Teachers offer guidance and support to students according to their ability and area of expertise within School working hours.

## D) Support from Fellow Students

The role of the students themselves in providing support for each other should not be underestimated, Peer mentorship programs, in which an older student befriends a younger one, to provide an introduction and guidance to the School when anything seems strange or uncomfortable, as is always the case for new students who join a large secondary school.

Principal's Approval	
Review Date:	March, 2019



ISO 9001:2015

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