



## INTRODUCTION

At EFIA, we recognize that student wellbeing is fundamental to learning, personal growth, and success. In line with the ADEK School Wellbeing Policy, we are committed to nurturing and sustaining the mental wellbeing of all students. Our school proactively identifies and supports students at risk of poor mental health while fostering a positive and inclusive school environment.

## PURPOSE

EFIA is committed to prioritizing mental health across every aspect of school life, ensuring that wellbeing is embedded in teaching, learning, and the broader school environment. We foster a community-wide approach by engaging students, parents, staff, and the wider school community through awareness campaigns, initiatives, and active participation in wellbeing programs. To safeguard our students, EFIA implements structured systems and clear protocols for the early identification of mental health concerns, enabling timely support and intervention to promote positive emotional and social development.

## OBJECTIVE

EFIA implements a comprehensive Student Mental Health Policy focused on prevention and early intervention. Key elements include:

- **Student Awareness & Education:** Programs and activities to teach students healthy, balanced lifestyles and mental health management.
- **Student Counseling:** Access to qualified in-school or outsourced counselors to provide tailored support.
- **Referral Pathways:** Clear procedures for students or others to access mental health support.
- **Support During Vulnerable Phases:** Structured strategies to help students manage stress during exams, transitions, or other high-pressure periods.
- **Wellness Resources:** Provision of dedicated wellness spaces and tools to reduce stress and enhance wellbeing.
- **Inclusion:** Specialized, needs-led services for students with additional learning needs, in line with ADEK guidelines and UAE federal law.



## MENTAL HEALTH AWARENESS & EDUCATION

EFIA ensures students receive education on mental wellbeing, including:

- Mindfulness, emotional regulation, resilience, stress and time management, and creating a supportive environment.
- For Cycles 2 and 3: Awareness of depression, anxiety, substance misuse, eating disorders, digital gaming addiction, suicidal ideation, and coping strategies.
- Parental engagement through workshops, resources, and surveys to promote awareness.

## COUNSELING & SUPPORT SERVICES

- **Counseling Access:** All students have access to counseling, with each session documented in line with ADEK reporting requirements.
- **School Counselor:** Qualified professional provide support, liaise with teachers, parents, and external specialists, and maintain confidentiality.
- **Social Worker:** Supports students and families, acting as a link between school, home, and community; does not provide therapy.
- **Mental Health Committee/Lead:** Oversees awareness programs and social-emotional learning initiatives.
- **Confidentiality:** Strict adherence to UAE personal data and child protection laws; students are informed of confidentiality limits.
- **Parental Consent:** Required for structured counseling, except in situations where student wellbeing is at risk.

## REFERRAL PATHWAYS

- External referrals are provided for specialized support beyond school counselors' qualifications.
- Schools maintain clear procedures for self-referral, teacher referrals, parent engagement, and monitoring student mental health.
- Referral pathways are communicated to all stakeholders and published in the Parent Handbook.

## SUPPORT DURING VULNERABLE PHASES

- Identification of high-stress periods and provision of structured support, including:
  - Study leaves for exam preparation.



- End-of-semester teacher-student feedback sessions.
- Workshops to build coping strategies.

## SUPPORT FOR STUDENTS WITH ADDITIONAL LEARNING NEEDS

- The Head of Inclusion collaborates with teachers, counselors, specialists, and parents to ensure holistic support.
- Documented Learning Plans consider individual student needs and functioning levels.
- Reasonable accommodations may include:
  - Adjusted timetables and breakout periods for anxious students.
  - Flexible uniform requirements for sensory needs.
  - Close monitoring of students at risk of bullying or teasing.

## COMMITMENT

EFIA is fully committed to promoting student mental health and wellbeing through proactive education, accessible support, and inclusive practices, ensuring every student can thrive academically, socially, and emotionally.

## POLICY REVIEW & APPROVAL

This policy will be reviewed annually and is subject to changes as per the school and ADEK guidelines. The updated policy will be submitted for approval in line with the standard process.

**Saji Oommen**  
Principal