

## Counselling Policy

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## 1. Introduction

The counselling program at Amity Private School, Sharjah is designed to assist child in making the most of his or her educational experience. This includes four key areas: academic, career, personal and social and global perspectives. We recognize the uniqueness of each child through a program of learning that promotes challenge and personalized learning at all levels and by providing an enabling, inclusive environment which empowers all children to achieve.

**MISSION:** Our mission is to provide a safe, engaging and challenging environment, where our students enjoy learning, develop curiosity, achieve their potential and become independent life-long learners and responsible future leaders. We are an all-inclusive community where each individual learner is valued. In partnership with parents and the community, we aim to create relevant learning opportunities for students, both inside and outside the classroom.

**VISSION:** Our vision is to inspire each child to be an inquirer, who is reflective, innovative, equipped with the necessary future-ready skills, competencies and with an understanding of culture, diversity and values as a Global Citizen.

## 2. Rationale

At Amity Private School Sharjah, guidance for students is both formal & informal (i.e., during the normal course of school & staff-student communication, as well as after a particular incidents or concerns). Teachers are proactive in seeking assistance from the Student Counsellor whenever any student is in particular need of support and counselling. It is the duty of the concerned staff to refer any student experiencing challenges in academic, personal, social, behavioural or emotional areas for counseling. Counselling is an integral part of our behavior policy and forms the basis of any Individual Behaviour Plan.

## 3. Aim

- To work at preventive, pro-motive, curative and rehabilitative levels.
- To render personalized and general counseling.
- Early identification, assessment and adequate treatment plan.

- In-depth analysis and subsequent intervention at personal, family, school, peers i.e. at various environmental levels.
- To liaison with special –educator, teachers, parents, supervisor, Principal for student effective functioning and easy school adjustments.
- To coordinate with different professionals and Para professionals.
- To enhance Life-Skills in students.
- To organize Orientation and Training Workshops with teachers and parents.
- Arranging training and workshop for students, parents & teachers by eminent resource professionals.
- To schedule Individual and Group sessions based on needs of the students.
- To provide Career Counseling for students of grade 8 and above.

#### 4. Confidentiality

All the students are entitled to confidentiality. This means that the information they bring to the session will be held in confidence between themselves and the counsellor. Information will not be shared unless the student has agreed to it. The counsellor will, however, state that they may need to break confidentiality should they deem the student at significant risk of harm to themselves or others. At this point, information may need to be shared with another party within the school- Senior Leadership Team and concerned members of TDO department. Information may only be shared with an external agency with the written permission of the parents.

#### 5. Counselling Referral Procedure

The steps are as follows:

- Class Teacher/ Parent refers students to the counsellor in writing (referral form can be hardcopy or emailed).The referral form is available separately at the end of the policy as **Appendix A**.
- The School Counsellor is prompt in responding to a referral, by meeting the student on a weekly basis, conducting class observations if required, providing individual counselling sessions and collaborating with students to achieve progress and for the wellbeing of the child. Records of follow-up are consistently maintained in the student's Portfolio.

- Senior students may meet the Counsellor on a voluntary or walk-in basis on personal matters, issues and problems during short-break and other non-teaching times. They must take a prior approval during teaching times.
- As part of the counselling, the following dimensions are covered:
  - Reason for coming for referral or counseling
  - Analysis
  - Intervention
  - Recommendations
  - Follow-up
- After a series of counselling and monitoring, a follow-up meeting shall be done to determine extent of progress the student made with consultation from the teachers and with the parents.
- In case of kindergarten or primary section, the informed consent of parents are taken in writing prior to the intervention.
- In case of recurrent problems, parents shall be informed by phone or email to ensure optimum involvement and guidance.
- Regular monitoring to keep track of students' progress and well-being

## 6. Policy Review

The Amity Counselling Policies are reviewed and respond to any changes, when necessary. The Principal will have responsibility for reviewing this policy annually.

## 7. I-Care

In an attempt to foster a supportive school environment for students Amity Private School, Sharjah has introduced the "I Care" initiative. It is a support system which gives the students a sense of safety and belonging so that they can thrive in school. The idea is to help students reach out to any school faculty to seek guidance in an informal setup for any issues they might be facing

“I Care” desks have been placed in several easily accessible and visible areas of the school. Each case received at I-care will be documented and forwarded to the Counselling department and will be followed by the school counsellors.

## 8. Appendix

### SCHOOL COUNSELING REFERRAL FORM

Date \_\_\_\_\_ Student's name \_\_\_\_\_

Grade \_\_\_\_\_ Class Teacher \_\_\_\_\_

Referred by (if different) \_\_\_\_\_

Reason(s) for referral:

- |                                     |                                              |                                                  |                                      |
|-------------------------------------|----------------------------------------------|--------------------------------------------------|--------------------------------------|
| <input type="checkbox"/> Motivation | <input type="checkbox"/> Friendship problems | <input type="checkbox"/> Absences                | <input type="checkbox"/> Anger       |
| <input type="checkbox"/> Bullying   | <input type="checkbox"/> Peer Relationships  | <input type="checkbox"/> Tardy                   | <input type="checkbox"/> Dishonest   |
| <input type="checkbox"/> Swearing   | <input type="checkbox"/> Inattentive         | <input type="checkbox"/> Withdrawn               | <input type="checkbox"/> Grief       |
| <input type="checkbox"/> Divorce    | <input type="checkbox"/> Hyperactive         | <input type="checkbox"/> Stealing                | <input type="checkbox"/> Fears       |
| <input type="checkbox"/> Fighting   | <input type="checkbox"/> Social Skills       | <input type="checkbox"/> Depression              | <input type="checkbox"/> Sadness     |
| <input type="checkbox"/> Worries    | <input type="checkbox"/> Personal Hygiene    | <input type="checkbox"/> Perfectionist           | <input type="checkbox"/> Other _____ |
| <input type="checkbox"/> Stressed   | <input type="checkbox"/> Lying               | <input type="checkbox"/> Destruction of Property |                                      |

Concerns: \_\_\_\_\_

Interventions tried: \_\_\_\_\_

Have you contacted parent/guardian about your concern? (Date) \_\_\_\_\_

Explain

What other services is student receiving (ESOL, SEC, SST, 504, etc.)

Met with Counselor: Date: \_\_\_\_\_ Time: \_\_\_\_\_

Counselors Comments:

Strategies students will use:

Counselor contacted parent: Date: \_\_\_\_\_

Time: \_\_\_\_\_