



مدرسة جلوبال الفلبينية

THE PHILIPPINE GLOBAL SCHOOL
“LEADER IN ACADEMIC EXCELLENCE AND VALUES FORMATION”
21 Muroor Road, Abu Dhabi, United Arab Emirates

STUDENT MENTAL HEALTH POLICY

Introduction

The Philippine Global School (TPGS) is committed to nurturing and sustaining the mental well-being of its students. By doing so, the Guidance Center is implementing a school-based “Student Mental Health Policy” according to ADEK’s Mental Health Policy, aiming to educate students and support their mental health and wellness in the school, which is beneficial to their progression, success, personal wellbeing, and development. The policy will emphasize prevention and early intervention of any mental health issues among students, which will include elements such as psychoeducation & awareness, psychological counseling, referral pathways, support during the vulnerable phase, wellness resources, and Inclusion-tailored needs to accommodate students with additional learning needs (SALN).

Objectives

- To ensure that the mental health of students is prioritized and integrated in all aspects of the school environment.
- This school-based policy ensures that all students of The Philippine Global School are educated and aware of mental health and well-being.
- To flourish and sustain mental health and well-being among students.
- To promote a school environment that is caring, nurturing, receptive, and free from mental health issues/illness stigma.
- To strengthen the number of self-referral students asking for help through individual or group counseling inside the school community.
- To strengthen students’ resilience by learning different coping strategies.
- To diminish emotional, psychological, and mental distress brought about by factors such as familial, social, academic, and the like among students of The Philippine Global School.

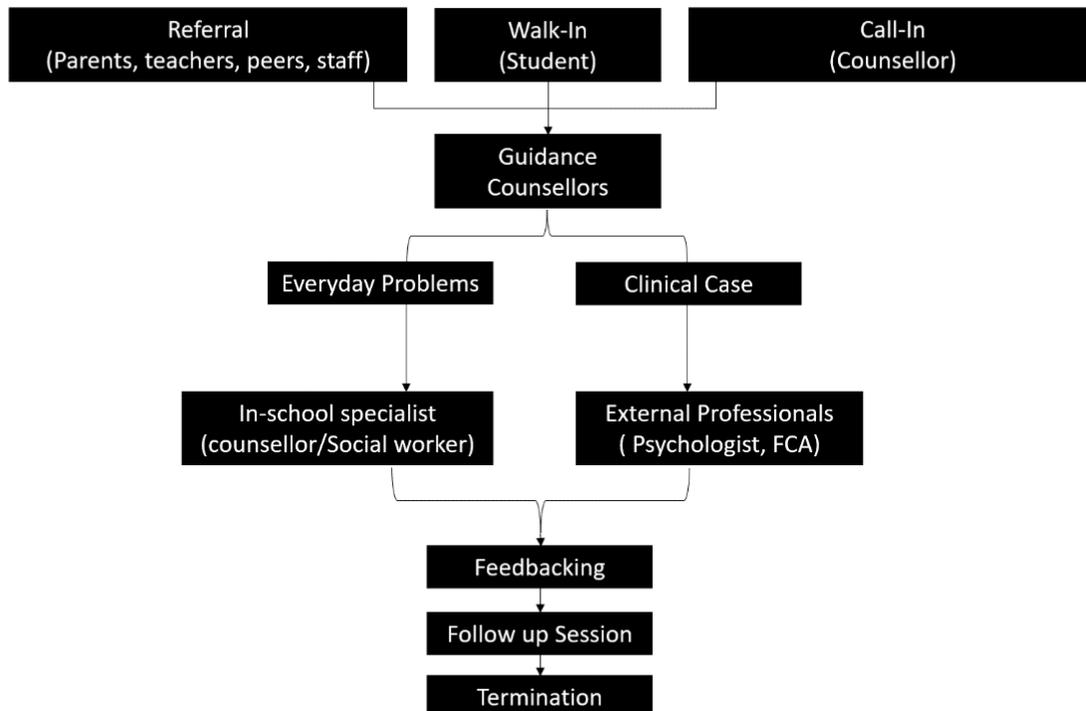
Strategies

- The Implementation of the mental health and well-being program involves yearly psychoeducation and awareness among students through bulletin board postings, seminars, and workshops across grade levels.
- Educate the teachers, staff, parents, and other concerned stakeholders through education regarding mental health and how to respond to students having mental health issues.

- The awareness program is integrated through guidance and counselling sessions with students/clients, giving them a realization of their current mental health issues, helping them to develop various coping strategies.

Referral Pathways

- Encouraging students to refer themselves through a **walk-in** path to discuss issues and develop strategies to cope with them. This path involves students referring themselves directly to the guidance office and discussing their current challenges.
- Encouraging peers, teachers, staff, and other stakeholders to **refer** students showing any signs and symptoms of mental health issues in the school.
- Counsellors can call students at any point in time, especially if students are observed showing any signs and symptoms of mental health issues. This is part of the **call-in** path of the guidance office.
- Counsellors will determine whether the presenting problem is within or beyond their capabilities, training, and education.
- Problems that are **within the counsellor's capabilities** will be catered to, and an appropriate counselling approach will be applied with the consent of the parents. Consent from the parents or guardians may not be asked if these individuals or authorities pose a threat or danger to the student's or client's mental health and well-being.
- Problems that are **beyond counsellors' training and education** may not be catered instead, the student will then refer to the appropriate professionals having appropriate training and education (such as psychologist, psychiatrist etc.) to help the student deal with their current issues.



Responding to the Concern

Step 1: Concerned behavior is observed by parents, teachers, peers, and other individuals inside the home or classroom.

Step 2: Parents, teachers, peers, and other stakeholders will respond to students' concerns by encouraging them to speak up regarding the challenges encountered at the moment, which are causing them to feel distressed. Confidentiality should be observed at all times to protect students' welfare.

Step 3: Parents, teachers, peers, and other stakeholders will talk to the concerned student and encourage them to talk to the school counsellors.

Step 4: Counsellors will build rapport, identify the student's concern, and develop counselling techniques based on the student's needs. Any concerns that are beyond the educational and training qualifications of the counsellors will be addressed through external referrals (psychologists, psychiatrists, and other mental health professionals).

Step 5: Monitor the student's mental health and well-being after referrals through **follow-up** services.

Step 6: Terminate the student-counsellor therapeutic relationship.

Mental Health Committee

Mental Health Responders consist of the guidance counselors.

Confidentiality

- Counselors are authorized to share information with relevant stakeholders (parents, principal, and vice principal) where the counselor deems this is required to protect students.
- Counselors are authorized to share information with the Child Protection Team (CPT) if the student is suspected to be maltreated and is self-harming.
- There is a limitation of confidentiality, and it should be disclosed to the student before the session.

Parental Consent

- **Consent is not required for the following situations:**
 - Unstructured or irregular conversation between a counselor and a student should not require parental consent.
 - If informing the parents has an adverse impact on students' well-being.
 - If the parents refuse to give consent where the student is in need of the service, as observed by the counsellor and the school in general (Negligence). In this case, parents will be reported to the Child Protection Unit.

Requirements: Physical Evidence

- **World Mental Health Day**
- **Psychoeducation/awareness program**

- Mental Health Issues –cycle 2&3 (Grade 6-10)
 - ❖ Depression & Anxiety
 - ❖ Substance use (misuse, abuse & addiction) & treatments
 - ❖ Eating disorders (causes, Indicators & treatment)
 - ❖ Digital gaming addiction
 - ❖ Suicide & suicide ideation
- Coping mechanisms/Protective factors
 - ❖ Socio-emotional learning (such as resilience &emotion regulation)
 - ❖ Mindfulness
 - ❖ Stress management/Time management/organization
- **Wellness Space**
- **Counseling sessions log book and counseling notes (SALN & Mainstream)**
- **Referral Pathways**, including external or outsourced qualified specialists
 - Psychologist, psychiatrist, Family Care Authority (FCA)