



Student Mental Health Policy

Approved by:

Aysha Juma Al Khateri
Chairwoman

Date:

12/11/2025



Effective Date:

17/11/2025

Revision History

Revision Date	Version Number	Revised By	Signature
07/07/2025	01	Eva Sanchez Castillo Principal	



1. Purpose and Vision

The Spanish School of Abu Dhabi (SSAD) is committed to fostering a safe, supportive, and inclusive learning environment where student mental wellbeing is prioritized. This policy aligns with ADEK's Student Mental Health Policy and promotes prevention, early intervention, and a whole-school approach to mental wellness.

2. Key Policy Areas

2.1 Student Awareness and Education

- Mental health education will be integrated through age-appropriate classroom activities, projects, and discussions.
- A **Mental Health Awareness Team**, composed of social workers and student representatives, will deliver one workshop per term.
- Topics will include emotional regulation, mindfulness, resilience, coping strategies, and empathy.
- For students in upper grades, additional topics will be addressed, such as depression, anxiety, stress management, digital addiction, eating disorders, suicidal ideation, and substance misuse prevention.

2.2 Counseling and Support Services

- All students will have access to the school's social workers for one-on-one or group support.
- Sessions and interventions will be documented in accordance with ADEK's School Reporting Policy.
- Social workers do not provide therapy but offer support and intervention within their professional scope.

2.3 Referral Pathways

- Teachers: will fill the "Notification to Inclusion Department" form. Social workers will assess and triage cases, and refer externally when needed. Social workers and homeroom teachers will prepare the ISP or IBP to be signed by the parents.
- Parents may contact social workers via email to request emotional support. After observation,



if sessions are deemed necessary, the "Authorization for Emotional and Behavioural Support" form will be signed before starting the sessions.

- Students may also self-refer through drop-ins or conversation with a trusted adult.
- Referral procedures will be included in the Parent Handbook and clearly communicated.

2.4 Support During Vulnerable Phases

A school-wide support program will be implemented with a pool of ready-to-use activities and conversation prompts designed by social workers and volunteering teachers. Sessions with social workers will be available if needed.

Vulnerable phases may include:

- Transition between school cycles or new schools/countries
- Illness or hospitalization (self or family member)
- Family separation or divorce
- Loss of a loved one or pet (grief)
- Academic pressure or exam periods
- Social isolation or bullying
- Cultural adjustment
- Parental absence due to travel or work

These resources will be made available to homeroom teachers, mentors, and other relevant staff to offer proactive support.

2.5 Wellness Resources

- A designated wellness space will be created in each classroom ("rincón de la calma") to provide students with access to calm, quiet, and emotionally supportive environments.

2.6 Inclusion and Individual Needs

- All mental health initiatives will be inclusive and tailored for students with additional learning needs.
- Documented Learning Plans (e.g., ISPs) will address emotional wellbeing.
- The school will work closely with the Head of Inclusion and all relevant stakeholders to ensure the mental health needs of all students are met, including accommodations as required (e.g., flexible schedules, uniform modifications, social support).



2.7 Confidentiality

- The school adheres to confidentiality requirements in line with UAE Federal Law No. (45) of 2021 on Personal Data Protection and the DCD Social Care Professionals Code of Conduct & Ethics.
- Confidentiality will be maintained in all counseling interactions, except in cases where the safety of the student or others is at risk.
- Students will be informed of the limits of confidentiality in age-appropriate terms.
- In situations involving suspected harm or self-harm, the social worker must inform the Child Protection Coordinator and the school leadership team in accordance with the Student Protection Policy.

3. Roles and Responsibilities

- **Social Workers:** Provide support, lead the Mental Health Awareness Team, co-develop resources, monitor vulnerable students, and liaise with external agencies if needed.
- **Teachers and Assistants:** Identify behaviors of concern, apply classroom strategies, and refer cases as needed.
- **Leadership Team:** Ensure policy implementation, facilitate communication with stakeholders, and allocate resources.
- **Students:** Engage in awareness activities, seek support when needed, and contribute to a positive school culture.

4. Monitoring and Evaluation

- Termly check-ins and feedback from staff, students, and families.
- Year-end review led by the Mental Health Lead to assess impact and inform improvements.

5. Communication and Parental Engagement

- The mental health policy will be shared in the Parent Handbook and uploaded to the school website.
- Families will be informed of mental health initiatives and invited to participate in workshops



and feedback surveys.

- Schools will obtain written parental consent for ongoing support unless immediate intervention is necessary to protect student wellbeing.

Approved by:

(Ms Eva, SSAD School Principal)

Date of approval:

Updates & Review

	Date	Review type	Reviewed by
1			
2			
3			