

### 1]. Section-A

<i>Title</i>	<b>Counseling &amp; Guidance Policy</b>	<i>Designation</i>	<b>Inclusion Champion DEIW</b>
<i>Name of Writer</i>	<b>S. R. Joshi</b>	<i>Next Review Date</i>	<b>26.04.2023</b>
<i>Review Date</i>	<b>12.04.22</b>	<i>Department/Section</i>	<b>School</b>
<i>Reference Code</i>	<b>TCS/DEIW/counseling &amp; guidance policy/22-23/20</b>		

### 2]. Section-B

<i>Background</i>	<p>Guidance:</p> <p>Guidance is that aspect of educational programme which is concerned with helping the pupil to become adjusted to his/her present situation and plan his future in line with his/her interests, abilities and social needs. -Hamrin &amp; Erikson</p> <p>Guidance as a process through which an individual is able to solve their problems and pursue a path suited to their abilities and aspirations. -JM Brewer.</p> <p>Counseling</p> <p>Counseling is essentially a process in which the counselor assists the counselee to make interpretations of facts relating to a choice, plan or adjustment which he needs to make. - Glenn F. Smith</p> <p>Counseling is a series of direct contacts with the individual which aims to offer him assistance in changing his attitude &amp; behaviors. -Carl Rogers</p>
<i>Purpose</i>	<p>Guidance &amp; counseling are twin concepts &amp; have emerged as essential elements of every educational activity. Guidance &amp; counseling are not synonymous term. Counseling is a part of guidance. Guidance, in educational context, means to indicate, point out, show the way, lead out &amp; direct. Counseling is a specialized service of guidance. It is the process of helping individuals learn more about themselves &amp; their present &amp; possible future situations to make a substantial contribution to the society.</p> <ol style="list-style-type: none"> <li>1. To provide optimum development &amp; well-being for individual.</li> <li>2. To help individuals adjust to themselves &amp; the society.</li> <li>3. To help people understand themselves in relation to the world.</li> <li>4. To aid individuals in efficient decision making.</li> <li>5. To help individuals plan for a productive life in their social context by focusing on their assets, skills, strengths &amp; possibilities for further development.</li> <li>6. To bring about changes in the attitude &amp; behavior of individuals.</li> </ol>

<p><b>Operational Definitions</b></p>	<p><b>Client:</b> A student, staff or parent in need of counseling services.</p> <p><b>Confidentiality:</b> The assurance that information shared during counseling will not be revealed without the written consent of the client.</p> <p><b>Counselling:</b> Counseling is a series of direct contacts with the individual which aims to offer him assistance in changing his attitude &amp; behaviors. -Carl Rogers</p> <p><b>Counsellor:</b> Professional who initiates, directs and concludes the process of counseling and guidance on the basis of principles of counseling &amp; guidance.</p> <p><b>Counseling Process:</b> The period between a contract and termination of therapy. It involves three phases, namely, Exploration, Understanding and Action.</p> <p><b>Counseling Professional Ethics:</b> Principles, standards and guidelines that regulate the counseling practice.</p> <p><b>Guidance:</b> Guidance as a process through which an individual is able to solve their problems and pursue a path suited to their abilities and aspirations. -JM Brewer</p> <p><b>Vocational guidance:</b> Providing information, risks and benefits, and helping to take informed decision in choosing a job/work or profession.</p> <p><b>Career Counseling:</b> Providing information, risks and benefits, and helping to take informed decision in choosing a right stream of educational courses and universities for the aspiring students.</p> <p><b>Special needs services. :</b> Counselors often help special needs students integrate into classrooms and may oversee programs that address requirements for students with special needs or learning difficulties</p>
<p><b>Aims and Objectives</b></p>	<p>Refer the sub-heading “Purpose”</p>



<i>Guidelines</i>	<ol style="list-style-type: none"><li>1. Law No. (2) of 2014 Concerning Protection of the Rights of Persons with Disabilities in the Emirate of Dubai</li><li>2. General Rules for the Provision of Special Education Programs and Services (Public &amp; Private Schools), United Arab Emirates. <a href="https://www.moe.gov.ae/English/SiteDocuments/Rules/SNrulesEn.pdf">https://www.moe.gov.ae/English/SiteDocuments/Rules/SNrulesEn.pdf</a></li><li>3. CBSE Child protection policy.</li><li>4. DEIW_Child protection and safeguarding policy_1920</li><li>5. DEIW_Dicipline Policy_1920</li><li>6. DEIW_Happiness and Wellbeing Policy_1920</li><li>7. DEIW_Speech and Language Therapy Policy_1920</li><li>8. DEIW_ADHP-1920</li><li>9. DEIW_Policy against malpractice_1920</li><li>10. Executive Council Resolution No.(2)of2017 Regulating Private Schools In the Emirate Of Dubai</li></ol>
<i>Confidentiality and Record Keeping</i>	<p>Along with the framework laid down according to the Executive Council Resolution No.(2)of2017.</p> <p>The following are exceptions:</p> <ol style="list-style-type: none"><li>1. When the life of the client/counselee is at risk</li><li>2. When reporting in regard to professional reference</li><li>3. Parents who need to be informed</li><li>4. Self-injurious behavior</li><li>5. Current medical/mental status of the client/counselee</li></ol> <p>Record keeping would be minimal and a counsellor's diary or running notes will be there for any sensitive information of the client/counselee.</p>

<p><i>Referral</i></p>	<p>The counselor may also refer a student to an external, appropriately qualified professional. A referral may occur after the counselor has made an informed decision that the counselee's situation requires assistance beyond the counselor's professional training. Parents are provided with referral details and they make the decision to proceed with an appointment with the specialist.</p>
<p><i>Services provided</i></p>	<p>Identification of student need can come from the teacher, parent, concerned adult in the student's life or the student himself. The counselling sessions are held in strict confidentiality.</p> <ol style="list-style-type: none"> <li>1. <b>Counselling:</b> The service is designed to assist students to utilize their own resources for growth in self-understanding, planning, decision-making and coping with their personal issues and handling academic challenges.</li> <li>2. <b>Individual Counselling</b> - is an interactive process, which facilitates meaningful understanding of the self and environment and/or clarification of goals and values for future behaviour. The student is assisted to cope with personal challenges they are facing.</li> <li>3. <b>Group Counselling</b> - counselling for more than two people. This would take place when there are classroom situations that require outside intervention. The students are encouraged to listen to, support and challenge each other and thus, learn to be open, constructive, and assertive and to experience how others see them. This normally takes place in the class time period.</li> <li>4. <b>Career Guidance/Information Service:</b> The service functions as a guide to students in planning academic for years 8-12, exploring career interest and opportunities and guiding through the university admissions and selection process. Students are informed about career fairs taking place in the UAE and are encouraged to visit the same. DEIW will also organize Career Fairs.</li> </ol> <p>Careful interpretation of the standardized test results such as Psycho-educational Assessments, CAT4, ASSET, Internal assessments and marks, qualification of area of interest, personality, and family systems are analysed to assist the students prepare for their career path.</p> <p>The counsellor will be familiar with:</p> <ol style="list-style-type: none"> <li>1) The requirements of students, parents and school administration</li> <li>2) The sources of useful information locally and internationally</li> <li>3) Systems for acquiring, storing and disseminating information e.g. an adequate careers library, appropriate student and parental access to pertinent useful information etc.</li> <li>4) Methods of processing and using information for the student in an integrated way e.g. making it clear, understandable and student friendly.</li> </ol> <p>The goal of the information service is to help the student in decision making</p>

<p><b>Training and overall support</b></p>	<p>processes and problem solving.</p> <hr/> <p>The aim of this service is to provide information for the improvement of the students' academic, emotional, personal and social life through workshops, lectures or presentations.</p> <p>Teachers are also provided with training sessions on helping the students to have access to a healthy and wholesome life. They are also provided with tips on identifying students who may be struggling with self-esteem and acceptance issues.</p> <p>Awareness programs and orientation programs to non-teaching staff and parents in identifying children who needs help.</p> <hr/> <p>This service provides standardized assessment materials to help the students in understanding themselves and to maximize their best potentials (in the process of making these available at DEIW)</p> <p>In situations, where the student's needs fall outside the scope of school counselling, the parents are provided with referrals to ministry approved outside agencies and an assessment is made. A report is then made available to the parents and the school. The counsellor ensures that the teachers are aware of the recommendations provided and follow up is done on the same.</p> <p>Tests may include: Personality tests, Aptitude tests, Interest Inventories, Problem checklist, IQ testing, performance testing and developmental disabilities tests.</p>
<p><b>Roles and responsibilities</b></p>	<ol style="list-style-type: none"> <li>1. All adult/staff have a responsibility to safeguard and promote the welfare of children. This includes a responsibility to be alert to possible abuse and to record and report concerns to the DEIW</li> <li>2. The counsellor is designated to take the lead responsibility for students who need professional assistance.</li> <li>3. Liaising with the family of the concerned student,</li> <li>4. Providing advice and support and information to staff as appropriate,</li> <li>5. Maintaining records for individual children,</li> <li>6. Arranging proper training/awareness for all staff.</li> </ol>
<p><b>Information Distribution</b></p>	<p>Keeping the services in mind, it is important that all the students, parents as well as the teaching and non-teaching staff are informed of the facilities available in the school. This information is disseminated as follows:</p>



	<p><b>Information for Students</b> With regard to the counselling service, each class is informed or reminded at the beginning of the school year, during their orientation, of the school counselling service. They are provided with a Call Slip to be provided to the teacher for the class they are missing.</p> <p><b>Information for Parents</b> The parents are also made to feel free and welcome to come and visit the DEIW. The school diary provides the parents with information regarding contact information for the counsellor and an appointment is made via a phone call. Phone calls from parents over a concern are also accommodated. Also, as part of overall school information dissemination e.g. school notices and parent-teacher meetings, parent orientation days, information regarding guidance and counselling is made available as required.</p> <p><b>Information for Staff Member</b> All staff members are oriented regarding the services provided by the DEIW during teacher meeting and orientation programs. They are particularly informed with regard to students who are under their care and have educational, physical, social, behavioural problems. The counsellor makes available all relevant information about students to the teaching staff. This includes suggestions for classroom management and access to useful website links.</p>
<b>Ethics</b>	<p>DEIW will act according to the code laid down by <a href="#">DHA</a>.</p> <p><a href="https://www.dha.gov.ae/Documents/Code%20of%20Conduct%20for%20Health%20Professionals%20Final.pdf">https://www.dha.gov.ae/Documents/Code%20of%20Conduct%20for%20Health%20Professionals%20Final.pdf</a></p>
<b>Date:</b>	<p><b>Written by</b> <b>Inclusion Champion</b> <b>Department of Empowerment to Inclusion and Well-being</b></p> <p style="text-align: right;"><b>Approved by: Ms. Seema Umar</b></p>