HAMILTON
International School

Counseling and Wellbeing Policy

Vision

Igniting Passion, Purpose and Potential

Mission

Our mission is to develop caring, lifelong learners and global citizens in a culture of excellence through an international, well-balanced education.

Our Core Values



I am Getting Better



Respectful



Resilient



Global Citizen



Communicator



Collaborator



Emotionally Intelligent

Definition of Learning

Learning at Hamilton is the purposeful, personalized process where learners get better in the good struggle zone.

Document Control Table

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Linked Documents and Policies		Safeguarding and Child Protection Policy Anti-Bullying Policy Behavior Policy Inclusion Policy Physical Intervention Policy Intimate Care Policy ISP Incident and Crisis Reporting Management Policy Staff Code of Conduct Data Protection and Records Retention
Version	**Date**	**Comments**
Version 1 Version 2	Undated October 2026	Counseling and Wellbeing Policy draft ASCA ethical framework; tiered model; referral triage; self-harm and suicide risk protocol and Safety Plan; consent table; confidentiality with parents clarified; records retained by school; clinical supervision; critical incidents; forms updated

1. Aims

Our aim is to promote the wellbeing of all students and ensure that every individual is appropriately supported by:

- providing a safe and nurturing environment that supports all students;
- identifying students with, or at risk of, emotional, psychological, social and/or academic difficulties as early as possible, through a variety of means and in consultation with appropriate personnel;
- providing ethical and professional support for vulnerable students;
- delivering early intervention, wellbeing programs and psychosocial support across the school to build students' resilience;
- encouraging parent and student involvement in counseling services through a multidisciplinary approach; and
- reviewing and promoting best practice within the school.

The counseling service builds on the school's pastoral provision by offering additional support to students who may benefit from working with a professional counselor. It promotes the psychological and emotional wellbeing of students, enabling them to make the most of the opportunities offered for their psychosocial, emotional and academic development.

2. Professional Standards

School counselors at The Hamilton International School hold a recognized qualification in psychology, counseling, or a related field, maintain membership in a professional counseling body, and practice in line with that body's code of ethics. As an American-curriculum school, Hamilton uses the American School Counselor Association (ASCA) Ethical Standards for School Counselors and the ASCA National Model as its reference framework for the counseling program.

The counseling service also operates in accordance with the laws of the State of Qatar and the requirements of the Ministry of Education and Higher Education, in particular the Student Guidance Guide in Private Schools and Kindergartens (1st Edition, 2025) and the Student Protection and Care Policy in Private Schools and Kindergartens (Circular No. (15) 1354/2025). Key national references are listed in Appendix 6.

3. Safeguarding

Safeguarding is everyone's responsibility, and the welfare of the child is always paramount. The counseling service operates within the school's Safeguarding and Child Protection Policy.

Any safeguarding concern that arises in counseling is reported to a DSL immediately and recorded on MyConcern the same day, in line with the Safeguarding and Child Protection Policy. Counseling does not replace or delay the school's child protection procedures.

4. What Is Counseling?

Counseling is a collaborative process between the counselor and the individual. It empowers students to work through feelings of inner conflict, gain a greater understanding of themselves and their surroundings, their feelings and thought processes, identify goals, and explore ways to navigate the challenges they face.

Through conversation, active and reflective listening, and other evidence-based approaches, counseling enhances wellbeing, builds healthy coping strategies, and helps students flourish socially, emotionally, and academically, and in their future pathways.

Rather than giving advice, the counselor offers guidance and support to help students reach their full potential. Students are given a safe space to express their thoughts and feelings about what they perceive to be an issue. Challenges such as stress, anxiety, low self-esteem, bullying, bereavement and loss, family and personal relationships, peer pressure, and limited emotional awareness or coping skills can lead to social, emotional, academic, or behavioral difficulties. Without appropriate support, these may affect a student's mental health and wellbeing.

Scope of school counseling

School counseling is short-term, goal-focused support provided in an educational setting. School counselors do not diagnose mental health conditions or provide long-term therapy or medication advice. Screening tools may be used only by counselors trained in their use, to inform support and referral decisions, not to diagnose. Where a student needs specialist assessment or ongoing therapy, the counselor will work with parents to refer the student to an appropriate external professional.

5. A Tiered Approach to Wellbeing

The Counseling and Wellbeing team delivers support at three levels, so that every student benefits and those with greater needs receive more intensive help.

Level	Who it is for	What it includes
Tier 1: Universal	All students	Mental Health and Wellbeing initiatives, assemblies, Anti-Bullying Week, pastoral support, staff training, parent workshops, and an open-door culture.
Tier 2: Targeted	Students with emerging needs	Small-group programs (e.g. friendships, social skills, stress management, social skills, anger management, conflict resolution, transition), Chill n' Chats, and check-ins, pastoral support.
Tier 3: Individual	Students with significant or persistent needs	Individual counseling in eight-week blocks, risk assessment and safety planning, multidisciplinary planning (Team Around the Child or Child in Need), and referral to external services.

6. Role of the School Counselor

The school counselor advocates for the mental health and wellbeing of the school community. The counselor:

- provides individual counseling, group sessions, Chill n' Chats and check-ins for students whose difficulties affect their emotional and social wellbeing or academic achievement;
- supports the pastoral team and leads school-wide and group activities that promote self-awareness, effective communication, conflict resolution, resilience and executive functioning skills;
- contributes to the wellbeing curriculum and plans an annual calendar of wellbeing activities based on key dates, evaluation and needs assessment;
- provides training and consultation to staff, including psychological first aid, so that staff can respond confidently to students in distress;
- delivers workshops for parents;
- is part of the school's critical incident response team (Section 13); and

- builds warm and supportive relationships with students and staff as active members of the school community.

Staff who are experiencing personal difficulties are offered consultation, psychological first aid, and signposting to external support services. The school counselor does not provide ongoing counseling to staff, to avoid dual relationships with colleagues.

The counselor does not take part in disciplinary decisions about students they are supporting. In any multidisciplinary meeting the student attends, the counselor acts as the student's advocate, supporting them to express their views and concerns; other members of the pastoral team lead on any disciplinary matters.

7. Referrals and Assessment

Referrals and assessments ensure that each student receives an appropriate plan of action for their level of need. The counselor recognizes the contribution of all members of the school community, including teachers, parents, and students, in identifying concerns. Referrals may come from students themselves, parents, teachers, administrators, or other school staff. The referral processes are set out in Appendix 1 and the referral forms in Appendix 3.

Prioritizing referrals

Every referral is reviewed by the counselor within two school days and given a priority level:

- **Urgent:** any indication of risk to life, self-harm, suicidal thoughts, abuse or neglect. The student receives support on the same day, and a DSL is informed immediately (refer to Section 8).
- **High:** significant distress affecting daily functioning. The student is seen within one week, with pastoral support in place>
- **Routine:** other concerns. The student receives support the soonest or placed on the waiting list, with a check-in offered in the meantime.

Case Review and Pastoral Team Meetings

Case review meetings use a Team Around the Child (TAC) or Child in Need (CIN) approach and include the Safeguarding Leads and the Principal. Pastoral care meetings include the Assistant Heads, the Inclusion Coordinator, and the Pastoral Team. These meetings are an opportunity for referrals and cases to be discussed by the multidisciplinary team while respecting confidentiality and its limits. Each case is assessed to decide whether school counseling is appropriate or whether another intervention would be more suitable, and the counselor then gives feedback and recommendations to the referrer.

Where a parent tells a member of staff that their child is self-harming, having suicidal thoughts or experiencing another mental health risk, the parent will be invited to meet promptly with the counselor and a DSL to discuss the support available in school and any external referral needed.

8. Self-Harm and Suicide Risk

Any member of staff who becomes aware that a student may be at risk of self-harm or suicide must stay with the student or ensure they are supervised and inform a counselor or DSL in person immediately. Concerns about suicide are never left until the end of the day, sent only by email, or left for the student to follow up.

The counselor will then:

- see the student the same day and complete a suicide and self-harm risk screening using an evidence-based tool;
- inform a DSL and record the concern on MyConcern;
- contact parents the same day and, where risk is identified, meet with them before the student goes home, unless doing so would place the student at further risk, in which case the DSL will follow the Safeguarding and Child Protection Policy;
- where risk is imminent, ensure the student is not left alone and arrange emergency medical support (999) or same-day assessment at a hospital emergency department;
- complete a Safety Plan with the student and parents (Appendix 5), and recommend referral to an external mental health service;
- agree a return-to-school or support plan with the student, parents and relevant staff, with regular check-ins; and
- remove or reduce access to means of harm on school premises where possible.

The Self-Harm and Suicide Risk Response is summarized in Appendix 5. Staff are reminded that asking a student directly whether they are thinking about suicide does not increase risk and can be protective.

9. Informed Consent

When counseling begins, and throughout the counseling process as needed, the counselor explains to the student the purpose, goals, techniques, procedures, limits and benefits of the services offered, in language suited to the student's age and understanding.

Type of support	Parental consent	Notes
Wellbeing programs, classroom lessons and school-wide activities (Tier 1)	Not required, unless stated otherwise	Part of the school's curriculum and community life.
Drop-in, Chill n' Chat, check-in and follow-up sessions	Not required	Brief, informal, and non-therapeutic. If a student attends more than three Chill n' Chats sessions about the same concern, a formal referral process will be initiated. Parents will be notified, and the most appropriate next steps for support will be recommended.
Targeted small-group programs (Tier 2)	Required	Parents are informed of the group's purpose and duration.
Individual counseling sessions (Tier 3)	Required (Appendix 2)	Obtained before weekly scheduled sessions begin. Students in Secondary are also asked for their agreement (assent).
Sharing information with an external agency	Required (Appendix 4)	Except where sharing is needed to protect a child (Section 10).

Students may visit the counselor at a drop-in to ask about the service and receive reassurance. If parents decline consent, or a student does not want their parents to know about a concern, the counselor and a DSL will assess the situation and act as needed to safeguard the student, in line with the Safeguarding and Child Protection Policy and Ministry of Education and Higher Education directives. Consent is never a barrier to responding to a safeguarding concern.

10. Confidentiality and Its Limits

All students are entitled to confidentiality, which is vital in enabling them to express their thoughts openly. While confidentiality is central to counseling, it cannot be absolute. The limits of confidentiality are explained clearly to the student at the start of the counseling relationship, and again whenever needed.

The counselor must share information, with the student's knowledge , when a student discloses abuse or neglect, self-harm or suicidal thoughts, or an intention to harm others, or when the counselor has strong grounds to believe that the student or another person is at risk of significant harm. This is the counselor's duty to protect. Wherever it is safe to do so, the counselor will explain to the student in advance what will be shared, with whom and why, and seek their views. Where a student is at risk of significant harm, the counselor initiates the school's child protection procedures and the Ministry of Education and Higher Education safeguarding protocols.

Sharing information with parents and staff

Parents are kept informed about their child's participation and general progress in counseling. The specific content of sessions remains confidential unless the student agrees to it being shared, or sharing is needed to keep the student or others safe. With staff, the counselor shares only what is needed for staff to support the student, such as recommended classroom strategies, on a need-to-know basis.

Working with other professionals

The counseling team works in a multidisciplinary way with school staff, external agencies, and specialist services while maintaining an appropriate level of confidentiality. Information is shared with external professionals with the written consent of parents (Appendix 4), except where it is needed to protect a child.

11. Counseling Sessions

Services provided

- Individual and group counseling, Chill n' Chats and check-ins in a nurturing and safe environment.
- Wellbeing and psychosocial small-group activities covering areas such as friendships and peer relationships, stress management, social skills, acceptance, anger management, conflict resolution, coping skills and decision-making.
- A calendar of wellbeing activities throughout the year, based on key dates, evaluation and needs assessment.

- Professional development for staff, workshops for parents, and support for staff in emergency or crisis situations.

Topics brought to counseling

Students bring a wide range of concerns to counseling, including, but not limited to, anxiety, stress, low mood, bullying, family and relationship issues, self-esteem, emotional awareness and coping skills, isolation, grief and loss, transition, peer pressure and academic pressure.

Length, frequency and location

Individual counseling is offered in eight-week blocks. Sessions last 35 to 40 minutes for Secondary and Primary students. Sessions are held in the designated counseling room, which has a door with a glass panel or window, unless the counselor chooses another appropriate location for a particular intervention. Progress is reviewed with the student at the end of each block, and parents are informed whether sessions will continue, change or conclude.

Session times are rotated and planned with pastoral team and teachers to avoid missing core lessons and assessments wherever possible, so that a student's learning is not affected.

Attendance and waiting lists

Demand for counseling grows as the school year progresses, so students are asked to keep their scheduled appointments and to let the counselor know in advance if they cannot attend; the counselor will do the same. A grace period of 10 minutes applies, after which the session may be rescheduled.

If a student misses three individual sessions or two group sessions without notice, the counselor will first check in with the student, as missed sessions can themselves be a sign of difficulty. After this, the slot may be offered to another student, and the student offered occasional Chill n' Chats instead. This does not apply to students who are at risk; the counseling team will make decisions on a case-by-case basis, taking clinical information into account.

Concluding Counseling

Counseling relationships are concluded ethically and professionally, normally through a planned closing session. Parents and the referring staff member are informed, and the student is reminded that they can return if they need support in the future.

Safe working practice

Counselors follow the Staff Code of Conduct. They do not contact students through personal phones, personal emails, or social media, and they use only school systems for communication. Physical contact is avoided except where needed to keep a student safe. Any virtual session uses an approved school platform and is not recorded.

12. Working with External Agencies

The counselor maintains a network of external referral services for students who are at risk, in crisis or in vulnerable situations, together with partners who support the school's wellbeing initiatives. This referral mapping is kept up to date and shared with the DSL team.

13. Critical Incidents

In the event of a critical incident affecting the school community, such as the death of a student, a staff member or a parent, a serious accident, or a traumatic event, the counselor is part of the school's critical incident response team, led by the Principal and in line with the ISP Incident and Crisis Reporting Management Policy. The counselor supports leadership with communication to students, staff and parents, provides psychological first aid, identifies students who may be more affected, and arranges follow-up support. Where a staff member needs help responding to a student in distress, they should contact the counselor or a DSL immediately.

14. Record Keeping

Counselors keep a formal record of students supported, including the referral form, parental consent, session dates, a brief note of each session, risk assessments and Safety Plans, and actions taken. Counseling records are school records. They are stored securely and electronically in a restricted counseling folder accessible only to the counseling team, and the DSLs if necessary, separate from the student's general academic record and the school's MIS, and are retained in line with the school's data retention schedule. Safeguarding concerns are always recorded on MyConcern.

Notes are factual, objective, and written on the understanding that parents may request to see them. Statistical data is collated for each term, and no student can be identified within it.

15. Handover and Continuity

To ensure consistency of provision, a full handover is required whenever a counselor leaves the school. All counseling records, consent forms, referral forms and end-of-year data remain with the school and are handed over to the incoming counselor or, if there is no counselor in post, to the DSL for secure storage. Students who need continued support or a check-in at the start of the next academic year are highlighted to the incoming counselor or the DSL so that support continues without interruption.

16. Supervision and Professional Development

Counselors have a responsibility to develop professionally and to maintain membership of their professional body, through internal and external training. Because of the emotional demands of

the role, counselors receive regular clinical supervision from a suitably qualified supervisor, in addition to line management and internal peer supervision. Counselors also provide training and peer support for colleagues.

17. Reporting, Evaluation and Review

At the end of each term, the counselor reviews and evaluates the service and reports to the Senior Leadership Team. The report includes the number of students supported, presenting needs, types of intervention, risk cases, external referrals and wellbeing activities delivered, alongside a narrative summary. Where possible, the impact of counseling is measured through student feedback and simple pre- and post-intervention of wellbeing measures. This policy is reviewed annually by the counseling team, the DSL, and the Head of Quality Assurance and Compliance.

Appendix 1: Referral Processes

A) Staff and Parent Referral

Step	Stage	What happens
1A	**A community member has a concern about a student**	Staff complete a Round Robin or Record of Support with the department, then complete the counseling referral form in as much detail as possible. Parents first contact the class or homeroom teacher, who follows the departmental support process before a referral is made. Any risk to safety is referred to a counselor or DSL immediately.
2A	**The counselor reviews the referral**	Within two school days, the counselor reviews the information, assesses the situation, and assigns a priority level (urgent, high or routine).
3A	**Counseling recommended, if suitable**	Where counseling is not the right support, the counselor suggests other options and ways of supporting the student.
4A	**Added to the counseling database**	The student is assigned a priority or placed on the waiting list according to their level of need.
5A	**Consent obtained**	The counselor obtains parental consent before weekly sessions begin and briefs the student about counseling and what to expect.
6A	**Sessions arranged**	The counselor works with the Pastoral Lead, teacher, and student to arrange sessions at a suitable time.
7A	**Counseling sessions**	Sessions are offered in eight-week blocks; the counselor uses professional judgment on whether to extend. Chill n' Chats are offered occasionally.
8A	**Closing session**	Counseling is concluded ethically and professionally. Parents and teachers are informed.

B) Student Self-Referral

Step	Stage	What happens
1B	**A student is going through a difficult time**	The student completes a self-referral form or attends a Chill n' Chat or drop-in session.
2B	**The counselor reviews the self-referral**	The counselor reviews the form, assesses the situation, and assigns a priority level. Urgent concerns are supported on the same day.
3B	**Counseling scheduled, if suitable**	Where counseling is not the right support, the counselor suggests other options and ways of supporting the student.
4B	**Added to the counseling database**	The student is assigned a priority or placed on the waiting list according to their level of need.
5B	**Consent obtained**	The counselor obtains parental consent before weekly sessions begin and briefs the student about counseling and what to expect.
6B	**Sessions arranged**	The counselor works with the Pastoral Lead, teacher, and student to arrange sessions at a suitable time.
7B	**Counseling sessions**	Sessions are offered in eight-week blocks; the counselor uses professional judgment on whether to extend.
8B	**Closing session**	Counseling is concluded ethically and professionally. Parents and teachers are informed.

Appendix 2: Information for Parents and Consent Form

Counseling at Hamilton International School

Dear Parents and Guardians,

Every child and young person needs help with their worries from time to time. Even when they get along well with their parents, they may sometimes find it easier to talk things through with another trusted adult. Concerns that go unaddressed can affect a young person's wellbeing, thoughts, feelings and behavior, and this is where our school counselors can help.

Our counselors are qualified professionals who listen without judgment. They help students talk about their thoughts, feelings and concerns, understand themselves better, and develop healthy ways of coping. Counseling at Hamilton is short-term, usually offered in a block of eight sessions of around 30 to 40 minutes, scheduled to avoid missing core lessons and assessments wherever possible. Counselors work within a recognized code of ethics and receive regular professional supervision.

Young people can face many pressures, including friendships, teasing and bullying, anger and stress, exams and schoolwork, family relationships and changes such as divorce or moving countries, peer pressure, illness, and the loss of someone close. Adolescence also brings strong feelings and many changes. Younger children, too, often find that the time and space counseling provides them with helps them cope better at home and at school.

What your child shares with the counselor is kept confidential, so that they feel safe to speak openly. We will keep you informed about your child's participation and general progress. However, if your child tells the counselor something that suggests they or someone else may be at risk of harm, the counselor will share this with the school's Designated Safeguarding Lead and, in most cases, with you, so that we can keep your child safe. Your child will be told about these limits at the start.

Counseling works best when it is voluntary and when families see it as a normal and positive step. You can help by speaking about counseling in a supportive way and showing interest if your child wants to talk about it, while respecting their privacy. Counseling is not a quick fix, and it may take some time before you notice its benefits.

If you have any questions, please contact the Counseling and Wellbeing team. Thank you for working in partnership with us to support your child.

Warm regards,
The Counseling and Wellbeing Team, Hamilton International School

Parent/Guardian Consent for School Counseling

Consent is acknowledged through the Microsoft Forms link.

The school counseling service has been explained to me, including the counseling process, the school counselor's role, confidentiality, and the limits of confidentiality. By signing below, I give permission for my child to receive a series of counseling sessions with the school counselor at Hamilton International School. I understand that I may withdraw my consent at any time by contacting the counselor.

Student's name	
Grade / Class	
Age	
Parent/Guardian name	
Relationship to student	
Contact telephone	
Signature	
Date	

Student agreement (Secondary students)

The counselor has explained what counseling is, how my information is kept private, and when it may need to be shared to keep me or others safe. I agree to take part in counseling sessions.

Student signature	
Date	

Appendix 3: Counseling Referral Forms

Referrals are submitted through the Microsoft Forms links shared with staff and students. The content of each form is set out below. Any concern about the risk of harm must be raised with a counselor or DSL in person immediately and recorded on MyConcern, not through a referral form.

This form is used to refer at risk, vulnerable, in crisis cases: primary and secondary students for counseling services.

A) Staff Referral

Referred by		**Role**	
Student's name		**Grade / Class**	
Date of referral		**Parents aware of referral?**	☐ Yes ☐ No
Reason for referral			

Areas of concern (please check all that apply; record what you observe, not a diagnosis)

Level of Activity	**Relationship with Teacher**	**Relationship with Peers**
☐ Very energetic / active	☐ Cooperative	☐ Works or plays alone
☐ Appropriate	☐ Withdrawn	☐ Participates in group activities
☐ Lethargic / tired	☐ Seeks attention	☐ Interacts well with others
	☐ Needs individual attention	☐ Distracts peers
	☐ Refuses to follow instructions	☐ Physical or verbal aggression
		☐ Initiates social interaction
		☐ Waits for others to initiate
		☐ Avoids interaction with peers

Attention	**Effort / Motivation**	**Mood and Temperament**
☐ Attends to instructions ☐ Understands directions ☐ Difficulty understanding directions ☐ Able to stay on task ☐ Inattentive / easily distracted ☐ Able to work independently ☐ Difficulty understanding concepts	☐ Tries hard ☐ Gives up easily ☐ Careless in work ☐ Eager to please ☐ Hesitant to start work ☐ Works slowly	☐ Generally happy ☐ Withdrawn ☐ Persistent sadness ☐ Tearful ☐ Easily upset ☐ Frequent mood changes ☐ Impulsive ☐ Angry ☐ Daydreams / confused
Wellbeing ☐ Stressed / anxious / worried ☐ Changes in behavior ☐ Low self-esteem ☐ Oppositional / defiant ☐ Poor hygiene ☐ Changes in eating or sleeping	**Safeguarding (also report to a DSL immediately)** ☐ Suspected abuse or neglect ☐ Self-harm ☐ Suicidal thoughts	**Other** ☐ Family relationships ☐ Grief / loss ☐ Bullying ☐ Frequent absences ☐ Academic concerns ☐ Perfectionism ☐ Unusual speech, movements, tics or sounds ☐ Other (please describe)

Student's strengths and positive qualities			
Previous or current interventions and outcomes			
Communication with parents so far			
Signature of referrer		**Date**	

B) **This form is used to refer primary and secondary students for wellbeing counseling, chill n' chats, or in class observations.**

Counseling and Wellbeing Referral Form

Use this form to refer Primary and Secondary students for wellbeing counseling, Chill n' Chats or in-class observations.

No.	Field	Response
1	Student name	
2	Grade / Class	
3	Areas of concern (tick all that apply)	☐ **Emotional wellbeing:** mood, self-esteem, coping skills ☐ **Behavioral wellbeing:** self-regulation, conduct, decision-making ☐ **Environmental wellbeing:** incidents of bullying ☐ **Social wellbeing:** relationships, belonging, peer connections, conflict resolution ☐ **Academic/cognitive wellbeing:** motivation, stress around learning, sense of competence
4	Reason for referral	
5	Briefly describe the impact on learning	
6	List all strategies and support already in place	
7	Parent communication	
8	**For class observations only:** have parents consented to class observations?	☐ Yes ☐ No

C) Student Self-Referral

Name		**Grade / Class**	
Date			

I would like to talk to you about:

☐ Myself	☐ School
☐ Family	☐ Something private
☐ Friends	☐ Something else

How soon do you need to talk?

☐ It is urgent. I need to see someone today.
☐ It is important. I would like to talk this week.
☐ It can wait. I would like to talk soon.

If you are worried about your safety or someone else's, please do not wait. Go straight to a counselor, the school nurse, or any adult you trust.

Appendix 4: Consent to Share Information with Other Agencies

I give permission to the school counselor at Hamilton International School to share information about my child with the professional or agency named below, as appropriate and necessary to support my child. I understand that I may withdraw this consent at any time in writing, and that this consent expires at the end of the current academic year unless renewed.

Student's name	
Grade / Class	
Date of birth	
Professional / agency name	
Contact details	
Purpose of sharing	
Information that may be shared	
Parent/Guardian name	
Parent/Guardian signature	
Date	
Counselor name and signature	

Appendix 5: Self-Harm and Suicide Risk Response and Safety Plan

Step	Action
1	Stay with the student or ensure they are supervised. Do not promise to keep it secret.
2	Inform a counselor or DSL in person immediately. Record the concern on MyConcern the same day.
3	Counselor completes a risk screening with the student the same day.
4	Imminent risk: do not leave the student alone; call emergency services (999) or arrange same-day assessment at a hospital emergency department; inform the Principal and parents.
5	Risk identified: contact parents the same day and meet before the student goes home (unless this would increase risk); complete a Safety Plan; recommend referral to an external mental health service.
6	Agree for a support or return-to-school plan, share it with relevant staff on a need-to-know basis, and schedule regular check-ins.
7	Review the plan at least every two weeks, and after any new concern.

Student Safety Plan

Student's name		**Date**	
Completed with		**Review date**	

My warning signs *Thoughts, feelings or situations that tell me I may be heading toward a crisis.*
Things I can do to help myself feel calmer *Activities and coping strategies that work for me.*
People and places that help distract me
Trusted adults I can talk to at school and at home *Names and how to reach them.*

Professionals and emergency contacts *External service, emergency services (999).*
Keeping my environment safe *Agreed with parents: steps to reduce access to anything that could be used to cause harm.*
My reasons for living / what matters most to me

Student signature		**Parent signature**	
Counselor signature		**DSL informed (name / date)**	

Appendix 6: Key National Laws, Regulations and Ministerial Circulars of the State of Qatar

- Student Guidance Guide in Private Schools and Kindergartens, 1st Edition 2025, Ministry of Education and Higher Education.
- Student Protection and Care Policy in Private Schools and Kindergartens, 1st Edition 2025–2026; Circular No. (15) 1354/2025 (dated October 14, 2025), including Article 13 [3.1.6 to 3.1.10].
- State of Qatar, Law No. (1) of 1994 Concerning Juveniles: Chapter One, Definitions and General Provisions (Articles 1–6); Chapter Two, Measures and Penalties (Articles 7–27); Chapter Three, Juvenile Court (Articles 28–44); Chapter Four, Conditional Release (Articles 45–47); Chapter Five, Final Provisions (Articles 48–51).
- State of Qatar Community Resources and Referral Mapping: Roles and Responsibilities of National Agencies in Providing a Safe Environment for All Children; Circular No. (2) 171/2025 of the Student Guidance Guide in Private Schools and Kindergartens, 1st Edition 2025.