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School-based Counselling Operating Toolkit

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Foreword

Foreword

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In April 2008, the Welsh Assembly Government published the National Strategy for School-based Counselling Services. We have set out a commitment that all school pupils in Wales will be able to access counselling giving them confidence that their needs will be heard and addressed. School-based counselling will complement the range of approaches already available in schools that help to support the health, emotional and social needs of pupils and lead to a healthy school culture.

This Toolkit builds on the Strategy and includes standards and guidance for counsellors and counselling services in Wales to enable counselling providers and schools deliver services that are safe, accessible and of a high standard. Advice on consulting pupils and seeking their views on the service provided as part of overall monitoring is also included to ensure that services promote the participation of children and young people in the design and delivery, and respects their rights as identified in the United Nations Convention on the Rights of the Child. Exemplar material is included from a range of providers in order to help schools where the service is just developing.

We are pleased to present this Toolkit to you which is a joint publication between the Welsh Assembly Government and the British Association for Counselling and Psychotherapy (BACP). This document will help to support the implementation of the School-based Counselling Strategy and, we trust that it will be useful as you develop this provision.



Jane Hutt AM

Minister for Children, Education,
Lifelong Learning and Skills

A handwritten signature in black ink that reads "Jane Hutt".



Edwina Hart MBE AM

Minister for Health and Social Services

A handwritten signature in black ink that reads "Edwina Hart".

Part 1

1. Introduction

This document will provide a toolkit for all involved in developing counselling within the school community. Rather than being a definitive document it is one that will evolve as our school-based counselling services for children and young people develop.

It also complements the Good practice guidance for counselling in schools 4th edition, published by the British Association for Counselling and Psychotherapy (BACP), which is included in the Toolkit.

The Toolkit draws on the experience of colleagues across Wales, Northern Ireland, England and Scotland where counselling has been incorporated as a mainstream part of school provision. We are indebted to colleagues who have pioneered school-based counselling as one of a range of services that help to support the emotional, social and health needs of children and young people.

In particular the following colleagues have used their knowledge and expertise to put together this Toolkit:

Nikki Browne	Monmouthshire
Karen Cromarty	British Association for Counselling and Psychotherapy
Emma Dagleish	Bridgend
Michael Duke	Denbighshire
Lyn Herde	Pembrokeshire
Sylvia Jones	Welsh Assembly Government
Claire Leahy	Cardiff
Ann-Marie Lloyd	Merthyr Tydfil
Andre Mundy	Neath Port Talbot

Alison Theaker	Rhondda Cynon Taff
Janine Thomas	Torfaen

Thanks to Cathy Bell, Northern Ireland Coordinator for Independent Schools Counselling Service for sharing her expertise and allowing the group to incorporate information from the Northern Ireland Operational Handbook for post primary schools. Thanks also to all colleagues and especially to children and young people across Wales including the Funky Dragon Grand Council who have contributed to the development of this toolkit.

The following legislation, guidelines and documents underpin the information and guidance contained in this Toolkit.

- UN Convention on the Rights of the Child 1989
- Everybody's Business 2001
- Education Act 2002
- SEN Code of Practice for Wales 2002
- All Wales Child Protection Procedures
- Safeguarding children in Education: the role of local authorities and governing bodies under the Education Act 2002
- Children Act 2004
- Children and Young People Rights to Action 2004
- The Learning Country and Learning Country II: Vision into Action

- Learning Pathways 14-19
- School Effectiveness Framework
- Foundation Phase 3-7 year olds
- Personal and Social Education Framework
- Welsh Network of Healthy Schools Schemes
- National Service Framework for Children, Young People and Maternity Services in Wales 2005
- Young People's Workforce Development Strategy
- SEAL Primary and secondary Resources
- RAISE funding + nurture groups
- Youth Service Strategy
- Children Don't Complain
- The National Behaviour and Attendance Review and Action Plan
- A National Action Plan to Reduce Suicide and Self Harm in Wales 2008-2013
- The development of a family nurse service for Wales Sept 2008
- Guide to the new model for the delivery of Advocacy Services for children and young people in Wales
- Thinking Positively 2009.

2. Rationale

Developing a universal school-based counselling service for all children and young people in Wales was a recommendation of the Children's Commissioner for Wales' Clywch Inquiry Report which was accepted by the Assembly Government.

It is also one of the key actions (2.35) set out in the National Service Framework for Children, Young People and Maternity Services in Wales. The provision of this service also contributes to promoting the rights of children and young people, including the right to be free from abuse, violence and neglect (Article 19), as laid out in the UNCRC.

The Welsh Assembly Government's goal is to have counselling provision available to all school pupils. In February 2007, the Welsh Assembly Government sent out a consultation draft of its strategy for school-based counselling services in order to gain views from a wide range of stakeholders on how counselling services for young people that are safe, accessible and of a high standard can be developed and delivered. The final strategy can be accessed from the Welsh Assembly Government website at: <http://new.wales.gov.uk/topics/educationandskills>

As part of this consultation, the Welsh Assembly Government commissioned the British Association for Counselling and Psychotherapy to undertake a 6 month research study into schools' counselling. A copy of the report is available from: www.bacp.co.uk/research/School_Counselling.php

This study made 10 recommendations for developing high quality and sustainable counselling services in Wales which the Assembly have adopted for the National Strategy.

The recommendations are as follows:

Services should:

1. Have sustainable funding
2. Employ professionally qualified counsellors who have experience of working with young people, who access appropriate clinical supervision with experienced supervisors, and who take part in regular, relevant continuing professional development
3. Deliver accessible counselling in an appropriately private but safe setting within the school vicinity
4. Be seen as non stigmatising by the school community and a normal part of school provision, which is integrated into the school community
5. Be monitored and evaluated by individuals or an agency (in or out of the school) with experience in this specialised area of work

6. Pay due regard to current legislation and guidance, and offer confidentiality within usual ethical and safeguarding limits
7. Respond flexibly to local needs in respect of diversity (e.g., language) and practicality (e.g., availability during holiday periods)
8. Work with and alongside other services and agencies in a collegial manner, whilst maintaining appropriate levels of confidentiality
9. Employ counsellors who are members of a professional body and as such have an established ethical framework and complaints procedure
10. Employ counsellors whose personal qualities will mean that they are approachable, have good listening skills and a manner that encourages a climate for safe and trusting relationships.

These recommendations inform the structure and content of the Toolkit.

The Strategy relates to formal counselling and emphasises that this is only one of a range of services that help to support the health, emotional and social needs of pupils and lead to a healthy school culture. Other elements include emotional literacy programmes, seeking pupils' views through school councils and other means, effective pastoral care, school nursing services, education welfare services, advocacy, anti-bullying policies and support for pupils with additional learning needs. It is widely accepted that schools which promote the health and well-being of pupils are also more likely to create an effective learning environment.

Counselling is a skilled way of helping young people with personal and developmental issues and difficulties. Counselling gives individuals an opportunity to explore, discover and clarify ways to live in a more satisfying and resourceful way. It offers the young person the opportunity to increase their self-awareness, develop their personal resources and understanding of their own problems as well as developing strategies to cope with change.

3. Setting up a School-based Counselling Service

The success of most school based counselling services depends upon adequate funding, which must be sustainable in order to ensure positive personal, social, health and educational outcomes for children and young people.

Funding can be made available through a variety of sources, some Children and Young People's Partnerships have identified additional funding through mainstream, health and education services as well as through specific grants such as Cymorth. The service is a universal service and must be available to all school pupils giving them confidence that their needs will be heard and addressed. This will complement the range of approaches already available in schools that help to support the health, emotional and social needs of pupils and lead to a healthy school culture.

Recommendation:

Services should have sustainable funding.

The Welsh Assembly Government has made available £6.5 million over three years for the development of school-based counselling. The gradual increase of funding over three years reflects the need for a staged roll-out of services from a solid base as well as the potential need to train more counsellors over time to meet demand.

The counsellor must be aware of, and involved in the needs, demands, policies and practices within the school, and be a supportive part of the school community. The counsellor must also be seen as independent, this is particularly important when dealing with pupils alienated from school, and with parents who may feel uncertain about approaching the school to discuss difficulties.

Success of a school-based counselling service depends upon a good working relationship between the counsellor and a senior member of staff with responsibility for working in partnership with the counselling service. The role of this member of staff is discussed further in this document and for the purposes of this Toolkit, that member of staff is termed the "link person". This person is likely to be responsible for the organisational aspects of setting up the service. In any partnership the roles and responsibilities of all involved must be clear and understandable.

4. Working within an Ethical Framework and Complaints Procedures

It is expected that all counsellors working as part of the Welsh Assembly Government's School Based Counselling in Schools National Strategy will adhere to an ethical code, underpinned by guiding principles.

Ethical Principles for Counsellors

The following principles are adopted by the Strategy, in an attempt to support school counsellors when making ethical decisions. These are a simplified version of the ethical principles (IN ITALICS) held within the British Association for Counselling and Psychotherapy's Ethical Framework for Good Practice in Counselling and Psychotherapy,

TRUST

School counsellors will understand that for their work to be successful, young people will need to trust them not only as individuals, but the service(s) that they provide. Counsellors will work in such a way that encourages and builds a trusting, confidential relationship with young people within the usual limits of necessary child protection disclosures.

(FIDELITY)

RESPECTING THE WISHES OF YOUNG PEOPLE

Counsellors will only work with young people who enter into a counselling relationship voluntarily; counselling is not likely to be successful if the young person concerned is "sent" for counselling against their wishes. The school counsellor will inform the young person about the services they offer in a language that they understand and check that they fully comprehend what counselling is, and what it can and cannot offer. The counsellor will explain that confidentiality is an important part of their counselling relationship, but also will be very clear

about when confidentiality cannot be guaranteed, the reasons for this, and what might happen if the confidentiality agreement needs to be broken.

(AUTONOMY)

WORKING TO A PROFESSIONAL STANDARD FOR THE BENEFIT OF THE YOUNG PERSON

The school counsellor should always work professionally and competently with young people. They will have adequate training and supervision, and will continually monitor their work in order that their young clients will receive the best possible provision of counselling. The school counsellor will pay particular attention to providing services that are appropriate to the developmental needs of their young client group.

(BENEFICENCE)

AVOIDING HARM TO YOUNG PEOPLE

The school counsellor will endeavour to work at all times to ensure that no physical or emotional harm is caused to young people by their counselling services, either intentionally or unintentionally. This will include being sure that they are fit to practice in schools; for example, in terms of their health and personal circumstances. The school counsellor will need to have a clear understanding of school systems and the school environment, and be aware of potential conflicts of interest between their clients and others (for example, school staff and parents). The school counsellor will need to be aware, and consider the consequences

for the young people concerned, of their communications with others.

(NON-MALIFICENCE)

FAIRNESS

School counsellors will endeavour to ensure that their work with young people (including young people who may become clients in the future) is fair and that they are treated with respect. Counsellors will need to consider their legal responsibilities, alongside ethical considerations and contractual obligations. School counselling services ought to be accessible to all and cater for the diverse nature of a school's population. Requests for the counselling service, in terms of number of referrals and waiting lists, will need to be managed in such a way that competing demands can be prioritised in a manner that is fair and just.

(JUSTICE)

PERSONAL AND PROFESSIONAL SELF RESPECT

School counsellors have a personal responsibility to ensure that they work ethically, and competently, and are professionally equipped for their role in the school environment. They are responsible for ensuring that their initial training, ongoing supervision, continuing professional development and self management (both within and outside of school) are appropriate in order to offer the best possible services for young people.

(SELF RESPECT)

Complaints

There must be a written complaints procedure permitting complaints relating to Services to be made. This procedure will be uncomplicated, well advertised and will detail how it should be used. The procedure must be child friendly and accessible. All complaints should usually be fed into the school's complaints procedure, although a specific complaint about the service could go through the Local Authority or the Provider's complaints procedure. Each Local Authority has a Children's Complaint's Office, and their details should be on the complaints leaflet.

Where a Service is commissioned by the local authority, the service provider will have a written complaints procedure acceptable to the local authority.

Recommendation:

Services should employ counsellors who are members of a professional body and as such have an established ethical framework and complaints procedure.

Local Authorities and Schools are advised to ensure that counsellors have completed an adequate number of training hours as part of their counselling training. BACP accredited courses have a minimum of 450 hours teaching time. In addition to training a minimum of 100 hours supervised counselling

practice. School-based Counsellors should therefore be members of BACP or equivalent and working towards BACP accreditation. In recruiting counsellors to new posts, employers are strongly advised to ensure candidates have membership of an association like BACP that has an effective, nationally recognised complaints procedure.

possess these qualities, it is nevertheless fundamental that such qualities are rooted in the practitioner's personal commitment, and within the BACP ethical framework the following personal moral qualities are included: Empathy; Sincerity; Integrity; Resilience; Respect; Humility; Competence; Fairness; Wisdom; Courage.

Personal qualities

Counsellors in schools will require an enthusiasm for working with children and young people. They will have excellent communication and listening skills. They will be expected to be patient, tolerant and sensitive and have a mature, non judgemental outlook. Counsellors will have an understanding of the key issues impacting on young people's lives today, and will have an ability to liaise as necessary with other agencies and individuals to help affect positive change in young people.

Recommendation:

Services should employ counsellors whose personal qualities will mean that they are approachable, have good listening skills and a manner that encourages a climate for safe and trusting relationships.

The counsellor's personal moral qualities are of the utmost importance to the clients they are working with. Although it would be inappropriate to prescribe that all counsellors

5. Resources

The school is expected to provide appropriate resources for the counsellor.

These resources include:

- An appropriate room which is safe, private and accessible to all pupils, available at agreed times and in accordance with Health and Safety at Work policies;
- A safe locked cabinet etc for the Counsellor to keep records;
- Use of a desk and access to a confidential telephone;
- A referral/appointment/request for service book(s) to be held by the counsellor and the most appropriate member of staff (this may be the link person or other member of staff with pastoral responsibility) Appointments are to be made by the counsellor and changed only at his/her direction, if possible in conjunction with the young client.

Recommendation:

Services should deliver accessible counselling in an appropriately private but safe setting within the school vicinity.

Counselling is essentially a private activity and meetings between counsellor and client ought to take place in a dedicated, comfortable, soundproof room which can be accessed discreetly by young people. Consideration must be taken however, to ensure counsellor safety when they are working with young people, and safety planning for the worker is important.

6. Role of the School and Link Person

Schools have a crucial role to play in creating emotionally intelligent children and young people.

Evidence shows that a counselling service which provides support within an overall school strategy can be highly effective in promoting young people's welfare, supporting their learning and achievement as well as alleviating and preventing the escalation of mental health problems. School-based Counselling can help pupils to develop skills which make personal transitions more manageable. Counsellors who are part of a whole school approach to emotional health and well-being are in a unique position to recognise early on children who are at risk, in need, vulnerable or for whom there are potential serious mental health risks at an early age.

The school has a responsibility to:

- treat the Counsellor as they would any professional;
- inform the School Counsellor of any significant events (in school or in the community) which may impact on pupils (as individuals or as groups);
- ensure the link person is available to meet the Counsellor at agreed times on a regular basis;
- be clear about the reporting accountability process e.g. if link person is responsible for referrals.

It is the school's responsibility to work with the counsellor to raise awareness of the counselling service with pupils, staff, parents and governors.

Each school will have in place a link person who will take responsibility for and be a point of contact for the school-based counselling service. This link may or may not be the Designated Teacher Child Protection (DTCP). If the link person is not the DTCP, the counsellor must ensure that they liaise with the DTCP and report child protection issues to them directly.

The link person will liaise with the counsellor over any concerns regarding the well-being of pupils who are currently receiving counselling, any relevant child protection issues, appointments, referrals and waiting lists for school pupils.

The counsellor will refer and inform the DTCP any disclosures of alleged significant harm to self or to others and will work with the DTCP in relaying any relevant information received to the appropriate agencies who have a statutory duty and powers to investigate and intervene when necessary.

The link person will provide information about and raise awareness of the counselling service to pupils, staff, parents, governors and external agencies where appropriate. The counsellor should be involved in any multi-agency meetings within the school regarding individual children and young people. The school should also ensure clear links with pastoral meetings and demonstrate how school-based counselling fits in this a whole school approach to emotional health and well being.

7. Role of the Counsellor

The counsellor can enable the young person to focus on their concerns, giving them a vehicle to explore specific problems, make choices, cope with crises, work through feelings of conflict and improve relationships with others.

The counsellor can offer a young person a safe and supportive environment to talk over difficult issues in confidence and will listen to a young person's views, experiences and feelings without judgement in an atmosphere of respect and empathy based on a secure and trusting working relationship.

The role of the counsellor is to:

- Provide a counselling service to young people who are registered with the school as current pupils;
- Organise and administer the counselling service in conjunction with schools' staff;
- Communicate and liaise with school staff, in the best interest of the young person, whilst within the limits of client confidentiality;
- Encourage the engagement of the young person's family when appropriate and beneficial;
- Liaise with staff in taking and making referrals to and from other agencies;
- Act as a resource to schools staff by offering an insight into counselling and promoting the service where possible;
- Maintain accurate counselling session records and to write reports as and when required;
- Maintain and develop professional practice through regular and ongoing management and clinical supervision and training and through involvement in service evaluation and auditing;
- Practise counselling in accordance with the Ethical Framework for Good Practice in Counselling & Psychotherapy, published by BACP, which has been adopted by this project, as a project member of the organisation.

8. Relationship to School – Accountability

The School Counsellor works to an agreed protocol with the school and the agency managing the service (this may be the local authority or a voluntary sector organisation).

The Counsellor is ultimately accountable to the young person and also accountable to the school, specifically the link person designated within the school. The link person may or may not be the Headteacher but will certainly be a member of the senior leadership team.

Each school will have to take into consideration their unique set of circumstances e.g. availability of link person to meet with the Counsellor and while this will depend on a time that suits, it is a practice which is likely to take place each day the Counsellor is in school.

A mechanism must be in place that ensures, if a counsellor is ill, their line manager, the school and young people with pre arranged appointments are informed.

Recommendation:

Services should be seen as non-stigmatising by the school community and a normal part of school provision, which is integrated into the school community.

Evidence shows that schools comment positively about how counselling supports pupils emotionally and academically. The different school initiatives that support the emotional well-being of pupils, such as peer support, nurture groups, ChildLine programmes all contribute to a healthy school culture. Counselling can also create a positive environment to facilitate strategies for learning. Counsellors can also contribute to the pastoral care of young people by addressing their emotional needs.

9. Qualifications and Experience

All counsellors working in schools should hold a recognised formal qualification in counselling, such as a Diploma or Degree in Counselling, plus a range of appropriate experience and training in working with children and young people, and will have an understanding of child development.

For example see <http://www.bacp.co.uk/research>

All counsellors are appointed subject to a satisfactory Criminal Records Bureau check (enhanced level), and must be registered from October 2009 by the Independent Safeguarding Authority (ISA). The ISA has been created as a result of the recommendation in the Safeguarding Vulnerable Groups Act 2006, to address systematic failures identified by the Bichard Report into the Soham murders. Recommendation 19 of the Bichard Report recognised the need for a single agency to vet all individuals who want to work or volunteer with vulnerable children, young people or adults. Over a phased timescale employers, statutory bodies and voluntary sector organisations will need to ensure their recruitment procedures ensure that new and existing workers are assessed by the ISA. This should be seen as an addition to current safeguarding processes. Employers and voluntary groups working with children, young people and vulnerable adults will only be able to recruit people who are ISA registered. Failure to do so could result in a fine or prison sentence.

All counsellors will be encouraged to work towards individual accreditation with the British Association for Counselling and Psychotherapy (BACP) (or equivalent) where possible.

Recommendation:

Services should employ professionally qualified counsellors who have experience of working with young people, who access appropriate clinical supervision with experienced supervisors, and who take part in regular, relevant continuing professional development.

The personality and natural skills of the counsellor should be underpinned by training. Given the vulnerability of the client group within schools, it is imperative that counsellors are qualified and able to demonstrate high levels of practice skills in working with children and young people. They should have obtained or be working towards, BACP accreditation or equivalent.

Induction

Induction arrangements must be in place in accordance with established procedures, to ensure the Counsellor understands the structures, policies and processes of the school s/he is working in.

Induction arrangements should include:

- Introduction to staff and staffing structures;
- Introduction to Governors;

- Staff handbook;
- Ethos and culture;
- Policies, plans and procedures;
- Pastoral care processes;
- Child Protection arrangements;
- Additional Learning Needs;
- Organisational arrangements;
- Term dates;
- Staff training days

Trainee Counsellors

Whilst the expectation is that all counsellors working in schools must have a recognised qualification (see above) we recognise that there may be an opportunity to support in-service training through part time award bearing courses to expand the service by supporting a trainee counsellor within a team of experienced staff.

All school counsellors, including trainee counsellors, whether qualified or in training, should be working within a recognised ethical framework such as that of the BACP.

10. Parent and Carers Involvement

Parents/carers must be involved in the introduction of the service from the beginning of the process.

This can be achieved in an open and transparent way. For example:

- Parents/carers being informed at the beginning of each school year that the service exists in their school via the school prospectus and/or website, or letter to parents;
- Parents/carers being included in any publicity being circulated about the service. For example some schools make a point of mentioning the counselling service in each newsletter;
- Information on counselling being readily available in the school foyer/library;
- Members of the school counselling team attending open evenings parent evenings etc to answer questions parents/carers may have and to give the counsellor a visible presence therefore demystifying what can often be a method of intervention which leaves those not directly involved feeling excluded from their child's lives.

A question constantly raised and which can present many ethical dilemmas is that of parental right to know if their son/daughter is accessing counselling in the school.

While it is acknowledged that working in partnership with parents/carers can benefit the counselling relationship, there is the need for a clearly stated policy of a commitment to protecting counselling confidentiality, which sets definitive limits to parental involvement, decisively underpinned by both ethical and legal factors.

The young person has a right to access counselling without their parents' consent or against their parents' wishes if they are considered to be "Gillick Competent".

Fraser Guidelines

The Fraser Guidelines set out the criteria that should be met before practitioners provide a service to under 16s without parental consent – the assessment of young people against these guidelines is often referred to as assessing whether the young person is Gillick competent.

Young people under the age of 16 can consent to medical treatment if they have sufficient maturity and judgement to enable them to fully understand what is proposed. This was defined in England and Wales by the House of Lords in the case of *Gillick vs West Norfolk and Wisbech AHA and DHSS* in 1985.

The judgement in the House of Lords referred specifically to doctors but it is considered to apply to other health professionals, including nurses. It may also be interpreted as covering counsellors, youth workers, health promotion workers and others.

For further information see the Brook website for the legal position on <http://www.brook.org.uk/content/>

(Ref: Butler – Sloss – E 1998 Report of the Inquiry into Child Abuse in Cleveland 1987. CM 412 London HMSO)

It is the counsellor's responsibility to explain to pupils clearly and periodically exactly what this means in practice.

Young people under the age of 16 have as great a right to confidentiality as any other person. If someone under 16 is not judged mature enough to consent, the consultation itself is confidential.

11. Accessing Counselling

For the types of presenting problems that are appropriate for counselling service, please refer to Part 2 (v) for details.

Anyone who wishes to make a request for counselling on behalf of a young person must, in the first instance, discuss this with the young person involved. The right for children and young people to participate is enshrined in Article 12 of the United Nation Convention on the Rights of the Child (UNCRC) which states that:

"Parties shall assure to the child who is capable of forming his or her own views the right to express those views freely in all matters affecting the child, the views of the child being given due weight in accordance with the age and maturity of the child".

This has been abbreviated by UNICEF to say:

"You have the right to say what you think should happen when adults are making decisions that affect you, and to have your opinions taken into account".

After talking with the young person, the adult can encourage a self referral or, with the young person's permission, seek an appointment. This approach values the young person and respects their right to be informed and involved in decisions concerning themselves. It is important to note that counselling is not compulsory and a young person may choose not to engage with or choose not to continue counselling.

Requests for young people to participate in counselling could be taken from any interested parties including young people themselves, parents, teachers, and others. Informal liaison and discussion should take place prior to a formal request for counselling.

The young person has a "right to access counselling without their parents' or carers' consent or against their parents' /carers' wishes if they are considered to be "Gillick Competent". (see above)

If a child/young person is requesting counselling, then the school and the Counselling Service, together, can assess if he or she is "Gillick Competent". If this is deemed to be so, then they can access counselling without their parent's knowledge or consent.

It is therefore necessary to make an assessment of Gillick Competency taking into account:

- The maturity of the child or young person;
- Whether the young person demonstrates sufficient intelligence and understanding to enable him or her to understand what is being proposed, i.e. counselling;
- Whether the young person demonstrates sufficient intelligence and understanding of the consequences of his or her actions;
- Whether the young person understands the consequences of a possible deterioration in their mental health if they don't access counselling.

Good practice involves a partnership with parents and it would be important to explore how the young person could be supported in informing parents if this is appropriate and in line with the young person's wishes.

If the young person is considered "Gillick Competent" it is then up to the counsellor to

determine whether counselling is an appropriate provision.

For the young person to be eligible to receive counselling, s/he must understand the nature of counselling and be able to make a valid verbal counselling contract, including the ability to understand the principle of confidentiality and the need for this to be overridden where the young person is alleged to be at risk of harm from self or other.

Routine requests will be entered into the appointment system and be seen at the earliest opportunity. Urgent cases will be seen at the next available cancellation, free appointment or, in exceptional circumstances, on the counsellor's next working day, subject to negotiation with the counsellor and link person.

It may be necessary for the young person or the link person to indicate on the request for service their perceptions of the urgency of the situation or the level of risk. It is useful to use a rating form (see Part 2 (viii)). It is essential that the counsellor is informed if the young person has been seen in the past/is currently working with any other agencies such as CAMHS, Children's Social Services, Behaviour Support and the current level of involvement. It is the responsibility of the link person to indicate to the counsellor, for example, if the young person is a Looked-after Child or is on the Child Protection Register. Please refer to Part 2 (xiii) for details. It is also the responsibility to inform the counsellor if the young person poses any risk.

Young people who are currently receiving support from other agencies are eligible to access the Counselling Service. There should be no apparent conflict with any impending legal proceedings or overload in the support or interventions being given to the young person elsewhere. Counsellors need to be mindful of the fact that there may be occasions where information that is disclosed in the course of a counselling session may later form part of legal proceedings or legal action and that they may be required to give evidence or provide reports in due course concerning their client. ('Good Practice Guidance for counselling in schools' 4th edition BACP, p 27). In these situations, counsellors should seek guidance from the Main Lead in the Local Authority and/or Child Protection/Safeguarding Unit in individual cases before commencing counselling with a young person.

There may be some instances where it may not be appropriate for a pupil to be offered counselling for example, they may not be ready to engage in the process. If there is any doubt concerning the appropriateness of a young person receiving counselling, then a discussion held to clarify the issues involved and establish the best way forward.

It is important that young people see counselling as a service for them. Therefore when setting up the procedures, comments from young people should be included at all stages of the counselling process. Templates for forms can be found in the Part 2. These can be adapted for your school.

A post box system, texting, telephone, drop-in, pre-printed cards with pictorial representation or other systems may be used as agreed by the school community. User friendly information will be displayed and distributed as agreed, to inform the school community of the service.

12. Safeguarding/Child Protection

The counsellor is bound by the All Wales Child Protection Procedures and guidance within the Local Safeguarding Children Board (LSCB).

This includes the requirement for the counsellor to identify and report possible cases of harm to children and young people, via the Designated Child Protection Person (DCPP). This would originate from any disclosures made by the young person or if the counsellor has knowledge, concerns or suspicions that a child is suffering or is likely to be at risk of harm. This will include disclosures relating to alleged physical, emotional and/or sexual abuse and/or neglect from self or other and override any confidentiality agreement made between counsellor and client.

Counsellors should endeavour to keep up to date with current legislation and case law. Each Counsellor must have the school's pastoral documentation, which includes the child protection policy, anti bullying policy and discipline policy. Each counsellor is required to take part in any national, regional or local mandatory child protection training.

Specific arrangements for reporting child protection concerns will be agreed with the school and set out in school procedures. All child protection concerns **MUST** be passed onto the DCPP who will work within Welsh Assembly Government guidance and the All Wales Child Protection Procedures.

Recommendation:

Services should pay due regard to current legislation and guidance, and offer confidentiality within usual ethical and safeguarding limits.

The school and the Counsellor must work together within the requirements of Welsh Assembly Government guidance, Safeguarding Children: Working Together Under the Children Act 2004 (published in 2007); Safeguarding Children in Education: The role of local authorities and governing bodies under the Education Act 2002 (published in 2008) and the All Wales Child Protection Procedures (published in 2008).

All educational establishments, independent schools and local authorities are subject to inspection by Estyn and in some cases, the Care and Social Services Inspectorate for Wales (CSSIW). The establishment's performance in regard to their responsibility to safeguard and promote the welfare of children in accordance with the relevant legislation and guidance will form part of the relevant inspectorate's judgement of the establishment's overall performance. Performance in this area will not be judged solely on the existence of procedures, but on their effectiveness in terms of safeguarding children from harm.

13. Confidentiality

There is no such thing as absolute confidentiality when working with young people; at all times child protection concerns will take precedence over normal confidentiality codes.

The contract entered into with the young person at the beginning of the counselling relationship will spell out what this means in a way that is relevant to the young person's maturity and level of understanding.

Good practice dictates that at the beginning of a counselling relationship the young person and the school counsellor enter into a contract. This clearly sets out what boundaries exist in the context of a school based counselling service. The young people will not be offered levels of confidentiality that cannot be kept.

Absolute confidentiality therefore cannot be guaranteed. The welfare of the young person will, at all times, take precedence over confidentiality. At the beginning of a counselling relationship, the counsellor will explain confidentiality and its limitations to the young person. Two of these limitations would include:

- When a young person is at risk of significant harm to self or others
- When the counsellor presents their cases anonymously in clinical supervision.

All counsellors are expected to discuss difficult ethical and moral decisions of reporting disclosures with their clinical supervisor and line manager.

Should a counsellor think that a young person is at risk of significant harm, and this needs to be reported to the Designated Teacher Child Protection, the counsellor will at all times attempt to gain the young person's permission to do so, and only disclose relevant information.

The Counsellor should treat with confidence all personal information about young people, whether obtained directly, indirectly or by inference. Such information includes names, addresses, biographical details and other descriptions about the young person's life and circumstances that might result in identification.

All information about the young person's school will also be treated as confidential. Counsellors will not discuss case details outside the service.

14. Diversity and Additional Learning Needs

'Children and Young People's Rights to Action' sets out a commitment to promote equality and tackle discrimination.

The pledge is reflected across all policy areas. There is also a commitment to Wales being a truly bilingual country, and the strategy *laith Pawb* sets out actions to support the language. *laith Pawb* emphasises that all children and young people should have the opportunity to learn the language and use it. There is therefore a need to ensure that young people have an entitlement to counselling in both English and Welsh.

Wales is now fortunate in being home to a range of different cultures and languages and the Welsh Assembly Government is committed to providing services to children and young people that take account of cultural differences and the need to provide counselling in different languages. There is also a commitment to ensure that all children and young people with Additional Learning Needs* have their needs met. This is pertinent e.g. for disabled young people and lesbian, gay and bisexual young people whose identity and experiences may not have been represented in the school setting in the past.

*Additional Learning Needs (ALN) includes persons who, for whatever reason, require additional learning support because they are struggling to learn in comparison with their peers. School pupils may therefore require additional learning support if they have difficulty in learning because they have, for example:

- special educational needs;
- a disability;
- medical needs;

- gaps in their knowledge or skills due to prolonged absences from the education system e.g. school refusers, school phobics or young offenders;
- difficult family circumstances e.g. due to bereavement;
- accessed education inconsistently e.g. Gypsy and Traveller pupils or
- Their first language is not English or Welsh e.g. Asylum seekers/refugees/children of migrant workers;
- They are looked after by the local authority e.g. a child whose schooling was disrupted before being taken into care or has had frequent changes of school since taken into care;
- They are underachieving due to care responsibilities e.g. young carers;
- They are pregnant or a young parent;
- They are being bullied by their peers or other persons, due to their sexual orientation e.g. lesbian, gay, bisexual and transgender pupils;
- They are pupils who perform or who have employment.

It is important that young people who are not able to access mainstream school provision are not disadvantaged. The counselling provider, must therefore ensure entitlement to counselling to all children and young people who need to access help and support. Specific guidance will be issued in due course on ensuring access to counselling for all children.

Recommendation:

Services should respond flexibly to local needs in respect of diversity (e.g. language) and practicality (e.g. availability during holiday periods).

At present the Western model is the universal method of counselling services. Consideration must be given to adapting methods so that the needs of minority ethnic pupils are met. The specific needs of Asylum seeking and refugee children are recognised and must be available in the 4 dispersal areas of Cardiff, Newport, Swansea and Wrexham. The GEMMS (Newport) is an excellent example of targeted counselling services. Services must also be offered in Welsh and English and consideration given to access out of school time.

15. Record Keeping

Counsellors must keep all records locked in a secure cabinet within premises that are secure. These records will help in both evaluating the service and monitoring take up of counselling and issues raised during the counselling sessions.

The counsellor will keep notes about what has been discussed in the sessions and present their work to a counselling supervisor every month during clinical supervision. This will enable effective monitoring of the counselling provision taking place. Information which could identify the school or the young person is not provided to the supervisor.

The counsellor will need to negotiate with the headteacher or link person a clear framework for recording attendances by children with a coded recording system.

Each young person's records are kept under an anonymous ID number and stored securely. Statistical data on output data will be available on an annual basis, no pupil will be identified within the data collated by the Local Authority

It is a legal requirement to protect sensitive data, and Data Handling Procedures in Government sets out measures that schools should adopt to maintain data security. The Data Protection Act 1998 came into force on 1st March 2000; the purpose of the Act is to protect the individual rights and freedoms

of individuals, especially their right to privacy with respect to the processing of personal data. The Act applies to personal data whether it is held on a computer system or on paper. There are particularly stringent rules surrounding "sensitive" data such as pupil characteristics, SEN, health, religious beliefs, ethnic background, sexuality etc. Further information may be obtained from <http://becta.org.uk>

The Data Protection Act 1998, determines that a school counselling record could be classified as part of an education record. Consideration will therefore need to be given as to the retention and disposal of school counselling records and with whom the prime responsibility for this lies.

16. Sharing of Information

While the school link person may have a general overview of the presenting reason for referral, the content of sessions will remain confidential unless the welfare and safety of the young person and/or another is considered to be at risk of significant harm.

In these instances the school child protection policy will be activated.

The counsellor will not pass on any detailed accounts of sessions, but may communicate periodically with school staff about general progress with the young person's agreement. School staff should understand the young person's right to confidentiality in counselling, and will respect this in their dealings with the counsellor and the child. This is crucial with regard to a counsellor's involvement with multi-agency meetings where individual children's needs are discussed.

Recommendation:

Services should work with and alongside other services and agencies in a collegial manner, whilst maintaining appropriate levels of confidentiality.

School counsellors will work in a multi-disciplinary way and communicate when appropriate with school staff, other agencies and specialised services. Counsellors may find it necessary to liaise with, share information or refer the young person to another agency for further help. This should only happen with the young person's express permission.

17. Monitoring Evaluation and Review Arrangements

Under the new Estyn Inspection Framework in 2010, school-based counselling will be inspected through Local Authority Inspections.

Estyn may also inspect a school-based counselling service and measure its contribution to the overall ethos of the school but inspectors are not allowed to sit in on sessions. It is accepted that in this instance the rights of a head teacher and school inspectors have given way to the rights of young people to receive confidential counselling.

Where counselling services exist, they have been shown to:

- Complement pastoral care systems;
- Support teachers' care of children and young people and their management of those with emotional and behavioural difficulties;
- Offer training to teachers in counselling skills and stress management;
- Provide consultation, training, support and supervision of strategies to counteract problems such as bullying and truancy;
- Influence drug and sex education policies within a confidential framework;
- Contribute to the personal and social education framework curriculum;
- Support effective child protection procedures.

Monitoring will take place on an ongoing basis and data will be collated that includes:

- Immediate impact of counselling for the young person
- Impact within the school
- Numbers of young people attending

- Gender of young people attending
- Age profile/year group
- Ethnicity of the young person attending
- Sexual orientation of the person attending
- Disability/illness/Special Needs of the person attending
- Religion or belief of the person attending
- Looked After Children
- Number of sessions
- Numbers who did not keep a counselling appointment
- Presenting issues
- Predominant issues
- Onward referral (particularly specialist CAMHS)
- Child Protection referrals.

Evaluation will take place using a variety of methods including:

- User Friendly forms;
- Focus Groups;
- Peer Evaluation;
- Questionnaires;
- Outcome of CORE, SDQ or equivalent.

The Welsh Assembly Government Review of the School-based Counselling Service will take place using the information collated from the monitoring and evaluation. Data collated will be evaluated with

a view to forming arrangements which are required for the future development of the service.

The Assembly will evaluate the effectiveness of school-based counselling services in year 1 and 2 focussing on:

- Its impact on children and young people's mental, emotional and psychological health;
- Young people and staff's satisfaction with the service;
- Perceived areas for improvement;
- The impact of the counselling on young people's capacity to study and learn
- The added value that a school-based counselling service might have to a school's pastoral care provision;
- The relationship between counselling and wider support services.

Recommendation:

Be monitored and evaluated by individuals or an agency (in or out of school) with experience in this specialised area of work.

Outcomes and progress will be monitored in several ways, as follows;

- By the Local Authority on a day-to-day management basis, within the scope of their statutory duty to provide a suitable education to children and young people;
- At least 2 written annual reports of progress by the Local Authority which will include outcome measures as agreed by the Assembly as appropriate;
- Through the work of the Co-ordinator for School-based Counselling;
- By external evaluators appointed by the Assembly;
- By Estyn, in the content of its annual remit from the Assembly and
- Through the work of the Wales Audit Office, in relation to the local Authority.

18. Supervision

Supervision is a formal arrangement for counsellors to discuss their work regularly with someone who is qualified and experienced in counselling and supervision.

All counsellors need to engage in regular clinical supervision to maintain and monitor standards and to comply with their ethical code. Counsellors will use time in a supervisory relationship to anonymously consider their cases with the outcome being offering the highest standards of ethical practice to their clients.

Clinical supervision is a separate and different from line management supervision which will be provided by their employer.

Counsellors may also take part in group-supervision with other school counsellors, during which they will also consider issues of practice with their peers.

School counsellors should undertake counselling supervision with a supervisor who has experience and understanding of children and young people and of the school setting

It may be helpful for Local Authorities to facilitate group/peer supervision for all school counsellors within their area as a helpful and additional resource for counsellors which is likely to enhance their ethical practice. These peer supervisions could be facilitated by a colleague such as an Educational Psychologist with appropriate counselling supervision training.

Part 2

Appendices

Included in the appendices are a range of documents, none of which it is obligatory to use. The documents may be used as templates for you to create your own documents to manage and evaluate your service.

i. The Counselling Service for Young People: Quality Standards – Bridgend

This is an example document of a counselling service based within a Youth Service, it is an exemplar and not meant to be definitive. Local conditions would need to be reflected within such a document.

	OBJECTIVES	EVIDENCE CRITERIA
Counselling Environment		
To provide a safe, warm, secure and confidential environment that ensures that young people feel comfortable in working with a counsellor and expressing any emotions and conflicts that arise.	To ensure that young people are able to utilize the counselling session to maximum benefit without fear of distractions and interruptions or concerns over confidentiality.	Feedback from counsellors, staff and youth workers that a risk assessment has been undertaken to ensure that the environment is conducive to counselling and confidentiality can be maintained.
Counselling Practice		
To provide free, confidential face-to-face counselling to young people across BCBC.	To ensure that the service is valuable to young people in allowing them the opportunity of resolving issues that are problematic and to benefit from the experience of working with a trained counsellor.	Paper returns monitoring number of young people using the service. Feedback from service users, school staff and youth workers that the provision of counselling has allowed them to make positive and considered changes to their lives.
Through the provision of counselling, to allow a young person to develop self-esteem, confidence, effective coping and enable them to cope with any crises that arise.	To promote the establishment and develop of self-esteem, self-awareness and coping skills in a young person, equipping them with the ability to cope with life changes and challenges and to promote positive mental health and living.	Through counsellor's notes of sessions, through informal and formal monitoring and evaluation systems and through feedback from clients, schools staff and youth workers.

<p>To ensure that young people are involved in the direction and progress of their counselling and have the opportunity to give feedback on the counsellor and the quality of the counselling they have received via regular reviews held within the counselling session.</p>	<p>To develop a young person's sense of responsibility for themselves, their life choices and to foster a sense of empowerment through self awareness and offering feedback to others. To allow the counsellor to take feedback from the client and ensure their needs are being met and that the counselling is being appropriately tailored toward the individual client.</p>	<p>Through counsellor's notes of sessions, through informal and formal monitoring and evaluation systems and through feedback from clients, schools staff and youth workers.</p>
<p>To help young people understand how their personal and social development has an impact on the quality of their lives to encourage a sense of responsibility and have respect for themselves and others.</p>	<p>To promote the principle that positive change and development can impact emotional, social and environmental choices that young people make.</p>	<p>Through counsellor's notes of sessions, through informal and formal monitoring and evaluation systems and through feedback from clients, schools staff and youth workers.</p>
<p>To assist young people in contacting external organizations and specialists. Where necessary to access alternative or additional support services.</p>	<p>To empower the young person to take responsibility for seeking support where needed and to seek to understand the limits of the counsellor's competence and need to access additional services where dictated by legislation. For example, contacting child protection agencies.</p>	<p>Through counsellor's notes of sessions, through informal and formal monitoring and evaluation systems and through feedback from clients, schools staff and youth workers.</p>
<p>To promote equality of opportunity and address any issues of race, gender, disability and equality.</p>	<p>To ensure that all young people have access to counselling services.</p>	<p>Through specific monitoring on paper returns of client's age, sex, ethnic origin and disability.</p>

To raise young people's awareness of their rights and responsibilities.	To ensure that young people are informed of their rights and responsibilities to allow them to make informed choices and decisions about their lives and themselves.	Through counsellor's notes of sessions, through informal and formal monitoring and evaluation systems and through feedback from clients, schools staff and youth workers.
To raise awareness of the availability of counselling services in schools, community and youth settings and to challenge any negative beliefs and stereotypes about counselling.	To raise awareness of the benefits of counselling and ensure that referrals continue to be made.	Through counsellor's notes of sessions, through informal and formal monitoring and evaluation systems and through feedback from clients, schools staff and youth workers.

Staff recruitment

To ensure that Counsellors possess a minimum qualification of a Diploma in Counselling.	To ensure that high quality, professional counselling can be accessed by young people and that counsellors have received appropriate training in counselling.	Through verification of counsellor's training and through production of paper qualifications.
To ensure that all counsellors receive regular counselling supervision to maintain appropriate professional standards and to monitor the quality of their practice and support professional development.	To support a counsellor's development, practice and to ensure that high standards of counselling practice are met and maintained.	Counsellor's continued attendance at counselling supervision meetings.
To ensure that all counsellors recognize the need to seek personal therapy where personal circumstances or events dictate.	To ensure that all counsellors continue to be fit for practice and have a mechanism for dealing with any personal issues as they arise and continue to be vigilant that these do not have an impact on their client work.	Feedback from counsellors.

<p>To ensure that the Project continues to be registered as an organisational member of the British Association for Counselling and Psychotherapy (BACP). This involves the adoption and adherence to the BACP Ethical Framework for Good Practice in Counselling and Psychotherapy.</p>	<p>To ensure that quality standards are upheld in counselling and to provide an external complaints procedure if necessary.</p>	<p>Membership confirmed in writing by BACP.</p>
<p>Staff Development</p>		
<p>To provide staff with a structured induction process both verbal and written.</p>	<p>To ensure that staff are aware of all policies and procedure used by the agency in carrying out counselling with young people across BCBC.</p>	<p>Through recording of induction session by Counselling Manager.</p>
<p>To provide staff with regular recorded supervision, appraisals, team meetings and staff reviews.</p>	<p>To allow counsellors the opportunity of discussing issues of concern, performance, service development, training and administration in a confidential setting and to allow monitoring of performance, professional standards and counselling practice.</p>	<p>Regular recorded sessions with Counselling Manager.</p>
<p>Training</p>		
<p>To ensure that staff receive training in recording client details, participation rates and monitoring and evaluation.</p>	<p>To ensure that the correct administration procedures are followed in line with BCBC/ European grant provision and that baseline data is recorded.</p>	<p>Through paper returns and counsellor's notes.</p>

To ensure that staff have equal access to training programmes run by BCBC and external training agencies.	To ensure that staff continue to develop and learn in their role.	Counsellors accessing internal training and pinpointing any relevant external training.
Monitoring, Assessment and Evaluation		
To ensure that staff record details of their counselling practice, including levels of participation, retention rates and categories of issue brought by the client in order to compare different levels achieved in different years and in different schools and youth centres.	To inform current and future practice and project development and to ensure that the service continues to meet the needs of young people.	Paper returns and counsellor's notes.
To monitor and record young people's views on the delivery of the programme.	To inform current and future practice and project development and to ensure that the service continues to meet the needs of young people.	Through counsellor's notes of sessions, through informal and formal monitoring and evaluation systems and through feedback from clients, schools staff and youth workers.
To record and respond to staff views and recommendations on the development of the service.	To evaluate the current and future development of the project and use staff expertise to inform decision making and consider lessons learned.	Through formal and informal feedback in supervision, team meetings etc.
To ensure that young people and staff understand the purpose of assessment.	To ensure that young people and staff participate in monitoring of the service and feel that their views are taken into account. To utilize the monitoring, assessment and evaluation processes to ensure the service meets the needs of young people and achieves the aims of the organization.	Through counsellor's notes of sessions, through informal and formal monitoring and evaluation systems and through feedback from clients, schools staff and youth workers.

To collate statistics, outcomes and levels of participation in order to produce a report.	To ensure that the service meets the needs of young people and achieves the aims of the organization.	Through counsellor's notes of sessions, through informal and formal monitoring and evaluation systems and through feedback from clients, schools staff and youth workers.
Partnerships		
To identify public, voluntary and private organizations and establish partnerships in the establishment and running of the project and in taking referrals for young people.	To establish the project as an integral component of services to young people and to ensure that referrals continue to be made.	Through publicity and promotion of the service formally and informally.
To negotiate use of facilities and resources in order to increase provision of counselling services to young people.	To ensure that facilities are available for young people to use and that resources are utilised to benefit the service.	Through counsellor's notes of sessions, through informal and formal monitoring and evaluation systems and through feedback from clients, schools staff and youth workers.
To write funding application(s) in order to secure the long term funding of the project.	To ensure the project survives long term and continues to benefit young people.	Written proposal.
Equal Opportunities		
To ensure that counsellors are aware of current legislation and BCBC organizational policies relating to age, disability, gender, race and sexual orientation.	To ensure that all counsellors are well informed when working with young people and are able to avoid discrimination and promote equal opportunities.	Through staff training if needed.
To monitor and evaluate all areas of equal opportunities with particular relation to age, disability, gender, race and sexual orientation.	To ensure that the project offers equality of access to young people and to inform current and future planning.	Through counsellor's notes of sessions, through informal and formal monitoring and evaluation systems and through feedback from clients, schools staff and youth workers.

ii. Checklist for setting up a counselling service in school

20 QUESTIONS NEEDING TO BE ANSWERED (PLEASE TICK)	YES	NO
1. Are all governors, staff, pupils, parents, partners aware of School-based Counselling being developed?	<input type="checkbox"/>	<input type="checkbox"/>
2. Is training for school staff on school-based counselling in place?	<input type="checkbox"/>	<input type="checkbox"/>
3. Are information/publicity leaflets accessible to all different audiences – staff, parents, young people, others?	<input type="checkbox"/>	<input type="checkbox"/>
4. Is counselling seen as part of a whole school approach to emotional health and well-being and school effectiveness?	<input type="checkbox"/>	<input type="checkbox"/>
5. Is the service seen as independent as well as integral to the school?	<input type="checkbox"/>	<input type="checkbox"/>
6. Is the counselling room accessible, safe, warm and secure?	<input type="checkbox"/>	<input type="checkbox"/>
7. Have sufficient resources been allocated?	<input type="checkbox"/>	<input type="checkbox"/>
8. Has a suitably qualified counsellor been appointed?	<input type="checkbox"/>	<input type="checkbox"/>
9. Are induction arrangements in place?	<input type="checkbox"/>	<input type="checkbox"/>
10. Has a link person in the school been appointed?	<input type="checkbox"/>	<input type="checkbox"/>
11. Are clinical and managerial supervision arrangements in place, including peer supervision?	<input type="checkbox"/>	<input type="checkbox"/>
12. Are continuing professional development CPD opportunities in place?	<input type="checkbox"/>	<input type="checkbox"/>
13. Have young people been involved in the development of the service?	<input type="checkbox"/>	<input type="checkbox"/>
14. Does the Equal Opportunities policy include disability, gender, race and sexual orientation?	<input type="checkbox"/>	<input type="checkbox"/>
15. Is the counsellor aware of relevant legislation and procedures including Child Protection procedures?	<input type="checkbox"/>	<input type="checkbox"/>
16. Are complaints procedures clearly outlined?	<input type="checkbox"/>	<input type="checkbox"/>
17. Are there protocols in place for working with other agencies?	<input type="checkbox"/>	<input type="checkbox"/>
18. Is the counsellor working within an ethical framework such as BACP or equivalent?	<input type="checkbox"/>	<input type="checkbox"/>
19. Are there clear referral including self-referral procedures in place?	<input type="checkbox"/>	<input type="checkbox"/>
20. Are monitoring, evaluation and reporting procedures in place including collation of data for the Welsh Assembly Government?	<input type="checkbox"/>	<input type="checkbox"/>

ii. Alternative checklist for schools prior to counselling

REQUIREMENTS	NOTES TO COUNSELLOR/FOR DISCUSSION
Small room which is preferably not in a busy area and it is unlikely to be disturbed, and has blinds at window so people are not able to see in.	
Comfortable chairs.	
Desk and or a coffee table – preferably both.	
Lockable ling cabinet with 2 keys. One key to be kept by counsellor and the other will be kept as a master by the head teacher/nominated teacher.	
Access to a condential phone line.	
A copy of or access to pastoral documents particularly child protection policy, anti bullying policy, discipline policy and any other policies and procedures that affect a student's well being.	
Identify a safe place where the appointment and referral le can be kept. This le will contain appointments, waiting list, student's timetables and referral information. The le will need to be accessed by the link person and counsellor only.	
Referral information on each client needs to include – name, year/class, known child protection issues, if seeing anyone else e.g. CAMHS, Ed. Psych, if registered disabled, SEN, ADHD, Asperger's etc, and reason referred for counselling.	
Any health and safety concerns re. room location etc.	
Need to consider how/if you will market the service and who to – staff, students, families and carers or if you will only inform staff until more counselling hours are available.	
Ensure staff are clear on the referral procedure.	

iii. Exemplar Job Descriptions and Person Specifications

Bridgend County Borough Council Job Description

DEPARTMENT:	Education, Leisure and Community Learning
LOCATION:	Bridgend/Tondu
JOB TITLE:	Counselling Manager
GRADE OF POST:	JNC Point
RESPONSIBLE TO:	Principal Youth Officer
HOURS:	37
PERIOD OF EMPLOYMENT:	1st April 2007 to 31st March 2008

Job Purpose

To manage, develop and extend the 'Youth Counselling Project'. This will include developing and extending provision of counselling to young people aged 11 – 25yrs in schools and in the community through a counselling caseload and through a team of qualified counsellors.

The manager will develop and extend a network of support systems with other youth providers, organizations and agencies especially Children's Services, CAMHS and the Child Protection Unit, to establish a multi agency response to the needs of these young people. The manager will be responsible for a team of counsellors who will work within schools and in the community providing counselling to young people with the aim of helping young people with personal and developmental issues, empowering them to live in a more satisfying and resourceful way.

Key Tasks

1. To develop and manage a programme of youth counselling in schools in the community through a counselling service team as appropriate. This will include chairing team meetings, arranging training and supervision, carrying out supervisions, appraisals and reviews.
2. To increase young people's access to counselling through the development of counselling services in BCBC schools and in the community which will offer young people time, space and an opportunity to talk in a confidential, non-judgmental, empathic, environment about issues and concerns they may be facing in their lives.
3. To support young people on a one to one basis enabling them to move towards a greater self understanding which will help them to deal with life changes.
4. To explore, develop and implement the service for young people ensuring a safe supportive, empowering environment is created to stimulate the personal development of young people.
5. To set up referral procedures between relevant agencies and the youth service ensuring a strong network is established and sign posting procedures are available, especially with CAMHS, Children's Services and the Child Protection Unit.

6. To investigate availability of additional professional counselling services and establish a partnership working so that young people can access a range of counselling and other relevant support services.
7. To ensure the implementation of Extending Entitlement Confidentiality and other guidelines, policies and practices and keep abreast of legislation linked to the counselling field both locally and nationally.
8. Ensure effective monitoring and evaluation procedures, risk assessments, quality standards are in place so that the service provided responds to the identified needs of young people and objectives are met.
9. Offer young people a safe and private environment where they can explore problems and look at options available to them.
10. To research, identify and apply for external sources of funding and if received to manage the grant in compliance with any financial reporting and monitoring regulations.
11. To oversee all child protection referrals that arise in the course of a child in need of counselling practice through the counselling team.
12. To develop a strategy and operational plans for the extension of the counselling programme.
13. To undertake any other duties, as assigned by the Director of Education, Leisure and Community Services commensurate with salary and grade of post including operational plans and regular reports.

iii. Exemplar Job Descriptions and Person Specifications

Rhondda Cynon Taff – Eye to Eye Youth Counselling Service Job Description

DEPARTMENT:	Schools Counselling
LOCATION:	
JOB TITLE:	School Counsellor
GRADE OF POST:	
RESPONSIBLE TO:	Co-ordinator Eye to Eye. Board of Trustees
HOURS:	2 x 4 Counselling days in schools. Term Time Only. (As Required by Contracted School)
PERIOD OF EMPLOYMENT:	

Job Purpose

To provide a professional counselling service to young people in two schools within Rhondda Cynon Taff.

Important Details

This post commences with a two week induction starting on the 8th December 2008. The counsellor will need to be able to work Monday 8th and Tuesday 9th starting at 9.30am.until 3.00pm. In week two the times are Tuesday 16th and Wednesday 17th December, 9.30 to 3.00.

School Counselling will start the second week in January and will be briefed during induction.

Duties and Responsibilities

1. To perform counselling duties with the Codes of Practice and Ethics recommended by the British Association for Counsellors (BACP) and Eye to Eye Service Standards and Policies.
2. To carry out counselling to young people attending schools in Rhondda Cynon Taff as is deemed appropriate by the Charity Coordinator.
3. To complete and maintain appropriate confidential records and ensure confidentiality is maintained in all aspects of work.
4. To attend all training and staff development workshops as required.
5. To maintain up to date client records.
6. To maintain a client centred approach.
7. To attend regular supervision session and complete appropriate records.
8. To liaise with members of the school team in order to work in the best interests of your client.
9. To liaise with other appropriate agencies with the permission of the charity.
10. To complete and submit all necessary counsellor timesheets and paperwork to the charity.

11. To abide by host schools policies on Health and Safety and general working practices.
12. To undertake such other duties identified by the coordinator as may be appropriate to the role.

Personnel

1. The post holder must be qualified to Post Graduate standard or equivalent.
2. To maintain professional standards in relationships with young people, including non-discriminatory practices, and maintain a high level of confidentiality and discretion as directed in Eye to Eye Policies and Procedures.
3. To deal promptly, and with sensitivity and consideration, with individual's external to the Charity, members of the public, school staff and young people.

Nature and Scope

To carry out these duties the post holder must have an understanding of the aims and objectives of the Charity, the needs of young people and the ability to represent clients to external bodies.

The post requires the ability to work on one's own with minimum supervision (within guidelines) making routine day to day decisions. The post holder must be able to work as part of an Eye to Eye counselling team, in order to provide an efficient and effective service to the allocated school and the Charity.

Breakdown of the 11-hour post

- Each school will have 4 hours of counselling
- All school counsellors are required to attend the main office on Fridays, for supervision and support and paperwork
- The 11-hour post will require you to work 9 hours one week (not attending the office) and 13 hours the next (attending the office on the Friday)
- This post is working term time only, so the post holder will be working 26 weeks until the end of July. Contracts are renewable subject to satisfactory 3 month probation
- The post hours may increase in year two starting September 2009, so the post holder will need to be flexible
- The post Starts on the 8th December with an induction 2 weeks as below:

Monday 8th December	9.30 to 3pm
Tuesday 9th December	9.30 to 3pm
Tuesday 16th December	9.30 to 3pm
Wednesday 17th December	9.30 to 3pm

Your school counselling will commence on the week beginning 5th January days to be arranged.

iii. Exemplar Job Descriptions and Person Specifications

Pembrokeshire County Council Job Description

DEPARTMENT:	Education – Lifelong Learning and Development
LOCATION:	
JOB TITLE:	School Counsellor
GRADE OF POST:	Scale 6
RESPONSIBLE TO:	Personal Support Development Officer
HOURS:	Up to 20 hours per week
PERIOD OF EMPLOYMENT:	Temporary contract to March 2009

Job Purpose

- To provide 1:1 counselling support for pupils in Pembrokeshire Secondary Schools
- To provide counselling assessment for pupils
- To provide counselling/communication skills education for young people

Principal Responsibilities

1. To effectively deliver counselling provision for young people as required.
2. To communicate with referral sources and/or other relevant professionals as needed in order to co-ordinate effective counselling provision for clients.
3. To contribute to the effective operation of the Counselling in Schools team.
4. To deliver workshops to young people to raise awareness of counselling and communication skills in order to promote greater levels of emotional health resilience.
5. To provide information and advice to multi agency staff regarding the schools based counselling service.
6. To support the delivery of multi agency training as well as promoting professional practice development.
7. To comply with agreed referral mechanisms.
8. To contribute to the effective monitoring of standards and governance.
9. To contribute to the implementation of a multi-agency training programme.
10. To support the ongoing development of the project and contribute to effective monitoring and evaluation processes.
11. Raise awareness and increase the profile of the Counselling in Schools service amongst professionals, young people and parents.
12. Undertake any other duties commensurate with the grade of the post, as required.

Person Specification

ESSENTIAL

- A Counselling qualification at diploma or equivalent recognised by the British Association of Counsellors and Psychotherapists (BACP)
- Hold or be working towards British Association for Counselling and Psychotherapy (BACP) accreditation as a counsellor
- Possess relevant experience in a helping profession, either paid or voluntary
- Enthusiasm for working with children and young people
- Excellent communication and listening skills
- Patience, tolerance and sensitivity
- A mature and non-judgemental outlook
- Possess an understanding of the key issues impacting on young people's lives today
- Ability to liaise as necessary with other agencies and individuals to help effect positive change based on the issues raised by clients
- Driving Licence with access to own vehicle
- An enhanced CRB disclosure will be required.

DESIRABLE

- A working knowledge of the Welsh language
- Clean driving licence.

Location

TBA

iii. Exemplar Job Descriptions and Person Specifications

Neath Port Talbot Job Description

DEPARTMENT:	Educational Psychology Service
LOCATION:	
JOB TITLE:	Counsellor
GRADE OF POST:	
RESPONSIBLE TO:	Principal Educational Psychologist
HOURS:	
PERIOD OF EMPLOYMENT:	

Job Purpose

To work as a member of the Educational Psychology Service to provide a counselling service to school based students on an individual casework basis through a confidential appointments system and drop-in service.

Duties and Responsibilities

- To provide a counselling service primarily in a secondary school setting, but also including servicing feeder primary schools.
- To provide a counselling service outside of the school setting, where appropriate.
- To provide support and guidance to school staff enabling them to better identify and support students with emotional health and wellbeing difficulties.
- To establish effective liaison with school staff, with regard to student referral in respect of mental health and counselling issues and to support school staff in their pastoral role.
- To contribute to staff development programmes on emotional health and wellbeing related topics and supporting school staff with student issues.
- To promote the counselling service using a range of strategies including displays, leaflets, ICT and group talks/presentations.
- To establish, maintain and monitor appropriate administrative systems with regard to student referral and to provide termly reports of quantitative data which also review and evaluate.
- To liaise with appropriate external agencies and to co-ordinate associated activities in the school.
- To develop and implement policies and procedures which govern the counselling service.
- To ensure that the BACP's Code of Ethics and Practice is adhered to.
- To promote awareness of personal, emotional and relationship issues amongst staff and students, through displays and notice boards throughout the school. To publicise and distribute circulars related

to these issues when required. To publicise national and local events to staff and students regarding emotional health and wellbeing issues.

- To organise workshops/group sessions to address welfare/counselling/mental health issues as required.
- To make use of external supervision on a regular basis in accordance with BACP guidelines and as agreed with line manager.
- To work flexibly according to the demands of the service and to perform such other duties, within the competence of the post holder, as may be required, reasonably from time to time, including work outside of normal hours.
- To produce reports on request relating to counselling service.
- To contribute to the annual self assessment of the area and play an active role in identifying and implementing any necessary improvements.
- To attend conferences, courses and workshops to update and develop counselling expertise.
- To take responsibility for health and safety, equal opportunities and data protection within the scope of the post.
- To undertake any additional responsibilities commensurate with the grade and salary, which are considered appropriate by the Manager or Head of Service.

THE AUTHORITY RETAINS THE RIGHT TO IMPLEMENT CHANGES TO THIS JOB DESCRIPTION TO REFLECT CHANGES IN THE DEMANDS OF THE POST AND THIS WILL BE DONE IN CONSULTATION WITH YOU.

iii. Exemplar Job Descriptions and Person Specifications

Neath Port Talbot Person Specification

The purpose of this document is to enable you, as a candidate, to consider whether or not you have the attributes, which are required for appointment to this post. Please note that this document indicates those attributes that are considered to be essential to undertake the duties and responsibilities of this post and those that are merely desirable. If you do not possess any of the attributes that are desirable, this does not mean that you will not be considered for interview or subsequent appointment.

	ESSENTIAL/ DESIRABLE	EVALUATION METHOD
Knowledge		
A clear and demonstrable grasp of theoretical bases underpinning the process of counselling	Essential	Application form/ Interview/Reference
The ability to show how the above informs the applicant's approaches to counselling across the spectrum of human development	Essential	Application form/Interview
An understanding of, and ability to work within, the BACP Ethical Framework for Good Practice in Counselling	Essential	Application form/Interview
A thorough knowledge of Child Protection	Essential	Application form/Interview
Awareness of requirements of the Disability Discrimination Act, Data Protection Act and Freedom of Information Act as applied to the counselling role	Desirable	Application form/Interview
Familiarity with the SEN Code of Practice for Wales 2002	Desirable	Application form/Interview
ICT literate	Desirable	Application form
Able to communicate through the medium of Welsh	Desirable	Application form
Experience		
Evidence of proven post qualifying supervised practice	Essential	Application form/Interview
Experience of working and liaising with other agencies and with a diversity of client groups	Essential	Application form
Experience of counselling in an education environment	Desirable	Application form

Experience of working with school aged children	Desirable	Application form
Experience of contributing to service evaluation	Desirable	Application form
Experience of organising workshops and providing training to others	Desirable	Application form
Skills/Abilities		
Good communication skills, both written and verbal	Essential	Application form/Interview
Be committed to the concept of inclusive education and high expectations and achievements for all pupils	Essential	Application form/Interview
Able to work well under pressure, exercise thoughtful judgement and display sensitivity	Essential	Application form/Interview
Able to maintain confidentiality appropriate to the setting	Essential	Application form/Interview
Able to maintain appropriate and accurate records and generate reports as required – as part of service evaluation	Essential	Application form/Interview
Qualifications		
Educated to Professional Diploma level (Counselling)	Essential	Application form/Sight of original certificates
Accreditation/Registration with BACP or UKCP or equivalent	Essential	Application form/Sight of original certificates
An educational based qualification	Desirable	Application form/Sight of original certificates
Personal Attributes		
Ability to adapt and be responsive to changing needs	Essential	Application form/Interview
Caring and sensitive approach	Essential	Application form/Interview
Proven ability to remain calm under pressure	Essential	Application form/ Interview/Reference

iv. Service Level Agreements

Bridgend County Borough Council Youth Counselling Project: Schools Counselling Service

Incorporating:

ANNEX A

Types of problems young people bring to counselling session

ANNEX B

Issues for staff to be aware of when considering referring a pupil for counselling

ANNEX C

Policies that counsellors employed by Youth Counselling project are bound by and adhere to in the course of their counselling practice

Drafted by Emma Dagleish, Counselling Manager, BCBC Youth Counselling Project, 2008

1. Service Standards and Procedures

1.1 ROLE OF THE COUNSELLOR

1.1.1. Definition of Counselling

- Counselling is a skilled way of helping young people with personal and developmental issues and difficulties, with the aim of empowering them to live in a more satisfying and resourceful way. It offers the young person the opportunity to increase their self-awareness, develop their personal resources and understanding of their own problems as well as developing strategies to cope with change.
- The counsellor will enable the young person to focus on their concerns, giving them a mechanism to explore specific problems, make choices, cope with crises, work through feelings of conflict and improve relationships with others.
- The counsellor can offer a young person a safe and supportive environment to talk over difficult issues in confidence and will listen to a young person's views, experiences and feelings without judgement in an atmosphere of respect and empathy based on a secure and trusting working relationship.

1.1.2. Role of the Counsellor

- To provide a counselling service to young people aged 11-18 years who are registered with the school as current pupils.
- To organise and administer the counselling service in conjunction with schools' staff.
- To liaise with staff in taking and making referrals to and from agencies for young people including health, education and welfare services both statutory and voluntary. This will include agencies such as CAMHS, Children's Services, mediation, youth and careers services.
- To act as a resource to schools' staff by offering an insight into counselling and promoting the service where possible.

- To maintain accurate counselling session records and to write reports as and when required.
- To maintain and develop professional practice through regular and ongoing management and clinical supervision and training and through involvement in service evaluation and auditing.
- To practice counselling in accordance with the Ethical Framework for Good Practice in Counselling & Psychotherapy, published by BACP, which has been adopted by this project, as a project member of the organisation.

1.13 Role of the school and teacher

- Each school will have in place a nominated teacher(s) who will take responsibility for and be a point of contact for the in-school counselling service and whose role, where possible, will also be the Child Protection teacher. If this is not the case, the counsellor must ensure that they liaise with the Child Protection teacher as well as the nominated teacher over child protection issues.
- The nominated teacher will liaise with the counsellor over any concerns regarding the well-being of pupils who are currently receiving counselling, any relevant child protection issues, appointments, referrals and waiting lists for school pupils.
- The counsellor will refer and inform the child protection teacher any disclosures of alleged harm from others or to self from young people and will work with the child protection teacher in relaying any relevant information received to the appropriate agencies who have a statutory duty and powers to investigate and intervene when necessary.
- The nominated teacher will provide information about and raise awareness of the counselling service to staff, parents and external agencies where appropriate.
- No school shall enter into negotiations with or contract with a counsellor employed by the BCBC Youth Counselling Project for private counselling services during the course of the counsellor's employment at the school unless a discussion has taken place and express authorisation has been provided by the Youth Counselling Manager/Principal Youth Officer in the first instance.
- In signing the Service Level Agreement, each school undertakes that they will agree to contract with BCBC Youth Counselling Project on a year by year basis for the employment of a counsellor for counselling services on a stated number of hours and locations within BCBC.
- If any participating school wishes to withdraw from the Youth Counselling Scheme, the school will complete payment for counselling services until the end of the academic term that notice to withdraw was given.
- In the light of any allegations, complaints or concerns made against any school counsellor, the Youth Counselling Manager should be informed as soon as possible and will work in conjunction with a school to resolve any outstanding issues.

1.2. QUALIFICATIONS AND EXPERIENCE

- All counsellors appointed hold a recognised formal qualification in counselling, such as a Diploma in Counselling, plus a range of appropriate experience.
- All counsellors are appointed subject to a satisfactory Criminal Records Bureau check (enhanced level).
- All counsellors will be encouraged to work towards individual accreditation with the British Association of Counselling and Psychotherapy (BACP) where possible.
- Job descriptions and person specifications are available on request.

1.3 TERMS AND CONDITIONS

1.3.1. Employment

- Youth Service counsellors are employed by BCBC Youth Service, on an annual contractual basis.
- All counsellors are managed by the Counselling Manager, and in turn, by the Principal Youth Officer.
- The project and project manager are based in the Youth Service Offices, The Old Church School, Maesteg Road, Tondy, Bridgend.
- Any Counsellor employed by the Youth Counselling Project shall not enter into negotiations or contract with any school with whom they are based, to deliver counselling services on a private basis whilst they are employed by BCBC Youth service without seeking express authorisation from the Youth Counselling Manager and/or Principal Youth Officer in the first instance.
- Any breach of this condition will be deemed to be a breach of contract and will amount to gross misconduct by the employee.

1.3.2. Pay and Expenses

- All counsellors will be paid on a day to day basis by the Youth Service for the costs of providing counselling in schools, including on costs and mileage expenses which will be recharged to schools for payment on a term by term basis.

1.3.3. Hours

- All counsellors are employed to provide a counselling service to schools during normal school hours. This will usually comprise a working day of 6.5 hours to be charged to a school unless specifically agreed otherwise by the Counselling Manager and by a recognised representative of the participating school.
- Both schools and counsellors need to be aware of occasions where counsellors will need to be flexible and provide additional support before or after a school day, usually in exceptional circumstances concerning a child protection referral. Schools will be charged for any additional working hours undertaken by the counsellor, subject to prior approval with the school.

1.4. RESOURCES

- The school is expected to provide appropriate resources for the counsellor. These resources include:
 1. Appropriate counselling room and office space to be available at agreed time and in accordance with Health and Safety at Work policies.
 2. The counsellor to have use of desk and access to a confidential telephone.
 3. A referral/appointment book(s) to be held by the counsellor and nominated teacher. Appointments are to be made by the counsellor and changed only at his/her direction, in conjunction with the nominated teacher.

1.5 ORGANISATION

1.5.1. Referrals

- For the types of presenting problems that are appropriate for referral to the counselling service, please refer to Annex A for details.
- Referrals for young people for schools' counselling will be taken from any interested parties including young people, parents, teachers, welfare officers, school nurses, Youth Offending Team, General Practitioners, Children's Services, CAMHS, Youth Workers etc. Where possible, informal liaison and discussion will take place prior to a formal referral.
- In making a referral for a pupil to have counselling from the school counsellor, teachers need to be aware of the need to access parental consent for pupils to access counselling for pupils aged 16 years of age and under. For the pupil to be eligible to receive counselling, the pupil must understand the nature of counselling and be able to make a valid verbal counselling contract, including the ability to understand the principle of confidentiality and the need for this to be overridden where the young person is alleged to be at risk of harm from self or other.
- Routine referrals will be entered into the appointment and referral book and seen at the earliest opportunity. Urgent cases will be seen at the next available cancellation, free appointment or, in exceptional circumstances, on the counsellor's next working day, subject to negotiation with the counsellor and nominated teacher.
- It would be useful for the nominated teacher to indicate on referral their perceptions of the urgency of the situation and whether or not they consider the young person is thought to be at risk, and to what degree, where possible. It is essential that the counsellor is informed if the young person has been seen in the past/is currently working with any other agencies such as CAMHS, Children's Services, Taith Project and the current level of involvement. The nominated teacher should also indicate to the counsellor if the pupil is a Looked After Child, is on the Child Protection Register or if there have been any allegations of sexually inappropriate behaviour. Please refer to Annex B for details.
- Clients who are currently receiving support from other agencies are eligible for referral to the counselling service, as long as there appears to be no apparent conflict with any impending legal

proceedings, support or interventions being given to the young person elsewhere, and in accordance with the client's wishes. Counsellors need to be mindful of the fact that there may be occasions where information that is disclosed in the course of a counselling session may later form part of a legal proceedings or legal action and that they may be required to give evidence or provide reports in due course concerning their client. In these situations, counsellors are informed and bound by the BCBC Pre-Trial Therapy Protocol and should seek guidance from the Counselling Manager and/or Child Protection Unit in individual cases before commencing counselling with a young person.

- In making referrals to Children's Services and/or CAMHS, a counsellor is bound by the BCBC Child Protection Policy, Local Safeguarding Children's Board and All Wales Child Protection Policy. This includes the requirement for the counsellor to identify and report possible cases of harm to children and young people, via the child protection teacher, originating from any disclosures made by a pupil if the counsellor has knowledge, concerns or suspicions that a child is suffering or is likely to be at risk of harm. This will include disclosures relating to alleged physical, emotional and/or sexual abuse and/or neglect from self or other and override any confidentiality agreement made between counsellor and client.
- Any disclosures that relate to imminent harm to self, for example, through self-harm, expressed suicidal intent or attempt(s), must be passed on to the child protection teacher who will endeavour to contact the parents of the pupil and stress the need and urgency for an appointment to be made with the pupil's General Practitioner as soon as possible. The counsellor may also contact the Primary Mental Health Team for advice and assistance in these circumstances if felt to be beneficial by the counsellor.
- For all non-urgent referrals to CAMHS, the counsellor will make a referral to CAMHS on the appropriate referral form.
- All referrals to CAMHS will need to be accompanied by a referral to Children's Services, to be made at the same time.
- There may be some instances where it may not be appropriate for a pupil to be offered counselling for example, at some stages of legal action/proceedings. If there is any doubt concerning the appropriateness of young person receiving counselling, then the Counselling Manager should be informed and a discussion held to clarify the issues involved, to consider whether a risk assessment needs to be undertaken and the best way forward.

1.5.2 Waiting List

- The counsellor and/or nominated teacher will operate a waiting list for pupils wishing to access counselling – each client not seen immediately will be informed that they have been placed on the waiting list and offered an indication of when they may access an appointment with the counsellor.
- The nominated teacher should endeavour to establish the urgency of the referral and if it is believed to be urgent, to work in conjunction with the counsellor in enabling the pupil to access counselling as

soon as possible and whether additional agencies such as CAMHS and Children's Services should also be involved.

1.5.3. Assessment

- During the course of counselling, each client will be assessed, usually on one or two occasions, using the Rickter Scale Board Assessment Tool. This is a device which is able to monitor client progression and emotional distance travelled in 10 specific areas.

1.5.4. Review

After approximately 6 sessions, the counselling contract will be reviewed and the counsellor will assess the client's progress, motivation and availability and whether useful work is still left to be done. More sessions will be offered if felt to be appropriate, followed by another review.

1.5.5. Discharge

In preparation for discharge, the counsellor will discuss any ongoing needs of the client and make (or enable the client to make) appropriate arrangements or referrals. Where the client and/or counsellor feels that the sessions are no longer needed, one final session will be offered and the client discharged. This will be discussed with the young person, the nominated teacher and appropriate action taken where necessary e.g. referral to other services and/or agencies.

1.5.6. Confidentiality of notes

- Counselling notes will not be accessible to schools' staff and remain the property of the counsellor. However, the counsellor needs to be aware that they may need to disclose the content of notes in exceptional circumstances such as legal proceedings.
- It is the counsellor's responsibility to ensure that the nominated teacher receives an appropriate amount of feedback about the progress and outcome of the counselling process, in order to evaluate whether the young person is benefiting from receiving counselling and/or whether the teacher needs to be aware of any additional support needs in school during the school week, without breaching the confidentiality of a young person.

1.5.7. Liaison

- The counsellor will take responsibility for developing a network of close links in the appropriate referral services e.g. CAMHS, Children's Services and any other statutory and voluntary support and mentoring services for young people.

1.6. SUPPORT, SUPERVISION AND TRAINING

- Management support, peer and personal supervision will be provided by Bridgend County Borough Council Youth Counselling Project, in accordance with the sessions employed and the individual needs of the counsellor. The counsellors are supervised in their clinical practice by an appropriately qualified external counselling supervisor.

- Counsellors are expected to continue to develop their expertise and skills through continuing personal and professional development and training.

1.7. MONITORING ARRANGEMENTS

- The Counselling Manager, on behalf of Bridgend County Borough Council Youth Counselling Service and Bridgend County Borough Council Youth Service, will agree a process by which the service can be monitored in terms of quality and quantity. There will be regular review meetings at which relevant information and service issues will be presented and discussed.

1.8. SERVICE MONITORING AND EVALUATION

- Process data, including client registration and contact forms, Rickter scale assessments and presenting issues data, will be regularly collected by the Counselling Manager from schools' counsellors. Data collected will form part of a wider service annual report will be available on an annual basis.
- Evaluation questionnaires will be sent to individual schools near the end of each academic year. Two forms have been devised— one for staff, one for young people which the nominated teacher should endeavour to distribute to as many staff and pupils as possible for completion. These should be collated and sent back to the Counselling Manager before the end of the academic year.
- The content of these service evaluation questionnaires will form part of a full annual report and, where appropriate, used to inform future strategic and operational planning to take account of the views of service users and schools' staff.

Signed on behalf of BCBC Youth Counselling Service:

.....

Signed on behalf of School:

.....

Date:

.....

iv. Service Level Agreements

Monmouthshire Youth Services/Caldicot Comprehensive School Joint Services Agreement

Monmouthshire Youth Services will provide:

- Two counsellors to the school for two days per week for term time only
- Services to be available for all pupils within the Caldicot School
- 10 x 1 hour counselling sessions over two days per week to be provided
- Supervision will be provided once a month on an individual basis and every 6 weeks on a group basis
- Increased services may be provided if required subject to funding and staff availability.

Caldicot Comprehensive School will provide:

- A specific room to meet the needs of the service
- A direct referral system
- Both Caldicot Comprehensive School and Monmouthshire Youth Services to meet each term to evaluate the service development and discussion of the appropriateness of referrals.

Confidentiality

- Face 2 Face Counselling Project works within the 'BACP Good Practice Guidance for Counselling in Schools'
- This provision will work in line with Monmouthshire Youth Services Face2Face confidentiality policy
- Should a pupil disclose a Child Protection Issue during a session, the Counsellor will contact the designated Child Protection member of Staff within the school.

Signed on behalf of Caldicot Comprehensive School :

.....

Signed on behalf of Monmouthshire Youth Services :

.....

Date:

.....

v. Types of problems young people bring to counselling session

1. Abuse	3.8 Obsessive compulsive
1.1 Emotional	3.9 Traumatic event
1.2 Neglect	3.10 Self esteem
1.3 Physical	3.11 Self harm
1.4 Racial	3.12 Transitions
1.5 Rape	3.13 Others (specify)
1.6 Sexual	3.14 Inhibited emotional development
1.7 Violence/Assault	3.15 Anger
1.8 Others (specify)	3.16 Personal organisation
1.9 Domestic violence	4. Racial/Cultural
2. Health	4.1 Discrimination
2.1 Disability	4.2 Others (specify)
2.2 Drugs/Alcohol	4.3 Identity
2.3 Eating disorder	4.4 Pressures from cultural expectations
2.4 HIV/Aids	4.5 Travelling families
2.5 Illness	5. Relationships – Family
2.6 Pregnancy	5.1 Bereavement
2.7 Sex Transmitted Diseases	5.2 Difficult family issues
2.8 Others (specify) e.g. Aspergers/Autism	5.3 Parent (s)
2.9 Abortion	5.4 Parental needs/expectations
2.10 Gambling	5.6 Siblings
3. Personal/Self	5.7 Split family/separation issues
3.1 Anxiety/stress	5.8 Step family
3.2 Suicidal	5.9 Others (specify)
3.3 Criminal activity	5.10 'Looked after children'
3.4 Depression	5.11 Adoption
3.5 Sexuality issues	5.12 Behaviour at home
3.6 Gender identity	6. Relationships – Other
3.7 Identity	6.1 Bereavement

6.2 Boy/girlfriend (same sex or heterosexual)

6.3 Inappropriate sexual behaviour

6.4 Isolation/loneliness

6.5 Peer relationships

6.6 Others (specify)

6.7 Counselling relationship

7. School

7.1 Attendance difficulties

7.2 Behaviour/Disaffection

7.3 Experience of school/levels of stress

7.4 Phobic

7.5 Relationships

7.6 Transitions

7.8 Others (specify)

7.9 Bullying

7.10 Vocational concerns

vi. Issues for staff to be aware of when considering referring a pupil for counselling

Counselling supports the emotional health of the pupil that underpins academic achievement and facilitates the building and management of helpful relationships in the school environment.

At the heart of the service is the one to one therapeutic counselling provided for pupils which includes liaison and consultation with staff. Please note that the young person should not be questioned about the sessions they have attended. Young people may not want their peer group to know (for many different reasons) that they see the school counsellor. Consideration needs to be given to the management of how the young person is given information, spoken to about counselling and excused from lessons in order to attend and discreetly access counselling sessions.

Please give consideration to the following issues when referring a pupil for counselling:

1. What are your reasons for the referral?
2. Is there any other information regarding family background, hospitalisation or other agencies' involvement, which may be helpful?
3. How is this pupil functioning in school? (Academically, socially, behaviourally)
4. How do you expect counselling to help this pupil?
5. Has the pupil been fully consulted about his/her referral and given the information about counselling?
6. Has the young person been consulted about whether or not their parents will be informed about the counselling?

Some common indicators for referral to counselling can include:

- Standard of work dropping dramatically
- Becoming subdued or over excited
- Sudden changes, marked mood swings and/or behaviour that appears out of character and/or extreme
- School refusal
- Those who bully others and those who are victims of bullying behaviour
- Are known or who are suspected to have been sexually, physically or emotionally abused
- Have difficulties due to family breakdown
- Peer group difficulties/relationships
- Have been bereaved or suffered loss or separation

- Low self esteem
- Self harm e.g. cutting
- Misuse of alcohol and drugs.

If a member of schools' staff is unsure whether to refer for counselling it may be helpful to discuss concerns with the counsellor in order to clarify the most appropriate way forward.

- Once a member of school staff is clear that a referral is appropriate, then they need to contact a member of staff who has the responsibility for making contact with the counselling service. There is a need for discretion and confidentiality to be observed as much as possible and respect for the young persons right to privacy. Teacher to teacher discussion should only take place on a need to know basis.
- The signposting and referral to counselling should be done sensitively with the pupil. This can be done, either by the member of staff with counselling responsibility, or by someone else who the pupil knows and trusts.
- It is essential that counselling sessions are seen as voluntary and confidential and it is a means of support not a disciplinary measure for a pupil. It should be made clear that it is an opportunity to talk about problems and worries with a view to resolving or managing them more easily. The first session is an opportunity for counsellor and client to make a decision as to whether to engage in counselling or not.

vii. Exemplar Information Leaflets

Children and young people

What's counselling about?

Sometimes we all have problems that are worrying. Think of a confusing jigsaw when all the pieces are difficult to match together. Talking about a problem in counselling is like sorting out all the pieces so we can begin to build a picture that makes more sense to us.

Sometimes it's difficult to talk to parents, friends or teachers about things that are making us anxious. A counsellor is someone who you can talk to in a different way, someone who will listen to you very carefully, who will not judge you or tell you what to do.

Counselling is about helping you to work things out for yourself, making decisions and choices and helping you to look at things differently. It can help you to feel better about yourself.

What kind of things do people talk about in counselling?

Whatever matters to them? Whatever is worrying for them. It could be about lots of different things. Here are some examples of problems and some thoughts, questions and feelings that you may have. For example:

PARENTS SEPARATING

Is it my fault? Their breaking up is breaking me up too.

CHAOS AT HOME

I want to go out with my mates and make my own decisions. I'm arguing with parents all the time. They never listen to me, why should I listen to them???

MAKING FRIENDS/KEEPING FRIENDS

Everyone else seems to have loads of friends. I haven't. What's wrong with me?

I'M FEELING ANGRY BUT I DON'T KNOW WHY

I'm worried because I keep feeling that I want to lash out at people. I can't control myself. I'm always in trouble at home and at school because of it.

BULLIES ARE ABOUT

I don't want to come to school. Bullies bug me every day and it's getting worse.

A TOUGH TIME AT SCHOOL

The work is piling up. I'm getting more and more behind. I can't seem to get on with it. The longer that this goes on the worse I feel.

DEATH OF SOMEONE SPECIAL

I miss this person so much. I'll never get through this. It'll be like this forever. Nobody understands how bad I'm feeling.

FEELINGS ABOUT MYSELF

Sometimes I don't understand how I feel or why I feel like I do.

How will I know if Counselling is right for me?

You can meet the counsellor for one or more sessions to find out for yourself. You can ask questions, see how you feel.

The counsellor will talk to you about where and when to come and how often you will meet.

Counselling is voluntary. You have the choice to come or not. Whatever you decide will be OK.

My problems and worries are private. Will other people know what I have talked about?

No. What you talk about is confidential. That means it's between you and the counsellor. It's your time and your space to be with someone who is there for you and nobody else. Obviously if you want to talk to anyone else about what you have discussed in the counselling session, that is up to you. The counsellor will keep confidentiality unless you are at risk of harm, The counsellor may then need to talk to someone else to help keep you safe, but will always try to talk with you about this first.

Will anything be written about me?

Keeping information, about people, safe and confidential is very important to the counsellor.

The counsellor will make some notes about what has been talked about in the session. These are kept safely in a locked filing cabinet. All information written and discussed is private and confidential unless there is an agreed or overriding need to share this information in your best interests.

A counsellor presents their work to a counselling supervisor regularly. This person checks the counsellor is working well with you. Neither your name, nor your school is mentioned.

How do I get to see the Counsellor?

This will be amended to allow for local school arrangements, though the principles of accessibility etc will remain.

Someone may have suggested it to you, or you can begin by talking to a member of staff that you trust. This may be your form tutor or the Pastoral Head in the School.

You can come to counselling without your parents being informed. A request for counselling form will be completed and given to your counsellor, who will see you when they have a space and discuss your wishes with you. Some schools may contact your parents/carers for consent for you to attend counselling. Your opinion on this will be sought and is important.

After you have finished your counselling you will be sent an evaluation form that you can complete. This form is anonymous, unless you choose to put your name on it. The feedback you give will let us know how well we are helping the children and young people that we see. If you have any concerns or complaints you are welcome to either speak with your counsellor or to contact the Counselling Service Manager or a member of the school staff.

Here are some comments made by pupils who have been to counselling...

"Having counselling has helped me a lot. I have been able to discuss my problems instead of locking them away, which is what I used to do. It has been a very big help to me."

"It helped me to understand my problems and to overcome them."

"It really helped me to talk more to my family and people around me that I could talk to."

"The counselling has helped me to feel confident in myself."

"I don't feel ashamed to admit that I need help because now I know that I am not the only one that needs help."

vii. Exemplar Information Leaflets

Parents and Carers

What is Counselling?

The opportunity to talk about things that are of concern, to a child or young person, in confidence, with a qualified counsellor. What is spoken about will depend on the individual, but common themes are stress, relationships, change, loss and distressing, traumatic events.

What does a Counsellor do?

Counsellors are trained to listen without judging and to help people sort out their thoughts and feelings about whatever is concerning them.

Who are the Counsellors?

They are professionally qualified and experienced counsellors who have experience working with children and young people.

Why have a Counsellor in school?

A school based service brings counselling to children and young people in a place that is familiar, safe and secure. If children and young people are able to receive emotional support from a qualified professional they will have greater opportunity to fulfil their potential.

How long will counselling last?

Counselling may be for a few sessions, or longer term. It is reviewed regularly between counsellor and child or young person.

Where and when does it take place?

Usually, a small, private room is made available in your child's school during the day. Sessions last up to fifty minutes (depending on the circumstances), and appointment times can be varied so that time is not lost from any one subject.

Is it confidential?

A key feature of our service is that information discussed in the counselling session is treated confidentially. Counselling is a time when it's O.K. to talk about concerns without fear of them being discussed elsewhere. This includes not discussing the work with parents, unless the child or young person requests or gives consent for this. This can be hard for parents to accept at times, but ensuring the confidentiality of the work is crucial for establishing trust so that the children and young people feel confident to speak openly and freely about what is concerning them.

However, if a pupil appears to be at risk of significant harm it may be appropriate to seek help from other agencies to keep them safe. The counsellor would aim to discuss this first with the pupil concerned.

All counsellors receive supervision of their work with young people, to ensure the quality of their practice and this is confidential.

What if I don't want my child to receive counselling?

If a child or young person requests counselling and is able to understand what is involved in the process, then they have the right to access counselling. Parents and carers may not deny them this right. We would, however, prefer that we have your support for the work, and we are always happy to talk with you about any concerns that you may have about the idea of counselling.

What if s/he refuses to have Counselling?

The decision about whether or not to take up the offer of counselling is entirely voluntary for children and young people just as it would be for an adult.

Can I support the Counselling work?

Yes, and we welcome this. Our experience shows that the most helpful thing a parent can do is to show an acceptance of counselling as a normal and useful activity, and to show an interest if their son/daughter wishes to talk about it, but not to press them if they don't. We acknowledge that this isn't an easy task, and it is quite natural for parents to feel anxious about what may be being said in the sessions.

It is always our hope that talking with a counsellor will lead to greater openness with parents and families, you will need to allow a little time for this to happen.

If my child wants to see a Counsellor does that mean I am failing as a parent?

Absolutely not! We all experience occasions when it feels hard to speak to those closest to us about things which are bothering us. Often this can be because we don't want to worry those we love best, or because we want help thinking things through with someone else outside of the family.

The Counsellor will not be judging you or your child, but looking to help them find their way through whatever is troubling them.

How are referrals made to the Counselling Service?

Referrals may be made through the school's pastoral system, or your child's head of year, the request may come from you, or your child who can self-refer.

Data Protection Procedures and Evaluation

All information about counselling work undertaken by our staff is kept securely by the Counselling Service in line with current data protection regulations. After the counselling has finished your child will be given an evaluation form that they can complete anonymously and return. This lets us know how well we are helping the children and young people that we see. If there is any cause for complaint, you or your child is welcome to contact the Counsellor or the 'Service Manager' who will aim to resolve any issues of concern.

If after reading this information, you have any more questions please contact us. If you want any further information you can ask to speak with the counsellor.

Here are some comments made by pupils who have been to counselling, which helps us understand how young people benefit

"Having counselling has helped me a lot. I have been able to discuss my problems instead of locking them away, which is what I used to do. It has been a very big help to me."

"It helped me to understand my problems and to overcome them."

"It really helped me to talk more to my family and people around me that I could talk to."

"The counselling has helped me to feel confident in myself."

"I don't feel ashamed to admit that I need help because now I know that I am not the only one that needs help."

vii. Exemplar Information Leaflets

School Staff

The Counselling Service supports the emotional health of pupils that underpins academic achievement and facilitates the building and management of helpful relationships in the school environment. We seek to understand the dynamics and multi-agency approaches available within the school; the issues young people have; the dilemmas busy staff face and the concerns of parents/carers.

At the heart of our service is the one to one therapeutic counselling provided for pupils after liaison and consultation with staff.

Some issues for staff to be aware of when considering referring a pupil for counselling:

- Standard of work dropping dramatically
- Becoming subdued or over excited; marked mood swings, behaviour that is 'out of character'
- School refusal
- Those who bully others and those who are victims of bullying behaviour
- Have difficulties due to family breakdown
- Peer group difficulties/relationships
- Have been bereaved or suffered loss or separation
- Low self esteem
- Self harm e.g. cutting.

Some Key Questions to Ask Are:

What has been tried already and what has been the response from the young person?

How extreme is the behaviour or attitude?

How long or persistent is it?

How sudden is the change?

Are your concerns shared by other members of staff?

How is the behaviour affecting other members of the school community?

If you are unsure whether to refer for counselling it may be helpful to discuss concerns with the counsellor in order to clarify the most appropriate way forward.

1. Once you are clear that a referral is appropriate you need to follow the school referrals protocol...
2. The idea of counselling needs to be talked about, sensitively with the pupil. This can be done, either by the link person, or by someone else who the pupil knows and trusts. You may find it helpful to use the 'Information Sheet for Children and Young People about Counselling' when you are

talking to them about the idea of counselling. It helps them to understand what is involved and that this is a normal and ordinary approach to supporting children and young people with difficulties. The care that is taken with this can make a big difference to whether or not they attend the first appointment, or how they approach it.

3. It is voluntary and confidential and it is a means of support not a disciplinary measure. It should be made clear that it is an opportunity to talk about problems and worries with a view to resolving or managing them more easily. In order to inform their parents the 'Information for Parents and Carers about Counselling in Schools' sheet can be taken by them or sent home.

The first session is an opportunity for them to make a decision as to whether they agree to counselling or not.

All the counsellors deliver the service according to the 'Ethical Framework for Good Practice' of the British Association for Counselling and Psychotherapy (BACP). Our supervision and record keeping (within data protection guidelines), evaluation forms and complaints procedures all comply with the guidelines of the BACP. If you have any queries or concerns please discuss them with the counsellor or the Service Manager.

viii. Confidential Request Form

Service to the School Counsellor

NAME:

DATE OF ORIGINAL REFERRAL:

MALE/FEMALE:

YEAR GROUP:

REFERRER:

REASON FOR REFERRAL

1. What is your cause for concern?

2. Any relevant information about the student's background or significant life events?

3. How is student functioning in school (academically/socially/behaviourally)?

4. Have you discussed the possibility of counselling with the student? What was his/her reaction?

5. How do you hope counselling might help this student?

6. Are the student' parents aware of this approach? What is their reaction?

7. Are you aware of other professional involvement with this student?

viii. Confidential Request Form

Face to Face Counselling Team

REQUESTED BY:

.....

DATE:

.....

AGENCY/ORGANISATION:

.....

ADDRESS:

.....

TELEPHONE:

.....

URGENCY OF REQUEST (1 LOW – 10 HIGH):

.....

YOUNG PERSONS' NAME:

.....

DATE OF BIRTH:

.....

ADDRESS:

.....

Y.P. MOBILE TELEPHONE:

.....

Please endeavour to complete as much information as possible, as this will enable the young person to be assessed as soon as possible.

For the purpose of confidentiality please inform the young person that this referral is being made and what information is being given.

The information given may be shared with the Counsellor Co-ordinator and In-line Manager.

How long have there been concerns regarding the young person?

.....

Has the young person any health/social issues? Please give brief details

.....

.....

Does the young person have any help/support from Peer Support? Please tick

Social Services

School Health Advisor

YOT

Youth Access

Educational Psychologist

EWO

G.P. Surgeries

Primary Mental Health

Other (please specify)

.....

ix. Risk Assessment – Youth Counselling Project

STATEMENT OF INTENT:	The Bridgend County Borough's Youth Counselling Project is committed to providing counselling in a safe, confidential and non-hazardous environment
ACTIVITY:	Face to face counselling with Young People
LOCATION:	In BCBC Schools, Youth and Community Centres and other agency venues in BCBC
DATE:	June 2007

LIST OF HAZARDS ARISING FROM ACTIVITIES	CONTROL MEASURES IN PLACE TO REDUCE RISK HAZARD	ARRANGEMENTS TO ENSURE THE CONTROL MEASURES CONTINUE TO BE EFFECTIVELY IMPLEMENTED
1. Counsellor could be subject to verbal or physical attack or abuse from young person.	<p>Counsellor should take the following measures to protect themselves and their clients.</p> <ul style="list-style-type: none"> • Counsellors should carry out a personal risk assessment of the room that they have been allocated and have regard for their personal safety at all times. They should ensure that a nominated teacher or youth/community worker is aware of the location of the room they are using and they should not offer counselling in any other place unless agreed with teacher/youth worker first. • In working in a school setting counsellors should not leave the designated counselling room with a young person unless there are good reasons for doing so. • Where possible the counselling room should be within earshot of the link teacher or at least near to other teaching or pastoral staff. 	<ul style="list-style-type: none"> • Immediate consultation with Counselling Manager to discuss any issues that have been highlighted. • Regular reviews in Counsellors Team Meetings over any risk assessment issues that have arisen. • Counselling Manager to contact link teachers/youth workers to evaluate risks attached to counselling. • Risk Management to form part of monitoring and evaluation of counselling service. • If there have been any accidents, incidents or allegations then counsellors must record the information appropriately and consider carefully whether they can continue to work with that young person. Any such incidents, accidents or allegations should be passed on to the Counselling Manager in writing as soon as possible. This will be instigated by the Counselling Manager and Principal Youth Officer.

<p>2. Young person has an (alleged) history of inappropriate sexual behaviour</p> <p>3. Young person has an (alleged) history of making allegations against staff/other young people</p>	<p>In working with a young person counsellors should consider any possible risks attached to working with a particular young person and seek to establish whether there is a history of violence or allegation making and decide on the basis of this information whether it would be safe and appropriate to offer that young person counselling.</p> <p>The counsellor should consider the nature and history of previous allegations, the perceived level of risk and whether control measures put in place would negate or lower the possibility of harm to the counsellor.</p> <ul style="list-style-type: none">• In exceptional circumstances counsellors are permitted to use tape recordings or have a tape recorder visible on the condition that this is consented to by the young person.• Counsellors should avoid physical contact with a young person wherever possible.• Counsellors should never give a young person details of their home address or telephone number. Any contact between counsellor/client outside of the counselling session should normally take place via a link teacher or youth worker.• Counsellors should not give a mobile telephone number to a young person unless there are exceptional circumstances that warrant this course of action.
--	---

	<p>This should be discussed and agreed with the Counselling Manager in advance.</p> <ul style="list-style-type: none"> In exceptional circumstances the counsellor retains the right to decline to offer a young person counselling, after consultation, if they feel there is a real possibility that they could be subject to a sexual, physical and/or verbal attack. 	
4. Counsellor or young person needs emergency treatment.	If emergency/medical treatment is needed first aid should be accessed as soon as possible.	
5. Young person or family seeks contact with counsellor outside of session time. For example, vulnerable person seeking additional support.	If a counsellor feels that a young person needs additional support during sessions due to their vulnerability, they should secure the young persons consent in accessing and referring to alternative support systems.	
6. An allegation of breach of confidentiality or malpractice by counsellor towards young person.	Where a young person feels that there is a breach of confidentiality or other malpractice then they must be informed of the Complaints Procedure within Bridgend County Borough Council and also through BACP (as a member organisation). Any complaints should be reported to the Counselling Manager and will be investigated by the Counselling Manager and Principal Youth Officer as soon as possible.	

x. Record of Counselling Services Provided

School-based Counselling Service

NAME OF COUNSELLOR:

SCHOOL:

RELEVANT INVOICE NUMBER:

INVOICE FOR THE MONTH OF:

DATES INVOICE COVERS:

NUMBER OF YOUNG PEOPLE ACCESSING COUNSELLING THIS MONTH:

NUMBER OF SESSIONS FACILITATED THIS MONTH:

NUMBER OF NEW REFERRALS THIS MONTH:

NUMBER OF CASES CLOSED THIS MONTH:

LIVE CASES AT END OF MONTH:

SIGNED:

Counsellor

DATE:

SIGNED:

Headteacher

DATE:

SIGNED:

LEA Contact

This form should be attached to the relevant invoice and submitted on a monthly basis to the Headteacher.

xi. Referral Process

Pembrokeshire

YOUNG PERSON WORKING WITH TEACHERS
OTHER PROFESSIONALS OR PARENT/
GUARDIAN DECIDE WHETHER THEY WOULD
LIKE TO SEE SCHOOL COUNSELLOR.

AIDED BY PROFESSIONAL OR PARENT/
GUARDIAN YOUNG PERSON CONTACTS
THE COUNSELLOR CHOOSING ONE OF THE
FOLLOWING METHODS;

A YOUNG PERSON CAN SELF REFER DIRECTLY
INTO THE SERVICE USING ANY OF THE
FOLLOWING METHODS;



- Visiting the counsellor in school
- Telephoning the service on 01646 689739
- Texting on 078258 44608
- emailing the service at school.counsellor@pembrokeshire.gov.uk



Counsellor arranges initial session with young person in liaison with the designated member of school staff



Designated staff member informs relevant Head of Year that young person is about to receive counselling

xi. Referral Process

Denbighshire Educational Psychology Service

Referrals for young people for schools' counselling will be taken from any interested parties including young people, parents, teachers, welfare officers, school nurses, YOT, GPs, Children's Services, CAMHS, and Youth Workers etc. Where possible, informal liaison and discussion will take place prior to a formal referral.

	SELF REFERRAL	TEACHER REFERRAL	OTHER REFERRAL
Pre-referral	↓	↓	↓
	Young person receives Information on Counselling	Young person and teacher – joint agreement to refer	Parent or professional liaise with school 'link person'
Referring	↓	↓	↓
	Young person Self-refers to teacher, School 'link person'	Teacher contacts school 'link person' to refer	School 'link person' to refer
Taken to Panel	↓	↓	↓
	Evaluation and Prioritising – Waiting list		
Take-up	↓	↓	↓
	Young person offered assessment time and date for counselling		
Counselling	↓	↓	↓
	If the assessment establishes that the young person would be suitable for a counselling intervention the young person receives 6 sessions of counselling and a review leading to an ending or on-going counselling. Young person informed of appointment of place on the waiting list.		
Follow-up			
	When counselling and review leads to an ending a future appointment for a follow up session is made for 3 months time.		

Young people who need to be urgently seen will be prioritised.

The school 'link person' may be the year/pastoral head or other designated person given the role of liaising with the school counsellor.

It is important to note that counselling is not compulsory and a young person may engage with or choose not to continue counselling. It is essential that counselling sessions are seen as voluntary and it is a means of support not a disciplinary measure for a pupil.

Discretion

Young People may not want their peer group to know (for many different reasons) that they see the school counsellor. Consideration needs to be given to the management of how the young person is given information, spoken to about counselling and excused from lessons in order to attend and discretely access counselling sessions.

Confidentiality

The British Association of Counsellors and Psychotherapists guidance on counselling in schools state that this service is confidential between the counsellor and the individual pupil (The counsellor will not pass on any detailed accounts of sessions, but may communicate periodically with school staff about general progress with the young person's agreement. Teachers and outside agencies will only be consulted with a young person's knowledge and consent, unless the young person's safety is at issue)

No information is shared with school staff except as defined in child protection policy, and guidance from Child Protection law. This is essential to maintain the trust needed for this service to meet the needs of pupils.

The Counselling Service

The purpose of this service is to provide one-to-one counselling to young people in Denbighshire which will run initially as a pilot scheme and include your school. Counselling is a skilled way of helping young people to focus on their concerns and developmental issues, while at the same time exploring specific problems, making choices, coping with crises, working through feelings of conflict and improving relationships with others. Counselling can help a young person gain a better understanding of themselves and situations as well as developing strategies to cope with change. The counsellor can offer a young person a safe and supportive environment to talk over difficult issues in confidence. The counsellor will listen to a young person's views, experiences and feelings without judgement in an atmosphere of respect and empathy and will endeavour to provide a space that offers the client the opportunity to increase self-awareness and understanding of their own problems, with the aim of empowering them to live a more satisfying and resourceful way.

THANK YOU FOR COMPLETING THIS FORM.

Educational Psychology Service, Schools Counselling,
Education Centre, Middle Lane, Denbigh, LL16 3UW

xii. New counselling referral

TO:

FROM:

DATE:

STUDENT:

Strictly Confidential

This is to inform you that the above student has requested counselling from me.

If I feel that the student's issues are appropriate for a counselling intervention then I will offer support to the student.

I will inform you when the work is over, although it will not be appropriate to discuss the content of sessions unless the student requests me to do so.

The student has given permission for this information to be passed on to you only. Please do not approach the student to discuss this directly.

THANKYOU.

xiv. Client Record Sheet

School-based Counselling: Year 1

SCHOOL:

CLIENT ID (Counselling service no. not UPN):

EPIISODE NO:

DATE OF FIRST SESSION:

DATE OF LAST SESSION:

Referral:

- | | | |
|--|----------------------------------|---|
| <input type="checkbox"/> Self | <input type="checkbox"/> Parents | <input type="checkbox"/> School Staff/Other Education |
| <input type="checkbox"/> Social Services | <input type="checkbox"/> Other | <input type="checkbox"/> Health – GP, Hospital, School Nurse etc. |

School year:

- 7 8 9 10 11 12 13

Gender:

- Male Female

Ethnicity:

- | | | |
|--|--|--|
| <input type="checkbox"/> White | <input type="checkbox"/> Mixed Race | <input type="checkbox"/> Chinese/Chinese British |
| <input type="checkbox"/> Asian/Asian British | <input type="checkbox"/> Black/Black British | <input type="checkbox"/> Other |
| <input type="checkbox"/> Prefer not to say | <input type="checkbox"/> Not known | |

Special educational needs:

- | | |
|--|--|
| <input type="checkbox"/> None | <input type="checkbox"/> Cognition and Learning |
| <input type="checkbox"/> Communication and Interaction | <input type="checkbox"/> Sensory and/or Physical |
| <input type="checkbox"/> Behavioural, Emotional and Social Development | |

Sexual orientation:

- Bisexual Gay/lesbian Heterosexual Prefer not to say

Disability:

- Yes No Prefer not to say

Religion or belief:

- | | | | |
|---------------------------------|-----------------------------------|--|--------------------------------|
| <input type="checkbox"/> Baha'i | <input type="checkbox"/> Buddhist | <input type="checkbox"/> Christian | <input type="checkbox"/> Hindu |
| <input type="checkbox"/> Jain | <input type="checkbox"/> Jewish | <input type="checkbox"/> Muslim | <input type="checkbox"/> Sikh |
| <input type="checkbox"/> None | <input type="checkbox"/> Other | <input type="checkbox"/> Prefer not to say | |

Preferred language:

- | | | | |
|---|------------------------------|-----------------------------|--|
| Looked-after: | <input type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> Prefer not to say |
| Confidentiality explained? | <input type="checkbox"/> Yes | <input type="checkbox"/> No | |
| Competent to consent to counselling? | <input type="checkbox"/> Yes | <input type="checkbox"/> No | |
| If "no", parental consent sought? | <input type="checkbox"/> Yes | <input type="checkbox"/> No | |
| Parental awareness: | <input type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> Don't know |

Onward referral: (please specify)**Presenting issues:****Predominant issues:**

ISSUES: (Insert up to a maximum of 3 of the following categories in the sections above)

- | | |
|---|--------------------------------|
| Abuse (including sexual) | Academic |
| Anger | Behaviour related |
| Bereavement | Bullying |
| Depression | Domestic Abuse |
| Eating disorders | Family |
| Financial concerns/poverty | Relationships with teachers |
| Relationships other than family or teachers | Self-harm |
| Self-worth | Sexual (including orientation) |
| Stress | Suicide |
| Substance misuse | Other (please specify) |

Sessions: (enter number)

- | | | |
|--|---|--|
| <input type="checkbox"/> Attended | <input type="checkbox"/> Did not attend | <input type="checkbox"/> Cancelled by counsellor |
| <input type="checkbox"/> Last session | <input type="checkbox"/> Absent from school | <input type="checkbox"/> Cancelled by student |
| <input type="checkbox"/> Core form completed | | |

xv. Post Counselling Evaluation Questionnaire

SCHOOL: _____

YEAR GROUP: _____

SEX: _____

DATE: _____

	STRONGLY AGREE	AGREE	DON'T KNOW	DISAGREE	STRONGLY DISAGREE
I was able to talk about my feelings and thoughts with my counsellor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The counsellor helped me to understand my situation and my feelings	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I understood that what I said to the counsellor would be confidential unless I was at risk	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I would ask to see the counsellor again if I needed to	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I would recommend counselling to my friends	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
It was easy to contact the counsellor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I feel more able to cope at school since having counselling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My relationships with friends have improved since going for counselling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My relationships with teachers have improved since going for counselling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My relationships with my family have improved since going for counselling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My behaviour has improved since I went for counselling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I received enough counselling sessions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Since I had counselling I am more able to concentrate on tasks in and out of school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I feel more positive since going for counselling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I think counselling is a good way to deal with problems	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I would consider counselling in the future, even after I leave school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

What were the best things about counselling?

.....
.....

What were the worst things about counselling?

.....
.....

Was your attendance a problem before coming to counselling?

Yes No

If yes, has coming to counselling made it easier to come to school?

Yes No

Are there things that could have been different in your counselling?

It would have been better if

.....
.....

I didn't like

.....
.....

Anything else?

.....
.....

What do you think about having a counsellor in your school?

.....
.....

How did you feel about people in school knowing that you saw your counsellor?

.....
.....

Any other comments?

.....
.....

xvi. Schools Staff Questionnaire 2007/8

What do you think of the Counselling service?

Please make your comments on how you found the service.

Did you think the Counselling service helped young people in your school?

Yes

No

If so, in what kinds of ways?

.....

.....

.....

Did you feel the appointment and referral system worked well?

Yes

No

If not, how could this be improved?

.....

.....

.....

From your feedback, from young people, how would you rate the counsellor's practise, professionalism and attitude towards young people?

Excellent

Good

Fair

Poor

Please use this space to make any further comments about the service.

.....

.....

.....

THANK YOU FOR YOUR TIME. ALL RESPONSES WILL BE TREATED IN CONFIDENCE.

xvi. Young Peoples Questionnaire 2007/8

What do you think of the Youth Counselling Service?

Please make your comments on how useful you found the service.

Did you find that seeing a Counsellor helped you?

Yes

No

How did it help you?

.....

.....

Did you feel comfortable with the Counsellor?

Yes

No

Did you feel the counselling room provided was comfortable, safe and confidential?

Yes

No

Did you feel that the appointment and referral procedure worked well?

Yes

No

Is there anything you think could improve the service?

.....

.....

.....

Would you use the service again?

Yes

No

THANK YOU FOR YOUR TIME. ALL RESPONSES WILL BE TREATED IN CONFIDENCE.

Emma Dagleish, Youth Counselling Manager