



Archbishop Holgate's School

A Church of England Academy

Archbishop Holgate's School Counselling Service Policy

This policy explains the role of the school counsellor and how she will support the students.

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Archbishop Holgate's School is committed to developing to the full, the potential of each member of the school community, within the context set by its mission, its strategic aims, and its Christian values as a Church of England Academy.

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Vision and Values of Archbishop Holgate's School

As a Church of England school we strive to ensure that all of our young people are cared for, given every opportunity to develop through academic study, to grow personally and spiritually and to live into being those Values we hold dear in our community and in wider society. Our role as a Church school is to help nurture both academic excellence and to help shape young people who can make a significant contribution to the community they serve. Key to this is a clear recognition that all students have individual gifts and talents and with support every young person can flourish.

Archbishop Holgate's School is distinctive and effective as a Church of England school because our Christian vision and values are very explicit and drive all areas of school life. Our Vision is one which combines Values, Care and Achievement.

“A threefold cord is not easily broken.” Ecclesiastes 4:12

Through this vision we seek to be a Church of England School which is deeply Christian. As such, the three themes of our vision, Values, Care and Achievement are deliberately expressed in that order, our distinct Christian Values help ensure that every child is cared for as an individual and this in turn will help them to succeed academically.

Our school values of **Justice**, **Compassion**, **Forgiveness** and **Trust** have been embedded across our school community and permeate all areas of school life.



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This policy is to complement our vision and values and to enable the school to allow all members of Archbishop Holgate's community to live them into being every day.

1. Definition of Counselling

- 1.1 “Counselling takes place when a counsellor sees a client in a private and confidential setting to explore a difficulty the client is having, distress they may be experiencing or perhaps their dissatisfaction with life, or loss of a sense of direction and purpose. It is always at the request of the client and no one can be “sent” for counselling.”

Good Practice Guidance for Counselling in Schools (BACP – British Association for Counselling and Psychotherapy).

- 1.2 This document sets out the counselling service ethical standards and also provides an explanation of many aspects of the service provided by the school.

2. The Role of a School Counsellor

- 2.1 Schools employ counsellors to help them address the emotional needs that young people can have in response to experiences such as family breakdown, bereavement, loss, family and peer relationship difficulties, anxiety etc. Counselling can be an effective source of support for these students, enabling them to function better both in and outside school, enhancing their resilience and giving them resources to manage any future difficulties.
- 2.2 Counselling at Archbishop Holgate’s is part of the pastoral support offered by the school, and is an onsite response for those students needing the additional expertise that counselling brings to the overall pastoral support system.
- 2.3 The counsellor provides 1-1 counselling sessions, once a week for 60 minutes per student.

3. Statement of Good Practice

- 3.1 The counsellor should be a registered member of the BACP (British Association for Counselling and Psychotherapy) and work in accordance with their recognised Ethical Framework.
- 3.2 In addition the counsellor undertakes a minimum of 30 hours CPD per annum and has an enhanced Disclosure and Barring Service (DBS) check.
- 3.3 The counsellor is covered by the school’s professional indemnity insurance.

4. Supervision

- 4.1 All counsellors need to engage in 1.5 hours clinical supervision per month to maintain and monitor standards and to comply with the BACP’s Ethical Framework.
- 4.2 School counsellors should undertake counselling supervision with a supervisor who has experience and understanding of young people.

5. Referral

5.1 A number of referral routes are available.

1. Any member of staff can make a referral by completing the referral form and emailing to Designated Safeguarding Officer.
2. Students may self-refer by attending the drop-in session available.
3. Parents and carers or outside agencies who feel a student would benefit from counselling can contact the Designated Safeguarding Officer to discuss a possible referral.

5.2 Counselling is voluntary and it is always the student's choice about whether they would like to engage.

6. Consent

6.1 Good practice involves working in partnership with parents/carers. In most cases young people are willing for a parent/carer to be asked for written consent for them to receive counselling.

6.2 For a young person to be eligible to receive counselling, s/he must understand the nature of counselling, 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.

6.3 Schools are advised that where a parent withholds consent or the young person is unwilling for the school to approach the parents, counselling can go ahead if the counsellor and Deputy Headteacher assess the young person as Gillick competent to consent in their own right.

6.4 As guidance for Gillick competency, the Counselling Service at the Archbishop Holgate's School will take the following into consideration:

1. The young person has explicitly requested that their parent/carers have no knowledge about them receiving counselling.
2. The Service has done everything it can to persuade the young person to involve their parent/carers.
3. Documentation clearly states why the young person does not want their parent/carers to be informed.
4. The young person understands the advice/information they have been given and have sufficient maturity to understand what is involved and what the implications are. They can comprehend and process information relating to counselling.
5. The young person is making the decision for themselves and not being coerced or influenced by another person?
6. The service must be confident in safeguarding and promoting the welfare of the young person.

6.5 If the Service is able to answer YES to these questions, then this will enable the school to believe the young person is competent to make their own decisions about consenting to and taking part in the counselling process.

7. Initial Assessment

- 7.1 After a referral has been made, an initial assessment will be made using the Confidential Counselling Assessment Form and YP-CORE (see appendix).
- 7.2 If the student is assessed as suitable for counselling the student will be put on a waiting list and seen when an appointment becomes available.

8. Session Allocation

- 8.1 Appointments are made on a weekly basis and up to 8 initial sessions are offered. The number of sessions actually delivered is based on the student's level of need and additional sessions can be offered if there is a high level of need. Some students will need fewer than 8 sessions and the student can end counselling at any point.
- 8.2 Each session will last for 60 minutes and appointments. Students are asked if there are particular lessons they do not wish to be taken out of.

9. Confidentiality

- 9.1 Confidentiality is a basic ethical principle in the counselling process. It enables a trusting relationship to develop and allows the young person to share feelings and worries without fear of blame or reprisal. Confidentiality also supports young people when they want to change their behaviour or be completely honest about some of the more difficult feelings in life, such as sadness, anxiety, fear, shame or anger.
- 9.2 A young person's right to privacy and confidentiality is legally established in the Human Rights Act 1998 article 8.
- 9.3 The counsellor will not pass on any detailed accounts of sessions, but may communicate periodically with school pastoral staff about general progress. A student is free to talk to anyone about their counselling sessions if they wish, but should not be directly questioned by school staff.

10. Limitations to confidentiality

- 10.1 There are circumstances when confidentiality needs to be broken. These will be clearly explained by the counsellor at the start of the counselling relationship. The counsellor will ask the young person to sign an Agreement explaining the terms of counselling (see appendix). The counsellor will explain the limits to confidentiality in detail to ensure that, should confidentiality be breached, the student understands why.
- 10.2 Confidentiality will be broken if there are safeguarding concerns and the counsellor deems a young person at significant risk of harm to either themselves or others. In these cases, the counsellor will speak to the safeguarding lead and agree the next steps depending on the circumstances.

- 10.3 This could mean a referral onto other external services such as Children's Social Care or CAMHS, informing parents/carers or other actions to ensure the care and safety of the young person.
- 10.4 Sometimes it may be beneficial for the counsellor to talk to others about the young person to help them achieve their aims or to deal with issues within school. In these cases the counsellor will ask the student to sign a Consent to Third Party Disclosure form (see appendix).

11. Other Professionals

- 11.1 In order to reduce any potential conflicts of therapeutic effort, the school counsellor will not usually provide counselling to young people who are currently in receipt of other therapeutic support from another agency, i.e. CAMHs.

12. Record Keeping

- 13.1 Students assessment forms and session notes will be retained for 5 years and then destroyed appropriately.
- 13.2 Each student's session notes are kept under an anonymous ID number and stored in a locked cabinet.
- 13.3 Students' information is processed on the basis of legal obligation to ensure the safety and wellbeing of children attending the school.
- 13.4 Personal information will not be shared with third parties except where this is necessary in order to fulfil our safeguarding responsibilities.
- 13.5 Statistical data will be collated on an annual basis and no student will be identified within the data collected.

14. Evaluation

- 14.1 Feedback forms are completed by each student at the end of counselling (see Appendix).
- 14.2 Termly reports will be made available to the Governors.

15. Complaints Procedure

- 15.1 In the first instance all complaints should be raised with the school following the usual school complaints procedure which can be found on the school website.
- 15.2 If necessary, complaints alleging a breach of professional standards will be dealt with in accordance with the procedures outlined by the BACP (British Association of Counselling Professionals).

APPENDIX 1: Referral Form

Counselling Referral Form

Date referred: Student name: Form tutor:
Referral made by:
Has SB authorised the referral:
Has the young person consented to this referral? Yes No (consent must be gained before referring a young person to the counselling service)
Has the student any current involvement with other services: Reason for Referral:
Date of Initial Session:

Please tick any of the following which apply to the young person:

Student Support Plan		Risk Assessment (RA)	
Pen Portrait		Child Protection Issues	
Multi-agency involvement		Looked After Child	

APPENDIX 2: Young Person's CORE.

Use link to PDF <http://www.coreims.co.uk/index.html>

APPENDIX 3: Counselling Intake Form

Counselling Intake Form

Name..... Date of Birth.....

Tutor Group:

Previous Counselling:

.....
.....

Current or previous involvement with other agencies, i.e. Social Services, YOT, Probation, CAHMS, Drugs & Alcohol Services, Psychologist:

.....
.....

Any inclination towards self-harm:

.....
.....

Any past or present physical complaints or eating problems:

.....
.....
.....

Current medication:

.....
.....

Prescribed by:

.....
.....

Living with:

.....
.....

Experience of, or witness of, violent behaviour:

.....
.....

Reason for referral:

.....
.....

APPENDIX 4: Counselling Agreement

Information for Children and Young People about the Archbishop Holgate's School Counselling Service.

“Talking things through that matter to you”

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 give you time and 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.

Counselling is not:

- Someone telling you what to do
- Being forced to talk about things you don't want to talk about
- Someone criticising or judging you.

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 feeling that you may have.

Parents Separating

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

Issues 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.*

Who is the Counsellor?

Sarah Garton is a professionally qualified and experienced Counsellor who work within the Code of Ethics and Practice of the British Association for Counselling and Psychotherapy.

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 long it can last.

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

Are my problems and worries 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 Counselling Service. It's your time and space to be with someone who is there for you and nobody else.

If you or any other people are at risk of harm the counsellor will need to talk to someone else to help keep you safe.

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 by the counselling service. Counselling notes will be kept for 5 years, they will then be destroyed appropriately.

A counsellor presents their work to a counselling supervisor regularly. This person checks the counsellor is working well with you. Your full name will not be mentioned.

How do I get to see the Counsellor?

Someone may have suggested it to you, or you can begin by talking to a member of staff that you trust. They will fill in a referral form and give it to Gaynor Stainsby who will help arrange an appointment. Alternatively, you can discuss counselling and further support with Sarah Garton at the drop-in session.

Counselling Agreement

Student Consent

I have read and understand the information sheet about counselling and the explanation about confidentiality is clear to me. I give consent to have counselling records kept.

Name:

Signature:

Date:

APPENDIX 5: Consent to Third Party Disclosure

Permission to share relevant personal information

I give permission for: (Counsellor)

To communicate throughout my sessions with:

By letter, phone, email and in person

And to share the following information:

I do not want the following information to be shared:

Signed:(Counsellor)

Signed:(Student)

Date:

APPENDIX 6: Feedback Form

Counselling Feedback Form

It would help us in our future planning if you could tell us about your experience of the counselling service by completing this short evaluation form. Thank you.

General

How did you learn about the School Counselling Service?

In an assembly Friends/Family

Teachers/support staff Other

Counsellor

Please rate your overall impression of the counsellor:

	1	2	3	4	5	6	
Interested							Uninterested
Warm							Cold
Genuine							Not genuine
Respectful							Disrespectful
Helpful							Unhelpful
Accepting							Non-accepting
Easy to talk to							Difficult to talk to
Good listener							Poor listener

How effective did you find the counselling experience: (please circle)

Very Effective

Effective

Some Effect

No Effect

Did counselling help you in any of the following ways? Please circle any of the numbers that applies to you



	Strongly agree	Agree	Disagree	Strongly Disagree
To explore a problem	1	2	3	4
To understand yourself more	1	2	3	4
To improve your self-esteem	1	2	3	4
To improve your ability to cope	1	2	3	4
To improve relationships	1	2	3	4
To concentrate in lessons	1	2	3	4
To remain in school	1	2	3	4
To study more effectively	1	2	3	4

Is there anything you have found helpful in your session?

Is there anything you have not found helpful in your sessions?

What changes would you make if any?



Thank you for taking the time to complete this form.