

Final Draft



Improving the quality of life for people in Dorset, now and for the future.

**GUIDELINES FOR SCHOOLS  
ON THE PROVISION OF  
COUNSELLING FOR  
PUPILS IN SCHOOLS,**

**Dorset County Council**



INVESTOR IN PEOPLE

## Final Draft

# GUIDELINES ON PROVISION OF COUNSELLING FOR PUPILS IN SCHOOLS.

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## 1. Introduction

This guidance will help schools who already employ or are considering employing, a School Counsellor independently.

The guidance has been approved by the County Legal and Democratic Services.

It should be read alongside

- “Guidelines for Counselling in Schools” – produced and distributed to all schools in September 2002 by the British Association for Counselling and Psychotherapy (BACP) together with The Gulbenkian Foundation.
- Good Practice Guidance for Counselling in Schools published by BACP - editor Janet Newton third edition 2001.
- BACP can be contacted on 08704435252 or e-mail [bacp@bacp.co.uk](mailto:bacp@bacp.co.uk)
- Acknowledgement is also given to the document produced by Hampshire County Council “School Counselling – Guidelines for Schools on the provision of Counselling to pupils in schools”. – Hampshire County Council, June 2003 which has provided the framework for this document adapted for the Dorset context.
- Research on Counselling Children and Young People; a systematic scoping review by Belinda Harris with Sue Pattison – published by the British Association for Counselling and Psychotherapy.

Anne Salt  
Head of Psychological Service

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## 2. What do we mean by Counselling?

According to the British Association for Counselling and Psychotherapy definition:

*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 as no one can properly be “sent” for counselling.*

### For Adults

In the context of adult therapy, there is little to differentiate definitions of psychotherapy from the BACP definition of counselling.

In practice,

- ❖ *Counselling is concerned with prevention and de-escalation of a problem and focuses on enabling the person to develop self-esteem and the internal resources to cope with their difficulties more effectively.*
- ❖ *Psychotherapy is concerned with remedying mental health symptoms and problems, including psychopathology and is generally more intensive.*

### For young people,

- ❖ Counselling and psychotherapy are often viewed as part of a continuum and the terms can be sometimes used synonymously.

It should be noted that there are some difficulties in applying the above BACP definition to the field of counselling children and young people:

- Children and young people may not initiate therapy; they may be referred or encouraged to attend counselling by teachers, carers or other adults. Within the Youth Justice System, while not compulsory, there may be an expectation that young people attend counselling.
- In the Education and Social Care system, children and young people with challenging behaviour may be referred for counselling in order to change their behaviour rather than to provide emotional support or alleviate any underlying distress.

### **Schools need to be clear what they mean by counselling.**

Usually, schools will view counselling as a way of helping young people through talking and listening. The child or young person is encouraged to express their feelings and thoughts about their problem so they can understand themselves and their behaviour better and therefore improve ways of coping.

Also

“Counselling involves a deliberately undertaken contract with clearly agreed boundaries and commitment to privacy and confidentiality. It requires explicit and informed consent” (BACP Code of Ethics and Practice).

**It is additional to the good listening systems we expect all schools to operate.**

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## Counselling .....

- Offers a regular space and time to talk or think about worries or difficulties
- Helps young people explore their feelings and look at how they might want things to be different, by talking and using a range of activities
- May be about developmental issues, resolving problems, improving relationships, making choices, coping with changes, gaining insight and understanding, growing as a person.
- Is carried out by trained, fully qualified counsellors, who are checked by the Criminal Records Bureau (CRB), and work within a code of ethics and practice.

## How does counselling fit with other pastoral support?

All pupils in schools can access a range of pastoral support, characterised by good listening and problem solving strategies. Some staff may have been trained in aspects of counselling and can bring these skills to bear when talking with children. Some schools may have staff who have obtained a formal qualification in counselling but are not being employed as counsellors and are not operating as such within the school context.

Where pupils may need additional help, a targeted service, following identification of need by staff, parents, or the pupils themselves may be needed. The way counselling may fit with other types of intervention is outlined in Table A.

## 3. Model for pastoral support and counselling for pupils in school (Table A)

Points to note:

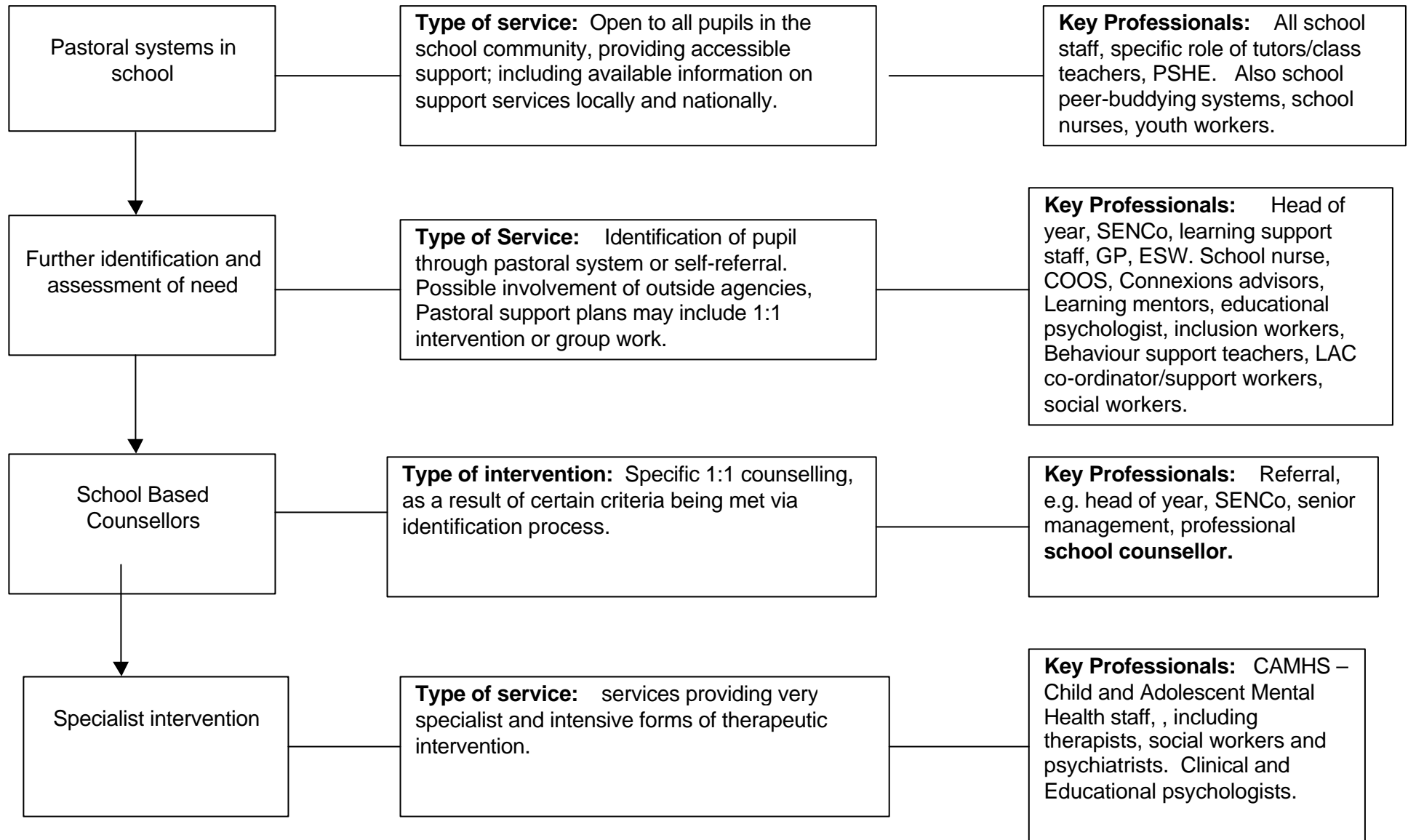
Within this model, school based counselling is perceived as a very specialist type of intervention and is distinct from the work of Connexions Advisors, Inclusion Workers and other education support services such as Education Social Workers, support for LAC, Behaviour Support Teachers and Educational Psychologists. However it is anticipated that school based counsellors will contribute to the networks of support and participate in planning to meet pupil's needs.

**Schools may therefore want to be very clear whether what they are offering to pupils is a support worker or a specialist counsellor and consider their terminology in service descriptions carefully.**

**Schools may wish to ask themselves whether the counselling (provided by a teacher or a bought-in counsellor) is providing the same function as a teacher would be expected to provide or whether it is counselling with “a big C” that a teacher would not normally provide. Teachers listen to children’s concerns including Child Protection concerns and then discuss with or refer to designated others (i.e. the first two levels in the model for pastoral support). Anything more than that requires specialist skills and schools need to be very careful in ensuring that people employed for the specialist function are suitably qualified and subject to a relevant professional code of ethics and professional supervision.**

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## Model for Pastoral Support and counselling for pupils in School (Table A)



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### 4. What qualifications and training do school counsellors need?

A school counsellor needs to be aware of, and sensitive to, the different needs and demands that a school community imposes on young people and those who have responsibility for them.

They should have knowledge and experience of working with this client group and be skilled in building rapport with children and young people.

- Courses in counselling and training to be a qualified counsellor include Diploma and Degree courses in Counselling..
- Given the vulnerability of this client group, it is imperative that counsellors are qualified in stringent theoretical principles, high level practice skills and other specialised areas of counselling for example art therapy and play therapy. They should have obtained or be aiming for BACP accreditation and United Kingdom Register of Counsellors (UKRC) registration or equivalent.
- All counsellors should be able to provide references as to their suitability for the post and pass appropriate Criminal Records Bureau (CRB) checks.
- In addition to training, it is recommended that applicants for school counselling posts should have at least a 100 hours of supervised counselling practice, ideally working with children or young people.
- Trainee counsellors should only be engaged when a counselling service is well established in the school. They should be placed with experienced, salaried counsellors who are able to monitor their work. Trainee counsellors should not be used in place of qualified counsellors to staff a school counselling service, and their counselling time should be limited to a few hours a week.
- All school counsellors and trainee counsellors should be working within a recognised code of ethics and practice such as that of BACP.

### 5. When might counselling help?

Counselling can be an early intervention strategy to prevent deterioration in emotional wellbeing, behaviour and attitude. It can enhance the young person's self esteem and ability to cope more effectively in school.

Young people with long standing behaviour issues are not as easily helped as at the preventative stage, and pupils who are referred later on may find it too difficult to engage in the counselling process.

Issues relating to school may include

- Bullying
- Social and behavioural difficulties
- Emotional problems
- School refusal/phobia
- Truancy
- Academic difficulties e.g. significant under performance

## 6. Referrals, Confidentiality and Parental Consent

### Referrals

Referrals for counselling are likely to follow the identification process and assessment of need as outlined in Table A (page 5).

A sample referral form is included as Appendix A. Consent and confidentiality issues as outlined below are also a crucial part of the referral process.

### Why is confidentiality important?

Confidentiality is essential to the formal counselling process:

- To enable the young person to develop a trusting relationship with the counsellor
- To allow the young person to open up and share feelings without fear of blame or reprisal.
- To allow the young person to speak freely about issues concerning them
- To encourage others to come forward for counselling.

A young person's right to privacy and confidentiality is legally established in the Human Rights Act 1998 article 8.

Problems in maintaining confidentiality are unlikely to occur if there is mutual trust, goodwill and respect between counsellor, school, staff and parents.

The young person is free to talk to anyone about their counselling sessions if they wish, but should not be directly questioned by school staff.

The counsellor will not pass on any detailed accounts of sessions, but may communicate periodically with school pastoral staff about general progress, with the child's permission.

It would be reasonable to expect the school counsellor to record issues raised by children and young people in general, in order to inform school development and policy.

For the young person to feel supported between counselling sessions, they may wish a trusted member of staff to know they are receiving counselling.

Sometimes, it may be necessary to liaise with or refer the young person to another agency for further help, for example, when there are mental health concerns. This will be with the young person's express permission and/or parental consent.

Similar principles apply in cases of child protection but the need to safeguard the child or young person's welfare and safety may override these principles. (Please refer to Dorset Child Protection Guidelines).



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### What limitations are there to confidentiality?

In schools where a counsellor is employed or contracted to provide a counselling service, head teachers have the right to make decisions about sharing information and confidentiality. This needs to be done in a reasonable way and in the best interest of the child. It is also subject to the Data Protection Act 1998 and the duty of confidentiality inherent in any counselling service.

*“Any attempt to remove the principle of confidentiality in counselling will rapidly undermine the overall ethos of the school as a caring educational community”.* (Roger Casemore, Confidentiality & School Counselling, BACP 1995)

An individual's wishes about confidentiality may be overridden by a paramount duty to protect a child's welfare. (*A child is defined as anyone under the age of 18, Children Act 1989*)

**A school counsellor employed or contracted by a school or by the LEA has a duty to work within the child protection procedures of the school and Dorset Area Child Protection Committee. The above principles would apply to other services providing counselling support in school (e.g. Youth Offending Team, other local authority services), in view of the Headteacher's over-riding responsibility for Child Protection and supervisory accountability for all pupils in school**

### Breaching confidentiality

At the outset, the counsellor should make it clear to the young person that they may need to breach confidentiality (i.e. tell someone and seek help). This may happen when the young person or any other person (adult or child) is at risk of significant harm.

The counsellor will discuss this with the young person again if the need arises, and, if the child is *“Gillick competent”*, try to gain their consent to disclosing concerns. Where possible, the counsellor will keep them informed and involve them in this process. Appropriately qualified counsellors should be familiar with, and work within, school child protection procedures and know how to contact the Designated Teacher for Child Protection in school.. Even without the child's consent, it may be necessary to disclose information they have revealed.

In the case of a young person threatening suicide or serious self-harm, there is a general acceptance of the need for intervention even when this involves breaking confidentiality.

More minor concerns will remain confidential unless the young person wants them shared to seek further help.

The counsellor is **not** required to pass on information about a young person breaking a school rule or committing an offence, unless it could be deemed that by withholding information the counsellor was aiding and abetting a crime (e.g. a young person dealing drugs in school).

\*\* Young people who are considered “Gillick-competent” can have access to counselling without their parents' permission or against their parents' wishes. (see section on parental consent.)

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### 7. Setting up a counselling service in school

Schools who have set up or are considering setting up a counselling service in school will need to give consideration to the following questions.

- Who can refer pupils for counselling in school? (Remember that **pupils can only benefit if they want counselling. Counselling is voluntary.**)
- Who will act as Link member of staff to be a channel for referrals and liaise with the counsellor?
- What is the counselling process?
- How long does counselling continue?
- How can the school publicise its counselling service?
- What facilities are needed? E.g. the counsellor needs uninterrupted access to a reasonably quiet, comfortable room. Play and other materials might be required. The counsellor needs a secure lockable place to keep case records and the use of a telephone in privacy.
- How are appointments arranged?
- How are records kept?

### 8. What supervision do school counsellors need?

All professional counsellors are required to accept regular external consultative supervision. BACP accreditation currently requires at least 1.5 hours of supervision a month.

Counselling without supervision is unethical and will compromise the quality of the work.

School counsellors may be

- Employees of the school      **or**
- Freelance counsellors contracted to do the work in school      **or**
- Employees of other agencies such as Youth Service, Youth Offending Team, Relate or other voluntary agencies who may supply counsellors to schools and manage them externally.

However school counsellors are employed, the guidelines about consultative supervision remain the same.

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### 9. How can school counsellors evaluate and report back on the service?

#### Annual Report

Schools may want an annual report whereby school employed counsellors will be asked to gather data and compile an annual report for the school in which they counsel. They could give general feedback on

- Numbers , ages, gender and ethnicity of young people referred
- The length and outcomes of counselling and
- The sorts of problems that are helped by counselling.

All such feedback would be general and no individual child would be identifiable.

#### Evaluation of impact

At the completion of counselling, young people, parents, the school counsellor and the link member of staff might be invited to complete and return an anonymous evaluation form. The link member of staff and other staff are well placed to notice how a child responds to counselling and the longer-term outcomes. It is important to recognise that in the early stages, particularly as the child starts to talk about their feelings, there may be an adverse reaction with things appearing to get worse before they get better!

### 10. How are parents involved?

Good practice involves working in partnership with parents. In most cases, children and young people are willing to agree for a parent (only one signature is required) to be asked for written consent for them to receiving counselling that will take place in school time.

#### When is parental consent needed?

According to Lord Scarman in the case *Gillick v West Norfolk AHA*, a child under 16 may consent to treatment on their own behalf only if, and when, they achieve sufficient maturity and intelligence to understand fully what is proposed and the potential consequences.

Although it has not been tested by the Court, it is generally understood that children of Primary School age are unlikely to be "Gillick competent" and consequently would not be able to give consent which is valid in law.

**Based on this, schools are advised to seek advance written permission from a parent for the child to receive school counselling. This would be a similar requirement to that for obtaining help from most education support services.**

Further, Lord Justice Parker said in *Gillick* when quoting from guidance issued by the DfES , "*there is widespread concern about counselling and treatment for children under sixteen. Special care is needed not to undermine parental responsibility and family stability.*"

It would therefore seem appropriate that for **primary phase pupils**, the counsellor has an initial meeting with the parent and child to explain about counselling, and the fact that the

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main content of the sessions with the child will be confidential, explaining the limits to this confidentiality

Many, but not all, **secondary phase pupils** may be deemed “competent” under the Gillick ruling to give consent. However, young people should be offered one or two initial exploratory sessions with the counsellor to outline what is involved, to allow the counsellor and the link professional in school to assess their “competence” before they commit themselves and to encourage the young person to agree to their parents being approached for them to have ongoing counselling.

Schools are advised that where a parent withholds consent or the young person may be very distressed and unwilling for the school to approach the parents, counselling can go ahead if the counsellor assesses the young person as Gillick competent to consent in their own right.

If a young person is unwilling to involve their parents and is assessed competent, the young person may give their own written consent for counselling. No specific age is stated in legal guidance – it depends on their capacity to understand the issues involved and to give an informed consent.

*“As a general principle it is legal and acceptable for a young person to ask for confidential counselling without parental consent providing they are of sufficient understanding and intelligence.”*

*(Gillick v West Norfolk AHA, House of Lords 1985)*

### Young person’s agreement

Assessment of competence based on the Gillick principle depends on:

- The maturity of the young person
- The young person having sufficient intelligence and understanding to enable them to understand what is being proposed, i.e. counselling
- The young person having sufficient intelligence and understanding of the consequences of his or her actions.

The school counsellor, with the link member of staff for counselling or head teacher, should make this assessment.

*“... In cases where the child is not Gillick competent and parental consent is not forthcoming, schools should continue efforts to engage the parents (e.g. offering an opportunity to meet the Counsellor) and may wish to discuss the issue with a relevant member of the support services.*

### Referral Protocols

Schools are advised to draw up their protocols having given full consideration to the issues discussed in this document.

A sample referral form is contained in Appendix A which can be adapted as appropriate.

Sample consent forms are included in Appendices B & C. Again these can be adapted as appropriate.

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NB The last page of this referral form gives an opportunity to confirm whether the child has been assessed as competent to agree to the counselling and confirmation that the appropriate information has been supplied to parents and young people.

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**Appendices A – F**

**SAMPLE FORMS**

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School counselling referral form (1)
(a copy is kept on the child's school records)

Code ..... DOB .....

Child's name ..... 13 ..... M/F

Living with Name ..... Relationship .....
Address .....
Tel: .....

Ethnic origin of child (please circle)

- White: British/Irish/Other white background
Black or Black British: Caribbean/African/Other black background
Asian or Asian British: Indian/Pakistani/Bangladeshi/Other Asian background
Chinese or other ethnic group: Chinese/any other
Mixed: white and black Caribbean/White and black African/White and Asian/Other mixed background.

First language of child .....

Any special needs? .....

Does the child have a final statement of SEN? Yes/No

Is the child "looked-after" by the LA? Yes/No

School name .....

Class/tutor group ..... Year .....

Referral first suggested by - Name .....

Parent/teacher/pupil/school nurse/other (please specify)

Date .....

Appendix A

**CONFIDENTIAL**

**School counselling background to referral (2)**

Code .....

**IMPORTANT**

- Please do not name the child on this form, please use “he” or “she”
- Hand this background information to the counsellor with the referral form
- Do not retain this for the child’s school record.

**Reason for the referral (please be specific)**

- 
- 
- 

**Relevant background information (eg family background, hospitalisation, other agency involvement)**

- 
- 
- 

**How is he/she functioning in school? (academically/socially/behaviourally)**

- .....
- .....
- .....

**How do you expect counselling to help this pupil?**

- 
- 

**Has the pupil been consulted?**  
(as appropriate to their age)

Yes/No

**Appendix A**



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Has the pupil been given a leaflet or card about counselling? Yes/No

What is their attitude towards the suggestion of counselling?

- .....
- .....

**(If the pupil has been consulted and is assessed as Gillick competent, has he/she agreed that his/her parents are consulted)**

Has the parent/carer been given a leaflet? Yes/No

Parental consent slip signed and returned? Yes/No

**Parental consent is not needed because the child is assessed as competent to agree .** Please state the grounds on which the child has been assessed as Gillick competent. Yes/No

.....

.....

.....

.....

Form completed by .....

Name .....

Role .....

Date .....

## Appendix A

# School Counselling

## PARENTAL CONSENT SLIP

I give permission for .....(child's name)

Class/tutor group .....

To work with the school counsellor for a series of counselling sessions.

I have received a leaflet and information about the counselling service.

Name .....

Parents signature .....

Date .....

**Appendix B**

# School Counselling

## STUDENT CONSENT SLIP

**I understand what counselling is and the explanation about confidentiality is clear to me.**

I give consent to have counselling records kept and am aware of my right of access to them.

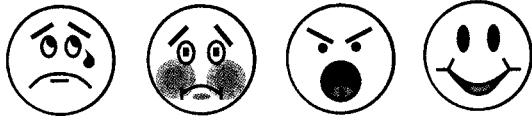
Name .....

Pupil's signature .....

Date .....

**Appendix C**

# School counselling



## Parent's feedback form

Dear Parent

Your child has recently been seeing the counsellor at ..... School.

**It would be helpful to us to know something about:**

- ◆ **whether counselling has made a difference**
- ◆ **what you think of the counselling service so we can improve it for others.**

**What you say will be kept anonymous.**

### 1. About your child who received counselling.....

are they?          a boy                    a girl            
how old are they?                    Ethnic origin .....

### 2. Did the counselling help them?

a lot                    a bit                    not really         

### 3. If it was helpful, what changes did you notice?

Do they seem ....	A lot	a little	not much
Better behaved at home?	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
More able to communicate?	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
More willing to go to school?	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Happier?	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Less worried?	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
More settled at school?	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

## APPENDIX D

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Keen your child should see the counsellor?

Willing to go along with the idea?

Not sure, or reluctant?

5. What would you say about school counselling to other parents whose child was unhappy or having difficulties?

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

6. Do you think the school should continue to offer counselling for pupils who need it?

Yes

No

7. Anything else?

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

**THANK YOU FOR FILLING THIS IN. PLEASE RETURN IT IN THE PREPAID ENVELOPE PROVIDED.**

---

If you have any complaint about the counselling service your child has received, please speak to the counsellor if you can, or speak to the

.....

## Appendix D

# School counselling



## Information for parents and carers

### Introduction

All parents have the responsibility of helping their children to grow and develop. Children may need help with their problems and worries. Sometimes, no matter how well they get on with their parents, they may find it hard to talk to them. Children often get help and support by talking to someone they trust. Maybe a friend, a teacher, a relative or neighbour can help. Often having a problem or concern can affect a child's behaviour and school-work, and the school counsellor may be able to help.

In this leaflet, 'child' means any child or young person of statutory school age or attending a school 6<sup>th</sup> form..

### How can school counsellors help?

School counsellors are carefully selected for their experience and counselling qualifications. Counsellors are good at relating to children and are trained to listen without judging. They can help people sort out their thoughts and feelings about what is worrying them. Counsellors usually provide short-term counselling, up to six sessions, on school premises, and usually in school time. The length of the sessions varies. With younger children, the sessions may involve play materials. What is discussed during the sessions is confidential, but the child is told that the counsellor may discuss their problems with other people and agencies and get help from them if he or she thinks the child is at risk or in danger. The counsellor is independent from the school staff but understands the school and works with teachers and other staff to help your child, while at the same time keeping confidentiality. Sometimes the counsellor, with the child's knowledge and agreement, may refer the child to other agencies who can give more help.

### How does my son or daughter get to see a school counsellor?

Your child may ask to see the counsellor, or you or a teacher may recommend it.

Counselling needs to be a voluntary process. When counselling is offered to younger children, you will be asked to sign a form to say that you agree to your child having counselling. Older children who ask for counselling and are capable of fully understanding what is involved may get counselling in their own right, without permission from a parent.

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### **What issues can school counsellors help with?**

There can be lots of pressures on young people growing up, for example friendships, teasing and bullying; exams and school work; family relationships, separations and changes; as well as illness, loss or death of someone close. Young people also have to cope with adolescence and the strong feelings and physical changes that go with it. Even quite young children can find that the time and space they get from counselling helps them feel better, and cope better at home and in school.

### **How can a parent or carer support the counselling?**

It will help your child if you accept counselling as a normal and useful activity, and show an interest if they want to talk to you about it, without pushing it if they prefer not to discuss it. If your child is at primary school, you will be asked to meet the counsellor at the start, to explain the process, and keep in touch with you. Counselling is not a magic solution, and sometimes it takes a while to feel the benefit.

### **Who are the counsellors?**

School counsellors are trained for this special type of work and are professionally managed and supervised. They work closely with school staff and other agencies. All counsellors work within a recognised code of ethics and practice such as that of the British Association of Counsellors and Psychotherapists (BACP). All counsellors provide references to show their suitability for the post and pass appropriate police checks. They should have obtained, or be aiming for, BACP accreditation and United Kingdom Register of Counsellors registration or equivalent.

### **How can parents and carers find out more?**

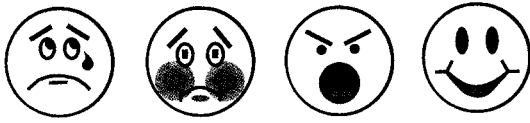
Your child's teacher or tutor will give you more information.

Each school has a link member of staff for counselling, who is

The school counselling service is co-ordinated through.....

For more details you can contact -

### School Counselling



#### Information for young people

Sometimes life can be tough, and people growing up can be under pressure. Having someone you can really talk to may be a help - perhaps a friend, a teacher, your parents, or someone in the family. At times, everyone feels worried or has problems that may be hard to talk about with the people close to you. You may worry about whether they will understand, whether you can trust them, whether they will blame you, or ignore your feelings. That is when you may think about talking to the school counsellor.

#### How are counsellors different?

- we don't blame or judge you
- we don't tell you what to do
- we are there for you - whatever the problem
- we are good at listening carefully
- we can see you in school time
- we help you sort things out in a way which suits you
- we understand how your school works and can get you more help and information if you need it
  - we can give you the time and space you need
- we have had plenty of training and practice to help us do our job well.

#### Will the counsellor tell anyone about what I say?

We don't ordinarily tell other people about you or your situation without your permission.

But if we think that you or someone else may be at risk or in danger, there may need to get help from others to keep you safe. We will talk with you about this and together we will try to find the best thing to do for you.

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### What kind of things can I tell the counsellor about?

Whatever is on your mind, problems, decisions, worries, and changes. It could be lots of different things - making friends and relationships, parents separating, losing your temper and getting into trouble at home and at school, teasing and bullying, losing someone special, mixed-up feelings, health worries, exams and coursework. All these things can affect how you feel and how you behave. Talking with you about your worries and problems is the start of helping you sort them out.

### How does it work?

Seeing a counsellor might be your idea, or your parents or a teacher might suggest it. You don't have to decide straight away. You can meet the counsellor first, to ask questions and find out more. Counselling is voluntary - it's your choice, and whatever you decide is OK. You are likely to be offered appointments for regular sessions for several weeks at a room in school where you won't be disturbed. The school would like to contact your parents/carers to let them know you are seeing a counsellor, but will not go into details. It may still be possible to come to counselling without your parents being told, and you can discuss this with the counsellor.

### What have other students said about counselling?

*"It was good to talk to someone I didn't already know. "*

*"It's helped a lot ... discussing my problems instead of locking them away. "*

*"I like the person I am now more than the one who first came to you. "*

### How do I find out more or ask to see the counsellor?

Ask a teacher or head of year or speak to

who links up with your school counsellor