



**BICKLEY PARK
SCHOOL**

Counselling Policy

Policy Review & Update Process			
Member(s) of SLT responsible for update		Jonathan Poole	
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Introduction

1.1 There is a strong body of evidence about the beneficial impact of all pupils having access to counselling support when necessary. The significant role schools can play in helping to promote the emotional health and wellbeing of pupils is now recognised. Pupils experiencing stress or emotional problems find it difficult to engage with the education process and to reach their potential. Where schools' staff can recognise and respond appropriately to their needs the educational outcome is maximised.

1.2 At any time pupils may need extra emotional support beyond the normal pastoral care offered by teachers. Pupils who have suffered bereavement, trauma, family break-up or who are young carers may appreciate the opportunity to speak to an adult who is not directly involved with their education. School based counselling provides that opportunity.

1.3 The counselling support provided conforms to high professional standards and current best practice for school based counselling, specifically in respect of counsellor qualifications, supervision policy, safeguarding practices and continuous professional development.

1.4 A counselling service that is responsive to pupils' needs and operates as an integral part of a school's pastoral care provision requires a collaborative and cooperative partnership. In the case of Bickley Park School the key parties to this partnership are the Head, Senior Leadership Team, the main contact person within the school's staff for counselling (Designated Safeguarding Lead) and the counsellor.

1.5 In the following sections the roles of the individual partners and the expectations in respect of pupils and parents are described along with current practice and procedures.

Service Delivery Partner: Senior Leadership Team

2.1 The support of the Senior Leadership Team (SLT) is critical to the operation of an effective counselling service in a school. This support can be visible in acknowledging the contribution that counselling can make to promoting the emotional wellbeing of pupils and encouraging pupils, parents and staff to make appropriate use of the intervention. Less visible, yet equally important, is the support given to the Designated Safeguarding Lead and the counsellor in timetabling suitable accommodation for counselling and time for both to review pupils' needs.

Assigned Designated Safeguarding Lead

2.2 This staff member is the counsellor's main point of contact within the school for Child Protection. The appointed person should be acknowledged as approachable by pupils. A Deputy Designated Safeguarding Lead is named to provide cover when the Designated Safeguarding Lead is absent or unavailable: Mr Jonathan Poole DSL / Mrs. Maria Davies DDSL / Mrs Sarah Valero DDSL.

Parental consent

2.3 The Head, in consultation with the Designated Safeguarding Lead will agree, in consultation with the counsellor, when parental consent will be sought for a pupil to access counselling. Parents will be advised of the service via the parents' handbook and a generalised consent sought when it is judged that counselling for a particular pupil would be useful. It is a requirement of the BACP (British

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Association for Counselling and Psychotherapy) that consent is required if a pupil is aged 13 or under.

Governors

2.4 The Board of Governors are aware that pupils have access to counselling and how the service operates.

School information and relevant policies

2.5 The counsellor will be provided annually with copies of relevant school policies such as child protection, behaviour support (including anti-bullying measures), safe use of the internet, use of mobile phones and parental consent. Details of school's staff with pastoral care responsibilities, school holidays and planned closure days are also be provided.

2.6 The introduction to staff takes place at a general staff meeting and the key elements of the role of counsellor is explained. Pupils are introduced individually to the counsellor by a member of the Safeguarding team when a counselling session has been agreed between the Head, DSL, counsellor and parents.

Informing parents / carers about the service

2.7 The policy for involving parents in the counselling process, including how parents will be informed about the service, how referrals can be made and how consent will be managed is as follows:

- Parents will be advised of the counselling service via the parents' handbook and the beginning of year meet the tutor event
- The counsellor and the DSL/DDSL meet on a regular basis to discuss on-going sessions taking place between counsellor and pupils. In this meeting additional pupils who might benefit from using the service are discussed. If a case arises in the time between the monthly meetings, the Head or DSL will contact the counsellor to activate a session(s)
- Parents will be contacted by the Head, or DSL, to invite them in to meet the counsellor and discuss the pupil concerned and the scope of the counselling service and its protocols. A copy of the counselling policy will be made available
- A written consent form will be signed by the Head and parents agreeing for counselling sessions to take place.

Parents will be given the opportunity to meet the counsellor at a mutually agreed time.

Accommodation and Resources

2.8 A room suitable for counselling young people which meets the need for confidentiality and acknowledges safeguarding requirements has been designated for use by the counsellor. The same room will be available every week for continuity of service.

Delivery of Counselling Service

3.1 The Counsellor is qualified to at least Diploma level in counselling and has over 150 hours clinically supervised practice. The counsellor has an enhanced Disclosure and Barring Service's Certificate prior to commencing employment and is informed of the child protection processes at Bickley Park School. The counsellor has many years of experience of working with young people and

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is approachable, has good listening skills and a manner that encourages a climate for safe and trusting relationships.

Counsellor continuity

3.2 The presence of the same counsellor every week ensures continuity of the counselling intervention for pupils and the development of a relationship of trust and confidence based on a shared understanding of the counselling process with the DSL, pupils and staff.

Monitor the counsellor's professional practice

3.3 The counsellor is covered by Professional Indemnity Insurance and is provided with regular clinical and managerial supervision which complies with agreed professional practice standards.

Ensure a response to urgent referrals

3.4 All requests for the service will receive a response within 5 working days. When a pupil needs to be seen urgently there will be a response within the school day or, if the request is received outside school hours, the next working day. The Head and DSL are aware that counselling is not always an appropriate response in an emergency situation and that referral to a General Practitioner (GP) or other Child Protection policy actions may be required. If counselling support is required any urgent response provided should be recorded as one of the school's allocated sessions.

Links with the School Community

4.1 The DSL is appointed by the Head and works closely with the Deputy Head Pastoral.

4.2 All contact with the counsellor for staff, pupils or parents is arranged through the DSL or another designated member for the safeguarding team. A good working relationship between the counsellor and the safeguarding team is essential if counselling support is to meet the needs of pupils and be regarded as an integral part of the school's pastoral care provision.

Waiting list of referred pupils

4.3 Referrals to counselling from staff, parents or self-referrals should be placed on the waiting list. New referrals are discussed with the counsellor at monthly meetings and the waiting list reviewed, although more pressing cases can be discussed between meetings. The priority for each pupil awaiting counselling is re-assessed and, if there is any new relevant information about a pupil, who is engaged in counselling or on the waiting list, this is shared.

Schedule counselling sessions for pupils

4.4 It is important to manage the schedule of counselling sessions for pupils and liaise with the counsellor to ensure that a pupil does not regularly miss the same lesson and that sessions are sensitive to the school's timetabling constraints.

Record of pupils referred

4.5 The Counsellor should keep an individual record for referred pupils. The file will contain the parental consent details (if applicable), the number of sessions attended and a note of any follow up action required or agreed by the counsellor, school, young person or other agencies.

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Child protection referrals

4.6 The content of a counselling session remains “confidential” unless a disclosure is made of child abuse or if a pupil’s safety or welfare is considered at risk: this includes acts of self harm or suicidal ideation. In such circumstances the school’s child protection procedures will be used. The counsellor will advise the DSL of a disclosure or any ‘at risk’ concerns. The DSL should tell the counsellor when a referral is made to social services or if other action is taken.

4.7 After a pupil has received their last counselling session, the DSL will receive a report from the counsellor detailing the number of sessions provided, key issues arising and identifying any recurring themes. This is used as a basis to brief the Head about counselling provision in the school (see Appendix 5).

Service Delivery Partner: Counsellor

5.1 The counsellor has a Diploma in Counselling, or equivalent from a recognised validating organisation, is experienced in working with young people, is a member of a professional body and receives appropriate clinical supervision. The counsellor will normally be present in a school at the same time every week; this makes the counsellor accessible to all members of the school community, helps develop relationships and reinforces the view that counselling is a normal part of a school’s provision for its pupils.

This section details the key responsibilities of the School Counsellor.

Deliver the service

5.2 The counsellor will be available in the school at the agreed time each week, be contactable for urgent referrals and advise the DSL of any changes in contact details. Referrals for counselling will be accepted in line with the agreed methods. The counsellor will work with the DSL to review referrals, schedule pupils, share information as appropriate and liaise monthly, or more regular, if necessary, on the progress of waiting lists and any current issues.

Promote the appropriate use of counselling with staff

5.3 An understanding of the counselling process and how it can best be used to support pupils will be provided for school staff. This can be done through meeting groups of staff, awareness sessions on staff training days or informal contact in the staff room.

Promote awareness of counselling with parents

5.4 An awareness of the counselling service will be promoted with parents.

Provide a service of high professional standards to pupils

5.5 All counselling work will be undertaken within the BACP ethical framework of the professional body.

School’s Safeguarding and Child Protection Policy

5.6 All safeguarding concerns, including suspected or alleged abuse, must be reported to the DSL.

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Other agencies/services as appropriate

5.7 When the need for a referral to another agency or service is identified the DSL will be advised. The agreement on who will make the referral will be in line with existing school policies.

Maintain accurate client counselling session records

5.8 An accurate record of individual sessions with pupils will be held on the client's file. The files will include an accurate record of main issues discussed, key decisions reached, actions to be taken and outcomes. The record will also hold details of approaches used and any agreement reached with the pupil. The files are stored securely.

Contribute to annual report on service provision

5.9 At the end of the school year the counsellor provides a report which highlights the number of sessions provided, key issues arising and identifies any recurring themes.

Maintain and enhance counselling skills

5.10 The counsellor maintains and develops professional practice through regular and ongoing clinical supervision and appropriate training.

Counselling: Pupils' Perspective

6.1 Pupils and their needs are at the centre of the counselling process. Pupils can only benefit if they wish to engage in counselling.

Counselling Relationship

6.2 The counselling relationship provides the opportunity to talk in private about anything that is of concern to a young person. The counsellor is there to assist in exploring choices and to support pupils to make their own decisions and will not be judgemental. At the beginning of a counselling relationship, the pupil and the school counsellor will enter into a written agreement. (see Appendix 1) This clearly sets out the boundaries of a school-based counselling service and ensures the pupil actively works in partnership with the counsellor in case planning, decision making, reviewing and evaluation.

Counselling Approaches

6.3 While talking is the basis of most counselling sessions, in the course of a counselling session the counsellor may propose to use different strategies and techniques to explore feelings, such as emotions cards, role play, art therapy. The counsellor will always explain what the method is, how it might benefit and will seek the pupil's agreement. Pupils should understand that they can say 'no' and that the counsellor should be told if they feel uncomfortable or distressed.

Confidentiality

6.4 It is important that that the pupil understands the meaning of confidentiality. Whatever has been discussed with the counsellor will be kept confidential except in very specific circumstances. These circumstances are explained to pupils and why a disclosure of abuse or 'at risk' concerns must be shared with the appropriate authorities.

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Referral

6.5 Pupils will know that they can self-refer by speaking to the DSL, the Head or a member of the Pastoral team. They will also know that the school's staff or parents can also seek help on their behalf after discussion and agreement with the pupil.

6.6 Pupils will be very clear that they can refuse counselling at the outset or at any stage during their involvement. Pupils should be advised that there are other sources of help and counselling outside the school which they can access.

6.7 The pupil can have an initial assessment meeting with the counsellor to determine if counselling would be appropriate for them. The pupil can expect this to be carried out within 5 working days of a written referral being received.

Consent

6.8 Before counselling intervention can start, parental consent is required. 'Parental consent is sought through a letter outlining the counselling service and a consent form that parents/carers must sign and return to the school before counselling begins.

6.9 Consent on the part of the pupil is a pre-requisite to the formation of an effective counselling relationship. The counsellor will always confirm with a pupil at the outset of a counselling session that they wish to continue.

Involvement of Parents

6.10 Counselling works best when parents know their child is seeking counselling and are supportive of the process. Pupils will be encouraged to share their engagement with counselling with parents.

Assessment of Progress

6.11 At the start of counselling, during the course of a series of sessions, and at the end, a pupil will be asked to assess their state of wellbeing. This assessment is used by the counsellor to plan sessions, determine progress and to evaluate the outcome of counselling for the pupils.

Consultation

6.12 A review of how the service is operating in a school may include pupils' views on all aspects of the provision.

Counselling: Parents' Perspective

7.1 Counselling works best when parents know that their child is seeking counselling and are supportive of the process. Counsellors will encourage pupils to tell their parents that they are seeking counselling and to share with them, as appropriate, the experience of the counselling intervention. The parent(s) is ideally introduced to the counsellor in person.

Referral to other services

7.2 Parents should know that they can refer their son/daughter for counselling support and that it should be arranged in consultation with the DSL. Parents should be aware that sessions will only be taken forward if the young person agrees to engage in the process. The wish to continue with counselling will be confirmed by the counsellor at the outset of every session.

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7.3 Parents should also be informed that school staff may make referrals, via the Head and DSL, and that pupils can self-refer to the service.

Parental consent

7.4 Parents should be informed about the school's policy on consent and on how and when consent will be sought.

Confidentiality

7.5 Parents must be made aware that the content of counselling sessions remains confidential between the counsellor and the pupil unless the welfare or safety of the pupil is considered to be at risk of significant harm.

Service Provision: Practice and Procedures

Referral by School Staff

8.1 A member of staff who wishes to make a referral must discuss it first with the Head and DSL and seek their agreement before the pupil is then approached. This approach values the pupil and respects his/her right to be involved in decisions. Counselling is not compulsory and a pupil may choose whether or not to attend. School Counselling is not a disciplinary measure and must not be used as such. Staff can encourage a self-referral having discussed the pupil with the Head and DSL first.

Counselling Sessions

8.2 The school counsellor will be in attendance regularly. The counsellor will record statistical information on client gender, age, ethnicity, reason for referral and other details. This information will be made available to the Head and DSL annually, or on request in response to specific queries.

8.3 Often issues raised in counselling by pupils are complex and frequently being explored for the first time. Ethical practice requires that the counselling session be sensitively managed with appropriate time allocated to a beginning, middle and end to the session. It is important this is respected by all and sessions should not be interrupted unless there is an emergency.

8.4 The number of sessions offered must be based on the need and agreed with the pupil as part of the review process. A review of the counselling intervention will take place after six sessions and a decision made on whether it should continue. This review will involve an assessment of the pupil's progress, motivation to continue and whether there is useful work still to be done.

8.5 The counsellor should deliver the service according to the 'Ethical Framework for Good Practice' of their professional body. This should cover areas such as supervision; record keeping (within data protection guidelines); and evaluation.

Referral to Other Services

8.6 After the initial assessment, or indeed during any counselling session, it may become apparent that the pupil requires referral to specialist services. When a referral is required, the counsellor will keep the young person informed and seek permission to share information at all stages. No onward

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referrals will take place without the DSL's involvement or prior knowledge. Any decision about an onward referral, any relevant consultation and who will take the action will be recorded in the pupil's case notes.

8.7 If there is a safeguarding issue then the procedures in the school's Safeguarding and Child Protection policy will be followed.

Confidentiality and Information Sharing

8.8 At the beginning of a counselling relationship, the counsellor will explain confidentiality and its limitations to the pupil. This will clearly identify what confidentiality means in a way that is relevant to the pupil's maturity and level of understanding. Absolute confidentiality cannot be guaranteed - the welfare of the pupil will, at all times, take precedence over confidentiality. (see Appendix 1)

Disclosure of Information with Consent

8.9 The counsellor will seek a pupil's consent in advance of any disclosure of information, which could be construed as a breach of confidentiality. The rationale for disclosure of the information and the implications of the process for the pupil should be explained. This process sustains the commitment to support the pupil's autonomy and capacity for informed consent at every stage of the counselling process. Any disclosure of information will be made in the pupil's best interest.

8.10 The counsellor will only disclose confidential information obtained from the counselling relationship in the following exceptional circumstances:

- The pupil requests, and feels that it is within his/her best interest, that certain information is passed on;
- Circumstances exist where the counsellor has sufficient grounds to believe that the pupil is suffering, or is likely to suffer, significant harm, for example, through neglect, physical abuse, sexual abuse, emotional abuse, domestic violence or drug abuse;
- The pupil discloses that they are aware of significant harm of another person;
- Suicidal ideation and or self-harm are being disclosed.

8.11 A permission form signed by the pupil and setting out what information can be shared and with whom, must be prepared for all instances of disclosure by consent. (see Appendix 1)

Disclosure without Consent / Breach of Confidentiality

8.12 Before confidentiality is breached without the pupil's consent, the Counsellor may discuss the reasons for this action with their Clinical Supervisor. The Counsellor will give the DSL the relevant information. Any breach of confidentiality should be about the immediate situation and information should only be shared with those services that can provide appropriate and timely support to the pupil. The counsellor will follow the school's safeguarding and child protection procedure and will remain at the school as long as necessary to support the pupil through the disclosure process.

8.13 The counsellor will log all revisions or changes made to the confidentiality agreement with the pupil on the case file. This is necessary to track actions taken, outcomes and implications.

8.14 The DSL will be an active partner in any decision making where a pupil's safety or welfare is considered at risk: this includes acts of self-harm or expression of suicidal thoughts / ideologies.

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Clinical Supervision

8.14 The counsellor will have clinical supervision. Clinical supervision involves the counsellor meeting with a suitably qualified and experienced practitioner from the same discipline. At these meetings, professional practice is reviewed in the context of the counsellor's current caseload and the pupil's progress. Clinical supervision is intended to be both supportive and challenging.

8.15 Clinical Supervisors will be experienced practitioners, competent in supervising the approach used by the counsellor.

8.16 The counsellor will receive a minimum of 1½ hours clinical supervision per month, depending on the nature of the cases and experience of the counsellor. A list of all on-going cases will be maintained by the counsellor and presented to the supervisor at the outset of the session. During the course of an intervention, all cases will have been discussed at least once with the Clinical Supervisor and this will be recorded in case notes.

Evaluation Methods

8.17 Pupils will be asked to provide feedback at the end of the work, either verbally or through a semi-structured discussion with the counsellor. This information will be used to understand the issues pupils bring and to evaluate the impact of counselling (see Appendix 4).

Counselling Records – Individual Pupil

8.18 The counsellor will adhere to the Data Protection Act 2018 which covers paper records and notes held on computer systems where individuals are identified. In all aspects of data protection and record keeping, the child's welfare is paramount and will remain the priority for the counsellor delivering the provision.

8.19 The counsellor must keep case notes about what has been discussed in the session(s). These notes are part of the individual pupil's file and will be treated as confidential. Any disclosure of a safeguarding nature will be recorded on the pupil's file together with details of the parties with whom information was shared and any other action taken. Information provided about any relevant change in the pupil's circumstances between sessions, any telephone calls made on behalf of the pupil or other action taken will be recorded. The file will also contain a record of attendance at sessions and a record of any sessions missed.

8.20 The pupils' files are stored securely electronically and where paper files are kept, these are filed in alphabetical order in a secure locked filing cabinet on the school premises. The counsellor will remember at all times that a pupil can request to see his/her case records.

8.21 The pupil's file is the property of Bickley Park School and it is the school's responsibility to ensure that it is stored securely until it is destroyed.

Other Records

8.22 The counsellor will record statistical information on client gender, age, ethnicity, reason for referral and other details. This information will be made available to the Head and DSL annually, or on request in response to specific queries.

Complaints Procedure

9.1 Bickley Park School is required to have a complaints procedure.

Procedure

9.2 Complaints should be raised directly by either the Head or DSL with the counsellor.

Complaints about professional practice

9.3 The counsellor is required to practice within the standards imposed by their relevant professional body – BACP (British Association for Counselling & Psychotherapy). Anyone who has a concern or complaint about the counsellor's professional practice can raise it directly with BACP.

Procedure

9.4 If a pupil, parent or member of staff makes a complaint about the counselling practice or behaviour of the counsellor the DSL will explain the complaints procedure and confirm that a formal complaint is to proceed. The DSL will prepare a written statement of the complaint and seek consent from the person making the complaint before proceeding.

9.5 The Head should be advised of the complaint. Where the complaint is made by a named pupil(s) then the parents should be informed of the position by the Head, in line with the school's consent policy and the wishes of the pupil.

9.6 Bickley Park School will carry out an internal review in line with their complaints procedure, the nature of the complaint and the facts will be established from both the complainant and the counsellor.

APPENDIX 1 – Letter to Parents/Carers

Dear Parent/Carer,

The pastoral system is acknowledged an important strength of Bickley Park School. The school's counselling service is designed to complement the strengths of the pastoral system by offering additional personal support to the pupils that may benefit from the opportunity to work with a counsellor.

The counselling service provides a confidential service to pupils with social, emotional or behavioural concerns. Counselling is a process which assists pupils to focus on their particular concerns and developmental issues. In addition, counselling can help address and explore specific problems, give guidance with making choices, help to develop coping strategies, and work through feelings of inner conflict as well as helping to improve relationships with others. Counselling enables young children to gain a better understanding of themselves, and the situations facing them, and to develop strategies to cope with change.

The school counsellor uses appropriate techniques for this age group, such as art, and play therapy. Sessions allow children to use these mediums to work through feelings and learn self control, in the same way that an adult uses talking with a counsellor to work through concerns.

The school counsellor holds counselling qualifications and is a member of the BACP (British Association for Counselling and Psychotherapy) and adheres to their codes of ethics and practice.

If you feel that your child would benefit from receiving counselling, please complete and return the attached parental consent slip. Alternatively, if you would like to discuss this further, or need more information, please contact the School.

Yours Sincerley

Jonathan Poole

Head of Pre-Prep, Designated Safeguarding Lead

APPENDIX 2 – Consent Form

Parental Information

Individual counselling provides young children with the opportunity to explore feelings, thoughts and behaviours in a private, one-to-one setting with the counsellor. The purpose of individual counselling is to work on personal, social, and emotional issues.

You, or your child, may stop counselling at any time of your choice. At times, sensitive or difficult topics are addressed; however, dealing with these issues can lead to better understanding and acceptance of themselves and those around them.

Parents and guardians will be given appropriate feedback: for example, in terms of coping strategies. However, all counselling is confidential except if it is in the child's best interest for the counsellor to disclose to the proper authorities information that may otherwise lead to abuse or endangerment.

It is a fundamental requirement of the BACP membership that all counsellors meet regularly with a qualified supervising counsellor. This is in order to sustain professional counselling standards and to enable the quality of their work with pupils within the school setting to be monitored. Individual pupil identity will not be revealed.

Parental Consent Slip

I have read and discussed the above statements with my child. We both understand the conditions in which my child will be participating in counselling with the counsellor at Bickley Park School.

Parent/Guardian Signature

Date

E-mail address

Daytime Tel. No.

Students name

Year Group

Confidentiality Guidelines

Your confidentiality as a student is important to us! In our school counselling office, what is said here, stays here, with the following exceptions, as required by law and/or ethical standards.

1. Harm to self or others

This could include things like a suicide attempt or plan, cutting or other self-injury, eating disorders, addictions, fighting or other physical violence, illegal behaviours, threats etc. anything that puts your health or safety, or someone else's health and safety, at risk.

2. Abuse or neglect

If you talk with the school counsellor about abuse (physical, emotional, verbal, sexual, or other abuse), whether to yourself or to another minor, the counsellor is required by law to report this to the schools Designated Safeguarding Lead. If you tell the school counsellor about an abuse case that is already been addressed by the Designated Safeguarding Lead, the school counsellor may need to make a call to double check.

If there is ever a need to reveal information, the school counsellor will let you know in advance, and work with you to handle the situation in a way that respects you, your feelings, and your needs.

APPENDIX 3 – Referral Form

Child's initials:	Date of birth:	Gender:
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Counselling/Therapy SCHOOL Referral Form

Please fill in and return the form directly to the therapist/counsellor or place it in a secured envelope to be collected by the therapist /counsellor at the school office.

<p>Please describe the behavior(s) that concerns you:</p> <p>Level of concern: (Low) 1 2 3 4 5 6 7 8 9 10 (High)</p> <p>Please identify any known risks to consider while this child is lone working with a school counsellor/therapist:</p> <p>Level of concern: (Low) 1 2 3 4 5 6 7 8 9 10 (High)</p>
<p>What do you think is the cause of the behaviour?</p> <p>Significant events – family moved, deaths</p>
<p>What do you hope will happen as a result of seeing the school counsellor/therapist?</p>
<p>Any other professionals/agencies involved? If so, please give details.</p>

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Does the child have a **Common Assessment Framework**?

Please attach a copy.

Does the child have extra support at school?

In what capacity?

Any other information? Health issues & medication, GP details if appropriate

Child's initials:

Date of birth:

Gender:

Child/young person's details

Parent(s)/carer's name:

Referrer name:

Child's home address:

Referrers address:

Home telephone:

Telephone:

Mobile:

Email:

Family Status:

What is the child's cultural background?

Is the child subject to a **Child Protection Plan**?

Please state category:

Is the child a **Looked after child**?

Type of placement:

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School address:	Teacher's name:
	Child's school year:
Telephone number:	School's email:
Is the child aware of what has been written?	
Parent/carer signature:	Date:
Referrer signature:	Date:

APPENDIX 4 – Evaluation Form

Evaluation of the Counselling Service at Bickley Park School

Pupil's Initials

How many sessions did you attend?

How would you rate the service you received – please circle the relevant number

0 ----1----2----3----4----5----6----7----8----9----10

Worst

Best

What was the most helpful thing for you about the counselling sessions?

Was there anything you found unhelpful? What were they? Why were they unhelpful?

Do you feel you were heard? _____

How would you describe your counselling experience?

COUNSELLING POLICY

Would you recommend the counselling service to a friend? _____

Is there anything else you would like to comment on?

Would you be happy for some of your comments to be used on the website, without your name being mentioned?

YES/NO – Please circle which is applicable.

Please return this form to Mr Poole – marked ‘Private and Confidential’

Thank you for spending the time to complete this form

APPENDIX 5 – School Counselling Report Template

School Counselling Report

Private & Confidential

This report should be shared on a need-to-know basis

Child Details

Initials:

Reason for Referral:

Counselling Details

Number of sessions offered and number of sessions attended:

Consultation with parents/carers:

Consultation with teaching staff:

Contact and communication with external agencies:

Comments on therapeutic work:

Report written by:

Date of report: