Counselling Policy

Operating Arrangements for BISR Counselling Service

- The School Counselling Service is not a substitute for the existing pastoral care systems which operate in the School. Rather it is a service which compliments that which is already taking place in school.
- The counselling service is independent, confidential and child/young person centred. Independence is an important aspect of this service, particularly when dealing with those students who may feel alienated from the school. This does not prevent the service from being seen as a supportive part of the school community.
- Successful counselling is based on trust, self-motivation and commitment. It must be a voluntary activity and is therefore not part of the disciplinary procedures of the school.
- While the counsellor is accountable to the young person, the nature of their work means that the counsellor will be ultimately accountable to the BISR school system.

Why do we need a School Counsellor?

- Counselling is a way of helping our students, teachers and parents through a process of talking, listening and empowerment. The client is provided with a safe place to express their feelings and thoughts about what they perceive to be an issue in their life. Counselling can help a person to understand themselves and their situation better. It can give them new ways of coping with issues that cause them upset, and for our students this will result in increased capacity for learning.
- When children are experiencing difficulties at home or in school their concentration and the way they behave can be adversely effected.
- A school based service brings counselling to children and young people in a place that is familiar, safe and secure. By providing emotional support and enabling children to ‘off load’ feelings and anxieties, counselling can help a student to concentrate more in class, feel better about themselves and build their self-confidence.

What is counselling and how may it help?

- Counselling is a process which offers support and guidance when things feel particularly difficult. Children and young people face many challenges whilst growing up, and may find at times that they need someone to talk to external to either home or school counselling for children and young people may be about developmental issues, resolving problems, improving relationships, making choices, coping with changes, gaining insight and understanding, growing as a person.
- Counselling can:
  - Help us to understand our relationships better and improve them
  - Help us to increase our level of self awareness.
- Help us to explore our feelings, and understand and manage them better
- Help us to recognise unhelpful thought patterns and adopt new ones.
- Help us to improve our communication skills
- Offer a place to talk openly, without being judged

- Issues children and young people may be struggling with include:
  - Bullying
  - Academic pressure
  - Peer pressure
  - Drugs and/or alcohol
  - Family relationships
  - Anxiety and depression
  - Confusion
  - Loss and grief
  - Confusion
  - Self harm
  - Eating disorders
  - Body image

- It is equally important to remember that, as adults, we sometimes need support at difficult times in our lives. There are challenges directly associated with living in Riyadh, away from family and friends

Referrals

Staff or parents may consider referring a student to, or advising a student to see, the counsellor if the young person is:

- Becoming very subdued or over excited; has marked mood swings, or is exhibiting behaviour that is ‘out of character’
- Refusing to go school
- Found bullying other children
- Being bullied
- Having difficulties due to a family breakdown or parents separating
- Having peer group difficulties/relationships
- Finding it hard to cope following the death of a family member/close friend
- Self-harming e.g. cutting
- Experiencing low self esteem
- Finding it hard to concentrate in school and the standard of their work has dropped dramatically
- Not being seen to drink any fluids or eat any food

This list is not exclusive and the counsellor will be able to offer advice about the suitability of all referrals.

Referral process:

- Students will be informed using leaflets, posters placed around the school and by their teachers how they can access the Counselling Service for themselves
- Referrals may also be made by the parents or by staff. School staff wishing to consider a referral must in the first instance discuss this with the young person involved. All referrals made by a member of staff will have to provide a referral form for the counsellor before an appointment is made. The referral form can be found within the School Counsellor section of the Staff Resources file on the T: drive
Once the referral has been made, subject to parental permission (where applicable), the Counsellor will meet and assess the student.

**Confidentiality**

**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

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

**How does confidentiality work?**

- 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

What limitations are there to confidentiality?

The Principal has the right to make decisions about sharing information and confidentiality. This will be done in a reasonable way and in the best interest of the child.

**Breaching confidentiality**

- At the outset, the counsellor will 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 try to gain their consent to disclosing concerns. Where possible, the counsellor will keep them informed and involve them in this process
- 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)
- 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 receive 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.
- It is generally understood that children of Primary School age are unlikely to be “Gillick competent”. (see Appendix 1)
- Based on this, staff wishing to refer a primary school aged child to the counsellor will need to gain the parents’ permission first. Any parents of Primary School aged children are deemed to have the right to refuse their child access to the Counselling Service.
- For parents of ‘Gillick competent’ children (in most cases this will be Year 7 and upwards), parental permission to seek counselling will not be required but would be preferred. Senior School students will be offered one or two initial exploratory sessions with the counsellor to outline what is involved, to allow the counsellor and the 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 where parents of ‘Gillick competent’ children withhold 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.

Child Protection

- The School has a child protection policy. The policy sets out the procedures to be used when there is a disclosure about child abuse concerns or an allegation against a member of staff. This policy also applies to the school counsellor in the event of a disclosure of abuse during a counselling session the counsellor will follow the procedures as stated in the Child Protection Policy. The Counsellor will work closely with the Designated Senior Person in supporting the child/young person concerned.

Monitoring and Evaluation of the Service

- Monitoring of the counselling service provision will take place on an ongoing basis to evaluate performance, identify areas of concern and inform service development.
- Data will be collated that includes:
  - Numbers of young people attending.
  - Gender of young people attending.
  - Number of sessions per young person.
  - Numbers who did not keep counselling appointment.
  - Range of issues arising e.g. family conflict, self harm, bullying
  - Safeguarding Issues Arising e.g. Domestic violence, sexual, physical, emotional abuse, neglect
  - Action resulting from safeguarding concerns
  - Ethnicity of young people accessing counselling
  - Disability, illness, special needs
  - Immediate impact of counselling for the young person
  - Evaluation will take place using a variety of methods including: user friendly forms; focus groups and; peer evaluation.
Appendix 1

How to measure Gillick Competence

“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)

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)