

Counselling Service Handbook for Schools 2022/23

BDSIP Counselling Service Structure and Contacts

BDSIP Counselling Service Lead

Kathryn Webb, Inclusion Adviser and Counselling Service Lead

Email: Kathryn.webb@bdsip.co.uk

Phone: 07866 912850

Kathryn is responsible for liaising with schools and counsellors, to ensure a consistently high-quality service delivery. She is the first point of contact for the service.

BDSIP Clinical Supervisor

Melanie Stephenson
Registered member MBACP 159294 (Accredited)

BDSIP Administrator Team

Phone: 020 8227 2636

Email: Info@bdsip.co.uk

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Introduction

The BDSIP Counselling Service provides an affordable opportunity for mainstream schools and specialist settings to offer their most vulnerable learners person-centred counselling, delivered by qualified counsellors. Support can be tailored to individual needs and additional therapeutic approaches like CBT, Art or Play Therapy can be offered, where it suits the needs of the student.

Counsellors are also able to provide services to families and staff to meet wider objectives in a whole school Wellbeing Plan, providing targeted support for teacher wellbeing, where needed, to ensure your school meets the requirements of the OFSTED Inspection Framework (2019).

BDSIP Counselling Placements are contracted for one financial year and counsellors provide up to four sessions of therapeutic support per day. Counsellors will discuss all referrals with staff at your school to ensure that the service is appropriately placed to meet the needs of the client.

The Counselling Service was developed to meet the growing demand for support for children and young people who do not meet thresholds for support from CAMHS services. It is not a service for those with significant wellbeing and mental health difficulties who need support from Health or Social Care, unless it is agreed with these agencies that a school-based counsellor offers appropriate provision for need.

Induction Checklist

- ☐ Code of conduct for counsellors
- ☐ What to expect in your school placement
- ☐ COVID-19 Guidance
- ☐ Safeguarding Policy and Procedures
- ☐ Supervision arrangements
- ☐ Referral form and procedures for qualified counsellors
- ☐ Reviews and Evaluations
- ☐ Data Protection: record keeping and evaluations
- ☐ Absence Procedures
- ☐ Concerns and Complaints Procedure



School Based Induction

Your Allocated counsellor will visit your school with the Counselling Service Lead prior to the start of their placement. At this visit, we would like the counsellor to be:

- introduced to their placement contact i.e. (Headteacher, DSL or a member of SLT)
- given a tour of the school.
- provided with a copy of the school Safeguarding Policy.
- provided with the names and locations of the placement (DSL).
- provided with a copy of the Fire Safety Risk Assessment and any other relevant Health and Safety Policies or Risk Assessments.
- informed of any key responsibilities in respect of the school's Staff Code of Conduct.
- shown the appropriate space where the counselling sessions will be conducted.
- shown where the counsellor will be able to store confidential records.
- provided with information about the structure of the school day and expectations around client contact hours.
- be briefed by the placement about your first clients.

It is important that you take the time to go through all the relevant Policies and Procedures so counsellors can ask for clarity, if needed. It is also a good time to establish expectations of how the service will be delivered for the benefit of both the school and the counsellor.

Counsellors will have been told:

Schools are very busy places and staff often have multiple responsibilities. It is important that they respect the many pulls on teachers' time, unless they have a concern about safeguarding which should be reported to the DSL immediately. Staff will appreciate a level of autonomy but it is important that counsellors do share concerns or questions with their contact at the school to ensure a positive working relationship. Unless it is clear that staff are available to talk, it is often productive to wait until your daily debrief to discuss any issues you wish to raise.

It is important that they wear their school badge at all times while on the school premises. This is a legal safeguarding requirement and identifies all adults in the building as having been appropriately vetted for the purpose of their role within the school.

Once they have established themselves as part of the team, the school may expect that they will go to collect their clients from the classroom. Their daily timetable should provide details of where students can be found to assist this process and in secondary placements, it may be appropriate for them to keep a copy of the student's timetable as part of your records.

They may be offered opportunities to attend training at the placement school. Where it is feasible for them to do so, BDSIP would recommend that they take advantage of this for their own professional development and to support them to feel part of the school team.

If there is anything else school colleagues would like to add, induction is a good time to share this



Covid-19 Guidance

At BDSIP, we are advocating that all counselling for children and young people needs to be conducted face-to-face on school premises.

Schools are all expected to be following current guidance around implementing protective measures in Education, which can be found at:

<https://www.gov.uk/government/publications/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings>

Counsellors will be asked to share any concerns with the Counselling Service Lead.

We will be specifically asking schools to:

- ensure that appropriate measures are in place so that counsellors are not providing sessions for clients who are unwell or who have someone in their household who is unwell.
- ensuring the room allocation for counselling enables effective social distancing.
- providing alcohol hand rub or hand sanitiser in rooms used by the counsellor.
- ensuring a gap between sessions which is sufficient for the counsellor to be access facilities to wash their hands and clean surfaces in the room, as appropriate.
- providing detergent cleaners and paper towels in the room used by the counsellor so they can clean surfaces between clients.
- ensure counsellors are informed immediately if they have been in contact with a client who becomes unwell.

We will be specifically asking counsellors to:

- telephone their school contact to advise them in good time to inform clients that sessions will be cancelled, if they are unwell or have been in contact with someone who is unwell.
- ensure clients are reminded of the rules of social distancing at the start of each session.
- ensure clients have washed their hands before the session or used alcohol hand rub or hand sanitiser on entering the room.
- maintain appropriate social distancing throughout the session.
- ensure they wash their hands thoroughly between clients.
- ensure all surfaces are cleaned effectively between clients

Code of Conduct

BDSIP Counselling Service has the highest expectations of professional conduct for all its counsellors. Without exception, we expect that every representative of the service will adhere to the following guidelines:

- Arrive at your school placement in good time to be ready to be briefed by your school contact and check your timetable for the day.
- Inform your school contact and Counselling Service Lead in advance, as far as is practically possible, if you will be absent or need to reschedule your appointments.
- Inform your school contact and the Counselling Service Lead, as early as possible, if you are unable to attend due to ill health or other unforeseen circumstances.
- Be appropriately dressed with adherence to the school policy and/or staff code of conduct.
- Avoid using personal devices, such as mobile phones, in spaces other than the staff room or private offices.
- Ensure that your counselling space is left in a tidy and organised state. You are unlikely to be the only person using it.
- Ensure that your records are kept in a designated 'safe space' on the school site as agreed with your school contact. Counsellors are not permitted to hold any records or notes containing client's identifiable personal information in their personal possession, including on personal devices.
- Counsellors must ensure they fully understand the BDSIP Safeguarding Policy and the placement Safeguarding Policy.
- All safeguarding concerns should be reported immediately to the school DSL and, as soon as is practically possible, to the Counselling Service Lead for follow-up. Failure to follow safeguarding procedures will result in immediate termination of your contract.
- Remember that schools are busy places and staff often have multiple responsibilities. Staff may not have the time to respond immediately to your questions or queries so, unless your concern is connected to safeguarding, it is usually appropriate to use your daily debrief as an opportunity to discuss any issues you may have or make any requests.

- Concerns about your placement should be reported immediately to the Counselling Service Lead so they can be followed up.
- Under no circumstances should counsellors share their personal contact information with clients.
- Under no circumstances are counsellors permitted to see clients outside of the school setting.
- Be responsible in your use of social media accounts and ensure that you are not easily identifiable by children and young people on any social media platform.
- Be prepared to share general information about how well clients are using their session and their general progress with your school contact in your daily debrief.
- Be willing to share strategies that will support clients between sessions.



Safeguarding Policy

Counsellors will be asked to sign a copy of this policy to confirm that you have read and understood the contents. This is supplementary to your school Safeguarding Policy which must be shared with the counsellor.

The purpose and scope of this policy statement

BDSIP appointed counsellors and therapists work with children as part of the service to support vulnerable children or young people (CYP) and adults, identified by their host school placement, who require individual therapeutic intervention.

The purpose of this policy statement is:

- to protect CYP who receive BDSIP's counselling service. This includes the children or adults who use our services.
- to provide parents, staff and volunteers with the overarching principles that guide our approach to child protection.

This policy statement applies to all counsellors and therapists working on behalf of BDSIP.

Legal framework

This policy has been drawn up on the basis of legislation, policy and guidance that seeks to protect CYP in England. A summary of the key legislation and guidance is available from www.nscppcc.org.uk

We believe that:

- CYP should never experience abuse of any kind.
- we have a responsibility to promote the welfare of all CYP, to keep them safe and to practise in a way that protects them.

We recognise that:

- the welfare of the child is paramount.

- all children, regardless of age, disability, gender reassignment, race, religion or belief, sex, or sexual orientation have a right to equal protection from all types of harm or abuse .
- some children are additionally vulnerable because of the impact of previous experiences, their level of dependency, communication needs or other issues.
- working in partnership with CYP, their parents, carers and other agencies is essential in promoting CYP's welfare.

We will seek to keep children and young people safe by:

- valuing, listening to and respecting them.
- using the school's safeguarding procedures to share concerns and relevant information with agencies who need to know, and involving children, young people, parents, families and carers appropriately.
- sharing information about child protection and safeguarding best practice with children, their families, staff and volunteers via leaflets, posters, group work and one-to-one discussions.
- recruiting staff and volunteers safely, ensuring all necessary checks are made
- providing effective management for staff and volunteers through supervision, support, training and quality assurance measures.
- implementing a code of conduct for staff and volunteers.
- using our procedures to manage any allegations against staff and volunteers appropriately.
- ensuring that we have effective complaints and whistleblowing measures in place.
- recording and storing information professionally and securely.

Roles and Responsibilities

BDSIP will:

- ensure all counsellors and therapists have a current DBS.
- ensure that all counsellors and therapists have completed mandatory Safeguarding Training.

The school will:

- ensure all counsellors and therapists, acting on behalf of BDSIP, have read and understood the school Safeguarding Policy and other relevant policies.
- ensure all counsellors and therapists are fully conversant with the Safeguarding Procedures in the school.

- ensure all counsellors and therapists, acting on behalf of BDSIP, know the name and location of the Designated Safeguarding Lead (DSL) in the school.
- invite counsellors and therapists to attend Safeguarding Training held at the school.
- follow their Safeguarding Procedures in the event of a safeguarding concern with respect to a counsellor or therapist.
- inform Kathryn Webb at BDSIP immediately with respect to any safeguarding concern with a counsellor or therapist.

The counsellor or therapist will:


- ensure they have read and understood their placement school's Safeguarding Policy and other relevant policies identified therein.
- ensure they are fully conversant with the Safeguarding Procedures at their placement school.
- ensure they know the name(s) and location(s) of the DSL in their placement school.
- ensure they report any safeguarding concerns with respect to a CYP to the DSL at their placement school immediately.
- attend Safeguarding Training at their placement school, if it is reasonably practical.
- Failure to comply with these responsibilities will result in immediate termination of the counsellor or therapist's placement.

For trainee counsellors, the training provider will:

- ensure all counsellors and therapists acting on behalf of BDSIP have completed mandatory Safeguarding training.
- provide confirmation of the dates of this training to Kathryn Webb.
- Qualified counsellors will provide evidence that they have completed mandatory Safeguarding training.

This policy was reviewed on the 30th July 2022, and will be reviewed annually.

Signed:



Lee Boyce
Principal Inclusion Adviser



Kathryn Webb
Counselling Service Lead and
Wellbeing Adviser

Supervision Arrangements

BDSIP Clinical Supervisor

Melanie Stephenson MBACP

Melanie is a highly experienced, fully qualified Counsellor and Psychotherapist, with membership for the British Association of Counsellors and Psychotherapists (MBACP) whereby she adheres strictly to their Code of Ethics for Good Practice.

Originally training as a teacher she worked for over a decade in mainstream and alternative provisions before pursuing a PGDip in counselling children in schools, and a Masters in counselling and psychotherapy. This later progressed to studying a Diploma in child, adolescent and adult psychotherapy and counselling supervision.

Melanie is currently a very successful clinical lead in a large high school alongside running an established private supervision practice.

Key Info:

- Clinical supervision for all BDSIP counsellor's, takes place on a monthly basis online in small groups for 90 minutes.
- All counsellors are expected to attend every supervision session, irrespective of the number of hours of counselling they have provided.
- Counsellors are not permitted to discuss the content of counselling sessions outside of supervision.
- In supervision, counsellors will not disclose any information that would enable the client to be identified.

Referrals to the Counselling Service

Qualified counsellors are permitted to take direct referrals from the school. However it is vital to remember that BDSIP's Counselling Service is not appropriate for children and young people with significant mental health or emotional wellbeing concerns who would meet CAMHs thresholds for referral. Where a counsellor feels that the school should be referring a child or young person to CAMHs or Social Care with respect to their difficulties, it is vital that this is explained to the school and the Counselling Service Lead made aware so it can be followed up at the school's next review meeting.

If a referral is made and the child or young person does not meet thresholds, there can then be further discussion with the counsellor about the case with the school and the Counselling Service Lead.

It is good practice to secure parental consent. Parents and carers should also be offered an opportunity to meet with the counsellor. If a child is subject to a Local Authority Care Order, consent should be sought from their social worker.

Schools need to complete a referral form. This should be stored on school premises in a suitably secure, lockable facility once it has been shared with the counsellor and/or Counselling Service Lead.

Counsellors are asked to ensure they are available for a daily debrief with a school-based colleague to review the effectiveness of provision and provide an overview of progress. Schools need to identify who is best placed to conduct this.

A copy of the BDSIP Counselling Service Referral Form is on the following pages for your information and a copy is available on the BDSIP website.

Referral Form

BDSIP Counselling Service Referral

School Details	
School name	
School contact name	
School contact email	
School contact telephone	

Has this referral been discussed with parents/carers?	Yes	No
Have parents/carers provided consent for counselling?	Yes	No
If you have answered No to either of the questions above, please provide details below:		
Would parents/carers like to meet with the counsellor to discuss the process? <i>School will need to arrange the meeting within the counsellor's working day.</i>	Yes	No

Student details			
Student initials		Year Group	

Is this child known to other agencies?	Yes	No
Has this student previously had counselling?	Yes	No
Has this student been referred to CAMHs?	Yes	No
Has this student been assessed by CAMHs or been provided with intervention?	Yes	No
If you have answered Yes to the questions above, please provide details below:		

Reasons for referral to the Counselling Service

For office use only:

Date Received			
Received by			
Allocated to	(Initials)		
Details discussed on			
Support provided			
Parent contact	Yes	No	
Nature of contact			
Date of contact			
Counselling start date			
Counselling end date			
Total sessions			
Handover?	Yes	No	
How?	Email	Phone	1:1
Evaluation completed	Yes	No	
Date completed			
Has a representative contributed to professionals' meetings?	Yes	No	
Counselling Service Rep(s) with dates			

BDSIP Counselling Service

Parental Consent

Name of student		Year Group	
Parent name		School	
Email		Telephone	

I give permission for my child to receive individual counselling at school.

My child's counsellor is called	
They will meet my child on	

I understand that:

- Information shared in a counselling session is treated with strict confidentiality. This means that it is **not** shared with school staff, families or any other adults involved in supporting a child, *unless there is a safeguarding concern that a child is at risk of harm or there may be harm to someone else.*
- If a counsellor has a safeguarding concern, they will discuss it with the school DSL (Designated Safeguarding Lead).
- I am able to meet my child's counsellor to discuss their progress or any concerns but the counsellor will **not** share information about the content of their sessions with me.
- All counsellors have monthly supervision to discuss their cases. This supervision is essential to ensure a counsellor maintains good standards of practice and supports the counsellor to provide the best service for your child. At supervision, your child is **not** referred to by name to protect confidentiality.
- The counsellor will review my child's progress in sessions every six weeks. This review does **not** include information about what is discussed in sessions. It focuses on the progress my child is making and how best to support them.
- All records of counselling sessions are kept in a locked cabinet at school. These records can only be shared with:
 - ♦ clients themselves
 - ♦ the police or legal representatives, if a court order is issued.
- After my child's counselling has finished, records will be retained in line with the school's GDPR policy.
- My consent is valid for one calendar year.
- I can withdraw my consent, in writing, at any time.

Signature	
Name (please print)	
Date	

Reviews and Evaluations

We ask that:

- Counsellors complete reviews of client progress and engagement every six weeks.
- Clients complete an evaluation at the end of the counselling process.

A copy of the review and evaluation forms are on the next pages and these are available on the BDSIP website.

Counselling Service Review

This review should be completed every 6 weeks.

Student Initials:	Year Group:
Counsellor:	School:
No. of sessions attended to date:	No of sessions offered:
Date of review:	Next review?

1 = Low 5 = High

	1	2	3	4	5
1. How well has the student engaged with their sessions?	1	2	3	4	5
2. How well has the student progressed over sessions received to date?	1	2	3	4	5
3. How able is the student to express themselves in sessions?	1	2	3	4	5

What has worked well for this student?

What does not work for this student?

What additional support do you feel this student needs?

Any other comments about the student's progress or needs:

BDSIP Counselling Service

Student Evaluation

Your initials:	Date:
Year Group:	School:

Thank you for taking the time to complete this questionnaire.

It will help us to improve the Counselling Service for all students.

- Please circle the number which shows how you feel about the statement.
N/A means that this statement does not apply to you.

1 = Low 5 = High



	1	2	3	4	5	N/A
My counselling sessions:						
4. I have had enough counselling sessions to help me.	1	2	3	4	5	N/A
5. The counselling room felt safe and comfortable.	1	2	3	4	5	N/A
6. I felt safe and able to talk to my counsellor.	1	2	3	4	5	N/A
7. My counsellor was able to help me.	1	2	3	4	5	N/A
Because of my counselling sessions:						
8. My relationships have improved.	1	2	3	4	5	N/A
9. I am doing better in my lessons.	1	2	3	4	5	N/A
10. I understand myself better.	1	2	3	4	5	N/A
11. I manage my feelings better.	1	2	3	4	5	N/A
12. I manage my behaviour better.	1	2	3	4	5	N/A
13. I manage my problems better.	1	2	3	4	5	N/A
14. My attendance has improved.	1	2	3	4	5	N/A
15. I am <u>more happy</u> with my life.	1	2	3	4	5	N/A

How many sessions did you have? Please tick the box which applies to you.

- ☐ 0 – 4
☐ 5 – 10
☐ More than 10

Why did your counselling end? Please tick the box which applies to you.

- ☐ I felt better and my counsellor and I agreed that it was time to stop.
☐ I felt better so decided it was time to stop.
☐ Counselling was not helping me so my counsellor and I agreed that it was time to stop.
☐ Counselling was not helping me so I stopped going.
☐ I had used all the sessions I was offered.
☐ I was referred to another source of help.
☐ Other reason: (please state)

Any other comments:

- ☐ We may choose share your comments without sharing your name. Please tick if you are happy for us to do this.

BDSIP Counselling Service

Student Evaluation

Your initials:	Date:
Year Group:	School:

Thank you for taking the time to complete this questionnaire.
It will help us to improve the Counselling Service for all students.

- Please colour in one of the faces below next to each question which shows how you feel about the statement.
- N/A means that this statement does not apply to you.

1. I liked the room I was in.



2. I felt safe in the room.



3. My counsellor was easy to talk to.



4. My counsellor helped me.



5. Counselling helped me to:

- ☐ understand my problem.
- ☐ know what to do about my problem.
- ☐ make good choices.
- ☐ feel happier.
- ☐ make friends.
- ☐ Other reason: _____

Any other comments:

- ☐ We may choose to share your comments without sharing your name. Please tick if you are happy for us to do this.

Data Protection: Record Keeping and Evaluations

The BACP guidelines outline counsellor responsibilities for maintaining confidentiality and privacy in section 55.

- Relative to this guidance, we would expect counsellors to:
- ensure any paper-based reports about clients, which contain personally identifiable information, remain on school premises in a lockable facility to ensure they are protected from unauthorised access or disclosure.
- ensure that their personal notes from individual client sessions are anonymised and do not contain any personally identifiable information.
- ensure that the client's initials, rather than their first and/or full name, are used in evaluation reports.
- send copies of evaluation reports to kathryn.webb@bdsip.co.uk and their school contact only.

Schools will need to ensure that the counsellor has access to a secure lockable facility on site to store their records.

Confidentiality

Confidentiality forms part of a counsellor's duty of care to a client and is enforceable by law. This confidentiality agreement has been drawn up with reference to the BACP Guidelines for Managing confidentiality within the counselling professions which can be found at:

www.bacp.co.uk

BDSIP expects all counsellors to adhere to the BACP guidelines and more specifically:

- Counsellors will explain confidentiality to their client in a way which is appropriate to their developmental level of understanding. If you feel that the counsellor will need support with this, please ensure you discuss it at the point of referral.

- All client session notes should be anonymised to ensure that there is no information in these records which would make the client identifiable.
- Everything that is discussed in a session will be treated in the strictest confidence.
- Counsellors are able to discuss the details of sessions in Supervision but any identifiable details should not be disclosed.
- Discussions with school-based colleagues, wider professionals or families should focus only on the client's progress in the sessions.
- If there is evidence that a client has/intends to harm themselves or another, this should be shared with the school-based DSL at the earliest available opportunity after the session and before the end of the school day.
- If there is evidence that the client is at risk of harm, this should be shared with the school-based DSL at the earliest available opportunity after the session and before the end of the school day. 'At risk of harm' should include any safeguarding concern, including, but not exclusively related to, any form of abuse, radicalisation, grooming, child sexual exploitation (CSE), female genital mutilation (FGM) or forced marriage.



Absence Procedures

BDSIP is a not-for-profit organisation which is owned by schools for schools. We are committed to ensuring all our children and young people achieve the best possible start, enabling them to realise the highest aspirations for adulthood.

The Counselling Service works with some of the most vulnerable children and young people in our schools and it is vitally important that we maintain the highest possible professional standards and consistency to support schools to meet their needs.

In the event of a planned absence, counsellors are expected to:

- Notify their school contact as soon as practically possible in advance of the absence so that alternative arrangements can be made where possible or clients be prepared for a gap in service delivery.
- Notify the Counselling Service Lead as soon as practically possible in advance of the absence.

In the event of an unexpected absence, counsellors are expected to:

- Notify their school contact as early as possible if they are unable to attend due to ill health or unexpected circumstances.
- Notify the Service Lead and Clinical Co-ordinator as early as possible that they are unable to attend school to meet their obligations to clients.

Key Points to Note:

- If there are concerns with regard to a counsellor's attendance, they will be asked to attend a meeting with the Counselling Service Lead to discuss the situation.
- Ongoing concerns with regard to attendance are likely to result in a termination of their contract.

Complaints and Concerns Procedures

BDSIP is committed to ensuring that all our counsellors have the best possible experience while on placement in our schools. Our experience is that schools are also supportive of our counsellors and pleased with the impact of the work that they do. However, in the unlikely event that there are any concerns with regard to their school placement, counsellors are asked to:

- Report any concerns to their school contact in the first instance. They are well placed to resolve any difficulties quickly and efficiently without the situation escalating.
- If they would like support with how to raise your concern with the school, they should contact the Counselling Service Lead for advice.
- Notify the Counselling Service Lead of any concerns and the outcome, if it has already been resolved within the school. We consider it our responsibility to ensure that we monitor experiences to ensure that our regular review process covers all aspects of service delivery.
- If they feel unable to discuss the concern with your school contact, notify the Counselling Service Lead immediately so that they can raise the concern with the school on their behalf.

Similarly, if schools have concerns with respect to service delivery, they should contact the Counselling Service Lead immediately so that the situation can be resolved expediently. If they are still not satisfied with the outcome, they should contact the BDSIP Inclusion Adviser to discuss their concerns.

BDSIP | HELPING
STUDENTS
SHINE