

EAST AYRSHIRE COUNSELLING AND WELLBEING SUPPORTS FOR CHILDREN AND YOUNG PEOPLE



Guidelines to Support
Effective Implementation
in **Primary schools**



East Ayrshire Council
Comhairle Siorrachd Àir an Ear

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*The Term "Request for Assistance" is used throughout this document and refers to the process of requesting support from the school counselling service rather than the Request for Assistance (RfA) form used in schools in East Ayrshire. **This guidance draws upon good practice from "The North Ayrshire Guidelines for the Delivery of School Counselling."***



1 Introduction

The Mental Health Strategy 2017-2027 (Scottish Government) focuses on prevention and early intervention and aims for

“every child and young person to have appropriate access to emotional and mental well-being support in school.”

Exchange wellbeing have been working in partnership with East Ayrshire Council since January 2021 to provide counselling and wellbeing supports to all children and young people over the age of 10. Since commencing in January 2021, there have been 219 requests for assistance to the Primary School Service in Exchange in East Ayrshire. The top reason for requesting support has been anxiety, followed by emotional regulation and family difficulties. The School Counselling service has seen a steady increase in RFA's for children aged 10 and 11 and this has also been reported by other services such as School Nursing, Children's 1st and CAMHS.

Feedback on the Exchange from primary schools has been extremely positive, but Primary school staff have identified a gap in terms of support for children under the age of 10. In response to this identified need and in line with the Mental Health Strategy, East Ayrshire Council have extended their contract with the Exchange to include psychological wellbeing supports for children under the age of 10 in Primary schools. This service will commence in April 2022 for at least one year, subject to funding.

The Exchange specialises in providing psychological wellbeing support to children [4-11 yrs] and their families. Their therapeutic interventions focus on helping children develop resources that they need in order to cope more effectively with adverse circumstances and life events and they use the same framework to support parents/guardians of the child. In this way, families can develop the skills they need to support one another and improve the overall resilience and psychological wellbeing of the family.

Most of the work takes place in Primary Schools. This is because the school offers a neutral and nurturing environment for child and parent. The school is a 'soft' setting for the child to meet with their practitioner. The school also forms an important part of the child's support system and is neutral ground for parents, teachers and practitioner to work together to support the child and family. If children or parents do not want to be seen in the Primary School then they can offer a space at our offices.

The-Exchange will help to promote and support psychological wellbeing for all children aged 4-11 in Primary schools in East Ayrshire as part of a whole school approach. Their main remit will be dedicated to providing one-to-one bespoke interventions, supporting children as part of structured group programmes, supporting children at home by working with parents and families and supporting children within school with existing interventions, working collaboratively with staff to help build capacity.



2 Purpose

The purpose of the document is to ensure that all staff working in or with Primary schools in East Ayrshire know when and how to seek assistance from the Exchange. It also provides an overview of the range of wellbeing supports available at universal, specialist and enhanced multi-agency level. The aims of this guidance are to:

- Provide a consistent approach to, and understanding of psychological wellbeing supports in primary schools across the authority
- Support schools when seeking assistance from the Exchange
- Provide an agreed set of procedures for accessing and using supports from the Exchange
- Ensure schools have the relevant information and resources so that they can effectively implement a range of other wellbeing supports within their own establishment
- Provide schools with information about a range of other wellbeing support available within the local authority
- Provide practical advice on how to successfully implement psychological wellbeing sessions into school support systems whilst safeguarding pupils and staff

Checklists for school leads are provided in the appendices which can be used by school staff directly or used in collaboration with the Educational Psychology Service, or the School Counselling Coordinator.

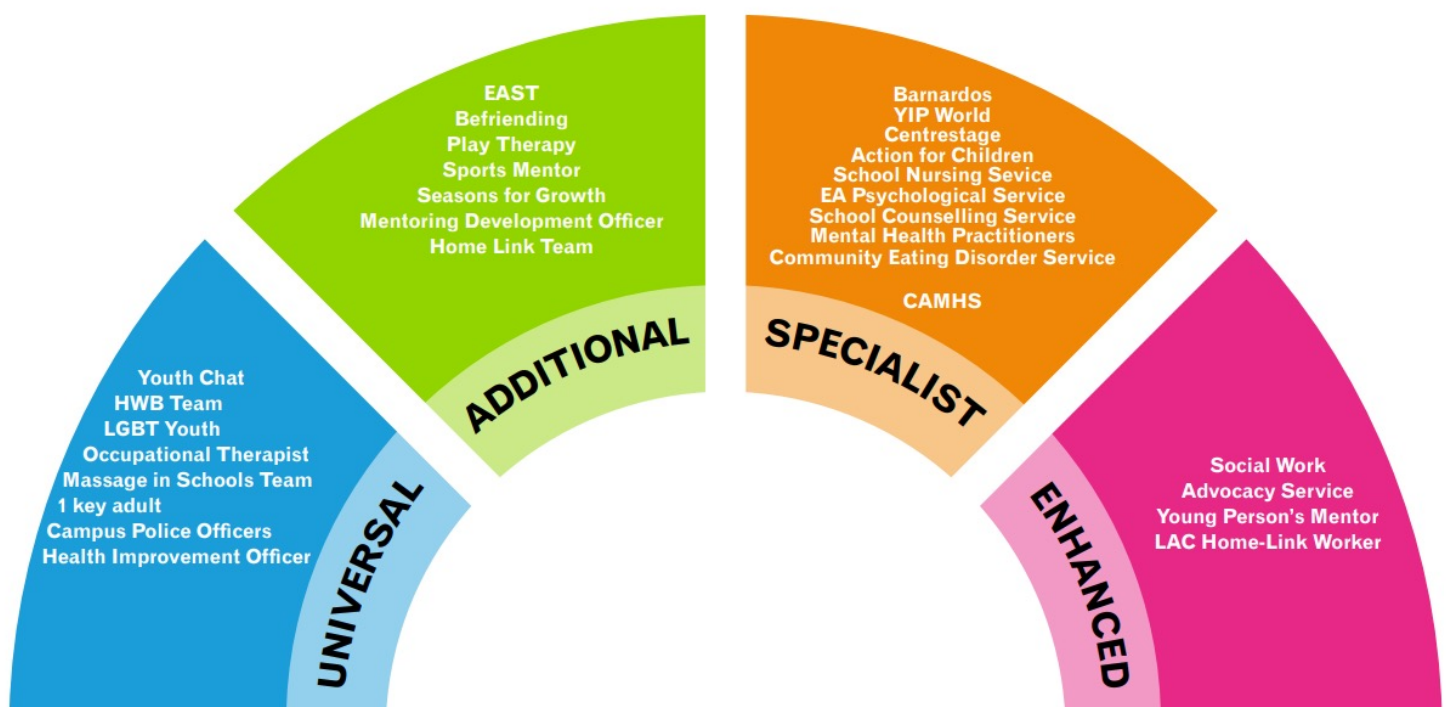


3 Wellbeing Supports in East Ayrshire within the context of Getting It Right For Every Child (GIRFEC)

In keeping with the principles of Getting It Right For Every Child and the Children and Young People (Scotland) Act 2014, access to services and support should be part of a staged intervention approach which is based on assessment of need - in particular the child/young person's wellbeing. More information on this approach can be accessed in the [EA GIRFEC Practitioner Guide](#).

The support that services provide can be thought of as Family and Universal, (available to all), Additional Support within universal services, (accessed by some), Specialist help from a multi-agency team (accessed by a few), and Enhanced multi-agency support to overcome adversity and risk (accessed by a very small proportion of children). For more information on how children and young people are supported at these stages please refer to [Standard Circular 76](#).

Examples of Wellbeing Supports available in East Ayrshire



4 Universal Supports - the important role of school staff in supporting mental and emotional wellbeing

Research findings consistently indicate that children and young people experiencing emotional well-being or mental health issues will, in most cases, be best supported by adults who know them well and with whom they feel familiar, comfortable and safe to talk to e.g. parents or carers, other family members, peers and/or school staff.

"The best way to build a picture about young people's progress in wellbeing is primarily through children and young people self-reporting and secondly through observations and one to one dialogue between the learner and their key adult or the adult in the school or centre who knows that young person well. This is synonymous with the clear expectations around the entitlement for universal pupil support." (Education Scotland, 2017)

More information on how schools within and out with East Ayrshire are using wellbeing profiling as part of a more holistic approach to monitoring and tracking wellbeing is available here on the [HWB glow tile](#).

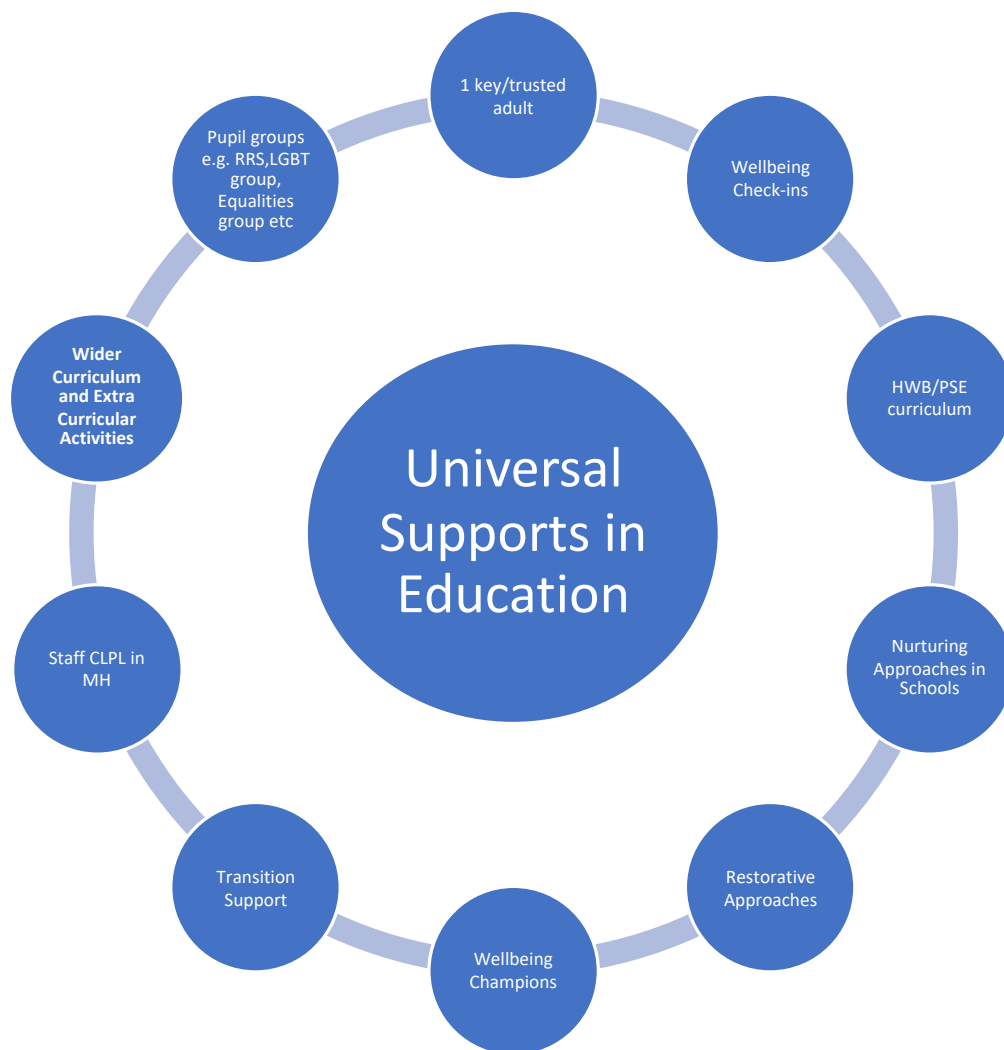
Education is where young people spend much of their time, so it is important that alongside their academic studies, they receive an education in positive mental health. Young people's learning can often be impacted adversely by poor mental health. All schools in East Ayrshire have access to the [HWB Curricular Sills Progression and Wellbeing Frameworks](#) which are available from early to senior phase. They cover every aspect of the HWB curriculum as well as Mental, Emotional, Social and Physical wellbeing (MESP) and can be accessed on the HWB Glow tile. In addition to this, there are [HWB renewal frameworks](#) which were written in response to the Covid 19 pandemic and focus mainly on Mental, Emotional, Social and Physical health and relationships. For more information on any of the HWB frameworks/documents please contact the [HWB team](#).

It is also important to note that when adults feel informed about mental health, they will be better equipped to support children and young people. There are a wide range of CLPL opportunities in mental health and wellbeing for all staff working with children and young people in East Ayrshire. These include, but are not limited to:

- [HWB team training calendar](#)
- [NHS Ayrshire and Arran Mental Health Improvement training](#)
- [EAST Team professional development sessions](#)
- East Ayrshire Educational Psychology CLPL
- [Health and Wellbeing CLPL from Education Scotland](#)
- [Mental Health champions training – Place2be](#)
- [Place2think - free small group supervision for teaching staff](#)
- [NES-national-trauma-training-programme-training-resources](#)
- [SAMH – E-learning for teachers](#)
- [Children & Young People's Mental Health: A professional Learning Resource for all School Staff." \(CYPMH\)](#)



Other examples of universal supports in schools and other educational establishments include: assemblies; support and signposting from guidance or class teacher; wider curriculum and opportunities for celebrating success; nurturing approaches; transition support; restorative approaches and staff training in Mental Health.



Although data on the evaluation and impact of peer support for mental health is still fairly limited, there is some evidence to suggest that having this type of support in schools can have a positive impact on happiness and wellbeing, self-esteem, confidence, emotional resilience, social skills, relationships and the school environment. (Department of Education, 2017) In East Ayrshire, all secondary schools have access to training for wellbeing champions within their school. [The Wellbeing Champions Programme](#) (Appendix 1) aims to support and upskill staff and senior pupils in the school as Mental Health champions so that they can provide support, signposting and guidance for young pupils in the school as well as raising awareness about mental health issues across the school community. There is now also a primary programme available. For more information please visit the [GLOW HWB tile](#) or contact the [HWB team](#).

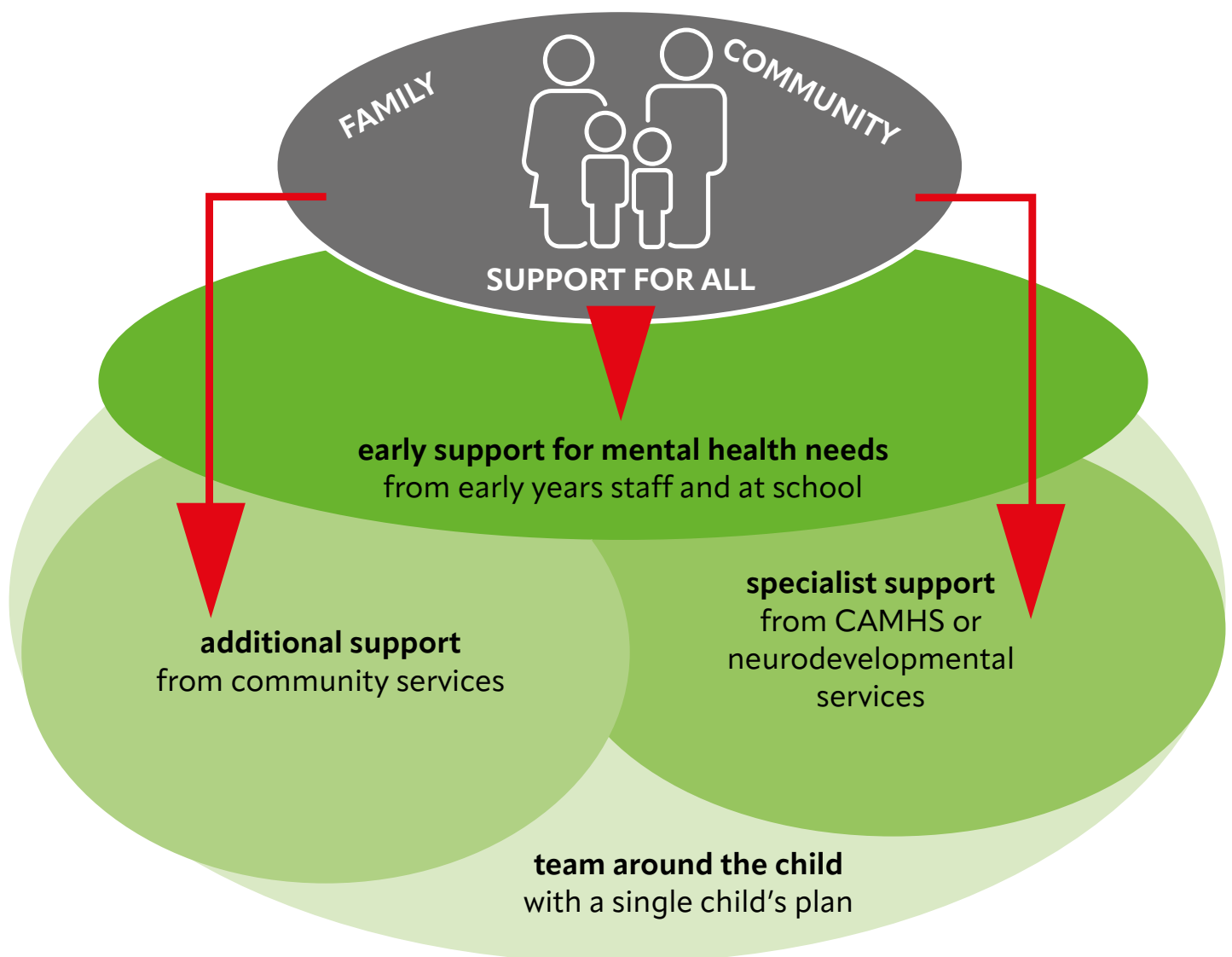


5 Child and Adolescent Mental Health Services (CAMHS) Specialist Support

The Child and Adolescent Mental Health Service (CAMHS) in Ayrshire is based around three locality teams, consisting of specialist clinicians who can offer assessment and a range of interventions.

Most young people requiring CAMHS will present with mental health difficulties that are causing significant impairments in their day-to-day lives, and where the other services and approaches described above have not been effective, or are not appropriate.

Interventions can vary from short term treatments for those with mild to moderate mental health problems; to more complex treatments for children and young people experiencing more severe and complex problems. Assessment and treatment can be offered to children from age five to age 18. A small number of children may require support under the age of five in partnership with other child health colleagues.



6 What does 'psychological wellbeing support' look like in the Primary school?

The concept of 'counselling' has been adapted by The-Exchange to provide a "Whole school Approach" to promoting and supporting psychological wellbeing in Primary Schools. The-Exchange model is highly collaborative, focusing on resilience building interventions aimed at developing emotional intelligence, self-regulation, building confidence, self-esteem, optimism, problem solving and social competence in the child. The-Exchange focus on the "protective factors" and the **strength resources** a child needs to manage adversity, "bounce back" and strengthen their psychological wellbeing so as to thrive into the future by managing their own mental health and emotional wellbeing.

The British Association for Counselling and Psychotherapy (BACP) make it clear that counselling should always be at the request of the client. This is equally true for any psychological wellbeing support for children under the age of 10. The child and family must agree that getting some extra support for their wellbeing would be a good option for them before requests are made.

The-Exchange will work collaboratively with school staff to complement existing provisions and create a shared psychological wellbeing agenda.



7 Where does support from the Exchange fit in with the continuum of supports?

Psychological Wellbeing Support from The Exchange is only one of a range of supports available within schools to support children and young people's emotional and mental health needs. Some of the supports may include regular check-ins with a trusted adult, a peer mentor/befriender, targeted group such as Seasons for Growth, access to the school nursing service or support from 3rd sector agencies. Educational Psychologists can support schools in identifying the right type of support through Team Around the Child meetings.

Although psychological wellbeing support from trained specialists can have a positive effect on improving emotional and mental health, it is rarely the 'only solution'. The agenda of psychological wellbeing is broad and evidence indicates that the contribution of others (such as; having access to emotional wellbeing expertise within a school context) is critical to the ongoing healthy emotional development of young people. Support from the Exchange will target those who require additional input but this will be within the context of whole school approach to mental health and wellbeing.

It is therefore important to ensure that when considering whether support from the Exchange is to be offered to a child or young person that a range of alternative universal and targeted supports have already been offered. Staff should use the checklist in **Appendix 2** and the EAC Wellbeing Supports dashboard graphic on page 6 (See **Appendix 3** for full document) to ensure that appropriate wellbeing supports are in place within their own establishment before requesting assistance from the Exchange.



8 What does 'counselling' look like in primary schools?

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The British Association for Counselling and Psychotherapy (BACP) make it clear that counselling should always be at the request of the client. This is equally true for school counselling services and the child or young person must agree that counselling would be a good option for them before referrals are made. **It is important to note that children and young people cannot be 'sent to counselling.'** Accessing counselling services must be the decision of the child or young person and their parents, where appropriate.

'Counselling is one of a range of services that helps to support the health, emotional and social needs of young people and can help a healthy school culture. It is not intended to replace the support provided by adults in educational settings to promote the wellbeing of young people and should be seen as part of a whole school approach to supporting wellbeing. There may be times when maintaining and extending the support from a key adult is a more appropriate alternative to a child starting counselling. This can be identified through individual conversations with the child and/or parent/carer to inform the most appropriate form of ongoing future support.' (Scottish Government, 2020).

The-Exchange will work collaboratively with school staff to complement existing provisions and create a shared psychological wellbeing agenda.



9 Where does counselling fit in with the continuum of supports?

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Although counselling can have a positive effect on improving emotional and mental health it is rarely the 'only solution', the agenda of psychological wellbeing is broad and evidence indicates that the contribution of others (such as; having access to emotional wellbeing expertise within a school context) is critical to the ongoing healthy emotional development of young people. Counselling will target those who require additional input but this will be within the context of whole school approach to mental health and wellbeing.

It is therefore important to ensure that when considering whether counselling is to be offered to a child or young person that a range of alternative universal and additional supports have already been offered. Staff should use the checklist in **Appendix 2** and the Wellbeing/MH Supports pyramid on page 6 to ensure that appropriate wellbeing supports are in place within their own establishment before requesting assistance from the counselling team.



10 Inclusion Criteria and Requesting Assistance from counselling services

10.1 Supporting Pupils

As outlined above, staff in school have a key role to play in listening to pupil concerns. They are first in line of an extended pupil support system. It is crucial to be able to identify pupils or situations where specialist professional help is needed, and to know how to access this help. The information in this section will help clarify when young people may need support in school, from the Exchange or support from other services.

10.2 Inclusion criteria

There are a range of reasons why pupils may be considered for requesting assistance from The Exchange. They may be experiencing emotional distress which has persisted over time or have experienced a traumatic event or crisis with recognised consequences. Some examples could be:

- Breakdown of relationship/s
- Depression
- Anxiety
- Family Issues
- Emotional Regulation
- Self-harm
- Anger/frustration
- Body image/self-esteem
- Abuse
- Suicidal thoughts
- Health problems
- Sexuality/Gender Identity
- Bullying
- Mental health issues
- Trauma
- Bereavement

10.3 Identifying Issues

Children often show their feelings through their behaviour. The-Exchange is committed to helping schools identify concerns as a sign that the child is under resourced to be dealing with difficult feelings and adverse circumstances.

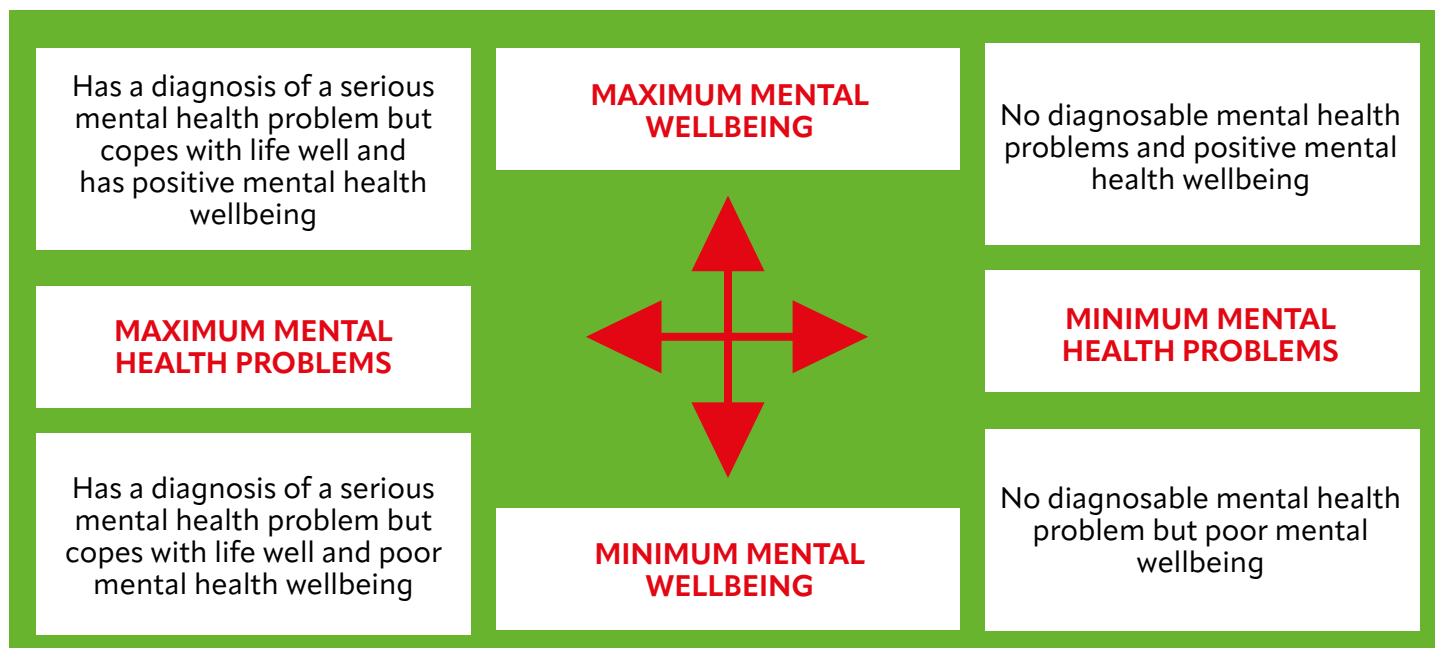


It is important that warning signs are recognised and an appropriate, supportive response is put in place as soon as possible. Here are some indicators that may help identify pupil issues:

- Ability to concentrate on school work or standard of work dropping dramatically
- Becoming subdued or over excited
- Strong worries or anxieties that get in the way of daily life, such as school or socialising
- Sudden changes, marked mood swings and/or behaviour that appears out of character or is extreme
- Marked changes in sleeping and/or eating habits
- Persistent nightmares
- Frequent outbursts of anger/aggression
- Are known or are suspected to have been sexually, physically or emotionally abused
- Have difficulties due to family breakdown
- Peer group/relationship difficulties
- Have suffered bereavement, loss or separation
- Low self-esteem
- Self-harm

It is crucial that school staff look at these indicators over a period of time to evaluate whether psychological wellbeing support from the Exchange is the best intervention for the child/young person. It is important to note that strong emotions such as sadness, worry, anger and fear are normal. Recognising them as a normal part of life rather than medicalising them into clinical conditions is critical to building resilience in young people and understanding the mental health continuum. (ASPEP position paper 2019)

Mental Health and Wellbeing Continuum



Anxiety, for example, is a normal response to everyday challenging experiences. School staff are well placed to identify young people who may be experiencing difficulties with this type of emotion and provide them with advice and support. **However, when these strong emotions begin to have a prolonged negative impact on a child/young person's life then it may be necessary to seek support in addition to that available from those closest to them.** (Glasgow City Council, 2020)



10.4 Initiating Dialogue

Think about it in advance and approach the child in a sympathetic and understanding way. Remember to be sensitive to issues relating to sexuality, race, religion, culture, gender or any physical or sensory impairment or condition they may have. It is really important that you approach the child or young person **when you have adequate time to do so**. Plan this in advance and make sure you will not be interrupted or have to leave to go to a class. It is also really important to think about where you will approach the child or young person. Make sure it is somewhere where the child or young person feels comfortable. Often sitting down in an office can be intimidating for children and young people and it may be more appropriate to initiate the dialogue whilst you are walking or engaging in an activity with the child or young person.

Listen to the pupil – the situation may only require empathetic listening. You can simply ask the pupil how they are or tell them what you have noticed as this provides them with an opportunity to discuss their concerns with you. Sometimes emotional support is all that is required. Giving prompt and appropriate support can help build a relationship of trust between staff and the student and prevent an escalation into a more serious issue. **Try to avoid asking a pupil “why?” they are behaving a certain way or to explain their behaviour.** Often a child or young person will not know why they feel the way they do or why they are behaving that way.

A pupil may approach you or vice versa to discuss their concerns and you may be able to offer some friendly guidance on an issue such as problems regulating emotions, stress or family problems. The offer of an invitation to come back to talk if they want may be all that is needed. For more effective conversation tips please see **Appendix 4. [The Wellbeing Web](#)** can also be used to help start and focus a conversation with or about a young person. It is also recommended that staff carry out the **[Mental Health Introduction training](#)** on the HWB tile.

A pupil leaflet to give them more information about The Exchange is available in Appendix 5.

10.5 What if the student does not want to talk or refuses support?

It can be extremely difficult to help a pupil with an issue they may have if they are not ready to acknowledge this. If the pupil is not ready to accept help or talk about their issue it is unwise to ask intrusive questions and the pupil's right not to discuss things must be respected. Offer an open invitation to the student to come back and talk to you and continue to ask how they are. Try and engage the pupil in conversation about something else. They are more likely to want to chat to you about their problems if they feel they can trust you and have a good relationship with you. Alternatively, you may want to encourage the child/young person to speak to another adult in the school, friend or relative if they don't want to speak with you.



10.6 Discussing counselling with a pupil

If a pupil has been identified, staff can suggest support from the Exchange to the pupil to help them cope with their situation. Staff should be considerate when doing this as pupils may not want their peer group to know that they are having difficulties, therefore this should be done discreetly.

The idea of psychological wellbeing support should be talked about sensitively with the pupil. This helps them to understand what is involved and that this is a normal and ordinary approach to supporting children and young people with their worries/concerns. The care that is taken with this can make a big difference to how they approach their first appointment and engagement in following sessions. **It is essential that psychological wellbeing sessions are seen as voluntary and confidential and it is a means of support not a disciplinary measure for a pupil.** It should be made clear that this is an opportunity to talk about problems and worries with a view to resolving or managing them more easily.

Exchange practitioners will talk to children about what will happen during the sessions and explain the term “confidentiality” in an age and stage appropriate manner.

10.7 Checklist – prior to requesting assistance from the counselling service

- Have you consulted with other supportive options which may be of benefit? E.g. pastoral support, school nurse, pupil support, 3rd sector supports, befriender etc. (this information should be provided on the Request for Assistance form)
- Does the pupil want to participate in psychological wellbeing sessions and acknowledge that there is a problem/concern?
- Has consent been obtained from the child’s parents?
- Does the pupil meet the inclusion criteria? (P13 and 14)
- Has the pupil been fully consulted with about his/her Request for Assistance?
- Does the pupil agree with the reason behind the Request for Assistance?
- Have the supports offered by the Exchange been explained to the pupil?
- Is the pupil willing to meet the counsellor for an initial appointment?
- Do you believe that support from the Exchange may benefit this pupil?
- Do you feel that this pupil needs more than a listening ear and supports that are already in place in school?
- Do the parents/carers understand that if the practitioner thinks their child is at risk from harm they will need to share information with other people about them?
(See [Ayrshire Information flowchart](#))

Answering YES to all of these questions indicates that the Request for Assistance is appropriate for the Exchange.

If the Exchange is considered to be a potential support, the Named Person or Lead Professional should lead a discussion with the child, their family and the Team around the Child. This will need to be done sensitively, and the circumstances of this discussion will need to be carefully planned, taking into account that the child or family may find these issues difficult to discuss. Consultation with the child and their family is of paramount importance, given that the relationship between child, family and the practitioner is arguably the most important factor in the potential success of the intervention. It is crucial that the young person and their family feels engaged in the process from the outset.



10.8 When support from the Exchange may not be needed

While a child's behaviour may be unsettling, they and/or their parents may not agree with this and so this would not be appropriate to expect a practitioner from the Exchange to address a "problem" that the child/family does not see. In this example, it would be the key people within the school or child's team who will be best placed to develop appropriate interventions or take a restorative approach as needed. The-Exchange can support schools where appropriate with this.

It is important to explore the reasons for a particular pupil's behaviour. A distressed pupil may only need time to adapt to a change in their situation, or they may need help in making that adaptation.

Sometimes providing a calm and trusting environment for reflection can help pupils see a way forward without the need for requesting assistance from other agencies. A pupil may simply need to "vent" or to know that someone understands and cares enough to listen and potentially help improve things with them.

10.9 Pupils with significant distress

There may be a waiting list to attend psychological wellbeing sessions therefore it is vital if the Request for Assistance is for someone of high risk that the person making the request must also take immediate action to ensure the safety of the child/young person.

While a child/young person may be engaging in high risk behaviours or having thoughts of suicide, there may already be sufficient protective factors in place, (positive family relationships; CAMHS; school nurse etc.) that reduce the risk for that young person. Therefore, while a request for assistance to the Exchange may still be appropriate, these protective factors should be acknowledged. It is essential that the practitioner is informed if the child has been seen in the past/is currently working with other agencies such as CAMHS, Social Work, Educational Psychology etc. **(Appendix 6)**

All Exchange practitioners working with East Ayrshire schools are trained in suicide prevention. The-Exchange has in place a safeguarding team who support the practitioners through all disclosures. It is standard protocol for the practitioner to disclose the safeguarding concern to the nominated Child Protection Officer in the school. There are also members of staff in East Ayrshire council who are either trained in ASIST, Safe Talk or Scottish Mental Health First Aid (SMHFA) and will be able to manage risk around suicidal ideation and suicide. These members of staff include campus police officers who are a great source of support in dealing with mental health issues.



11 Requesting Assistance from the counselling service

11.1 Request for Assistance Process

Once a member of school staff is clear that a Request for Assistance is appropriate and has discussed this with the child, then they need to contact the child/young person's Named Person or Lead Professional who has the responsibility for obtaining parental consent. The signed Parental Consent form (**Appendix 7**) must be emailed to admin@exchange-counselling.co.uk at the point of making the request. The request will not be processed until the signed parental consent form has been received.

To request assistance from the Exchange, the Named Person/Lead Professional should use the [online form](#) - *if they are unsure as to whether the request is appropriate they can discuss this with The-Exchange Primary school Manager (madilyn1@exchange-counselling.co.uk) or the school counsellor coordinator (kerry.jarvis@eastayrshire.org.uk).* Other professionals/services should also request assistance via the child/young persons Named Person/Lead Professional who will then contact The-Exchange. **In Primary Schools requests should only be made to the Exchange once parental consent has been obtained.**

Initial contact with the Primary school takes place following a request for assistance so that any additional relevant information can be shared and the counselling service staff can identify if there are useful resources which can be sent to the school/family. These consultations can be made by telephone or video link in order to make best use of everyone's time.

PLEASE NOTE THERE IS NO NEED TO COMPLETE A RFA FORM, the online form replaces this.

For a full RFA checklist please see **Appendix 8**. **Once staff have completed the online RFA form on the Exchange website, they should then update the [Local Authority Tracking & Monitoring System](#).** (See Appendix 9)

11.2 Assessment

Pre-intervention meetings take place to hear the situation from the perspective of the parent. Exchange staff will facilitate the dialogue to be resilience focused. These meetings usually take place at the school or via telephone. During school holidays these can be held either via telephone or at a suitable place within the local community.

2nd pre-intervention meetings involve separately assessing the child's resilience resources. Pictures and statements are used as part of a resilience assessment toolkit designed to help the child communicate their inner world. It is a relaxed activity and the practitioner and child work together to build a narrative which represents their struggle, as they see it. The practitioner will identify which areas of the child's emotional wellbeing are "under-resourced." This assessment process generates a resilience profile of strengths and "under resourced areas" so that there are clear outcomes focused on specific areas of resilience resources.



11.3 Triage System

The narratives from school, parent and child are examined and a resilience profile is created and a plan of action identified. There are several ways in which the plan can be implemented:

- The child can be supported within the school with existing activities and arms-length support from The-Exchange (Expected ratio = 20% of referrals)
- The child can be supported at home with suggested activities and arms-length support from The-Exchange (Expected ratio = 10% of referrals)
- The child can be supported as part of a structured group programme provided by The-Exchange and delivered weekly over a 6-8 week period (Expected ratio = 40% of referrals)
- The child is recommended for a bespoke intervention delivered by The-Exchange on a one-to-one basis (Expected ratio = 30% of referrals)

In every instance, staff will identify how others can contribute to the process. If, at triage, it is decided the Exchange is not the best service to support the child, a call will be made to the school to explore other options for supporting the child and/or family. **Appendix 10** can also be referred to whilst schools are waiting on support from the Exchange or other services.

11.4 Interventions

All interventions used evidence-based therapeutic skills to build engagement, motivation and sustainability. Based on the initial assessment, they are targeted on building the protective factors which will increase resilience in direct and measurable ways so that the child can believe in their own ability to thrive. From the outset, the interventions keep the ending in sight and as the child progresses The-Exchange collaboratively identifies with others, ways to sustain the positivity through creating a Resilience Action Plan (RAP) for the child to continue developing in a healthy manner.

One-to-one interventions

This is an 8 session model for the child and includes meeting with parents. If necessary, some of the 8 sessions can be dedicated to the parents. After the fourth session, The-Exchange staff speak to parents in order to find out if they have noticed any changes with the child. Therapists use a variety of mediums in their specialist work with the child including theraplay; art; drama etc. There is not one type of theraplay intervention which suits all children, nor is there one style which is necessarily better than the other. Successful interventions rely on the therapist's ability to build a trust-connection with the child and apply their skills set to the individual needs within a conceptual framework such as that provided by The Exchange.

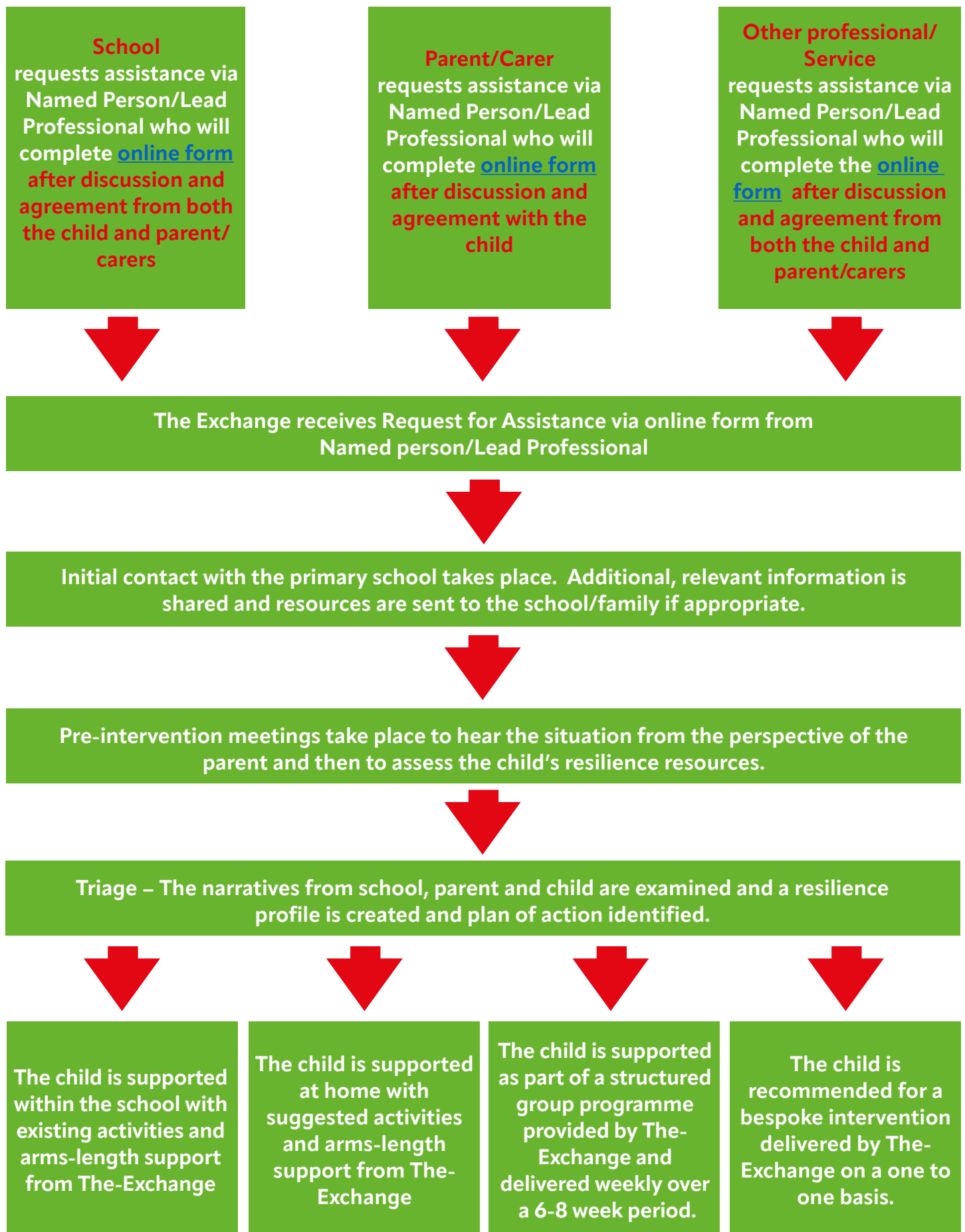
Group work Programmes

These are used to support children who are struggling with similar issues as each other. The sessions are interactive and creative, with a balance of good humour and sensitivity. They usually last around 45 minutes but The-Exchange staff will work with the school staff to plan the sessions to ensure they integrate them sensibly around other activities and lessons which are taking place. The content of these sessions promotes the development of personal resources such as self-belief, self-esteem, self-confidence and social competence aimed at enhancing their ability to reach their full potential.

Group work programmes for different ages are designed around specific themes e.g. bereavement, anger, relationships, self-esteem and transition. Specific group work programmes are also specially designed and have emerged from experiences and feedback from working in primary schools.



Pathway for Requesting Assistance from counselling service



11.5 How soon will a pupil see a counsellor?

After a request has been made, The-Exchange will make contact with the primary school within **5 working days**. During this meeting the practitioner will gather relevant information about the child from the school and resources will be sent to the school/family if appropriate. Please see **Appendix 11** for an overview of the Exchange process from submitting a request to completion of the sessions.

11.6 Reasons counselling may not benefit a pupil

It can be difficult for some children to engage with someone new. Not every child/young person who is identified in need of support may be ready or willing to engage with the Exchange. Consideration should be given as to what other approaches may be more appropriate. For example, would more immediate needs for safety, security and trust be better met through a nurture/key adult approach who could check in with the child/young person more regularly?

Pupils and parents should be ready to be honest about their feelings and be keen to participate in the psychological wellbeing process. Active participation from the pupil and parent in psychological wellbeing sessions is key to help them gain self-awareness and develop a sense of who they are. Exchange practitioners can help with that process but they cannot force it.

11.7 Checklist at point of submitting Request for Assistance

- The pupil and parent wants to participate in psychological wellbeing sessions to work towards an improved situation
- All other supportive options available have been explored
- Parental consent has been obtained
- The parent/carer understands that if the practitioner thinks they are at risk from harm they will need to share information about them with other people
(See [Ayrshire Information sharing flowchart](#))

Please see **Appendix 8** for full RFA checklist



12 School Responsibilities

The school will need to consider some issues when getting ready to host psychological wellbeing sessions for children:

- Accommodation - it is important that the pupils feel safe and secure when working with the practitioner. It is essential that the school is able to set aside a dedicated room for the practitioner to work in. This should ideally be in a quiet part of the school. There should be access to a confidential phone and desk space in the room. **Smaller primary schools who have very limited access to space may liaise with their associated secondary school for accommodation if appropriate.** Staff and pupils should be made aware that when the practitioner is seeing children/young people the room is private and there are no interruptions. The door should be clearly marked so that it is obvious when the practitioner is working. **For information on remote learning, school holiday provision and engaging with young people who are not attending school please refer to section 16.**
- School Counselling Lead – Each Primary school should provide a School Counselling Lead who will liaise with the Exchange when appropriate and provide feedback about the service to the school counselling coordinator on a regular basis. The Primary Counselling Lead will meet with the Exchange and school counsellor coordinator on a regular basis to ensure effective running of the service.
- The School Counselling Lead should liaise with class teachers and consider, where appropriate and possible, how the child or young person will catch up with work missed during psychological wellbeing sessions.
- Appropriate support should be provided for teachers who may have to deal with any immediate after-effects of a psychological wellbeing session, or provide respite space and time for the child.
- The school should obtain consent from parents/carers and request that data may be used to monitor the impact of the support where the child/young person has indicated that they are in agreement to this.
- Raising awareness – The Exchange and school counselling coordinator will work with the school to raise awareness of the service with all relevant stakeholders.
- The school should inform the practitioner of any significant events relevant to a child/young person

12.1 Role of School Counselling Lead

It is important for each school to nominate a member of staff who will liaise directly with the Exchange and the School Counselling Coordinator where appropriate and provide regular feedback on the service. The role of the school contact includes:

- Communication with the Exchange to discuss requests, supports, interventions etc.
- Providing feedback to the School Counselling Coordinator on the effectiveness of the service in their school
- Regular communication with The-Exchange to ensure the appointment system is up to date. Appointments are scheduled by The-Exchange through a text message service. All



appointments are recorded on a secure electronic diary system set up for each individual school. All schools will have **limited and protected** access to the online diary system in place for their individual school so that they are aware of who is attending counselling that day

- Regular communication with the Exchange practitioner to discuss supports and outcomes for children/young people who are receiving counselling. If the school counsellor has any significant events that they feel should be added to the AYRshare chronology, these should be passed to the named person who is responsible for updating this. Each Exchange Practitioner has a work email address and school staff should use this if they need to get in touch with them. Please ensure emails regarding a YP are confidential and use initials rather than full names. School staff are encouraged to arrange check ins with the Exchange practitioners and to invite them along to any relevant meetings. The practitioners are happy to attend school assemblies and are also able to attend TAC meetings if the child/parent has given consent. A helpful guide to "Language used by Counsellors" is included in **Appendix 12**.

A Checklist for The School Counselling Lead is provided in **Appendix 13**.

13 Withdrawing from the service

If a pupil has been attending psychological wellbeing sessions and then decides to withdraw or misses arranged appointments, this should be treated on a case by case basis. Sometimes the guidance/class teacher may be aware of this and can discuss the situation with the pupil, but on other occasions it may be unethical to approach the young person as it is their choice as to whether they attend or not. **Named Persons/Lead Professionals should pass any note-worthy information about why a pupil does not want to continue to attend anymore to the school counsellor coordinator. In addition to supporting the individual planning for the pupil, this also adds to the review and evaluation process of the service.**



14 Quality Assurance and Evaluation of Service

Ongoing quality assurance will be essential to the implementation of the service. Measures will include:

- Quarterly reports from The-Exchange
- Child/Young person's feedback
- School Counselling Lead feedback
- Review of service agreement/service delivery
- Analysis of data (See below)

Robust data will also be collected to monitor the impact of the counselling service. This will include:

- Number of sessions delivered by school, year group, gender
- Length of interventions
- Pre and post measures of impact
- School qualitative observations of progress (**See Appendix 14**)
- Attainment and attendance data

14.1 Initial Screening Appointment

- The practitioner will record that the Child/Young Person has understood the Confidentiality Statement. The way this is presented will be adapted to suit the age and stage of the child.
- The young person will complete The-Exchange resilience based assessment measure which has been adapted from The Child and Youth Resilience Measure (CYRM).

14.2 After each session

The practitioner will record brief notes about the session. These will include a brief summary of how the pupil presented and engaged, and any observations made by the practitioner. It typically also includes the practitioner's intervention or strategy with a rationale. It will also include attendance or non-attendance and session number.

14.3 End of counselling evaluation

- At the end of the intervention, the child will complete a final resilience based assessment.
- The practitioner and child will work together to create a plan for the young person to continue developing their resilience. This might involve other people and if so the practitioner and young person will share this plan with School staff or parents/carers. The practitioner might make some recommendations (e.g. resources) but ultimately the child/young person will decide what information is to be shared.



15 Parent/Carer Agreement

In Primary schools, parental consent must be obtained before staff request assistance from the Exchange. A consent form is provided in **Appendix 7**. The Exchange's approach to providing psychological wellbeing support to primary school children and their families is collaborative and adults who support the psychological wellbeing of children and young people are invited to provide healthy supports to the child's own natural tendency to grow in a positive manner.

The-Exchange use the same framework used for children to support parents/carers of the child. In this way they can help families develop the skills they need to support one another and improve the overall resilience and psychological wellbeing of the family.

A helpful leaflet for parents is available in **Appendix 15**. There is also an [e-leaflet](#) available on information sharing for parents/carers.

16 Psychological Wellbeing support during school holidays, remotely and within the local community

The-Exchange will continue to provide a level of service throughout school holidays. This can take place in the community, at schools and/or remotely.

The-Exchange has robust systems in place to work remotely. Support can be easily provided via telephone, video call using secure platforms (such as TEAMS) and through an online chat facility which can be accessed via the [Exchange website](#). Children and families can connect to the service via text messages, phone and online chat. In events such as the pandemic, when restrictions are changed regularly and/or abruptly, support can quickly and smoothly be transferred to remote working almost immediately.

The remote systems that The-Exchange have in place are also often used to connect with children and young people who are not regularly attending school. Young people not regularly attending school and young people who are home schooled are also able to access The Exchange in their local community. The Exchange now have an office in Kilmarnock where 1-1 and group counselling sessions can take place. To access counselling support for a young person not attending school, please contact madilyn1@exchange-counselling.co.uk or Kerry.jarvis@eastayrshire.org.uk



17 Information Sharing

Unless there are child protection concerns, information will not be shared between the School and the Exchange without agreement from the child/young person and parents. Children/young people and parents will always be involved in the decision making process around the sessions and this includes the sharing of information. Exchange practitioners are unable to discuss the content of a session with school staff. They can share details of how the school can further support the YP during/after the intervention but this must be in agreement with the YP and/or parents.

Practitioners, children, young people and schools must have a clear understanding of the issues around information sharing and confidentiality ([See Ayrshire Information Sharing Flowchart](#)). Confidentiality is a basic ethical principle in the process and should be respected at all times. However there are specific circumstances under which practitioners may need to break confidentiality and share information without consent.

At the beginning of the sessions, the child/young person and practitioner will enter into a contract/agreement that spells out the guidelines about confidentiality in a way most appropriate to the young person's age and level of understanding.

At all times the welfare of the young person will take precedence over confidentiality and it is important to make children/young people aware of this exception.



18 Record Keeping

The Exchange practitioner is responsible for obtaining consent from the pupil and parent/carer for making, keeping and storing a record of the activity in sessions and related correspondence. This will be included in the contract or agreement with the pupil and documented that consent has been given.

Where consent has not been given, the practitioner will explore with the pupil the reason it has been withheld and seek guidance from the counsellor coordinator about whether the intervention may continue.

Where a pupil does not have the capacity to consent to the psychological wellbeing sessions and consent has been given by the parent/carer, then the parent/carer must also consent to the record keeping.

18.1 What is kept in the records?

Session notes will include a brief summary of how the pupil presented and engaged, and any observations made by the practitioner. It typically also includes the practitioner's intervention or strategy with a rationale. It will also include attendance or non-attendance and session number.

Other items kept in the file may include:

- Request for Assistance forms
- assessments including risk assessments
- outcome measures
- safety plans
- written and signed consents
- copies of correspondence from the pupil or relating to work with the pupil
- copies of correspondence, or notes about consultation with anyone else about the pupil (e.g. possible referral, or discussion by the counsellor with the referrer, Pastoral Support or supervisor)
- copies of any handouts or information sheets given to pupils together with any notes about how the pupil acted on these
- artwork, drawings or other material produced, brought or utilised during a session (unless the pupil took these away in which case it should be noted in their session record)

Due to the personal and sensitive nature of the pupil's record, only the practitioner has automatic and full access to the record as the practitioner is responsible for the work contained therein.

Pupils and parents have the right to look at their record if they request keeping in mind limits imposed by possible child protection investigations. Other potential pupil welfare issues may need to be thought about and addressed with a supervisor first.

If the practitioner wishes to request assistance from another agency or organisation to work with the child or family, the Named Person or Lead Professional should convene a TAC meeting. The sharing of any records should only be done with the pupil's consent. This should be done using the local authority AYRshare system via the named person. (**Appendix 16**)



Parents/carers do not have the right to access a pupil's record without the pupil's consent. However, where the pupil lacks capacity to consent and the parent, carer or guardian has given their consent for the psychological wellbeing sessions and the keeping of the record, then they generally have the right to view the records as requested. This may be denied where there is a need to safeguard the wellbeing or safety of the child or others, or to safeguard a police or other investigation in the context of child protection.

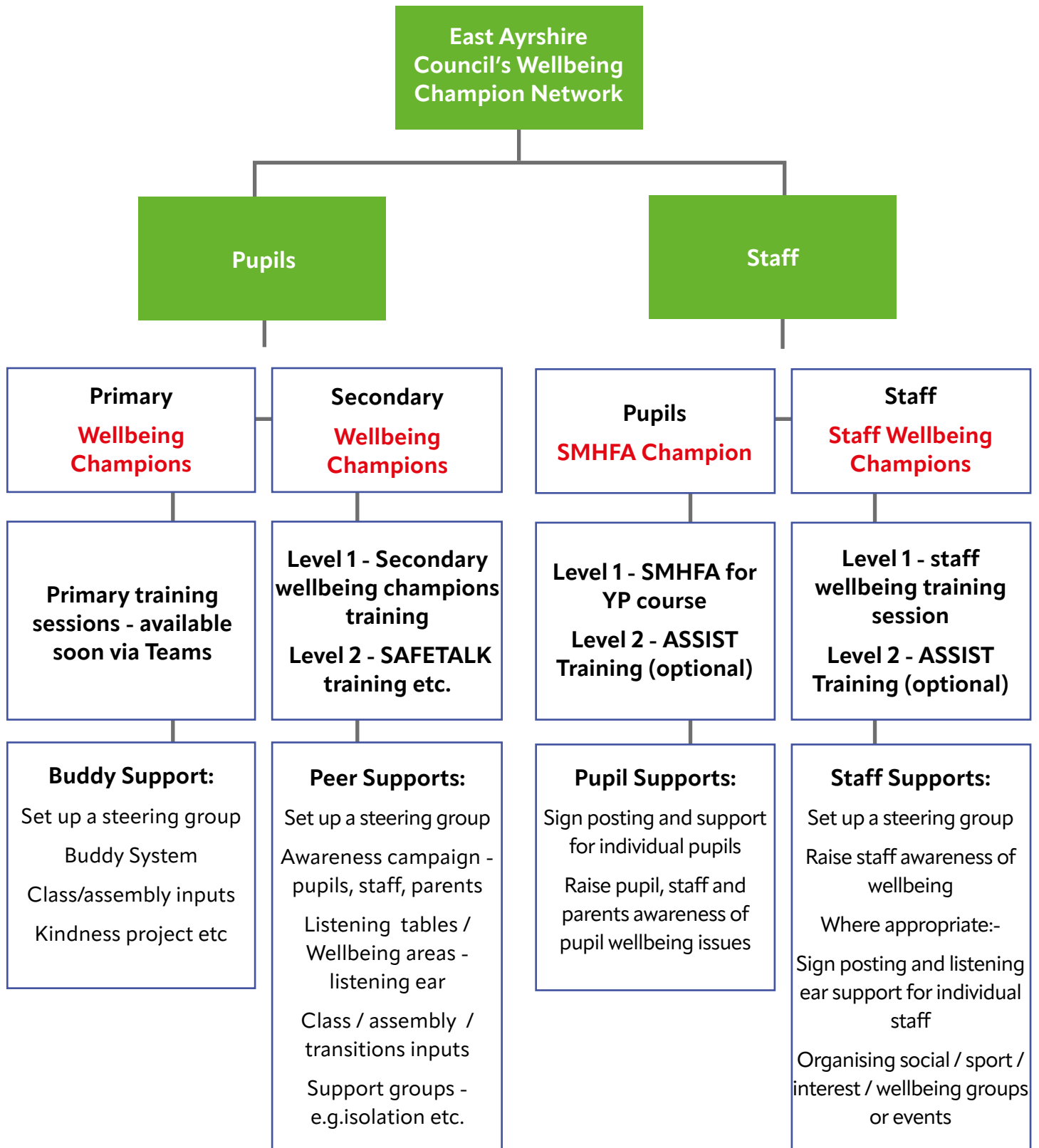
19 Child Protection procedures

All practitioners working with schools must be familiar with and follow East Ayrshire procedures for child protection and safeguarding set out in [Standard Circular 57](#). Practitioners will be aware of the exceptional circumstances where confidentiality may be breached and direct action taken to protect and ensure the safety of a young person. Practitioners will complete a safeguarding incident report form (**Appendix 17**) if they have concerns for the safety of the child or young person.

Practitioners will attend regular training on child protection issues, be aware of who the Child Protection Lead is in each school they work with and have a clear understanding of the role and responsibility in relation to raising child protection concerns in respect of the children/young people they are working with.

Appendix 1

Wellbeing Champions Programme



For further information, please contact the [HWB Team](#).



Appendix 2

Universal Supports In schools Checklist

Current supports for mental health and wellbeing within our establishment	Yes	No	N/A
Regular Well-being Check-ins with all pupils			
1 trusted/1 key adult system in place			
Wellbeing Champions programme is in place			
Staff have attended relevant Mental Health CLPL			
Key staff have attended Nurture CLPL			
Nurturing approaches are used			
Restorative Approaches are used			
Pupil groups are in place e.g. LGBT groups, equalities committee			
All pupils have access to lunchtime/after school clubs			
All pupils can access support from a guidance teacher/class teacher/other identified adult in the school			
There is a whole school HWB/PSE programme			
Whole school assemblies focus on a variety of HWB themes			
Support for transitions are in place			
Massage in Schools Programme (MISP)			
Mindfulness/Yoga			
Growth Mindset approaches in place			



Appendix 3

EA Wellbeing Supports for Children, Young People and Families

East Ayrshire Wellbeing Supports for Children, Young People & Families

The purpose of this document is for schools to use when considering which supports may be appropriate for a young person. The Supports provided in each section are just some examples of what is available within East Ayrshire and we would encourage staff to consider these using a TAC approach where appropriate.

Universal Resources and Self Help Tools

The following resources may provide staff with a range of information and self-help tools they can use to support children and young people. The ones marked with an asterisk are also appropriate to signpost young people to:

East Ayrshire Effective Conversation Tips

[Effective-Conversation-Techniques.pdf \(glowscotland.org.uk\)](https://www.glowscotland.org.uk/eas/effective-conversation-techniques.pdf)

Mentally Healthy Schools website

<https://www.mentallyhealthyschools.org.uk/>

*NHS Ayrshire & Arran Mental Health & Wellbeing Pages

<https://www.nhs.uk/conditions/mental-health-and-wellbeing/>

*Apps & Websites to support mental health & wellbeing

-available on <https://www.nhs.uk/conditions/mental-health-and-wellbeing/>

*How to look after your mental health (Mental health foundation booklet)

<https://www.mentalhealth.org.uk/sites/default/files/How%20to...mental%20health.pdf>

*East Ayrshire School Counselling Service Website

<https://blogs.glowscotland.org.uk/ea/schoolcounselling/>

*Young Minds Website

<https://www.youngminds.org.uk/>

*SAMH Website – Self Help Pages

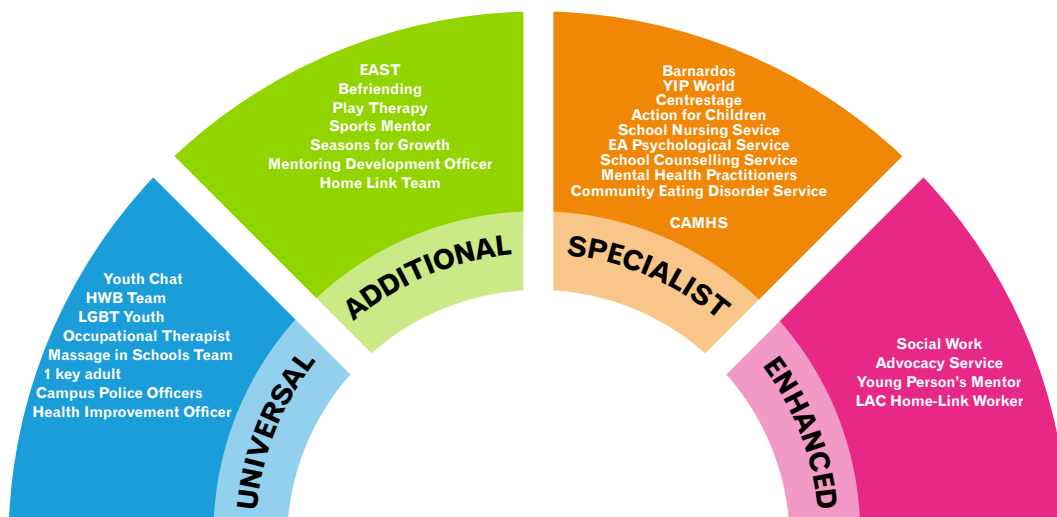
<https://www.samh.org.uk/about-mental-health/self-help-and-wellbeing>

Education: Wellbeing Renewal Guidance for Managers and Practitioners on Supporting and Promoting wellbeing

<https://blogs.glowscotland.org.uk/ea/public/eapsychservices/uploads/sites/2803/2020/08/10154550/Staff-Guidance-Supporting-Wellbeing-Children-and-Young-People.pdf>



Examples of Wellbeing Supports available in East Ayrshire



Appendix 3

Universal Services

Universal Services are available to all and for the purpose of this document describe supports which are already readily available to all young people within the educational establishment.

Support from School Staff (Pastoral/1 key adult)

Wellbeing Check ins help young person to generate coping strategies. Signpost.

Available to all.

Contact: N/A

Campus Police Officers

Engaging with and supporting young person and linking them to programmes and support already in place.

Available to all.

Contact: N/A

EAC HWB Team

See [Parental HWB Awareness Site and training](#); and HWB Glow website for full summary of supports available.

Available to all.

Contact: Catrina.O'Neil@east-ayrshire.gov.uk

Message in Schools Programme (MISP) - East Team

Formal Child to child message routine. Touch activities and message stories. Parent and Child MISP. MISP Glow Page.

Available to all.

Contact: [Dougie Mirfin in EAST Team](#)

LGBT Youth Group

Group meets from 6.30pm – 8pm, Monday to provide support for young LGBT people and their friends/supporters.

Young people aged 13 and over.

Contact: Mary.patterson@east-ayrshire.gov.uk

Eilidh.corrigan@east-ayrshire.gov.uk

Youth Chat Service

Chat opportunity for young people who are experiencing loneliness, isolation or worries. Currently running Mondays, Wednesdays, Fridays and Sundays from 6-9pm and is open for all young people to text, call or whatsapp into a designated number.

Young people aged 11-18.

Contact: [Young People text, call or WhatsApp the EA Youth Chat contact number 07918 987 341.](#)

Occupational Therapist – CYP Mental Health

Early intervention support and advice focusing on universal and targeted occupational therapy approaches to support children and young people's mental health and wellbeing.

Any child or young person who would benefit from some advice and support in relation to their general mental health and wellbeing.

Contact: Jane.Ritchie@aapct.scot.nhs.uk

Health Improvement Officer – Mental Health

Mental health improvement training. Website, app and self help supports. Whole school approach to supporting MHWB.

Young people aged 11-25 years. School staff and parents looking to support young people with MHWB

Contact: Karen.lee@aapct.scot.nhs.uk

USAGE KEY

Name of Service Providing Support

Summary of Support Provided

Who is the Support Aimed at

Contact/Request for Assistance to ■■■■

Additional Support within Universal Services

Some children may need a bit of extra support from Universal services to make sure their wellbeing develops as it should.

EAST Team - Seasons for Growth

Programme for children and YP who have experienced change or loss.

Primary and secondary aged children and YP who have experienced loss or change.

Contact: Dawn.greenan@east-ayrshire.gov.uk

Sheena.Mackay@east-ayrshire.gov.uk

EAST Core Support Team

Social, Emotional and Behavioural Needs Support. See EAST Glow page for more info on supports available.

Early years, primary and secondary aged children with social, emotional and behavioural difficulties.

RFA to [East Team](#)

Mentoring Development Officer (MDO)

Literacy and wellbeing projects where young people will achieve a Dynamic Youth Award. Residential Programme.

Holiday Provision offered to all young people on MDOs caseload. Extra-Curricular Group - Non-referral based support for all young people across East Ayrshire.

Young people in S1-S3 where poverty is a barrier relating to their attainment.

RFA to Andrew.black@east-ayrshire.gov.uk

Play Therapy - Lifestyle Development and Community Wellbeing Team

Support children to recover from and make sense of painful experiences. Express and explore difficult feelings. For information about the full range of supports please visit the Vibrant communities website.

Primary school aged Children with social, emotional and behavioural problems.

RFA to Angela.murray@east-ayrshire.gov.uk

Be-friending Service - Play & Early Intervention Team

Support can be provided through 1-1 matches, family befriending or within the befriending group sessions. The volunteer befrienders will meet with the young person either weekly or fortnightly and provide support outwith the family home, building their confidence and encouraging them to participate in activities within their community if appropriate and applicable to the referral. Please visit the Vibrant Communities website for further information.

Primary and Secondary aged C&YP who are socially isolated, plus two of the following factors: Behavioural issues. Home life – inconsistent environment, chaotic lifestyles. Family difficulties. Emotional difficulties. Lack of role models. Care leavers.

Contact: caroline.brown@east-ayrshire.gov.uk

Sports Mentor - Young People Sport & Diversion Team

One to one or small group support. Behavioural management support. Increasing the young persons physical activity levels and thus aiming to improve their mental health & wellbeing with a view to seeing improvements in attendance at school and active participation in class. Plan with the school a timetable of structured intervention.

Secondary School aged Young people identified by the school with challenging behaviours, difficult home circumstances etc which are having an impact on attendance and academic progress.

RFA to Greg.gallagher@east-ayrshire.gov.uk

Homelink Team

The Home Link Team have a focus on early support for children, young people and families within both the school and community setting. This support includes work with individual pupils as well as Enhanced Transition Programme. In order to support the wider family as a whole, programmes available include; Family Involvement Programme, Parental Empowerment Programme and Parent in Partnership Programme and lunch.

Primary and Secondary aged children and young people where poverty has been identified as a barrier to learning, focusing primarily on SIMD 1 & 2.

RFA to HL Worker coordinator within each Education Group. Any further enquiries to Lesley.hillan-fowler@east-ayrshire.gov.uk

Family Literacy workers: Lifeskills and Inclusion Team

Family Literacies provide literacy and numeracy family learning opportunities to families within East Ayrshire. 4 week programmes are delivered face to face or remotely through live or pre-recorded sessions. Sessions can be delivered with parent and child or parent on their own. Parents/adults can self-refer for Adult Literacies 1:1 support. See [website](#) for further info.

Supports Targeted through SIMD

Contact: pamela.beck@east-ayrshire.gov.uk Natasha.torbett@east-ayrshire.gov.uk

Youth Literacy Workers: Lifeskills and Inclusion Team

Youth Literacies provide an alternative approach to literacy and numeracy learning within Secondary campuses, targeting S1-3 pupils as well as P7 transition pupils. See [website](#) for further info.

S1-3 Pupils and P7 Enhanced Transition

Contact: laura.owens@east-ayrshire.gov.uk Natasha.torbett@east-ayrshire.gov.uk

Individualised Support from the Team around the Child

A small proportion of children will need services or agencies to integrate their working practices to support the child's wellbeing. The TAC will depend on each other, regularly sharing skills, information and expertise to improve outcomes for the child.

EA Psychological Service

See [GLOW website](#) for more info.

Where there is a barrier, particularly additional support needs (ASN), to learning and development. Where assessment for school placement has been identified as a need.

RFA to School.Ed.Psych@education.admin@east-ayrshire.gov.uk

School Counselling Service

See [School Counselling Service website](#) for more info.

Children & YP aged 10 +. Support for a variety of issues including emotional distress, anxiety, low mood, low self-esteem, family issues etc.

RFA Online form or contact Kerry.jarvis@eastayrshire.org.uk

School Nursing Service

The school nursing service can offer short term input (approx. 4-8 weeks) to support children and young people with their emotional wellbeing.

This would usually be accessed once the named person has utilised school supports but without the need of CAMHS.

RFA to [School Nursing Service](#)

Community Eating Disorder Service

Support for individuals and groups with eating disorders and for their families.

People with a diagnosis of Anorexia Nervosa or Bulimia Nervosa.

RFA to julie.coppola@aapct.scot.nhs.uk

Mental Health Practitioners (MHPs)

The MHP is a Mental Health professional who works within the family GP practices. They offer an initial one off Mental Health assessment and provide guidance.

Adults Aged 16+ who are not currently receiving treatment from NHS Mental Health Services.

Contact: [Mental Health Practitioners \(MHPs\)](#)

Action for Children

Mindfulness within Schools. Blues Programme. 1:1 Mentoring/Mini Group Sessions.

C+YP in primary and secondary school requiring support difficulties with emotional health and wellbeing.

RFA to Joe.Bryers@actionforchildren.org.uk

Children's 1st

Short term emotional wellbeing support. Support to help families get 'back on track' when experiencing low level anxiety/stress and requiring assistance with routines, boundaries, and relationships.

All ages of C, YP + families requiring emotional wellbeing support.

RFA to [via school nursing service](#)

Barnardos

Visit the [Barnardos website](#) for more info.

Visit the Barnardos Website for more info.

RFA to Linda.nisbet@barnardos.org.uk

YIP World

Visit the [YIP world website](#) for more info.

C, YP and families of all ages in the Robert Burns Education Group.

Contact: jhendry@yipworld.org

Break the Silence

Visit the [Break the Silence website](#) for more info about support available.

Currently we work with 13+ survivors of sexual trauma that covers, CSA, CSE and Rape.

Contact: sharon@breakthesilence.org.uk

Penumbra

Compassionate and personalised support based on the individual family needs.

For anyone impacted by the loss of someone to suicide including families and friends as well as children and young people. People bereaved since August 2020 can access service.

Contact: suicidebereavementsupport@nhs.scot

Rainbow House

For more info on support provided please visit the [Rainbow House website](#).

Provides a family centred approach to the long term care for children with developmental problems.

Contact: an.uthb.clinical-rainbowhouse@aapct.scot.nhs.uk

The STAR Centre (Rape crisis)

Visit the [Star Centre website](#) for further info.

People of all genders aged 12+ who have experienced sexual violence.

Contact: admin@starcentreatyrshire.org

CAMHS

For more info on support provided visit the [CAMHS website](#).

CAMHS (Tier 3) will provide services for children and YP aged 5+ with a range of mental health needs.

RFA to [Clinical Mental Health CAMHS EAST](#)

Enhanced Support from the Team Around the Child

This is part of multi-agency working and refers to situations where there is consideration of a compulsory role for Social work Services. It may also mean there is consideration of child protection. This includes all children who are care experienced.

Social Work

Support services for families. Investigation of harm to children. Specialist teams to support children with disabilities, young people, care-experienced young people etc.

High level of complex need or child at risk from harm.

For open cases contact: lead.professional.initial.response.team

For new RFA's contact: [01563 554200](tel:01563554200) for Kilmarnock and Stewarton or 01290 427720 for Cumnock & Doon Valley)

Young Persons Mentor

1:1 or Group work support to young people (YP) in school or in transition;

Support young people to attend planned sessions or attend classes within school.

Secondary school aged Care Experienced Children and Young People.

RFA to Andrew.black@east-ayrshire.gov.uk

Play & Early Intervention - Looked After Children (LAC) - Home Link

1:1 or Group Support to YP in class or transition to class; Support Foster carers, Kinship carers, parents /carers with attendance issues, wellbeing issues; Support young people/families to attend SAC home link worker sessions

Care Experienced C+YP

RFA to karen.kerr@east-ayrshire.gov.uk or

angela.smith@east-ayrshire.gov.uk

East Ayrshire Advocacy Service (EAAS) - Mental Health Act Service

Support YP to make their views known at any meetings where decisions are being made about their lives. They would be matched up with an advocacy worker who would be their voice if required or to ensure that they are listened to and their rights are upheld.

Anyone aged 14 years+ who is subject to the Mental Health legislation.

RFA to Lesley@eaas.org.uk

East Ayrshire Advocacy Service (EAAS) - Children's Hearing System

Support CYP to any other meetings outwith the Children's Hearing such as Team Around the Child, Looked After and Accommodated meetings etc. Advocacy workers are independent of statutory services and are there to ensure a child or young person's rights are upheld and that they are supported to make their views known.

Children and Young People aged 5-18 years who are involved in the Children's Hearing System.

RFA to Lesley@eaas.org.uk



Appendix 4

Supporting Children and Young People with Mental Wellbeing and "Starting a conversation tool"

Children's Mental Health Agenda - Information for Teachers and Pupils

Hands on Scotland - This Toolkit is a resource for anybody working with or caring for children and young people. It gives practical information and tools to help you respond helpfully to troubling behaviours and to help children and young people to flourish.

Visit Website: http://handsonscotland.co.uk/topics/troubling_behaviours_topic_frameset_list.htm

Aye Mind - Aims to improve the mental health and wellbeing of young people – by making better use of the internet, social media and mobile technologies. They are working with young people aged 13 to 21 to create and share a wide range of resources. They are also making a digital toolkit for all who work with young people too, to boost their ability to promote youth wellbeing.

Visit Website: ayemind.com

Mind Ed - Offers free, completely open access, online education in over 300 topics. The e-learning is applicable to a wide range of learners across the health, social care, education, criminal justice and community settings.

Our aim is to provide simple, clear guidance on children and young people's mental health, wellbeing and development to any adult working with children, young people and families, to help them support the development of young healthy minds.

Visit Website: <https://www.minded.org.uk>

Young Minds - Supports and informs professionals who work with children or young people, whether through paid employment or voluntary work. They provide reliable information about common mental health and behaviour concerns in children and young people; symptoms; possible causes; what you can do to help; other resources and organisations you can contact for support.

Visit Website: http://www.youngminds.org.uk/training_services

Cool Heads - This booklet is especially for young people as they can experience and have to cope with different types of stress than adults. It looks at the kind of things that might be stressful to those aged between 12-16 year olds, and offers advice on how to deal with their feelings.

Visit Website: http://www.healthscotland.com/uploads/documents/1485-CoolHeads_1.pdf

Help lines and resources

Samaritans	116 123
Visit Website: www.samaritans.org	
Child line	0800 1111
Visit Website: childline.org.uk	
NSPCC	0808 800 5000
Visit Website: www.nspcc.org.uk	
ChildLine	0800 1111
Visit Website: www.childline.org.uk	
Young Minds	0808 802 5544
Visit Website: www.youngminds.org.uk	
Young Scot	0808 801 0338
Visit Website: young.scot/information	

East Ayrshire Council



Effective counselling techniques

Conversation Tips



East Ayrshire Council
Comhairle Siarraidh Air an Ear

Approach, ask and assist in a crisis

Ask the young person about concerns and assist with any crisis they are experiencing.

Listen non-judgmentally

Listen to the young person non-judgmentally at all times. Listen before offering options and resources, do not try to problem solve.

Give support and information

Give reassurance, emotional support, hope, practical and appropriate information.

Encourage appropriate professional help

Encourage professional help, if appropriate, and offer to assist the young person in getting the help they need.

Encourage other supports

Encourage seeking support of family, friends and others, as well as recommending support groups and internet.

Top Conversation Tips

Anyone can become an effective helper by learning to apply basic counselling techniques:-

Getting the environment right

Create a space to talk which is private and quiet. Get the message across that you have time to discuss their issues and that where possible the conversation will be private. However, it should be made clear early in the conversation that if you feel the person is at risk that you will need to pass this information onto your line manager. (Ensure you are aware of your organisation's child protection procedures). Sitting side on can be less threatening.

Getting the listening right

Make sure they know you are listening by:-

- Being attentive
Try not to interrupt when they are talking. Occasionally quietly saying 'yes', 'aha' or head nodding
- Body language
Maintain eye contact, look calm and caring
- Reflect back
Sum up what they are saying and ensure you are getting it right

Asking the right questions

- Try to ask open questions which cannot be answered by yes or no. For example:
"What are you feeling about this?"
"What are the advantages of doing things this way?"

- Avoid closed questions e.g.
"Are you sad?"
"Are you looking forward to going home?"

Be affirming

To encourage the flow of conversation it is important that you show respect by taking an accepting attitude. The message you are trying to get across is 'I have respect for your opinions and your view of the world.' This is not the same as saying that you agree with their views or actions and it is okay to make it clear that your opinion or view is different as long as it is done in a respectful way.

Limiting the advice

- Try to limit the direct advice that you give during the conversation. It is usually better to start with:
"What do you think is the best thing to do next?"
"What is the best way to resolve this situation?"
"Who can help you to resolve this?"

Make it work

Do not turn the conversation into an interrogation by asking too many questions. If the person is not ready to talk then it does not mean that you have failed. Let them know they can come back to you or talk to one of your colleagues.

Make sure that you recognise if you are getting out your depth. If your conversation reveals evidence of abuse seek advice from your line manager.

After a conversation with a young person make sure you take the time out to reflect and where appropriate discuss the issues with a colleague or supervisor.

Staff Training and Development (CLPL)



For free SMHFA Young People training
please contact: Catrina.O'Neil@east-ayrshire.gov.uk



Appendix 5

Pupil Leaflet

The Exchange

PSYCHOLOGICAL WELLBEING
A GUIDE FOR CHILDREN IN
PRIMARY SCHOOLS



East Ayrshire Council

Guide for Children

What kind of support can The-exchange provide in my school?
The-exchange can work with you, your teachers and your parents to help support you with problems or worries you may have.
If you, your teacher and your parents agree that you would benefit from some support from The-Exchange they will meet with you to find out a bit more about you, and what you might want support with. Together, you will draw up a plan of how you will work together to improve your wellbeing. This might be as part of a group with some other pupils over 6-8 sessions, or you may work with one of The-exchange counsellors individually. It depends in what might suit best. During both the group work sessions and the 1-1 sessions you will take part in a number of interactive activities that are designed to help improve your wellbeing.

What kinds of things can The-exchange help me with?
The-exchange can help support you with a large number of issues including:

BULLYING

ARGUMENTS
at home
OR with
friends

DEATH OF
someone
close to
you

PANIC
Attacks/
Anxiety

FEELING
angry,
CONFUSED OR
REJECTED

BODY
image/self-
esteem

Will my parents know that I am attending the counselling/wellbeing sessions?
YES If your teacher or a key adult in your school feels that working with The-exchange may help you, they will always speak to your parents first before contacting The-exchange. If you are under the age of 12 parental consent is required for you to attend the wellbeing sessions.

Can I get support during lockdown or when school is not open?
During 2020 and 2021 The-exchange have continued to support children and young people like you. Sometimes this has been face-to-face in the same room, but other times it has been either by phone or on-line, and occasionally also by Skype or Zoom. The-exchange can also provide text based chat; social media support groups and other on line supports on a range of topics such as anxiety, transition and self-esteem. So, you can still access support during the pandemic or when the school is on holiday.

If you would just like to know more about the service please speak to a teacher in your school or visit our blog—
blogs.glowscotland.org.uk/ea/schoolcounselling/



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Appendix 6 CAMHS Procedure

East Ayrshire School Counselling Service

Procedure to follow when a Young Person is involved with CAMHS

When supporting children and young people with their mental health and wellbeing, it is important that they receive the right support at the right time. It is also important that services work together to ensure that the young person does not have to repeat "their story" to several different people. We would recommend, where a child or young person has previously been or is currently being supported by CAMHS, that schools follow the steps below if considering putting in a RFA to the School Counselling Service. This includes any young person who is on the CAMHS waiting list.

- If you want to refer a child or young person who is involved with CAMHS, the school counselling lead should check with CAMHS first before putting in a referral to Exchange. This can be a call or email.
- If CAMHS ok this, the referral can go in but please state the child/young person is involved with CAMHS, that you have discussed it with them and name the person at CAMHS.
- If you cannot get a hold of/get a reply from CAMHS put your referral in but please state the child/young person is involved with CAMHS, that you have tried to get in touch with them but can't and name the person at CAMHS.



Appendix 7

Parental Consent

0330 202 0283
for any queries

The Exchange

Supporting psychological wellbeing and
emotional resilience in young people.

PARENTAL CONSENT

There is now a emotional wellbeing service in your child's school and we would like to ask your permission for your child to work with one of our psychological wellbeing practitioners. This service provides a private place where they can talk things through OR take part in some creative activities which promote their resilience.

Follow us:

 theexchangewellbeing

 theexchangewellbeing

 ExchangeWB

For further support & free
resources why not visit:

exchange-resource.net



CONSENT OF PARENT or GUARDIAN

I agree to _____ meeting with a Psychological Wellbeing Practitioner.
Child's Name

I understand that privacy is an important part of the process to help the child to engage and trust Exchange staff. The psychological well-being practitioner will work collaboratively with parents and teachers to share appropriate information which supports your child's wellbeing.

Signed: _____ **Date:** _____

Relationship to Child: _____

Address: _____

Contact telephone number: _____

If we cannot contact you please give a name and telephone number for someone else we can contact: _____



Appendix 8

RFA checklist

The Exchange

LEARNING AND ADAPTING

We are learning and adapting from the previous academic year and want to provide you with some contextual information and a checklist to ensure schools are utilising our service to capacity as much as possible.

When requesting assistance for a child from The Exchange it is important to consider the procedures that we have in place to ensure the child receives support tailored to them as promptly as possible. We manage most of this but there are things that we do need schools to take care of on our behalf.

We want to ensure everyone has all the information they need to make an informed decision on what support is required for each child and that parents/carers know where to turn for additional information.

Here's what's required when submitting a request to our service

- Speak to the parent/carer and provide information on The Exchange and ask if they would consider a request to our service. Notify the parent/carer that our process involves a parent meeting at the beginning and end of the process, and this is crucial to forming the rationale of what support we can offer the child.
- Provide the parent/carer with our web address to allow them to see who we are as an organisation www.exchange-counselling.com
- Obtain signed consent from parent
- School/parent/carer speak to the child about the request
- Make a request on our website www.exchange-counselling.com
- Email a copy of signed consent to admin@exchange-counselling.co.uk and keep the original for your own record should it be required
- Wait for The-Exchange to get in touch

Once The Exchange has the request

Once The Exchange has the request, we will contact the parent ASAP to have a parent meeting. This will be completed over the telephone. This is to gain information from the parent/carer's perspective on what is going on for the child and what impact the issues are having.

When the parent/carer meeting has been completed we then arrange to come out to school to complete the Child Assessment. This is where we use our Resilience screening activity to gain insight to the child's narrative of what is going on in their world.

We then use the information gained at Parent/Carer meeting along with the Child Assessment information to create a support plan for each individual child. This our triage part of the process.

The client support team or service manager will then be in touch via email to arrange for one of our practitioners to come in to school to begin working with the child, these sessions will usually be weekly at the same time.

The following is a checklist of things to consider each time one of our practitioners is booked to come into school from point of Child Assessment and beyond

- Is there any specific Health and Safety/Risk Assessment information that the practitioner needs to know prior to entering the school?
- Is the room where the support will take place private and away from interruptions?
- Is there anything important that the practitioner needs to know? E.g., has anything significant happened to the child since we were in school previously?
- Is the child in school or is the child absent? If the child is absent, please let us know asap. Our practitioners travel around to different schools, so it is important that we are made aware of any absences to allow for adjustments to be made to their working day, to ensure we are utilising the time to support children across the authority

THANK YOU!

Appendix 9

EAC Tracking & Monitoring System

Overview

The Local Authority Tracking and Monitoring System was updated in September 2021 to include School Counselling data. This will allow us to show the impact the service is having at a local authority, school and individual pupil level if needed. The T&M System ensures consistency across the authority in terms of recording counselling data whilst also allowing us to analyse this using other information in the T&M system such as SIMD, LAC, ASN, attendance, attainment etc.

Accessing the System

To access the system on a corporate machine, use this link: <http://edustatsapp/schools/>. To access the system on a curricular machine, use this link: <https://corporate.east-ayrshire.gov.uk> and log in using your corporate username and corporate password. Chrome or Edge should be used, not internet explorer. Please select your school first from the Establishment list at the top left of the screen before clicking on the school counselling section.

Using the System

The T&M system should now be updated whenever a request is made to the exchange, when a child starts their counselling sessions, and also when a child has completed their counselling sessions.

The fields in the system are as follows;

- Historical Counselling Attendance (read-only, this will be automatically populated for any YP who has (at any point during their time in East Ayrshire) attended counselling)
- 1st referral date
- 1st start date (This is the 1st appointment – the screening session)
- 1st completed date
- 2nd referral date
- 2nd start date
- 2nd completed date

2nd referral dates etc. are for re-referrals within the same session only. If you wish to filter your selection e.g. by class/stage you can do that in the filter menu and you can also search for a particular pupil using the search bar.

Home / School Counselling Information									
School Counselling Information									
Show 50 entries Search: <input type="text"/>									
Forename ↑↓	Surname ↑↓	Stage ↑↓	Historical Counselling Attendance ↑↓	1st Referral Date ↑↓	1st Start Date ↑↓	1st Completed Date ↑↓	2nd Referral Date ↑↓	2nd Start Date ↑↓	2nd Completed Date ↑↓
-	-	-							



Appendix 10 Waiting for Support.....

When a young person is referred to the Exchange, they may be put on a waiting list and so not receive any support for a while. In that interim period, it is really important that the pupil continues to get support elsewhere. Below are some suggestions for what that support could be.



Wellbeing Champions

Consider allocating the young person a peer mentor who has taken part in the Wellbeing Champions programme if they feel that would be helpful.



Support Network

Let the young person's parents and/or class teacher/guidance teacher know that they are having a difficult time and to look out for them (With YP's permission or if they are at risk).



Regular Check-ins with a trusted adult

Ensure that you or a suitable trusted adult check in with the young person on a regular basis setting aside a time each week or letting them know what times you'll be around if they want to drop in.



The-Exchange helpline/online chat function

To talk to someone at The-Exchange counselling service you can call 03302 02 0283 or use the online chat function on the website -

<https://www.exchange-counselling.com/>



Appendix 11 Exchange Process

The Exchange

PROCESS OF THE EXCHANGE

- Once we've received the request and consent form and a space becomes available, we will contact the parent/ carer to book an appointment with a practitioner.

During this appointment the parent/carer assessment is carried out over the phone to gain insight into how the child is at home.

- Once completed, and a space becomes available with a practitioner, we will be in touch to book in the child assessment.
During the child assessment is when we use our resilience screening measure to gain insight into the child's narrative.

- The information gathered from the request form, parent assessment and child assessment are taken to triage and a support plan is created for each individual child.

We will then be in touch, once a space becomes available, for the sessions to begin. These sessions will usually be weekly, at the same time, but due to restrictions this may change.

- The practitioner has a mid-way call with the parent/carer half-way through the sessions, on this week they will not see the child in school and this session time will be dedicated to communication and connecting with the parent/ carer.

- Once the sessions are complete with the child, the practitioner will have a parent/ carer end call to feedback on engagement and impact. Here they will pass on any further recommendations and activities to try, these can also be shared with school. We ask that both school and home try these recommendations for at least 6 weeks before making a re-request.

Please be aware that we have a 48-hour cancellation policy and any appointments not attended, where we haven't been notified, will count as a session.

**0330 202 0283
for any queries**



Appendix 12

Guide to Language used by Exchange Practitioners

RFA

Request for Assistance

Confidentiality

Young person has the right to privacy and will not share with the school or family the content of sessions

Exceptions to Confidentiality

Young person gives permission to share, concerns are raised for young person's safety or become aware of risk of harm to young person or someone else. We aim to share any details working closely with the young person. The counsellor will seek guidance from our Safeguarding team.

SIRF Form

Safeguarding Incident Report Form – completed if risk highlighted or disclosure. If full disclosure a copy of this form is made available to the safeguarding link in the school. It highlights what has been said by young person, the counsellor's response, actions taken and with whom and next appointment if agreed.

Screening

First appointment with the young person. Will cover areas such as verbal contract, home life, support networks, issues to discuss, adverse experiences, risk and safety and goals. Most importantly will check if they wish to engage in counselling and their expectations and suitability.

YP Core Form

Questionnaire comprised of 10 questions that highlights if mild, moderate or severe risk to young person. Young person can answer from a range of options from 'not at all' to 'most or all of the time' and focuses on the last week. This is used as a baseline and throughout the counselling sessions to show progress. Covers issues such as anxiety, support, harm, sleep and thoughts/feelings.

Counselling

Counsellors use their own training combined with TCS unique resource-based framework which looks at the areas that young people are strong and which areas they may need additional resources.

Holistic Approach

We want to work collaboratively with the school – integrated in the well-being approach. Please speak with the counsellor if unsure if counselling is the best option. CAHMS or the School Nurse may be the best option or regular check ins with the Pastoral Care staff.

Supervision

Our counsellors receive monthly supervision in line with British Association for Counselling and Psychotherapy(BACP) guidelines to ensure that they work ethically and to support them with safeguarding situations. Young people's details remain confidential.



Appendix 13 Practical arrangements for using a Psychological Wellbeing service in schools – a checklist for school leads

How good are our practical arrangements for our school counselling service?	Done
The counsellor(s) has had an induction to the school so that they have met key members of staff and understand the continuum of mental health supports in the school	
<p>An appropriate space has been identified for psychological wellbeing sessions, which:</p> <ul style="list-style-type: none"> • is unlikely to be disturbed • has a phone installed • is comfortable • has blinds at the window for privacy • has lockable cabinets for storage of records 	
There is a waiting area available to support pupils' privacy if they do not wish to be visibly extracted from class, or do not feel able to return to class immediately after the counselling session	
<p>There has been discussion and agreement with the counsellor about:</p> <ul style="list-style-type: none"> • The maximum length of any individual counselling session • The frequency of counselling • The maximum duration of counselling e.g., how many sessions • The procedure for the counsellor to follow if and when a pupil does not attend a planned counselling session • The procedure that the practitioner follows if and when a pupil wishes to withdraw from the sessions • What arrangements are in place for a pupil if the counsellor is absent 	
<p>Agreed processes from this guidance document are followed to ensure that the pupils' voice is included in any Request for Assistance to the Exchange including:</p> <ul style="list-style-type: none"> • Checking their understanding about why this being suggested • Discussion with them about what it is hoped the intervention will achieve • Checking their understanding of their right to participate and/or to withdraw at any time 	
Information sharing has been discussed and agreed with the counsellor including regular feedback on progress against the agreed aims, without any expectation of breaching confidentiality	
<p>Confidentiality and the limits of this has been explained to the pupil, taking into account that:</p> <ul style="list-style-type: none"> • There is a confidential relationship between counsellor and client, to a point • Any child protection concerns will need to be communicated to the child protection coordinator and action taken, if necessary • Feedback on progress (but not details of discussions) needs to be shared with the Named Person 	
Consideration has been given to the timing of counselling to ensure that the pupil is not missing the same classes all the time, and what plans are made for the pupil to catch up with work missed	



Appendix 14 Pupil/Teacher Discussion on School Counselling Service

The information collected from these discussions will be completely anonymous and should only be carried out with pupils who are happy to and have volunteered to share their feedback. The Questions below are only suggested if you feel you need to guide the conversation but you may just decide to have a quick check in with the young person or ask "How are you? How did you get on with the Exchange sessions?" etc. This should be an informal chat where the young person feels comfortable, rather than an "interview".

The template below can be used to record any information gathered during the discussion. Alternatively, please feel free just to email key points from the discussion. We have included some question prompts for each question at the end of the template that maybe useful for opening up the discussion if you feel this is needed, but again, these are only suggestions – please do not feel you have to use them.

Pupil Year Group	
Gender	
Questions	
1/ Can you tell me 2 or 3 things that you enjoyed about the counselling/wellbeing sessions?	
2/ Can you tell me 2 or 3 things that were helpful about the counselling/wellbeing sessions?	
3/ Can you tell me 1 thing that could have been better about the counselling/wellbeing sessions?	

Question Prompts:

1. Did you enjoy talking to your counsellor/Resilience Coach? Why? Did you feel listened to? Did you enjoy the activities? What did you enjoy about them?
2. Did you learn anything new? Do you have any new strategies to help you cope with things? Do you feel more confident about asking for help with your wellbeing now?
3. Was there anything you didn't like about the sessions? What would have helped you more during the sessions? Is there anything you still need help with?



Appendix 15

Information Leaflet for Parents and Carers

The Exchange

PSYCHOLOGICAL WELLBEING
A GUIDE FOR PARENTS -
PRIMARY SCHOOL



East Ayrshire Council

Guide for Parents

The concept of 'counselling' has been adapted by The-exchange to provide a "Whole School Approach" to promoting and supporting psychological wellbeing in Primary Schools.

The-exchange model is highly collaborative, focusing on resilience building interventions aimed at developing emotional intelligence, self-regulation, confidence, self-esteem, optimism, problem solving and social competence in the child.

The-Exchange focus on the protective factors and the strength resources a child needs to manage adversity, "bounce back" and strengthen their psychological wellbeing so as to thrive into the future by managing their own mental health and emotional wellbeing. The-exchange will work collaboratively with school staff to support existing approaches.

WHAT KIND OF ISSUES DO THE-EXCHANGE SUPPORT CHILDREN WITH?



- BULLYING
- PROBLEMS at home OR With friends
- DEATH OF someone CLOSE
- TRANSITION
- FEELING angry, CONFUSED OR Rejected
- Panic Attacks/ Anxiety

WHAT KIND OF SUPPORT DO THE-EXCHANGE OFFER?

One-to-One Interventions

This is an 8 session model for the child and includes meeting with parents. If necessary, some of the 8 sessions can be dedicated to the parents. After the fourth session, The-Exchange staff speak with parents and teachers in order to find out if they have noticed any changes with the child. Therapists use a variety of mediums in their specialist work with the child including therapy; art; drama etc.

Group Work Programmes

These are used to support children who are struggling with similar issues. The sessions are interactive and creative, they usually last around 45 minutes. The-Exchange staff will work with the school staff to plan the sessions to ensure they integrate them sensibly around other activities and lessons which are taking place.

The content of these sessions promotes the development of personal resources such as self-belief, self-esteem, self-confidence and social competence, aimed at enhancing their ability to reach their full potential. Group work programmes for different ages are designed around specific themes e.g. bereavement, feelings, relationships, self-esteem and transition.

WILL I BE NOTIFIED THAT MY CHILD WILL BE ATTENDING COUNSELLING/ WELLBEING SESSIONS?

YES. If your child's teacher or a key adult within the school feels that counselling may be beneficial to them, they will always contact you before requesting assistance from The-Exchange. For children under the age of 12, parental consent is required in order for the child to attend the sessions.

If you would like further information, please ask to speak to the School Counselling lead in your child's school or visit:
<https://blogs.glowscotland.org.uk/ea/schoolcounselling/>

Additional support and resources are available on their resource site - exchange-resource.net

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Appendix 16 AYRshare - Standard Chronology of Significant Events

AYRshare must be used by all professionals who have access to AYRshare and form the Team Around the Child (TAC) to develop an Integrated Chronology of Significant Events. This is the most effective way of ensuring information is shared timeously and securely and meets the standards set within GIRFEC Briefings for Practitioners Single Agency and Integrated Chronologies (8/8) (Scottish Government, 2013).

Where the child is Looked After or subject to Child Protection procedures, the AYRshare chronology must be used by all contacts.

Information sharing through the AYRshare chronology must not replace professional discussion in relation to the analysis of needs and risks in relation to the child.

Where a risk or concern may require an immediate response this must be communicated directly to the Named Person or Lead Professional. In the case of a Child Protection concern this will always be the Lead Professional or Initial Response Team within Social Work.

OPERATIONAL PROCESS

1. When an AYRshare folder is created, information on the significant events leading to the requirement for information sharing through AYRshare must be added to the Chronology by the Named Person or Lead Professional.
2. All members of the Team around the Child who are contacts on the child's AYRshare folder are responsible for entering appropriate significant events from their single agency chronology to the AYRshare integrated Chronology
3. It is the responsibility of the Named Person and Lead Professional if identified, to manage the Chronology. This includes the requirement for removing duplicate information where appropriate.
4. AYRshare chronologies must be reviewed regularly and information analysed to take an account of patterns and the whole picture. Chronologies must be taken to every Team around the Child (TAC) meeting, Child Protection Conference, Core group or Looked After review for analysis and consideration of action as part of the Child's Plan.
5. Any agencies involved with the child who contribute to the Chronology and who do not have access to AYRshare must ensure that any events which they consider to be significant are brought to the attention of the Lead Professional or Named Person who will make a decision about whether to enter this on AYRshare as a significant event.
6. Where information is added to the Chronology by the Named Person or Lead Professional on behalf of another person who does not have access to AYRshare, the context and significance of the information should be discussed and clarified before entering.



Appendix 17

Safeguarding Incident Report form

Client ID:	
Counsellor Name:	
Location:	
Date of incident:	
1 How long have you been working with this client?	
2 What reason do you have to be concerned for the safety of the client or others connected to this client?	
3 What exactly did your client say to you? [use a separate sheet if necessary and indicate on this form that you have done this and how many additional pages you have used.]	
4 What exactly did you say to the client? [use a separate sheet if necessary and indicate on this form that you have done this and how many additional pages you have used.]	
5 Have you discussed your concerns with the client and why you believe this information needs to be shared with a third party?	
6 Have you discussed the possibility of the client sharing this information with a third party?	
7 Is the client willing to share this information with a third party?	
8 Have you discussed the possibility of you (the counsellor) sharing this information with a third party?	
9 Is the client willing for you (the counsellor) to share this information with a third party?	
10 Have you made it clear to the client what you will do?	
11 Have you agreed how you will communicate with the client going forward?	
12 The senior person(s) within the organisation who you reported this incident to	
13 Date of the reporting to the senior person	
14 When is your next appointment with the client?	
Signed	Date



References

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