

# East Ayrshire Counselling & Wellbeing Supports for Children and Young People

Guidelines to Support effective implementation in Secondary Schools - 2024 Update



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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

In recent years, the number of children and young people in Scotland experiencing mental health problems has dramatically increased. In East Ayrshire the most predominant reasons for schools requesting assistance from other agencies are stress, anxiety, emotional wellbeing and self-esteem. This increase in mental health problems has put an increasing demand on Mental Health services and last year in East Ayrshire there was a notable increase in the number of urgent referrals to CAMHS from schools.

As a result of this increasing demand for mental health supports, the Scottish government has allocated funding to each local authority so that every child aged 10 and over has access to a counselling service. To allow us the flexibility of offer and also to ensure that our young people are able to access the type of counselling required specific to their individual need, East Ayrshire Council have appointed a counselling service, The-Exchange, which will be coordinated centrally, rather than providing individual counsellors. [The-Exchange](#) will provide nominated counsellors with their main remit dedicated to providing one-to-one counselling, working collaboratively with parents/carers, central and school staff, building capacity with schools and keeping all informed about the service.

## 2. Purpose

The purpose of the document is to ensure that all staff working in or with Educational establishments in East Ayrshire know when and how to seek assistance from the central counselling service. 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 school counselling across the local authority
- Support schools when seeking assistance from the central counselling service
- Provide an agreed set of procedures for accessing and using the school counselling service
- 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 integrate counselling 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 school counsellor 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 wellbeing 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 on the HWB glow tile.

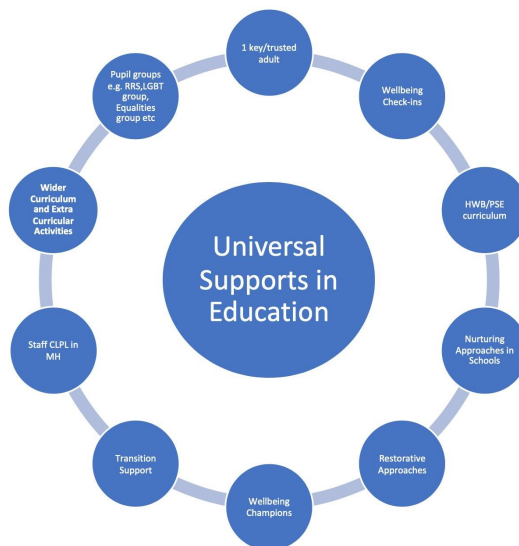
Education is where young people spend much of their time, so it is important that alongside their academic studies, they receive an education in positive mental health. Young people’s learning can often be impacted adversely by poor mental health. All schools in East Ayrshire have access to the HWB progression 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 MESP 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](#)
- [National Trauma Training Programme Online Resources](#)
- [SAMH – E-learning for teachers](#)
- [Children and Young People’s Mental Health: A professional learning resource for all School Staff](#)

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

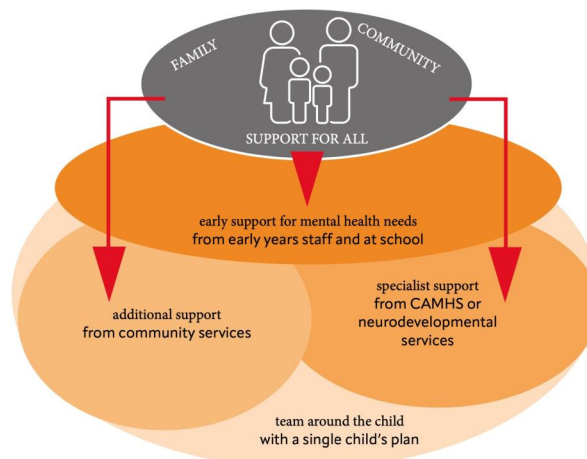
the school community. There is now also a primary programme available. For more information please visit the GLOW HWB tile or contact the HWB team.

## 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 18. A small number of children may require support under the age of five in partnership with other child health colleagues



## 6. What is Counselling?

These guidelines will focus on the provision of formal counselling and follow the British Association for Counselling and Psychotherapy (BACP) definition of counselling which is:

***'Counselling takes place when a counsellor sees a client in a private and confidential setting to explore a difficulty the client is having, distress they may have experienced or perhaps their dissatisfaction with life, or loss of a sense of direction and purpose.'***

By listening attentively and patiently the counsellor can begin to perceive the difficulties from the client's point of view and can help them to see things more clearly, possibly from a different perspective. Although the counsellor will not tell the client directly what to do, there are elements of

psychoeducation which can help empower the client. Counselling is a way of enabling choice or change, or of reducing confusion.

In the counselling sessions, the client can explore various aspects of their life and talk about their feelings openly in a neutral environment often not possible with family or friends. Bottled-up feelings such as anger, anxiety, grief and embarrassment can become very intense and counselling offers an opportunity to explore them, with the possibility of making them easier to understand. The counsellor will encourage the expression of feelings and as a result of their training will be able to accept and reflect the client's problems without becoming burdened by them.

There are many ways of working or 'modalities' in counselling and psychotherapy. Therapists may be trained in one approach or use techniques from different methods if they think these would help a client but in all cases there will be a focus on developing resilience resources.

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.

## 7. Where does counselling fit in with the continuum of supports?

As outlined above, counselling 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 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 EAC Wellbeing Supports dashboard graphic on page 5 (**See Appendix 3 for full document**) to ensure that appropriate wellbeing supports are in place within their own establishment before requesting assistance from the counselling team.

## 8. Inclusion Criteria and Requesting Assistance from counselling services

### 8.1 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, counselling support or support from external services.

### 8.2 Inclusion criteria

There are a range of reasons why pupils may be considered for requesting assistance from the counselling service. 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
- Panic Attacks/anxiety
- Self-harm
- Anger/frustration
- Body image/self-esteem
- Abuse
- Suicidal thoughts
- Health problems
- Sexuality/Gender Identity
- Bullying
- Mental health issues
- Trauma
- Eating disorders

- Bereavement
- Addiction

### **8.3 Identifying Issues**

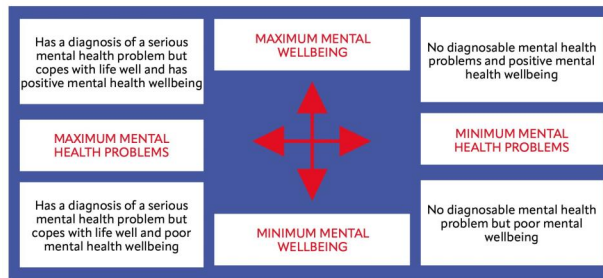
Pupils who are showing signs of distress do not always express problems directly or ask for help, even when there are clear signs that they are having difficulties. They may be unaware that they are experiencing difficulties or are aware but feel they have to cope with it on their own, unwilling to admit it to others and hoping the problem will go away on its own.

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
- Sexual risk taking
- Misuse of alcohol or drugs

It is crucial that school staff look at these indicators over a period of time to evaluate whether counselling is the best intervention for the 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 young person's life then it may be necessary to seek support in addition to that available from those closest to them. (ASEP position paper, 2019)

### 8.4 Initiating Dialogue

Think about it in advance and approach the student 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 relationship breakdowns, 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 refer to the “Supporting children and young people with mental wellbeing” (**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.

### 8.5 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 young person to speak to another adult in the school, a friend or a relative if they don't want to speak with you.

### **8.6 Discussing counselling with a pupil**

If a pupil has been identified, staff can suggest counselling to the pupil to help them cope with their situation. A useful leaflet for pupils which helps to explain more about the counselling service is available in **Appendix 5**. 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. If the pupil is willing to attend counselling, then either the Named Person or Lead Professional can make a request or the pupil can fill out a self-referral online ([https://www.exchange-counselling.com/contact\\_us](https://www.exchange-counselling.com/contact_us)) depending on what the pupil is more comfortable with.

Where possible, pupils should be encouraged to involve their parents/carers in the counselling process. However, children over the age of 12 have the right to enter into counselling without the consent of a parent/carer. If the young person does not want to discuss issues with their parent/carer, they will be offered support from their Named Person to work towards this if possible.

The idea of counselling 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 whether or not they attend the first appointment and how they approach it. It is essential that counselling 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.

For the young person to be eligible to receive counselling, they must understand the nature of counselling and be able to make a valid verbal counselling contract, including the ability to understand the principle of confidentiality and the need for this to be overridden where the young person is considered to be at risk of harm from self or other.

The first session is an opportunity for the counsellor and pupil to make a decision as to whether to engage in counselling or not.

### **8.7 Checklist – prior to requesting assistance from the counselling service**

- Have you consulted with other supportive options which may be of benefit? E.g. guidance support, school nurse, pupil support, befriender etc. (this information should be provided on the online form)
- Does the pupil want to participate in counselling and acknowledge that there is a problem/concern?

- Does the pupil have sufficient verbal language to undertake a talking therapy approach? Does the pupil meet the inclusion criteria? (section 8.2)
- 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?
- Has the counselling service been explained to the pupil?
- Is the pupil willing to meet the counsellor for an initial appointment?
- Do you believe that counselling 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?
- Does the young person or parents/carers for children under the age of 12 understand that if the counsellor thinks they are 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 counselling. If counselling is considered to be a potential support, the Named Person or Lead Professional should lead a discussion with the young person, their family, if appropriate (see section 14 for more information) 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 young person may find these issues difficult to discuss. Consultation with the young person is of paramount importance, given that the relationship between the young person and the counsellor is arguably the most important factor in the potential success of the intervention. It is crucial that the young person feels engaged in the process from the outset.

### **8.8 When counselling may not be needed**

While a child or young person's behaviour may be unsettling, they may not agree with this and so this would not be appropriate to expect a counsellor to address a "problem" that the young person 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 counselling service can support staff 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.

### **8.9 Pupils with significant distress**

There may be a waiting list to attend counselling, 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 young person.

While a 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 counselling request may still be appropriate, these protective factors should be acknowledged.

All counsellors working with East Ayrshire schools are trained in suicide prevention. The-Exchange has in place a safeguarding team who support the Counsellors through all disclosures. It is standard protocol for the Counsellor to disclose the safeguarding concern to the nominated Child Protection Officer in the school. There are also members of staff in each secondary school 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.

## 9. Requesting Assistance from the counselling service

### 9.1 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 young person, then they need to contact the young person's Named Person or Lead Professional who has the responsibility for making contact with the counselling service. There is a need for discretion and confidentiality to be observed as much as possible and respect for the young person's privacy. Teacher to teacher discussion should only take place on a need to know basis.

There are several ways to request assistance from the counselling service:

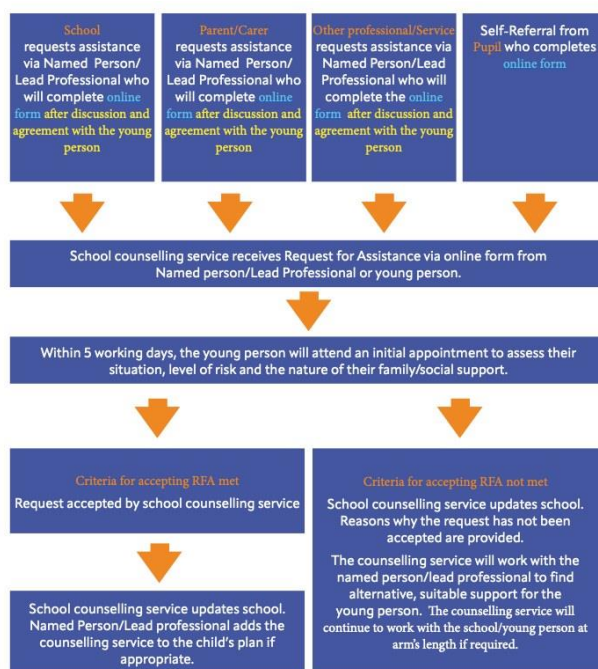
- Named Person/Lead Professional requests assistance using the [online form](#) - if they are unsure as to whether the request is appropriate for counselling they can discuss this either with the Exchange Counselling Manager (wilmawhyte@thetcsgroup.co.uk) or with the school counsellor coordinator (kerry.craig@eastayrshire.org.uk)
- Parents or carers request assistance from the counselling service via the child/young person's Named Person/Lead Professional who will then contact The-Exchange counselling service
- Self-referral using the [online form](#) or [D-EXY app](#)
- Other professionals/services should request assistance via the child/young person's Named Person/Lead Professional who will then contact The-Exchange counselling service

WHERE POSSIBLE, THE NAMED PERSON/LEAD PROFESSIONAL SHOULD DISCUSS REQUESTS WITH THE EXCHANGE SECONDARY SERVICE MANAGER (Wilma Whyte - 07843054703) OR WITH THE COUNSELLING CO-ORDINATOR (Kerry Craig – 07746928663) BEFORE SUBMITTING THE ONLINE FORM.

THERE IS NO NEED FOR STAFF TO FILL OUT AN RFA FORM – THE ONLINE FORM REPLACES THIS

Once staff have completed the online RFA form on the Exchange website they should then update the Local Authority Tracking and Monitoring system. **(See Appendix 6)**

## Pathway for Requesting Assistance from Counselling Service



### 9.2 How soon will a pupil see a counsellor?

Every young person who approaches the service (whether self-referral or referral by others) has an initial assessment meeting with the counsellor within 5 working days.

If it is agreed after the initial assessment appointment that the young person will attend counselling sessions there may be a waiting list. This could be a few days or a few weeks depending on the number of pupils on the waiting list. The person making the Request for Assistance should be aware of this prior to submitting the request, have made the young person aware too and plan supports for the pupil to access in the meantime. **(Appendix 7)**

The counselling team will consider any concerns raised by staff regarding the pupil and would then consider the pupil's priority in the waiting list. After the initial screening meeting the school counsellor coordinator will email the HTs with the priority list.

In cases where the Request for Assistance has not been actioned by the school counselling service, they will work with the Named Person/Lead Professional to find an alternative provision via the wide range of 3rd sector and community supports that are available.

### 9.3 Initial Assessment and Triage Process

As part of the request for assistance process and by way of ensuring requests are appropriate, there is an initial screening/assessment. During the initial screening session, the counsellor is assessing the child/young person's situation, level of risk and the nature of their family/social support jointly with the child/young person. Even at this pre-counselling stage the young person is informed of the boundaries of confidentiality (see section 17 on information sharing).

The rationale for this assessment is to ultimately establish the following:

- The appropriateness of the request
- The young person's perception of their difficulties (if any)
- The ability and willingness of the young person to engage in counselling, including any assessment of capacity
- The appropriateness of the therapeutic intervention for the young person's needs
- Alternatives available and their appropriateness
- The young person's current positive and negative coping mechanisms
- The presence of any risk indicators
- What other interventions are currently in place or have been in place for the young person?
- An agreed action plan between the counsellor and young person with an approximate number of sessions proposed.
- The need to share information where appropriate and with whom. This will always be discussed with the young person first.

In some cases the Counsellor will need to have a discussion with the person who made the request for assistance following the initial appointment. This is with the agreement of the young person and parents where appropriate. The purpose of a triage discussion is to clarify the involvement of other professionals and discuss the wider agenda for the young person's wellbeing, e.g. if risk has been identified.

In order to ensure waiting lists are kept manageable and the service continues to meet the needs of all children and Young People in East Ayrshire, we would recommend that Secondary schools also complete their own triage process **before** submitting their online form to the Exchange. Examples of how to carry out the triage process within your own establishment can be found in **Appendix 8**.

#### **9.4 Reasons counselling may not benefit a pupil**

It can be difficult for pupils to come to counselling and take responsibility for their own mental health and wellbeing. Not every young person who is identified in need of support may be ready or willing to engage in counselling. 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 young person more regularly?

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

#### **9.5 Counselling is person-centred and person-led.**

The pupil may choose to work on concerns unrelated to the original request and they may end up working towards a different outcome than anticipated by the person(s) involved in making the counselling request.



Many things can come from exploration in counselling and staff should be mindful that their expectations of what pupils should achieve and what pupils actually achieve could be very different. It is also important to note that some changes and progress that pupils experience in counselling may not be visible to staff members.

### **9.6 Young Persons' CORE Outcome measure (Core-YP).**

Young people will be asked to complete the Young Persons' CORE Outcome measure (Core-YP) during their screening with a counsellor (**Appendix 9**). It is essential that the counsellor is informed if the young person has been seen in the past/is currently working with any other agencies such as CAMHS, social work, Educational Psychology, EAST etc (**Appendix 10**)

This information should be completed on the [online form](#). Young people who are currently receiving support from other agencies are eligible to access the counselling service, however there should be no apparent conflict or overload in the support or interventions being given to the young person elsewhere. Where other services are involved, all should continue to work together to support improved outcomes for the young person.

It is the responsibility of the Named Person/Lead Professional to indicate to the school counsellor if the young person is Looked After or is on the Child Protection Register. It is also the responsibility to inform the school counsellor if the young person poses any risk to self and/or others.

### **9.7 Checklist at point of submitting Request for Assistance**

- The pupil wants to participate in counselling to work towards an improved situation
- All other supportive options available have been explored
- The pupil (or parent/carer if under the age of 12) understands that if the counsellor 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 11** for an outline of the process to follow when submitting your request and once your request has been submitted.

### **9.8 Working Agreement and Information for Pupils**

A clear agreement between the young person and the counsellor must be agreed and recorded irrespective of how the request was made. Each school should provide the young person with information about the counselling service (**Appendix 5**) Children and young people also have access to an e-leaflet on information sharing.

### **9.9 Self-referral**

If preferred, pupils can fill out a self-referral online ([https://www.exchange-counselling.com/contact\\_us](https://www.exchange-counselling.com/contact_us)). or using the [D-EXY app](#). Where possible, this would be discussed with the Named Person or another appropriate member of staff, however due to the confidential nature of counselling this is not essential. Please see **Appendix 12** for Self Referral poster which can be displayed in schools.

## 10. School Responsibilities

The school will need to consider some issues when getting ready to host a counselling service:

- Accommodation - it is important that the pupils feel safe and secure when working with the counsellor. It is essential that the school is able to set aside a dedicated room for the counsellor 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 counsellor 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 counsellor is working. Some examples of good practice for setting up a counselling room can be found in our "**Good practice guide**" in **Appendix 13**.
- School Counselling Lead –Each school should provide a School Counselling Lead who will meet with the school counsellor coordinator on a regular basis to ensure effective running of the service.
- The School Counselling Lead should liaise with guidance and class teachers and consider, where appropriate and possible, how the child or young person will catch up with work missed during counselling sessions.
- Appropriate support should be provided for teachers who may have to deal with any immediate after-effects of a counselling session, or provide respite space and time for the child
- The school should inform parents/carers that young people are engaged with counselling where appropriate (See section 14) and request that data may be used to monitor the impact of the support where the young person has indicated that they are in agreement to this.
- Self-referral system – this should be accessible for all young people. Please see **Appendix 12** for Self Referral poster which can be displayed in schools. We would also encourage schools to share this via their school website, social media platforms and when communicating to students through assemblies, PSE classes etc. It's really important that young people are aware of their right to self-refer to the service. More information on how to ensure YP have the right to self refer confidentially can be found in **Appendix 14**.
- Raising awareness – The counselling service and school counsellor coordinator will work with the school to raise awareness of the service with all relevant stakeholders
- The school should inform the counsellor of any significant events relevant to a young person

For information on remote learning, school holiday provision and engaging with young people who are not attending school please refer to section 16.

### 10.1 Role of School Counselling Lead

It is important for each school to nominate a member of staff who will liaise directly with the school counsellor coordinator. In most schools a DHT has oversight of the counselling service within their school and a PT Pupil Support is the main lead/link. More information on this can be found in **Appendix 15**. The role of the school lead includes:

- Ensuring all guidance staff with responsibility for making referrals to the counselling service have read this guidance and understand the referral process
- Regular communication with guidance staff to obtain feedback on the counselling service and also to update guidance staff with relevant information from the counselling service
- Meeting regularly with the school counsellor coordinator and counselling team to discuss counselling requests
- Participating in The School Counselling Working Group to ensure effective provision of the counselling service
- Regular communication with The-Exchange counselling service 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 and notify The-Exchange if any changes are required.
- Regular communication with the school counsellor 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 school counsellor has a work email address and pupil support 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. Pupil support staff are encouraged to arrange weekly check ins with the school counsellors and invite them along to pupil support staff meetings. The counsellors are happy to attend school assemblies or PSE classes and are also able to attend TAC meetings if the young person has given consent. A helpful guide to “Language used by Counsellors” is included in **Appendix 16**.

A checklist for The School Counselling Lead is provided in **Appendix 17**.

## 11. Withdrawing from the Service

If a pupil has been attending counselling 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.

## 12. Quality Assurance and Evaluation of Service

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

- Quarterly reports from The-Exchange 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 counselling periods
- Pre and post measures of impact
- School qualitative observations of progress (**See Appendix 18**)
- Attainment and attendance data

### 12.1 Initial Screening Appointment

The counsellor will record that the Young Person has understood the Confidentiality Statement

CORE-YP is completed at screening, then every other session and at the last session

The CORE-YP will be used as the Baseline (pre-and post) record for the evaluation of the counselling service.

### 12.2 After each session

The Counsellor 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 counsellor. It typically also includes the counsellor's intervention or strategy with a rationale. It will also include attendance or non-attendance and session number.

### 12.3 End of counselling evaluation

At the end of counselling the young person will complete a final CORE YP.

The counsellor and young person 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 counsellor and young person will share this plan with School staff or parents/carers. The counsellor might make some recommendations (e.g. resources) but ultimately the young person will decide what information is to be shared.

The young person will receive a text survey midway through and at the end of their counselling asking them to rate how useful they have found the intervention and how satisfied they feel with the support. This is sent by The-Exchange central team and the counsellor does not see this.

## 13. Parent/Carer Agreement

Whilst it is acknowledged that working in partnership with parents/carers can benefit the counselling relationship, children over the age of 12 have the right to enter into counselling without the consent of a parent/carers. If the young person does not want to discuss issues with their parent/carers, they will be offered support from their Named Person to work towards this if possible.

In secondary schools, it is the school's responsibility to notify parents or carers that counselling is available in the school. There is no legal requirement for the young person's parents/carers to be informed that they have an appointment with the school counsellor if they are over the age of 12. However, BACP guidelines suggest that before the age of 13, it is unlikely that children will be of sufficient understanding and intelligence and therefore advises that parents should be informed in these cases. Care needs to be exercised when a young person is refusing counselling, but an adult is pursuing it. To provide a balance between assessing the needs of the young person and the concerns of the parents:

- The school will notify all parents that there is a counselling service available at the school via the school website, school handbook and other appropriate system of communication.
- For young people under the age of 14, the counsellor will assess whether the young person fully understands what is involved in counselling and work collaboratively with parents in some cases.

A helpful leaflet for parents is available in **Appendix 19** There is also an [e-leaflet](#) available on information sharing for parents/carers.

## 14. Counselling support during school holidays, remotely and within the local community

There is a clear expectation from Scottish Government that any school counselling service will be available to vulnerable young people during school holiday periods. 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. Counselling and 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 counselling 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.

Throughout the pandemic, The-Exchange ran online psychological wellbeing workshops and programmes for children, young people and their families. These are themed (e.g. mindfulness, stress management, anxiety, low mood etc.) Surveys were also sent out to check in with children and young people and they were invited to connect with The-Exchange.

### **Children and Young People not regularly attending school**

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 can either make a [self referral](#) to the Service or a guidance teacher can make a referral with their consent. The Exchange have an office in Kilmarnock if they would prefer face to face sessions outwith the School environment. Processes are in place to ensure the Service is advertised at local authority as well as school level.

The Exchange are running a 6 week online programme aimed at those YP not regularly attending school. The main aim of the programme is to allow Young People to access counselling support from home, to ensure they feel supported emotionally and to look at coping strategies.

### **Care Experienced Children and Young People Living in Residential Care**

Children and Young People who are living in residential care in East Ayrshire can access the school counselling service. Any professional who is working with the Young Person can [make a request to the Service](#) or the Young Person can make a self referral. Counselling can then be provided either online or in person using the Exchange office in Kilmarnock.

## **15. Information Sharing**

Unless there are child protection concerns, information will not be shared between the School and the Counselling Service without agreement from the young person and parents, where appropriate. Young people and parents, where appropriate, will always be involved in the decision making process around the counselling agreement and this includes the sharing of information. Counsellors are unable to discuss the content of a counselling session with a young person.

They may be able to share details of how the school can further support the YP during/after the intervention but this must be in agreement with the YP.

Counsellors, 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 principal in the counselling process and should be respected at all times. However there are specific circumstances under which counsellors may need to break confidentiality and share information without consent.

At the beginning of the counselling relationship, the young person and counsellor will enter into a counselling 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 young people aware of this exception. If the school counsellor has any significant events to be added to the AYRshare chronology, this should be passed on to the Named Person.

## 16. Record Keeping

The school counsellor is responsible for obtaining consent from the pupil for making, keeping and storing a record of the counselling activity and related correspondence. This will be included in the counselling contract or agreement with the pupil and documented that consent has been given.

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

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

### 16.1 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 counsellor. It typically also includes the counsellor'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 counsellor has automatic and full access to the counselling record as the counsellor is responsible for the work contained therein.

Pupils have the right to look at their counselling 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 counsellor 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 20)**

Parents/carers do not have the right to access a pupil's counselling record without the pupil's consent. However, where the pupil lacks capacity to consent to counselling and the parent/carer has given their

consent for the counselling 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.

## 17. Confidentiality Policy

Counsellors, 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 principal in the counselling process and should be respected at all times. However there are specific circumstances under which counsellors may need to break confidentiality and share information without consent.

At the beginning of the counselling relationship, the young person and counsellor will enter into a counselling 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 young people aware of this exception. If the school counsellor has any significant events to be added to the AYRshare chronology, this should be passed on to the Named Person.

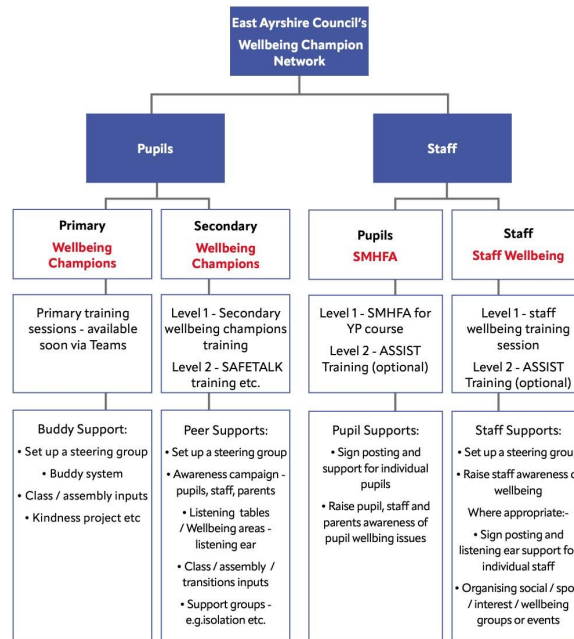
## 18. Child Protection Procedures

All counsellors working with schools must be familiar with and follow East Ayrshire procedures for child protection and safeguarding set out in [Standard Circular 57](#). Counsellors 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. Counsellors will complete a safeguarding incident report form (**Appendix 21**) if they have concerns for the safety of the child or young person.

Counsellors 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			
Mindfulness/Yoga			
Growth Mindset approaches in place			

# Appendix 3 - EAC Wellbeing Supports Document

## 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.

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### 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/health-topics/mental-health-and-wellbeing>

**\*Apps & Websites to support mental health & wellbeing**  
 -available on [https://www.nhs.uk/media/9167/apps\\_websites\\_help-mhw-final-june-2020.pdf](https://www.nhs.uk/media/9167/apps_websites_help-mhw-final-june-2020.pdf)


**\*How to look after your mental health (Mental health foundation booklet)**  
<https://www.mentalhealth.org.uk/sites/default/files/How%20to%20look%20after%20your%20mental%20health.pdf>




**\*East Ayrshire School Counselling Service Website**  
<https://blogs.glowscotland.org.uk/ea/schoolcounselling/>

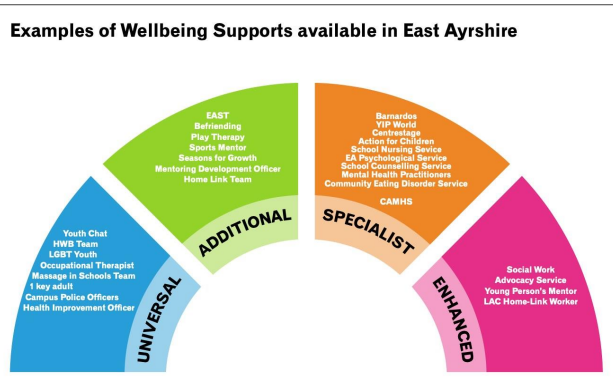
**\*Young Minds Website**  
<https://www.youngminds.org.uk/>

**\*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>





### Universal Services

Universal Services are available to all children and young people. The following describes supports which are available to all children and young people within the educational establishment.

**Report Team: School Staff (Primary) 11 only**  
 Reporting Checks to help primary to generate ongoing strategies. Signpost.  
 Available to all.  
**Contact:** [Link]

**Common Police Officers**  
 Engaging with and supporting young persons and linking them to programmes and support available in place.  
**Contact:** [Link]

**SAC HWB Team**  
 Child mental health, Business, Site and Inclusion - and HWB Give guide for full summary of supports available.  
**Contact:** [Link]

**Message to Schools Programme (MSP) - East Team**  
 Focus on 6-11 child message messages. Text, activities and message stories. Parent and Child MSP MSP Give Guide.  
**Contact:** [Link]

**LSPP Youth Group**  
 Group meets from 4-5pm, Monday to provide support for young LSPP people and their families/carers.  
**Contact:** [Link]

**Youth Club Services**  
 Club opportunity for young people with an existing or potential condition or mental health. Currently offering Mondays, Wednesdays, Fridays and Saturdays from 4:30pm and is open for all young people to visit, on or without any referral.  
**Contact:** [Link]

**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.  
**Contact:** [Link]

**Health Improvement Officer - Mental Health**  
 Mental health improvement training, website, app and self help supports. Whole school approach to supporting mental health.  
**Contact:** [Link]

**Young People Support - 16-25 years. School staff and parents looking to support young people with AMHSB**  
**Contact:** [Link]

### Additional Support within Universal Services

Some children may need a bit of extra support from Universal Services to make sure they are getting the most out of their learning experiences or to make sure they are getting the most out of their learning experiences or to make sure they are getting the most out of their learning experiences.

**EAST Team - Respite for Growth**  
 Programmes for children and young people who have experienced changes or loss.  
**Contact:** [Link]

**EAST Core Support Team**  
 Social Inclusion and Business/Needs Support. See EAST Give page for more info on supports available.  
**Contact:** [Link]

**Learning Development Officer (LDO)**  
 Learning and wellbeing projects where young people will achieve a Dynamic Youth Award. Residential Programme, Holiday Programme (EAST) and young people in HODS (school). EAST Core Support Group. Next level of support for all young people across East Ayrshire.  
**Contact:** [Link]

**Play Therapy**  
 Support children to express their feelings through play. Support for children with emotional and behavioural difficulties.  
**Contact:** [Link]

**Play Therapy - Family Development and Community Wellbeing Team**  
 Support children to express their feelings through play. Support for children with emotional and behavioural difficulties.  
**Contact:** [Link]

**Family Support**  
 Support for families with children who have emotional and behavioural difficulties.  
**Contact:** [Link]

**Family Support - Young People Support & Respite Team**  
 Support for families with children who have emotional and behavioural difficulties.  
**Contact:** [Link]

**Family Support - Family Development and Community Wellbeing Team**  
 Support for families with children who have emotional and behavioural difficulties.  
**Contact:** [Link]

**Family Support - Family Development and Community Wellbeing Team**  
 Support for families with children who have emotional and behavioural difficulties.  
**Contact:** [Link]

### Individualised Support from the Team around the Child

A small group of children will need services or agencies to integrate their working practices to support the child's wellbeing. The TIC will identify or work with other agencies to support the child's wellbeing.

**EA Psychological Service**  
 Psychological support for children with emotional and behavioural difficulties.  
**Contact:** [Link]

**EA Speech and Language Therapy**  
 Support for children with speech and language difficulties.  
**Contact:** [Link]

**EA Social Work**  
 Support for children with social and emotional difficulties.  
**Contact:** [Link]

**EA Family Support**  
 Support for families with children who have emotional and behavioural difficulties.  
**Contact:** [Link]

**EA Youth Support**  
 Support for young people with emotional and behavioural difficulties.  
**Contact:** [Link]

**EA Health Support**  
 Support for children with physical and mental health needs.  
**Contact:** [Link]

**EA Education Support**  
 Support for children with educational needs.  
**Contact:** [Link]

**EA Community Support**  
 Support for children with community and social needs.  
**Contact:** [Link]

**EA Family Support**  
 Support for families with children who have emotional and behavioural difficulties.  
**Contact:** [Link]

**EA Youth Support**  
 Support for young people with emotional and behavioural difficulties.  
**Contact:** [Link]

**EA Health Support**  
 Support for children with physical and mental health needs.  
**Contact:** [Link]

**EA Education Support**  
 Support for children with educational needs.  
**Contact:** [Link]

**EA Community Support**  
 Support for children with community and social needs.  
**Contact:** [Link]

### Enhanced Support from the Team around the Child

This is a part of the TIC working practice which is designed to support children with emotional and behavioural difficulties. It involves working with other agencies to support the child's wellbeing.

**EA Psychological Service**  
 Psychological support for children with emotional and behavioural difficulties.  
**Contact:** [Link]

**EA Speech and Language Therapy**  
 Support for children with speech and language difficulties.  
**Contact:** [Link]

**EA Social Work**  
 Support for children with social and emotional difficulties.  
**Contact:** [Link]

**EA Family Support**  
 Support for families with children who have emotional and behavioural difficulties.  
**Contact:** [Link]

**EA Youth Support**  
 Support for young people with emotional and behavioural difficulties.  
**Contact:** [Link]

**EA Health Support**  
 Support for children with physical and mental health needs.  
**Contact:** [Link]

**EA Education Support**  
 Support for children with educational needs.  
**Contact:** [Link]

**EA Community Support**  
 Support for children with community and social needs.  
**Contact:** [Link]

**EA Family Support**  
 Support for families with children who have emotional and behavioural difficulties.  
**Contact:** [Link]

**EA Youth Support**  
 Support for young people with emotional and behavioural difficulties.  
**Contact:** [Link]

**EA Health Support**  
 Support for children with physical and mental health needs.  
**Contact:** [Link]

**EA Education Support**  
 Support for children with educational needs.  
**Contact:** [Link]

**EA Community Support**  
 Support for children with community and social needs.  
**Contact:** [Link]

# Appendix 4 - Starting a Conversation tool

### Children's Mental Health Agency - Information for Teachers and Pupils

**Helps on Scotland:** This leaflet is a resource to support teachers and pupils to understand and support young people who are experiencing mental health difficulties. It includes information on how to identify signs and symptoms, how to provide support, and how to access professional help.

**Key Points:**

- Children's mental health difficulties can affect anyone.
- It's important to talk to someone about your feelings.
- There are many ways to get help.
- It's important to take care of yourself too.

### Effective counselling techniques

**Conversation Tips**

- Active listening:** Listen to what the person is saying without interrupting.
- Empathy:** Try to understand how the person is feeling.
- Supportive:** Offer support and encouragement.
- Non-judgmental:** Don't judge the person or their feelings.

### Approach, ask and assist

**A** Approach: Ask the young person about their feelings and what they are experiencing.

**L** Listen: Listen to what the young person is saying and try to understand how they are feeling.

**G** Give support and information: Offer support and information to help the young person understand their feelings and what they are experiencing.

**E** Encourage: Encourage the young person to talk about their feelings and what they are experiencing.

### Top Conversation Tip

**Ask the young person about their feelings and what they are experiencing.**

**Use open-ended questions:** Use open-ended questions to encourage the young person to talk about their feelings and what they are experiencing.

**Use reflective listening:** Use reflective listening to show the young person that you are listening and understanding.

### Staff Training and Development - CYP

**Key Messages:**

- Children's mental health difficulties can affect anyone.
- It's important to talk to someone about your feelings.
- There are many ways to get help.
- It's important to take care of yourself too.

# Appendix 5 Pupil Leaflets

## The Exchange

COUNSELLING & SUPPORT SERVICES  
A CUBE FOR YOUNG PEOPLE

**WHAT IS COUNSELLING?**  
Counselling is not complicated, it's just talking. It is talking about anything you want to talk about, honestly anything. The counsellor is a person who wants to hear about what is on your mind. The counsellor will listen to you without making any judgements and will completely respect your right to privacy. Their job is to listen and help you.  
It is a fact that your wellbeing will improve by talking about your worries to someone who is respectful and sensitive and that is what a counsellor does.

Whatever is going on for you, talking to a counsellor means there are some two of you dealing with it and you are not on your own. Counsellors have a lot of experience in helping young people and have helped with a wide range of problems such as:

BULLYING


ARGUMENTS AT HOME OR WITH FRIENDS

FEELING ANGRY, CONFUSED OR REJECTED

SELF-HARMING

DEATH OF SOMEONE CLOSE TO YOU

CONCERNS ABOUT SEXUALITY, ABUSE




**WORRIED ABOUT YOUR WELLBEING?**

**IS IT CONFIDENTIAL?**  
**YES.** You have the right to privacy and the counsellor will ensure that right is respected.  
The only exception to this is if the counsellor is concerned that you, or others are at risk of harm. In this situation, the counsellor will need to create a plan of how to keep you safe. The counsellor will talk to you about this first before any information is shared with anyone else. There is at least one counsellor working with your school. That person is not part of the school staff: they work independently.

**HOW DO I MAKE AN APPOINTMENT TO SEE THE COUNSELLOR?**  
The best way is to speak to one of the guidance teachers in your school and they will complete an on-line referral for you. It is also possible for you to do this for yourself at [exchange-counselling.co.uk/new-referral](http://exchange-counselling.co.uk/new-referral) or by scanning the QR code.  
We use text to communicate with people so make sure we either have your number or the number of an adult you trust so that we can get back to you.  
If you would just like to know more about the service please speak to your Guidance Teacher/pastoral support teacher or visit — [blogs.glovermilton.org.uk/19/10/2016/counselling/](http://blogs.glovermilton.org.uk/19/10/2016/counselling/)

Teacher/pastoral support teacher or visit — [blogs.glovermilton.org.uk/19/10/2016/counselling/](http://blogs.glovermilton.org.uk/19/10/2016/counselling/)



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The Exchange

## Psychological Wellbeing

A guide for young people in secondary schools

## EASY READ

**What is counselling?**




- Counselling is not complicated, it's just talking about anything you want to talk about.
- The counsellor will listen to you without making any judgements and will completely respect your right to privacy. Their job is to listen and help you.
- Counsellors have a lot of experience in helping young people and can help with a wide range of problems.

**What kinds of things can the counsellor help with?**


- Bullying
- Arguments at home or with friends
- Feeling angry, confused or rejected
- Self-harming
- Death of someone close to you
- Concerns about sexuality, abuse

**Is it confidential?** **YES** You have the right to privacy and the counsellor will ensure that right is respected.




- The only exception is if the counsellor is concerned that you, or others are at risk of harm. The counsellor will need to create a plan of how to keep you safe. They will talk to you about this first before any information is shared with anyone else.

**How do I make an appointment?**



- You can speak to one of the guidance teachers in your school and they will complete an on-line referral for you.
- Or you to do this for yourself online or by scanning the QR code.
- We use text to communicate with people so make sure we either have your number or the number of an adult you trust so that we can get back to you.



If you would just like to know more about the service please speak to your Guidance Teacher/pastoral support teacher or visit — [exchange-counselling.co.uk](http://exchange-counselling.co.uk) or you can scan the QR Code

## Appendix 6 - Tracking & Monitoring System



### East Ayrshire School Counselling Service Tracking and 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:

- Prior Counselling – this is a read-only field and will be automatically populated for any YP who has (at any point during their time in East Ayrshire) attended counselling
- 1st referral date
- 1st referral reason
- 1st start date
- 1st completed date
- 2nd referral date
- 2nd referral reason
- 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. The column headers can also be clicked to sort the data in a desired order.

Name	Age	Prior Counselling	1st Referral Date	1st Referral Reason	1st Start Date	1st Completed Date	2nd Referral Date	2nd Referral Reason	2nd Start Date	2nd Completed Date
------	-----	-------------------	-------------------	---------------------	----------------	--------------------	-------------------	---------------------	----------------	--------------------

#### Referral Reason Options:

Anger, anxiety, bereavement, body image, bullying, depression, emotional / behavioural difficulties, exam stress, family difficulties, gender identity, self-harm, self-worth, substance use, trauma, other.

## Appendix 7 - Waiting for Counselling

When a young person is referred for counselling, they may be put on a waiting list and so not receive any counselling support for a few weeks. 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.



### **D-EXY**

Visit the Exchange's digital wellbeing platform - [D-EXY](#).

### **Choose your Path**

**I got this** - Happy to help yourself? Pick and choose resources from the library to build your knowledge and answer those niggling questions

**Guide Me**- Choose one of our online programmes to help yourself. Perhaps you want help to deal with anxiety or maybe build your confidence. If you are looking to share your problems or maybe help someone with theirs you can join our 'Safe Space' room and chat to other young people.

**Talk to Me** - Want to book time with a professional to see what support option is best for you? This is the place

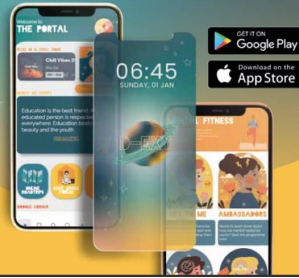
# YOU GOT THIS

in partnership with



**Build your Mental Fitness at the touch of button.**

Take charge of your wellbeing and sign up to D-EXY on Desktop, Tablet and on the Mobile App.



d-exy.com



admin@d-exy.com



0330 202 0283



## Appendix 8 - In school triage process




### East Ayrshire School Counselling Service Secondary School Triage Process

To ensure requests for Assistance to the Exchange are appropriate, please ensure the following triage process is followed by all Guidance Staff BEFORE submitting the online form.

1. Guidance Teacher should fully discuss counselling with the Young Person and ensure that the Young Person wants to attend and that counselling is the right support for them. At this point you may wish to refer to the "East Ayrshire Wellbeing Supports for Children, Young People and Families" document to explore some of the other interventions that may be more suitable including self-help resources. The Exchange Counselling leaflet can also be used to give Young People a better understanding of what counselling involves.
2. Guidance teacher should then discuss the request with the School Counselling Coordinator before submitting the request. This discussion should help to determine whether counselling is the right support for the young person or if there are other, more universal supports that could be put in place first. Again, please use the "East Ayrshire Wellbeing Supports for Children, Young People and Families" and the Secondary School Counselling Guidance Document to support the discussion.
3. If the Young Person, Guidance teacher, School Counselling Coordinator and anyone else appropriate from the Team Around the Child, are all in agreement that counselling is the right support for them, the online form can be submitted to the Exchange. However, if there is any doubt whether or not counselling is the right support for the Young Person, please do not hesitate to call either Wilma Whyte on 07843054703 or Kerry Jarvis on 07746928663.

## Appendix 9 - YP CORE



Site ID

Client ID

Letters only Numbers only

Therapist ID

Subcodes

Numbers only (1) Numbers only (2)

Date form given / /

d d m m y y y y

Male

Female

Age

Stage Completed

S Screening

R Referral

A Assessment

F First Therapy Session

P Pre-therapy (unspecified)

D During Therapy

L Last Therapy Session

X Follow up 1

Y Follow up 2

Assistance given?

(if yes, please tick)

These questions are about how you have been feeling OVER THE LAST WEEK. Please read each question carefully. Think how often you have felt like that in the last week and then put a cross in the box you think fits best. Please use a dark pen (not pencil) and mark clearly within the boxes.

OVER THE LAST WEEK...	Not at all	Only occasionally	Sometimes	Often	Most or all of the time
1. I've felt edgy or nervous	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
2. I haven't felt like talking to anyone	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
3. I've felt able to cope when things go wrong	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 0
4. I've thought of hurting myself	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
5. There's been someone I felt able to ask for help	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 0
6. My thoughts and feelings distressed me	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
7. My problems have felt too much for me	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
8. It's been hard to go to sleep or stay asleep	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
9. I've felt unhappy	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
10. I've done all the things I wanted to	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 0

**Thank you for answering these questions**

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Supported by www.coreims.co.uk

## Appendix 10 - 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 is involved with CAMHS, the PTPS 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 11- Exchange Process

**The Exchange** Supporting psychological wellbeing and emotional resilience in children, young people & families.

### PROCESS OF THE EXCHANGE

Secondary Schools

- ▶ All referrals should have an initial triage discussion, this should be with the member of staff who is concerned about the young person and Deputy Head Teacher or whomever is lead for school counselling. There will be a discussion around whether counselling is the correct form of support for the young person.
- ▶ The referral should then be made. The referrer should fill in the form and these are converted daily by our Client Support Team.
- ▶ There is a section on risk that should be completed for priority and we ask you to give as much information as is relevant, for reporting and for the counsellor reading the referral.
- ▶ The young person will then be sent a text with an appointment time and the referrer can ask the named person to access the diary or call us if they need an update on where the young person is in the process. No clinical details would be divulged, just an update on the timings of young person's journey.
- ▶ A young person can also self refer, confidentiality is discussed with the young person at this point as typically one member of school staff would need to know for absence. If this is not acceptable, we can of course arrange virtual sessions with the young person.
- ▶ Sessions would commence with a screening and then 5 sessions. Counsellors can also request extra sessions through our extension procedures, should they feel there is a need for further support.

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.

03302 020 203  
EXCHANGE-COUNSELLING.COM

THEEXCHANGEWELLBEING  
THEEXCHANGEWELLBEING  
EXCHANGEWA

## Appendix 12 - Self Referral Posters

**WORRIED ABOUT YOUR WELLBEING?**

**Confidential SUPPORT**

**trained COUNSELLORS**

**face-to-face & Live Chat**



SCAN TO REFER YOURSELF FOR SUPPORT NOW!



**The Exchange**

The poster features a group of five diverse young people standing in a row against a light grey background. From left to right: a young woman with long pink hair wearing a pink hoodie and a green plaid skirt; a young man with blonde hair wearing a white t-shirt and bright yellow pants; a young woman with dark curly hair wearing a yellow sweater and purple shorts; a young man wearing a red and white striped t-shirt and blue jeans; and a young woman with blonde hair wearing a bright yellow jumpsuit and holding a camera. The background of the poster is split into an orange top section and a light grey bottom section.

## Appendix 13 - Secondary good practice guide, The Counselling Environment

### 4

## The Counselling Environment

The Pupil Support team at St Joseph's Academy had reflected on the importance of having a safe, welcoming and confidential space for pupils to access counselling. They wanted to make it a welcoming and calm space for their young people and ensure it had helpful information for them to access in it.

Currently the room has the following items:


- Couch
- Lava lamp
- Lamp for mood lighting
- Phone (can make external calls or internal)
- List of Internal phone numbers for all staff
- Tissues
- Fidget toys / stress balls
- Small table
- Posters with numbers for Samaritans, Breathing Space & Childline
- Pillows
- Throw
- Bean bags
- Colouring books
- Coloured pencils

They have put a display outside the room with photos of the counsellors, names and days/times in school. The room is situated in a quiet part of the school, next to the pupil support staff base.

Staff, Young People and Counsellors at Grange Academy have also commented positively on their counselling room. The room is bright and welcoming, with appropriate posters and signposting resources displayed. It is right next to the Guidance staff office, which means positive relationships and communication were formed very quickly at Grange Academy. It is also discreet and confidential and is in a quiet space in the school so that sessions are not interrupted.



## Appendix 14 - Procedures to ensure YP can access school counselling confidentially



East Ayrshire Council  
Comhairle Siarraidh Air an Ear

### East Ayrshire School Counselling Service

#### Procedures for Secondary schools to ensure Children and Young People can access support confidentially

Children and Young People (C&YP) who are over the age of 12, have the right to confidentiality when accessing support from the School Counselling Service. For most C&YP, the referral will have been made by their guidance teacher, however it is crucial that they are able to attend their appointment without anyone else in the school being aware of this. This includes class teachers, other pupils and school office staff.

Some pupils will choose to self refer to the service. In these cases, for attendance records, someone in the school will have to be aware that they are attending an appointment but the nature of this appointment does not need to be disclosed.

#### Ensuring all pupils can attend appointments confidentially

- Counselling slots must align to class period times to ensure pupils never have to be removed from a class
- Counselling appointments should be recorded using a discrete code on Seemis (SCH)
- If a Young Person doesn't show for an appointment, there should be a procedure in place to ensure they can be contacted discretely. Guidance staff or counsellors should avoid going into a class to let a Young Person know they have a counselling appointment. A suggested approach may be a phonecall to the class teacher to let them know the YP has an appointment and should be released from class. This should always be as discrete as possible.

#### Confidentiality during a counselling session

- The Counselling Room should be discrete and private. If it's in a busier part of the school and there is a chance that people can see in the room, please be creative and find ways to cover the windows/doors to ensure confidentiality.
- If access to the counselling room is only given through a fobbed door, please give consideration to how the YP get access through this door. Young People shouldn't have to tell office staff they are going to a counselling session.

#### Self Referrals

- The School Counselling Lead where possible, should access the Exchange online diary once per week. All YP who have an appointment should be marked using a discrete code on SEEMIS (SCH). This includes YP who are self-referrals.
- The School Counselling Lead should not discuss this with the YP or anyone else.
- If the School Counselling Lead is unable to update SEEMIS on a weekly basis, they may wish to ask an other guidance teacher or a member of office staff to take on this role. This member of staff may be given access to the online diary but must be briefed on confidentiality regarding counselling appointments.

#### Request for complete confidentiality - "Secret Referrals"

In very rare circumstances, a child may indicate on their self referral form that they do not wish anyone to know they are attending counselling. In these cases, The Exchange will do their best to get an appointment arranged outwith school hours either at their local office in Kilmarnock or over the telephone/online.

## Appendix 15 - School Counselling Leads - DHT and PT Pupil Support Remits

### East Ayrshire School Counselling Service

#### Secondary School Counselling Lead

In order for the Counselling service to run effectively, each Secondary school should have a Depute Head Teacher who links with the School Counselling Coordinator and has overall insight of the service. This will usually be a Depute Head Teacher with a remit of Pupil Support/coordination of ASN.

The DHT may also wish to appoint a PT of Pupil Support to assist with this role. The key remits of the DHT and PT Pupil Support in relation to the School Counselling Service are listed below:

**Please note – we understand structures/remits will look different in each school so these remits may be shared more equally between DHT and PT Pupil Support if appropriate or in some schools DHT may take on more of a lead role with more responsibilities**

#### Depute Head Teacher – Key roles and Responsibilities:

- Oversight of delivery of school counselling service within their establishment
- Communication with school counselling coordinator when appropriate
- Responsibility for in-school triage of referrals
- Liaising with Head Teacher to ensure school counsellors have a suitable, private room to use for counselling sessions

#### PT Pupil Support – Key Roles and Responsibilities:

- Regular communication with school counselling coordinator
- Attending Quarterly meetings with School Counselling Coordinator and feeding back to Pupil Support Staff
- Regular communication with guidance team about the school counselling service including sharing of emails, minutes from meeting etc
- Sharing information about the school counselling service with ALL school staff, young people and parents
- Ensuring all Young People know how to make a self-referral
- Liaising with school counsellor to ensure counselling Room is suitable and kept up to date as per feedback shared by School Counselling coordinator
- Providing a safe space for young people to access immediately after a counselling session, if required
- **Provide appropriate support for teachers who may have to deal with any immediate after-effects**
- **Informing counsellor or any significant events relevant to a young person**
- Regular communication with school counsellor and School Counselling Manager
- Communication with Exchange to ensure appointment system is up to date
- Supporting with the collection of data and feedback on the service
- Regularly updating the local authority Tracking & Monitoring System

## Appendix 16 - Language used by counsellors

### 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 17 - Practical arrangements for using a counselling 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	
An appropriate space has been identified for counselling, which: <ul style="list-style-type: none"> <li>is unlikely to be disturbed</li> <li>has a phone installed</li> <li>is comfortable</li> <li>has blinds at the window for privacy</li> <li>has lockable cabinets for storage of records</li> </ul>	
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	
There has been discussion and agreement with the counsellor about: <ul style="list-style-type: none"> <li>The maximum length of any individual counselling session</li> <li>The frequency of counselling</li> <li>The maximum duration of counselling e.g., how many sessions</li> <li>The procedure for the counsellor to follow if and when a pupil does not attend a planned counselling session</li> <li>The procedure that the counsellor follows if and when a pupil wishes to withdraw from counselling</li> <li>What arrangements are in place for a pupil if the counsellor is absent</li> </ul>	
Agreed processes from the school counselling guidance document are followed to ensure that the pupils' voice is included in any Request for Assistance to the counselling service including: <ul style="list-style-type: none"> <li>Checking their understanding about why this being suggested</li> <li>Discussion with them about what it is hoped the counselling intervention will achieve</li> <li>Checking their understanding of their right to participate and/or to withdraw at any time</li> </ul>	
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	
Confidentiality and the limits of this has been explained to the pupil, taking into account that: <ul style="list-style-type: none"> <li>There is a confidential relationship between counsellor and client, to a point</li> <li>Any child protection concerns will need to be communicated to the child protection coordinator and action taken, if necessary</li> <li>Feedback on progress (but not details of discussions) needs to be shared with the Named Person</li> </ul>	
Self-referral processes have been discussed and agreed, including: <ul style="list-style-type: none"> <li>How does a pupil self-refer?</li> <li>Who knows this is happening? E.g. how does the counsellor agree with the young person what information they pass to the Named Person?</li> <li>How is it monitored? E.g. how do the pupil and counsellor agree what the purpose or aim is, and how is progress against this aim communicated with the Named Person?</li> </ul>	
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 18 - Pupil Feedback on School Counselling Service

Year Group of Pupil	
Gender Identity	
QUESTIONS	
1/ What did you hope to get from attending the counselling sessions?	
2/ What was good about attending the counselling sessions?	
3/ Is there anything that could be improved about the counselling service?	
4/ Is there anything you have learned in the counselling sessions that you think may help you in the future?	

## Appendix 19 - Parent/Carer Leaflets



**The Exchange**  
COUNSELLING & SUPPORT SERVICES  
A GUIDE FOR PARENTS

Counselling provides a private place where a person can talk about things which are troubling them. Talking things over with a professional counsellor who is separate from the person's life helps them to feel less isolated and more able to cope with problems. Some of the difficulties people bring to counselling include:

- BULLYING
- PROBLEMS AT HOME OR WITH FRIENDS
- FEELING ANGRY, CONFUSED OR REJECTED
- CONCERNS ABOUT SAFETY, SECURITY, ANXIETY OR SELF-HARM
- DIFFICULTIES AT SCHOOL OR EXAM STRESS
- DEATH OF SOMEONE CLOSE

The counsellor is not going to tell the young person how to live their life, but does support them to make healthy choices and to find better ways to cope with difficulties.

**WHO DOES THE COUNSELLING?**  
The counselling is provided by a professionally qualified counsellor who is not a teacher or a member of the school staff. The counsellor works for the counselling organisation called The-Exchange. Although the counsellor is not a member of the school staff it is essential that the counselling service works within the culture, values and procedures which the school promotes.

For more information about The-Exchange you can visit their website at [exchange-counselling.com](http://exchange-counselling.com) additional support and resources for parents are available on their resource site - [exchange-resource.net](http://exchange-resource.net)

**IMPORTANT QUESTIONS ABOUT COUNSELLING**

Is counselling confidential? **YES**  
Are school staff told about what the young person discusses in counselling? **NO**  
Are parents told about what the young person discusses in counselling? **NO**  
Are there any exceptions to this? **YES: 3 EXCEPTIONS**


- The-Exchange recognise the benefits of working with parents where possible to support strategies/interventions that are used in the counselling sessions. Where appropriate, they will aim to include parents in the process – this will be in agreement with the young person.
- Occasionally, if counsellors become concerned for the safety of the young person they will support her/him by accompanying the person to go and talk to another person about their concerns.
- Very occasionally the young person may speak about something which indicates that they (or others) are at risk of harm. The counsellor will try to persuade the young person to seek appropriate help. If the person remains unwilling to do this but the counsellor is still concerned for their safety, the counsellor will take action and act on behalf of the young person in line with EAC Child protection procedures.

The aim of the service is to support the emotional well-being and mental health of young people and we do not seek to influence their values or beliefs. The counselling offered is respectful and sensitive to the young person's values and beliefs and to his/her background, up-bringing and culture.

The-Exchange is part of an independent counselling organisation called **Therapeutic Counselling Services**, a member of the **British Association for Counselling and Psychotherapy**. If you or the young person are unhappy about the service we provide, you can discuss this with a senior manager and if necessary make a complaint by calling **03302 020263**.

If you would like further information about the Counselling Service, please contact your child's Guidance Teacher or visit [blog.glowscotland.org.uk/hq/schoolcounselling/](http://blog.glowscotland.org.uk/hq/schoolcounselling/)



 **Psychological Wellbeing**  
A guide for parents in secondary schools **EASY READ**


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**What is counselling?**

Counselling provides a private place where a person can talk about things which are troubling them.

Some of the difficulties people bring to counselling include:


- Bullying
- Problems at home or with friends
- Feeling angry, confused or rejected
- Difficulties at school or exam stress
- Death of someone close
- Concerns about sexuality, abuse or self-harm



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**Important Questions**

- Is counselling confidential? **YES**
- Are school staff told about what the young person discusses in counselling? **NO**
- Are parents told about what the young person discusses in counselling? **NO**
- Are there any exceptions to this? **YES: 3 EXCEPTIONS**




1. Sometimes it can be helpful to include parents in the process.
2. If counsellors become concerned for the safety of the young person they will support them by accompanying the person to go and talk to another person about their concerns.
3. If the young person speaks about something which indicates that they (or others) are at risk of harm. The counsellor will take action and act in line with Child Protection procedures.


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**Who does the counselling?**

- The counselling is provided by a professionally qualified counsellor who is not a member of the school staff.
- The Exchange is part of an organisation called Therapeutic Counselling Services, a member of the British Association for Counselling and Psychotherapy. If you are unhappy about the service we provide, you can discuss this with a senior manager by calling **03302 020283**.



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 For more information you can visit our website at [exchange-counselling.com](http://exchange-counselling.com)  
Additional support and resources for parents are available on our resource site - [exchange-resource.net](http://exchange-resource.net)

## Appendix 20 - 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 21 - Safeguarding Incident Report Form

Client ID:	
Counsellor Name:	
Location:	
Date of incident:	
How long have you been working with this client?	
What reason do you have to be concerned for the safety of the client or others connected to this client?	
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.]	
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.]	
Have you discussed your concerns with the client and why you believe this information needs to be shared with a third party?	
Have you discussed the possibility of the client sharing this information with a third party?	
Is the client willing to share this information with a third party?	
Have you discussed the possibility of you (the counsellor) sharing this information with a third party?	
Is the client willing for you (the counsellor) to share this information with a third party?	
Have you made it clear to the client what you will do?	
Have you agreed how you will communicate with the client going forward?	
The senior person(s) within the organisation who you reported this incident to	
Date of the reporting to the senior person	
When is your next appointment with the client?	
Signed	Date

## Appendix 22- References

Association of Scottish Principal Educational Psychologists (ASPEP) position paper (2019)

*Counselling in schools – an approach to support effective implementation*

BACP (2018) *Ethical Framework for the counselling professions*

BACP (2006) *Good Practice Guidance for counselling in schools, 4th edition*

Department of Education (2017) *Peer support and children and young people's mental health*

Education Scotland (2014) *Health and Wellbeing responsibility of all. Making the links...making it work*

Gordon, J and Platt, S. (2017) *Going to be alright? A report on the mental health of young people in Scotland*

Scottish Government (2020) *Guidance for Education Authorities Establishing Access to Counselling in Secondary Schools*

Young Minds (2017) *Wise up, Prioritising Wellbeing in schools*