Guidelines for the Provision of Counselling, Psychotherapy and Play Therapy in West Sussex Schools

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The West Sussex Children's Trust guidelines for the provision of counselling in Schools has been produced in response to the growing number of schools in West Sussex who wish to commission counselling provision. It is essential that as this provision grows, good practice and quality assurance remain at the forefront of service provision.

The emotional wellbeing, mental health and educational attainment of children and young people in schools in West Sussex is imperative if each child and young person is to develop to their full potential and receive the best possible life chances. In order to reach this goal, schools must be certain of quality assurance and that any services delivered are of the highest clinical standards. Counselling services need to be constantly monitored and evaluated to ensure the best possible outcomes for children, young people, their families and whole school community.

These guidelines are to protect both the needs of the school and the counsellors working in West Sussex and are devised to work alongside the British Association for Counselling and Psychotherapy's guidelines and ethical framework. The guidelines cover all areas of psychotherapeutic intervention in both primary and secondary schools and also sixth forms and colleges.

Acknowledgements:

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1. Introduction

The West Sussex Children's Trust is dedicated to supporting high quality school counselling provision across the whole of the county. These guidelines are aimed to help schools and Head Teachers in developing counselling provision for their school and also offer support and guidance for schools that employ counsellors directly. They ensure that counselling provision across the County is of the highest standard, being constantly evaluated and monitored to provide the best possible outcomes.

2. What is Counselling?

In these guidelines, counselling refers to all types of specialist psychotherapeutic interventions including counselling, psychotherapy, art therapy, music therapy, drama therapy and play therapy. The counselling we are referring to is formal specialised counselling, which should not be confused with counselling skills that can be used by a range of other professionals including teachers and learning mentors.

Formal specialised counselling is provided by highly-trained counselling specialists who work to a strict code of ethics laid down by The British Association of Counselling and Psychotherapy (BACP). The BACP makes a clear distinction between counselling skills used by staff in schools and the process of counselling provided by counsellors. These guidelines address the role of the professional counsellor as a specialist in schools:

'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. It is always at the request of the client as no one can properly be 'sent' for counselling. 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. Counselling is a way of enabling choice or change or of reducing confusion. It does not involve giving advice or directing a client to take a particular course of action. Counsellors do not judge or exploit their clients in any way. In the counselling sessions the client can explore various aspects of their life and talk about their feelings openly in a way that is rarely possible with friends or family. 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. Acceptance and respect for the client are essential for a counsellor and as the relationship develops, so too does the trust between the counsellor and client.

This enables the client to look at many aspects of their life, their relationships and themselves which they may not have considered or been able to face before. The counsellor may help the client to examine in detail the behaviour or situations that are proving troublesome and to find an area where it would be possible to initiate some change as a start. The counsellor may help the client to look at the options open to them and help them to decide the best for them'

Good Practice Guidance for Counselling in Schools 4th Edition BACP

3. Commissioning a Counsellor in a School

If schools are looking to commission a counsellor they need to make sure they have a good understanding of what the school's needs are and ensure the service or individual commissioned can accommodate and meet these expectations.

There are different ways schools can commission or access school based counselling:

- They can commission WSCC's School Counselling Service: Your Space
- Use an outside agency or service provider
- Employ a counsellor direct
- Commission a self-employed counsellor (commissioning a counsellor on a self-employed basis has extra considerations for schools and governing bodies. They need to make sure tax and NI contributions are covered and that the employee is truly self-employed).

Counsellors in schools can offer a whole range of specialised services including the following:

- Individual psychotherapeutic counselling
- Play therapy
- Creative arts psychotherapy
- Psychotherapeutic groups on issues such as transition, bullying and bereavement
- Parent assessments and intensive support for parents and carers
- Support and consultation for teaching staff
- Training and Continued Professional Development on all issues involving children's emotional well being and mental health

4. What Qualifications Should a Counsellor Have?

Personal Qualities

The personal qualities of a school counsellor are vital. Counsellors need to be empathic and sensitive to the different needs of individual schools and their communities. School counsellors need to be flexible in their approach to schools and be able to form good working partnerships.

Counsellors also need to be able to form good working relationships with the vulnerable children and young people referred for counselling, who at times can be challenging and are often deeply traumatised. They need to be approachable and be able to create safe trusting relationships with often hard to reach children and young people.

Although the personal qualities of the counsellor are of vital importance, it is absolutely essential that this is imbedded in a sound specialised theoretical and skill-based training of the highest quality:

'The personality and natural skills of the counsellor should have been reinforced with sound training. Given the vulnerability of the client group within schools, it is imperative that counsellors are qualified in stringent theoretical principles and able to demonstrate a high level of practice skills. They should have obtained, or be aiming for, BACP accreditation, United Kingdom Register of Counsellors (UKRC) registration or equivalent.' Good Practice Guidance for Counselling in Schools 4th Edition BACP

Qualifications and Registration

A therapist's counselling qualifications should demonstrate a high level of training and practice. It is essential that counsellor's work to an ethical framework such as that laid down by the BACP and that only highly qualified and specialised counsellors are employed. Service Providers and Head Teachers should apply a minimum entry level for counsellors working in schools. The job description and person specification used by Your Space (WSCC) can be found in the appendix and could be used as a guide or proforma.

All counsellors should be qualified to at least diploma level and have a minimum of two years post-qualifying experience of working with children and young people in schools. The BACP offers the following guidelines regarding qualifications, experience and training hours:

'Schools are advised to ensure that counsellors have completed adequate number of training hours as part of their counselling training. BACP accredited courses have a minimum of 450 hours teaching time. In addition

to training, a minimum of 100 hours supervised counselling practice, ideally working with children or young people, is required in applicants for school counselling posts. Counsellors working with children and young people should have additional specialised training in, and/or experience in working with, this age group. Training in play therapy or arts therapy is recommended for those working with younger children' Good Practice Guidance for Counselling in Schools 4th Edition BACP

Using 'play or art as therapy' does not mean the therapist is an accredited art or play therapist and schools should be mindful of this when choosing a therapist.

Trainee Counsellors

If schools are approached by an unqualified counsellor or therapist offering to provide a service free of charge, this should be approached with caution.

Trainee counsellors should never be used in place of fully-qualified salaried therapists and should only be placed in schools alongside commissioned and experienced counsellors who can monitor and supervise their work. Trainee counsellors should not work with more than 3-4 clients per week.

'If counsellors are not yet fully trained they should be working towards completing their training and accreditation and should only be engaged when a counselling service is well established in a school. A trainee should be placed with experienced, salaried counsellors who are able to monitor the trainee's work. Trainees should not be used in place of qualified counsellors to staff a school counselling service. Client contact time should be kept to a few hours per week. All school counsellors, whether qualified or in training should be working within a recognised ethical framework.'

Good practice Guidance for Counselling in Schools 4th Edition BACP

Health Professionals Council Registration

If schools are considering employing art, music or drama therapists, these professions are all registered with The Health Professionals Council. Legally these therapists must hold a current registration certificate to practice. Schools can check registration details by contacting:

The Health Professionals Council on 0845 300 4472 or online at: www.hpc-uk.org/aboutregistration/theregister/access

There is a possibility that in the near future counsellors, psychotherapists and play therapists will also be added to the register.

5. Clinical Supervision

All counsellors must receive regular ongoing clinical supervision for their counselling practice. Clinical supervision is imperative in maintaining clinical standards and ensuring best possible outcomes for both the client and the school:

'The main objective of supervision is to ensure that the counsellor maintains ethical competence and confidence in their counselling work with children and young people. The supervision process enables counsellors to think creatively so that they can give the best possible service to the client.' Good Practice Guidance for Counselling in Schools 4th Edition BACP

The requirements for supervision can be found in the BACP's ethical framework and guidelines and states that counsellors must receive a minimum of one and a half hour's supervision per month. However, this is only a minimum requirement and is dependent on caseload and means that most school counsellors will need considerably more supervision in order to practice in accordance to the guidelines.

BACP holds a register of qualified supervisors and this can be accessed online at www.bacp.co.uk

6. Line Management

In addition to clinical supervision, counsellors working in schools require line management supervision. This must not be confused with clinical supervision as it serves a different function and is focused on the development of the service, administrative tasks and evaluation.

7. Facilities for the Counselling Room

It is important that children and young people who access counselling feel safe and comfortable. The counselling should take place in a room where they will not be interrupted or disturbed. Ideally, there should be a designated room for counselling to take place in that is different in look and feel to a classroom or office. There should be a secure filing cabinet for notes and client material and a range of materials for clients to use i.e. in primary schools, counselling rooms should have a range of play and creative arts materials such as sand trays, dolls houses, dolls, clay, puppets, paint etc. In secondary schools, counselling rooms should be equipped with sand trays, clay, paints and creative arts materials.

It is generally not the therapist's responsibility to equip the counselling room. If schools are employing therapists directly they should consider a suitable budget for creative arts resources.

The privacy of the counselling room needs to be held in the context of safe working practice. Therapists working alone with vulnerable children and young people should consult the 'Guidance for Safer Working Practice for Adults who work in Educational Settings 2009' issued by WSCC.

8. Referrals

It is important for each school to have a designated counselling co-ordinator (often the SENCO or the Head Teacher) and for the counsellor to regularly liaise and meet with the co-ordinator to discuss and prioritise referrals. The counsellor and co-ordinator should establish clear protocols and criteria for referrals.

Children and young people referred for counselling must agree to the referral being made and parental permission must be obtained for primary aged children or any young person who is not believed to be Gillick Competent. This means the counsellor has assessed the young person and believes they are of a sound mind and understanding to give informed consent to receive counselling; that they understand what counselling is and are able to make an informed choice.

The child or young person must not engage in counselling or therapy with more than one agency or counsellor at any time.

There are many reasons why a child or young person may be referred for counselling. They may have experienced a traumatic event or a bereavement or be emotionally distressed over a significant period of time. Reasons for referrals include:

- Family breakdown
- Bereavement
- Anxious or obsessional behaviour
- Stress
- Loss
- Abuse
- Trauma
- Self harm
- Peer relationship difficulties
- Bullvina
- Poor mental health

This list is not exhaustive. The effects of emotional upset and distress presents itself in different ways, but often will manifest itself in a change of behaviour. Some children and young people become withdrawn and quiet, internalising their distress.

Other children and young people may act out their feelings resulting in disruptive behaviour and possible exclusions from school. Counselling can be an effective way to re-engage and re-integrate children and young people back into the school system and works well alongside appropriate boundaries set by the school regarding behaviour. Counselling helps children and young people to regulate their emotions and emotional distress which means they are more able to engage with education and school life, improving their educational attainment.

Once a counsellor has made a psychotherapeutic assessment of a child or young person they can make appropriate onwards referrals to other agencies if the need should arise. Onwards referrals should always be made in partnership with the school and child or young person (parental consent may also need to be given depending on the age of the child).

9. Parental/Carer Permission

When working with primary school aged children, parent or carer permission must be obtained before any counselling begins. It is important that we are clear exactly who holds parental responsibility for a child as this could be a variety of people, including the birth parents or other persons as determined by a court of law such as relatives or the local authority.

Counsellors should meet with primary aged children's parents or carers before the work commences to alleviate any fears or worries they may have about counselling, to seek consent for the work to begin and also to get a full history from the parent or carer. Counsellors will then keep in touch with parents and carers throughout the work and meet again at the end to offer feedback. Depending on the nature of the work with a child and the issues raised, it maybe helpful for parents or carers to attend joint sessions.

When working with secondary school aged young people, it is not necessary to get parental or carer consent as long as the young person is deemed to be Gillick Competent by law. Parents and carers should automatically be made aware of any publicity about the school counselling service and how it works as a matter of course when their child joins the school. Whilst it is important to work in partnership with parents and carers, this should not impinge on the confidential nature of the counselling sessions:

'While working in partnership with parents/carers can benefit the counselling relationship, there should be a clearly stated policy of commitment to protect counselling confidentiality which sets definite limits to parental involvement, decisively underpinned by both ethical and legal factors'

Good practice Guidance for Counselling in Schools 4th Edition BACP

10. Confidentiality Policy

Confidentiality is crucial in order for children and young people to be able to access counselling and express their distress and feelings at psychotherapeutic depth. Confidentiality is one of the key tools a counsellor has in working with a child or young person and building a good working relationship based on trust. Whilst confidentiality is crucial in counselling it cannot ever be absolute, safeguarding children and young people must always be at the forefront:

'Good practice dictates the use of a clear contract to explain to children and young people the boundaries of confidentiality a school counselling service can offer. Children and young people should not be offered levels of confidentiality that cannot be kept. It is the counsellor's responsibility to explain to pupils clearly and periodically exactly what this means in practice. They should be assured that the best decisions regarding confidentiality would be made in the interest of safeguarding and promoting clients' welfare, preferably with their knowledge and consent. Counsellors should do everything within their means to ensure that this is always the case.' Good Practice Guidance for Counselling in Schools 4th Edition BACP

Although confidentiality is vital, this does not mean that counsellors cannot act as consultants for teaching staff on issues of emotional wellbeing and mental health. Counsellors can offer consultancy to teaching staff without breaking confidentiality. Counsellors need to keep strict boundaries around confidentiality, but this does not exclude them from being part of the school team and acting as a consultant.

11. Child Protection Procedures

All counsellors and therapists working in schools in West Sussex should follow the West Sussex Child Protection and Safeguarding Procedures. There are exceptional circumstances where, in the interest of safeguarding, confidentiality in counselling must be breached and direct action taken in order to safeguard a child or young person. All counsellors and therapists must adhere at all times to procedure and report any concerns to the designated child protection teacher in each school.

12. Enhanced Criminal Records Checks (CRBs)

Schools and Governing Bodies need to follow rigorous procedures around vetting and Enhanced Criminal Records Checks (CRBs). For the most up-to-date guidance and requirements schools should consult the Schools HR Guide on the West Sussex Grid for Learning (WSGfL).

13. Public Liability Insurance

Due to the nature of counselling children and young people, counsellors must have adequate professional indemnity insurance to protect themselves from the risk of litigation arising from claims of negligence or breaches of confidentiality etc.

A self employed person must provide evidence of current public liability insurance. A school should see sight of the original certificate and keep a copy to be displayed and on file.

Where a counsellor is not employed on a WSCC contract, schools must make sure they have requested and seen the counsellor's insurance details and ensure the insurance covers both public liability and professional indemnity. This is a WSCC requirement. For up-to-date guidance please consult the Schools HR Guide on the West Sussex Grid for Learning (WSGfL).

14. Monitoring and Evaluation

It is essential, in order to ensure best practice and positive outcomes for children, young people and whole school communities, that counselling in schools is constantly tracked, monitored and evaluated. This should include a service evaluation assessing pupils, parents and teachers' satisfaction with the service and also a measurement of effectiveness using an outcome measurement showing hard evidence based data improvements in emotional wellbeing, mental health and educational attainment (including attendance and exclusions).

15. Value for Money

The definition of value for money should be defined and agreed by the Governing Body before a contract is awarded and reviewed on a regular basis. This should be constantly monitored and evaluated by the senior leadership team and the Governing Body.

Schools need to make sure they are clear about what type of service they are commissioning and how many actual counselling hours they will receive. There needs to be a clear Service Level Agreement outlining all aspects of the service including cover arrangements for leave or absence.

16. OFSTED

Counsellors working in schools should ideally produce termly and yearly reports for Head Teachers and Governors, detailing evidence based data showing effectiveness and improvements in emotional wellbeing, mental health and educational attainment. These reports could be handed to OFSTED.

'Counselling services that have been provided in schools inspected by the Office of Standards in Education (OFSTED) have been shown to:

- Complement pastoral care systems
- Support teachers' care of children and young people and their management of those with emotional and behavioural difficulties
- Offer training to teachers in counselling skills and stress management
- Provide consultation, training, support and supervision of strategies to counteract problems such as bullying and truancy
- Influence drug and sex education policies within a confidential framework
- Contribute to the personal and social educational curriculum
- Support effective child protection procedures'
 Good Practice Guidance for Counselling in Schools 4th Edition BACP

17. Complaints procedure

If the counsellor is commissioned through a service provider, any complaints should follow the procedures laid out by the service. If the school or service is an organisational member of the BACP, any complaint alleging a breach of the code of ethics and practice should be carried out in accordance with the procedures outlined by BACP.

If neither the school nor counsellor is a member of the BACP, there must be a clear complaints procedure outlined in the counsellor's contract and job description.

Schools need to give consideration, in partnership with any service provider or commissioned therapist, as to how complaints will be processed within the school and have clear complaints procedures and protocols for children, young people and the families should they wish to make a complaint.

18. Advice and Consultation for Schools

WSCC's school counselling and play therapy service 'Your Space' is able to:

- advise and help schools develop their own counselling service and
- act as a consultant regarding employing counsellors directly
- provide CPD and clinical supervision for counsellors, teaching staff and Head Teachers
- Provide a comprehensive psychotherapeutic counselling and play therapy service

For more information contact Suzanne Ryan, Head of Therapeutic Services for an informal chat.

Suzanne Ryan 07850 250407 suzanne.ryan@westsussex.gov.uk

19. Appendices

The following appendices can be used by schools as a guide or pro-forma.

Appendix A Job description and person specification in primary

schools

Appendix B Job description and person specification in secondary

schools

Appendix C Sample referral form

Appendix D Tool for reviewing aspects of partnership working. We

recommend that the working arrangements of a contract

for services are reviewed annually

Appendix A

Your Space Counselling and Play Therapy Service WSCC Inclusion in Learning

JOB DESCRIPTION

Primary School Counsellor/Play Therapist

LINE MANAGEMENT

This position is line managed by the Head of Counselling.

RESPONSIBLE FOR

The development and provision of a counselling and play therapy service in primary schools.

JOB PURPOSE

To deliver an easily accessible counselling service and provide the highest clinical standard of counselling and psychotherapy provision to children aged 4-11 years.

MAIN RESPONSIBILITIES:

Service Provision

- To provide in conjunction with the Counselling Service Manager, an appropriate environment for counselling to take place on the school site
- To provide an on-site, high-quality professional counselling, play and psychotherapy service to individual primary pupils
- To work in partnership with other professionals and agencies including Social and Caring Services and CAMHS
- To set up and maintain an accessible appointment system, flexible to the needs of the school and pupils
- To liaise on a regular basis with the Head of Counselling to discuss any issues of clinical or service concern
- To work in partnership with the Head of Counselling and the designated Child Protection Officer on all issues of safeguarding in accordance with WSCC's safeguarding procedures
- To establish appropriate referral routes to the service and to facilitate onward referrals where necessary
- To report at least on a termly basis the progress of the service
- To carry out some administrative work associated with the role of School Counsellor.

Clinical Work

- To provide assessments and individual counselling and psychotherapy appointments to pupils attending the school
- To provide group counselling and psychotherapy sessions with pupils where appropriate
- To keep suitable counselling/psychotherapy case records according to BACP counselling policy, legal and other requirements, ensuring that all counselling/psychotherapy case records and files are maintained and securely held
- To work at all times within the ethics and guidelines of the BACP
- To regularly attend clinical supervision in accordance with BACP requirements
- To provide supervision for up to two honorary therapists.

Other

- To work within the school support structures and practices
- To offer information, training and support as required by the service e.g. peer listening, training, group work
- To carry out any other tasks that may from time to time be requested and that are in accordance with the post holder's capabilities.

Appendix A

Your Space Counselling and Play Therapy Service

PERSON SPECIFICATION

School Counsellor/ Play Therapist

The job description outlines the main duties and responsibilities of this post and this person spec lists the requirements to perform the job. Candidates will be assessed according to the extent to which they meet this specification. It is therefore important to address all aspects of the person specification when completing the job application.

Essential

- Graduate or Post Graduate qualification in counselling or psychotherapy [of two years minimum duration including personal therapy]
- BACP Accreditation or a willingness to work towards Professional Accreditation
- Experience of working with primary aged children, including working with risk issues
- A willingness to use creative arts therapeutically
- Experience of having worked within a multi-agency setting as well as independently
- Flexible interpersonal attitude
- An understanding of psychotherapeutic theory and practice and the capacity to use both flexibly in working with children
- Good written and verbal communication skills
- Experience of managing administrative tasks to include monitoring and evaluations to ensure the best possible outcomes for each child, young person, their families and whole school communities
- To be able to work competently on a time limited basis
- An in-depth working knowledge of Child Protection issues and safeguarding
- An in-depth understanding of child developmental processes.
- Demonstrate a working understanding of the principle of equal opportunities as it applies to the context of the post.

Desirable

- Experience of working in a school setting.
- Experience and/or knowledge of local statutory and voluntary agencies.

Appendix B

Your Space Counselling and Play Therapy Service WSCC Inclusion in Learning

JOB DESCRIPTION

Secondary School/Academy Counsellor

LINE MANAGEMENT

This position is line managed by the Head of Counselling.

RESPONSIBLE FOR

The development and provision of a counselling service in secondary schools and academies.

JOB PURPOSE

To deliver an easily accessible counselling service and provide the highest clinical standard of counselling and psychotherapy provision to children aged 11-19 years.

MAIN RESPONSIBILITIES

Service Provision

- To provide in conjunction with the Counselling Service Manager, an appropriate environment for counselling to take place on the school site
- To provide an on-site, high-quality professional counselling and psychotherapy service to individual secondary pupils
- To work in partnership with other professionals and agencies including Social and Caring Services and CAMHS
- To set up and maintain an accessible appointment system, flexible to the needs of the school and pupils
- To liaise on a regular basis with the Head of Counselling to discuss any issues of clinical or service concern
- To work in partnership with the Head of Counselling and Designated Child Protection Officer on all issues of safeguarding in accordance with WSCC's safeguarding procedures
- To establish appropriate referral routes and to facilitate onward referrals where necessary
- To report at least on a termly basis the progress of the service

 To carry out some administrative work associated with the role of School Counsellor

Clinical Work

- To provide assessments and individual counselling and psychotherapy appointments to pupils attending the school
- To provide group counselling and psychotherapy sessions with pupils where appropriate
- To keep suitable counselling/psychotherapy case records according to BACP counselling policy, legal and other requirements, ensuring that all counselling/psychotherapy case records and files are maintained and securely held
- To work at all times within the ethics and guidelines of the BACP.
- To regularly attend clinical supervision in line with BACP requirements
- To provide supervision for up to two honorary therapists.

Other

- To work within the school support structures and practices
- To offer information, training and support as required by the service e.g. peer listening, training, group work
- To carry out any other tasks that may from time to time be requested and that are in accordance with the post holder's capabilities.

Appendix B

Your Space Counselling and Play Therapy Service WSCC Inclusion in Learning

JOB DESCRIPTION

Secondary School/Academy Counsellor

The job description outlines the main duties and responsibilities of this post and this person specification lists the requirements to perform the job. Candidates will be assessed according to the extent to which they meet this specification. It is therefore important to address all aspects of the person specification when completing the job application.

Essential

- Graduate or Post-Graduate qualification in counselling and psychotherapy [of two years minimum duration including personal therapy]
- BACP Accreditation or eligible for accreditation
- Experience of working with secondary aged children and young people, including working with risk issues
- A willingness to use creative arts therapeutically
- Experience of having worked within a multi-agency setting as well as independently
- Flexible interpersonal attitude
- An understanding of psychotherapeutic theory and practice and the capacity to use both flexibly in working with young people
- Good written and verbal communication skills
- Experience of managing administrative tasks to include monitoring and evaluations to ensure the best possible outcome for each child, young person, their families and the whole school community
- To be able to work competently on a time limited basis
- An in-depth working knowledge of child protection issues and safeguarding procedures.
- An in-depth knowledge of child developmental processes.
- Demonstrate a working understanding of the principle of equal opportunities as it applies to the context of the post

Desirable

- Experience of working in a school setting
- Experience and/or knowledge of local statutory and voluntary agencies

Appendix C

Your Space Counselling and Play Therapy Service WSCC Inclusion in Learning

Counselling and Play Therapy Referral Form

REFERRAL INFORMATION				
Date of Referral				
Source of Referral	Telephone			
School Name	Telephone			
Named Contact				
CLIENT INFORMATION				
Client Code	Year			
Client Name	Age			
Client Surname	Gender			
Disability	YES / NO			
Ethnic Origin				
Child/YP aware of Referral	YES / NO			
Parent/Carer aware of Referral	YES / NO			
Received Counselling Previously	YES / NO			
On Child Protection Register	YES / NO			
On SEN Register	YES / NO			
Looked After Child (LAC)	YES / NO			

Appendix C (contd)

ADDITIONAL NOTES/INFORMATION	
Reason for Referral	
Family Background (Please give as much history/background information possible)	

Appendix C (contd)

Academic Attainment/ Attendance/ Behaviour		
Other agencies/Professionals Inv	/olved	
Educational Psychologist		
School Nurse		
Occupation Therapist		
Social Worker		
Speech and Language Therapist		
Other Counsellor/Therapist		
General Practitioner (GP)		
Behaviour Support		
Out of School Learning		
CAMHS		
Learning Mentor		
EWO		

Appendix D

Your Space Counselling and Play Therapy Service WSCC Inclusion in Learning

Extract reproduced from CIPFA publication – Sterling Work

Partnership Arrangements

Questions to gauge that the arrangements in place adequately provide the financial and legal framework for new arrangements.

Partnership: Arrangement: Partners: Commencement date: Purpose of Partnership:

Ref	Control	Comments
I.C.		Refer to supporting documentation
1	About the Partnership	Refer to supporting documentation
1.1	Have the aims of the partnership been defined?	
1.2	Who is the lead partner?	
1.3	What are the estimated annual costs to the County Council of contributing to the partnership (analysed)?	
1.4	What (if any) is the financial liability of the County Council if all other partners chose to withdraw from or terminate the agreement?	
1.5	Are there any other contingent liabilities?	
2	Contractual Agreement	
2.1	Is there a contractual agreement which includes: - A constitution - Legal, financial and personnel responsibilities - Budgetary and accounting arrangements - The monitoring of service delivery?	
3	Constitution	
3.1	Is there a written constitution?	
3.2	Does it define management structure?	

3.3	Does it cover such issues as: - The frequency of meetings - Quoracy	
	- The recording and distribution of minutes.	
3.4	Does it identify:	
	 Each partner's responsibility in terms of financial liability (i.e. is it limited/shared) Who owns any assets and balances resulting from the partnership How the partnership will settle disputes Exit clauses and a mechanism for other variations to the agreement. Any confidentiality issues Who will fill the roles of treasurer, secretary, and auditor? 	
4	Legal Responsibilities	
4.1	What provision has been made for compliance with the law e.g. with respect to health and safety, data protection, employment and service specific legislation?	
5	Financial Responsibilities	
5.1	Who is responsible for ensuring that financial records are maintained and kept?	
5.2	Have required records been defined to ensure that all legal and other obligations are met.	
5.3	Have arrangements been made for internal/external audit as required?	
5.4	Have insurance requirements been considered e.g. personal indemnity, third party, vehicles?	
5.5	Has advice been sought on the VAT rules applying to the partnership?	
6	Personnel Responsibilities	
6.1	Who is responsible for recruiting, employing and training staff?	
6.2	Are staff clear about their roles and obligations e.g. awareness of legal liability and governance framework (particularly important in the case of directors/trustees)	

6.3	Have staff made any declarations where there may be a conflict of interest?	
7	Budgetary and Accounting	
	Arrangements	
7.1	Does the agreement include:	
	 Arrangements for approving budgets 	
	 Arrangements for monitoring 	
	expenditure	
	 Arrangements for dealing with 	
	overspends/underspends	
	- How any contributions in kind (e.g.	
	staff time or assets) are to be costed	
	and included in the cost sharing	
	arrangements	
	- What administrative/management costs	
	are to be charged to the partnership and the basis of their calculation.	
	- An agreement by all parties, where the	
	partnership will recover grant income,	
	that they will comply with all the	
	requirements specified and will provide	
	the information required	
	- Arrangements for making payments to	
	the lead authority.	
8	Monitoring of Service Delivery	
8.1	Is there a service plan including a profiled	
	budget and performance indicators?	
	If so, how many years does it span?	
	How regularly will it be updated?	
8.2	How will service delivery be monitored and	
	reported?	