



**visyon**

## **‘IN SCHOOLS’ COUNSELLING and SERVICE GUIDELINES**

**Guidelines for pastoral staff**

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**1. Aims of the document:**

- To clarify the counselling and other services that **visyon** offers to schools.
- To specify the requirements from the schools in order to provide an effective and professional service for the students.
- To work in conjunction with the BACP's (British Association for Counselling and Psychotherapy) booklet "Guidelines for Counselling in Schools"

**2. The objectives of the service:**

- To provide counselling sessions for young people on one school day per week (usually 4/5 periods)
- To provide an access point for self referrals (specific times to be arranged with school)

In order to do this **visyon** will:

- Publicise what the service offers amongst staff and students
- Publicise the availability of the service amongst staff and students
- Set up an effective referral system
- Set up a system of liaison between the counsellor and the named contacts (within confidentiality guidelines).

### 3. Statement about counselling

- **v i s y o n** can offer young people a space in which they can explore issues or events within their lives. Counselling can help create an environment of trust and relative security in which personal exploration and growth can take place.
- Counselling is about enabling a person to make sense of his her feelings, not just in relation to others, but also in how they relate to themselves.
- The overall aim of counselling is to provide an opportunity for the young person to work towards living in away s/he experiences as more satisfying and resourceful.
- Counselling is about increasing choices for the client
- Counselling is not only for when the client has reached rock bottom, the earlier help is sought, the better
- The counsellor will not judge or take over the client. Counselling is about building self-esteem and self-reliance. Counselling cannot change the young person's experiences from the past, but it can be hoped that between counsellor and client the 'creative' process will enable the traumas and conflicts be worked through and be put into historical context.

### 4. Expectations:

The in-school service in order to be effective must ensure that any informal understandings and agreements are set out in clear guidelines, in order to minimise later difficulties over interpretation or their application to actual counselling practice.

**5. v i s y o n**

**(1) Staffing**

**v i s y o n** will provide a counsellor on a weekly basis for an agreed number of sessions. The counsellor will work within the BACP Ethical Framework.

It is the counsellor’s responsibility to manage their caseload and to provide one-to-one counselling. The organisation provides the supervision and support for the workload.

**(2) Access Point**

Depending upon the agreement with the school, the counsellor will be available for young people to self refer during a specified period each week (e.g. part of lunchtime or break-time) if timing does not allow this, it will be made clear that young people can contact the service via email or telephone.

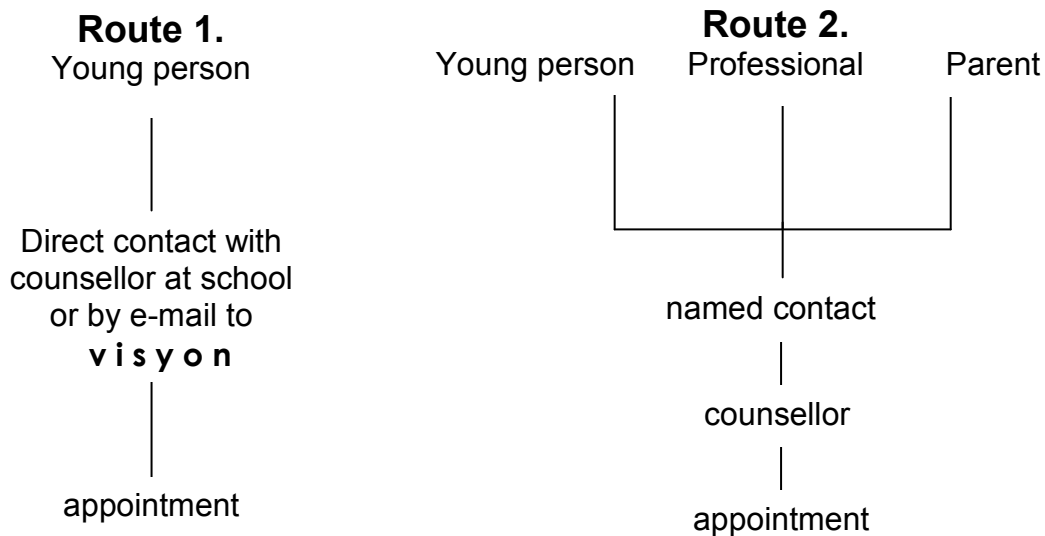
**(3) Liaison**

The counsellor will keep in regular contact with a named member of staff. The intent of these meetings will be to discuss any practical issues that may arise.

The only time when the counsellor will divulge any of the content of the sessions will be when there is a child protection or safety issue or the child/young person has requested this.

**(4) Referrals and appointments**

**v i s y o n** takes self- referrals, professional referrals and parental referrals. These can come to us via the routes described below.



**(5) Confidentiality and Child Protection**

The **visyon** policies on confidentiality can be found in Appendix 3 and on child protection in Appendices 1 and 2.

**(6) Monitoring and evaluation**

After ending contact with clients, an evaluation form (Appendix 5) will be given to every young person, in their final session, to enable reflection on and a review of the service. It is based on a form designed by the BACP and can be found in their booklet 'Guidelines for Good Practice: Counsellors in Schools'. The results will be fed back anonymously to the schools in their yearly audit.

**(7) Yearly Audit**

**visyon** will provide a yearly audit of the counselling undertaken which will include a summary of the number of sessions undertaken, cancelled and not attended and a review of the presenting issues, age and gender. If other anonymised data is required by the school then this should be requested before the start of the school year.

**(8) Promotion**

The counsellor will provide informational and simple promotional material (such as leaflets, posters and flyers). Members of **visyon**'s staff will be available for some school events, where appropriate.

**visyon** would appreciate the mention of the work that we do in school publications such as a news letter.

If your school provides a Web page, Parents' Handbook, student diary or has an informational CD, this would provide a reminder to parents and pupils of this service. Primarily, counselling and pastoral care are complimentary offering counselling demonstrates an awareness of the need to support each young person in a range of ways.

## 6. The School

### (1) *Liaison*

It is expected that communication between **v i s y o n** and the school will be a two-way process.

The school will make **v i s y o n** aware of any policies and procedures which are relevant to the counsellor's work e.g. where it is school policy to contact a parent prior to counselling being offered.

### (2) *Respect and confidentiality for those attending the service*

All involved should be sensitive about talking about the individual's contact with a counsellor. Problems in maintaining confidentiality are very rare where mutual goodwill, trust and respect exist between counsellor and school staff, between parents and school staff, and where pastoral care are aware of, and sensitive to, the rights and responsibilities of all parties involved.

### (3) *Health and Safety*

An appropriate room with good seating and lighting is essential for the health and safety of the counsellor, as well as providing a welcoming and positive environment for the client.

The school will make the counsellor aware of fire drill procedures.

### (4) *How the system works (The logistics of how, when and where)*

The counselling system within schools can be summarised in the following manner:

#### 1) **How**

- School staff identify a need or potential need for support to a student with possible stress, emotional or behavioural problems
- Staff should initially discuss with the student the need for a referral, then, with the student's permission, give their name to a named member of staff who will liaise with both the student and the counsellor to set up an initial meeting. The purpose of this meeting will be to establish whether or not therapeutic intervention is appropriate.
- It may be necessary for the schools to follow individual guidelines, for example obtaining parental consent. **v i s y o n** counsellors will assume school procedures have been followed when they receive a referral.

- Appointment reminders must be treated with the utmost discretion to maintain client confidentiality. See Appendix 4, Appointment Slip.

A wide range of people can make referrals to the service and there may be situations where the counsellor at the client's request, will act as an advocate and pass on the views of the young client to other people. Counsellors will aim to be sensitive to the wishes and interests of other parties as well as those of the client and exercise careful professional judgment when difficult situations arise. It is likely that these situations will be more common in school than in any other counselling environment.

## 2) When

- A mutually appropriate day each school week will be identified for **v i s y o n** to be in school.
- The day will usually consist of the agreed numbers of sessions, each session usually will be 50 minutes in duration. In some cases, it may be appropriate to shorten or lengthen the time. In addition, there may be variations in order to accommodate the school timetable.
- During morning break or dinner break whichever is the most convenient according to contract 20 minutes may be put aside for the purpose of a 'Drop In' during which time pupils may self refer.
- The counselling "contract", specifying the number of sessions, which the counsellor makes with the client, will vary from individual to individual
- There is no upper or lower limit to the number of counselling sessions **v i s y o n** counsellors will offer an individual. (These sessions will usually be offered on a weekly or fortnightly intervals)

## 3) Where

- Counselling will take place on school premises and the appropriateness of the location is important.
- Providing a therapeutic environment is at the core of all counsellors' work
- The physical environment must:
  - ❖ be quiet. The absence of pedestrian traffic is essential to ensure confidentiality and lack of intrusive noise from outside the counselling room.

- ❖ be private – others should not enter into, see into or be able to hear the content of the counselling sessions. Distractions such as those mentioned may inhibit the building of a therapeutic relationship. A high profile / open and highly accessible location with opportunity for interruption cannot be used
- ❖ be accessible. The room should be easily accessible to all students, and not in a place that will draw attention to those using the service.
- ❖ be of adequate size with preferably natural lighting.
- ❖ be comfortable – to provide a warm, safe environment for the client and counsellor.

## 7. The Client

### (1) *Appointment times*

The client will be expected to negotiate appointment times, attend the arranged sessions and rearrange, when wanted, sessions that have been missed. Reminders may be given on request.

### (2) *Appointment Reminders*

Arrangements vary in each school, for example:

- the client is given a reminder slip at the end of each session if needed
- the client is given a reminder slip through the register on the counselling day (see The School, How the System Works)

### (3) *Responsibility for their appointments*

If the client does not attend their appointment the counsellor will offer a new appointment for the following week. If the client does not attend this appointment then the space will be offered to a new client with the understanding that the client can re-refer. Each client will be informed about this in his or her first contact with a counsellor.

Appointment times will vary/ be toggled to avoid missing the same lessons.

## In Schools Appendix 1 Child Protection Policy

### 1. Child Protection Policy

**visyon** is a charity that was set up to assist those who are particularly vulnerable, because of their age and mental ill health. The **visyon** trustees are responsible for ensuring that those benefiting from, or working with, the charity are not harmed in any way through contact with it. They have a legal duty to act prudently and this means that they must take all reasonable steps within their power to ensure that this does not happen

### 2. Introduction

It is the policy of **visyon** to ensure that every child, young person or vulnerable adult who takes part in **visyon** activities should be able to participate in a safe environment. In addition they should be protected from neglect, bullying, physical, emotional and sexual abuse. Any actions and comments made whilst dealing with young people should always be well considered and should never give rise to misinterpretation.

### 3. Key Principles

The key principles that underwrite this policy are:

- central is the well-being of the young person and this includes their continued support
- anyone under the age of 18 years is considered a child for the purposes of this document. In addition, anyone over the age of 18 years who, because of a profound mental disorder, lacks the capacity to demonstrate legal competence (as assessed under Department of Health Guidelines) is also considered a child for the purposes of this document<sup>1</sup>.
- all children's welfare is paramount.
- all children, whatever their age, culture, ability, gender, language, racial origin, religious belief and/or sexual identity have the right to protection from abuse.
- Particular awareness is required in the case of children from ethnic minority groups and those who are disabled, as these children may be especially subject to targeted abuse and/or face additional obstacles to reporting abuse.
- all personnel working with **visyon** have a responsibility to report concerns to the appropriate officer.
- suspicions and allegations of abuse will be taken seriously and responded to swiftly and appropriately.

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<sup>1</sup> These criteria are in line with, respectively, the Children Act 1989, which offers the protection of Child Protection Procedures to young people under the age of 18 (cf. **visyon** 's Policy on Working with Sexually Active Young People Under the Age of 18 P14); and the Sexual Offences Act 2003 (see also the Department of Health document *Reference Guide to Consent for Examination or Treatment 2001*).

- all personnel will be provided with the appropriate documentation and support to ensure they are able to implement the Policy.
- adults working with children are also provided protection and are aware of the best practice so they can be protected from wrongful allegations.
- working in partnership with children and their parents/carers is essential for the protection of the child.
- The **v i s y o n** trustees recognise the statutory responsibility of Local Authority Social Care to ensure the welfare of children and it is committed to complying with Cheshire Local Child Safeguarding Board procedures.

#### **4. Types of Abuse**

All forms of child abuse involve the elements of a power imbalance, exploitation and the absence of true consent, whether they concern acts of commission or acts of omission.

Lord Clyde (1992) in his report into the removal of children in Orkney, suggests that *“abuse is the wrongful application of power by someone in a dominant position”*.

There has been growing awareness that the abuse of children can take many forms. The types of abuse can be found in Appendix 1 of Child Protection Procedure P.2b

#### **5. Safeguarding**

The concept of ‘Safeguarding’ encourages the viewing of child protection in its broadest sense, with the emphasis on prevention. It has been defined as, “All agencies working with children, young people and their families taking all reasonable measures to ensure that the risks of harm to children’s welfare are minimised” and, “Where there are concerns about children and young people’s welfare, all agencies taking appropriate actions to address those concerns, working to agreed local policies and procedures in full partnership with other local agencies”.

The **v i s y o n** Trustees have a duty of care towards the children with whom they have contact. Having safeguards in place within the organisation not only protects and promotes the welfare of children and young people but also enhances the confidence of trustees, staff, volunteers, parents/carers and the general public. Safeguarding children and young people is an integral part of all objectives and operations of the charity.

We will endeavour to safeguard children and young people by:

- Having in place robust, detailed and regularly-updated Child Protection Procedures, which all **v i s y o n** staff and volunteers must follow.
- Training all staff and volunteers in Child Protection.
- Valuing young people, listening to and respecting them.
- Promoting an atmosphere of trust and safety in which children feel able to raise concerns and sensitive issues.
- Responding quickly and appropriately to all suspicions or allegations of abuse or issues relating to child welfare.
- Providing parents/carers and children with the opportunities to voice any concerns they may have.

- Sharing information about concerns with agencies who need to know and involving children/young people and parents/carers where appropriate.

## **6. Application**

This policy applies across all areas of **visyon's** activities. It operates in conjunction with **visyon's** Child Protection Procedure P.2b.

This policy is a living document, which is reviewed annually and updated as required.

## **7. Distribution List**

All **visyon** personnel.

## **8. References**

Child Protection Procedure P.2b. Internal document: **visyon**, 2007.

Children Act 1989. London: Her Majesty's Stationery Office (HMSO), 1989. ISBN: 0105441899. [http://www.hmso.gov.uk/acts/acts1989/Ukpga\\_19890041\\_en\\_1.htm](http://www.hmso.gov.uk/acts/acts1989/Ukpga_19890041_en_1.htm)

Clyde Report (1992) Report of the Inquiry into the Removal of Children from Orkney in February 1991 Edinburgh: HMSO, 1992.

Policy on Working with Sexually Active Young People Under the Age of 18 P14. Internal document: **visyon**, 2007.

***Remember: - It is possible to talk to social services informally and in confidence if it is necessary to seek advice regarding a particular case (contact the Access Team for Congleton on 01625 534700)***

## In Schools Appendix 2 Child Protection Procedure

### visyon CHILD PROTECTION PROCEDURE P.2b

Anyone under the age of 18 years is considered a child for the purposes of this document. In addition, anyone over the age of 18 years who, because of a profound mental disorder, lacks the capacity to demonstrate legal competence (as assessed under Department of Health Guidelines) is also considered a child for the purposes of this document<sup>2</sup>.

#### 1. Responsibility

##### 1.1 Staff Specialist

There is a designated staff specialist on the visyon counselling team with responsibility for Child Protection and Safeguarding: as at 1<sup>st</sup> February, Christine Latham.

##### 1.2 Trustee

visyon has a nominated Trustee with responsibility for safeguarding and Child Protection. As at 1<sup>st</sup> February 2008, this person is Diane Walton.

The staff specialist and trustee roles are key to ensuring that proper procedures and policies are in place and are followed with regard to child protection issues and that there is a dedicated resource available for other staff, volunteers and trustees to draw upon.

##### 1.3 All staff and volunteers

It is the responsibility of each staff member and volunteer to be aware of the designated persons. All school counsellors have the responsibility of ascertaining who the school's Child Protection Officer is. All staff, volunteers and trustees made aware of suspicions, allegations or actual abuse, have the responsibility to ensure that this procedure is followed.

The staff specialist has designated lead responsibility for dealing with child protection issues, providing advice and support to other staff, liaising with the local authority (LA), and working with other agencies, with support and guidance where necessary from the trustee. The staff specialist must have the status and authority within visyon's management structure to carry out the duties of the post including committing resources to child protection matters, and where appropriate directing other staff. A deputy should be available to act in the designated person's absence.

##### 1.4 Broad areas of responsibility for the Staff Specialist

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<sup>2</sup> These criteria are in line with, respectively, the Children Act 1989, which offers the protection of Child Protection Procedures to young people under the age of 18 (cf. visyon's Policy on Working with Sexually Active Young People Under the Age of 18 P14); and the Sexual Offences Act 2003 (see also the Department of Health document *Reference Guide to Consent for Examination or Treatment 2001*).

**1.4.1.** To ensure each member of staff and volunteer has access to and understands **visyon**'s Child Protection Policy especially new or part time staff who may work in other locations.

**1.4.2.** To ensure all staff and volunteers have induction training covering child protection and are able to recognise and report any concerns immediately they arise.

**1.4.3.** To obtain access to resources.

**1.4.4.** To receive information from staff, volunteers, children or parents and carers who have child protection concerns and record it.

**1.4.5.** To assess such information promptly and carefully, clarifying or obtaining more information about the matter as appropriate.

**1.4.6.** To consult initially with a statutory child protection agency such as the local children's service authority, or the NSPCC Helpline, to test out any doubts or uncertainty about the concerns.

**1.4.7.** To act as a source of support, advice and expertise within **visyon** when deciding whether to make a referral by liaising with relevant agencies.

**1.4.8.** To make a formal referral to a statutory child protection agency or the police as appropriate

**1.4.9.** To liaise with CEO to inform him/her of any issues and ongoing investigations and ensure there is always cover for this role.

## **1.5 Training required by staff specialist, senior management and trustees**

**1.5.1.** To recognise how to identify signs of abuse and when it is appropriate to make a referral

**1.5.2.** Have a working knowledge of how Local Safeguarding Boards operate, the conduct of a child protection case conference and be able to attend and contribute to these effectively when required to do so.

**1.5.3.** To be able to keep accurate, secure, written records of referrals/concerns

**1.5.4.** To attend a relevant or refresher training course at least every two years

## **1.6 Raising Awareness**

It is the staff specialist's responsibility to:

**1.6.1.** Ensure **visyon**'s Child Protection Policy is updated and reviewed annually and work with the Therapy Working Group regarding this

**1.6.2.** Where a child or young person leaves **visyon** and is referred on to another agency, ensure that the new organisation has a copy of the child protection file.

**1.6.3.** Ensure that other staff and volunteers know that it is not the responsibility of **visyon** staff and volunteers to investigate suspected abuse. They should not take action beyond that detailed in this procedure.

## **2. What is child abuse?**

Child abuse is the term used when an adult harms a child or a young person under the age of 18. A child/young person is considered to be abused or at risk of abuse by parents or carers when the child/young person's basic needs are not being met either intentionally or non-intentionally.

The categories of abuse are:

- Physical Abuse
- Emotional abuse
- Sexual abuse
- Neglect
- Inappropriate behaviour, e.g. bullying, abuse of trust
- Photographic material

**(for definitions of Child Abuse see Appendix 1, with other definitions in Appendix 2)**

A child/young person's basic care must include

- Physical care and protection from harm
- Love and security
- Praise and recognition
- Intellectual stimulation and development

A person may abuse or neglect a child/young person by inflicting harm or by failing to prevent harm. A child may be experiencing abuse if he or she:

- is frequently dirty, hungry or inadequately dressed
- is left in unsafe situations or without medical attention
- is constantly "put down", insulted, sworn at or humiliated
- is seemingly afraid of parents or carers
- is severely bruised or injured
- is photographed or filmed for pornographic use
- displays sexual behaviour which doesn't seem appropriate for their age
- is growing up in a home where there is domestic violence
- is living with parents or carers involved in serious drug or alcohol abuse

This list does not cover every child abuse possibility. There may be other things in the child's behaviour or circumstances that are a cause of worry to a staff specialist or volunteer.

Abuse is always wrong and it is never the young person's fault.

### **3. Awareness of actual or likely occurrence of abuse**

There is a number of ways in which abuse becomes apparent:

- A child discloses abuse.
- Someone else discloses that a child has told him/her or that he/she strongly believes a child has been or is being abused.
- A child may show signs of physical injury for which there appears to be no satisfactory explanation.
- A child's behaviour may indicate that it is likely that he/she is being abused.
- A member of staff or volunteer's behaviour or the way in which he/she relates to a child causes concern.

### **4. Further information**

**v i s y o n** will normally want to act on a young person's behalf where it has been established that there is risk of significant harm and this will be a rational, thought through response in their best interest. Safety will not be risked for the sake of confidentiality but the young person's best interest must be considered, and their preparedness to talk to someone else (e.g. social worker or Police) may influence the course of action. The staff specialist must always be involved in the decision-making process.

**Please take note that an allegation of abuse or neglect may lead to a criminal investigation. Under no circumstances should anyone begin to carry out an investigation into suspicious concerns about a child. This is the role of the statutory services.**

It is not the worker's responsibility to decide whether or not abuse has occurred. That is the task for the professional child protection agencies following a referral to them of concern about a child/young person

**5. Action**

The welfare of a child must be paramount and there is therefore a duty to report suspicions, allegations or actual incidents to the staff specialist or Chief Executive Officer (CEO) in the case of allegations against **v i s y o n** personnel – see Point 8) or school Child Protection Officer (where applicable). Information should also be reported if you yourself have concerns that a child may be suffering harm or at risk of abuse, even if you are unsure about your suspicions. Once this initial report has been made, the staff specialist will consult with the relevant statutory agencies.

<b>What to do</b>	<b>What not to do</b>
<p>Act immediately in accordance with the procedure in this policy</p> <p>Stay calm</p> <p>Listen, hear and believe. The young person should feel supported, and in a counselling session where they are being encouraged to talk, there should be a balance between sensitivity and moving away from the detail.</p> <p>Give time to the person to say what they want. Let them know that it is OK to talk to you</p>	<p>Don't try to deal with it yourself</p> <p>Don't panic. Don't over-react. It is extremely unlikely that the participant is in immediate danger.</p> <p>Don't probe for more information; only ask for clarification. Questioning the participant may affect how the participant's disclosure is received at a later date.</p> <p>Don't make assumptions, don't paraphrase and don't offer alternative explanations</p>



- Recording should be factual, that is no reference made to your own subjective opinions.

#### **5.4 Follow up to the referral**

A referral to the Police or Social Care Access Team should be followed up in writing within 24 hours by the referrer. The name of the person who took the referral should be recorded. Social Care or the Police should acknowledge the referral within 1 working day. If they do not respond within 3 working days, Social Care should be contacted again.

#### **5.5 School responsibilities**

In school, it is the responsibility of the worker to contact the school Child Protection Officer with their concerns. Outside school following a discussion with the staff specialist, it is normal to contact Social Care. During the working day this would be the:

**Social Care Access Team (Congleton) 01625 534700.** Out of hours this would be **Emergency Duty Team 01606 76611.**

The following information may be required:

- Staff name, address, telephone number, position/role within **v i s y o n** .
- As many details about the child as possible, e.g. name, date of birth, address, home telephone number, school.
- What the reasons are for telephoning, e.g. the suspicions, allegations, what has been said, giving details of times and dates and the child's emotional state, or what the child has said in response to the suspicions/concerns. Make a clear distinction between what is fact, opinion or hearsay.
- What has been done so far.

#### **5.6 Continued support for the child**

**v i s y o n** will wish to ensure the young person's continued support. If there is a court case pending, the worker will be advised to avoid discussion of the case and will need to explore this with the young person (there may be a concern that potential evidence could be contaminated by discussion). If new facts relating to the potential case are revealed a factual record should be made of them. See ***P18 Supporting a client in court.***

#### **5.7 Non-consultation with statutory agencies**

If for any reason it is decided not to consult with a relevant statutory agency, a full explanation of why must be documented and stored securely.

### **6. Statutory Child Protection Procedures**

What happens next is entirely up to the relevant statutory agency, usually Social Care.

Enough information passed onto the agency may lead to the suspicion, allegation or actual incident being dealt with quickly with few complications, or it may lead to thorough checks with several other organisations and possibly a child protection conference.

A child protection conference involves as many people as possible (including the parents/carers and sometimes the child as well), who discuss the issues that have been raised by the suspicions, allegations, or actual abuse that has been reported and investigated. Decisions about what will happen next are made at the conference.

Quite often, the person who has made the initial report may not be contacted again unless further information is required and it is not usual practice for the relevant statutory agency to feed back developments. However, if you feel that not enough action has been taken, and the child is still at risk, concerns should be reported again or the NSPCC Child Protection Helpline contacted for advice. **The NSPCC Child Protection Helpline is 0800 800 500**

### **7. Code of behaviour for all staff, trustees and volunteers regarding work with children and young people**

Counsellors will use the policy ***P3 Assessing risk when working with clients.***

#### **You must not :-**

- 7.1.** Staff and volunteers must not start an investigation or question anyone after an allegation or concern has been raised. This is the job of the authorities. You should just record the facts and report these to the designated staff specialist.
- 7.2.** Staff and volunteers must not spend excessive amounts of time alone with children, away from others. Apart from during one-to-one counselling by a counsellor, meetings with individual children should be avoided or take place within sight of others. If privacy is needed, the door should remain open and other staff or volunteers should be aware of the meeting.
- 7.3.** Staff and volunteers are advised not to make unnecessary physical contact with children, and if absolutely necessary then with the permission of the child or young person.
- 7.4.** Taking children alone in a car, however short the journey, is not permitted. There must always be another member of staff or volunteer over 18 years old present.
- 7.5.** If a young client requires transport home or to an activity, and there is no-one who can accompany the client and the driver, a nominated taxi company will be used, where it is known that the drivers will have had a CRB check done.
- 7.6.** Staff and volunteers must not arrange to meet children or young people outside of organised activities. They must never be invited to a staff member or volunteer's home.
- 7.7.** Staff and volunteers must not exchange personal email addresses with children or young people except with the written permission of the parents and the organisation's CEO.
- 7.8.** Staff and volunteers must never (even in fun) –
  - a.** Initiate or engage in sexually provocative conversations or activity.
  - b.** Allow the use of inappropriate language to go unchallenged.
  - c.** Do things of a personal nature for children that they can do themselves.
  - d.** Allow any allegations made by a child to go without being reported and addressed, or either trivialise or exaggerate child abuse issues.
  - e.** Make promises to keep any disclosure confidential from relevant authorities.

- 7.9. Staff or volunteers must not show favouritism to any one child, nor should they issue or threaten any form of physical punishment.
- 7.10. Engage in rough, physical or sexually provocative games, including horseplay.
- 7.11. Share a room with a child or young person with regards to overnight stay.
- 7.12. Reduce a child or young person to tears as a form of control.
- 7.13. Take photographs without the consent of the young person (see Point 9 below)

**You must :-**

- 7.14. Staff and volunteers **must respect** children and young people's rights to privacy and encourage children and adults to feel comfortable enough to report attitudes or behaviour they do not like.
- 7.15. Staff and volunteers at **v i s y o n** will be expected to act with discretion with regards to their personal relationships. They should ensure their personal relationships do not affect their leadership role within the organisation.
- 7.16. Staff and volunteers are asked to refer to ***O5 Policy on Drugs, Smoking and Alcohol***
- 7.17. All staff and volunteers should be aware of the procedures for reporting concerns or incidents, and should familiarise themselves with the contact details of the designated persons. These procedures will be displayed in Reception.
- 7.18. If a member of staff or volunteer finds himself or herself the subject of inappropriate affection or attention from a child, they should make others aware of this.
- 7.19. If a member of staff or volunteer has any concerns relating to the welfare of a child in their care, be it concerns about actions/behaviours of another staff member or volunteer or concerns based on any conversation with the child, particularly where the child makes an allegation, they should report this to the designated staff specialist.

If any sections of the Code of Conduct are breached, this will be considered to be gross misconduct and will be subject to ***OP.04 Disciplinary Procedure*** or ***OP.11 Volunteer Disciplinary Procedure***.

## **8. Managing allegations against staff, trustees or volunteers**

### **8.1 Introduction**

This section is about managing allegations against staff and volunteers which might indicate that a person is unsuitable to continue to work with children or young people in their present position, or in any capacity. It should be used in respect of all cases in which it is alleged that a member of staff or a volunteer has:

- behaved in a way that has harmed a child, or may have harmed a child;
- possibly committed a criminal offence against or related to a child; or,
- behaved towards a child or children in a way that indicates s/he is unsuitable to work with children.

Any allegation will be treated in line with Cheshire County Council's Local Safeguarding

Children Board's policy and procedures. **v i s y o n** has ***O12 Whistle-blowing Policy and Procedure*** to allow staff and volunteers to express concerns about colleagues or the organisation without repercussions. There is also ***OP.05 Complaints Procedure*** to

allow others to make complaints. See **Appendix 3 Allegations Management Diagram** and **Appendix 4 Information Guide for Staff facing Allegations**.

## 8.2 Context

Allegations may be made in a number of ways:

- Direct disclosure by young people
- Indirect disclosure i.e. through written work or art work
- Complaints to the service/organisation manager from parents
- Complaints to Social Care from parents
- Complaints to Police from parents
- Reports by other colleagues or agencies

The context in which an incident occurs is crucial to understanding the incident and the definition to be ascribed to it. In order to differentiate between incidents which are of a child protection nature and those which are more properly dealt with as conduct or competency issues or to identify those allegations which are vexatious, the allegation must be considered in light of the following:

- normal function, environment, expectations and standards applied to the practitioner and with regard to the activity and circumstances in which the alleged incident occurred.

See 7 above **Code of behaviour for all staff, trustees and volunteers regarding work with children and young people**

## 8.3 Strands

There may be up to 3 strands in the consideration of an allegation:

- a police investigation of a possible criminal offence;
- enquiries and assessment by children's Social Care about whether a child is in need of protection or in need of services;
- consideration by the organisation of disciplinary action in respect of the individual.

## 8.4 Reporting

v i s y o n has identified the CEO as the senior manager with responsibility for operating this section of the procedure and the CEO is therefore the person to whom any allegation of abuse by a member of staff or volunteer should be reported. If the allegation is against the CEO, it must be reported to the Chair of the Trustees.

## 8.5 Resignations

The fact that a person tenders his or her resignation, or ceases to provide their services, must not prevent an allegation being followed up in accordance with these procedures.

## 8.6 Local Authority Designated Officers (LADO)

"Working Together" states that all county level and unitary authorities should have a designated officer with responsibility for the management and oversight of individual cases. The role of the LADO includes providing advice and guidance to employers and voluntary organisations, liaising with the police and other agencies and monitoring the

progress of cases.

The CEO will inform the LADO of all allegations by the named person with details of the allegation and the circumstances in which it was made. N.B. The CEO will not carry out any investigation at this point. This initial discussion with the LADO should also consider whether there is evidence/information that establishes that the allegation is false or unfounded<sup>3</sup>.

## 8.7 Referral to authorities

**8.7.1.** Where the initial consideration decides that the allegation does require referral to police and/or Social Care, the referral is usually followed by a strategy discussion or meeting. This is usually convened by Social Care to consider the information available and to make decisions about what action should be taken and by whom, and which of the three strands any investigation will follow.

**8.7.2.** **v i s y o n** will ensure the attendance/contribution to the discussion/meeting of a suitable representative and/or an appropriate HR advisor, provided where possible by **v i s y o n**, e.g. Youth Federation. **v i s y o n** will provide any subsequent investigation with all relevant information held about the individual concerned. The LADO will continue to provide guidance and advice.

**8.7.3.** Where the initial consideration decides that the allegation does not involve a possible criminal offence **v i s y o n** as the “employer” will deal with it where appropriate under disciplinary procedures. The LADO should continue to liaise with the organisation to monitor progress of the case and provide advice /support when required/requested.

## 8.8 Internal investigation and disciplinary processes

**8.8.1.** Where an allegation has been made, and initial considerations suggest that the incident is likely to have occurred but the behaviour complained of does not reach the threshold for referral to Social Care and Police, **v i s y o n** will set up a panel comprising the CEO, Chair of the Personnel and Management Working Group and another designated trustee. This panel will investigate the matter internally to determine whether there is need to undertake disciplinary action, or to cease to use the services of the individual, and/or refer individual’s name to the Secretary of State for possible inclusion on the appropriate barring list.<sup>4</sup>

**8.8.2.** Where a criminal investigation has been undertaken but the Police and/or Crown Prosecution Service decide not to charge the individual with an offence, or decide to administer a caution, or the person is acquitted by a Court, **v i s y o n** must still investigate the matter and consider whether to apply the organisation’s disciplinary procedures.

**8.8.3.** Disciplinary proceedings are not subject to the same burden of proof as legal proceedings. Lack of conviction or charge within itself is not an adequate defence against an allegation within the work setting or an acceptable reason for

<sup>3</sup> See Appendix 3 – Allegations Management Diagram

<sup>4</sup> Barring lists are currently under review. The Protection of Children Act List (POVA) was withdrawn in October 2007. The Protection of Vulnerable Adults list (POVA) is in operation (Feb 2008). List 99 contains the names and dates of birth and reference numbers of teachers whose employment has been barred or restricted. Not all people on this list are considered to be a danger to children. In autumn 2008, the barring and barring scheme will be phased in.

the employer not to pursue internal disciplinary investigation. There may be elements of an allegation which clearly suggest a breach of expected or appropriate standards of behaviour or propriety, or which pose a risk to the welfare of children and young people; even where no criminal activity is identified.

**8.8.4.** Inevitably, given the gravity of such allegations, the panel will be concerned to make the right decision. It is important to ensure that panel members give proper weight to all the evidence, and consider the context in which the allegation is said to have occurred, the risks incurred by the abuse having occurred, and the risk of further harm if it occurs again. The burden of proof in disciplinary proceedings requires that on balance, the evidence provided suggests that the allegation is more likely to be true than untrue in which case the panel must apply a disciplinary action appropriate to the behaviour.

**8.8.5.** As employers, the panel must also consider the duty of care to their employees; this requires ensuring the employee is treated fairly and reasonably and informed about the process to be followed<sup>5</sup>.

Consideration should be given to:

- the context in which the allegation occurred and whether this provides further insight which may mitigate risk.
- the type of activity the individual is expected to undertake,
- the level of access to children this provides,
- the indicative risks presented by the nature of the allegation and
- what, if any, mechanisms exist to reduce or manage the risk.

**8.8.6.** The internal investigation may determine that disciplinary action is not necessary and may exonerate the individual concerned. It is important that a clear and comprehensive summary of any allegations made, details of how the allegation was followed up and resolved, and a note of any action taken and decisions reached, is kept on a person's confidential personnel file, and a copy provided to the person concerned. See ***OP.04 Disciplinary Procedure and OP.11 Volunteer Disciplinary Procedure.***

## **8.9 Learning Lessons**

**8.9.1.** At the conclusion of a case, those involved in the investigation should be debriefed and the organisation should review the circumstances of the case to determine whether there are any improvements to be made, either to **v i s y o n'** s procedures or practice to help prevent similar events in the future.

**8.9.2.** Consideration will be given to any policy or practice areas which require greater exploration. This may include additional commitment to training, a more robust induction for all new staff, the use of codes of conduct, guidance for managing particularly vulnerable groups and dealing with parents.

## **9. Using Photographs, Videos and other Recordings of Children and Young People**

For information regarding Data Protection, see ***P13 Data Protection Policy.***

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<sup>5</sup> See Appendix 4 information for staff facing allegations

**v i s y o n** will make decisions about the types of images that appropriately represent the activities of the organisation. When assessing risk, it is important to be aware of the potential for the inappropriate use of images. The following steps will be taken:

### 9.1 Identification

No names, either first names or surnames will ever be posted by **v i s y o n** web-pages. Pseudonyms can be used. If a child is named, the photograph will not be used and if a photograph is used, no name will be applied to it. This reduces the risk of inappropriate, unsolicited attention from people outside the organisation.

### 9.2 Promotion of activities

Consideration will be given to the use of models or illustrations when promoting an activity.

### 9.3 Written consent

Written consent to take and use images of children or young people will be obtained prior to the taking of photographs and/or video footage. Parents will be made aware of when, where and how the images may be used in order to give their informed consent. This includes comprehensive information regarding use of images e.g. in print, multi-media, broadcast; for what purpose e.g. promotion, publicity, evaluation, audit, review; and where possible an indication of who the audience will be e.g. the general public, the participating children and their families, other organisations and institutes. **Form VO87 Parental Permission** will be used to give this information and to request and record parental permission to use an image of the person. This ensures that the parents know that an image of their child is being used by **v i s y o n**.

### 9.4 Child's permission

The child or young person will be asked for permission to use their image. This ensures that they are aware of the way their image is being used to represent **v i s y o n**. **Form VO91 Image Permission Form** is to be used to do this.

### 9.5 Images should focus on activities rather than individuals.

### 9.6 Inappropriate photographs

There is evidence that some people have used events as an opportunity to take inappropriate photographs or film footage of young people in vulnerable positions. If the press is to be invited to events where young people are taking part:

- they must be made aware of the expectation of **v i s y o n** with regard to child protection.
- they will be given a brief about what is considered appropriate in terms of content and behaviour
- they will be expected to wear identification at all times (this may need to be provided by **v i s y o n**)
- there will be no unsupervised access to young people or one-to-one photo sessions
- there will be no approval of photo sessions outside the event or at the young person's home

### 9.7 Press involvement in activities

If the press is invited to events where young people are taking part, the young people must be made aware of this and they must consent to both the taking of photographs and publication of films and photographs. The young people will be made aware that they can report to the organiser any concern they may have about being photographed or filmed for video.

### 9.8 Parents photographing

If parents or other spectators are intending to photograph or video at an event, they will be made aware of the same requirements. They will be asked to register at an event if they wish to use photographic equipment.

### 9.9 Concerns about photographs

If there is a report of any concerns about the inappropriate or intrusive use of photographs or videos, this will be treated as any other Child Protection concern.

### 9.10 Staff and volunteer recording

Staff and volunteers will only be allowed to use their own recording equipment at events if all the requirements in point 9 are fulfilled and **visyon** controls the output.

### 9.11 Image storing

All photographs and video will be stored on CD-ROM or DVD and not on the computer systems. Storage will be in a marked file, along with the appropriate permission forms, in a locked filing cabinet, with limited permissions. The images will be destroyed after three years, or sooner if specified by the parent or young person.

### 9.12 Display signs

Consideration will be given to displaying a sign saying that photographs and / or video recording may take place for the purpose of future publicity of the activity or organisation.

### 9.13 Recording a counselling session

Where it has been decided that a digital or audio recording will be made of a counselling session, **P.15 Policy and G.11 Guidelines on making a Digital or Audio Recording of a Counselling Session** will be followed.

## 10. Safe Recruitment

Recruiting people of the highest calibre who are committed to safeguarding and promoting the welfare of children and young people is essential to promoting the well-being of clients.

**visyon** uses **OP1a Staff Recruitment and Checklist** to ensure that all necessary actions are carried out and full regard will be given to child protection and welfare issues in appointing new staff. **visyon** uses **G3 Volunteer Recruitment Procedure** to ensure that the same applies to volunteers.

With both staff and volunteers, full consideration will be given to personalities and behaviours required to support safeguarding and promote the welfare of children and young people.

In line with **visyon O1 Criminal Record Checks Procedure**, all staff and volunteers must have a current CRB check, before being allowed to work unsupervised with children and young people.

The staff and volunteer annual appraisal helps to ensure that standards are being maintained. They may bring to light causes for concern regarding that member of staff / volunteer and / or their colleagues. Clinical supervision is used as a means of protecting children and young people. There is only ever one-to-one contact if there is no other way of delivering the service.

All volunteers will be asked to state why they want to be involved with a children's organisation.

## **11. Safeguarding**

**visyon** will minimise the risks to children and young people coming into contact with the organisation by:

**11.1.** Undertaking a risk assessment for all new projects. This will identify: who is responsible for child protection with regard to this project; what are the perceived risks to children and young people; what is being done to mitigate those risks. See **P3 Assessing Risk in Working with Clients**. See **P2a Child Protection Policy** regarding staff and trustee responsibilities.

**11.2.** All new Job Descriptions will include the nature of the contact the person will have with children and young people and the behaviour expected from them.

**11.3.** Ensuring that the required level of CRB check is undertaken.

**11.4.** All new staff and volunteers are required to complete a **VO90 Confidential Declaration Form (Criminal Activity)** state whether they have been convicted of a criminal offence or been subject to a "caution" or "bound over order", and if so, what the nature of the offence was. **visyon** is not required to employ anyone with a criminal record.

**11.5.** All staff and volunteers will be asked for two references, and, where the post involves working with children and young people, the referees will be asked what makes

**11.6.** the applicant suitable for working with children and young people and whether they have any concerns about this.

**11.7.** The induction programme for all staff and volunteers requires that the Child Protection Policy and Procedure is signed, and that they know who to tell if they have a concern.

**11.8.** There is a probationary period of three months for staff and volunteers at the end of which time, the person may be asked to leave the post.

**11.9.** Contact with children and young people is regulated by the **v i s y o n P16 Procedure on Contact with Children and Young People**

**11.10.** The Counsellors all receive external independent supervision to discuss working with their particular clients. This helps ensure that the work done with the clients is to their highest standard. See **P7 Counselling Supervision**.

**11.11.** When working on-line, counsellors sometimes come across clients who raise concerns with the counsellor about possible suicide. **G.14 Guidelines on Suicide Intervention** cover this situation. All counsellors working on-line will have received adequate training.

## 12. References

Form VC21 Concerns Sheet Form  
 Form VO87 Parental Permission Form (photographs and videos)  
 Form VO91 Image Permission Form  
 G.14 Guidelines on Suicide Intervention  
 G16 Flowchart for Child Protection Procedures  
 O.12 Whistle-blowing Policy and Procedure  
 O1 Criminal Record Checks Procedure  
 O5 Policy on Drugs, Smoking and Alcohol  
 OP.04 Disciplinary Procedure  
 OP.05 Complaints Procedure  
 OP.11 Volunteer Disciplinary Procedure  
 OP.1a Staff Recruitment Procedure and Checklist  
 P.15 and G.11 Policy and Guidelines on making a digital recording of a counselling session.  
 P.3 Assessing Risk in Working with Clients.  
 P.7 Counselling Supervision  
 P13 Data Protection Policy  
 P2a Child Protection Policy  
 P6 Supporting a child/young person without parental consent  
 P18 Supporting a client in court

The policy is a living document and will be updated as new legislation and guidance is produced or in response to research and via review of lessons learned.

VO90 Confidential Declaration Form (Criminal Activity)

## 13. Distribution List

All **v i s y o n** staff  
 All volunteers

All trustees

**NOTE**

The appendices to the Child Protection Procedure can be accessed by contacting the **visyon** office.

## In Schools Appendix 3 Confidentiality Policy

### (1) *visyon Statement on Confidentiality*

The guarantee of confidentiality is vital in enabling children and young people to express their distress in the counselling session. It is an essential element of the process if the relationship of trust is to develop between the counsellor and the client. While it is increasingly acknowledged that confidentiality is crucial to clients, whatever their age, it cannot be absolute in any counselling relationship. Problems in maintaining confidentiality are rare where mutual goodwill and trust and respect exist between counsellor and school staff, between parents and school staff, and where pastoral care is aware of and sensitive to, the rights and responsibilities of all parties involved. (BACP Good Practice Guidance for Schools 2006)

Keeping confidentiality means not talking about users of the service inappropriately and only discussing issues relating to them for supervision and concern purposes. A breach of confidentiality is an exceptional act, necessary when a worker decides that they must act in the service users interest even though that may be without the individual's consent. Good practice dictates the use of a clear contract to explain to young people the boundaries of confidentiality **visyon** can offer. Counsellors should encourage young clients to communicate with their parents/carers whenever possible and offer support to this end where it could benefit the young person's welfare. The sharing of information should firstly be the responsibility of the young client, with the support of the counsellor, if that is requested.

This level of respect extends to all staff, voluntary and paid, and to all types of contact, not simply counselling.

All staff are required to sign a confidentiality statement on joining the organisation.

Where there is concern for the safety of a client or another person every effort will be made to involve the client in seeking a solution, but there may be instances where it is considered necessary to breach confidentiality. It is the counsellor's responsibility to explain to clients clearly 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.

In areas of concern organisational procedures will be followed the counsellor will take the following into consideration: -

- If a counsellor has some doubt concerning the safety of a user of the service, or someone else, they should always discuss their concern with their therapy manager or deputy.
- The counsellor should consider the potential seriousness of the situation. Does it require immediate action?
- It is not usual to breach confidentiality, but can be in the client's interest. The kinds of circumstances in which it may be necessary to breach confidentiality will

be for example suicidal intent, abuse or concern for harm to others. There may be other grey areas and there may be exceptions. The counsellor will always make a record of discussion, decision and any contact with other professionals on a concerns sheet

- In considering the need to take action the best interest of the client should be paramount. When supporting a client who is under 16 this will be done in the light of our responsibilities under the Children's Act. (See also the policy for Child Protection.)
- When ever it is decided that information is to be shared, children and young people need to be involved, on the principle of supporting autonomy.

There may be occasions where young people, under 16 years, wish their support by the organisation to be held in confidence, and their parents are unaware of their contact with the organisation. In this instance it is appropriate to consider if the young person is able to make an informed choice, following the 1985 Henderson ruling (The Gillick Competency Principle).

### **(2) *Parents/carers, confidentiality and the Gillick Principle***

Parents and carers should be included in any publicity about the school counselling service and in its overall approach to accepting and making referrals, the nature of the support provided and its policy towards respecting pupil confidentiality, (see Parents leaflet for schools). While working in partnership with parents/carers can benefit the counselling relationship, there should be a clearly stated policy of a commitment to protect counselling confidentiality which sets definite limits to parental involvement, decisively underpinned by both ethical and legal factors.

### **(3) *The Gillick Competency Principle***

The Gillick Competency Principle states:

- The young person must have sufficient maturity and understanding of the consequences and what is involved to give consent valid by law.
- This does not apply to young people who have some form of Mental Illness or are involved in Drug Misuse
- A young person under the age of 13 is generally held to be deemed incompetent.
- Young people who are deemed Gillick-Competent can have access to counselling without their parent/carers consent or against their wishes
- The counsellor must consider the young persons capacity to meet the criteria embodied in the Gillick Principle if the young person wants to have counselling without their parents consent, or against their wishes.
- Counsellors implementing this principle need to consider how they can substantiate their assessment of 'understanding and intelligence'. This should be assessed with reference to appropriate theory and practice and the age and developmental stage of the young person, the nature of the problem, their ability to act autonomously, and acceptable precedents within society.

Competence can be impaired by circumstances like serious learning difficulties, extreme stress and drug misuse.

**NOTE**

In an emergency the need to act may take precedence over the need to gain consent. If a young person is deemed unable to give informed consent the counsellor still carries a duty of confidentiality towards them and should not inform a parent or carer that they have sought help unless the young person agrees.

Consent only needs to be obtained from one adult with parental responsibility and if another adult with parental responsibility disagrees they cannot veto the consent.

It should also be remembered that if the young person is competent and refuses to inform his or her parents the counsellor cannot/ may not break confidence by informing parents.

**(4) Duty of Care of Schools**

Schools and teaching staff have a duty of care in law towards their pupils. The standard against which this is judged in legal cases is the concept of *loco parentis*, or the standard of care to be expected of a 'careful parent'. (Children Act 1989)

*A person who does not have the parental responsibility for a particular child may do what ever is reasonable in all circumstances of the case for the purpose of safeguarding or promoting the Childs welfare. 14 (3.1,1.5*

In the past teaching staff have sometimes assumed that the standard of being in *Loco parentis* means that parents have the right to give or withhold permission for their child to receive confidential counselling. This is incorrect, as it conflicts with the established right of a young person under 16 of sufficient understanding' to confidential counselling (Gillick 1985). Access by young people to this right of confidentiality is not limited in law solely to healthcare settings or to medical matters. Promoting and maintaining the young person's entitlement to confidentiality could be seen to be consistent with the LEA's statutory duty 'to safeguard and promote the welfare of the child', under s.175 Education Act 2002.

A clear illustration of this point is provided in the context of confidential information and drug related incidents in schools: DfES/0092/2004), the guidance further clarifies the need to maintain confidentiality, even in the context of drug related incidents in schools.

Every effort should be made to secure the pupil's agreement to the way in which the school intends to use any sensitive information. DfES/0092/2004 19(4.3)

**(5) BACP Confidentiality guidelines on reporting child abuse for counsellors working in further education and sixth form colleges.**

- ❑ Counsellors working with young people in schools and colleges need to have an informed knowledge and understanding of the law, ethics and good professional practice regarding the handling of disclosures of sensitive personal information and child protection concerns.
- ❑ Young people enjoy substantial rights to confidentiality, underpinned by statute, common law, case law and independent legal opinion, which is endorsed by the BACP ethical Framework 13 and related publications on good practice on counselling in schools and colleges.
- ❑ There is no legal duty as such on counsellors to report Child Abuse under the Children Act 1989; however any person may report suspected abuse 'in good faith' in the public interest.
- ❑ Schools and colleges are covered by guidance, which sets out the statutory duty of the LEA to safeguard and promote the welfare of children under 18.
- ❑ The guidance places a statutory duty on the LEA, not individuals: FE colleges maintained schools are encouraged, but not required, to join Local Safe Guarding Children Boards.
- ❑ Child Protection duties for FE colleges and maintained schools in England are limited, according to guidance; the former specific duty to respond to child protection enquiries is absent from this guidance; in Wales, schools and FE Colleges are covered by LEA policies on child protection.
- ❑ Any obligation on counsellors regarding compliance with child protection policy and procedure remains a disciplinary matter for the employer, rather than breach of the law.
- ❑ Reporting child abuse with the clients consent may be the appropriate course of actions in most cases; where the client refuses to give consent, then the counsellor may be faced with a difficult ethical and professional dilemma, requiring urgent consultation and support.
- ❑ Independent legal opinion endorses the fiduciary nature of the counselling relationship; attempts by an employer to enforce a contractual term (in the absence of statutory authority to report abuse) may be unenforceable by law.
- ❑ Counsellors facing a dilemma regarding conflicting ethical, legal and professional duties regarding child protection are urged to consult their professional association and other appropriate sources and they may need to seek legal advice.

**It is generally accepted that professional collaboration and co-operation between workers and agencies is fundamental to successful strategies to protect young people from abuse. These guidelines are intended to support this policy and to enable implementation in ways that are consistent with good professional practice in counselling.**

## In Schools Appendix 4 Forms

### (1) *Evaluation – Feedback letter*

Thanks for taking the time to read this.

We would like to ask you to help us to improve our service. We want our organisation to be the best it can and you can do this by telling us what you think of the service by filling in the attached form.

- ❖ The information you provide will help us to look at the ways we work and help us improve them. All of our counsellors find it helpful to get feedback from their clients (If you don't want your counsellor to see this form, then just cut off the number on the top left hand side of the form and this form will only be seen by the therapy services manager.)

It is important for us to hear your views on our service. The feedback we get from you helps us in many ways, we can make sure that we remain young person focused in our approach, we helps us when applying for funding.

We will treat all the information you give us with the utmost respect and confidentiality, it will only be used in the form of statistics or anonymous quotes.

Fill in the form as honestly as you can. We really do want to know what you think we need to change. Then put the form into the stamped addressed envelope provided and send it back to us. If you choose not to fill in the form and send it back to us this will not affect your counselling if you should contact us at a future date.

If there is anything you would like to discuss which you feel is not covered on the form, particularly if you have a concern or criticism of the service, then please telephone me or put a note into the stamped addressed envelope attached and I will be happy to meet with you in confidence.

Thanks for your time and all the best

Christine Latham

Therapy Services Manager

**(2) Referral Sheet**

Form VC3 Referral Sheet  
Version 4 Page 1/2

## REFERRAL SHEET

Venue:

**Client Code:**

**IM Date:**

<b>Name:</b>	<b>DoB:</b>	<b>Age:</b>	<b>Mobile:</b>
<b>Address:</b>	<b>Sex</b>	<b>M / F</b>	<b>Other Tel:</b>
	<b>School year Group:</b>		<b>Email:</b>
	<b>Outside agencies &amp; Details:</b>		<b>Contact by:</b> (please tick)
			Mobile Number
			Other telephone
<b>Sig Other:</b>			Email
<b>G.P:</b>			Post

**AVAILABILITY, LOCATION & TIME**

Location:

a.m

p.m.

Counsellor preference?

Don't Mind    Male    Female    Previous counsellor seen?

State reason for your choice:

**REFERRED BY:**

**THIRD PARTY REFERRALS:** (parents, carers, social services, schools etc)

Referred by:

Tel:

Agency/relationship:

Has Client Given

Consent   Y / N

**RELEVANT INFORMATION**

Will Client give consent to sharing information between agencies?

Signature:

Date:

How did you hear about this service?

Referral taken by

Date

**(3) Parent Referral Feedback Form**

**Parent Referral Feedback Form**

*We are asking you to fill in this questionnaire because you have made a referral to our service. Thank you for answering these questions; your answers will help us to improve our service.*

**Please note we are only interested in your impression of the service and do not want any comments about the person/s referred to our service.**

*Please circle where appropriate.*

How did you find out about us?      Website/ word of mouth/ leaflet/ Dr/other  
 .....

How did you contact us to make a referral?    Phone/ letter/ email/ other .....

Give the referral process a score out of 10 (10 being the process is as good as it could possibly be)

/ 10
------

Please tick the following statements on a scale of 1 to 5 (1 showing you strongly disagree and 5 showing you strongly agree).

	Strongly disagree <b>1</b>	Disagree <b>2</b>	Undecided <b>3</b>	Agree <b>4</b>	Strongly agree <b>5</b>
I was happy with the referral process	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I would refer to the service again	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The staff were polite and helpful	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I found the venue easy to access	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I would recommend the service to others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I felt the referral was treated with confidentiality	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I think the service is a valuable one	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

I found the time convenient

I found the centre comfortable and welcoming

Tell us how the referral process could be improved?

If you would like to make any other comments about the service, please do so here.

**(4) Information Sharing Consent Form**

**Information Sharing Consent Form**

We have talked together and decided it would be helpful for

..... (counsellor's name)

to contact

.....(name)

.....(organisation)

Details for information to be passed on:

***Continue overleaf if necessary***

I give permission for this information to be passed on.

Name: .....

Signature: .....

Parent's name if appropriate: .....

Signature: .....

**Document History**

**v i s y o n In School Guidelines**

<b>release</b>	<b>version</b>	<b>date created</b>	<b>author</b>
Approved	4	14/11/08	C. Latham

**Trustee signature for approval .....Date: .....**

**Document history**

<b>Version</b>	<b>Date created</b>	<b>Working Group approval initials</b>	<b>Working Group approval date</b>	<b>Trustee approval date</b>	<b>Review date</b>
1 draft 3		CL, DW, AA	11-09-06	n/a	June 09
4 draft 1	06/09/08				
4 draft 2	22/09/08	CL, PC, RG, AA,	07/11/08	n/a	
4	14/11/08				Nov 2011