



RGS whole school counselling policy

Introduction

At RGS, we have a primary responsibility to attend to the welfare and safety of the school students. This duty is done through pastoral care guidelines, which aim to provide a caring, supportive and safe environment. We have a well-defined counselling department to cater to the social emotional and behavioral needs of our students.

Aim

The counselling policy aims to make clear the counsellor's role and responsibilities in providing pastoral support and care to all RGS students and to follow principles and procedures when referring and counselling students.

- To be able to work within a school context and promote emotional and health amongst all stakeholders
- To effectively implement a counselling service that meets the RGS vision to create opportunities for the pupils to provide an excellent education for young people, supporting them in their passage
- To be able provide self-help resources to students, parents and teachers
- To be able to support teachers and parents in successfully directing students towards social emotional, behavioral and academic success
- To be able to work within a community and use therapeutic interventions
- To cater to the well-being of staff, students and parents.

Definition of terms:

Counseling intervention: unique interrelationship between a client and a counsellor, which aims to create a change and growth in three main areas: personal development, social adjustment, and professional development by using a range of techniques. Intervention can range from therapy styles such as cognitive behavior therapy, person

centered therapy or more expressive forms of therapy such as play and art therapy, narrative story telling therapy.

Role to the school counsellor

RGS works closely with the pastoral team and teacher to support the needs of students pertaining to academic success, behaviour, building character and support student wellbeing across the school counsellor is but not limited to following:

- Implement effective student and staff support and guidance. This includes understanding self and others, coping strategies, peer relationships and social skills, communication, problem solving, decision making, conflict resolution, and study skills
- Provide individual and small Group counselling to deal with issues such as self-image and self-esteem, personal adjustment, family issues, loss and grief, interpersonal concerns, academic development and behavior
- Assist parents and the school community with information regarding mental health issues and challenges
- Work proactively with the school community to promote and foster student well-being
- Work collaboratively with the additional educational team

Counselling interventions at RGS

Individual counseling: 1:1 support provided to students on regular and weekly schedules. Issues that require external support will be directed to external support. Each session is properly documented.

Small group counselling session: support provided to address issues such as self-esteem, friendships, conflict resolution, anger management, bullying, peer pressure.

Individualised plan: student specific plans are developed to suit the needs of students referred for counselling. Emotional and social wellbeing plan (ESW plan), individual behavior plan (IBP) and pupil support program (PSP) are used across the school.

Parent collaboration: the counsellor will collaborate with parents to support students' progress and welfare.

External Referrals: sometimes referrals are made to utilize the facilities and resources available at external agencies. The counsellor will communicate the requirements with parents, should this be the case for any student.

Referral process and procedures:

Referral to counsellor

The concerned teacher- staff member can fill in the counselling form online and refer the child to the counsellor.

Then the counsellor will communicate with parents in order to obtain their permission to start working with the student.

Initial Assessment

The counsellor will take time to assess the case referred by communicating with the concerned referrer, observing the student in class or social situations and finally meeting with the student.

Support plan

The counsellor will develop a plan to suit the need and requirements of the student
PSP & IBP plans will run on termly basis.

Implementation of plan

The developed plan will be implemented at home (if relevant), in class and during sessions.

The session with the counsellor will spend 30 minutes maximum for 1 or 2 sessions per week (if applicable).

Review of support plans

The plans will be reviewed each term to identify whether set targets have been achieved. Accordingly, the plan will be closed and kept on record.

Confidentiality

Respecting the child's privacy and confidentiality are fundamental requirements for keeping trust and respecting the child's autonomy. The professional management of confidentiality concern the protection of personally identifiable and sensitive information from unauthorised disclosure. Any disclosures of a child's confidences should be undertaken in ways that best protect the child's trust and respect their autonomy.

At the initial session, the counsellor will make it clear to the pupil that they may need to breach confidentiality in terms of telling others and seeking help. This may happen when the young person or any other person (adult or child) is at risk of significant harm.

During a counselling session, children have the right to refuse or discontinue counselling at any time and it is the counsellor's responsibility to ensure that the student's right to autonomy are respected. It is important to recognise that pupils can only benefit if they want to be involved in the counselling process. At RGS, we work in partnership with parents wherever possible, except in child protection concern.

Record keeping

The counselling Department maintains records for each student referred to in the department. All documents are printed and placed in the student file protected within the department.

Associated policies and Documents

1. Primary school behavior and Discipline policy.
2. Safeguarding policy.

