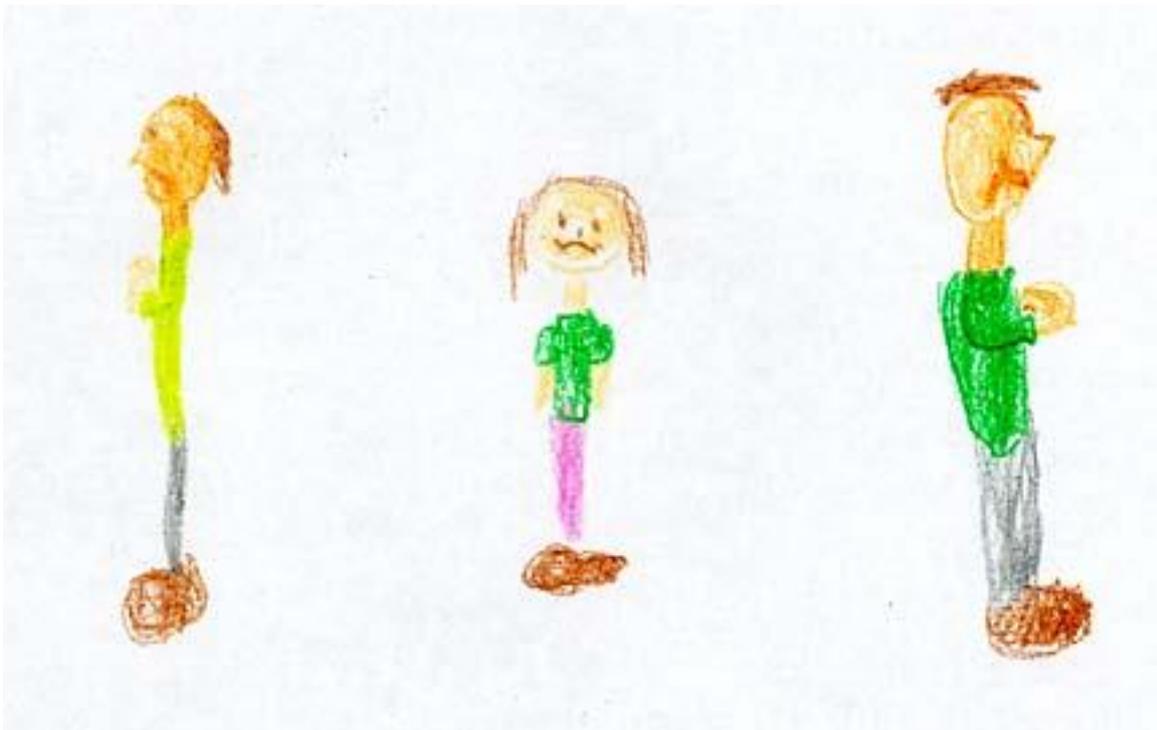


# SCHOOLS COUNSELLING INFORMATION PACK

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Charity no.1155484

**All general enquiries to:-**

Tel. / Fax: 020 8809 3411

Email: [counselling@hopeintottenham.com](mailto:counselling@hopeintottenham.com)

**Or write to us at:-**

Hope in Tottenham Schools Counselling  
Room 22, The Trampery  
639 High Road  
London  
N17 8AA

We are always happy to receive applications for new schools to join the project.

# HOPE IN TOTTENHAM SCHOOLS COUNSELLING

## Introduction

Hope in Tottenham Schools Counselling provides early intervention counselling support for the social and emotional needs of children in 23 Haringey schools. Each school has a trained counsellor one day a week who identifies, with the Head teacher and SENCO, those children most needing help. After an initial assessment, and with the formal permission of the child's parent/carer, an agreed course of action is initiated, in one-to-one sessions. At the point of referral, investigations are made in order to establish if any other agencies are already involved, and so avoid unnecessary duplication.

We provide children with opportunities to play, be creative, explore their feelings and a relationship with their counsellor in a safe and confidential space. This helps them develop resilience and build confidence and trust in themselves and supportive adults. They are more able to manage powerful emotions, including anger, and this often helps improve challenging behaviour and allows them to benefit from the educational process.

Since our inception in 2002 we have worked with nearly 6,000 children and usually work with over 300 children every year.

## Scope of the project

The HiT School Counselling Service is currently working in about 23 schools within four NLCs (Networked Learning Communities), providing a counsellor one or two days a week (an up to date list can be obtained from the counselling manager).

## Staff

The founder and Director of Hope in Tottenham Charity is **Rev John Wood MBE**.

Our Finance and Counselling Project Manager is **Caroline Ajuna**.

We have three Clinical Supervisors (**Clare Keogh, Penny Wise and Julie Glassman**) who give individual supervision on a monthly basis to our team of around freelance counsellors.

All counsellors are fully qualified and highly experienced with have enhanced, up to date DBSs, allowing them to work with children.

We are an Equal Opportunities employer.

We have a board of trustees, chaired by **Dr Jeff Skinner**, which is supported by an advisory board consisting of local stakeholders.

## **Board of Trustees**

Dr Jeff Skinner (Chair)

Pastor Alex Gayasi

Ms Heather Annan

Mr John Stevenson

## **Advisory Board**

Rev John Wood MBE                      Hope in Tottenham Director (Chair)

Dr Jeff Skinner                              Chair of Trustees

Ms Emma Murray                          Headteacher of School (Seven Sisters School)

Ms Resham Mirza                          Headteacher of School (Tiverton School)

Ms Annette Manley                        Assistant Head of School (Risley School)

Representative from Haringey Local Authority

**Project staff may be invited to attend.**

## **Recruitment of counsellors**

The recruitment panel consists of a combination of a Project staff worker, HiT Counselling Manager and the Project Safeguarding Lead. Clear terms of reference use LEA/Children's Services recruitment guidelines.

## **Funding**

Our annual turn over is currently about £260,000. We are funded solely by schools, with each school contributing £3,330 per term per weekly day of counselling. Audited annual accounts are made available to advisory board members and others on request.

Audited annual accounts are made available to advisory board members and others on request.

## **Hope in Tottenham Schools Counselling Terms of Reference**

1. HiT Schools Counselling provides short term counselling for primary children and young people whose behaviour or emotional health may be prejudicial to their settled integration in the educational system. 'Short term' is defined as (up to) one full term's worth of weekly sessions.
2. Any extension to a full term's set of sessions would need to be assessed and then agreed with the project, the counsellor and the school involved before its implementation. The Schools Counselling Project's primary focus is not longterm therapeutic support. This can be provided through appropriate external referral which would be explored as part of the assessment process.
3. HiT School Counselling also has the flexibility to work with the teachers, parents and other groups, including whole classes, although its primary aim will always be individual children's needs.
4. All HiT School Counsellors are currently supervised from within the project in order to ensure similar and consistent working practices and standards across all the schools in which it works.
5. Each school will have a nominated contact (e.g. headteacher Or SENCO) with responsibility for liaising with the counsellor and the Project Manager. The contact person gathers referrals and completes referral forms which need to be discussed with the counsellor so as to check the suitability of the referral; keeps the counsellor informed about his/her clients; and maintains contact with the Project Manager if there are concerns about the counselling provision.
6. Counselling will be most appropriate for children who are emotionally distressed. These are often children who:
  - Are overly quiet, compliant, anxious, withdrawn, worried, sad or angry.
  - Have difficulties with friendships and getting on with others, and school interventions haven't helped.
  - Seem persistently distressed or show worrying behaviour change following difficult life events (e.g. death in the family, loss, divorce, separation)
7. Counselling may NOT be the most appropriate intervention in the following situations:
  - Ongoing, active, unresolved safeguarding issues.
  - Looked after children in unstable or short-term placements.
  - Ongoing court cases in process.
  - Serious mental health concerns (to be referred to CAMHS)

## **Hope in Tottenham Schools Counselling Service Level Agreement**

This agreement has been devised to outline the roles of the school, the counsellor and the HiT Schools Counselling.

### **WHAT THE SCHOOL NEEDS TO PROVIDE**

#### **Induction of Counsellor**

The school should inform the counsellor of all relevant protocols appropriate for the appointment (e.g. signing in, identification, a school map with Fire Exits, relevant school policies etc).

#### **Provision of a private room**

This room should be available for the sole use of the counsellor on the day that s/he is in school, with no need for school staff members to access the room while sessions are in progress. Within the room should be: -

- Furniture – comfortable chairs (and beanbag or cushions if possible)
- Clock
- Desk/table
- Access to a telephone for confidential calls (or access to a suitable room for same).
- Curtains/blinds/some sort of sound proofing if possible (in order to allow for appropriate privacy).
- Creative materials, toys.

#### **Provision of a lockable space**

The school needs to provide a lockable space for the safe -keeping of records and other materials that are confidential.

#### **Referral**

The school must appoint a named person – the SENCO, Head teacher or Learning Mentor – to co ordinate the referral system and to have an overview of the service.

Possible referrals should be discussed with counsellor who will assess whether counselling can be of benefit. Some children should more appropriately be referred elsewhere (e.g. Educational Psychology, CAMHS, Social Services, Child Development Centre etc).

Counselling may not begin before the counsellor has received the completed 3-page referral form (including a Strengths and Difficulties Questionnaire), and the school has obtained parental consent in the case of primary school children. If parental consent is unreasonably withheld this may indicate safeguarding concerns.

At the time of referral, the school should provide a copy of the child's timetable.

## **Communication**

Schools should provide a tray or pigeon hole for the counsellor e.g. in the school reception office. The counsellor will need the emails and telephone numbers of the named contact person and safeguarding officer.

It is essential for schools to set aside time during which the counsellor can discuss individual cases with the named contact person and any other relevant staff member. This should be organised by the named contact person and should take place at least once per half term and more often if necessary.

Counsellors can offer half hour training annually to all the staff. Time should be allocated for this within a staff meeting or Inset Day.

## **Safeguarding**

The school counsellor should be informed if there are past or present safeguarding concerns about any child who is referred for counselling. The counsellor will comply with school safeguarding policies and will inform the designated safeguarding lead if any concerns arise during counselling. The school has a responsibility to keep the counsellor informed about how they deal with concerns raised by the counsellor.

## **WHAT THE SCHOOL CAN EXPECT FROM THE COUNSELLOR**

### **Counsellor availability**

The counsellor will be available one day a week or more as per their contract.

The counsellor will keep the school and project informed about any absences.

Because of the counsellor's unique role, s/he will decide on a case by case basis whether it is appropriate to attend other meetings in school related to clients, e.g. IEP (Individual Education Plan) review meetings.

### **Consent**

The counsellor must obtain the child's consent in order to work with them.

### **Number of clients and Sessions**

The counsellor can reasonably be expected to see 4-5 clients per day, with each session lasting 45-50 minutes. This allows time for cleaning and tidying the room between clients, writing notes and meeting with staff and parents as appropriate.

The number of counselling sessions each client receives will vary. Any proposal for a client to exceed one term of counselling should be agreed in the light of paragraph 2 of the preceding Terms of Reference (see attached).

### **Confidentiality**

The counsellor will maintain confidentiality. In other words s/he may give an opinion about the client and the progress of the work, but will not reveal any details of the counselling sessions, unless there are child protection concerns.

## **Safeguarding**

Counsellors are required to work within local and national child protection guidelines. The counsellor will give the school a copy of the DBS certificate.

## **WHAT THE SCHOOL CAN EXPECT FROM THE HiT SCHOOLS COUNSELLING**

### **Recruitment and placement**

We will recruit a fully qualified and experienced counsellor who will be placed by mutual agreement with the school.

### **Supervision**

We will provide a highly qualified clinical Supervisor for the individual counsellor, providing a monthly clinical supervision session to support the work.

### **Team meeting**

We will provide monthly counsellors' team meetings where your counsellor can discuss relevant clinical and practical matters with their peers.

### **Review**

We will arrange termly reviews. While the Schools Counselling Service and the counsellor are being set up within a school, three-way meetings between all parties will be had. Once established, this review will take the form of the 'Termly Evaluation form'. This is to be filled in, discussed and signed by the counsellor and the school's contact person/headteacher before being forwarded to the HiT Schools Counselling office. We will resume three-way reviews if either the school or the counsellor requests intervention.

### **Evaluation**

We periodically commission evaluation of services, based in part on data systematically collected by counsellors (Strengths and Difficulties Questionnaires, Child Outcome Rating Scales).

### **Payment**

We will pay the counsellor by BACS at the end of every month. Please pay your termly school's contribution early to avoid any problem, as we have very limited cash reserves. If the counsellor is available for work on their scheduled day, but unable to work due to the school being closed or the room or clients being unavailable, we will pay them for that day.

### **Notice period**

Termination of contract between HiT Schools Counselling and the school or the resignation of a counsellor now requires, for clinical and professional reasons, a minimum of **one term's notice** from all parties.

All notices, for clinical and professional reasons, a minimum of **one term's notice** from parties.

All notices, requests, demands and other communications under this Agreement shall be in writing to 'The Director, Hope in Tottenham' and shall be deemed duly given (i) if delivered by hand and receipted for by the party addressee, on the date of such receipt, or (ii) if mailed by domestic certified or registered mail with postage prepaid, on the third business day after the date postmarked, or (iii) if scanned and sent by email. Addresses for notice to either party are shown on the signature page of this Agreement, or as subsequently modified by written notice.

***NB:*** *This does not apply when a new counsellor is yet to complete their six-month probationary period, where a one month notice period prevails.*

**Annual SLA contract between:-**

.....

**Hope in Tottenham Schools Counselling Project**

**Signed .....**  
**(HiT Director)**

**and**

***We agree to adhere to this Service Level Agreement and the attached  
Terms of Reference.***

**Signed .....**  
**(Headteacher)**

**Annual contract agreed from ..... to ..... for one or two  
day(s) per week**

**Date .....**

**C/o Hope in Tottenham  
Room 22, the Trampery  
639, High Road  
London N17 8AA  
Telephone 020 8809 4311**

**director@hopeintottenham.com**

**Hope in Tottenham Schools Counselling**

**PARENTAL CONSENT FORM**

Your child is being offered space in a therapeutic play program which aims to help her or his personal, educational and social development. This will provide your child with a safe place to explore their feelings through talk, creative activities and play. Your child may feel happier and more confident and may work better in lessons.

The service is confidential unless your child is at risk for any reason.

**If you would like your child to be involved, please complete this form.**

.....

**I agree to my child taking part in therapeutic play with Hope in  
Tottenham Schools Counselling Project.**

Child's Name .....

Name of School .....

Parent/Carer (please print) .....

Parent/Carer's signature .....

Date .....

**Any comments you wish to make regarding your child's particular needs:**

.....

.....

.....

Hope in Tottenham is GDPR compliant

**Hope in Tottenham Schools Counselling  
Referral Form**

**Child information**

Name: \_\_\_\_\_ Class: \_\_\_\_\_

Date of birth: \_\_\_\_\_

Academic achievement: Below Average / Average / Above Average

On the SEN register? YES / NO

On the Child Protection Register? YES / NO

Is the child a looked after child? YES / NO

**Family information**

Main Carer: \_\_\_\_\_

Address: \_\_\_\_\_

Telephone numbers: \_\_\_\_\_

Siblings in school? Name: \_\_\_\_\_ Class: \_\_\_\_\_

Name: \_\_\_\_\_ Class: \_\_\_\_\_

Name: \_\_\_\_\_ Class: \_\_\_\_\_

Who else lives in the household? \_\_\_\_\_

Ethnic origin: \_\_\_\_\_

Interpreter needed? \_\_\_\_\_ What language? \_\_\_\_\_

GP name and address: \_\_\_\_\_

**Other agencies/professionals involved** *(please tick, and add if necessary)*

|                               |                          |                                    |                          |
|-------------------------------|--------------------------|------------------------------------|--------------------------|
| Educational psychologist      | <input type="checkbox"/> | Parental outreach team             | <input type="checkbox"/> |
| School nurse                  | <input type="checkbox"/> | Child and Adolescent Mental Health | <input type="checkbox"/> |
| Occupational therapist        | <input type="checkbox"/> | Child Development Centre           | <input type="checkbox"/> |
| Social worker                 | <input type="checkbox"/> | Adult Mental Health                | <input type="checkbox"/> |
| Speech and language therapist | <input type="checkbox"/> | EWO                                | <input type="checkbox"/> |
| Hearing Impairment Advice     | <input type="checkbox"/> |                                    | <input type="checkbox"/> |
| Visual Impairment Advice      | <input type="checkbox"/> |                                    | <input type="checkbox"/> |
| BIP/BEST                      | <input type="checkbox"/> |                                    | <input type="checkbox"/> |

Has the child consented to this referral? YES / NO

Has the parent consented to this referral? YES / NO

**Reason for referral**

**What strategies have already been tried?**

**Referrer:**

**Date:**

## Strengths and Difficulties Questionnaire

For each item, please mark the box for Not True, Somewhat True or Certainly True. It would help us if you answered all items as best you can even if you are not absolutely certain or the item seems daft! Please give your answers on the basis of the child's behaviour over the last six months or this school year.

Child's Name .....

Male/Female

Date of Birth.....

|   | Not True                 | Somewhat True            | Certainly True           |
|---|--------------------------|--------------------------|--------------------------|
| Considerate of other people's feelings                              | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Restless, overactive, cannot stay still for long                    | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Often complains of headaches, stomach-aches or sickness             | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Shares readily with other children (treats, toys, pencils etc.)     | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Often has temper tantrums or hot tempers                            | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Rather solitary, tends to play alone                                | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Generally obedient, usually does what adults request                | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Many worries, often seems worried                                   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Helpful if someone is hurt, upset or feeling ill                    | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Constantly fidgeting or squirming                                   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Has at least one good friend  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Often fights with other children or bullies them                    | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Often unhappy, down-hearted or tearful                              | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Generally liked by other children                                   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Easily distracted, concentration wanders                            | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Nervous or clingy in new situations, easily loses confidence        | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Kind to younger children  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Often lies or cheats  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Picked on or bullied by other children                              | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Often volunteers to help others (parents, teachers, other children) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Thinks things out before acting                                     | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Steals from home, school or elsewhere                               | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Gets on better with adults than with other children                 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Many fears, easily scared   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Sees tasks through to the end, good attention span                  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Signature .....

Date .....

Parent/Teacher/Other (please specify:)

**Thank you very much for your help**

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