

School Counselling Policy

Adopted: August 2014

Revised/Amended: August 2015, August 2016

Next review: August 2018

CEO/Board		 Principal
 Head of Primary School	 Head of Secondary School	Other relevant staff

Distribution List:

- CEO/ Board
- Principal
- Section Heads
- Academic Staff
- Parents

School Counselling Policy

School Vision, Mission and Core Values

Our Vision

Providing world-class education

Our Mission

To empower students with a holistic, rigorous and international education for success in an ever changing world

Core Values

Achievement | Collaboration | Innovation | Integrity | Respect | Responsibility

ROLE OF THE SCHOOL COUNSELLOR

The role of the School Counsellor is to work with the students, teachers, other student services staff, outside agencies and professionals and parents to support the social and emotional development of students; which include:

- Providing confidential individual and group student counselling in the areas of personal, social and emotional needs
- Problem solving
- Anger management
- General coping strategies
- Setting and achieving goals
- Developing self-esteem
- Peer relationships
- Social skills.

INTRODUCTION

- The RIS School Counselling program plays an important role in supporting the academic success of students by incorporating a counselling methodology into the educational philosophy of the School.

IMPLEMENTATION

Referrals

Counselling services are available to any student enrolled at RIS. Primary school students are most often referred by staff or parents and appointments are scheduled as necessary. Secondary students are self-referrals as well as teacher or parent referrals. All primary school referrals are to be completed on the attached form. (See Appendix A) Secondary Teachers can refer using Appendix B.

Referrals will be discussed at the weekly counselling meeting and observations (in class and playground) will be completed.

Once a student has been referred to the School Counsellor, an assessment will be conducted of which the student's situation will be assessed by compiling the following information:

- **Physical factors** including developmental history, health and well-being
- **Social factors** including family, teacher and peer friendships, cultural factors
- **Psychological factors** such as significant life events
- **Educational factors** such as academic progress, school history, specific learning needs.

Intervention

Methods of intervention include:

- **Casework:** Individual counselling with student, parent or staff, family counselling, advocacy, consultation.
- **Group Work:** Personal or social skills education groups for students.
- **Critical Incident Management:** Awareness of how people can be affected by traumatic incidents and emergencies, provision of counselling and support, monitoring recovery.

CONFIDENTIALITY

Students will be informed that discussions with the School Counsellor are in confidence, except where in the reasonable opinion of the Counsellor:

- There is a concern that the student will cause him/herself harm
- There is a concern that the student will cause harm to another person

- The student discloses that he has suffered harm or the Counsellor reasonably suspects that the student has suffered harm, sexual abuse or neglect.

ACCOUNTABILITY

The School Counsellor has both professional and administrative accountabilities.

Professional Accountabilities

It is imperative that appropriate records be maintained. As a minimum, these must record the student's name, the date of each consultation, those present at the consultation and a brief account of the main issues discussed. Similar records should also be kept in regard to meetings and/or telephone conversations with parents, staff, and external service providers regarding the student.

Administrative Accountabilities

To ensure appropriate communication and accountability within the school the **Primary School Counsellor reports to the Deputy Head of Primary School (Pastoral). The Secondary School Counsellor reports to the Deputy Head of Primary School (Pastoral) as well as the Deputy Head of Secondary School.** The School Counsellors will meet on a **weekly** basis (unless otherwise agreed) to provide feedback generally on the provision of counselling within the school and specifically (as necessary and appropriate) on individual matters. School Counsellors can be approached by the discipline team if necessary for only advisory purposes. **The School Counsellors will report any Child Protection issues to their respective Deputy Heads of Primary or Secondary.**

Policy Review

This policy is to be reviewed annually, though; any deficiencies or weaknesses in the School Counselling Policy will be remedied without delay.

DATE FOR REVIEW August 2018

APPENDIX A
PRIMARY REFERRAL FORM - COUNSELLING

NAME:	CLASS:
DATE:	

REASON FOR REFERRAL:

SIGNATURE OF REFEREE:

AREAS OF CONCERN: Please tick all relevant categories	
<u>Social & Emotional</u>	
Problems at Home	Peer Problems
Bullying	Worries/Fears
Bereavement	Poor Self Esteem
Family Issues	Other (please state)
<u>Learning Issues (if relevant)</u>	
Attendance	Class Work
Homework	
<u>How are these issues affecting the child's behavior?</u>	
<u>Strategies (already in place)</u>	

DATE RECEIVED:

ACTION TO BE TAKEN:

APPENDIX B
SECONDARY REFERRAL FORM - COUNSELLING

Student name	
Date of birth	
Form	

Reasons why you think the student would benefit from counselling / reason for referral:

Give examples of specific concerns you have observed which led you to the above conclusions:	
Social & Emotional:	
Problems at Home	Peer Issues
Bullying	Poor Self-Esteem
Bereavement	Worries / Fears
Family Issues	Self-Harm
Other:	
Learning Issues (if relevant):	
Attendance	Class Participation
Homework	Class Work
How are these issues affecting the student's behavior?	



RAFFLES

INTERNATIONAL
SCHOOL

Towards Excellence

List the strategies you and your HoD/HOY have already used to support this student, and their success

Signed	
Dated	

Received by/date	
Actions to be taken	