



AIMS

At Hutesons' Grammar School, we are committed to providing support for all pupils in terms of their personal and emotional development. The counselling service aims to build on the school's pastoral provision by offering additional personal support to students who may benefit from the opportunity to work with a professional counsellor. This confidential service helps promote the psychological well-being of students, enabling them to make the most of the opportunities offered for their social and academic development.

The counselling support provided conforms to the current best practice and professional standards for school-based counselling, specifically in respect of counsellor qualifications, continual professional development, supervision policy and safe working practices.

The school's counsellor is a member of the British Association of Counselling and Psychotherapy (BACP), works within their guidelines and is bound by their Ethical Framework and Professional Conduct Procedure. Further information can be found at www.bacp.co.uk.

WHAT IS COUNSELLING?

Counselling is an opportunity for a pupil to be able to talk about concerns in a safe and non-judgmental environment. There is evidence to support the idea that if young people can access the required emotional support from a qualified professional, they will have a greater opportunity to fulfil their potential. A therapeutic relationship can allow exploration and 'off-loading' of issues in a safe space, without concern of upsetting family members or friends. The trust engendered by the offer of confidentiality means that pupils will feel more able to open up about their concerns.

Counselling is not about giving advice or telling the pupils how to live their lives. A counsellor provides an environment within which the pupil can safely explore any issues, allowing them to develop a better understanding of themselves and their perceived situations.

REFERRALS

Referrals can be made in three ways:

- By pupil request, either direct to the counsellor or through pastoral staff. In most cases, parental consent would be sought, if not already in place.
- By parent request, either direct to the counsellor or through pastoral staff. The counsellor would inform pastoral staff.
- By pastoral staff (following discussion with the pupil). In most cases, parental consent would be sought, if not already in place.

THE ROLE OF THE COUNSELLOR

The counsellor can enable the young person to focus on their concerns, giving them a vehicle to explore specific problems, make choices, cope with crises, work through feelings of conflict and improve relationships with others.

The counsellor can offer a young person a safe and supportive environment to talk over difficult issues in confidence and will listen to a young person's views, experiences and feelings without judgement in an atmosphere of respect and empathy based on a secure and trusting working relationship.





The role of the counsellor is to:

- Provide a counselling service to young people who are registered with the school as current pupils;
- Organise and administer the counselling service in conjunction with schools' staff;
- Communicate and liaise with school staff, in the best interest of the young person, whilst within the limits of client confidentiality;
- Encourage the engagement of the young person's family when appropriate and beneficial;
- Liaise with staff in taking and making referrals to and from other agencies;
- Act as a resource to schools staff by offering an insight into counselling and promoting the service where possible;
- Maintain accurate counselling session records and to write reports as and when required;
- Maintain and develop professional practice through regular and ongoing management and clinical supervision and training and through involvement in service evaluation and auditing;
- Practise counselling in accordance with the Ethical Framework for Good Practice in Counselling & Psychotherapy, published by BACP

RESOURCES

HGS will provide appropriate resources and these include:

- An appropriate room which is safe, private and accessible to all pupils, available at agreed times and in accordance with Health and Safety at Work policies;
- A safe locked cabinet etc for the Counsellor to keep records;
- Use of a desk and access to a telephone;
- A referral/appointment/request for service information to be held by the counsellor and the Depute Rector (Pastoral). Appointments are to be made by the counsellor directly with pupils via the school email system or by Teams messaging and if the appointment is made during class time, the counsellor will update the attendance record of the pupil in 3Sys, noting it as a medical appointment. This further ensures confidentiality. The counsellor will aim to vary appointment times and also try to avoid academic classes when making appointments.

HGS has a responsibility to:

- Treat the Counsellor as they would any professional;
- Inform the School Counsellor of any significant events (in school or in the community) which may impact on pupils (as individuals or as groups);
- Ensure the link person is available to meet the Counsellor at agreed times on a regular basis;
- Be clear about the reporting accountability process e.g. if link person is responsible for referrals;
- Employ professionally qualified counsellors who have experience of working with young people, who access appropriate clinical supervision with experienced supervisors, and who take part in regular, relevant continuing professional development;
- Deliver accessible counselling in an appropriately private but safe setting within the school vicinity;
- Be seen as non-stigmatising by the school community and a normal part of school provision, which is integrated into the school community;
- Be monitored and evaluated by individuals or an agency (in or out of the school) with experience in this specialised area of work;





- Pay due regard to current legislation and guidance, and offer confidentiality within usual ethical and safeguarding limits;
- Work with and alongside other services and agencies in a collegial manner, whilst maintaining appropriate levels of confidentiality;
- Employ counsellors who are members of a professional body and as such have an established ethical framework and complaints procedure;
- Employ counsellors whose personal qualities will mean that they are approachable, have good listening skills and a manner that encourages a climate for safe and trusting relationships.

SUPERVISION

All Counsellors need to engage in regular clinical supervision to maintain and monitor standards and to comply with their ethical code. The School Counsellor should undertake counselling supervision with a supervisor who has experience and understanding of children and young people and of the school setting – the school will provide the supervision and meet the costs.

LINK PERSON

The Depute Rector (Pastoral) will be the link person who will take responsibility for and be a point of contact for the school-based counselling service. The link person will liaise with the counsellor over any concerns regarding the well-being of pupils who are currently receiving counselling, any relevant child protection issues, appointments, referrals and waiting lists for school pupils.

The counsellor will refer and inform the Child Protection Coordinator, any disclosures of alleged significant harm to self or to others and will work with the Child Protection Coordinator, in relaying any relevant information received to the appropriate agencies who have a statutory duty and powers to investigate and intervene when necessary.

The link person will provide information about and raise awareness of the counselling service to pupils, staff, parents, governors and external agencies where appropriate. The counsellor should be involved in any multi-agency meetings within the school regarding individual children and young people.

CONFIDENTIALITY/CHILD PROTECTION

There is no such thing as absolute confidentiality when working with young people; at all times wellbeing and child protection concerns will take precedence over normal confidentiality codes. The counsellor will follow the school's Child Protection policy and safeguarding advice.

The discussion with the young person at the beginning of the counselling relationship will identify what this means in a way that is relevant to the young person's maturity and level of understanding.

Good practice dictates that at the beginning of a counselling relationship the young person and the school counsellor enter into a 'contract'. This clearly sets out what boundaries exist in the context of a school-based counselling service. The young people will not be offered levels of confidentiality that cannot be kept.

Absolute confidentiality therefore cannot be guaranteed. The welfare of the young person will, at all times, take precedence over confidentiality. At the beginning of a counselling relationship, the counsellor will explain confidentiality and its limitations to the young person. Two of these limitations would include:





- When a young person is at risk of significant harm to self or others.
- When the counsellor presents their cases anonymously in clinical supervision.

All counsellors are expected to discuss difficult ethical and moral decisions of reporting disclosures with their clinical supervisor and line manager.

Should a counsellor think that a young person is at risk of harm, and this needs to be reported to the Child Protection Coordinator, the counsellor will at all times attempt to gain the young person's permission to do so, and only disclose relevant information.

The Counsellor should treat with confidence all personal information about young people, whether obtained directly, indirectly or by inference. Such information includes names, addresses, biographical details and other descriptions about the young person's life and circumstances that might result in identification.

All information about the young person's school will also be treated as confidential. Counsellors will not discuss case details outside the service.

RECORD KEEPING

Counsellors must keep all records locked in a secure cabinet within premises that are secure. These records will help in both evaluating the service and monitoring take up of counselling and issues raised during the counselling sessions.

The counsellor will keep notes about what has been discussed in the sessions and present their work to a counselling supervisor every month during clinical supervision. This will enable effective monitoring of the counselling provision taking place. Information which could identify the school or the young person is not provided to the supervisor.

Each young person's records are kept under an anonymous ID number and stored securely on the school computer system. It is a legal requirement to protect sensitive data, the Data Protection Act protects the rights and freedoms of individuals, especially their right to privacy with respect to the processing of personal data. The Act applies to personal data whether it is held on a computer system or on paper. There are particularly stringent rules surrounding "sensitive" data such as pupil characteristics, SEN, health, religious beliefs, ethnic background, sexuality etc. Notes of client sessions are likely to contain sensitive, special category data; for example, information relating to the physical or mental health of the client or information relating to the sexuality or sex life of the client. If these notes are completely anonymous, then GDPR does not apply and this is not special category data.

The Data Protection Act 2018, determines that a school counselling record could be classified as part of an education record. Consideration will therefore need to be given as to the retention and disposal of school counselling records and with whom the prime responsibility for this lies.

INFORMATION SHARING

While the school link person may have a general overview of the presenting reason for referral, the content of sessions will remain confidential unless the welfare and safety of the young person and/or another is considered to be at risk of significant harm.

In these instances the school child protection policy will be activated.





The counsellor will not pass on any detailed accounts of sessions, but may communicate periodically with school staff about general progress with the young person's agreement.

School staff should understand the young person's right to confidentiality in counselling, and will respect this in their dealings with the counsellor and the child. This is crucial with regard to a counsellor's involvement with multi-agency meetings where individual children's needs are discussed.

If the counsellor leaves the school's employment, the counsellor will (prior to leaving) seal all the confidential notes for each pupil in envelopes marked 'Confidential' and will sign/date the seal. This will then be stored in the Child Protection Co-ordinator's locked cabinet, and will only be opened by the Child Protection Co-ordinator with the permission of the Rector, and in his/her presence, or in the presence of the Depute Child Protection

Co-ordinator. The requirement for accessing any notes would have to be for a significant reason, and this reason will be recorded in writing by the Rector, and placed in the file.

Any new counsellor employed by the school would not be able to access the notes without the written consent of the pupil concerned, and any access to the notes in the event of obtained consent would remain confidential.

Sharing information with the Child Protection Co-ordinator

The Counsellor should be aware of the roles and responsibilities of the Child Protection Co-ordinator in the school. Data Protection does permit the sharing of information when there are child protection concerns. Where a counsellor believes, in their professional opinion, that there is risk to a child or young person that may lead to harm, proportionate sharing of information is unlikely to constitute a breach of the Data Protection Act (see section 4.5 of the Act). However, it should be clearly understood that 'proportionate sharing' is still subject to the protections given to personal information and sensitive personal information by the Data Protection Act 2018. The sharing of sensitive personal information must be proportionate to the perceived risk to the child or others. Where there are reasonably based concerns that the child or others may be at real risk, then a counsellor should pass information to the Child Protection Co-ordinator. Only that information relevant to child protection can be shared. The need to intervene to prevent harm arising may mean that information should be shared before a situation reaches crisis.

PARENTS & CARERS

Parents/carers must be involved in the introduction of the service from the beginning of the process. This can be achieved in an open and transparent way. For example:

- Parents/carers being informed at the beginning of each school year that the service exists in their school via the school prospectus and/or website, or letter to parents;
- Parents/carers being included in any publicity being circulated about the service. For example some schools make a point of mentioning the counselling service in each newsletter;
- Information on counselling being readily available in the school.

A question constantly raised and which can present many ethical dilemmas is that of parental right to know if their son/daughter is accessing counselling in the school.





While it is acknowledged that working in partnership with parents/carers can benefit the counselling relationship, there is the need for a clearly stated policy of a commitment to protecting counselling confidentiality, which sets definitive limits to parental involvement, decisively underpinned by both ethical and legal factors.

The school's position would be that seeking parental permission be the normal practice. If the young person expresses a desire to access counselling without their parents' consent or against their parents' wishes, we would advise them to further consider and discuss.

However, if there were reasons for not involving parents, we would need to assess if the pupil could be considered to be competent in terms of the Age of Legal Capacity (Scotland) Act 1991.

Fraser Guidelines

The Fraser Guidelines set out the criteria that should be met before practitioners provide a service to under-16s without parental consent -- the assessment of young people against these guidelines is often referred to as assessing whether the young person is 'Gillick competent'.

Young people under the age of 16 can consent to medical treatment if they have sufficient maturity and judgement to enable them to fully understand what is proposed. This was defined in England and Wales by the House of Lords in the case of Gillick vs West Norfolk and Wisbech AHA and DHSS in 1985.

Young people under the age of 16 have as great a right to confidentiality as any other person. If someone under 16 is not judged mature enough to consent, the consultation itself is confidential.

It is therefore necessary to make an assessment of Gillick Competency taking into account:

- The maturity of the child or young person;
- Whether the young person demonstrates sufficient intelligence and understanding to enable him or her to understand what is being proposed, i.e. counselling;
- Whether the young person demonstrates sufficient intelligence and understanding of the consequences of his or her actions;
- Whether the young person understands the consequences of a possible deterioration in their mental health if they don't access counselling.

Good practice involves a partnership with parents and it would be important to explore how the young person could be supported in informing parents if this is appropriate and in line with the young person's wishes. In determining if the young person is "Gillick Competent", a discussion should be held between the counsellor, House Staff, the Rector and the Depute Rector (Pastoral). There should be a joint decision made to determine whether counselling without parental permission is an appropriate provision. This will be recorded on a 'Raising a Concern' form.

For the young person to be eligible to receive counselling, s/he must understand the nature of counselling and be able to make a valid verbal counselling contract, including the ability to understand the principle of confidentiality and the need for this to be overridden where the young person is alleged to be at risk of harm from self or other.





MONITORING AND EVALUATION

Monitoring will take place on an ongoing basis and data will be collated that includes:

- Immediate impact of counselling for the young person (at the end of the counselling sessions, approximately 8-10 sessions)
- Impact within the school
- Numbers of young people attending
- Gender of young people attending
- Age profile/year group
- Ethnicity of the young person attending
- Sexual orientation of the person attending
- Disability/illness/Special Needs of the person attending
- Religion or belief of the person attending
- Looked After Children
- Number of sessions
- Numbers who did not keep a counselling appointment
- Presenting issues
- Predominant issues
- Onward referral (particularly specialist CAMHS)
- Child Protection referrals.

Hutchesons' Grammar School will evaluate annually the effectiveness of school-based counselling services, focusing on:

- Its impact on children and young people's mental, emotional and psychological health;
- Young people and staff's satisfaction with the service;
- Perceived areas for improvement;
- The impact of the counselling on young people's capacity to study and learn
- The added value that a school-based counselling service might have to a school's pastoral care provision;
- The relationship between counselling and wider support services.

COMPLAINTS

Hutchesons' Grammar School has long prided itself on the quality of the teaching and pastoral care provided to its pupils. However, if parents or pupils do have a concern, they can expect it to be treated by the school in accordance with the guidelines set out in the Parental Complaints Policy.

HGS should employ counsellors who are members of a professional body and as such have an established ethical framework and complaints procedure.

Counsellors should have completed an adequate number of training hours as part of their counselling training. BACP accredited courses have a minimum of 450 hours teaching time and, in addition to training, a minimum of 100 hours supervised counselling practice. School-based Counsellors should therefore be members of BACP or equivalent and working towards BACP accreditation.





Policy Owner	Mrs G Clarke, Depute Rector
Date Reviewed	January 2025
Version Control	Version 5
Approved By	Mr M Ronan, Rector
Date Approved	-
Location(s)	Website, Parent Portal
Next Review Date	November 2026

The Governors of Hutchesons' Educational Trust, Registered Charity Number SC002922, is the governing body of Hutchesons' Grammar School.

APPENDICES

- Appendix 1 Parental Consent Form
- Appendix 2 Referral Form
- Appendix 3 Counsellor Evaluations
- Appendix 4 Evaluation Form for use in annual counselling review meeting between counsellor and Depute Rector (Pastoral)





APPENDIX 1

COUNSELLING CONTRACT FOR HUTCHESONS GRAMMAR SCHOOL PUPILS

Counselling Service in Hutchesons' Grammar School – how does it work?

Counselling is part of the robust pastoral approach we have at Hutchesons' towards the emotional wellbeing of our pupils. A young person receiving counselling in school can be a challenge for parents whose child attends sessions – while parents are very keen to respect the confidential nature of these sessions, they can feel marginalised by the process. Therefore, it might be helpful to explain a bit about the concept of Counselling, and more specifically, what it entails for your child.

Referral: Pupils can be referred by House Staff, parents and/or at their own request (via Teams). There is no specific level of severity that needs to be reached before a pupil is eligible to use the service. Once received, an appointment will be offered to the student as soon as possible, on a time and day convenient for them (as much as possible).

Counselling is:

A process where a young person can sit in a quiet environment with the counsellor, and spend time thinking and exploring what might be going on for them. The relationship between the pupil and counsellor is confidential and non-judgmental in nature, thus offering a safe environment within which the young person can feel secure.

Counselling is not:

Giving advice or providing answers on how the young person can best 'sort things out'. Being judgemental or getting emotionally involved with that young person's process. Counsellors do not consider the young person's issues from their own frames of reference and will not base their responses to issues on their own life experiences.

Consent:

When the referral is being made, the parent/s will be approached and asked for consent. Once this consent is given, I arrange an appointment with the pupil. The counselling service is offered in school on Mondays and Fridays. Pupils are registered on the School Management Information System as, attending a 'Medical appointment' which means that they do not have to ask for permission from their class teacher. This reduces any anxiety around the pupil having to explain where they are going. Counselling Contract: When pupils start the process, they are provided with a copy of a student counselling contract, advising how the appointments work and the expectations and agreements for them. This parental version of the counselling contract is to help improve your awareness and understanding of the work, and to confirm that you agree with the meetings taking place.

Counsellor Responsibilities:

To be available at agreed time of appointment – if cancellation needs to be made, an alternative appointment will be made available.

To offer a quiet, non-judgmental and safe environment.

To uphold safe and professional boundaries.





To regard all information as confidential unless client discloses information which makes me concerned for his/ her safety or the safety of others. In this case I would first inform the client of my intention to breach that confidentiality and explain my reasons. I would then report my concerns to Mrs G. Clarke as Child Protection Officer and Depute Rector of Pastoral Care.

To encourage client autonomy.

To work within the BACP Ethical Framework, including maintaining my personal Supervision To review therapeutic relationship regularly.

Client Responsibilities:

To be punctual – if you need to change appointment, to do this with as much notice as possible.

To always be respectful to the counsellor.

To limit communication with therapist outside sessions to making, changing or cancelling an appointment.

To discuss with the therapist if you feel you want or are ready to end the appointments.

To let the counsellor know if you are considering entering into another therapeutic relationship e.g. CAMHS.

Supervision:

I attend regular supervision, as per BACP guidelines, and am responsible for my own self development. I may talk about aspects of the sessions at supervision, but at no time is any identifiable information mentioned and my supervisor is also committed to contracted confidentiality.

Records:

Brief notes are kept relating to the sessions with pupils, and these are marked 'confidential' and stored in a locked cupboard within the counselling room, which is kept locked at all times. These records do not have any identifiable information within – each pupil is designated a code, and only the Depute Rector in charge of Child Protection and I have access to the key.

If I leave the school's employment, I will (prior to leaving) seal all the confidential notes for each pupil in envelopes marked 'Confidential' and will sign/date the seal. This will then be stored in the Child Protection Co-ordinator's locked cabinet, and will only be opened by the Child Protection Co-ordinator with the permission of the Rector, and in his/her presence, or in the presence of the Depute Child Protection Co-ordinator. The requirement for accessing any notes would have to be for a significant reason, and this reason will be recorded in writing by the Rector, and placed in the file. Any new counsellor employed by the school would not be able to access the notes without your written consent, and any access to the notes in the event of obtained consent would remain confidential.

Contact:

I am happy to speak to parents to answer any questions about the counselling process, as long as there is an understanding that I cannot share specific issues that may have been discussed within that young person's therapy sessions. The intent of the confidentiality policy is not to keep information from parents, but to enable a young person to identify their needs, and then be able to communicate more fully with those who care for them.





Parent/Guardian Consent Form

Your permission is requested for your child,

to participate in counselling at Hutchesons' Grammar School with the school counsellor. Because counselling is based on a trusting relationship between counsellor and pupil, information shared by the pupil will be kept confidential, except in certain situations in which an ethical responsibility limits confidentiality. Mrs G Clarke (Depute Rector) will be notified under the following circumstances:

1. The pupil reveals information about hurting himself / herself, or another person.
2. The pupil (or another young person) may be at risk of harm.

By signing this form, I give my informed consent for my child to participate in counselling. I understand that anything that my child shares will be kept confidential except in the above-mentioned cases.

Signed - Parent/Guardian

_____ Date _____

This consent will be on file throughout your child's time at Hutchesons' Grammar School. You may revoke this consent at any time. Please feel free to get in contact if you have any comments or queries:

dobsonj@hutchesons.org / 0141 423 2933

Jamie Dobson

M.A., PG Cert Psychotherapy and Counselling MBACP (Accredited) (School Counsellor)





APPENDIX 2

Hutchesons' Grammar School Referral to School Counsellor for Assessment

Pupil's name:

Form:

Main concerns:

Name of member of staff making referral

(Sign):

(Print):

Date:





APPENDIX 3

Strengths and Difficulties Questionnaire

S 11-17

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 how things have been for you over the last six months.

Your Name

Male/Female

Date of Birth.....

	Not True	Somewhat True	Certainly True
I try to be nice to other people. I care about their feelings	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am restless, I cannot stay still for long	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I get a lot of headaches, stomach-aches or sickness	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I usually share with others (food, games, pens etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I get very angry and often lose my temper	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am usually on my own. I generally play alone or keep to myself	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I usually do as I am told	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I worry a lot	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am helpful if someone is hurt, upset or feeling ill	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am constantly fidgeting or squirming	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I have one good friend or more	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I fight a lot. I can make other people do what I want	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am often unhappy, down-hearted or tearful	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other people my age generally like me	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am easily distracted, I find it difficult to concentrate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am nervous in new situations. I easily lose confidence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am kind to younger children	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am often accused of lying or cheating	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other children or young people pick on me or bully me	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I often volunteer to help others (parents, teachers, children)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I think before I do things	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I take things that are not mine from home, school or elsewhere	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I get on better with adults than with people my own age	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I have many fears, I am easily scared	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I finish the work I'm doing. My attention is good	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Do you have any other comments or concerns?





Overall, do you think that you have difficulties in one or more of the following areas:
emotions, concentration, behaviour or being able to get on with other people?

No	Yes- minor difficulties	Yes- definite difficulties	Yes- severe difficulties
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

If you have answered "Yes", please answer the following questions about these difficulties:

• How long have these difficulties been present?

Less than a month	1-5 months	6-12 months	Over a year
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

• Do the difficulties upset or distress you?

Not at all	Only a little	Quite a lot	A great deal
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

• Do the difficulties interfere with your everyday life in the following areas?

	Not at all	Only a little	Quite a lot	A great deal
HOME LIFE	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
FRIENDSHIPS	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
CLASSROOM LEARNING	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
LEISURE ACTIVITIES	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

• Do the difficulties make it harder for those around you (family, friends, teachers, etc.)?

Not at all	Only a little	Quite a lot	A great deal
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Your Signature

Today's Date

Thank you very much for your help

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Strengths and Difficulties Questionnaire

S11-17
FOLLOW-UP

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 how things have been for you over the last month.

Your Name

Male/Female

Date of Birth.....

	Not True	Somewhat True	Certainly True
I try to be nice to other people. I care about their feelings	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am restless, I cannot stay still for long	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I get a lot of headaches, stomach-aches or sickness	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I usually share with others (food, games, pens etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I get very angry and often lose my temper	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am usually on my own. I generally play alone or keep to myself	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I usually do as I am told	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I worry a lot	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am helpful if someone is hurt, upset or feeling ill	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am constantly fidgeting or squirming	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I have one good friend or more	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I fight a lot. I can make other people do what I want	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am often unhappy, down-hearted or tearful	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other people my age generally like me	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am easily distracted, I find it difficult to concentrate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am nervous in new situations. I easily lose confidence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am kind to younger children	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am often accused of lying or cheating	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other children or young people pick on me or bully me	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I often volunteer to help others (parents, teachers, children)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I think before I do things	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I take things that are not mine from home, school or elsewhere	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I get on better with adults than with people my own age	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I have many fears, I am easily scared	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I finish the work I'm doing. My attention is good	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Do you have any other comments or concerns?





Since coming to the clinic, are your problems:

Much worse	A bit worse	About the same	A bit better	Much better
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Has coming to the clinic been helpful in other ways, e.g. providing information or making the problems more bearable?

Not at all	Only a little	Quite a lot	A great deal
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Over the last month, have you had difficulties in one or more of the following areas: emotions, concentration, behaviour or being able to get on with other people?

No	Yes-minor difficulties	Yes-definite difficulties	Yes-severe difficulties
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

If you have answered "Yes", please answer the following questions about these difficulties:

• Do the difficulties upset or distress you?

Not at all	Only a little	Quite a lot	A great deal
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

• Do the difficulties interfere with your everyday life in the following areas?

	Not at all	Only a little	Quite a lot	A great deal
HOME LIFE	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
FRIENDSHIPS	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
CLASSROOM LEARNING	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
LEISURE ACTIVITIES	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

• Do your difficulties make it harder for those around you (family, friends, teachers etc.)?

Not at all	Only a little	Quite a lot	A great deal
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Your signature

Today's date

Thank you very much for your help

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APPENDIX 4

Counselling Evaluation

• Immediate impact of counselling for the young person	
• Impact within the school	
• Numbers of young people attending	
• Gender of young people attending	
• Age profile/year group	
• Ethnicity of the young person attending	
• Sexual orientation of the person attending	
• Disability/illness/Special Needs of the person attending	
• Religion or belief of the person attending	
• Looked After Children	
• Number of sessions	
• Numbers who did not keep a counselling appointment	
• Presenting issues	
• Predominant issues	
• Onward referral (particularly specialist CAMHS)	
• Child Protection referrals.	

