

**INITIAL SCOPING EXERCISE
ON COUNSELLING SERVICES
FOR SCHOOL PUPILS IN WALES**

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**INITIAL SCOPING EXERCISE ON COUNSELLING SERVICES FOR
SCHOOL PUPILS IN WALES**

1. INTRODUCTION

Background and Context

The Welsh Assembly Government accepted the Children's Commissioner's recommendation (21.29) from the Clywch Report that it should develop a national strategy for providing an independent counselling service to all school pupils. In order to take this forward, an initial scoping exercise took place from October to December 2005. The purpose was to gather information on the level and type of counselling available to pupils in Wales, linking with stakeholders and current providers. This report, discussing the findings and including recommendations for further work, including the use of funding available for developing counselling in Welsh school was presented to the Education and Lifelong Learning Committee in March 2006.

Over the last few years, there has been an increase in interest in counselling in schools in Wales and this is reflected throughout the UK. The impetus for this has a number of causes:

- There is increasing awareness of the role that schools play in identifying, managing and preventing mental health problems in young people
- Early identification of psychological problems can help prevent major and more permanent behaviour problems in children
- Children's services provided by the Social Services Departments, educational psychology and special education services and specialist CAMHS are valued, but under enormous pressure and often have long waiting lists.
- Children and young people want to access resources in times of crises and when they are distressed by incidents in their lives.
- Counselling provides the opportunity for confidentiality, which may lead to the disclosure of bullying or abuse. The expression of thoughts and feelings is also more easily facilitated in an atmosphere of trust and confidence.

Welsh policy for education, health and social and youth justice service recognises the importance of agencies working together for the benefit of children, young people, and their families. The Children Act 2004 introduced a number of amendments which will have an impact on how services are delivered. Schools will have an increasingly key role

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in providing a community focus and offering a coherent range of services. Counsellors are part of a network of multi-disciplinary professionals working in schools supporting the health, emotional and social needs of pupils.

2. **APPROACH**

A list or register of practising counsellors and counselling organisations working in Wales was not available. We therefore contacted the 22 local education authorities (LEAs) in Wales by issuing a questionnaire asking them to give information on counselling services provided by qualified counsellors for children and young people within their authority. The questionnaire asked them about other services available to schools that children and young people could access if they had worries or concerns. They were also asked to comment on the benefits and disadvantages of counsellors based in schools.

'Schools' refers to primary and secondary schools, sixth form and colleges and educational provision that is not mainstream; for example, pupil referral unit and special schools.

Information has also been sought from the Children's Information Bureau across Wales regarding counselling services available for children and young people in schools or in the community. The co-ordinators of the children and young people's partnerships and some of the primary care workers in each authority were also contacted. We consulted with agencies providing counselling services across Wales and England and with individuals working in the departments of education in England, Scotland and Northern Ireland.

A brief literature review was undertaken to draw together ideas, themes and experiences that researchers and those working in the field have written about. The scope did not include consulting directly with children and young people because of time restrictions. However, their views and opinions on counselling services collected by different agencies and researchers have been taken into consideration and this included the consultation exercise conducted by Red Kite and commissioned by the Welsh Assembly Government.

It needs to be acknowledged that this was an initial scoping exercise and there may well be counselling provision that we are not aware of. The exercise has given us a picture of the type and availability of counselling services in schools across Wales. It has raised some interesting issues and further work in this area and the involvement of young people will need to be undertaken to fully inform the final strategy.

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3. MAIN FINDINGS

- The term 'counselling' has various meanings to different people and is used to describe many different sorts of activities both in schools and in the wider community. There are, however, some distinctions that are agreed and there are major differences between formal counselling and the use of counselling skills.
- There are different types of services being delivered in schools for children and young people. When they are available, the provision of information, advice and support services and counselling, provide a holistic, multi-skilled and flexible approach to the needs of children and young people. Access to these services is via a wide variety of routes, the majority being from teaching staff; others via parents, self referral and other professionals.
- The qualifications of people providing counselling to children and young people varied, as did the arrangements for supervision.
- It is important that counsellors evaluate their service and there is a place for routine monitoring of practice, and ensuring value for money, accountability and quality-led services.
- The availability of counselling provision in schools varies across the country. There are clusters of services in some parts of the country and very little or none in others. As a result, the opportunity for pupils to have access to a qualified counsellor at critical periods in their lives is limited.
- Staff in educational settings have an important role in assessing and supporting children and young people with emotional and behavioural difficulties. Often they are the first point of contact. However, there are also large waiting lists for specialist support and an increasing recognition by schools of the need for professionally trained counsellors, as well as for a high level of pastoral care.
- The disadvantages highlighted by some of the LEAs included concerns about the cost of funding a counselling service and the overall management of counsellors. There were also concerns regarding communication and how counsellors link into the continuum of support available to pupils if they work in isolation.
- There appears to be an absence of any strategic planning in the commissioning of most of the school-based counselling services. The benefits of a counselling service were seen twofold. Firstly children and young people would have access to a therapeutic service and, secondly, someone would be available on site that they could talk to in confidence. Support to teaching staff was also mentioned.

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- The number of school-based counselling services appears to be growing in Wales and this is also reflected throughout the UK. There does not appear to be any guidance for schools from the LEAs on the requirements necessary for providing an effective and safe service.
- There was evidence of good practice taking place and counsellors were accessing training to improve their practice.

4. RECOMMENDATIONS

- A multi-professional working group needs to be established to contribute to the development of the final strategy. To ensure an integrated multi disciplinary approach the working group should include representatives from education, health, social services and the voluntary sector as well as those involved in authority-wide planning. A representative from a professional body such as the British Association of Counselling and Psychotherapy should also be invited. The views of children and young people should be represented.
- The Welsh Assembly Government should produce a clear statement on what is meant by counselling; the purpose, qualifications and experience expected of those providing counselling in schools for children and young people.
- The Welsh Assembly Government uses the funding to take forward elements of the national strategy depending on the advice of the working group and might consider:
 - a) An in-depth evaluation of the type and model of counselling services currently available to children and young people in schools across Wales. The precise remit of the evaluation would be agreed by the working group.
 - b) The piloting of different types / models of counselling projects in Wales. The pilots would be part of the evaluation which could help to identify good practice and approaches that work well in both primary and secondary schools.
- Organisations recruiting counsellors or student counsellors on placement to work with children and young people should have written agreements or protocols in place that address issues such as parental consent, confidentiality and referral systems. They should also ensure that counsellors have been subject to the appropriate police checks and have provided references to show their suitability for the post. Counsellors must have Child Protection policies that are compatible with the All-Wales Child Protection

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Procedures and a complaints procedure that is accessible to children.

- All practising counsellors must undergo regular supervision. Supervisors should be experienced practitioners and supervision practice should conform to the current professional bodies' code of ethics and practice for supervision.
- Practitioners should be encouraged to undertake routine audits and outcome evaluations of their services. The views of children and young people including those who do not access the counselling service within the schools should be included.
- Local education authorities should ensure that pastoral staff, and those staff within education who have a role in recognising and intervening with pupils in need of support, have access to training on the use of counselling skills.
- School counsellors should be working within a multi-agency framework. They should link with community-based initiatives and form part of local authority's plans and link to behaviour and other support teams.
- Local authorities should consider developing an approved list of organisations and individuals who are suitably qualified to deliver counselling to children and young people.
- Guidance should be produced for schools on the requirements needed for an effective and safe school -based counselling service.

5. CURRENT GUIDANCE AND LEGISLATIVE PROVISION

The national documents produced by the Welsh Assembly Government that will inform the strategy include:

Everybody's Business (2001) informing on the developments of CAMH Services across all tiers. The strategy has broad aims of relieving suffering and improving the mental health of children and young people. It outlines the need for multi-agency approach using the four-tier concept for commissioning and planning. It identifies high risk groups of children, such as those looked after, those with behaviour and conduct problems, etc. Furthermore, it acknowledges the need for training for all those supporting and working with children and young people.

The National Service Framework for Children, Young People and Maternity Services (2005) sets standards and targets for the services delivered to all children for the next ten years. This is a child-centred

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framework to direct the work of all child dedicated services across the agencies.

The Welsh Network of Healthy Schools Schemes promotes the physical, mental and social health and well-being of its community through positive action by such means as policy, strategic and planning and staff developments with regard to its curriculum, ethos and community relations.

Personal and Social Education aspects of the curriculum.

The Special Educational Needs Code of Practice

Estyn's Framework for Inspecting Schools (2004)

Inclusion and Pupil Support guidance, (issued for consultation in 2005) recognises that meeting the needs of individual children and young people requires collaborative working arrangements within and between agencies to ensure that there is an effective, fully integrated 'seamless service'.

Respecting Others – Anti Bullying guidance for schools

One of the 6 elements of Learning Pathways 14-19, is that of personal support which recognises that some young people may need additional emotional support that requires expertise.

The Common Assessment Framework

6. A DEFINITION OF COUNSELLING

Counselling has many meanings to different people and is used to describe many sorts of activities. It is therefore important to define what we mean by counselling. It is also necessary to distinguish between formal counselling, and the use of counselling skills.

The British Association of Counselling and Psychotherapy (BACP) regards counselling as taking place when a counsellor sees a client in a private and confidential setting to explore a difficulty the client is having, distress they may be experiencing, or perhaps their dissatisfaction with life, or loss of a sense of direction and purpose. The BACP is the key professional body governing the activities of counsellors in schools and has produced good practice guidelines. The guidelines explain the nature of counselling in the following terms:

Counselling is a process which assists the individual young client to focus on their particular concerns and development issues, while simultaneously exploring specific problems, making choices, coping with crisis,

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working through feelings of inner conflict and improving relationships with others. Counselling enables young people to gain a better understanding of themselves and situations, as well as developing strategies to cope with changes.

- Formal counselling is the area of the professional counsellor who has completed training in counselling up to diploma or degree level. They will be working within a recognised code of ethics, which require confidentiality, accountability and clinical supervision. Formal counselling also refers to art, music and play therapies.
- Counselling skills are used by many people in both formal and informal contexts. Many of the skills used by counsellors, such as listening in a non judgemental way, being empathic and helping people to feel valued and understood are often used by people who work with children and young people in a specific role. They include teachers, health workers, youth workers and social workers. The role and responsibilities of the professional will determine the boundaries of their working practice.

The distinction between counselling and psychotherapy is made by Harris and Pattison (2004) in their research. They recognise that although this distinction is contested in the literature, there is little to differentiate definitions of psychotherapy from the BACP definition of counselling.

'In practice, counselling is concerned with prevention and de-escalation of a problem and focuses on enabling the young person to use their internal resources to cope with their difficulties more effectively. Psychotherapy is concerned with remedying mental health symptoms and problems, including psychopathology, and is generally more intensive.'

(Harris and Pattison, 2004, p7).

Colleen McLaughlin (1999) states that counselling in the school environment performs three specific functions:

- An educative function, i.e., to develop students personally and socially in the context of school
- A reflective function, which is the exploration of the possible impact of and contribution to personal and social development and mental health of practices in the classroom and other aspects of the school community
- A welfare function, which is the responsibility to plan for and react to, issues which impact on students' welfare.

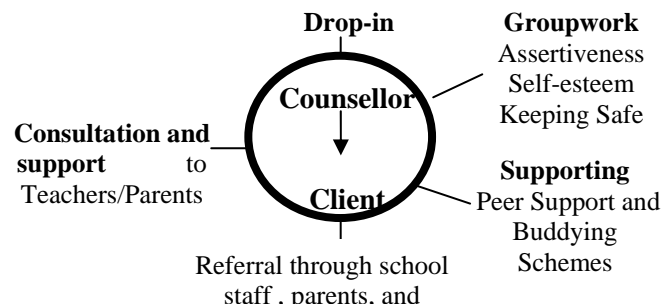
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It is acknowledged that there are a range of people in schools whose roles include the pastoral care of pupils. Why then do we need specialist counsellors? In reality there are many factors which may impede the pupil and teaching staff from achieving the requirements of a therapeutic counselling relationship, for example;

- time constraints;
- the sensitivity and complexity of the issues;
- the problem may be related to staff at the school;
- lack of skills; and
- the member of staff being seen as an authority figure.

It is not considered advisable for counsellors to hold a dual role in school, for example, as a teacher/counsellor, although it is acknowledged that some do. This is related to the difficulty of remaining independent when pupils are faced with the worker in the two roles, boundaries can become confused and responsibilities and accountability in the two roles are not the same.

Role of the Counsellor in School

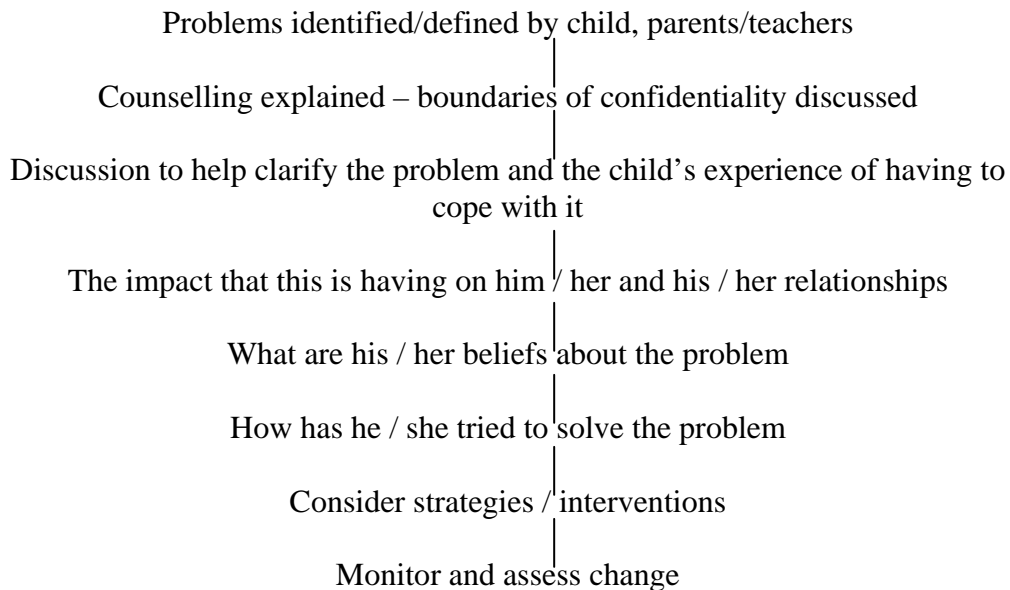


It is beyond this scope to discuss in detail all the approaches to counselling. Instead, the list below includes those approaches identified in the literature as being the most suitable for working in a school setting:

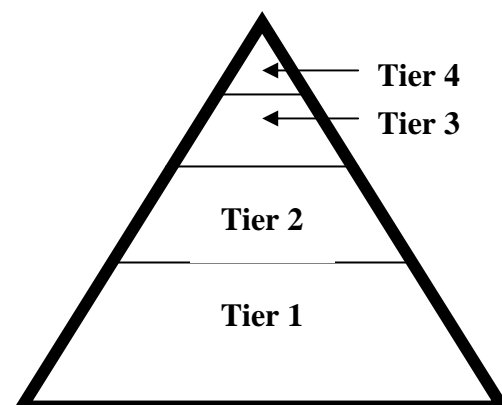
- Cognitive Behaviour Therapy (CBT)
- Gestalt
- Person Centred Counselling
- Psychodynamic Counselling
- Solution Focused Brief Therapy
- Transactional Analysis

The use of play therapy and art therapy is also a method used with children and adolescents.

Counsellor and Client Relationship Stages of the Process



It would also seem to be appropriate to place counselling in the service provision of child and adolescent mental health. “Everybody’s Business” conceptualised services according to their function in a tiered model where services range from Tier 1, universal to all children through gradually increased specialist role through 2, 3 and 4 (see below). Whilst primarily a tool for planning and commissioning services this concept also provides a useful method for describing services and where they sit in the child and adolescent mental health service construct.



The core business for education is a universal provision and access to the service they provide, i.e., schooling by reaching the access age. This equates to the vast bulk of child and adolescent mental health work within education being at Tier 1. Within nursery provision,

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primary and secondary schools, and colleges of further education the role of staff is important in providing assessment and early intervention of pupils who are presenting with emotional and behavioural problems.

Education as an agency also provides an individual, more specialised base assessment and intervention that falls into Tier 2 or higher. Behaviour support and educational psychology can be conceptualised as providing Tier 2 functions at the initial level of involvement.

The following can be conceptualised as provision equivalent to Tier 2 and 3 specialist intervention from a team of professionals:

- The increased involvement of professionals
- A statement of special educational needs
- Attendance at a special school or specialist unit

Tier 4 services are usually highly specialised placements often jointly funded through partners to provide specialist input to children with additional mental health problems and in need of specific placements.

In summary, therefore, counselling in schools offers a universal service but can also provide a more specialised Tier 2 function, providing a range of therapeutic interventions for children and young people of school age.

7. THE VIEWS FROM CHILDREN AND YOUNG PEOPLE ON COUNSELLING

Consultation with children and young people on their views of counselling services have taken place at different times across the UK by different agencies and researchers. Their views and opinions are important to us and therefore will be included at every stage of the process.

The Welsh Assembly Government is committed to involving children and young people in developing and implementing policies and practice and funding was made available to Children and Young Peoples Partnerships to undertake consultations with young people. The report produced by Red Kite (2005) on the arrangements for handling complaints in health, social care and school setting also contains a section on children's and young peoples views on counselling in schools.

The vast majority, 82%, said it was a good idea to have a school counsellor. The main reason being to have someone independent who pupils could talk to, in confidence, and someone who could listen and help with problems. The importance of being helped to feel comfortable to see the counsellor and the choice of a male or female counsellor was also seen as important.

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A significant proportion said they would speak to a teacher or Head of Year if they had a problem. The main reason they gave for a counsellor being on the premises was the convenience and accessibility

Young Minds (2005) commissioned research into what young people from black and minority ethnic backgrounds say about mental health services. This was a national study with the mapping of tier 1 activity and good practice across England and Wales.

The young people involved in the study made suggestions about how service access and delivery in this area could be improved. This included more services available, flexible opening hours, opportunities to drop in and self-refer, a choice of venues and more resources, interpreters when English was not the first language.

A knowledge of religious and cultural needs and showing an interest were identified as important staff attributes. The need for provision for young people from this group to address issues of grief, past loss, trauma and bereavement was seen as important.

An evaluation of the NSPCC Schools Teams was carried out in 2003 (Fox and Butler 2003), the key findings were that children and young people were generally very positive about having a school counselling service. 88% of the pupils rated the service as useful, very useful or extremely useful. They recognised the value of having someone else to talk to other than a teacher or parents.

Confidentiality was an important issue. Common reasons for not seeing a counsellor were that it was difficult to talk to a stranger, it may not be confidential, and there may be a stigma associated with seeing a counsellor.

Ways to improve the service were better promotion, the counsellor spending time in classes talking to pupils about the service, and being able to access the counsellor directly.

8. FINDINGS FROM THE INITIAL SCOPING EXERCISE INTERPRETATION AND RECOMMENDATIONS

Comments from the LEAs

Sixteen questionnaires were returned, 13 of the 22 authorities responded to the request for information. It is clear from the responses that where there is not a school-based counselling service in place, support and counselling skills are available for pupils who need it as part of the provision made for meeting the Code of Practice on Special Educational Needs.

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Schools rely on the educational psychologists, pastoral staff, education welfare officers/social workers, school nurse and other specialists such as behaviour support to work with pupils who are experiencing difficulties for different reasons. The responsibilities and roles of the professionals are different but they all have one thing in common, that is to provide support to the children and young people and their families who need help.

In addition to these services the role of a counsellor being available for pupils in schools was considered to be of value not only by those who had a counsellor working in schools, but also those who did not. The provision was seen as being of benefit not only to the children and young people, but also in supporting staff that have the day to day contact with them.

Below are some of the comments collected on the potential advantages:

- Support for children in crises and with emotional problems, helping to improve inclusion
- Support for children who may be victims of abuse
- Providing someone independent to talk to if they have worries or a complaint
- Quick access to Tier 1 & Tier 2 support, helping to keep children in the school environment
- Pupils would be able to discuss problems at an early stage before they escalate into long term difficulties
- Support to teachers coping with pupils every day

Below are some of the comments collected on the potential disadvantages:

- Who would safeguard, ensure a quality service and provide supervision?
- Conflict with other staff in school who may feel de-skilled
- Issues around confidentiality and parental consent if children and young people accessed service direct
- May not fit in with a continuum of support available to students if counsellors work in isolation
- Funding

Counselling with children and young people requires a different approach to that of counselling adults, and working therapeutically in a school setting can be demanding. Professionals do not work in a vacuum and there is a need to consider their role within an organisational and legislative context. The counsellor should be available to consult other staff and opportunities for participation in the everyday life in the school can be exploited without compromising the integrity of the counsellor among the pupils.

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If a counsellor is to be employed in a school it is important to draw attention to the view of the BACP and the 'Guidance Booklet on Counselling in Schools' (see www.bacp.co.uk) that it publishes, which states:

Due to the sensitive nature of the work and vulnerability of children and young people, it is an important requirement to use only properly trained and accountable practitioners as counsellors in schools

BACP further states that counsellors should have obtained, or be aiming for BACP accreditation or equivalent and United Kingdom Register of Counsellors (UKRC) registration or equivalent (see the Good Practice Guidance for Counselling in Schools, BACP, 2001).

The National Service Framework (NSF) for Children, Young People and Maternity Services is one part of the Welsh Assembly Government's strategy for children and young people and is of significant importance for counselling provision. The NSF sets out national standards for the universal services provided to children and young people in Wales. Those working in the voluntary sector or those independently commissioned to provide services are expected to be competent to deliver services to the standards required.

The importance of widely accepted and practiced quality standards is reinforced by the potential vulnerability of children and young people who could be exploited. They need the protection of skilled trained counsellors who operate within a strict code of professional conduct.

RECOMMENDATION

The Welsh Assembly Government should produce a clear statement on what is meant by counselling, the purpose and the qualifications and experience expected of those providing counselling in schools for children and young people

RECOMMENDATION

A multi-professional working group needs to be established to contribute to the development of the final strategy. This should include representatives from education, health, social services and a voluntary organisation associated with counselling. A representative from a professional body such as The British Association of Counselling and Psychotherapy should also be invited. The views of children and young people should also be represented.

9. RANGE AND TYPE OF SERVICES AVAILABLE

The scoping exercise showed that counselling provision appears to be relatively widespread across Wales. There are clusters of services in some parts of the country and very little or none in others. This means that the opportunity for pupils to have access to formal counselling at critical

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periods of their lives is limited. When available, counselling provision in schools is often limited to one day or two half days a week, with counsellors holding a caseload of between twenty to twenty five children or young people at one time.

Some schools are more proactive than others in attracting and developing services. Comments from the schools that had a counsellor available was very positive. The counsellors also felt valued and, on the whole, had built up good relationships with the staff; they usually had a link teacher who dealt with referrals and liaised with them and other support staff in the school. Counsellors working in schools would also contribute to other initiatives in school, such as anti-bullying strategies, peer support training, and training to staff in their use of listening skills to support pupils.

There does, however, appear to be an absence of any strategic planning in the commissioning of most of the school-based counselling services. Counsellors in many cases had contacted schools directly regarding provision or the school or college had advertised. It is also not clear how well counsellors are integrated into the schools as opposed to being seen just as an additional resource. It would seem to make sense that if a school counselling service is to be effective, it needs to be closely aligned with the objectives of the LEA and working closely with other agencies.

RECOMMENDATION

School counsellors should be working within a multi-agency framework. They should link with community-based initiatives and form part of local authority's plans and link to behaviour and other support teams.

Some of the Children and Young People's Partnerships have already identified a shortage of counselling provision and are in the process of taking steps to address this. For example, Torfaen is currently issuing a questionnaire to different professionals working across the authority asking if they provide individual support to children and young people using counselling or counselling skills. Merthyr Tydfil had also identified this provision as a service gap and was considering ways to address this.

The format of provision was different across Wales. The way projects were funded would affect access and referrals. For example, if the school were paying for the counsellor then referrals were almost always through teaching staff. Voluntary agencies would in most cases try to encourage self-referral and the service would be advertised with different access routes identified. The type of counselling provision sometimes reflected the needs of the communities in which the service operated. In rural areas counselling services offer outreach as well as working in schools. A full list of counselling services included in the scoping exercise can be found in Appendix 1

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For simplicity, counselling services might be seen to fit within three main types:

- An external or internal counsellor providing counselling on a sessional basis to one school. The counsellor would be employed on a sessional basis and funded out of the school budget.
- A voluntary agency managing the service and a team of counsellors and volunteers working in several schools across the county. Funding would come from various external sources, including the schools. Some also provided counselling in venues out of school. Some posts would be funded by the agency and would be permanent.
- An agency such as the youth service managing the service and providing counselling in schools, and in other venues. Some funding would be allocated from that budget but additional funding would be sought.

The terms and conditions of counsellors depend on who is employing them. Salaries for counsellors are generally in line with the pay structure of the organisation that is funding the post.

The Dudley Counselling Service

The counselling service in Dudley, England, is part of support services that operate under the Education Directorate. The counselling service is located under the Access and Inclusion Division and within the Individual Pupil Support section. The Head of Service is employed by the LEA and the team is situated in the Education Centre.

In 2002 it became a fully traded service and nine counsellors operate in both primary and secondary schools. All have a minimum qualification of a Diploma in Counselling and they also have a teaching qualification. The management, accountability and quality of assurance for the work carried out are the responsibility of the Head of Service. The service also charges for training delivered to internal and external staff on issues related to mental health, emotional health and wellbeing and behavioural problems. Cost to a school would be in the region of £10,000 a year. This would provide a counsellor for 1 day a week for 36 weeks. Schools would be charged a higher rate if one-off sessions were requested.

Eye to Eye Youth Counselling Service

The Eye to Eye Youth Counselling Service is an example of a voluntary organisation that provides counselling for young people aged between 11 and 25 years in Rhondda Cynon-Taff. They work within schools and have drop-in centres for young people in three venues across the authority. The service is a registered charity, managed by a trustee committee and administered by a counselling co-ordinator who has a qualification in counselling up to diploma level.

The charity recruits volunteers who are counsellor qualified or in their final year of the Diploma in Counselling. Supervision and monitoring

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is carried out in accordance with BACP. Eye to Eye also deliver an accredited training module on working with children and adolescents to all its volunteers. A peer to peer training programme for young people within schools and youth based organisations in Rhondda Cynon-Taff is also part of the provision. Sessions can be purchased in blocks of 50 hours, at a total of £750.00. This is inclusive of travelling expenses, counsellor supervision insurance and ongoing training. Additional funding is obtained from different sources, including Cymorth and the youth service.

Some of the counsellors interviewed felt it was important for the role of the counsellor to be seen by the children and young people who used the service, as independent of the school. As already mentioned, confidentiality is important to enable the development of trust and the child or young person to express their distress and talk about issues which are troubling them. The limitations to this would be in the case of child protection. It is important that this is explained in the agreement/contract with the school and the child or young person with whom they would be working.

RECOMMENDATION

Organisations recruiting counsellors or student counsellors on placement to work with children and young people should have written agreement or protocols in place that addresses issues such as parental consent, confidentiality and referral system. They should also ensure that counsellors have been subject to the appropriate police checks and provide references to show their suitability for the post. Counsellors must have child protection policies that are compatible with the All-Wales Child Protection Procedures and a complaints procedure that is accessible to children.

RECOMMENDATION

All practising counsellors must undergo regular supervision. Supervisors should be experienced practitioners and supervision practice should conform to the current professional bodies' code of practice.

The way in which the service is promoted and advertised is important. In some of the secondary schools a referral system operates in which parents/carers are not routinely informed of their child's attendance at counselling. Parents are aware that a counselling service existed in school. In primary schools parents are informed and consent would be obtained prior to the child being seen. The majority of referrals come from the schools; others from parents/carers, other professionals and young people themselves.

Common issues presented by the young people are similar in all the projects visited. They include bullying, behavioural and anger management difficulties, anxiety and stress, family difficulties, bereavement and depression. All the counsellors have dealt with serious personal issues such as abuse, self harm, and suicide ideation. Some of the children and young people live with domestic abuse and parents who have alcohol and/or drug dependency.

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Research evidence shows the link between mental health problems in children and young people and an increased likelihood of:

- poor behaviour in schools;
- low school achievement;
- school exclusion;
- drug and alcohol abuse; and
- attempted suicide and suicide.

Primary Schools

Most of the counselling projects included in the scope only offered the service to secondary schools. This appeared to be mostly because of capacity issues or the age remit of the agency providing the service, such as the youth service

Working with the primary aged group has additional challenges for counsellors. It could also be questionable if the work with primary aged children is formal counselling. Children do benefit from one to one work and having someone to talk to, but the issues around confidentiality can become blurred. Counsellors use alternative methods to engage the children, such as play and artwork, as well as talking therapies. Parents in most situations would be informed and the counsellors would meet with them at various stages of the process. Involving parents and applying a more integrated model that can also offer support for parents from other professionals such as a social worker may be the most effective way of working with this age group.

Wrexham Counselling and Support Service

The NSPCC counselling project in Wrexham works with children and young people in both secondary and primary schools. The project employs nine counsellors; all have a minimum qualification of Diploma in Counselling. Two of the counsellors have an additional qualification in Art and Play Therapy. The project provides support to parents with children in primary schools who have difficulty coping with their children's behaviour. Individual and group sessions are offered to parents using filial play therapy. One counsellor, who also has a social work qualification, works in primary schools with children and their carers who have experienced domestic abuse. Counselling is also provided at the NSPCC building for children and young people and their families not wishing to be seen at school. The main funding is through the NSPCC with £ 51,000 funded by Cymorth until 2008.

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The Place 2 Be

The Place 2 Be delivers a range of services directly to children in primary schools, a place where they can express their feelings through talking, creative work and play. The agency uses supervised volunteer counsellors. Some are qualified therapists whilst others are on placement from courses. They also offer training for school staff working with children. The Place 2 Be currently works in Scotland and was recently part of a research project carried out by the University of Aberdeen which was investigating the links between mental health and behaviour in schools. They also work in several authorities in England. Although not currently working in Wales, they have been approached by a number of schools in Wales. They work with a hub of local schools usually 8-12. The Place 2 Be would employ a hub manager to project manager the work in schools. They average 2-3 days in schools. The costs would be in the region of £8,000-£10,000 for each school, with match funding from local bodies such as education and health.

An evaluation of counselling services being delivered to children and young people in Wales would provide useful information on the quality and benefits of this type of provision. It could also identify the type and range of qualifications required if counsellors are working with vulnerable children and young people. The vast majority of responsible practitioners would welcome these developments. Registration of qualified counsellors working in the UK is being considered but it is unclear at the moment when that will be in place.

RECOMMENDATION

Local authorities should consider developing an approved list of organisations and individuals who are suitably qualified to deliver counselling to children and young people.

RECOMMENDATION

Practitioners should be encouraged to undertake routine audits and outcome evaluations of their service. The views of the children and young people, including those who do not access the counselling service within the school, should be included.

RECOMMENDATION

The Welsh Assembly Government uses the funding available for counselling to fund:

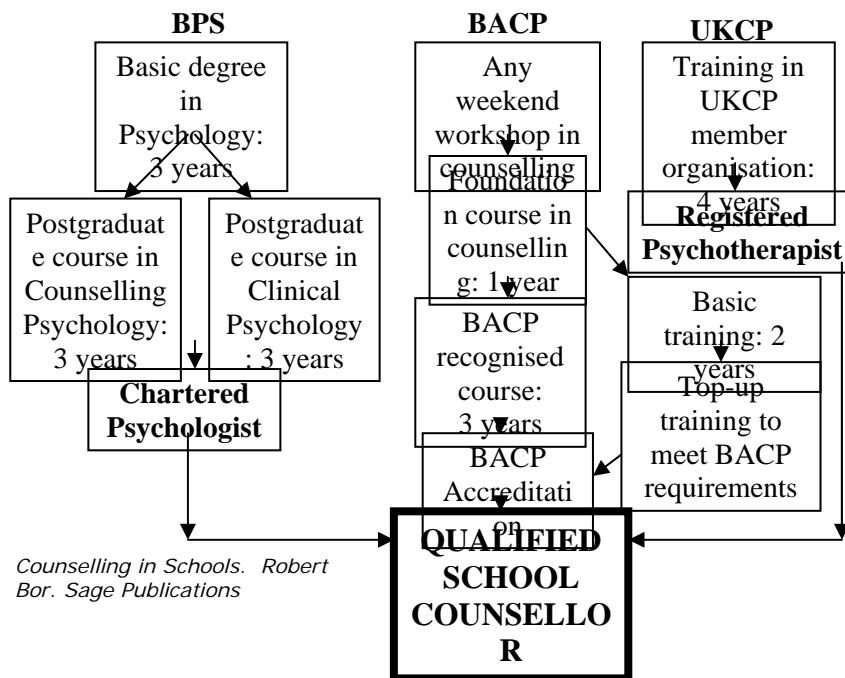
- a) An in-depth evaluation of the type and model of counselling service currently available to children and young people in schools across Wales. The precise remit of the evaluation would be agreed by the working group**
- b) The piloting of three counselling projects in Wales. At least one of the pilots should be delivered to primary aged-children. The pilots would be part of the evaluation which would help to identify good**

practice and approaches that work well in both primary and secondary schools.

Training for Counsellors

A wide range of training opportunities in counselling is available. The course content and titles also vary. The majority of counselling courses are adult based with a few offering a module on working with children and young people. It was not within the remit of this scope to survey all the courses available, but it would seem to be crucial that courses prepare students for competent practice. It may be beneficial to include the availability and content of courses in the evaluation. An example of training routes in counselling is provided by Bor *et al* (2002).

Qualifications:



10. MULTI-AGENCY WORKING

The focus of the scoping exercise has been the provision of counselling in schools. Schools are developing partnerships with a range of external agencies and different professionals that provide support for children and young people. Some such as the youth service provide

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information, advice and support as well as counselling. Following the launch in Wales of "Extending Entitlement" and the development of Young People's Partnerships, the Youth Services have developed a number of diverse activities which help to engage young people at all different levels.

Youth Access is a UK-wide organisation for young people's information, advice, counselling and personal support. Their definitions are useful in helping to understand the importance of having services that are flexible and appropriate to meeting the need of young people. It is inevitable that the different types of services will sometimes overlap, but the skills and training required to deliver them will be different.

Information - Information work can include signposting to other services, or providing young people with resources to discover their own answers to their questions and needs. There is no assessment or recommendation about the information's appropriateness, and decisions, choices and actions are left to the young person.

Advice - Advice is concerned with helping a young person to change or cope with practical issues and problems. It seeks to widen the young person's choices by providing accurate and relevant information regarding their rights, options and potential courses of action. Action agreed can be undertaken with, or on behalf of, the young person

Personal Support - Personal Support is a general term which embraces a range of helping activities, including befriending, one-to-one, and group work. Activities are frequently aimed at helping to reduce social isolation and build up confidence and self esteem.

Info shops offer free and quality information and advice to young people on a range of issues that may affect their lives, such as education, health, careers, family and relationships.

Wrexham Youth and Community Service

The Youth Work in Education team works in partnership with eight secondary schools across the Borough. The team provide one-to-one work, support, advice and information. Other activities have included young men's groups, young women's groups and a sexual health programme.

Monmouthshire - Face to Face.

This project comes under the umbrella of the Youth Service. The team of three counsellors, all qualified to diploma level, are managed by a qualified counsellor who is also a youth worker. Counsellors deliver individual counselling sessions for young people over the age of 11 years. Young people are seen in a variety of venues, including four secondary schools, youth clubs and health centres; counsellors will also do home visits. The youth service has provided a van to enable the

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co-ordinator to travel across the county. Funding is from the youth service.

Bridgend Youth Information Services

This project works with young people aged between 11 and 25 years in their own locations. They provide verbal information, advice and guidance, one-to-one, group work and issue based workshops. They also have a dedicated Youth Advice sexual health service funded by Bro-Morgannwg NHS Trust. The Info Direct bus visits 18 different sites within the authority. There is also a counselling service linked to the project that employs five part-time counsellors. Counsellors have dedicated time given to schools and will also see young people in other venues. Initially funded by Youth Focus this funding ended last year. Funding is now through the Youth Service and Cymorth.

Primary Mental Health Workers

The role of the primary mental health worker in school is a relatively recently established role. Working across Wales under the different NHS trusts services have a targeted community focus and people are encouraged to seek help at an early stage by local staff working at Tier 1 in schools and other front line services for children. The service has a universal focus for mental health promotion and prevention, working to promote positive mental health and wellbeing in all children through training, consultation and joint working. Primary mental health workers in Flintshire provide clinical supervision for school counsellors working in Flintshire and Wrexham.

Counselling and Peer Support Schemes in Schools

As with the development of one to one counselling, a variety of peer support schemes are also being developed in schools. Many different types of service may be included under this heading such as mediation, buddying, and conflict resolution. Young people have reported that it is often easier to talk to a peer than an adult and these schemes can be very successful in helping to create a supportive environment. The benefits for the peer supporters have been described as increased confidence, acquisition of communication skills and enhanced sense of responsibility. Peer support schemes can also help to reduce the incidents of bullying. Some counsellors are involved in training peer supporters in the use of listening skills.

Emotional Health and Well-being

This may be a key part of the school ethos as well as being delivered through the curriculum and is part of the Healthy Schools Framework.. Additionally the Assembly Government is planning to issue guidance to schools on this aspect during 2006. There are different approaches used in schools to promote health and well-being and some are delivered by staff in schools but also promoted by other agencies for example:

Circle time

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Many schools throughout the country have now adopted circle time for a number of different reasons. As well as teachers wanting to use it to develop speaking and listening skills, it can also be an opportunity for children to learn to express thoughts and feelings. Other benefits can include an opportunity to develop empathy and thinking skills, respect for others, a chance to discuss conflicts and a chance to ask pupils to suggest possible solutions to difficulties. Circle time is used more with primary aged children but some secondary schools have begun to use this approach in PSE. Counsellors working in schools have used circle time to discuss certain themes such as listening to each other, friendship etc.

PATHS (Promoting Alternative Thinking Strategies) is a series of curriculum-based programmes, based on a clear development model, containing in excess of 150 prepared lessons. It is designed to promote emotional and social competencies in young school aged children (reception age through to Year 6), promote self esteem, and reduce aggressive behaviour and behaviour problems.

PATHS is designed to be delivered by teachers and support staff as a universal prevention programme during two or three 20-30 minute lessons per week in the classroom. It can also easily be delivered in circle time. In Wales, PATHS is generally taught as part of PSE. Most studies have been carried out in America although a growing number of trials are being carried out in the UK.

PATHS was introduced to 4 local primary schools in Flintshire in 1998. Primary mental health workers initially delivered the curriculum with teaching staff observing. It is currently being delivered across a number of primary schools in Flintshire, Denbighshire, Conwy and Caerphilly.

Student Assistance Programme SAP

The Student Assistance Programme (SAP) is a comprehensive model of primary prevention and early intervention that utilises learning activities and support groups for all students exhibiting high risk behaviours in Key Stages 1 to 4. It contains a mirror strategy called an Employee Assistance Programme (EAP) designed to support adults in the education system, and can include work with parents and families in the wider community.

The programme was devised 25 years ago in the USA by Cheryl Watkins. The model has been adopted by Wrexham LEA. Staff from the LEA and schools receive training to deliver the programme within schools. The project initially began in secondary schools but has recently begun to include primary schools.

The goals of the support groups are: to reduce feelings of isolation and loneliness; to provide a sense of connectedness with self and others; practice giving and receiving support for healthy living skills; identify

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self-defeating behaviours; receive nurturing and affirmation for growth; increase self-awareness and self-esteem, learn how to care for self and others.

Telephone Helplines

The majority of the local authorities advertise national and local helpline numbers on their websites. Most are manned by adults, but 'Youth to Youth' is a national helpline provided by young people, for young people. They offer support and advice, using counselling skills, on a wide range of issues which affect young people and their families.

There are also a number of counselling services for children, young people and adults across the different authorities and some provide input into schools. They are run by both the statutory and voluntary sectors and range from specialist services such as Relate, drug and alcohol agencies and bereavement counselling, to informal support from church groups and youth clubs. The qualifications of the people delivering the services vary.

11. APPROACHES OUTSIDE WALES

England-DFES

Counselling services, including counselling in schools, are increasing and this is the case across the United Kingdom. In England there are currently no plans to develop a National Strategy. Some LEAs, such as Dudley and Hertfordshire, are financially supporting counselling in schools and Hertfordshire has also developed a local counselling strategy. Counselling in schools is aligned with the emotional health and wellbeing of pupils.

A number of resources have been developed, including SEALS (Social Emotional Aspects of Learning Skills), which is part of the Primary National Strategy. There are also plans to pilot in secondary schools in the near future. "SEALS resource provides a framework for explicitly providing social and emotional and behavioural skills with built in progression for each year group within a school. The resource is designed to facilitate a systematic and spiral approach to learning, through foundation to Year 6. Themes include new beginnings, getting on, falling out, saying no to bullying, going for goals (self-awareness), good to me, relationships and changes" (Education and Skills Primary National Strategy DFES ref 1579/2/2005) As well as the curriculum, the importance of co-ordinated services, working in partnership with the wider community and the ethos of the school are all considered to be important factors in contributing to the emotional health and wellbeing of children and young people.

Northern Ireland - Department of Education and Health

In May 2002 the Department of Health, Social Services and Public Safety (DHSSPS) commissioned a review of counselling services in

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Northern Ireland. The aim of the review was to examine the local standards of counselling practice; the objectives also included the identification of key issues and an examination of the scale and scope of counselling services that were available for people. The review also looked at the arrangements for training and supervision of counsellors. There were 24 recommendations made on how to improve the quality of services and work is now being carried out to take these recommendations forward.

Three of the five Education and Library Boards provide funding and have counsellors working in schools. This is provided through voluntary agencies, including the NSPCC, and education staff, such as Education Welfare Officers who have a counselling qualification. The North Eastern Board has a statutory counselling service in place.

Scotland - Scottish Executive Education Board

In April 2004 the University of Aberdeen was commissioned by the Pupil Support and Inclusion Division of the Scottish Executive Education Department to investigate the links between mental health and behaviour in schools. The structure of the report considered three main areas; school ethos and environment; the inclusive curriculum; and partnerships with other professionals and the wider community.

The issues around the emotional health and wellbeing of pupils are at an early stage. The report identified good practice and how this can be improved and taken forward. A National Development Officer has been appointed and as well as having a focus on emotional health and well being counselling in schools is an area that is also being targeted. A multi-disciplinary integrated approach is being developed that includes the involvement of young people. There is funding for pilots to identify good practice and the Local Authorities are being encouraged to buy into this as there is evidence that counselling in schools is working well. Government is mainstreaming some funding with other funding being sought.

An evaluation report funded by Greater Glasgow NHS board has also been conducted between September 2002 and June 2004. The evaluation was of the Counselling in Schools Project funded by the NHS and carried out by the University of Strathclyde.

The Health Board, in consultation with the Education Departments of two local authorities, in Glasgow and East Dumbartonshire, identified three secondary schools to take part in the pilot project. The findings from a range of sources indicate that the counselling service was beneficial to the young people involved.

School-Link Project New South Wales Australia

In February 1999 the NSW Government launched School-link as one of a range of initiatives to improve the mental health of children and

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young people in NSW. The initiative is a collaborative partnership between the Department of Education and Training and The Department of Health. It provides a framework and structure to support child and adolescent mental health services and schools to work collaboratively to promote mental health, prevent mental health problems and support students with mental health problems.

NSW has around 800 school counsellors and it was recognised that school based services have a key role in identifying children and adolescents at risk of developing mental health problems and integrating promotion, prevention and early intervention strategies into their structure, ethos and curricula. Many areas of NSW are rural and remote and school counsellors may be the main source of help for young people who have mental health issues.

A comprehensive process was undertaken to develop a school link training programme. The training was for three days and included school staff, school counsellors, health workers in schools and child and adolescent mental health workers.

In 2003 the programme was evaluated. The key outcomes included an improved understanding of mental health problems and disorders in children and young people, improved access to services, increased collaboration between school counsellors and mental health workers.

12. BROAD PRINCIPLES OF A COUNSELLING STRATEGY FOR WELSH SCHOOLS

1. A national working group needs to be established that will identify the aims, objectives and principles of the National Strategy. The working group should be multi-professional and if possible include a representative from a professional body such as the British Association of Counselling and Psychotherapy.
2. The aims of the strategy should include the development of quality counselling services for children and young people and to build on current developments. An evaluation of current models and delivery of counselling services should be undertaken.
3. In consultation with 3 LEAs, three schools need to be identified that will take part in a pilot project that will also inform the evaluation.
4. Some of the key objectives should be:
 - a) to establish quality assurance standards;
 - b) to produce guidance and support for local education authorities on counselling in schools;
 - c) promote further partnerships and collaborative working; and

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- d) to develop a service which is accessible, non-discriminatory and sensitive to the cultural and language diversity that exists in Wales.
5. It is essential that certain key principles underpin how counselling services for children and young people will be developed in Wales and amongst others should include;
- a) the service should centre on the child and young person by ensuring that it is holistic, flexible and meets the needs of children and young people;
 - b) the welfare and protection of children and young people should be of paramount importance; and
 - c) the views of children and young people are actively sought and their rights as represented by the United Nations Convention on the Rights of the Child are respected.
6. The features of counselling in schools should include:
- a) confidentiality and anonymity;
 - b) how it will contribute to the pastoral work of the school;
 - c) how the service will operate in schools; and
 - d) how the service will be promoted .

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APPENDIX 1

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APPENDIX 2

EXAMPLES OF COUNSELLING PROVISION WITHIN WALES

Newport - One to One

One to One - this is a new project established in June this year. Two counsellors work in 4 secondary schools in Newport providing direct counselling. Both counsellors are qualified to Diploma level and have had previous experience of working with children and young people. One to One is applying for charity status. Funded by individual schools cost is £25 per session.

Rhondda Cynon Taff - Eye to Eye

Eye to Eye - offers a face to face counselling service to young people between the ages of 11 and 25 living within the area of Rhondda Cynon Taff. A registered charity, managed by a board of trustees, committee and administered by a Counselling Co-ordinator who is a qualified counsellor. This project has outreach centres and also works in six schools in Rhondda Cynon Taff. Sessions can be purchased in blocks of 50 hours, at a total cost of £750. This is inclusive of travelling expenses, counsellor supervision, insurance and ongoing training. Sessions carried out on premises belonging to the purchasing organisation can be charged at an hourly rate, plus travelling expenses. Peer to Peer training is funded by Cymorth. 655 young people across Rhondda Cynon Taff were successful in achieving the Open College Network qualification. The Youth Service also funds 10 hours per week, 39 weeks a year, and provides the venues for the outreach work. The project employs volunteer counsellors up to 20 at a time who are in the final year of Diploma in Counselling course.

Monmouthshire - Face to Face.

This project comes under the umbrella of the Youth Service. The team of three counsellors, all qualified to Diploma level, are managed by a qualified counsellor who is also a youth worker. Counsellors deliver individual counselling sessions for young people over the age of 11 years. Young people are seen in a variety of venues, including four secondary schools, youth clubs and health centres; counsellors will also do home visits. The Youth Service has provided a van to enable the co-ordinator to travel across the county. Funding is from the Youth Service.

Bridgend Youth Information Services

This project works with young people aged between 11 and 25 years in their own locations. They provide verbal information, advice and guidance, one to one, group work and issue based workshops. They also have a dedicated Youth Advice sexual health service funded by Bro-Morgannwg NHS Trust. The Info Direct bus visits 18 different sites within the Authority. There is also a counselling service linked to the project that employs five part-time counsellors. Counsellors have dedicated time given

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to schools and will also see young people in other venues. Initially funded by Youth Focus this funding ended last year. Funding is now through Youth Service and Cymorth.

Wrexham - NSPCC School Counselling and Support Service

This project has been established for over ten years and is one of 13 projects funded by the NSPCC to work in schools. The project employs qualified counsellors, minimum qualification is Diploma level an art and a play therapist. A registered charity, the project provides counselling in six secondary schools and a special school. It also works in primary schools throughout the County. The majority of the funding is from the NSPCC. £16,500 is received from Cymorth funding for work in secondary schools and £35,000 to work with children and parents/cares in primary schools.

Powys - Walkways

Walkways is a charity based in the West Midlands but has a project in Powys. Counselling is for anyone aged 13-19 years. Two part-time counsellors with a Diploma in Counselling are based in Llandrindod Wells offering face to face counselling. Counsellors will also visit schools, surgeries, and community centres to see young people. Counsellors can be contacted by email, telephone or letter. The project receives funding from the National Lottery and Cymorth.. A steering group made up of professionals working in Powys oversees the Project.

Flintshire Counselling in Schools

This is a pilot project that has recently been established in two secondary schools. Managed by the Youth Service, student counsellors deliver the service in schools. The student counsellors also receive clinical supervision from Flintshire CAMHS.

Pembrokeshire - Pembrokeshire Counselling Service

This is a voluntary organisation providing person centred counselling for people from aged nine years upward. Young people under the age of sixteen require parental consent. Sessions normally last around six weeks and take place in locations convenient to the child or young person.

Adlerian Society of Wales provides person centred counselling at its centre in Pembrokeshire. Young people are usually referred but can self refer. Costs are on a sliding scale from £5.00 - £25.00.

Anglesey - NSPCC Cam Nesaf Project

Two counsellors, art and play therapist working in six schools. Referrals through teaching staff and other professionals. Young people can access direct.

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Individual Counsellors Working in Schools and Colleges

Coleg LLandrillo
Pembrokeshire College
Coleg Gwent
Colegsirgar- Carmarthenshire
Coleg Morgannwg
Yale College Wrexham
Deeside College

Monmouth High School, Monmouthshire
St Teilo's High School Cardiff
Ysgol Gyfyn Penweddig – Ceredigion
Penglais Comprehensive School
Prestatyn High School, Denbighshire
Ysgol Gyfun Llanbedre Pont Steffan, Ceredigion
Ysgol Gyfun Dyffryn, Ceredigion

Counselling and Counselling Skills Delivered by Other Professionals in Wales

Merthyr Tydfil - New Pathways

This project was established in 1993 and provides one to one counselling by specially trained counsellors, for men, women and children who have been affected by rape or sexual abuse. A children's therapist works with children from the age of 3-13 and another for adolescents. Children are seen who have experienced trauma as a result of bullying, domestic violence or bereavement as well as sexual abuse. Funding is received from Local Councils as well as National Lottery. New Pathways has recently become the first organisation within Wales to have developed a Sexual Assault Referral Centre (SARC).

Cardiff - Traveller Education Service

An academic service with aims to raise attendance, prevent exclusion, improve literacy and maths. Employs qualified teachers and teaching assistants. The project mentors young people in schools and provides one to one counselling using counselling skills.

Cardiff - PURL Black Caribbean Project

Provides one to one counselling and group work to young people of Black Caribbean or mixed cultural heritage with Black Caribbean background.

Torfaen - MIST

A multi-disciplinary intervention Service is specifically aimed at children and young people whose family situation and or school placement has broken down or is at the point of breakdown. Service is managed by Child and Adolescent Mental Health Service led by a voluntary sector children's society NCH.

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Prestatyn High School - Denbighshire

As well as employing a counsellor qualified up to certificate level the school also provide one to one support for pupils through Career Wales, a worker from the behavioural support team and the local police liaison officer.

APPENDIX 3

EXAMPLES OF COUNSELLING PROVISION OUTSIDE OF WALES

The Dudley Counselling Service

The counselling service in Dudley, England, is part of a variety of Support Services that operate under the Education Directorate. The counselling service is located under the Access and Inclusion Division and within the Individual Pupil Support section. The Head of Service is employed by the LEA and the team is situated in the Education Centre.

In 2002 it became a fully traded service and nine counsellors operate in both primary and secondary schools. All have a minimum qualification of a Diploma in Counselling and they also have a teaching qualification. The management, accountability and quality of assurance for the work carried out are the responsibility of the Head of Service. The service also charges for training delivered to internal and external staff on issues related to mental health, emotional health and wellbeing and behavioural problems. Cost to the school would be in the region of £10,000 this would provide a counsellor for 1 day a week for 36 weeks. Schools would be charged a higher rate if one off sessions were requested.

The Place 2 Be

The Place 2 Be delivers a range of services directly to children in primary schools, a place where they can express their feelings through talking, creative work and play. The agency uses supervised volunteer counsellors. Some are qualified therapists whilst others are on placement from courses. They also offer training for school staff working with children. The Place 2 Be currently works in Scotland and was recently part of a research project carried out by the University of Aberdeen which was investigating the links between mental health and behaviour in schools. They also work in several authorities in England. Although not currently working in Wales, they have been approached by schools in Cardiff. They work with a hub of local schools usually 8-12. The Place 2 Be would employ a hub manager to project manager the work in schools. They average 2-3 days in schools. The costs would be in the region of £8,000-£10,000 each school, with match funding from local bodies such as education and health.

Hertfordshire Counselling in Schools Service

Hertfordshire employ 14 counsellors working in 27 schools across the county. The Children Schools and Families Service Plan for 2004/5 included the commitment to implement a Counselling Support Strategy for children and young people in Hertfordshire. A centrally managed service has been developed. A manager and co-ordinator report to the counselling and mentoring steering group and the manager is line managed by one of those members have been appointed and

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counsellors are employed on fixed term contracts. A central base for the manager and her administrator is also provided A budget of £119,000 has been allocated. Schools pay on average £23.00 an hour plus on costs for the service.

APPENDIX 4

CONTRIBUTORS TO THE SCOPING EXERCISE

LEAs Who Replied to the Request for Information

Swansea
Vale of Glamorgan
Neath Port Talbot x 2
Flintshire
Monmouthshire
Rhondda Cynan Taff
Caerphilly
Powys
Denbighshire
Cardiff x 3
Ceredigion
Torfaen
Anglesey

Children's Information Services in Wales Who Replied to the Request for Information

Wrexham
Denbighshire
Gwynedd
Flintshire
Merthyr Tydfil
Monmouthshire
Ceredigion
Neath Port Talbot
Conwy
Cardiff
Carmarthenshire
Powys
Bridgend
Rhondda Cynon Taff
Swansea
Torfaen

Professionals Contacted as Part of the Scoping Exercise

Primary Mental Health Workers

Julia Terry - lead primary mental health worker - Pembrokeshire and Derwen NHS Trust

Fiona Holden - primary mental health worker- Denbighshire and Conwy NHS Trust

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Irfon Williams - primary mental health worker- Anglesey and Gwynedd

Sarah Hammond Rowley - primary mental health worker- Flintshire and Wrexham NHS Trust

Children and Young Peoples Partnerships who responded to request for information

Simon Rushton – Performance Manager-Torfaen
Jassa Scott - Partnership Planning Manager - Merthyr Tydfil
Diane Daniels - Framework Co-ordinator - Newport
Shan Annett Framework Co-ordinator - Gwent Blaennau
Harold Jones - Principle Youth Officer - Carmarthenshire
Lynne Herde - YPP Project Co-ordinator
Alan Twelvetrees – Swansea - Framework Co-ordinator

Mike Munting - HMI ESTYN
Katherine McNab - Policy Officer - Scotland
Mick Cooper - University of Strathclyde, Scotland
Peter Jenkins - Salford University, England

APPENDIX 5

PROFESSIONAL COUNSELLING AND PSYCHOTHERAPY BODIES

British Association for Counselling and Psychotherapy (BACP)

Tel 0870 443 5252

www.counselling.co.uk

British Confederation of Psychotherapists (BCP)

www.bcp.org.uk

United Kingdom Council for Psychotherapy (UKCP)

Tel 02074363002

www.psychotherapy.org.uk

Association for Child Psychotherapists (ACP)

Tel 020 845 1609

British Association for Behavioural and Cognitive Psychotherapies
(BABCP)

www.babcp.org.uk

Association of Christian Counselling (ACC)

www.acc-uk.org