

# **Setting up your School Counselling Service**



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**“Counselling service in school is a good thing. It helps improve your confidence and behaviour.”**

## **2. Aims and objectives**

### **Objective**

Setting up a school counselling service is a valuable asset to any school. This additional service will provide your pupils with the emotional and therapeutic support in the safe and familiar setting of their school. Your service needs to fit in with the school ethos and compliment the current pastoral care in place.

This guide aims to make the process accessible and will make recommendations for a preferred and ethically viable counselling service which will safeguard and promote the welfare of your pupils adhering to current appropriate codes, initiatives and legislation such as:

- Education Act 2002 - Sections 175 and 157
- HM Government 'Working Together to Safeguard Children' (2006)
- Local Authority Safeguarding Children Board
- Children Acts 1989 and 2004
- Framework for the Assessment of Children in Need and their Families (2000)
- Education (Independent Schools Standards) (England) Regulations 2010
- Safeguarding Children and Safer Recruitment in Education (2007)
- NICE National Institute for Clinical Excellence - Social and Emotional Wellbeing in Primary (March 2008 Guidance. PH12) and Secondary Education (September 2009 Guidance. PH20)
- Every Child Matters (ECM) Initiative
- Disability Discrimination Act 1995, (as amended), the Race Relations Act 1976, (as amended), the Sex Discrimination Act 1975, (as amended), and any other relevant regulation, order, or code of practice.

### **Benefits**

By addressing children's emotional, behavioural and mental health needs at an early stage, it is possible to remove barriers to learning and lay the foundations for making healthy life choices in teenage and adult years. Examining current practice and commissioning a recommendations report enables current levels of care to be maintained and enhanced. It is widely recognised among professionals that an emotionally healthy child is able to engage fully in their learning.

NICE guidelines, Social and Emotional Wellbeing in Education PH12 states "Children's social and emotional wellbeing is important in its own right but also because it affects their physical health (both as a child and as an adult) and can determine how well they do at school"

### **What is counselling?**

Distinguishing between formal counselling and counselling skills helps to resolve confusion between counselling and psychotherapy, and between counselling, counselling skills, and helping skills (Lloyd, 1997, cited in Baginsky, 2004). Lloyd stated that all of these aspects are present on a 'therapeutic continuum' (Lloyd, cited in Baginsky, 2004, p. 5-6).

The BACP lists the main parts of the counsellor's role as:

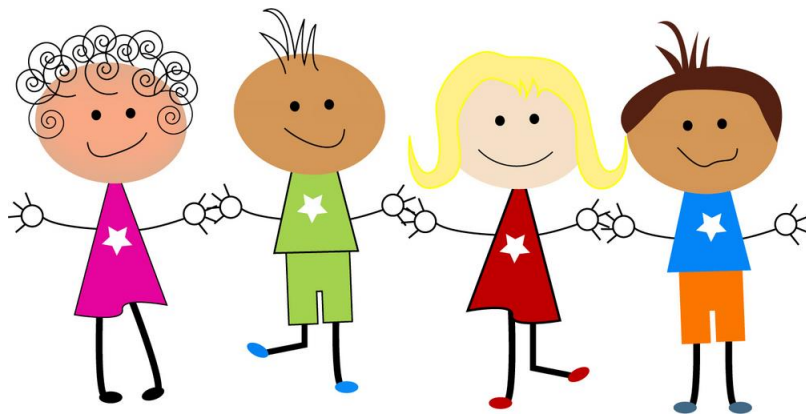
- Listening in a non-judgemental and patient way
- Viewing problems from the client's perspective
- Assisting the client in seeing issues more clearly and perhaps from alternative viewpoints
- Minimising confusion
- Helping the client to make choices and changes (BACP, 2004).

### **Why have counselling services in Schools?**

Children and young people experience a range of issues which affect their wellbeing. These can affect relationships with peers and families, and their engagement with education. In some cases, problems can escalate into conditions which require more intensive intervention. The types of problems which most commonly affect children and young people include family-related matters, bullying, behavioural and emotional problems, depression, self harm and suicide, and mental health issues. It is for these issues that they tend to be seen or referred for counselling.

In October 2009, the School-based Counselling Operating Toolkit was published. Structured around the ten recommendations identified in the BACP study of schools counselling in Wales, the Toolkit provided guidance and standards for developing a schools counselling service. The need for sustainable funding to establish and maintain a service was emphasised in the guidance. It also included considerations for counsellors such as qualifications, resources, accountability, ethics, training and supervision.

Expectations for schools were also outlined in the Toolkit, in terms of resources for counselling, monitoring and evaluation, and integration of counsellors and counselling. Example documents for setting up and evaluating a schools counselling service were also included.



### **3. Comparative Models**

There are many organisations within the UK that facilitate therapeutic support services within schools. To enable you and your Senior Leadership Team at school to consider what is currently comparable within education today I will profile a charity called The Place 2 Be which is one of the more prominent, respected, successful research backed models:

#### **4.1 The Place2Be**

A charity run within Primary schools with the mission to enhance the wellbeing and prospects of children and their families by providing access to therapeutic and emotional support in schools, using a proven model backed up by research and training.

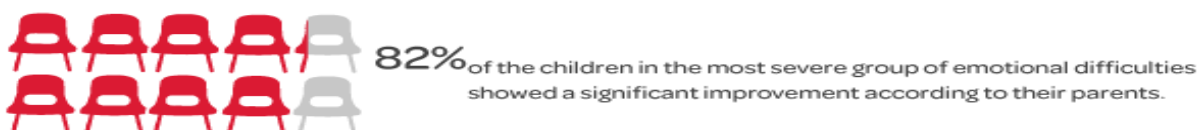
[www.place2be.org.uk](http://www.place2be.org.uk)

#### **The Therapeutic Model – Non-directive Play Therapy**

- Model influences include Rogers (1951) and Axline (1987). Roger’s ‘Core Conditions’ are present in the model as the therapist must show characteristics of genuineness and authenticity; non-possessive warmth; accurate empathy.
- Axline (1987) in developing non-directive play therapy incorporates these Rogerian principles into eight guidelines for practice:
- The therapist must develop a warm, friendly relationship with the child, in which good rapport is established as soon as possible.
- The therapist accepts the child exactly as he/she is.
- The therapist establishes a feeling of permissiveness in the relationship so that the child feels free to express feelings completely.
- The therapist is alert to recognise the feelings the child is expressing and reflects those feelings back in such a manner that the child gains insight into his/her behaviour.
- The therapist maintains a deep respect for the child’s ability to solve problems if given the opportunity. The responsibility to make choices and institute change is the child’s.
- The therapist does not attempt to direct the child’s actions or conversation in any manner. The child leads the way; the therapist follows.
- The therapist does not attempt to hurry the therapy along. It is a gradual process, recognised as such by the therapist.
- The therapist establishes only those limitations necessary to anchor the therapy to the world of reality and to make the child aware of his/her responsibility in the relationship. (Axline 1987:73-74)

#### **Measurable outcomes – Impact Summary**

For every £1 spent on Place2Be counselling support, there is a cost saving of £6 to society.



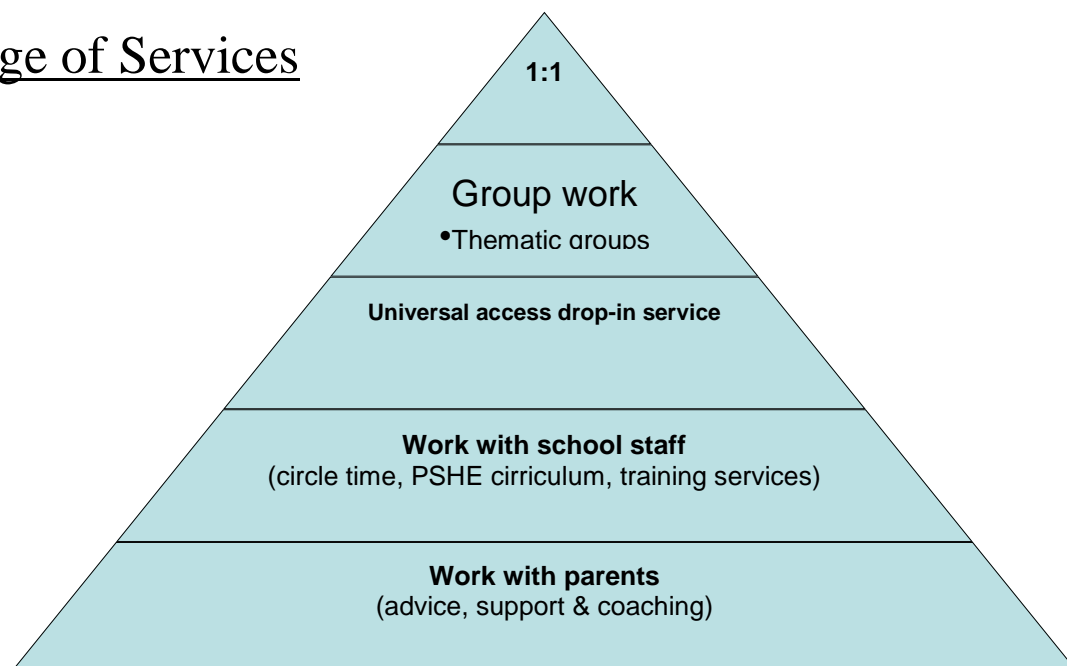
## The Place2Be – Therapy Room



The therapy room consists of a dedicated private room within school that can facilitate 1:1 therapy for pupils of the school. The therapy room contains; a sand tray; creative craft materials; dolls, cars and trains; action figures; feelings posters; board games; quiet corner.



## Range of Services



## **4. Counselling – Professional Standards**

Currently there is a Bill going through Parliament called the ‘Counsellors and Psychotherapists (Regulation) Bill 2017-19’ this aims to set up the Health Professionals Council be the regulatory body for counsellors and psychotherapists. Until this Bill is passed at the moment there are no laws about who can say they are a therapist therefore it is essential that checks are made before employing a counsellor/psychotherapist to ensure they have the correct qualifications and experience to practice:

In anticipation of this Bill being passed as Law the BACP has set up a register of qualified and accredited therapists. A check can be made at this website for any potential counselling employee: <http://www.bacpregister.org.uk/>

### 4.1 Check that the Therapist is a member of a professional body such as:

**BACP – British Association for Counselling and Psychotherapy** is a membership organisation and a registered charity that sets standards for therapeutic practice and provides information for therapists, clients of therapy, and the general public.

[www.bacp.co.uk](http://www.bacp.co.uk)

**UKCP – The UK Council for Psychotherapy** is a membership organisation, with over 75 training and listing organisations, and over 7,000 individual practitioners. UKCP holds the national register of psychotherapists, psychotherapists qualified to work with children and young people and psychotherapeutic counsellors, listing those practitioner members who meet exacting standards and training requirements.

[www.psychotherapy.org.uk](http://www.psychotherapy.org.uk)

**BPS – The British Psychological Society** - The Society and its members develop, promote and apply psychology for the public good. We enhance the efficiency and usefulness of psychologists by setting high standards of professional education and knowledge. We cover all areas of psychological research and practice.

[www.bps.org.uk](http://www.bps.org.uk)

### 4.2 Check the Therapist has their own Professional Liability Insurance

Professional liability insurance is not currently a legal requirement. However, a number of professional associations, including the BACP, strongly recommend that therapists take out appropriate insurance coverage.

Examples of insurance policies which a therapist might have are professional indemnity, public and products liability, libel and slander to name a few. It is suggested that you check your therapist has appropriate and adequate insurance in place before engaging their services. If you are unsure then you should consult an insurance professional or a legal expert for further guidance.

The insurance is not only intended to protect the therapist but offer peace of mind that if something should go wrong, there are funds in place to compensate you in such an event.

#### 4.3 Check the Therapist has regular clinical supervision

All BACP therapists need to be in supervision which is a form of consultative support and must therefore discuss their work with at least one other person. However, a supervisor is also bound by rules of confidentiality so in practice there should be no likelihood of any breach of trust.

#### 4.4 Check the Therapist has a Confidentiality policy that is in line with CP/School Policy

When contracting with a child the counsellor must be clear that the sessions are private between child/counsellor BUT the counsellor is allowed to pass on information to others:

- If someone is hurting or being cruel to the child
- If the child reveals information that another child was being hurt in any way
- The counsellor tells the child that he/she discusses the work with their clinical supervisor but this is anonymous
- The Counsellor does not discuss the details of what happens in the sessions with the child's teacher, but she/he may discuss the broader issues

#### 4.5 Carry out a DBS (formerly CRB) check

The Criminal Records Bureau (CRB) is now called the Disclosure and Barring Service (DBS) – CRB checks are now called DBS checks. The following websites provide information and advice about recruitment and selection, or issues related to safeguarding and promoting the welfare of children, and links to other useful sites and documents:

- Chartered Institute of Personnel and Development Good practice for recruitment and other personnel issues: [www.cipd.co.uk](http://www.cipd.co.uk)
- Department for Education and Skills (DfES) Child Protection Website: [www.teachernet.gov.uk/childprotection](http://www.teachernet.gov.uk/childprotection)
- School Governors Website: [www.governornet.co.uk](http://www.governornet.co.uk)
- Staffing Guidance Under Section 35(8) and 36(8) of the Education Act 2002: <http://www.governornet.co.uk/linkAttachments/New%20Staffing%20Guidance.pdf>
- Every Child Matters Change for Children: <http://www.everychildmatters.gov.uk/>
- Guidance on Safe Working Practice for the Protection of Children and Staff in Education Settings [www.teachernet.gov.uk/irsc](http://www.teachernet.gov.uk/irsc)
- Employers' Organisation for local government: [www.lg-employers.gov.uk](http://www.lg-employers.gov.uk)
- General Teaching Council for England (GTC): [www.gtce.org.uk](http://www.gtce.org.uk)
- The Office for Standards in Education (Ofsted): [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

#### 4.6 Check the Therapist's counselling approach is suitable to requirements

There are many different schools of thought in the approach to counselling. Many theorists have developed and researched their own models. For a full list of different approaches to counselling please follow this link:

[www.bacp.co.uk/seeking\\_therapist/theoretical\\_approaches.php](http://www.bacp.co.uk/seeking_therapist/theoretical_approaches.php)

Work with Children requires experience in creative therapies such as: Play Therapy, Sand Tray Therapy, Drama Therapy, Art Therapy or Puppet work. Children do not talk about feelings as adults do therefore it is essential a Therapist who works with children has experience using creative therapies.



## **5. Recommendations**

*All recommendations as follows are in line with the BACP ‘Good practice guidance for counselling in schools – 4<sup>th</sup> Edition’ by Susan McGinnis, Peter Jenkins (2011)*

Baginsky (2003a), on the basis of an evaluation of a counselling service in a primary and secondary school in London, includes among the features likely to be necessary to establish a successful project: clarity about the relationship between counselling and other initiatives in the school and the benefits the school is expecting from the project; a negotiated written agreement between the partners covering topics such as the roles and responsibilities of the participants and arrangements for steering, reviewing and evaluating the project; and plans and protocols for aspects of the project such as the induction of counsellors, consent, confidentiality, child protection, record-keeping, communication, publicity and arrangements in case of the absence of key personnel.

Therefore establishing Counsellor set roles and responsibilities; allowing a working review and evaluation of the service provided within the school is essential in the delivery of a sound, ethical counselling service at your school.

### **5.1 Target Group**

Emotional and Therapeutic support should be de-stigmatized and brought into the heart of the school. The school counsellor needs to be seen as approachable and integral within the school community. Emphasis needs to be made on preventative and pro-active interventions with pupils rather than re-active, problem solving interventions. Mental well-health is key to successful pupil engagement. Support and interventions need to be offered on a wide range of issues such as (this list is not exhaustive):

- Abuse
- Anxiety
- Bereavement and loss
- Bullying or Bullied
- Changes to family structure
- Depression
- Eating disorders
- Self harm
- Erratic and dangerous behaviour
- Learning/communication disability
- Loneliness
- Low self-esteem (poor sense of self / over-inflated sense of self)
- Neglect
- Parental illness, substance abuse, or criminality
- Pressures of social class and conformity
- Transfer to a new country/school
- Underachievement
- Withdrawn behaviour
- Attention seeking
- Friendship issues

## **5.2 Emotional Literacy Lessons/Group work**

Create emphasis on personal empowerment using positive thinking exercises and self-esteem building groups. This can be cross curricular and cover PSHE related topics. Increased self-awareness will encourage pupils to become more independent and understand themselves better as individuals whilst highlighting their value within the school and wider community.

A tailor written programme can be commissioned that follows the success of the Wellington College Programme entitled, 'Happiness and Well-being' which is based on the book, 'Learning to Ride Elephants' by Ian Morris.

Details of the Wellington College Programme can be found here:

<http://www.wellingtoncollege.org.uk/2288/well-being>

## **5.3 Counsellor role redefined**

Many schools now see the value of employing extended services within their school environment. The role of counsellor and parent support goes hand in hand to ensure that pupil support is extended beyond the school environment straight into the heart of their home life. Occasionally a school counsellor may find that an issue within a pupil's home life is creating an issue within the pupil's school life therefore having a link between home and school is essential to enable restorative work to be facilitated by the counsellor.

A redefined support role could encompass the following roles and responsibilities:

- Work with parents/carers in a school context, supporting them and building their engagement with their children's learning.
- To design or facilitate a flexible range of programmes/interventions to support parents/carers of families who are identified as vulnerable.
- To undertake outreach work which may include home visits in order to explore family communication styles that may be causing issues for the pupil and effecting parental engagement with school and with the children's learning.
- To provide targeted support on a one to one basis or for small groups with parents/carers, children and young people through either self-referral or school staff referral.
- To act as a signpost service to other relevant local agencies and services where appropriate.
- To attend and contribute to child protection conferences, reviews, pastoral support plan meetings and school reviews as appropriate.

### **5.4 Suggested Counselling referral process**

#### **1. Teacher/Parent**

flags disturbance in a pupil to school counsellor using the PRF (pupil referral form)

#### **2. Counsellor**

Contact parents to schedule a meeting to take a full history and desired outcomes. Use assessment tool SDQ (Strengths and Difficulties Questionnaire, Goodman 1997) with Parent.

#### **3. Teacher/Counsellor/Head of Prep/Middle/Junior school:**

All meet to discuss child's difficulties and needs. SDQ's (Strengths and difficulties) questionnaire to be completed separately by form tutor. The SDQ is scored to assess level or need for Therapy. Parental consent for therapy obtained.

#### **4. School Counsellor assesses pupil**

The School Counsellor can complete a preliminary classroom observation before the assessment. Play Therapy Assessment is scheduled to explore intervention need, type/duration. Intervention is contracted according to need (short term contract – 6 sessions / long term support 12+sessions, or family Therapy)

#### **5. Outcomes measured and reported**

All interventions will be measured using pupil scored outcomes on changes to their emotional awareness, self worth and self confidence. Outcome and recommendations report written and sent home to allow parents to continue supporting their child at home.

### **5.5 Assign a dedicated therapy room within school**

Having a dedicated ‘neutral’ room that can be filled with ‘child friendly’ posters, stocked with appropriate interventions tools and all the equipment required for Play Therapy to be facilitated would be a valuable asset to the school. I would recommend this room be placed in the heart of the school. It does not have to be a large space, I would suggest a space around of a minimum 3x3m. It should contain a sand tray; creative craft materials; dolls, cars and trains; action figures; feelings posters; board games; quiet corner, this list is not exhaustive. The room needs to allow a confidential environment and be undisturbed during therapy sessions.

### **5.6 Counsellor to facilitate workshops/lectures relevant to pupil mental well-health**

Your school Counsellor could facilitate parent and pupil workshops and lectures pertaining to pupils mental well health, such as ‘How the Teenage Brain works’. These could be researched, designed, written and facilitated by the School Counsellor allowing further relationship building with staff, parents and pupils. Viewing the counsellor as a prominent member of the school community will build trust and break down and barriers or prejudices felt towards therapeutic interventions.

### **5.7 Create a Policy & Procedure For A Death In The School Community**

This is a policy that is to have in place as a death within the school community has long reaching effects and usually all parties will feel the shock and devastation this type of loss would produce. It is therefore essential to have a written policy in place so that it may be followed automatically without having to deal with grief at the same time as researching correct protocols.

Your school counsellor can be briefed on the School ‘Death in the School Community’ Policy and be available to offer support. Also, if needed Crisis counsellor/s can be employed on an emergency call out basis.

Winston’s Wish is a charity for bereaved children and has extensive knowledge and practice to provide schools with guidance and structure on writing this policy. Details as follows:

#### **POSITIVE RESPONSES TO DEATH A STRATEGY FOR SCHOOLS**

**A Policy & Procedures Aid For A Death In The School Community** © Winston’s Wish

#### **A Procedure Aid for Schools**

These guidelines are intended to assist your school in developing a strategy to respond to a death in the school community, such as a member of staff or a pupil. Practitioners at Winston’s Wish and school staff have put them together using experience gained over the last decade. Please feel free to use it, copy it, change it and adapt it to best suit your needs. It can ideally inform the writing and implementation of your Major and Critical Incident Plan.

If you have any further questions, comments or suggestions, please contact the Helpline on **08452 03 04 05**.

The pack is divided into three sections:

**A. Informing staff and governors**

**B. Informing pupils**

**C. Informing parents** © Winston’s Wish

#### **(A) Informing Staff and Governors of a Death within the School Community**

A death can affect the school community in different ways and depends on:

The role that the deceased person had in school

How well known they were in the local community

Circumstances surrounding the death, particularly suicide or other violent deaths

The experience of working with many schools affected by death has taught Winston's Wish that adults and children benefit from being kept informed of a death. Rumour and gossip can be very damaging and can lead to both young and old developing the attitude that the death is not a topic to talk about. Children and young people have a healthy curiosity and if they are not informed of the circumstances or feel they are unable to ask questions, their normal grief process can be obstructed.

The following guidelines may help when informing staff and governors:

- Arrange a staff meeting as soon as practicable. Identify absent staff.
  
- Tell the story of what happened leading up to the death.
  
- Give a factual explanation of how the death occurred.
  
- Be prepared for obvious upset and feeling of anger/guilt. People may connect the incident to their own personal experience of bereavement, so feelings about past bereavements may need to be discussed. This is perfectly natural.
  
- To enable absent staff to feel part of a caring team, arrangements should be made to inform them over the telephone if a personal visit is impractical. Consider the relationship between the absent colleague and deceased.
  
- For a death that may attract media coverage (e.g. if the member of staff was a well known personality or died tragically), identify a nominated spokesperson (e.g. Chair of Governors, LEA etc.) to provide a 'news statement' at an agreed time, as a way of dealing with media intrusion. Liaison with the individual's family is essential.
  
- Try to establish a 'protected' telephone line to ensure free flow of accurate information to and from the school/hospital if this is appropriate. (If schools have one direct line, consider the loan of a mobile telephone). BT will provide an additional line if the situation requires one.
  
- With death in traumatic circumstances such as suicide or murder, consider requesting bereavement support services - Winsto's Wish, Cruse, Compassionate Friends and the Educational Psychology Service (if psychological de-briefing is thought necessary).
  
- Arrange staff condolences with collaborative agreement if felt appropriate.
  
- Provide details of someone who can be available to talk things through with a member of staff, parent or child if they are finding the situation particularly hard. This person could advise the family of support services available if required.

- Nominate staff to prepare a newsletter to parents and carers (to be given after school).
  
- Arrange a staff meeting for the end of the working day and invite each person to recount his or her feelings and to describe what was good and bad about the day. Staff who will be alone that night could be identified and arrangements made for colleagues to contact them by phone.
  
- We recognise that speed and chaos may be a major factor on a day when a Critical Incident has happened – the speed and chaos meaning that constantly referring to plans and lists is not possible. DONT WORRY! Be confident enough to go with your gut instinct. Remember that keeping people as informed as possible is always helpful, and don't bear all the responsibility yourself, share it round.
  
- Trained and experienced practitioners are always available on the Winstons Wish helpline should you want to check out ideas throughout the day.  
© Winston's Wish

## **(B) Informing Children and Young People**

People often think that children do not grieve, but even very young children will want to know what happened, how it happened, why it happened and perhaps most importantly of all, what happens next?

The following guidelines will help you to inform children of the death of a teacher or other member of staff:

- Identify those children who had a long-term and/or close relationship with the deceased to be told together as a separate group. Where possible inform all the pupils in the smallest group practicable. Class or tutor groups are ideal.
  
- Experience has shown that it is more beneficial if all pupils are informed. It is always a shock when a death occurs in a school even if it may have been anticipated. In the eyes of the pupils, teachers are part of the fittings and fixtures in school and are not expected to die. Children expect to live forever, and so a fellow pupil dying whilst still young enough to attend school can also feel quite shocking.
  
- Provide staff with guidelines on how to inform children. For example:
  - (i). "I've got some really sad news to tell you today that might upset you. I know most of you will have heard of cancer, and know that sometimes people with cancer get better, but other times people die from it. Mrs Smith, the Geography teacher and Year 11 tutor, has been ill with cancer for a long time. I have to tell you that Mrs Smith died yesterday in hospital".
  - (ii). "Sometimes people have accidents at work, at home, at school or on the road. People may be hurt or injured in the accident and they may have to go to hospital for treatment. Sadly, there are some accidents that cause people to die. I have some really sad news to tell you that might upset you. Yesterday Stephen, who is in Year 4, was in an accident and he was so badly injured that he died".
  
- Refer to name naturally, "Mrs Smith died from cancer".

- Children and young people will appreciate time to verbalise their feelings and fears. Allow space for “If only’s ....” to be acknowledged.
  
- Discussion - allow –upils to share their own experiences of death, e.g. “When my pet/my Gran died”, etc.
  
- Be honest about your own feelings and experiences, and talk honestly about the relationship that you had with the person.
  
- Answer pupil’s questions factually. Avoid using euphemisms like ‘passed away’, or ‘lost’ etc. Use the words dead, died and death to avoid confusion for children.
  
- Be prepared for children to say or do the unexpected, experience has shown some responses or apparent lack of response may be upsetting for adults. No apparent response does not mean that a child does not care.
  
- End up discussion on a positive note - not al– people who are ill or have accidents die - many g–t better. Consider a prayer to remember the deceased and their family. Perhaps co-ordinate an assembly to end discussion.
  
- Do pupils want to arrange for representatives to attend the funeral? How will this be managed?
  
- Try to identify any key answers that you may need to prepare, e.g. the facts about an illness, or dates which may be relevant to the death such as end of school year and changing class or schools.

## **Informing Parents of the Death of a Pupil**

These are two examples of a letter to parents. Please feel free to change them according to the needs of the situation.

### **GLOUCESTER C OF E PRIMARY SCHOOL**

<Date>

Dear Parents

Your child’s class teacher had the sad task of informing the children of the tragic death of <Name>, who has been a teacher at this school for <number> years.

Our thoughts are with <Name>’s family at this time and in an effort to try and respond to his/her death in a positive, all children have been informed.

The children were told that <Name> died from an asthma attack on <Date>. A number of pupils have been identified as being asthmatic and <Name>, the School Nurse has today reassured them that it is unusual for a person to die from asthma.

When someone dies, their family and friends have lots of feelings - sadness–, anger, and confusion - which –re all normal. The children have been told that their teachers are willing to try and answer their questions at school, but I have made available some information which may help you to answer your child’s questions as they arise. You can obtain this from the school office.

The funeral will take place at <Named Church or Crematorium> on <Day and Date> at <Time>.

Your child may wish to attend the funeral. If this is the case you may collect your child from school and accompany them to the church.

Yours sincerely

<Name>

Headteacher © Winston's Wish

## **GLOUCESTER C OF E PRIMARY SCHOOL**

<Date>

Dear Parents

Your child's tutor had the sad task of informing the children of the death of <Name>, a pupil in <Year>

They were told that <name> died from an illness called cancer. Sometimes people who have cancer can get better, but other times people die from it. <Name> had been ill with cancer for a long time and died at home yesterday.

When someone dies, their family and friends have lots of feelings of sadness, anger, and confusion - these –re all normal. The children have been told that their teachers are willing to try and answer their questions at school, but I have made available some information which may help you to answer your child's questions as they arise. You can obtain this from the school office.

The funeral will take place at <Named Church or Crematorium> on <Day and Date> at <Time>.

Your child may wish to attend the funeral. If this is the case you may collect your child from school and accompany them to the church. Please inform your child's tutor if this is the case.

Yours sincerely

<Name>

Headteacher



## **6. Conclusion**

By reviewing your current pastoral processes and considering setting up your own dedicated counselling service in school is a commitment to pupil's pastoral care. Pupil's needs are changing, we are living in a transient society where social needs are constantly changing. A service of this genre allows these changing needs to be explored and addressed in school relieving the pressure on your teachers to provide more and more pastoral support to pupils in need. Pressure on children in modern society is great and therefore the need to support the effects of this pressure is felt deeply amongst responsible professionals.

Mental dis-ease is the new epidemic of the 21<sup>st</sup> Century. Being able to give school children the tools to increase their emotional literacy is the greatest legacy that can be bestowed. More and more research is finding that early intervention with children in need of emotional and therapeutic support is key to their academic success.



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