



School Counselling Policy

Aims:

The aim of BRS school counselling policy is to provide a framework of happiness and well-being of the students. It will ensure that the students have feel comfortable, access to appropriate support and are treated with respect and prestige. Learning in a positive environment enables students to:

- Make informed decisions to improve their emotional, social and physical wellbeing
- Take challenges & enjoyment
- Experience the positive point of healthy living and activity for themselves
- Main forces of health and wellbeing to the students.
- Be empowered, and encouraged to grow in an environment of compassion and equality

Guidelines for the department

The school counsellor(s):

- Practices within the boundaries of individual professional competence
- Handling group and individual sessions in the school.
- Maintains professional competence through educational, consultation and training experiences to improve awareness, knowledge, skills and effectiveness
- Informs students, teachers and parents of the purposes, processes and goals of counselling at or before the time when the counselling relationship is entered
- Maintains confidentiality of the students, staff and parents at all times- including the protection of emotional information and record-keeping
- Maintains professional and good communication with parents/guardians

Partners:

Administrators: support the counselling program in numerous ways, including implementing and upholding policies and procedures. Together with the school counsellor, they develop partnerships with resources in the community that contribute to the counselling process.

Teachers are a valuable resource as they spend the most time with students and are able to provide key information and feedback, which informs the counselling process. As such, teachers work closely with counsellors to assess and monitor students' progress and well-being. Conducting various school counselling program such as group counselling and workshops.

Parents/guardians work in partnership with school counsellors to help their student be successful in school. The school counselling program ensures that parents are given the tool to help their student with his/her developmental, emotional and social needs. Parent/guardian support is vital to the success of all counselling endeavors.

Confidentiality

Having confidence where there will be no disclosure of information by the counsellor, teacher or head of school

Parental consent/ access to counselling records

Parents and guardians of students will be notified if the counsellor is to provide individual/group counselling for their child. Counselling is voluntary and parents/guardians reserve the right to consent to or decline counselling services for their child. Parents will not be granted access to counselling records, which are considered the property of the counsellor/school. Parents/guardians of all students will be notified immediately if there is any concern regarding the safety of their child and will receive an end of term feedback report.

Services provided

The counselling program targets three main areas of development: **Academic, Emotional & Social, and Career Development.**

Academic Development:

- Apply skills needed for educational achievement
- Apply skills of transitioning between educational levels
- Understanding the relationship of academics to the world of work and to life at home and in the community

Emotional/Social Development:

- Understand self as an individual and as a member of diverse local & global communities
- Interact with others in ways that respect individual & group differences
- Apply personal safety skills & coping strategies

Career Development:

- Apply career exploration & planning skills in the achievement of life career goals
- Know where & how to obtain information about the world of work & post-secondary training/education
- Acquire skills to investigate the world of work in relation to knowledge of self as it relates to culture and family values, and make informed career decisions
- Employ strategies to achieve future career goals and satisfaction
- Foster an understanding of the relationship between emotional qualities, education, training and the world of work.

The above areas of development are enhanced and developed using the following approach:

Individual Sessions

The school counsellor(s) use many different mediums to work with students during sessions. In the individual counselling sessions means face to face interaction between child and counsellor.

Group counselling

Such sessions are held with multiple students experiencing similar problems or issues, it can be helpful for them to be in a counselling group together. Group counselling helps students build relationships and feel that they are not alone in their experiences.

Workshops

The school counselling program addresses key issues faced by students of various age groups by designing and implementing workshops that provide students with key skills and techniques to navigate the world around them.

Training

The counselling program offers teachers and administrators various opportunities to expand their scope of practice to include counselling. Staff are aware of counselling policies and practices, how to identify indicators for student concern and how best to serve the counselling needs of our students.

Referral process and feedback

The purpose of the referral process is to provide timely and effective support to initiate an appropriate plan of action for students at various levels of need. The student counsellor recognizes the contribution of all members of the school community in the identification of early warning signs. Throughout the referral process, the student counsellor consults and collaborates with teachers, parents, administrators, other school staff, and/or outside agencies on behalf of the student. A formal referral system facilitates gathering and analysing information systematically and objectively to plan for the students' social, academic, and career development. In order to maintain a relationship with the individuals involved in the referral process, it is recommended that the student counsellor follows up with the referring individual, stating that the situation has been addressed.

A referral is made to the school counsellor(s) when a concern for a student arises. Possible sources of referrals may include self-referral by student experiencing a problem, concerned peers, parent(s)/ guardian(s), teachers, administrators, and/or other school personnel – through the online referral process. Emergency interventions are required in those situations that need immediate attention. The student counsellor may determine that other resources would be appropriate, including referral to other individuals within the school, such as the school nurse.

Criteria for students to access the school counselling services:

The counselling services help to increase the students' learning potential inside the classroom. Teachers and parents are the key people in the recognition of counselling services for each child. Only through this combined team effort can the school's teaching goals be pursued.

The following should be considered emergency referrals and referred immediately:

- Suspected evidence of child abuse, physical or mental.
- A child who cries or gets sick daily.
- A child who becomes unable to function in a normal way.
- Any behaviour change in a child that is sudden or unusual.
- A child undergoing a traumatic family experience.
- Indications of mounting hostility between a child and a teacher or his or her peer group.

A Staff member or Parent may refer:

- Any child who requests to see a counsellor.
- Students who need individual help beyond the time permitted in the classroom.
- Students with learning difficulties.

- Students having difficulty with special relationships.
- Students demonstrating observable changes in behaviour that cannot be accounted for by the teacher.
- Students whose parents

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