

# Service Pack

## HPS Counselling

## Culloden ASG



Cradlehall Primary School



Croy Primary

Duncan Forbes Primary



(9c) 20 Longman Rd, Inverness, IV1 1RY. [www.hpscounselling.com](http://www.hpscounselling.com)



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## **Acknowledgements**

The following has been put together using HPS Counselling Guidelines coupled with guidance and content from the School-based counselling Toolkit for Wales 2008 which is a joint publication between the Welsh Assembly Government and the British Association for Counselling and Psychotherapy (BACP).

The Toolkit drew on the experience of their colleagues across Wales, Northern Ireland, England and Scotland where counselling has been incorporated as a mainstream part of school provision.

A special thanks to Emma Dagleish for her design and structure of many of the forms.

The list of contributors in the above Toolkit is available on request.

**Part 1: Service Pack – Presenting Problems**

**I. Types of problems young people bring to a counselling session**

<b>1. Abuse</b>	<b>4. Racial/Cultural</b>
1.1 Emotional	4.1 Discrimination
1.2 Neglect	4.2 Others (specify)
1.3 Physical	4.3 Identity
1.4 Racial	4.4 Pressures from cultural expectations
1.5 Rape	4.5 Travelling families
1.6 Sexual	4. Racial/Cultural
1.7 Violence/Assault	<b>5. Relationships – Family</b>
1.8 Others (specify)	5.1 Bereavement
1.9 Domestic violence	5.2 Difficult family issues
<b>2. Health</b>	5.3 Parent (s)
2.1 Disability	5.4 Parental needs/expectations
2.2 Drugs/Alcohol	5.6 Siblings
2.3 Eating disorder	5.7 Split family/separation issues
2.4 HIV/Aids	5.8 Stepfamily
2.5 Illness	5.9 Others (specify)
2.6 Pregnancy	5.10 'Looked after children'
2.7 Sex Transmitted Diseases	5.11 Adoption
2.8 Others e.g., Aspergers / Autism	5.12 Behaviour at home
2.9 Abortion	<b>6. Relationships – Other</b>
<b>3. Personal/Self</b>	6.1 Bereavement
3.1 Anxiety/stress	6.2 Boy/girlfriend (same sex or heterosexual)
3.2 Suicidal	6.3 Inappropriate sexual behaviour
3.3 Criminal activity	6.4 Isolation/Loneliness
3.4 Depression	6.5 Peer relationships
3.5 Sexuality issues	6.6 Others (specify)
3.6 Gender identity	6.7 Counselling relationship
3.7 Identity	<b>7. School</b>
3.8 Obsessive compulsive	7.1 Attendance difficulties
3.9 Traumatic event	7.2 Behaviour/Disaffection
3.10 Self esteem	7.3 Experience of school/levels of stress
3.11 Self harm	7.4 Phobic
3.12 Transitions	7.5 Relationships
3.13 Others (specify)	7.6 Transitions
3.14 Inhibited emotional development	7.8 Others (specify)
3.15 Anger	7.9 Bullying
3.16 Personal organisation	7.10 Vocational concerns
This list is not exhaustive & can be added to	

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## *Part 2: Service Pack - Issues*

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### **II. Issues for staff to be aware of when considering referring a pupil for counselling.**

Counselling supports the emotional health of the pupil that underpins academic achievement and facilitates the building and management of helpful relationships in the school environment.

At the heart of the service is the one-to-one therapeutic counselling provided for pupils which includes liaison and consultation with staff. Please note that the young person should not be questioned about the sessions they have attended. Young people may not want their peer group to know that they see the school Counsellor. Consideration needs to be given to the management of how the young person is given information, spoken to about counselling and excused from lessons in order to attend and discreetly access counselling sessions.

Please consider the following issues when referring a pupil for counselling:

1. What are your reasons for the referral?
2. Is there any other information regarding family background, hospitalisation or other agencies' involvement, which may be helpful?
3. How is this pupil functioning in school? (academically, socially, behaviourally)
4. How do you expect counselling to help this pupil?
5. Has the pupil been fully consulted about their referral and given the information about counselling?
6. Has the young person been consulted about whether or not their parents will be informed about the counselling?

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## *Part 3: Service Pack - Indicators*

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### **III. Some common indicators for referral to counselling can include:**

- Standard of work dropping dramatically
- Becoming subdued or over excited

- Sudden changes, marked mood swings and/or behaviour that appears out of character and/or extreme
- School refusal
- Those who bully others and those who are victims of bullying behaviour
- Are known or who are suspected to have been sexually, physically or emotionally abused.
- Have difficulties due to family breakdown.
- Peer group difficulties/relationships
- Have been bereaved or suffered loss or separation
- Low self esteem
- Self harm
- Misuse of alcohol and drugs.

If a member of schools' staff is unsure whether to refer for counselling, it may be helpful to discuss concerns with the counsellor in order to clarify the most appropriate way forward.

- Once a member of school staff is clear that a referral is appropriate, then they need to contact the School Liaison who has the responsibility for making contact with the counselling service. There is a need for discretion and confidentiality to be observed as much as possible and respect for the young person's right to privacy. Teacher to teacher discussion should only take place on a need-to-know basis.
- The signposting and referral to counselling should be done sensitively with the pupil. This can be done, either by a member of staff, the Counsellor or by someone else who the pupil knows and trusts.
- It is essential that counselling sessions are seen as voluntary and confidential and it is a means of support not a disciplinary measure for a pupil. It should be made clear that it is an opportunity to talk about problems and worries with a view to resolving or managing them more easily. The first session is an opportunity for Counsellor and client to decide as to whether to engage in counselling or not.

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***Part 4: Service Pack – Information Leaflets***

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## **IV Information Leaflets**

For Children and young people



## Highland Practitioner Services Counselling for Young People



### **What is it?**

Counselling gives you the chance to talk about whatever is bothering or troubling you, in a private safe space.

### **Who is it for?**

Anyone under the age of 18 years.



### **How does it work?**

The sessions happen in a confidential place, with the same person, on a regular basis over an agreed period of time.

Talking things over with someone else can help you see a bit more clearly what has been worrying you. It can give you the time you need to understand yourself a bit better and the opportunity to talk through anything that you want to. It can help to build your confidence and self - esteem.

It gives you a chance to be yourself, without judgement. Sometimes you may feel a bit worse before you feel better.

We won't analyse what you talk about nor will we tell you what to do. We will listen and support you as we work through together whatever your issues are.

### **Issues we can help you with**

Parents Separating

Stress / Anxiety

Bereavement

Bullying

Self-Harm

Loss

Exams

Family

Not knowing what you are feeling

Relationships

Feeling angry / lonely

Making friends

Keeping friends

Feeling Suicidal

Depression/ feeling low

### **Confidentiality**

Your sessions are private and confidential, unless you show you or others are at risk of harm. Then we may need to take this further and speak with your care giver, parent or guidance teacher, after having talked with you first.

At times we may need to let others know how you are getting on. We will not share anything you do not want us to and we will always talk with you first.

### **Let's start the journey together**



### **How to get in touch**

**Mobile :** 07400 812059

**Email:** [srgilfeather@hpscounselling.com](mailto:srgilfeather@hpscounselling.com)

**Website :** [hpscounselling.com](http://hpscounselling.com)

## V. Information Leaflets

For Parents and Carers

### What is Counselling?

The opportunity to talk about things that are of concern, to a child or young person, in confidence, with a qualified Counsellor. What is spoken about will depend on the individual, but common themes are stress, relationships, change, loss and distressing, traumatic events.

### What does a Counsellor do?

Counsellors are trained to listen without judging and to help people sort out their thoughts and feelings about whatever is concerning them.

### Who are the Counsellors?

They are professionally qualified and experienced counsellors who have experience working with children and young people.

### Why have a Counsellor in school?

A school-based service brings counselling to children and young people in a place that is familiar, safe and secure. If children and young people are able to receive emotional support from a qualified professional, they will have greater opportunity to fulfil their potential.

### How long will counselling last?

Counselling may be for a few sessions, or longer term. It is reviewed regularly between the Counsellor and child or young person.

### Where and when does it take place?

Usually, a small, private room is made available in your child's school during the day. Sessions last up to fifty minutes (depending on the circumstances), and appointment times can be varied so that time is not lost from any one subject.

### Is it confidential?

A key feature of our service is that information discussed in the counselling session is treated confidentially. Counselling is a time when it is okay to talk about concerns without fear of them being discussed elsewhere. This includes not discussing the work with parents, unless the child or young person requests or gives consent for this. This can be hard for parents to accept at times but ensuring the confidentiality of the work is crucial for establishing trust so that the children and young people feel confident to speak openly and freely about what is concerning them.

However, if a pupil appears to be at risk of significant harm it may be appropriate to seek help from other agencies to keep them safe. The Counsellor would aim to discuss this first with the pupil concerned.

All counsellors receive supervision of their work with young people, to ensure the quality of their practice and this is confidential.

### **What if I don't want my child to receive counselling?**

If a child or young person requests counselling and is able to understand what is involved in the process, then they have the right to access counselling. Parents and carers may not deny them this right.

We would, however, prefer that we have your support for the work, and we are always happy to talk with you about any concerns that you may have about the idea of counselling.

### **What if s/he refuses to have Counselling?**

The decision about whether or not to take up the offer of counselling is entirely voluntary for children and young people just as it would be for an adult.

### **Can I support the Counselling work?**

Yes, and we welcome this. Our experience shows that the most helpful thing a parent can do is to show an acceptance of counselling as a normal and useful activity, and to show an interest if their child's wishes to talk about it, but not to press them if they don't. We acknowledge that this isn't an easy task, and it is quite natural for parents to feel anxious about what may be being said in the sessions.

It is always our hope that talking with a Counsellor will lead to greater openness with parents and families, you will need to allow a little time for this to happen.

If my child wants to see a Counsellor does that mean I am failing as a parent?

Absolutely not! We all experience occasions when it feels hard to speak to those closest to us about things which are bothering us. Often this can be because we don't want to worry those we love best, or because we want help thinking things through with someone else outside of the family.

The Counsellor will not be judging you or your child, but looking to help them find their way through whatever is troubling them.

### **How are referrals made to the Counselling Service?**

Referrals may be made through the school's pastoral system, or your child's head of year, the request may come from you, or your child who can self-refer.

### **Data Protection Procedures and Evaluation**

All information about counselling work undertaken by our staff is kept securely by the Counselling Service in line with current data protection regulations. After the counselling has finished your child will be given an evaluation form that they can

complete anonymously and return. This lets us know how well we are helping the children and young people that we see. If there is any cause for complaint, you or your child is welcome to contact the Counsellor or the 'Service Manager' who will aim to resolve any issues of concern.

If after reading this information, you have any more questions please contact us. If you want any further information you can ask to speak with the Counsellor.

## VI. Information Leaflets

For School Staff

The Counselling Service supports the emotional health of pupils that underpins academic achievement and facilitates the building and management of helpful relationships in the school environment. We seek to understand the dynamics and multi-agency approaches available within the school; the issues young people have; the dilemmas busy staff face and the concerns of parents/carers.

At the heart of our service is the one-to-one therapeutic counselling provided for pupils.

### Some issues for staff to be aware of when considering referring a pupil for counselling:

- Standard of work dropping dramatically
- Becoming subdued or over excited; marked mood swings, behaviour that is 'out of character'
- School refusal
- Those who bully others and those who are victims of bullying behaviour
- Have difficulties due to family breakdown
- Peer group difficulties/relationships
- Have been bereaved or suffered loss or separation
- Low self esteem
- Self harm

### Some Key Questions to Ask Are:

What has been tried already and what has been the response from the young person?

How extreme is the behaviour or attitude?

How long or persistent is it?

How sudden is the change?

Are your concerns shared by other members of staff?

How is the behaviour affecting other members of the school community?

If you are unsure whether to refer for counselling, it may be helpful to discuss concerns with the Counsellor in order to clarify the most appropriate way forward.

1. Once you are clear that a referral is appropriate you need to follow the school referrals protocol.
2. The idea of counselling needs to be talked about, sensitively with the pupil. This can be done, either by the link person, or by someone else who the pupil knows and trusts. You may find it helpful to use the 'Information Sheet for Children and Young People about Counselling' when you are talking to them about the idea of counselling. It helps them to understand what is involved and that this is a normal and ordinary approach to supporting children and young people with difficulties.

The care that is taken with this can make a big difference to whether or not they attend the first appointment, or how they approach it.

3. It is voluntary and confidential and it is a means of support not a disciplinary measure. It should be made clear that it is an opportunity to talk about problems and worries with a view to resolving or managing them more easily. In order to inform their parents, the 'Information for Parents and Carers about Counselling in Schools' sheet can be taken by them or sent home.

The first session is an opportunity for them to make a decision as to whether they agree to counselling or not.

All the counsellors deliver the service according to the 'Ethical Framework for Good Practice' of the British Association for Counselling and Psychotherapy (BACP). Our supervision and record keeping (within data protection guidelines), evaluation forms and complaints procedures all comply with the guidelines of the BACP. If you have any queries or concerns, please discuss them with the Counsellor or the Service Manager.

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***Part 5: Service Pack - Forms***

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## VII. Confidential Request Form

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NAME:

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DATE OF REFERRAL:

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MALE/FEMALE:

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YEAR GROUP:

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REFERRER:

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Reason for Referral

1. What is your cause for concern?

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2. Any relevant information about the student's background or significant life events?

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3. How is student functioning in school (academically/socially/behaviourally)?

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4. Have you discussed the possibility of counselling with the student? What was his/her reaction?

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5. How do you hope counselling might help this student?

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6. Are the student' parents aware of this approach? What is their reaction?

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7. Are you aware of other professional involvement with this student?

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## VIII. Risk Assessment

STATEMENT OF INTENT: HPS Counselling is committed to providing counselling in a safe, confidential and non-hazardous environment.

ACTIVITY: Face to face, telephonic and online counselling with Children and Young People

LOCATION: In Culloden ASG Schools and HPS Counselling's Inverness premises

DATE: January 2021

LIST OF HAZARDS ARISING FROM ACTIVITIES	CONTROL MEASURES IN PLACE TO REDUCE RISK HAZARD	ARRANGEMENTS TO ENSURE THE CONTROL MEASURES CONTINUE TO BE EFFECTIVELY IMPLEMENTED
<p>1. Counsellor could be subject to verbal or physical attack or abuse from young person.</p>	<p>Counsellor should take the following measures to protect themselves and their clients.</p> <ul style="list-style-type: none"> <li>• Counsellors should carry out a personal risk assessment of the room that they have been allocated and have regard for their personal safety at all times. They should ensure that the School Liaison is aware of the location of the room they are using and they should not offer counselling in any other place unless agreed with School Liaison first.</li> <li>• In working in a school setting, counsellors should not leave the designated counselling room with a young person unless there are good reasons for doing so.</li> </ul>	<ul style="list-style-type: none"> <li>• Immediate consultation with Principal Counsellor to discuss any issues that have been highlighted.</li> <li>• Regular reviews in Counsellors Team Meetings over any risk assessment issues that have arisen.</li> <li>• Principal Counsellor to contact School Liaison to evaluate risks attached to counselling.</li> <li>• Risk Management to form part of monitoring and evaluation of counselling service.</li> <li>• If there have been any accidents, incidents or allegations then counsellors must record the information appropriately and consider carefully whether they can continue to work with that young person. Any such incidents, accidents or allegations should be passed on to the Principal Counsellor in writing as soon as possible. This will be instigated by the Principal Counsellor and the School Liaison.</li> </ul>
<p>2. Young person has an (alleged) history of inappropriate sexual behaviour</p> <p>3. Young person has an (alleged) history of making</p>	<p>In working with a young person, Counsellors should consider any possible risks attached to working with a particular young person and seek to establish whether there</p>	

<p>allegations against staff/other young people</p>	<p>is a history of violence or allegation making and decide on the basis of this information whether it would be safe and appropriate to offer that young person counselling.</p> <p>The counsellor should consider the nature and history of previous allegations, the perceived level of risk and whether control measures put in place would negate or lower the possibility of harm to the counsellor.</p> <ul style="list-style-type: none"> <li>• In exceptional circumstances counsellors are permitted to use tape recordings or have a tape recorder visible on the condition that this is consented to by the young person.</li> <li>• Counsellors should avoid physical contact with a young person wherever possible.</li> <li>• Under these circumstances the Counsellors should never give a young person details of their home address or telephone number. Any contact between Counsellor/client outside of the counselling session will take place via the School Liaison.</li> <li>• In exceptional circumstances the Counsellor retains the right to decline to offer a young person counselling, after consultation, if they feel there is a real possibility that they could be subject to a sexual, physical and/or verbal attack.</li> </ul>	
<p>4. Counsellor or young person needs emergency treatment.</p>	<p>If emergency/medical treatment is needed first aid should be accessed as soon as possible.</p>	
<p>5. Young person or family seeks contact with the Counsellor outside of session time. For example, vulnerable person seeking additional support.</p>	<p>If a Counsellor feels that a young person needs additional support during sessions due to their vulnerability, they should secure the young person's consent in accessing and referring to alternative support systems.</p>	
<p>6. An allegation of breach of confidentiality or malpractice by Counsellor towards young person.</p>	<p>Where a young person feels that there is a breach of confidentiality or other malpractice then they must be</p>	

	informed of the Complaints Procedure within BACP (as a member organisation). Any complaints should be reported to the Counselling Manager and will be investigated by the Principal Counsellor and the School Liaison as soon as possible.	
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## IX. Record of Counselling Services Provided

School-based Counselling Service

NAME OF COUNSELLOR:

SCHOOL:

RELEVANT INVOICE NUMBER:

INVOICE FOR THE MONTH OF:

DATES INVOICE COVERS:

NUMBER OF CYP ACCESSING COUNSELLING THIS MONTH:

NUMBER OF SESSIONS FACILITATED THIS MONTH:

NUMBER OF NEW REFERRALS THIS MONTH:

NUMBER OF CASES CLOSED THIS MONTH

LIVE CASES AT END OF MONTH:

SIGNED: Counsellor

DATE:

SIGNED: ASG Head

DATE:

This form should be attached to the relevant invoice and submitted on a monthly basis to the ASG Head.

## X. Referral Process

Highlands & Islands

Referrals for young people for schools' counselling will be taken from any interested parties including CYP, parents/guardians/carers, teachers, welfare officers, school nurses, GPs, Children's Services, CAMHS etc. Where possible, informal liaison and discussion will take place prior to a formal referral.

	SELF REFERRAL	TEACHER REFERRAL	OTHER REFERRAL
Pre-referral			
	Young person receives Information on Counselling	Young person and teacher – joint agreement to refer	Parent or professional liaise with School Liaison
Referring			
	Young person Self-refers to Counsellor, Teacher, School Liaison	Teacher contacts School Liaison to refer	School Liaison to refer
Taken to Panel			
	Evaluation and Prioritising – Waiting list		
Take-up			
	Young person offered assessment time and date for counselling		
Counselling			
	If the assessment establishes that the young person would be suitable for a counselling intervention the young person receives 6 sessions of counselling and a review leading to an ending or on-going counselling. Young person informed of appointment of place on the waiting list.		
Follow-up			
	When counselling and review leads to an ending a future appointment for a follow up session is made for 3 months' time.		

Young people who need to be urgently seen will be prioritised.

The School Liaison may be the year/pastoral head or other designated person given the role of liaising with the school Counsellor.

It is important to note that counselling is not compulsory and a young person may engage with or chose not to continue counselling. It is essential that counselling sessions are seen as voluntary and it is a means of support not a disciplinary measure for a pupil.

## Discretion

Young People may not want their peer group to know (for many different reasons) that they see the school Counsellor. Consideration needs to be given to the management of how the young person is given information, spoken to about counselling and excused from lessons in order to attend and discretely access counselling sessions.

## Confidentiality

The British Association of Counsellors and Psychotherapists guidance on counselling in schools state that this service is confidential between the Counsellor and the individual pupil. The Counsellor will not pass on any detailed accounts of sessions but may communicate periodically with school staff about general progress with the young person's agreement. Teachers and outside agencies will only be consulted with a young person's knowledge and consent, unless the young person's safety is at issue.

No information is shared with school staff except as defined in child protection policy, and guidance from Child Protection law. This is essential to maintain the trust needed for this service to meet the needs of pupils.

## The Counselling Service

The purpose of this service is to provide one-to-one counselling to young people in Highlands & Islands which will run initially as a pilot scheme and include your school.

Counselling is a skilled way of helping young people to focus on their concerns and developmental issues, while at the same time exploring specific problems, making choices, coping with crises, working through feelings of conflict and improving relationships with others.

Counselling can help a young person gain a better understanding of themselves and situations as well as developing strategies to cope with change. The Counsellor can offer a young person a safe and supportive environment to talk over difficult issues in confidence.

The Counsellor will listen to a young person's views, experiences and feelings without judgement in an atmosphere of respect and empathy and will endeavour to provide a space that offers the client the opportunity to increase self-awareness and understanding of their own problems, with the aim of empowering them to live a more satisfying and resourceful way.

## XI. New Direct Counselling Referral

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TO:

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FROM:

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DATE:

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STUDENT:

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### Strictly Confidential

This is to inform you that the above student has requested counselling from me.

If I feel that the student's issues are appropriate for a counselling intervention, then I will offer support to the student.

I will inform you when the work is over, although it will not be appropriate to discuss the content of sessions unless the student requests me to do so.

The student has given permission for this information to be passed on to you only.

Please do not approach the student to discuss this directly.

Thank you.

## XII. Post Counselling Evaluation - Questionnaire

SCHOOL:

YEAR GROUP:

SEX:

DATE:

	STRONGLY AGREE	AGREE	DON'T KNOW	DISAGREE	STRONGLY DISAGREE
I was able to talk about my feelings and thoughts with my counsellor	<input type="checkbox"/>				
The Counsellor helped me to understand my situation and my feelings	<input type="checkbox"/>				
I understood that what I said to the Counsellor would be confidential unless I was at risk	<input type="checkbox"/>				
I would ask to see the Counsellor again if I needed to	<input type="checkbox"/>				
I would recommend counselling to my friends	<input type="checkbox"/>				
It was easy to contact the Counsellor	<input type="checkbox"/>				
I feel more able to cope at school since having counselling	<input type="checkbox"/>				
My relationships with friends have improved since going for counselling	<input type="checkbox"/>				
My relationships with teachers have improved since going for counselling	<input type="checkbox"/>				
My relationships with my family have improved since going for counselling	<input type="checkbox"/>				
My behaviour has improved since I went for counselling	<input type="checkbox"/>				
I received enough counselling sessions	<input type="checkbox"/>				
Since I had counselling, I am more able to concentrate on tasks in and out of school	<input type="checkbox"/>				
I feel more positive since going for counselling	<input type="checkbox"/>				
I think counselling is a good way to deal with problems	<input type="checkbox"/>				
I would consider counselling in the future, even after I leave school	<input type="checkbox"/>				

What were the best things about counselling?

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What were the worst things about counselling?

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Was your attendance a problem before coming to counselling?

Yes                       No

If yes, has coming to counselling made it easier to come to school?

Yes                       No

Are there things that could have been different in your counselling?

It would have been better if:-

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I didn't like:-

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Anything else?

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What do you think about having a Counsellor in your school?

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How did you feel about people in school knowing that you saw your counsellor?

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Any other comments?

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### XIII. Schools Staff Questionnaire 2021/22

What do you think of the Counselling service?  
Please make your comments on how you found the service.

Did you think the Counselling service helped young people in your school?

Yes                       No

If so, in what kinds of ways?

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Did you feel the appointment and referral system worked well?

Yes                       No

If not, how could this be improved?

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From your feedback, from young people, how would you rate the Counsellor's practise, professionalism and attitude towards young people?

Excellent    Good    Fair    Poor

Please use this space to make any further comments about the service.

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THANK YOU. RESPONSES WILL BE TREATED IN CONFIDENCE.

## XIV. Young Peoples Questionnaire 2021/22

What do you think of the Youth Counselling Service?  
Please make your comments on how useful you found the service.

Did you find that seeing a Counsellor helped you?

Yes       No

How did it help you?

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Did you feel comfortable with the Counsellor?

Yes       No

Did you feel the counselling room provided was comfortable, safe and confidential?

Yes       No

Did you feel that the appointment and referral procedure worked well?

Yes       No

Is there anything you think could improve the service?

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Would you use the service again?

Yes       No

THANK YOU. RESPONSES WILL BE TREATED IN CONFIDENCE.