



# PSHE, Counselling & Peer Mentoring Policy 2021-2022

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**MORE  
HOUSE  
SCHOOL**

KNIGHTSBRIDGE

# Policy Statement

PSHE provides pupils with the concepts, skills and understanding to make informed decisions with regard to their present and future lifestyles. Our aim is for every pupil to develop a positive sense of self, be given opportunities to make informed choices for themselves, develop awareness of issues relating to the world they live in and become more active citizens.

As a Catholic School and faith community we encourage all pupils to respect themselves as individuals, whilst developing an understanding, tolerance and respect for others and their differences, treating all people as equal.

As part of the PSHE programme we hope that pupils develop a clear set of values and attitudes, including honesty and kindness and establishing a strong moral code and keeping to it. We endeavour to ensure that our girls value themselves as unique human beings, capable of spiritual, moral, intellectual and physical growth and development;

The key to the delivery is the sharing of ideas, opinions and values in order to equip pupils with the ability to make informed decisions in a variety of situations. Every pupil is given equal opportunity, regardless of age, ability, ethnic or home background or religion, to explore their feelings and attitudes, to clarify values and to discuss sensitive issues in an environment of trust and acceptance.

PSHE is delivered through the assembly programme, guest speakers, drop down days and themed weeks. There is the opportunity for discussion of each assembly topic during form time each Wednesday morning and girls who we feel require further support or information on specific aspects of the PSHE curriculum will meet in small groups to ensure that they are fully equipped to deal with the challenges they may face.

## List of related policies:

- Section C1 - Safeguarding - No 1 Safeguarding and Child Protection Policy
- Section C2 - Pastoral Care - No. 3 Guidelines and List of Form Tutors and PPTs
- Section C2 - Pastoral Care - No.8 RSE Policy

## Responsibilities

Form Tutors discuss the PSHE topic covered that week with their form group during Form Time every Wednesday. This arrangement allows the relationship between the girls and their form tutor to develop and ensures that all girls are receiving clear and consistent information on each topic.

**The Head of Sixth Form** has responsibility for the creation and implementation of the sixth form PSHE programme, working closely with the Director of Pastoral Care. He/she holds a fortnightly meeting with Form Tutors at

which matters pertaining to the PSHE programme are discussed and concerns relating to groups or individual pupils are addressed.

The Head of Sixth Form has a scheduled meeting on the Staff Day before the start of each term with Form Tutors and arranges the teaching of each topic to be covered. The topics have been set for the year based on an annual review, carried out by the Head of Sixth Form to ensure a full range of material is being covered which is relevant to the age group of the girls in line with present legislation, and that these topics are not covered elsewhere through subject specific teaching or extra-curricular events. This review is largely based on formal feedback on a termly basis. This programme is flexible to enable current issues/situations to be addressed if necessary.

**The Senior Teacher for Pastoral Care** has overall responsibility for the PSHE programme. This includes the creation and implementation of the PSHE programme for KS3 and KS4. The Director of Pastoral Care in conjunction with the Senior Teacher for Pastoral Care will organise the assembly programme to deliver age appropriate PSHE content. The Senior Teacher for Pastoral Care will organise specialist speakers to come and talk to the girls about topics such as Drugs and Alcohol and Consent. Girls are given the opportunity to discuss the topics covered each week in extended form time on Wednesdays.

The themed weeks which run in the Spring Term include PSHE topics such as Careers and future pathways, wellbeing and financial responsibility.

The Director of Pastoral Care and Senior Teacher for Pastoral Care will hold a fortnightly pastoral meeting for KS3 and KS4 Form Tutors and will highlight which element of the PSHE programme will be discussed in coming weeks and concerns relating to groups or individual pupils are addressed.

The Senior Teacher for Pastoral Care has a scheduled meeting on the Staff Day before the start of each term with form tutors and discusses the PSHE arrangements for that term. The topics have been set for the year based on an annual review, carried out by the Director of Pastoral Care and the Senior Teacher for Pastoral Care to ensure a full range of material is being covered which is relevant to the age group of the girls in line with present legislation, and that these topics are not covered elsewhere through subject specific teaching or extra-curricular events. This review is largely based on formal feedback from the form tutors, on a termly basis. This programme is flexible to enable current issues/situations to be addressed if necessary.

**The Head** is tasked with supporting the Director of Pastoral Care and the Senior Teacher for Pastoral Care in his/her duties and has overall responsibility for the management of the school, including pastoral care.

## Programme of Study

The programme takes as its basis the three core themes suggested by the PSHE association (<https://www.pshe-association.org.uk>):

1. *Health and Wellbeing*
2. *Relationships*
3. *Living in the Wider World*

These topics embrace current legislation regarding Prevent Duty in promoting British Values and teaching pupils to manage risk, resist pressure, make safer choices and seek help if necessary. The form assembly links directly with the current PSHE topic.

Please note that there is also a mandatory new programme of RSE (Relationships and Sex Education) being implemented in September 2020 and incorporated into the PSHE guidelines. Details of this can be found in the RSE policy.

## Counselling

Counselling is available to pupils at More House School as part of the pastoral support we offer. The School also offers a confidential peer-support service and we have an open door policy for girls to talk to their Form Tutor or the Director of Pastoral Care (Ms Reid).

The BACP (2017) definition of counselling/psychotherapy states that “Counselling and psychotherapy are umbrella terms that cover a range of talking therapies. They are delivered by trained practitioners who work with people [pupils] over a short or long term to help them bring about effective change and/or enhance their wellbeing.”

Our School Counsellor is Mrs Janine Gayler - Child Psychotherapist (UKCP), Chartered Psychologist (BPS), MA Education (OU).

More House School Counselling Policy:

- School Counselling will be available two days a week.
- Counselling Sessions take place in school. The first session of the day is available at 8:00am and subsequent sessions are available throughout the school day and finishing no later than 5pm.
- Pupils can refer themselves for counselling via email or in person to the Director of Pastoral Care.
- Parents can contact the Director of Pastoral Care to discuss any concerns they may have and whether they wish to refer their daughter for counselling.
- The Director of Pastoral Care may contact parents to discuss any concerns raised by their daughter’s form tutor, teachers or peers and recommend a referral for counselling.
- Pupils will be entitled to **six Counselling Sessions** with our School Counsellor - **free of charge**.
- Following the sixth session, parents will be invited to attend a meeting with the Director of Pastoral Care to discuss next steps.
- Additional counselling is normally available in blocks of six sessions. In the event that this is deemed necessary and is agreed by the parents and the DOPC following the review meeting, a fee of £300 (£50 per hour session) will be charged and added to the parent’s fee account. Parents will be offered a review meeting with the DOPC before any subsequent blocks of sessions.

If parents would prefer for their daughter to receive private counselling/psychotherapy outside of school then the Director of Pastoral Care would be happy to provide guidance and suggestions.

The Director of Pastoral Care can also refer a pupil for counselling through CAMHS via her GP.

## Confidentiality

Success of Counselling depends on confidentiality. Trust and the development of a working alliance are essential in counselling. The School Counsellor is affiliated to the British Psychological Society, and follows their code of ethics. Counsellors, Psychotherapists, and Psychologists are required to have regular supervision of their work, which is part of their code of practice and ethics. Supervision adheres to the same rules of confidentiality. Confidentiality is only broken if a pupil is at risk (See

'Counselling' section above). The pupil is made aware of this prior to Counselling.

## Procedure

### Starting Therapy

If the student makes a decision to attend Counselling, the Director of Pastoral Care will fill in a referral form and pass this to the school counsellor (appendix 1). Parents will be consulted and consent obtained by the Director of Pastoral Care. In some instances, pupils may wish to see the counsellor without the knowledge of their parents. Whilst the school respects the right of the pupil to seek counseling in confidence, it will be made clear to the pupil that any safeguarding concerns will be passed on by the counsellor or other staff according to the school's safeguarding policy.

### Timing of Sessions

Sessions last 30 minutes or an hour and take place on a Tuesday, Wednesday or Thursday. The students attend Counselling once a week. If a student attends counselling weekly, she usually attends at different times each week so she does not miss the same class each time.

### During Therapy

At the start of therapy, the school counsellor will outline her expectations (see appendix 2) and make clear that if a pupil fails to attend two consecutive sessions and there are no extenuating circumstances they will no longer be entitled to therapy within school. The Director of Pastoral Care will contact parents and inform that they will now need to organize therapy outside of school as the provision has not been used effectively. If, during the therapy, the counsellor needs to meet parents, this will be documented (see Appendix 3).

### Ending Counselling

This is discussed with the student, exploring the reasons why the student is not continuing. Sometimes a student may feel Counselling poses a challenge for them. Exploring the reasons the student wishes to stop could be in itself be an important move in dealing with the difficulty. The Counsellor and student prepare and work towards ending when the sessions are complete. Counselling at the School is generally short term, but may be long term if necessary in the School, or away from the School (e.g. with the child's G.P practice). If a child decides that they no longer wish to attend the counseling sessions within school, but we feel that she needs to continue with therapy, the Director of Pastoral Care will contact parents and explain that the new therapist should contact the school, in order to let us know that they have engaged in therapy with the pupil and then the Director of Pastoral Care will liaise with this therapist. The school therapist will produce a document which will outline how many sessions the pupil has had and confirm the end of therapy. This will be kept in the pupil's file along with the initial referral form.

### Payment for Counselling Sessions

All girls will receive up to six initial sessions free of charge, after these six sessions the school therapist and Director of Pastoral Care will meet and discuss the next steps. There are three options available after the initial consultation sessions.

1. Continue with therapy in school at a charge of £50 per session and these will be added to their school fees in blocks of six (£300).
2. Continue therapy with a specialist outside of school, for example Cognitive Behavior Therapy or Drama Therapy.
3. No further counselling required, but may need to be referred for other types of support and assessments if required, for example SaLT or OT.

If parents are not willing to continue with private therapy, but it is felt that further counselling intervention is required, The Director of Pastoral Care will ensure that a referral is made by the GP to CAMHS.

## The Mentor System

The Mentor system is referred to in **Section B no. 2: SPIRITUAL AND MORAL DEVELOPMENT**

*“It is our aim to be welcoming to all our visitors and to all members of the school community.... a girl new to the school will be paired up with a L6th Mentor. The L6th Mentor has been in touch with her “mini” during the summer holiday to welcome her and introduce herself. Their first meeting is at the New Pupil Induction at the start of the summer term.”*

*(More House School)*

The Head of Sixth Form, together with the Director of Pastoral Care, advises in pairing L6 pupils with year 7 pupils, based on observations made during visits to the school by the new pupils. Mentors will be chosen from the same house as the ‘mini’.

## Year 7 Mentor Responsibilities

- To welcome new girls and their parents to the school and give a further forum for questions that they may have
- To support the work of the form tutor and assistant form tutor in managing the move from primary to secondary school
- To meet regularly on an informal basis with their ‘mini’
- To encourage and provide support for the ‘mini’ in House activities
- To encourage the ‘mini’ in her academic and extra-curricular activities
- To provide another ear for any concerns that the ‘mini’ may have and inform the tutor if appropriate
- To have lunch with their ‘mini’ from time to time
- To encourage integration between year groups

## KS4 Peer Mentors

A small number of senior pupils are selected by interview each year and trained to provide support for KS3 pupils in the form of drop in lunchtime sessions. The aim of

this scheme is twofold:

- to provide a positive role model and space to discuss concerns (such as friendship issues) and seek advice
- to provide a leadership opportunity for the mentor and experience that may support UCAS applications or support the completion of a Duke of Edinburgh award

The mentors are carefully supported and monitored by senior staff. The mentors will receive a six-week training course from the Senior Teacher for Pastoral Care (Miss Henvey) which will be based on training advice provided from Childline. The mentors will also have a weekly debrief with the Senior Teacher for Pastoral Care.

Whilst confidentiality will be maintained where appropriate, the Senior Teacher of Pastoral Care will liaise with the Director of Pastoral Care and pass on or address any issues that require further staff support as required. It should be noted that the scheme is not designed to replace any of the existing pastoral systems or procedures.

# Appendix 1: School Referral Form

**Please note:**

The School Counsellor Therapist cannot take on a child as a client if that child is currently regularly seeing any of the following: counsellor, therapist, psychotherapist, psychologist, clinical psychologist or psychiatrist.

## Parental Consent:

Please ensure that Parental Consent has been obtained from parent / guardian of the child.

Name of school: *More House School*  
Name of child: .....  
Child's Form Room: .....  
Child's Form Teacher: .....  
Date of Birth of child: .....  
First Language of child: .....

Any diagnoses the child has:

Additional support (eg Speech & Lang):

Reasons for Referring Child for Therapy:

Date .....

Completed by: .....

You Are Welcome!

Name: .....

Age: .....

Sessions:                      Frequency:                      *Weekly (during Term Time)*

Day: .....

Time:                      *Go to Ms Reid on  
..... mornings to collect  
Note of session time booked.  
The time will be different each  
week.*

Ending:                      *To be agreed between you and I  
during a session*

If you are not able to make it for a booked session, then please let Ms Reid know, and give the reason why.

**If 2 consecutive sessions are missed, then continuing therapy will be reviewed with Ms Reid and decided upon.**

**Confidentiality:**

Our discussions will be kept strictly between you and me only, apart from any information you specifically ask me to share with your teachers, the Headmistress or your parents; with the exception of a disclosure.

**Disclosure:**

Should you mention to me that you have been harmed in any way, by any person, including yourself, then I would have to pass that information on to: Ms Reid or Mr Keeley.

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Signed in agreement by:  
Client:

Therapist:

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Appendix 3

Parent Meeting Follow-up Form

Name of school: *More House School*

Name of child:

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Child's Parent(s):

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Therapist: .....

Date of Meeting: .....

Meeting Requested by: .....

**To Do:**

By Therapist:

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By School:

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By Parent(s):

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Completed by Ms Hagerty.....