Counselling Procedures

Document Created by: Date:	Document Reviewed by: Approved by: Date:	Document - Review cycle: **Every two years** Next review: **August 2027**
This document has been created in line with the CIS Code of Ethics		

1. Purpose

In alignment with the CCS Child Safeguarding and Protection Policy, the purpose of the CCS Counselling Procedure is to define how Canggu Community School supports students in their academic, social, emotional, personal, and developmental growth while prioritising their physical and psychological safety. The counselling programme is a school-based support service that works proactively, preventatively, responsively, and collaboratively to help students thrive.

At CCS, school counsellors and school psychologists work as part of a wider student support and safeguarding system. Their role is to support student wellbeing, promote a safe and inclusive school culture, provide short-term school-based counselling and consultation, coordinate support, and refer to external professionals when a student requires clinical, medical, or longer-term therapeutic care.

2. Guiding Principles

- **Child-centred practice:** The best interests, safety, dignity, voice, and developmental needs of the student guide all counselling decisions.
- **Safeguarding first:** Counselling services operate in alignment with the CCS Child Safeguarding and Protection Policy and all staff responsibilities as mandated reporters.
- **Access and inclusion:** Students should be supported with reasonable adjustments, culturally responsive practices, and appropriate access to learning whenever possible.
- **Confidentiality with clear limits:** Student privacy is respected, while recognising that confidentiality must be limited when safety, safeguarding, or legal concerns arise.
- **Partnership:** Effective student support requires collaboration among students, parents or guardians, teachers, school leaders, counsellors, psychologists, and external professionals when needed.
- **Prevention and early intervention:** Counselling is not only crisis response; it includes wellbeing education, proactive support, consultation, and early identification of emerging needs.
- **Professional boundaries:** Counselling staff maintain safe, ethical, transparent, and developmentally appropriate professional relationships with students.

3. Scope of School Counselling Services

CCS counselling is a school-based service. It is not a substitute for long-term clinical therapy, psychiatric care, medical treatment, formal diagnosis, or emergency mental health services. Counselling support may include:

- short-term individual student check-ins or counselling sessions;
- small-group support for social, emotional, transition, or developmental needs;
- classroom wellbeing lessons and preventative education;
- student transition support, including new student adjustment and leaving transitions;

- consultation with teachers and school leaders to support student wellbeing and learning;
- parent or guardian consultation and partnership meetings;
- risk assessment, crisis response, and safety planning;
- referral and coordination with external professionals when needs exceed school-based support;
- support related to bullying, peer conflict, grief, family change, anxiety, stress, identity, belonging, and other wellbeing concerns;
- programme evaluation and use of anonymised data to identify student wellbeing trends.

4. Tiered Model of Student Support

Tier	Purpose	Examples of Support
Tier 1: Universal Support	Support for all students through prevention, education, belonging, and wellbeing culture.	Wellbeing lessons, advisory or homeroom support, transition activities, student voice, parent education, staff consultation, anti-bullying education, digital wellbeing education.
Tier 2: Targeted Support	Short-term support for students or groups with emerging academic, social, emotional, or behavioural needs.	Individual check-ins, small groups, teacher consultation, parent meetings, monitoring plans, social skills support, peer relationship support, attendance or transition support.
Tier 3: Intensive Support and Referral	Referral outside of school for students whose needs are considered significant in the school setting and beyond school-based counselling.	Risk assessment, safeguarding response, safety planning, external mental health referral, clinical documentation, leave of absence planning, re-entry meeting, coordinated support plan.

5. Collaborative Student Support Team

Student support services at CCS are delivered through a collaborative model. School counsellors, school psychologists, teachers, school leaders, parents or guardians, and external professionals work together whenever possible to understand and respond to student needs through a multi-disciplinary lens.

- **School counsellors** provide school-based counselling, wellbeing education, consultation, referral, crisis response, and coordination of support.
- **School psychologists** provide psychological consultation, specialist insight, risk support, external coordination, and recommendations for assessment or intervention where appropriate.
- **Teachers and homeroom teachers** observe student learning and wellbeing, provide daily pastoral support, and communicate concerns through school referral pathways.
- **Principals and school leaders** oversee duty of care, safeguarding, behaviour, access to learning, re-entry decisions, and whole-school wellbeing systems.
- **Parents and guardians** share relevant information, participate in support planning, follow through with external recommendations when required, and communicate significant changes in student wellbeing.

6. Alignment with Child Safeguarding and Protection

In accordance with the CCS Child Safeguarding and Protection Policy, the counselling and psychology team operates under the following mandates:

- **Child-centred approach:** The team upholds the rights of the child, including the right to safety, dignity, protection, privacy, and age-appropriate participation in decisions that affect them.
- **Mandatory reporting:** All CCS staff members are mandated reporters. Any suspicion, disclosure, or allegation of abuse or neglect must be reported through the Child Safeguarding and Protection Policy without delay.
- **Safe professional practice:** Counselling and psychology staff maintain appropriate boundaries, use transparent and safe spaces and practices, document concerns appropriately, and seek consultation when needed.
- **Duty of care:** Where student safety is at risk, safeguarding and duty of care responsibilities take precedence over confidentiality.

7. Student Voice, Informed Consent, and Confidentiality

CCS recognises that trust is essential for effective school counselling. Students should understand, in developmentally appropriate language, what counselling is, how information is used, and the limits of confidentiality. Parents and guardians should also understand the purpose and scope of school counselling.

- **Student voice and assent:** Where appropriate, students are invited to participate in decisions about support, goals, referral, and re-entry planning.
- **Parent partnership:** Parents or guardians will be involved when concerns are significant, ongoing, require external support, or involve safety, safeguarding, attendance, learning access, or family partnership.
- **Confidentiality:** School counsellors and school psychologists maintain student confidentiality to the extent permitted by law, ethical standards, and school safeguarding requirements.

Confidentiality must be limited or breached when:

- there is suspicion, disclosure, or allegation of child abuse or neglect;
- the student may be a danger to themselves or others;

- there is a significant safeguarding, wellbeing, behavioural, or safety concern;
- disclosure is required by law, court order, or school safeguarding procedures;
- information is necessary for authorised school staff to provide appropriate duty of care and support.

When confidentiality must be limited, information will be shared only with those who need to know in order to protect the student, support wellbeing, meet legal or safeguarding obligations, or maintain a safe school environment.

8. Record Keeping, Privacy, and Data Protection

Counselling records are confidential school records and must be managed securely. Documentation should be factual, professional, proportionate, and relevant to student support, safeguarding, referral, or duty of care.

- Access to counselling records is limited to authorised personnel with a legitimate educational, safeguarding, or duty of care need.
- Sensitive counselling information should not be included in general academic records unless necessary for student support, safeguarding, or legal compliance.
- Information shared with teachers should normally focus on practical support strategies rather than private counselling details.
- Records related to safeguarding concerns must be managed in accordance with the CCS Child Safeguarding and Protection Policy.
- Anonymised data may be used to evaluate the counselling programme, identify wellbeing trends, and inform school-wide support.

9. Referral Process and Triage

Referrals to the counselling team may be made by students, parents or guardians, teachers, school leaders, nurses, or other members of staff. Students may also self-refer.

- **Routine concerns:** The counselling team will review the concern, determine appropriate follow-up, and communicate with relevant staff or parents when appropriate.
- **Urgent concerns:** Concerns involving self-harm, suicidal ideation, abuse or neglect, violence, threats, serious bullying, or significant risk are triaged immediately through safeguarding, crisis, or leadership pathways.
- **Parent communication:** Parents or guardians are contacted when concerns are significant, ongoing, safety-related, or require external support, unless doing so would increase safeguarding risk.
- **Documentation:** Referrals, follow-up actions, parent communication, risk assessments, and support plans are documented appropriately.

10. Crisis Intervention and Support

The counselling and psychology team acts as a key frontline support for students in distress, while working in coordination with school leadership, the Child Protection Team, the nurse, parents or guardians, and external professionals when needed.

- conduct initial risk assessments for self-harm, suicidal ideation, harm to others,

abuse, neglect, or acute distress;
- provide timely emotional support following a safeguarding, wellbeing, or critical incident;
- activate Child Safeguarding and Protection procedures when required;
- consult with school leadership and external professionals when risk exceeds school-based support;
- develop short-term safety plans and follow-up support where appropriate;
- coordinate with external mental health professionals, medical providers, emergency services, or child protection agencies when necessary.

11. Management of Students with Significant Risk

CCS prioritises the safety and wellbeing of each student and the entire school community. When a student is identified as being at significant risk to themselves or others, or when their mental health needs exceed the scope of school-based support, the following procedures may apply:

- **External professional support:** Students with significant or ongoing mental health risks may be required to seek professional, longer-term support from external mental health specialists, medical providers, or clinical facilities.
- **Individualised decision-making:** Any response will be considered carefully and individually, taking into account student safety, duty of care, access and inclusion, parent partnership, external professional guidance, and the school's capacity to support safely.
- **Leave of absence:** For the safety of the student and the school community, CCS may require the student to remain out of school while receiving intensive external support. Where appropriate, CCS will maintain reasonable educational connection and re-entry planning.
- **Documentation for return:** Before returning to school, the student may be required to provide documentation from a qualified mental health professional stating that they are safe to return to the educational environment and outlining recommended school-based supports.
- **Duty of care:** This measure is taken to ensure the student receives the level of clinical care that a school setting cannot provide, while maintaining a safe environment for all students and staff.

12. Re-entry and Safety Planning

When a student returns following a significant mental health concern, safeguarding concern, hospitalisation, clinical intervention, or required leave of absence, CCS will hold a re-entry meeting involving the counselling team, parents or guardians, school leadership, and, where appropriate, external professionals.

- review external professional recommendations;
- identify any reasonable adjustments or temporary supports needed;
- develop a written re-entry or safety support plan;
- clarify communication pathways among school, home, and external providers;
- identify a case coordinator or key school contact;
- set review dates to monitor student wellbeing, safety, attendance, and learning access;

- adjust the plan as needed based on student progress and risk.

13. External Referrals and School-Based Limits

CCS may recommend or require external support when a student's needs are beyond the scope of school-based counselling or when specialist assessment, diagnosis, therapy, psychiatric care, medical care, or emergency intervention is needed.

- Parents or guardians are responsible for arranging and following through with external professional support when required.
- The school may request permission to communicate with external professionals to support coordinated care.
- CCS may require updated professional documentation when determining whether a student can safely access school or school activities.
- Failure to access required external support may limit the school's ability to provide a safe and appropriate educational environment.

14. Parent and Guardian Partnership

Parent and guardian partnership is essential to effective student support. CCS expects parents and guardians to:

- share relevant wellbeing, medical, psychological, family, or safety information that may affect the student at school;
- participate in support meetings and re-entry planning when requested;
- follow through with external referrals, assessments, or professional recommendations when deemed necessary by the school;
- inform the school of significant changes in student wellbeing, medication, risk, family circumstances, or external treatment;
- work respectfully and collaboratively with the counselling team, teachers, and school leadership;
- support the student's attendance, routines, sleep, digital wellbeing, and readiness for learning.

15. Anti-Bullying Procedures and Counselling Support

CCS is committed to fostering a safe and inclusive learning environment free from bullying. The school condemns all forms of bullying, including physical, verbal, social, relational, and cyberbullying.

Bullying is an ongoing and deliberate misuse of power in relationships through repeated verbal, physical, and/or social behaviour that intends to cause physical, social, or psychological harm.

The counselling team supports prevention, reporting, student wellbeing, restorative processes, follow-up care, and skill-building. Disciplinary decisions related to bullying are managed by school leadership in accordance with the CCS Student Behaviour and Conduct Agreement and Child Safeguarding and Protection Policy.

Counselling Support Given

- **Awareness and education:** The counselling team helps develop school-wide awareness of what bullying is, why it harms students, and how to be an upstander.
- **Staff training:** Counsellors support staff in recognising, reporting, and responding to bullying and in using shared problem-solving and restorative approaches where appropriate.
- **Safe reporting environment:** The team provides a safe space for students to speak about their experiences. If a student is hesitant to identify a student who has bullied them, the team works to build confidence and safety while following safeguarding and leadership procedures.
- **Data collection:** Regular surveys and student voice opportunities may be used to gather anonymised data and identify trends.

Procedure for Named Students

- **Students who have been bullied:** Following an initial interview, the counselling team provides follow-up support, helps document concerns where appropriate, and works with leaders and parents to support safety and belonging.
- **Students identified as bullying others:** Relevant coordinators and principals are informed for behavioural follow-up. The counselling team may work with teachers, students, and parents on solution-focused goals, empathy development, healthy relationships, and behaviour change.
- **Bystanders and peer groups:** Where appropriate, the counselling team may support class, year-level, or small-group interventions to repair harm, build empathy, and strengthen community expectations.

16. Counsellor Boundaries and Professional Practice

Counsellors and school psychologists are expected to maintain professional, ethical, culturally responsive, and developmentally appropriate practice. This includes:

- maintaining safe and transparent student interactions;
- using appropriate professional boundaries in person and online;
- seeking consultation or supervision for complex cases;
- avoiding conflicts of interest where possible and referring concerns when needed;
- documenting significant concerns, referrals, and safety decisions;
- engaging in ongoing professional learning related to counselling, safeguarding, mental health, inclusion, and child development.

17. Programme Evaluation and Review

The counselling programme will be evaluated regularly through appropriate data and stakeholder feedback. This may include referral trends, wellbeing survey data, attendance patterns, bullying data, safeguarding patterns, student feedback, parent feedback, and staff feedback.

The purpose of evaluation is to ensure that counselling services meet the evolving needs of the CCS community, remain aligned with child safeguarding and international best practice, and contribute to a safe, inclusive, and supportive learning environment.

This procedure will undergo formal review every year for safeguarding, wellbeing, regulatory, staffing, and operational updates.

18. Handbook Summary

For inclusion in the Parent and Student Handbook:

CCS provides a school counselling programme to support students' academic, social, emotional, and personal development, while prioritising student safety and wellbeing. Counsellors work collaboratively with students, parents, teachers, school leaders, and external professionals where needed. Counselling support may include individual check-ins, small-group support, wellbeing education, crisis response, parent and teacher consultation, and referral to external services. Student confidentiality is respected, except where there is concern about abuse or neglect, risk of harm to self or others, or a legal or safeguarding requirement to share information. When a student's needs exceed the scope of school-based support, CCS may require external professional support and a re-entry plan to ensure a safe and supportive return to school.