



FRAM Primary School

No.4 Beräriei Street, Habermann Square
Tel.: +40724491440, +0727786400
E-mail:administrative@framschool.com

NAVIGATE YOUR OWN JOURNEYS OF LEARNING AND SELF-DISCOVERY IN AN EXCITING FUTURE

FRAM COUNSELLING POLICY

1. Rationale

Recognizing the vital importance of student wellbeing and mental health, FRAM School provides an in-school counselling service to all students, tutors/guardians and personnel.

This service aims to offer support in developing strategies, skills, and attitudes to address academic, social, or emotional difficulties, and to tackle current and potential future behavioural, social, or academic concerns.

We aim to foster a supportive and confidential environment where students feel safe to seek help. This aligns with FRAM School's core values of kindness, courage, awareness, leadership, excellence, honesty, and resilience.

2. Aim and Objectives

- The counselling department aims to provide students with access to appropriate support when faced with problems and challenges, offering a safe place where students are treated with respect and dignity.
- The counselling department intends to:
 - Establish a calm and comfortable environment where students can express themselves.
 - Ensure that each student's dignity and individuality are respected.
 - Help students develop strategies for managing emotions.
 - Equip teachers with strategies for dealing with challenging behavior.
 - Provide social, emotional, and academic support based on a 'person-centered' approach, involving multi-agency collaboration where appropriate.
 - Promote a sense of belonging and connectedness, addressing bullying and harassment effectively.

3. Potentially Vulnerable Groups

- This policy aims to support several identified vulnerable groups, including:

- Students with social, emotional, and mental health challenges.
- Students who are known to the Designated Safeguarding Lead (DSL).
- Students with poor attendance and/or punctuality.
- Students of Determination (SEND).
- Students whose first language is not English (EAL).
- Students who are considered Most Able, Gifted, and Talented (MAGT).
- Students whose family are in crisis or under great stress.
- Students who are at risk of being excluded.

4. Student Support

- The primary function of the school's counselling department is to assist students facing academic, social, or emotional challenges.
- Support may be delivered through individual sessions or group counselling, tailored to the student's needs. In certain cases, the counsellor may find it more suitable to provide intervention strategies to parents and teachers rather than conducting direct counselling. Aligns with FRAM School's emphasis on equipping students with skills and understanding needed to embody core values in daily interactions.

5. Parent/Guardian Support

- FRAM School recognizes the importance of supporting parents/guardians through its counselling policy.
- The school counsellor may offer intervention techniques to parents/guardians instead of conducting direct counselling with a student. Upon referral of a primary school student, parental consent will be sought.
- Parents/guardians will be informed about the referral and the proposed intervention. The counsellor will encourage the implementation of new strategies at home and may provide advice to parents accordingly. FRAM School is committed to working in partnership with parents to support student wellbeing and positive behavior.

6. Teacher/Staff Support

- The school counsellor is available to assist teachers and staff regarding any student-related concerns.
- In instances where a teacher encounters an immediate need arising from a recent or new trauma affecting a student, they are encouraged to request support from the school counsellor.

- Staff members also have the option to discuss their own issues or concerns with the counsellor. Counsellors may also signpost staff to an external agency if deemed suitable. FRAM School offers weekly and monthly counseling sessions for staff, parents, and students, fostering a supportive school environment.

7. Whole School Prevention

- As part of our commitment to fostering positive mental health and wellbeing across the entire school community, the school counsellor is tasked with providing important mental health information.
- This includes conducting at least one personal development session per term focused on social-emotional learning to all staff (e.g., concepts such as the Zones of Regulation, Growth Mindset).
- The school counsellor may utilize events like Mental Health Awareness Week to strengthen whole-school prevention efforts. The counsellor must remain vigilant of students deemed 'at risk' and address their needs proactively.

8. Confidentiality

- Confidentiality is crucial in fostering trust within therapeutic relationships.
- Every young person is entitled to a private life and have their autonomy respected.
- However, there are situations where maintaining complete confidentiality may not be feasible or beneficial for a child, particularly when their safety is at risk. In such cases, counsellors are obligated to follow child protection procedures, prioritizing the wellbeing of the child.
- While confidentiality is maintained in most counselling sessions, there may be instances where information is shared among parents and staff, but only with the student's awareness and agreement where possible. Adheres to FRAM School's commitment to safeguarding concerns and ensuring student safety and wellbeing.

9. Consent

- Parental consent will be sought for primary-aged students who are referred to counselling, offering parents the choice to opt out.
- The school's aim is to collaborate with parents or guardians whenever possible and to obtain their consent for students attending counselling.
- For secondary school students, consent for counselling may be provided by the students themselves. If a student consents independently, parents will not be notified of any counselling-related matters without the student's consent, unless the

counsellor deems further psychological intervention is necessary or if there are safeguarding concerns.

- The school operates according to the Gillick Competence principle, allowing students to access counselling or therapeutic support without parental consent if they demonstrate adequate understanding and intelligence.

10. Referral Process

- The school offers a multi-step counselling process:
 - Teachers and staff identify a counselling need. *Aligns with teacher observation component in the Wellbeing Policy*
 - If the need is due to a recent trauma or a new change in circumstances, they should refer using the referral form (Appendix B - *to be created*).
 - Parents wishing to request a referral should follow the outlined parent referral process (Appendix C - *to be created*).
 - Before referring a student, teachers must discuss the matter with the Head of Year to ensure all appropriate Tier 1 interventions and support strategies have been implemented. (See Tiered Support System below)

11. Session Allocation

- Counselling appointments are arranged based on availability and urgency.
- Primary school students will have sessions lasting up to [*Insert time limit, e.g., 30 minutes*], while secondary school students will have sessions lasting up to [*Insert time limit, e.g. 45 minutes*].
- Sessions are usually scheduled weekly, bi-weekly, or monthly, depending on the student's needs, with a maximum of [*Insert number, e.g., 12*] sessions.
- Extensions beyond this limit will be assessed on a case-by-case basis. External referrals should be considered after the completion of [*Insert number, e.g., 12*] sessions if further assistance is deemed necessary.
- Appointments must be scheduled during non-core subjects and coordinated with the class teacher, considering important learning deadlines.

12. Tiered Support System

- Our school counselling policy adopts a tiered approach to support students based on their individual needs:
 - Level 1: Teachers implement initial support strategies within the classroom setting.

- Providing extra attention
- Implementing behavior management strategies
- Teaching self-regulation techniques.
- Informal Check-ins
- Level 2: Involvement from the Head of Year to offer more targeted assistance. This may include directed intervention to address academic or behavioral challenges, implementing individualized learning plans, or the student being part of a peer mentorship program.
- Level 3: Involvement of the counseling department, where students with significant or persistent challenges receive personalized counselling support.

13. Where Counselling Will Take Place

- Counselling sessions will be conducted within the designated counselling offices at FRAM school
- Based on the student's age and specific counselling requirements, the counsellor might deem it more suitable to hold sessions outside of the office environment or utilize outdoor spaces.

14. Drop-in Sessions

- FRAM School understands that during the school day students may experience a range of different emotions and may need someone to speak to.
- The 'Drop-in' service allows secondary students to discuss anything from issues at school to social and emotional issues. (Consider if this is appropriate for all age groups in your school).

15. Check-in Sessions

- There may be certain situations where staff members request the counsellor to offer urgent support to a student.
- This will take the form of a 'check-in' and be available for all students. The counsellor will assess if there is a counselling need and whether further counselling sessions are needed.
- Members of staff may request urgent support in situations such as bereavement, parental separation/divorce, behavioral problems, or emotional difficulties.

16. External Referrals

- Situations may occur where the counsellor may find it more appropriate for the student to receive external mental health support.

NAVIGATE YOUR OWN JOURNEYS OF LEARNING AND SELF-DISCOVERY IN AN EXCITING FUTURE

- It is important that parents and the Head of Year are made aware before any referral is made.
- The school has a list of external mental health centers which the parents can choose from depending on the need and the associated costs (see Appendix D - *to be created*). Consider referencing Romanian agencies listed in Wellbeing Policy.

17. Assessments

- The school counsellor may find it appropriate to carry out an assessment after receiving the referral. This can be in the form of teacher/staff interview, student observation, classroom/playground observation, psychometric or educational assessment.

18. Record Keeping

- Written records of counselling sessions are kept to a minimum and all records are stored in a locked cabinet and/or online, adhering to data protection policies. *FRAM School adheres to data protection regulations, ensuring confidentiality of sensitive information.*

Document outlined by: Marieluise Knobloch Issued on: 04.08.2025			
Reviewed by			
Approved by	SLT	Next Review	01-20.06.2026



FRAM Primary School

No.4 Beräriei Street, Habermann Square

Tel.: +40724491440, +0727786400

E-mail: administrative@framschool.com

NAVIGATE YOUR OWN JOURNEYS OF LEARNING AND SELF-DISCOVERY IN AN EXCITING FUTURE