



Llywodraeth Cynulliad Cymru  
Welsh Assembly Government

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British Association for  
**Counselling & Psychotherapy**



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Welsh Assembly Government

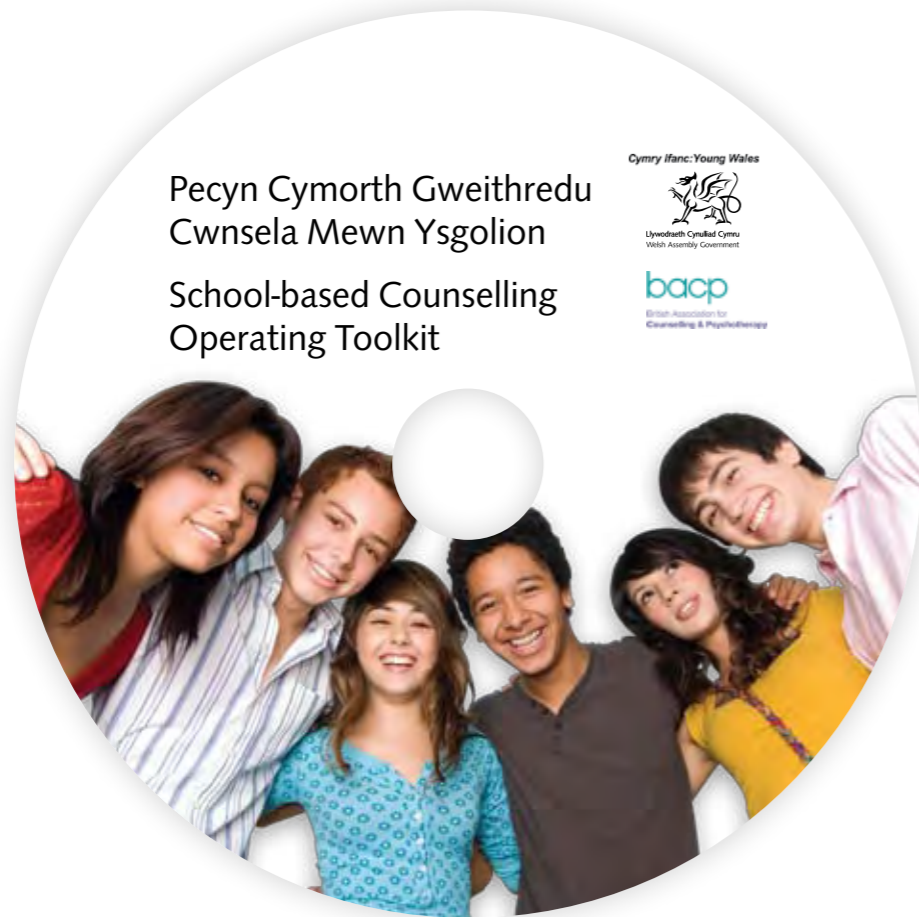
# Pecyn Cymorth Gweithredu Cwnsela Mewn Ysgolion

## School-based Counselling Operating Toolkit



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## Pecyn Cymorth Gweithredu Cwnsela Mewn Ysgolion

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# Rhagair

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Ym mis Ebrill 2008, cyhoeddodd Llywodraeth Cynulliad Cymru'r Strategaeth Genedlaethol ar gyfer Gwasanaethau Cwnsela mewn Ysgolion. Rydym wedi ymrwymo i sicrhau y caiff pob disgybl ysgol yng Nghymru fynediad at wasanaethau cwnsela gan roi sicrwydd iddynt y bydd rhywun yn gwrandao ar eu hanghenion ac yn ymdrin â nhw. Bydd cwnsela mewn ysgolion yn cyflenwi'r ystod o ymagweddau sydd eisoes ar gael mewn ysgolion sy'n helpu i gefnogi anghenion iechyd, emosiynol a chymdeithasol disgyblion ac sy'n arwain at ddiwylliant ysgol iach.

Mae'r Pecyn Cymorth hwn yn adeiladu ar y Strategaeth ac yn cynnwys safonau a chanllawiau i gwrselwyr a gwasanaethau cwnsela yng Nghymru fel bo modd i ddarparwyr cwnsela ac ysgolion ddarparu gwasanaethau o safon uchel sy'n ddiogel ac yn hygyrch. Mae'r Pecyn hefyd yn cynnwys cyngor ynglŷn â sut i ymgynghori â disgyblion a holi eu barn ynglŷn â'r gwasanaeth a ddarperir yn rhan o'r gwaith monitro cyffredinol. Bydd hyn yn fodd i sicrhau bod gwasanaethau'n hyrwyddo cyfranogiad plant a phobl ifanc wrth gynllunio a darparu, ac yn parchu eu hawliau, fel y'u nodir yng Nghonfensiwn y Cenhedloedd Unedig ar Hawliau'r Plentyn. Ceir hefyd ddeunydd enghreifftiol gan amryw o ddarparwyr er mwyn helpu ysgolion sydd ond megis dechrau datblygu'r gwasanaeth.

Mae'n bleser cael cyflwyno'r Pecyn Cymorth hwn i chi, sy'n gyhoeddiad ar y cyd rhwng Llywodraeth Cynulliad Cymru a Chymdeithas Cwnsela a Seicotherapi Prydain (BACP). Bydd y ddogfen yn cynorthwyo i weithredu'r Strategaeth Cwnsela mewn Ysgolion, a hyderwn y bydd yn ddefnyddiol wrth i chi ddatblygu'r ddarpariaeth hon.



Jane Hutt AC

Y Gweinidog dros Blant, Addysg,  
Dysgu Gydol Oes a Sgiliau

A handwritten signature in black ink that reads "Jane Hutt".



Edwina Hart MBE AC

Y Gweinidog dros Iechyd a Gwasanaethau  
Cymdeithasol

A handwritten signature in black ink that reads "Edwina Hart".





# Rhan 1

# 1. Cyflwyniad

Bydd y ddogfen hon yn darparu pecyn cymorth ar gyfer pawb sy'n cymryd rhan yn y gwaith o ddatblygu cwnsela yng nghymuned yr ysgol. Yn hytrach na dogfen derfynol, dogfen yw hon a fydd yn datblygu ochr yn ochr â datblygiad gwasanaethau cwnsela i blant a phobl ifanc mewn ysgolion.

Mae'r ddogfen hefyd yn ategu'r Canllaw Arfer Da ar gyfer Cwnsela Mewn Ysgolion – 4ydd Argraffiad, a gyhoeddwyd gan Gymdeithas Cwnsela a Seicotherapi Prydain (BACP), ac sydd wedi'i gynnwys yn y Pecyn Cymorth.

Mae'r Pecyn Cymorth yn manteisio ar brofiad cydweithwyr ledled Cymru, Gogledd Iwerddon, Lloegr a'r Alban lle mae cwnsela wedi cael ei ymgorffori'n elfen brif ffrwd o ddarpariaeth ysgolion. Mae arnom ddyled i gydweithwyr sydd wedi arloesi ym maes cwnsela mewn ysgolion, sy'n un o'r ystod o wasanaethau sy'n helpu i gefnogi anghenion emosiynol, cymdeithasol ac iechyd plant a phobl ifanc.

Mae'r cydweithwyr canlynol yn enwedig wedi defnyddio'u gwybodaeth a'u harbenigedd i greu'r Pecyn Cymorth hwn:

Nikki Browne	Sir Fynwy
Karen Cromarty	Cymdeithas Cwnsela a Seicotherapi Prydain
Emma Dalglish	Pen-y-bont ar Ogwr
Michael Duke	Sir Ddinbych
Lyn Herde	Sir Benfro
Sylvia Jones	Llywodraeth Cynulliad Cymru
Claire Leahy	Caerdydd
Ann-Marie Lloyd	Merthyr Tudful
Andre Mundy	Castell - nedd Port Talbot

Alison Theaker	Rhondda Cynon Taf
Janine Thomas	Tor-faen

Diolch i Cathy Bell, Cydlynnydd Gwasanaeth Cwnsela Ysgolion Annibynnol Gogledd Iwerddon, am rannu ei harbenigedd a chaniatáu i'r grŵp gynnwys gwybodaeth o'r Northern Ireland Operational Handbook ar gyfer ysgolion ôl-gynradd. Diolch hefyd i'r holl gydweithwyr, yn enwedig plant a phobl ifanc ledled Cymru gan gynnwys Uwch-gyngor y Ddraig Ffyni sydd wedi cyfrannu at lunio'r pecyn cymorth hwn.

Mae'r ddeddfwriaeth, y canllawiau a'r dogfennau a ganlyn yn sail i'r wybodaeth a'r arweiniad a geir yn y Pecyn Cymorth hwn.

- Confensiwn y Cenhedloedd Unedig ar Hawliau'r Plentyn 1989
- Bwys i Bawb 2001
- Deddf Addysg 2002
- Cod Ymarfer AAA ar gyfer Cymru 2002
- Gweithdrefnau Amddiffyn Plant Cymru Gyfan
- Diogelu Plant mewn Addysg: Rôl Awdurdodau Lleol a Chyrff Llywodraethu o dan Ddeddf Addysg 2002
- Deddf Plant 2004
- Plant a Phobl Ifanc: Gweithredu'r Hawliau 2004
- YWlad sy'n Dysgu a'r Wlad sy'n Dysgu II: Gweledigaeth ar Waith

- Llwybrau Dysgu 14-19
- Fframwaith Effeithiolrwydd Ysgolion
- Y Cyfnod Sylfaen i blant 3-7 oed
- Fframwaith Addysg Personol a Chymdeithasol
- Cynlluniau Ysgolion Iach - Rhwydwaith Cymru
- Fframwaith Gwasanaeth Cenedlaethol ar gyfer Plant, Pobl Ifanc a'r Gwasanaethau Mamolaeth yng Nghymru 2005
- Strategaeth Datblygu'r Gweithlu Pobl Ifanc
- Adnoddau Cynradd ac Uwchradd SEAL
- Nawdd Rhagori a grwpiau meithrin
- Strategaeth Gwaith Ieuencid
- Nid yw Plant yn Cwyno
- Adolygiad Cenedlaethol o Ymddygiad a Phresenoldeb a Chynllun Gweithredu
- Cynllun Gweithredu Cenedlaethol i Leihau Hunanladdiad a Hunan-niwed yng Nghymru 2008-2013
- Datblygu gwasanaeth nyrs teulu i Gymru Medi 2008
- Canllaw i'r model newydd ar gyfer darparu Gwasanaethau Eirioli i blant a phobl ifanc yng Nghymru
- Meddwl yn Gadarnhaol 2009.

## 2. Rhesymeg

Roedd datblygu gwasanaeth cwnsela cyffredinol mewn ysgolion i bob plentyn ac unigolyn ifanc yng Nghymru yn argymhelliad yn Adroddiad Ymchwiliad Clywch gan Gomisiynydd Plant Cymru, a dderbyniwyd gan Lywodraeth y Cynulliad.

Mae hefyd yn un o'r camau allweddol (2.35) a nodir yn y Fframwaith Gwasanaeth Cenedlaethol ar gyfer Plant, Pobl Ifanca'r Gwasanaethau Mamolaeth yng Nghymru. Mae darparu'r gwasanaeth hwn hefyd yn cyfrannu tuag at hyrwyddo hawliau plant a phobl ifanc, gan gynnwys yr hawl i fod yn rhydd rhag camdriniaeth, trais ac esgeulustod (Erthygl 19), felly nodir yng Nghonfensiwn y Cenhedloedd Unedig ar Hawliau'r Plentyn.

Nod Llywodraeth Cynulliad Cymru yw sicrhau bod gwasanaeth cwnsela ar gael i bob disgybl ysgol. Ym mis Chwefror 2007, anfonodd Llywodraeth Cynulliad Cymru ddrafft ymgynghori o'i strategaeth ar gyfer gwasanaethau cwnsela mewn ysgolion er mwyn cael safbwyntiau gan ystod eang o randdeiliaid ynglŷn â sut y gellir datblygu a darparu gwasanaethau cwnsela i bobl ifanc sy'n ddiogel, yn hygyrch ac o safon uchel. Cewch weld y strategaeth derfynol ar wefan Llywodraeth Cynulliad Cymru yn: <http://new.wales.gov.uk/topics/educationandskills/?lang=cy>

Yn rhan o'r ymgynghoriad hwn, comisiynwyd Cymdeithas Cwnsela a Seicotherapi Prydain gan Lywodraeth Cynulliad Cymru i gynnal astudiaeth ymchwil 6 mis o hyd i gwnsela mewn ysgolion. Gellir cael copi o'r adroddiad yn: [www.bacp.co.uk/research/School\\_Counselling.php](http://www.bacp.co.uk/research/School_Counselling.php)

Yn yr astudiaeth, cafwyd 10 o argymhellion ynghylch datblygu gwasanaethau cwnsela cynaliadwy o ansawdd uchel yng Nghymru, ac mae'r Cynulliad wedi'u mabwysiadu ar gyfer y Strategaeth Genedlaethol.

Dyma'r argymhellion:

### Dylai gwasanaethau:

1. Fod wedi'u hariannu mewn modd cynaliadwy
2. Cyflogi cwnselwyr â chymwysterau proffesiynol a chanddynt brofiad o weithio gyda phobl ifanc, sy'n cael mynediad at oruchwyliaeth glinigol briodol gyda goruchwylwyr profiadol, ac sy'n cymryd rhan yn rheolaidd mewn datblygiad proffesiynol parhaus perthnasol
3. Darparu gwasanaeth cwnsela hygyrch mewn lleoliad preifat priodol ond diogel o fewn cwmpas yr ysgol
4. Cael eu gweld yn rhai nad ydynt yn cael eu difrio gan gymuned yr ysgol, ac yn rhan arferol o ddarpariaeth yr ysgol, sydd wedi'i hintegreiddio i gymuned yr ysgol
5. Cael eu monitro a'u gwerthuso gan unigolion neu asiantaeth (y tu mewn neu'r tu allan i'r ysgol) a chanddynt brofiad o'r maes arbenigol hwn o waith

6. Rhoi sylw dyledus i ddeddfwriaeth a chanllawiau cyfredol, a chynnig cyfrinachedd oddi mewn i'r terfynau moesegol a diogelu arferol
7. Ymateb mewn modd hyblyg i anghenion lleol o ran amrywiaeth (e.e., iaith) ac ymarferoldeb (e.e., ar gael yn ystod y gwyliau)
8. Gweithio gyda, ac ochr yn ochr â gwasanaethau ac asiantaethau eraill mewn modd colegol, gan sicrhau lefel briodol o gyfrinachedd
9. Cyflogi cwmselwyr sy'n aelodau o gorff proffesiynol a chanddynt, yn sgil hynny, fframwaith moesegol a threfn gwyno wedi'u sefydlu
10. Cyflogi cwmselwyr y mae eu rhinweddau personol yn golygu eu bod yn hawdd mynd atynt, a chanddynt sgiliau gwranddaeth da a dull sy'n hybu awyrgylch sy'n meithrin perthynas ddiogel a llawn ymddiriedaeth

Mae'r argymhellion hyn yn goleuo strwythur a chynnwys y Pecyn Cymorth.

Mae a wnelo'r Strategaeth â chwmsela ffurfiol, a phwysleisir ynddi mai dim ond un o ystod o wasanaethau ydyw sy'n helpu i gefnogi anghenion iechyd, emosiynol a chymdeithasol disgyblion, gan arwain at ddiwylliant ysgol iach. Ymysg yr elfennau eraill ceir rhaglenni llythrennedd emosiynol, holi safbwyntiau disgyblion drwy gynghorau ysgol a thrwy ddulliau eraill, gofal bugeiliol effeithiol, gwasanaethau nyrsys ysgol, gwasanaethau lles addysg, eiriolaeth, polisiau gwrth-fwllo a chymorth i ddisgyblion ag anghenion dysgu ychwanegol. Derbynnir yn eang fod ysgolion sy'n hyrwyddo iechyd a lles disgyblion hefyd yn fwy tebygol o greu amgylchedd dysgu effeithiol.

Crefft i helpu pobl ifanc a chanddynt broblemau ac anawsterau personol neu ddatblygiadol yw chwmsela. Drwy gwmsela caiff unigolion gyfle i archwilio, darganfod ac eglurhau ffyrdd o fyw mwy bodlon a dyfeisgar. Mae'n cynnig cyfle i'r unigolyn ifanc ddod yn fwy hunanymwybodol, datblygu ei adnoddau personol a'i ddealltwriaeth o'i broblemau ei hunan yn ogystal â datblygu strategaethau i ymdopi â newid.

## 3. Sefydlu Gwasanaeth Cwmsela yn yr Ysgol

Mae llwyddiant y rhan fwyaf o wasanaethau cwmsela yn yr ysgol yn dibynnu ar gael digon o gyllid, ac mae'n rhaid i'r cyllid hwnnw fod yn gynaliadwy er mwyn sicrhau canlyniadau personol, cymdeithasol, iechyd ac addysgol cadarnhaol i blant a phobl ifanc.

Gellir sicrhau cyllid drwy amrywiaeth o ffynonellau - mae rhai Partneriaethau Plant a Phobl Ifanc wedi canfod arian ychwanegol drwy wasanaethau prif ffrwd, iechyd ac addysg, yn ogystal â thrwy grantiau penodol fel Cymorth. Gwasanaeth cyffredinol ydyw, a rhaid iddo fod yn agored i holl ddisgyblion yr ysgol gan roi sicrwydd iddynt y bydd rhywun yn gwrandao ar eu hanghenion ac yn ymdrin â nhw. Bydd hyn yn cyflenwi'r ystod o ymagweddau sydd eisoes ar gael mewn ysgolion sy'n helpu i gefnogi anghenion iechyd, emosïynol a chymdeithasol disgyblion gan arwain at ddiwylliant ysgol iach.

### **Argymhelliad:**

**Dylai gwasanaethau fod wedi'u hariannu mewn modd cynaliadwy.**

Mae Llywodraeth Cynulliad Cymru wedi darparu £6.5 miliwn dros dair blynedd i ddatblygu cwmsela mewn ysgolion. Mae'r ffaith bod yr arian yn cynyddu'n raddol dros y tair blynedd yn adlewyrchu'r angen i roi gwasanaethau ar waith fesul cam o sylfaen gadarn, yn ogystal â'r posibilrwydd y bydd angen hyfforddi mwy o gwmselwyr dros amser er mwyn bodloni'r galw.

Rhaid i'r cwmselydd fod yn ymwybodol o'r anghenion, y gofynion, y polisiau a'r arferion sy'n bodoli yn yr ysgol a bod â rhan ynddynt. Rhaid iddo hefyd fod yn aelod cefnogol o gymuned yr ysgol. Dylai'r cwmselydd hefyd gael ei ystyried yn annibynnol – mae hyn yn arbennig o bwysig wrth ddelio â disgyblion sydd wedi ymddieithio o'r ysgol, a chyda rhieni a allai betruso wrth gysylltu â'r ysgol i drafod anawsterau.

Mae llwyddiant gwasanaeth cwmsela yn yr ysgol yn dibynnu ar berthynas waith dda rhwng y cwmselydd ac aelod uwch o'r staff sy'n gyfrifol am weithio mewn partneriaeth â'r gwasanaeth cwmsela. Trafodir rôl yr aelod hwn o staff ymhellach yn y ddogfen hon, ac i ddibenion y Pecyn Cymorth hwn, gelwir yr aelod hwnnw yn "unigolyn cyswllt". Mae'r unigolyn hwn yn debygol o fod yn gyfrifol am yr agweddau trefniadaethol wrth sefydlu'r gwasanaeth. Mewn unrhyw bartneriaeth, rhaid i rolau a chyfrifoldebau pawb sy'n cymryd rhan fod yn glir a dealladwy.

## 4. Gweithio oddi mewn i Fframwaith Moesegol a Gweithdrefnau Cwyno

Disgwylir i bob cwnselydd sy'n gweithio'n rhan o Strategaeth Genedlaethol Cwnsela mewn Ysgolion Llywodraeth Cynulliad Cymru gydymffurfio â chod moesegol, sy'n seiliedig ar egwyddorion arweiniol.

### Egwyddorion Moesegol Cwnselwyr

Mabwysiedir yr egwyddorion canlynol gan y Strategaeth, fel ymgais i gefnogi cwnselwyr ysgol wrth wneud penderfyniadau moesegol anodd. Mae'r rhain yn fersiynau wedi'u symleiddio o'r egwyddorion moesegol (MEWN ITALIG) sydd i'w gweld yn yr Ethical Framework for Good Practice in Counselling and Psychotherapy gan Gymdeithas Cwnsela a Seicotherapi Prydain.

#### YMDDIRIEDAETH

Bydd cwnselwyr ysgol yn deall, er mwyn i'w gwaith fod yn llwyddiannus, y bydd angen i bobl ifanc nid yn unig ymddiried ynddynt hwy eu hunain fel unigolion, ond hefyd yn y gwasanaeth(au) a ddarperir ganddynt. Bydd cwnselwyr yn gweithio mewn modd sy'n annog ac yn ennyn perthynas gyfrinachol a llawn ymddiriedaeth â phobl ifanc o fewn terfynau arferol y datgeliadau angenrheidiol i amddiffyn plant.

#### (FIDELITY)

##### PARCHU DYMUNIADAU POBL IFANC

Ni fydd cwnselwyr ond yn gweithio â phobl ifanc sy'n dechrau perthynas gwnsela o'u gwirfodd; nid yw'n debygol y bydd cwnsela'n llwyddiannus os yw'r unigolyn dan sylw'n cael ei "anfon" am gwnsela yn erbyn ei ewyllys. Bydd cwnselydd yr ysgol yn hysbysu'r unigolyn ifanc ynglŷn â'r gwasanaethau a gynigir ganddo mewn ieithwedd y gall ei deall ac yn sicrhau ei fod yn deall yn union beth yw cwnsela, a'r hyn y gall ei gynnig/na all ei gynnig. Bydd y

cwnselydd yn egluro bod cyfrinachedd yn rhan bwysig o'u perthynas gwnsela, ond hefyd yn cyfeirio mewn modd eglur iawn at yr adegau hynny lle na ellir gwarantu cyfrinachedd, y rhesymau am hynny, a'r hyn a allai ddigwydd pe bai angen torri'r cytundeb cyfrinachedd.

#### (AUTONOMY)

##### GWEITHIO HYD AT SAFON BROFFESIYNOL ER BUDD YR UNIGOLYN IFANC

Dylai'r cwnselydd ysgol bob amser weithio gyda phobl ifanc mewn modd proffesiynol a chymwys. Bydd yn cael hyfforddiant a goruchwyliaeth ddigonol, ac yn monitro'i waith yn barhaus er mwyn i'w gleientiaid ifanc dderbyn y ddarpariaeth gwnsela orau bosibl. Bydd y cwnselydd ysgol yn rhoi sylw neilltuol i ddarparu gwasanaethau sy'n cyfateb ag anghenion datblygiadol ei grŵp o gleientiaid ifanc.

#### (BENEFICIENCE)

##### OSGOI NIWED I BOBL IFANC

Bydd y cwnselydd ysgol yn ymdrechu bob amser i weithio i sicrhau na fydd ei wasanaethau cwnsela'n achosi unrhyw niwed corfforol nac emosïynol i bobl ifanc, boed hynny'n fwriadol neu'n anfwriadol. Bydd hyn yn cynnwys sicrhau ei fod yn gymwys i ymarfer mewn ysgolion; er enghraifft o ran ei iechyd a'i amgylchiadau personol. Bydd angen i'r cwnselydd fod â dealltwriaeth glir o systemau'r ysgol ac amgylchedd yr ysgol, a bod yn ymwybodol o wrthdaro buddiannau posibl rhwng cleientiaid ac

eraill (er enghraifft, staff yr ysgol a rhieni). Bydd angen i gwmselydd yr ysgol fod yn ymwybodol, ac ystyried y goblygiadau i'r bobl ifanc dan sylw, o unrhyw gyfathrebu ag eraill.

(NON-MALIFICENCE)

#### TEGWCH

Bydd cwmselwyr ysgol yn ymdrechu i sicrhau bod eu gwaith â phobl ifanc (gan gynnwys pobl ifanc a allai ddod yn gleientiaid yn y dyfodol) yn deg a bod pobl ifanc yn cael eu trin â pharch. Bydd angen i gwmselwyr ystyried eu cyfrifoldebau yn ôl y gyfraith, ochr yn ochr ag ystyriaethau moesegol a rhwymedigaethau contract. Dylai gwasanaethau cwmsela mewn ysgolion fod yn hygyrch i bawb a darparu ar gyfer natur amrywiol poblogaeth yr ysgol. Bydd angen rheoli ceisiadau am wasanaeth cwmsela, o ran nifer yr atgyfeiriadau a'r rhestrau aros, fel bo modd rhoi gofynion sy'n gwrthdaro â'i gilydd yn nhrefn blaenoriaeth mewn dull teg a chyfiawn.

(JUSTICE)

#### HUNAN-BARCH PERSONOLA PHROFFESYNOL

Mae gan gwmselwyr ysgol gyfrifoldeb personol i sicrhau eu bod yn gweithio mewn modd moesegol a chymwys, a bod ganddynt y sgiliau proffesiynol i gyflawni'u rôl yn amgylchedd yr ysgol. Maent yn gyfrifol am sicrhau bod eu hyfforddiant cychwynnol,

yr oruchwyliaeth barhaus drostynt, eu datblygiad proffesiynol parhaus a'u gallu i'w rheoli'u hunain (oddi mewn ac oddi allan i'r ysgol) yn briodol i sicrhau'r gwasanaethau gorau posibl i bobl ifanc.

(SELF RESPECT)

#### Cwynion

Rhaid cael gweithdrefn gwyno ysgrifenedig sy'n galluogi rhywun i gwyno ynglŷn â'r Gwasanaethau. Bydd y weithdrefn yn un syml, wedi'i hysbysebu'n dda, ac yn nodi sut i'w dilyn. Rhaid i'r weithdrefn fod yn addas i blant ac yn hawdd ei deall. Bydd yr holl gwynion fel arfer yn cael eu bwydo i weithdrefn gwyno'r ysgol, er y gallai cwyn benodol ynglŷn â'r gwasanaeth fynd yn syth drwy weithdrefn gwyno'r Awdurdod Lleol neu'r Darparydd. Mae gan bob Awdurdod Lleol Swyddfa Cwynion gan Blant, a dylai manylion y swyddfa honno fod ar y daflen gwyno.

Os bydd Gwasanaeth yn cael ei gomisiynu gan yr awdurdod lleol, bydd gan y darparydd gwasanaeth weithdrefn gwyno ysgrifenedig sy'n dderbyniol gan yr awdurdod lleol.

#### **Argymhelliad:**

Dylai gwasanaethau gyflogi cwmselwyr sy'n aelodau o gorff proffesiynol a chanddynt, yn sgil hynny, fframwaith moesegol a gweithdrefn gwyno wedi'u sefydlu.



Cynghorir Awdurdodau Lleol ac Ysgolion i sicrhau bod cwnselwyr wedi cwblhau digon o oriau o hyfforddiant yn rhan o'u hyfforddiant cwnsela. Mae cyrsiau achrededig y BACP yn cynnwys lleiafswm o 450 o oriau addysgu yn ogystal â lleiafswm o 100 o oriau o ymarfer cwnsela dan oruchwyliaeth. Dylai cwnselwyr ysgol felly fod yn aelodau o'r BACP neu gymdeithas gyfatebol a gweithio tuag at achrediad y BACP. Wrth recriwtio cwnselwyr i swyddi newydd, cynghorir cyflogwyr yn gryf i sicrhau bod ymgeiswyr yn aelodau o gymdeithas fel y BACP a chanddi weithdrefn gwyno effeithiol a gydnabyddir ar raddfa genedlaethol.

### Rhinweddau personol

Bydd angen i gwrselwyr mewn ysgolion fod yn frwd dros weithio â phlant a phobl ifanc. Bydd ganddynt sgiliau cyfathrebu a gwranddo rhagorol. Bydd disgwyl iddynt fod yn amyneddgar, yn oddefgar ac yn sensitif, a bod ag agwedd aeddfed ac anfeiriadol. Bydd gan gwrselwyr ddealltwriaeth o'r prif faterion sy'n effeithio ar fywydau pobl ifanc heddiw. Bydd ganddynt hefyd y gallu i gysylltu ag asiantaethau ac unigolion eraill, fel bo'r angen, er mwyn helpu i greu newid cadarnhaol mewn pobl ifanc.

### Argymhelliad:

Dylai gwasanaethau gyflogi cwnselwyr y mae eu rhinweddau personol yn golygu eu bod yn hawdd mynd atynt, a chanddynt sgiliau gwranddo da a dull sy'n hybu awyrgylch sy'n meithrin perthynas ddiogel a llawn ymddiriedaeth.

Mae rhinweddau moesegol personol y cwnselydd o'r pwys mwyaf i'r cleientiaid y mae'n gweithio â nhw. Mae'n amhriodol rhagnodi bod pob cwnselydd yn meddu ar y rhinweddau hyn, ond mae'n hanfodol bod rhinweddau o'r fath wedi'u hymwreiddio yn ymrwymiad personol yr ymarferwr, ac mae'r rhinweddau moesegol personol canlynol wedi'u cynnwys yn fframwaith moesegol y BACP: Empathi; Diffuantrwydd; Hygrededd; Cadernid; Parch; Gostyngeiddrwydd; Cymhwysedd; Tegwch; Doethineb; Dewrder.

## 5. Adnoddau

Disgwylir i'r ysgol ddarparu adnoddau priodol i'r cwnselydd.

Mae'r adnoddau hyn yn cynnwys:

- Ystafell briodol sy'n ddiogel, yn breifat ac yn hygyrch i bob disgybl, sydd ar gael ar amserau y cytunwyd arnynt, ac sy'n gydnaws â pholisïau lechyd a Diogelwch yn y Gwaith;
- Cwprdd diogel wedi'i gloi etc, er mwyn i'r cwnselydd allu cadw cofnodion;
- Desg i'w defnyddio a mynediad at ffôn gyfrinachol;
- Llyfr(au) atgyfeirio/apwyntiad/cais am wasanaeth i'w cadw gan y cwnselydd a'r aelod mwyaf priodol o staff (yr unigolyn cyswllt o bosib, neu aelod arall o staff a chanddo gyfrifoldeb bugeiliol). Y cwnselydd fydd yn trefnu'r apwyntiadau, ac fe'u newidir ar ei gyfarwyddyd ef yn unig, ar y cyd â'r cleient ifanc os oes modd.

### **Argymhelliad:**

Dylai gwasanaethau ddarparu gwasanaeth cwnsela hygyrch mewn lleoliad preifat priodol ond diogel o fewn cwmpas yr ysgol.

Gweithgarwch preifat yw cwnsela yn ei hanfod, a dylai cyfarfodydd rhwng y cwnselydd a'r cleient gael eu cynnal mewn ystafell un pwrpas, gyfforddus sydd wedi'i hynysu rhag sain, y gall pobl ifanc fynd iddi'n dawel bach. Fodd bynnag, rhaid ystyried diogelwch cwnselwyr wrth iddynt weithio â phobl ifanc, ac mae'n bwysig cynllunio i sicrhau diogelwch y gweithiwr.

## 6. Rôl yr ysgol a'r unigolyn cyswllt

Mae gan ysgolion ran hanfodol yn y gwaith o greu plant a phobl ifanc sy'n emosiynol ddeallus.

Dengys tystiolaeth y gall gwasanaeth cwnsela sy'n rhoi cefnogaeth oddi mewn i strategaeth gyffredinol yr ysgol fod yn hynod effeithiol i hyrwyddo lles pobl ifanc, gan gefnogi'u dysg a'u cyrhaeddiad yn ogystal â lliniaru problemau iechyd meddwl a'u hatal rhag gwaethygu. Gall cwnsela mewn ysgolion helpu disgyblion i ddatblygu sgiliau sy'n ei gwneud hi'n haws iddynt reoli newidiadau personol. Mae cwnselwyr sy'n rhan o ymagwedd ysgol gyfan i sicrhau iechyd a lles emosiynol mewn sefyllfa unigryw i sylwi'n fuan ar blant sydd mewn perygl, mewn angen, sy'n agored i niwed, neu a chanddynt risgiau iechyd meddwl difrifol yn ifanc.

Mae gan yr ysgol gyfrifoldeb i:

- drin y Cwnselydd fel unrhyw weithiwr proffesiynol arall;
- hysbysu'r Cwnselydd Ysgol ynghylch unrhyw ddigwyddiadau o bwys (yn yr ysgol neu yn y gymuned) a allai effeithio ar ddisgyblion (fel unigolion neu grwpiau);
- sicrhau bod yr unigolyn cyswllt ar gael i gwrdd â'r Cwnselydd yn rheolaidd ar amserau y cytunwyd arnynt;
- bod yn eglur ynglŷn â'r broses atebolrwydd adrodd e.e. os yw'r unigolion cyswllt yn gyfrifol am atgyfeiriadau.

Cyfrifoldeb yr ysgol yw gweithio gyda'r cwnselydd i godi ymwybyddiaeth ynglŷn â'r gwasanaeth cwnsela ymysg disgyblion, staff, rhieni a llywodraethwyr.

Bydd pob ysgol wedi pennu unigolyn cyswllt i weithredu fel pwynt cyswllt ar gyfer gwasanaeth cwnsela yr ysgol a bod yn gyfrifol amdano. Gallai'r unigolyn hwn fod yn Athro Dynodedig Amddiffyn Plant (ADAP) neu beidio. Os nad yr ADAP yw'r unigolyn cyswllt, rhaid i'r cwnselydd sicrhau ei fod yn cysylltu'n uniongyrchol â'r ADAP i roi gwybod iddo am faterion amddiffyn plant.

Bydd yr unigolyn cyswllt yn cysylltu â'r cwnselydd i drafod unrhyw bryderon ynglŷn â lles disgyblion sy'n derbyn cwnsela ar y pryd, unrhyw faterion amddiffyn plant perthnasol, apwyntiadau, atgyfeiriadau a rhestrau aros disgyblion ysgol.

Bydd y cwnselydd yn atgyfeirio ac yn hysbysu'r ADAP am unrhyw ddatgeliadau o hunan-niwed sylweddol honedig neu niwed o'r fath i eraill ac yn gweithio gyda'r ADAP i drosglwyddo unrhyw wybodaeth berthnasol a dderbynnir i'r asiantaethau priodol a chanddynt ddyletswydd a phwerau statudol i ymchwilio ac ymyrryd lle bo angen.

Bydd yr unigolyn cyswllt yn darparu gwybodaeth, ac yn codi ymwybyddiaeth ynglŷn â'r gwasanaeth cwnsela ymysg disgyblion, staff, rhieni, llywodraethwyr ac asiantaethau allanol, lle bo'n briodol. Dylai'r cwnselydd gymryd rhan mewn unrhyw gyfarfodydd aml-asiantaeth â'r ysgol ynglŷn â phlant a phobl ifanc unigol. Dylai'r ysgol hefyd sicrhau cysylltiadau clir â chyfarfodydd bugeiliol a dangos sut mae cwnsela yn yr ysgol yn gydnaws â'r ymagwedd ysgol gyfan i sicrhau iechyd a lles emosiynol.

## 7. Rôl y Cwnselydd

Gall y cwnselydd alluogi'r unigolyn ifanc i ganolbwyntio ar ei bryderon, gan roi cyfrwng iddo archwilio problemau penodol, gwneud dewisiadau, ymdopi ag argyfwng, gweithio drwy deimladau gwrthdrawiadol a gwella'i berthynas ag eraill.

Gall y cwnselydd gynnig amgylchedd diogel a chefnogol i unigolyn ifanc gael trafod materion anodd yn gyfrinachol, a bydd yn gwrandao ar safbwyntiau, profiadau a theimladau'r unigolyn ifanc heb ei feimiadu, mewn awyrgylch o barch ac empathi sy'n seiliedig ar berthynas waith ddiogel a llawn ymddiriedaeth.

Rôl y cwnselydd yw:

- Darparu gwasanaeth cwnsela i bobl ifanc sydd wedi'u cofrestru yn yr ysgol yn ddisgyblion cyfredol;
- Trefnu a gweinyddu'r gwasanaeth cwnsela ar y cyd â staff yr ysgol;
- Cyfathrebu a chysylltu â staff yr ysgol, er budd yr unigolyn ifanc, gan gadw oddi mewn i derfynau cyfrinachedd y cleient;
- Annog teulu'r unigolyn ifanc i ymgysylltu lle bo hynny'n briodol a buddiol;
- Cysylltu â staff er mwyn atgyfeirio achosion i asiantaethau eraill a derbyn achosion wedi'u hatgyfeirio gan yr asiantaethau hynny;
- Gweithredu fel adnodd i staff ysgolion drwy roi cipolwg ar fyd cwnsela a hyrwyddo'r gwasanaeth lle bo modd;
- Cadw cofnodion manwl gywir o sesiynau cwnsela a llunio adroddiadau fel bo'r angen;
- Cynnal a datblygu arfer broffesiynol drwy reolaeth gyson a pharhaus a goruchwyliaeth a hyfforddiant clinigol, a thrwy gymryd rhan mewn gwerthusiadau ac archwiliadau o'r gwasanaeth;
- Cwnsela'n unol â'r Ethical Framework for Good Practice in Counselling & Psychotherapy, a gyhoeddwyd gan y BACP, ac a fabwysiadwyd gan y prosiect hwn, fel aelod prosiect o'r sefydliad.

## 8. Perthynas â'r Ysgol – Atebolrwydd

Mae Cwnselydd yr Ysgol yn gweithio'n unol â phrotocol y cytunwyd arno â'r ysgol a'r asiantaeth sy'n rheoli'r gwasanaeth (yr awdurdod lleol o bosib neu sefydliad o'r sector gwirfoddol).

Mae'r Cwnselydd yn y pen draw'n atebol i'r unigolyn ifanc a hefyd yn atebol i'r ysgol, ac yn benodol i'r unigolyn cyswllt a ddynodwyd yn yr ysgol. Bydd yr unigolyn cyswllt yn bendant yn aelod o'r uwch dîm rheoliac o bosib, ond nid o reidrwydd, yn Bennaeth yr ysgol.

Bydd yn rhaid i bob ysgolystyried eu hamgylchiadau unigryw nhw, e.e. pryd fydd yr unigolyn cyswllt ar gael i gyfarfod â'r Cwnselydd, ac er y bydd hyn yn dibynnu ar amser sy'n gweddu, mae'n debygol y bydd cyfarfod yn cael ei gynnal bob dydd y bydd y Cwnselydd yn yr ysgol.

Rhaid sefydlu mecanwaith i sicrhau yr hysbysir rheolwr llinell y cwnselydd, yr ysgol a'r bobl ifanc sydd wedi trefnu apwyntiadau ymlaen llaw os bydd cwnselydd yn sâl.

### **Argymhelliad:**

Dylai gwasanaethau gael eu gweld yn rhai nad ydynt yn cael eu difrio gan gymuned yr ysgol, ac yn rhan arferol o ddarpariaeth yr ysgol, sydd wedi'i hintegreiddio i gymuned yr ysgol.

Dengys tystiolaeth fod ysgolion yn cyflwyno sylwadau cadarnhaol ynglŷn â'r modd y mae cwnsela'n cefnogi disgyblion yn emosiynol ac academaidd. Mae'r cynlluniau amrywiol mewn ysgolion sy'n cefnogi lles emosiynol disgyblion, fel cefnogaeth gan gyfoedion, grwpiau meithrin a rhaglenni ChildLine oll yn cyfrannu tuag at ddiwylliant ysgol iach. Gall cwnsela hefyd greu amgylchedd cadarnhaol i gynnal strategaethau dysgu. Gall cwnselwyr hefyd gyfrannu tuag at ofal bugeiliol pobl ifanc drwy fynd i'r afael â'u hanghenion emosiynol.

## 9. Cymwysterau a Phrofiad

Dylai pob cwnselydd sy'n gweithio mewn ysgol feddu ar gymhwyster ffurfiol cydnabyddedig mewn cwnsela, fel Diploma neu Radd mewn Cwnsela, yn ogystal ag ystod o brofiad a hyfforddiant priodol ar weithio gyda phlant a phobl ifanc, a bydd ganddo ddealltwriaeth o ddatblygiad plant.

Gweler, er enghraifft

<http://www.bacp.co.uk/research>

Cynhelir gwiriad Swyddfa Cofnodion Troseddol ar bob cwnselydd (lefel fanylach), a rhaid iddo fod wedi'i gofrestru â'r Awdurdod Diogelu Annibynnol (ISA) o fis Hydref 2009. Ffurfiwyd yr ISA o ganlyniad i argymhelliad yn Neddf Diogelu Grwpiau Agored i Niwed 2006, i fyndi'r rafaélâmethiannausystematig a ganfuwyd yn adroddiad Bichard i lofruddiaethau Soham. Roedd argymhelliad 19 yn Adroddiad Bichard yn cydnabod yr angen am asiantaeth unigol i fetio'r holl unigolion sydd am weithio neu wirfoddoli gyda phlant, pobl ifanc neu oedolion sy'n agored i niwed. Fesul cam bydd angen i gyflogwyr, cyrff statudol a sefydliadau o'r sector gwirfoddol sicrhau bod gweithwyr newydd a phresennol yn cael eu hasesu gan yr ISA yn rhan o'u gweithdrefnau recriwtio. Dylid ystyried hyn yn ychwanegiad at brosesau diogelu presennol. Ni fydd cyflogwyr na grwpiau gwirfoddol sy'n gweithio â phlant, pobl ifanc ac oedolion sy'n agored i niwed ond yn gallu recriwtio pobl sydd wedi'u cofrestru â'r ISA. Gallai peidio gwneud hynny arwain at ddirwy neu ddedfryd o garchar.

Anogir yr holl gwmselwyr i weithio tuag at gael eu hachredu fel unigolyn â Chymdeithas Cwnsela a Seicotherapi Prydain (BACP) (neu gymdeithas gyfatebol) lle bo modd.

### Argymhelliad:

Dylai gwasanaethau gyflogi cwnselwyr â chymwysterau proffesiynol a chanddynt brofiad o weithio gyda phobl ifanc, sy'n cael eu goruchwyllo'n briodol yn glinigol gan oruchwylwyr profiadol, ac sy'n cymryd rhan yn rheolaidd mewn datblygiad proffesiynol parhaus perthnasol.

Dylai hyfforddiant fod yn sail i bersonoliaeth a sgiliau naturiol y cwnselydd. O ystyried natur fregus y grŵp o gleientiaid mewn ysgolion, mae'n hanfodol bod cwnselwyr wedi'u cymhwyso ac yn gallu dangos lefel uchel o sgiliau ymarfer wrth weithio gyda phlant a phobl ifanc. Dylent feddu ar achrediad y BACP neu gyfatebol, neu fod yn gweithio tuag at achrediad o'r fath.

### Ymsefydlu

Rhaid i drefniadau ymsefydlu fod yn eu lle'n unol â'r trefniadau ymsefydlu arferol, er mwyn sicrhau bod y Cwnselydd yn deall strwythurau, polisiau, gweithdrefnau a phrosesau' rysgoly mae'n gweithio ynddi. Dylai trefniadau ymsefydlu gynnwys:

- Cyflwyniad i'r staff a'r strwythurau staff;
- Cyflwyniad i'r Llywodraethwyr;
- Llawlyfr Staff;

- Ethos a diwylliant;
- Polisiâu, cynlluniau a gweithdrefnau;
- Prosesau gofal bugeiliol;
- Trefniadau Amddiffyn Plant;
- Anghenion Dysgu Ychwanegol;
- Nodweddion trefniadaethol;
- Dyddiadau'r tymor;
- Dyddiau hyfforddi staff.

### Cwnselwyr dan Hyfforddiant

Mae disgwyl i gwnselwyr sy'n gweithio mewn ysgolion feddu ar gymhwyster cydnabyddedig (gweler uchod). Serch hynny rydym yn cydnabod y gallai fod cyfle i gefnogi hyfforddiant mewn swydd drwy gyrsiau rhan amser sy'n arwain at ddyfarniadau. Byddai hyn yn fodd i ehangu'r gwasanaeth drwy gefnogi cwnselydd dan hyfforddiant o fewn tîm o staff profiadol.

Dylai pob cwnselydd ysgol, gan gynnwys cwnselwyr dan hyfforddiant, p'un a ydynt wedi cymhwyso neu'n cael eu hyfforddi, fod yn gweithio oddi mewn i fframwaith moesegol cydnabyddedig fel fframwaith y BACP.

## 10. Cynnwys Rhieni a Gofalwyr

Rhaid cynnwys rhieni/gofalwyr o'r cychwyn cyntaf wrth gyflwyno'r gwasanaeth.

Gellir gwneud hyn mewn modd eithaf agored a didwyll. Er enghraifft:

- Hysbysu rhieni/gofalwyr ar ddechrau pob blwyddyn ysgol bod y gwasanaeth yn bodoli yn eu hysgol drwy brosbectws ac/neu ar wefan yr ysgol, neu anfon llythyr at rieni;
- Cynnwys rhieni/gofalwyr wrth gylchredeg unrhyw gyhoedduswydd ynglŷn â'r gwasanaeth. Er enghraifft bydd rhai ysgolion yn cyfeirio'n benodol at y gwasanaeth cwnsela ym mhob cylchlythyr;
- Bod gwybodaeth am gwnsela ar gael yn amlwg yng nghyntedd/llyfrgell yr ysgol;
- Bod aelodau o dîm cwnsela'r ysgol yn mynychu nosweithiau agored, nosweithiau rhieni ac ati i ateb cwestiynau y gallai rhieni/gofalwyr fod am eu holi a rhoi presenoldeb gweledol i'r cwnselydd. Bydd hynny'n fodd i gael gwared â'r dirgelwch sydd fel arfer yn gysylltiedig â dull o ymyrryd sy'n gadael y rhai nad ydynt yn cymryd rhan uniongyrchol ynddo yn teimlo fel pe baent wedi'u heithrio o fywyd eu plentyn.

Cwestiwn sy'n codi'n gyson, ac a all greu nifer o ddilemâu moesegol yw hawl rhieni i wybod bod eu mab/merch yn derbyn gwasanaeth cwnsela yn yr ysgol.

Cydnabyddir y gall gweithio mewn partneriaeth â rhieni/gofalwyr fod o fudd i'r berthynas gwnsela. Serch hynny, mae angen datgan polisi clir o ymrwymiad i sicrhau cyfrinachedd wrth gwnsela, sy'n pennu terfynau swyddogol ar gyfer cynnwys rhieni, wedi'u seilio'n gadarn ar ffactorau moesegol a chyfreithiol.

Mae gan yr unigolyn ifanc hawl i dderbyn cwnsela heb ganiatâd ei rieni neu yn erbyn dymuniadau ei rieni os ystyrir ei fod yn bodloni cymhwysedd Gillick.

### Canllawiau Fraser

Yng Nghanllawiau Fraser, nodir y meini prawf y dylid eu bodloni cyn i ymarferwyr ddarparu gwasanaeth i rai dan 16 oed heb ganiatâd eu rhieni - yn aml gelwir y broses o asesu pobl ifanc yn erbyn y canllawiau hyn yn 'asesu a yw'r unigolyn ifanc yn bodloni cymhwysedd Gillick'.

Caiff pobl ifanc iau nag 16 oed gydsynio i driniaeth feddygol os ydynt yn ddigon aeddfed a deallus i allu deall yr hyn a gynigir yn llwyr. Diffiniwyd hyn yng Nghymru a Lloegr gan Dŷ'r Arglwyddi yn achos Gillick vs West Norfolk a Wisbech AHA a DHSS ym 1985.

Roedd y dyfarniad yn Nhŷ'r Arglwyddi'n cyfeirio'n benodol at feddygon, ond ystyrir ei fod yn



berthnasol i weithwyr iechyd proffesiynol eraill, gan gynnwys nyrsys. Gellir hefyd ei ddehongli i gynnwys cwrselwyr, gweithwyr ieuencid, gweithwyr hybu iechyd ac eraill.

Am fwy o wybodaeth, gwelery sefyllfa gyfreithiol ar wefan Brook yn [http://www.brook.org.uk/content/M5\\_3](http://www.brook.org.uk/content/M5_3)

(Cyf: Butler- Sloss- E 1998 Report of the Inquiry into Child Abuse in Cleveland 1987. CM 412 London HMSO)

Cyfrifoldeb y cwrselydd yw cyfleu'n glira rheolaidd i'r disgyblion yn union beth mae hyn yn ei olygu o safbwynt ymarferol.

Mae gan bobl ifanc iau na 16 gymaint o hawl i gyfrinachedd ag unrhyw berson arall. Os dyfernir nad yw unigolyn iau na 16 yn ddigon aeddfed i gydsynio, gall yr ymgynghoriad ei hun barhau'n gyfrinachol.

## 11. Mynediad at Gwnsela

Gweler Rhan 2(v) am y mathau o broblemau cyflwyno sy'n briodol i'r gwasanaeth cwnsela.

Rhaid i unrhyw aelod o staff sy'n dymuno gwneud cais am gwnsela drafod hyn â'r unigolyn ifanc dan sylw i ddechrau. Mae hawl plant a phobl ifanc i gyfranogi i'w gweld yn Erthygl 12 o Gonfensiwn y Cenhedloedd Unedig ar Hawliau'r Plentyn (CCUHP). Yn ôl yr erthygl:

"Rhaid i randdeiliaid sicrhau'r plentyn sy'n gallu ffurfio'i farn ei hun bod ganddo hawl i fynegi'r farn honno ym mhob mater sy'n effeithio ar y plentyn, gan roi pwys dyledus i farn y plentyn yn unol ag oedran ac aeddfedrwydd y plentyn".

Mae hyn wedi'i grynhofio gan UNICEF:

"Mae gennych hawl i ddweud yr hyn yrydych chi'n meddwl a ddylai ddigwydd pan fydd oedolion yn gwneud penderfyniadau sy'n effeithio amoch chi, ac i eraill ystyried eich safbwyntiau".

Ar ôl siarad â'r unigolyn ifanc, gall staff ei annog i hunanatgyfeirio, neu gyda chaniatâd yr unigolyn ifanc geisio trefnu apwyntiad. Drwy'r ymagwedd hon gwerthfawrogir yr unigolyn ifanc a pherchir ei hawl i gael gwybodaeth a chymryd rhan mewn penderfyniadau sy'n effeithio arno. Mae'n bwysig nodi nad yw cwnsela'n orfodol, ac fe gaiff unigolyn ifanc ddewis peidio derbyn neu barhau i dderbyn gwasanaeth cwnsela.

Gall unrhyw randdeiliaid wneud cais i bobl ifanc dderbyn gwasanaeth cwnsela, gan gynnwys y bobl ifanc eu hunain, rhieni, athrawon ac eraill. Dylid cysylltu a thrafod yn anffurfiol cyn gwneud cais ffurfiol am gwnsela.

Mae gan yr unigolyn ifanc "hawl i dderbyn gwasanaeth cwnsela heb ganiatâd ei rieni neu'n groes i ddymuniadau ei rieni/gofalwyr, os ystyrir ei fod yn bodloni cymhwysedd Gillick. (gweler uchod)

Os yw plentyn / unigolyn ifanc yn gwneud cais am gwnsela, gall yr ysgol a'r Gwasanaeth Cwnsela, gyda'i gilydd, asesu a yw'n bodloni cymhwysedd Gillick. Os tybir mai dyna yw'r sefyllfa, gall dderbyn gwasanaeth cwnsela'n ddarwybod i'w rieni, a heb ganiatâd ei rieni.

Felly mae angen cynnal asesiad o Gymhwysedd Gillick gan ystyried:

- Aeddfedrwydd y plentyn neu'r unigolyn ifanc;
- Deallusrwydd a dealltwriaeth ddigonol i'w alluogi i ddeall yr hyn sy'n cael ei gynnig, h.y. cwnsela;
- Deallusrwydd a dealltwriaeth ddigonol o oblygiadau unrhyw weithred ar ei ran;
- Yr hyn a fyddai'n digwydd o ran ei iechyd meddwl pe na bai'n cael cymorth.

Mae arfer da'n cynnwys partneriaeth â rhieni, a byddai'n bwysig i'r ysgol archwilio sut y byddai modd cefnogi'r disgybl er mwyn iddo allu hysbysu ei rieni os yw hynny'n briodol ac yn unol â'r hyn y mae'r person ifanc yn ei ddymuno.

Os ystyrir bod y disgybl yn bodloni cymhwysedd Gillick, y Gwasanaeth Cwnsela sydd i benderfynu a yw cwnsela'n ddarpariaeth briodol i'w chynnig.

Er mwyn i'r disgybl fod yn gymwys i dderbyn gwasanaeth cwnsela, rhaid iddo ddeall natur cwnsela a gallu ymrwymo i gytundeb cwnsela dilys ar lafar, gan gynnwys y gallu i ddeall egwyddor cyfrinachedd, a'r angen i beidio â dilyn yr egwyddor honno os honnir bod yr unigolyn ifanc mewn perygl o'i niweidio i hun neu rywun arall.

Bydd ceisiadau arferol yn cael eu bwydo i'r system apwyntiadau, a bydd yr unigolyn yn cael ei weld ar y cyfle cyntaf. Bydd achosion brys yn cael eu gweld yn yr apwyntiad nesaf sydd wedi'i ganslo, yr apwyntiad nesaf rhydd, neu mewn amgylchiadau eithriadol ar ddiwrnod gwaith nesaf y cwnselydd, yn amodol ar drafodaeth rhwng y cwnselydd a'r unigolyn cyswllt.

Ar y cais am wasanaeth, efallai y byddai angen i'r unigolyn ifanc neu'r unigolyn cyswllt nodi'u canfyddiad ynghylch pa mor argyfyngus yw'r sefyllfa neu lefel y risg. Mae ffurflen nodi graddfa'n ddefnyddiol (gweler Rhan 2 (viii)). Os bydd unigolyn ifanc wedi cael ei weld yn y gorffennol, neu'n gweithio ag unrhyw asiantaethau eraill megis CAMHS, y Gwasanaethau Cymdeithasol i Blant, y Gwasanaeth Cefnogi Ymddygiad ar y pryd, mae'n hanfodol i'r cwnselydd gael gwybod am hynny, ynghyd â lefel gyfredol y rymwneud hwnnw. Cyfrifoldeb yr unigolyn cyswllt, er enghraifft, yw hysbysu'r cwnselydd a yw'r unigolyn ifanc yn Blentyn sy'n Derbyng Gofal neu ar y Gofrestr Amddiffyn Plant. Gweler y manylion yn Rhan 2 (xiii). Mae'r unigolyn cyswllt hefyd yn gyfrifol am hysbysu'r cwnselydd os oes unrhyw risg yn gysylltiedig â'r unigolyn ifanc.

Mae pobl ifanc sy'n derbyn cefnogaeth yn gyfredol gan asiantaethau eraill yn gymwys i dderbyn y Gwasanaeth Cwnsela. Ni ddylai fod unrhyw wrthdaro amlwg ag unrhyw achosion cyfreithiol sydd ar ddod na gorlwytho'r gefnogaeth neu'r ymyriadau y mae'r unigolyn yn eu derbyn o fan arall. Mae angen i gwrselwyr gofio y gallai achlysuron godi lle gallai gwybodaeth a ddatgelir mewn sesiwn gwrsela fod yn rhan o achos neu weithredu cyfreithiol, ac y gallai fod angen iddynt roi tystiolaeth neu gyflwyno adroddiadau yn eu tro ynglŷn â'u cleient. ('Canllaw Arfer Da ar gyfer Cwnsela Mewn Ysgolion' 4ydd Argraffiad BACP tud 27). Yn y sefyllfaoedd hyn, dylai gwrselwyr ofyn am arweiniad gan Brif Arweinydd yr Awdurdod Lleol ac/neu'r Uned Amddiffyn/Diogelu Plant mewn achosion unigol cyn dechrau cwnsela'r unigolyn ifanc.

Gallai fod rhai amgylchiadau lle na fyddai'n briodol cynnig cwnsela i ddisgybl, er enghraifft diffyg parodrwydd i gymryd rhan yn y broses. Os ceir unrhyw amheuaeth a yw'n briodol i'r unigolyn ifanc dderbyn gwasanaeth cwnsela, dylid cynnal trafodaeth i egluro'r materion dan sylw, er mwyn ystyried y ffordd orau o symud ymlaen.

Mae'n bwysig bod pobl ifanc yn ystyried cwnsela'n wasanaeth a ddarperir ar eu cyfer hwy. Gan hynny, wrth sefydlu'r gweithdrefnau, dylid cynnwys sylwadau gan bobl ifanc ym mhob cam o'r broses gwrsela. Ceir templedi o ffurflenni yn Rhan 2. Gellir addasu'r rhain ar gyfer eich ysgol.

Gellir defnyddio system blwch post, neges-destun, ffôn, galw heibio, cardiau parod wedi'u hargraffu â lluniau arnynt, neu systemau eraill yn unol â'r hyn y cytunir arno gan gymuned yr ysgol. Bydd gwybodaeth hawdd ei deall yn cael ei harddangos a'i chylchredeg fel y cytunwyd er mwyn hysbysu cymuned yr ysgol ynglŷn â'r gwasanaeth.

## 12. Diogelu/Amddiffyn Plant

Mae'r cwnselydd wedi'i rwymo gan Weithdrefnau Amddiffyn Plant Cymru Gyfan a chanllawiau oddi mewn i'r Bwrdd Lleol Diogelu Plant.

Mae hyn yn cynnwys gofyniad i'r cwnselydd nodi a rhoi gwybod, drwy'r Unigolyn Amddiffyn Plant Dynodedig (UAPD), am achosion posibl o niwed i blant a phobl ifanc sy'n tarddu o unrhyw ddatgeliadau a wneir gan ddisgybl, neu os oes gan y cwnselydd wybodaeth, pryderon neu amheuan bod plentyn yn dioddef niwed neu mewn perygl o gael ei niweidio. Bydd hyn yn cynnwys datgeliadau ynglŷn â cham-drin corfforol, emosiynol ac/neu rywiol ac/neu esgeulustod honedig ganddo'i hun neu gan rywun arall, ac yn bwysicach nag unrhyw gytundeb cyfrinachedd awnaed rhwng y cwnselydd a'r cleient.

Dylai cwnselwyr ymdrechu i fod yn ymwybodol o ddeddfwriaeth gyfredol a chyfraith achosion. Rhaid i bob cwnselydd gadw Dogfennau Bugeiliol yr ysgol, sy'n cynnwys y polisi amddiffyn plant, y polisi gwrth-fwllo a'r polisi disgyblu. Mae'n ofynnol i bob cwnselydd gymryd rhan mewn unrhyw hyfforddiant cenedlaethol, rhanbarthol neu leol gorfodol ar amddiffyn plant.

Bydd yr ysgol yn cytuno ar drefniadau penodol i roi gwybod am bryderon amddiffyn plant ac yn nodi'r trefniadau hynny yng ngweithdrefnau'r ysgol. RHAID trosglwyddo unrhyw bryderon amddiffyn plant i'r UAPD a fydd yn gweithio'n unol â chyfarwyddyd Llywodraeth Cynulliad Cymru a'r Gweithdrefnau Amddiffyn Plant Cymru Gyfan.

### Argymhelliad:

Dylai gwasanaethau roi sylw dyledus i ddeddfwriaeth a chanllawiau cyfredol, a chynnig cyfrinachedd oddi mewn i'r terfynau moesegol a diogelu arferol.

Rhaid i'r ysgol a'r Cwmselydd gydweithio oddi mewn i ofynion cyfarwyddyd Llywodraeth Cynulliad Cymru, Diogelu Plant: Gweithio gyda'n gilydd o dan Ddeddf Plant 2004 (cyhoeddwyd yn 2007); Diogelu Plant mewn Addysg: Rôl awdurdodau lleol a chyrrff llywodraethu o dan Ddeddf Addysg 2002 (cyhoeddwyd yn 2008) a Gweithdrefnau Amddiffyn Plant Cymru Gyfan (cyhoeddwyd yn 2008).

Bydd Estyn, ac mewn rhai amgylchiadau, Arolygiaeth Gofal a Gwasanaethau Cymdeithasol Cymru (AGGCC) yn cynnal arolwg o bob sefydliad addysgol, pob ysgol annibynnol a phob awdurdod lleol. Bydd perfformiad y sefydliad mewn perthynas â'u cyfrifoldeb i ddiogelu a hyrwyddo lles plant yn unol â deddfwriaeth a chanllawiau perthnasol yn ffurfio rhan o ddyfarniad yr arolygiaeth berthnasol o berfformiad cyffredinol y sefydliad. Nid yn ôl bodolaeth gweithdrefnau'n unig y mesurir perfformiad yn y maes hwn, ond pa mor effeithiol yr ydynt wrth ddiogelu plant rhag niwed.

## 13. Cyfrinachedd

**Nid yw gwir gyfrinachedd yn bodoli wrth weithio â phobl ifanc; bydd pryderon amddiffyn plant bob amser yn cael blaenoriaeth ar godau cyfrinachedd arferol.**

Yn y contract y bydd yr unigolyn ifanc yn ymrwymo iddo ar ddechrau'r berthynas gwnsela, bydd union ystyr hyn yn cael ei egluro mewn modd sy'n cyfateb ag aeddfedrwydd a dealltwriaeth yr unigolyn ifanc.

Yn ôl arfer da, dylai'r unigolyn ifanc a'r cwnselydd ymrwymo i gytundeb ar ddechrau'r berthynas gwnsela. Mae'r cytundeb yn nodi'r terfynau sy'n bodoli yng nghyd-destun gwasanaeth cwnsela yn yr ysgol. Ni chynigir lefelau o gyfrinachedd na ellir eu cadw i bobl ifanc.

Felly, ni ellir gwarantu cyfrinachedd llwyr. Bydd lles yr unigolyn ifanc bob amser yn cael blaenoriaeth ar gyfrinachedd. Ar ddechrau'r berthynas gwnsela, bydd y cwnselydd yn egluro cyfrinachedd a chyfyngiadau hynny i'r unigolyn ifanc. Dyma ddau o'r cyfyngiadau hynny:

- Pan fydd unigolyn ifanc mewn perygl o beri niwed sylweddol iddo'i hun neu i eraill
- Pan fydd y cwnselydd yn cyflwyno'i achosion yn ddiennw mewn goruchwyliaeth glinigol.

Disgwylir i bob cwnselydd drafod penderfyniadau moesegol anodd ynglŷn â rhoi gwybod am ddatgeliadau gyda'i oruchwylydd clinigol a'i reolwr llinell.

Os bydd cwnselydd yn tybio bod unigolyn ifanc mewn perygl o gael ei niweidio'n sylweddol, ac mae angen rhoi gwybod am hyn i'r Athro Dynodedig Amddiffyn Plant, bydd y cwnselydd bob amser yn ceisio cael caniatâd yr unigolyn ifanc i wneud hynny, gan ddatgelu gwybodaeth berthnasol yn unig.

Dylai'r cwnselydd drin unrhyw wybodaeth bersonol am bobl ifanc yn gyfrinachol, boed yr wybodaeth honno wedi'i chael yn uniongyrchol, yn anuniongyrchol neu drwy gasgliad. Mae gwybodaeth o'r fath yn cynnwys enwau, cyfeiriadau, manylion bywgraffiadol a disgrifiadau eraill ynglŷn â bywyd ac amgylchiadau'r unigolyn ifanc a allai achosi iddo gael ei adnabod.

Bydd unrhyw wybodaeth am ysgol yr unigolyn hefyd yn cael ei thrin yn gyfrinachol. Ni fydd cwnselwyr yn trafod manylion achosion y tu allan i'r gwasanaeth.

## 14. Amrywiaeth ac Anghenion Dysgu Ychwanegol

Yn 'Hawliau Plant a Phobl Ifanc i Weithredu' nodir ymrwymiad i hyrwyddo cydraddoldeb a mynd i'r afael â gwahaniaethu.

Adlewyrchir yr adduned drwy'r holl feysydd polisi. Ceir hefyd ymrwymiad i greu Cymru wirioneddol ddwyieithog, ac yn strategaeth laith Pawb nodir camau i gefnogi' riaith. Mae laith Pawb yn pwysleisio y dylai pob plentyn ac unigolyn ifanc gael y cyfle i ddysgu'r iaith a'i defnyddio. Felly, mae angen sicrhau bod gan bobl ifanc hawl i dderbyn gwasanaeth cwnsela yn Gymraeg ac yn Saesneg.

Mae Cymru bellach yn gartref i amrywiaeth o ddiwylliannau ac ieithoedd gwahanol ac mae Llywodraeth Cynulliad Cymru wedi ymrwymo i ddarparu gwasanaethau i blant a phobl ifanc sy'n ystyriol o wahaniaethau diwylliannol a'r angen i ddarparu gwasanaeth cwnsela mewn amryw o ieithoedd. Ceir hefyd ymrwymiad i sicrhau bod anghenion pob plentyn ac unigolyn ifanc ag Anghenion Dysgu Ychwanegol\* yn cael eu diwallu. Mae hyn yn berthnasol er enghraifft i bobl ifanc anabl, lesbiaid, hoywon a phobl ifanc ddeurywiol y gallai eu hunaniaeth a'u profiadau fod heb eu cynrychioli yn amgylchedd yr ysgol yn y gorffennol.

Mae \*Anghenion Dysgu Ychwanegol (ALN) yn cynnwys unigolion y mae arnynt angen cymorth dysgu ychwanegol, beth bynnag fo'r rheswm am hynny, gan eu bod yn ei chael hi'n anodd dysgu o gymharu â'u cyfoedion. Mae'n bosibl felly y bydd ar ddisgyblion ysgol angen cymorth dysgu ychwanegol os ydynt yn ei chael hi'n anodd dysgu am y rhesymau canlynol, er enghraifft :

- anabledd;
- anghenion meddygol;
- bylchau mewn gwybodaeth neu sgiliau gan eu bod wedi bod yn absennol am gyfnodau hir o'r system addysg e.e. rhai sy'n gwrthod mynd i'r ysgol, rhai sydd â ffobia o'r ysgol neu droseddwy'r ifanc;
- amgylchiadau teuluol anodd, e.e. oherwydd profedigaeth;
- wedi cael mynediad anghyson at addysg e.e. Sipsiwn a disgyblion teithiol;
- nid Gymraeg neu Saesneg yw eu hiaith gyntaf, e.e. ceiswyr lloches/ ffoaduriaid/plant gweithwyr mudol;
- mae'r awdurdod lleol yn gofalu amdanynt e.e. plentyn yr amharwyd ar ei addysg yn yr ysgol cyn iddo gael ei roi mewn gofal neu sydd wedi newid ysgolion droeon ers cael ei roi mewn gofal;
- maen nhw'n tanyflawni oherwydd cyfrifoldebau gofal, e.e. gofalwyr ifanc;
- maen nhw'n feichiog neu'n rhiant ifanc;
- maen nhw'n cael eu bwlio gan gyfoedion neu eraill, oherwydd eu cyfeiriadedd rhywiol e.e. disgyblion lesbaidd, hoyw, deurywiol a thrawsryweddol;
- maen nhw'n ddisgyblion sy'n perfformio neu sydd mewn cyflogaeth.
- anghenion addysgol arbennig;

Mae'n bwysig nad yw pobl ifanc nad ydynt yn gallu cael mynediad at ddarpariaeth ysgol brif ffrwd yn cael eu rhoi dan anfantais. Rhaid i ddarparwydd y gwasanaeth cwnsela felly sicrhau bod gan bob plentyn ac unigolyn ifanc y mae angen cymorth a chefnogaeth arnynt hawl i dderbyn gwasanaeth cwnsela. Bydd cyfarwyddyd penodol yn cael ei gyhoeddi gyda hyn ynghylch sicrhau mynediad at gwnsela i bob plentyn.

**Argymhelliad:**

Dylai gwasanaethau ymateb mewn modd hyblyg i anghenion lleol o ran amrywiaeth (e.e. iaith) ac ymarferoldeb (e.e. ar gael yn ystod y gwyliau).

Ar hyn o bryd, model Western yw dull arferol gwasanaethau cwnsela. Rhaid ystyried addasu dulliau er mwyn diwallu anghenion disgyblion o leiafrifoedd ethnig. Cydnabyddir anghenion penodol plant ceiswyr lloches sy'n ceisio lloches a phlant sy'n ffoaduriaid a rhaid darparu ar eu cyfer ym mhedair ardal wasgaru Caerdydd, Casnewydd, Abertawe a Wrecsam. Mae GEMMS (Casnewydd) yn enghraifft wych o wasanaethau cwnsela wedi'u targedu. Rhaid cynnig gwasanaethau yn Gymraeg ac yn Saesneg hefyd ac ystyried darparu mynediad y tu allan i oriau'r ysgol.



## 15. Cadw Cofnodion

Rhaid i gwrselwyr gadw'r holl gofnodion wedi'u cloi mewn cwpwrdd diogel ar eiddo diogel. Bydd y cofnodion hyn yn cynorthwyo i werthuso'r gwasanaeth yn ogystal â monitro'r nifer sy'n defnyddio'r gwasanaeth cwnsela a'r materion sy'n codi yn ystod sesiynau cwnsela.

Bydd y cwnselydd yn cadw nodiadau ynglŷn â'r hyn a drafodwyd yn y sesiynau ac yn cyflwyno'i waith i oruchwylydd cwnsela bob mis yn ystod yr oruchwyliaeth glinigol. Bydd hyn yn fodd i fonitro'r gwasanaeth cwnsela a ddarperir yn effeithiol. Ni ddarperir unrhyw wybodaeth i'r goruchwylydd a allai ei gwneud hi'n bosibl i rywun adnabod yr ysgol neu'r unigolyn ifanc.

Bydd angen i'r cwnselydd drafod fframwaith clir ar gyfer cofnodi presenoldeb plant gyda'r Pennaeth neu'r unigolyn cyswllt drwy system cofnodi â chodau.

Cedwir cofnodion pob unigolyn ifanc o dan rif adnabod dienw a'i storio'n ddiogel. Bydd data ystadegol ynglŷn â data allbwn ar gael yn flynyddol, ond ni fydd modd adnabod unrhyw ddisgybl yn y data a gesglir gan yr Awdurdod Lleol.

Mae'n ofyniad cyfreithiol diogelu data sensitif, ac yn Data Handling Procedures in Government nodir mesurau y dylai ysgolion eu mabwysiadu i gynnal diogelwch.

Daeth Deddf Diogelu Data 1998 i rym ar 1 Mawrth 2000; pwrpas y Ddeddf yw amddiffyn hawliau unigol a rhyddid unigolion, yn enwedig eu hawl i breifatrwydd wrth brosesu data personol. Mae'r Ddeddf yn berthnasol i ddata personol, boed y data hynny ar system gyfrifiadurol neu ar bapur. Ceir rheolau arbennig o gaeth mewn perthynas â data "sensitif" fel nodweddion disgyblion, Anghenion Addysgol Arbennig, iechyd, cred grefyddol, cefndir ethnig, rhywioldeb ac ati. Ceir gwybodaeth bellach yn <http://becta.org.uk>

Yn ôl Deddf Diogelu Data 1998 gellid ystyried cofnod cwnsela yn yr ysgol yn rhan o gofnod addysg. Bydd felly angen ystyried trefniadau cadw a gwaredu cofnodion cwnsela yn yr ysgol a phwy fydd yn bennaf gyfrifol am hynny.

## 16. Rhannu Gwybodaeth

Er y gallai fod gan unigolyn cyswllt yr ysgol syniad cyffredinol o'r rheswm a roddwyd dros atgyfeirio, bydd cynnwys sesiynau'n parhau'n gyfrinachol oni ystyrir bod lles a diogelwch yr unigolyn ifanc a/neu rywun arall mewn perygl.

Yn yr amgylchiadau hyn, bydd polisi amddiffyn plant yr ysgol yn dod i rym.

Ni fydd y cwmselydd yn trosglwyddo unrhyw fanylion o'r sesiynau, ond caiff gyfathrebu o dro i dro â staff yr ysgol ynglŷn â chynnydd cyffredinol gyda chydysniad yr unigolyn ifanc. Bydd staff yr ysgol yn deall hawl yr unigolyn ifanc i gyfrinachedd wrth gwrsela, ac yn parchu hyn wrth ddelio â'r cwmselydd a'r plentyn. Mae hyn yn hanfodol pan fydd cwmselydd yn cymryd rhan mewn cyfarfodydd aml-asiantaeth lle bydd anghenion plant unigol yn cael eu trafod.

### **Argymhelliad:**

Dylai gwasanaethau weithio gyda, ac ochr yn ochr â gwasanaethau ac asiantaethau eraill mewn modd colegol, gan sicrhau lefel briodol o gyfrinachedd.

Bydd cwmselwyr ysgol yn gweithio mewn modd amlddisgyblaethol ac yn cyfathrebu â staff yr ysgol, asiantaethau eraill a gwasanaethau arbenigol pan fo'n briodol. Mae'n bosibl y bydd cwmselwyr yn canfod bod angen cysylltu neu rannu gwybodaeth ag asiantaeth arall, neu gyfeirio'r unigolyn ifanc i asiantaeth arall am fwy o gymorth. Ni ddylai hyn ddigwydd ond gyda chaniatâd yr unigolyn ifanc.

## 17. Trefniadau Monitro, Gwerthuso ac Adolygu

O dan Fframwaith Arolygu newydd Estyn yn 2010, bydd Cwnsela mewn Ysgolion yn cael ei arolygu drwy Arolygiadau Awdurdodau Lleol.

Caiff Estyn arolygu gwasanaeth cwnsela mewn ysgol a mesur ei gyfraniad tuag at ethos cyffredinol yr ysgol, ond ni chaiff arolygwyr eistedd mewn sesiynau. Derbynnir yn yr achos hwn bod hawl pobl ifanc i dderbyn gwasanaeth cwnsela cyfrinachol yn bwysicach na hawl pennaeth ac arolygwyr ysgol.

Lle ceir gwasanaethau cwnsela, dangoswyd eu bod yn:

- Cyflenwi systemau gofal bugeiliol;
- Cefnogi gofal athrawon am blant a phobl ifanc a'u dull o reoli rhai ag anawsterau emosiynol neu ymddygiadol;
- Cynnig hyfforddiant i athrawon ar sgiliau cwnsela a rheoli straen;
- Darparu ymgynghoriaeth, hyfforddiant, cefnogaeth a goruchwyliaeth ar gyfer strategaethau i atal problemau fel bwlio a thriwiantaeth;
- Dylanwadu ar bolisiau addysg rhyw a chyffuriau o fewn fframwaith cyfrinachol;
- Cyfrannu tuag at gwricwlwm y fframwaith addysg bersonol a chymdeithasol;
- Cefnogi gweithdrefnau effeithiol i amddiffyn plant.

Bydd monitro'n digwydd yn barhaus a bydd data'n cael eu casglu sy'n cynnwys:

- Effaith uniongyrchol cwnsela ar yr unigolyn ifanc;
- Yr effaith o fewn yr ysgol;

- Nifer y bobl ifanc sy'n mynychu;
- Rhyw'r bobl ifanc sy'n mynychu;
- Proffil oedran/grŵp blwyddyn;
- Ethnigrwydd yr unigolyn ifanc sy'n mynychu;
- Cyfeiriadedd rhywiol y sawl sy'n mynychu;
- Anabledd/salwch/anghenion arbennig y sawl sy'n mynychu;
- Crefydd neu gred y sawl sy'n mynychu;
- Plant sy'n Derbyngofal;
- Nifer y sesiynau;
- Y nifer na wnaeth gadw apwyntiad cwnsela;
- Materion cyflwyno;
- Prif faterion;
- Atgyfeirio ymlaen (yn enwedig CAMHS arbenigol);
- Atgyfeiriadau Amddiffyn Plant.

Defnyddir amrywiaeth o ddulliau i werthuso, gan gynnwys:

- Ffurflenni hawdd eu llenwi;
- Grwpiau Ffocws;
- Gwerthuso Cymheiriad;
- Holiaduron;
- Canlyniad CORE, SDQ neu gyfatebol.

Bydd data a gesglir yn cael eu gwerthuso gyda golwg ar greu trefniadau angenrheidiol i ddatblygu'r gwasanaeth i'r dyfodol.

Bydd y Cynulliad yn gwerthuso llwyddiant gwasanaethau cwnsela mewn ysgolion ym mlwyddyn 1 a 2, gan ganolbwyntio ar:

- Eu heffaith ar iechyd meddwl plant a phobl ifanc;
- Bodlonrwydd pobl ifanc a staff â'r gwasanaeth;
- Canfyddiad o'r meysydd i'w gwella;
- Effaith y cwnsela ar allu pobl ifanc i astudio a dysgu;
- Archwilio'r gwerth y gallai gwasanaeth cwnsela mewn ysgolion ei ychwanegu at ddarpariaeth gofal bugeiliol yr ysgol;
- Archwilio'r berthynas rhwng cwnsela a'r gwasanaethau cefnogi ehangach

### **Argymhelliad:**

Dylai gwasanaethau gael eu monitro a'u gwerthuso gan unigolion neu asiantaeth (y tu mewn neu'r tu allan i'r ysgol) a chanddynt brofiad o'r maes arbenigol hwn o waith.

Bydd canlyniadau a chynnydd yn cael eu monitro mewn amryw o ffyrdd, fel a ganlyn:

- Gan yr Awdurdod Lleol drwy drefniant rheoli o ddydd i ddydd, o fewn cwmpas eu dyletswydd statudol i ddarparu addysg addas i blant a phobl ifanc;
- O leiaf 2 adroddiad ysgrifenedig blynyddol ynglŷn â chynnydd gan yr Awdurdod Lleol a fydd yn cynnwys dulliau i fesur canlyniadau priodol y mae'r Cynulliad wedi cytuno arnynt;
- Drwy waith y Cydlynnydd Cwmsela mewn Ysgolion;
- Gan werthuswyr allanol a benodir gan y Cynulliad;
- Gan Estyn, wedi'u cynnwys yn ei gylch gwaith blynyddol gan y Cynulliad
- Drwy waith Swyddfa Archwilio Cymru, mewn perthynas â'r Awdurdod Lleol.

## 18. Goruchwyliaeth

Goruchwyliaeth yw'r trefniant ffurfiol i gwmselwyr drafod eu gwaith yn rheolaidd â rhywun sy'n brofiadol ym maes cwnsela a goruchwyllo.

Mae angen i bob cwnselydd gymryd rhan mewn goruchwyliaeth glinigol reolaidd er mwyn cynnal a monitro safonau a chydymffurfio â'r cod moesegol. Bydd cwnselwyr yn treulio amser mewn perthynas oruchwyllo yn ystyried eu hachosion yn ddiennw, a chanlyniad hyn fydd cynnig arfer foesegol o'r safon uchaf i'w cleientiaid.

Mae goruchwyliaeth glinigol yn wahanol ac ar wahân i oruchwyliaeth rheolwr llinell a ddarperir gan eu cyflogwr.

Gall cwnselwyr hefyd gymryd rhan mewn goruchwyliaeth grŵp â chwmselwyr o ysgolion eraill, lle byddant hefyd yn ystyried materion arfer gyda'u cymheiriaid.

Dylai cwnselwyr ysgol gymryd rhan mewn goruchwyliaeth gwnsela gyda goruchwylwr a chanddo brofiad a dealltwriaeth o blant a phobl ifanc ac o gyd-destun yr ysgol.

Gallai fod yn ddefnyddiol i Awdurdodau Lleol gynnal goruchwyliaeth grŵp/cymheiriaid ar gyfer yr holl gwmselwyr ysgol yn eu hardal, yn adnodd defnyddiol ychwanegol i gwmselwyr sy'n debygol o wella'u harfer foesegol. Gallai'r cyfarfodydd goruchwyllo cymheiriaid hyn gael eu cynnal gan gydweithiwr fel Seicolegydd Addysg sydd wedi cael hyfforddiant priodol ym maes goruchwyllo.

# Rhan 2

## Atodiadau

Mae'r atodiadau'n cynnwys amrywiaeth o ddogfennau, ond nid oes rheidrwydd arnoch i ddefnyddio unrhyw un ohonynt. Gellir defnyddio'r dogfennau fel templedi i greu'ch dogfennau'ch hunain i reoli a gwerthuso'ch gwasanaeth.

# i. Y Gwasanaeth Cwmsela i Bobl Ifanc: Safonau Ansawdd – Pen-y-bont ar Ogwr

Dyma ddogfen enghreifftiol o wasanaeth cwmsela sy'n rhan o Wasanaeth Ieuencid. Dogfen enghreifftiol ydyw, ac ni fwriedir iddi fod yn ddiffiniol. Byddai angen adlewyrchu amgylchiadau lleol mewn dogfen o'r fath.

	AMCANION	MEINI PRAWF TYSTIOLAETH
<b>Awyrgylch Cwmsela</b>		
Darparu awyrgylch diogel, cynnes a chyfrinachol sy'n sicrhau bod pobl ifanc yn teimlo'n gyfforddus wrth weithio gyda chwmselwr ac wrth fynegi unrhyw emosiynau neu wrthdaro a allai godi.	Sicrhau bod pobl ifanc yn gallu manteisio i'r eithaf ar y sesiwn gwmsela heb ofni y bydd unrhyw un yn yn torri ar draws y sesiwn neu'n amharu arni, neu bryderon ynghylch cyfrinachedd.	Adborth gan gwmselwyr, staff a gweithwyr ieuencid bod asesiad risg wedi'i gynnal i sicrhau bod yr awyrgylch yn gydnaws â chwmsela ac y gellir cadw cyfrinachedd.
<b>Arferion Cwmsela</b>		
Darparu cwmsela wyneb yn wyneb rhad ac am ddim a chyfrinachol i bobl ifanc ledled Cyngor Bwrdeistref Sirol Pen-y-bont ar Ogwr.	Sicrhau bod y gwasanaeth yn werthfawr i bobl ifanc drwy roi cyfle iddynt ddatrys problemau ac elwa ar y profiad o weithio gyda chwmselydd hyfforddedig.	Ffurflenni i fonitro nifer y bobl ifanc sy'n defnyddio'r gwasanaeth.  Adborth gan ddefnyddwyr gwasanaeth, staff ysgol a gweithwyr ieuencid sy'n tystio bod darparu cwmsela wedi caniatáu iddynt newid eu bywydau mewn modd cadarnhaol ac yn seiliedig ar ystyriaeth.
Drwy ddarparu cwmsela, caniatáu unigolyn ifanc i feithrin hunan-barch, hyder a sgiliau ymdopi effeithiol, a'i alluogi i ymdopi ag unrhyw argyfwng sy'n codi.	Annog unigolyn ifanc i sefydlu a meithrin hunan-barch, hunan-ymwybyddiaeth a sgiliau ymdopi, gan roi'r gallu iddo ymdopi â newid a heriau mewn bywyd, a hyrwyddo iechyd meddwl a ffordd gadarnhaol o fyw.	Drwy nodiadau'r cwmselydd o sesiynau, drwy systemau monitro a gwerthuso ffurfiol ac anffurfiol a thrwy adborth gan gleientiaid, staff ysgol a gweithwyr ieuencid.

<p>Sicrhau bod pobl ifanc yn cymryd rhan yng nghyfeiriad a chynnydd y cwnsela a chael cyfle i roi adborth i'r cwnselydd ar ansawdd y cwnsela y maent wedi'i dderbyn drwy gynnal adolygiadau rheolaidd yn rhan o'r sesiwn gwnsela.</p>	<p>Datblygu synnwyr cyfrifoldeb unigolyn ifanc drosto'i hun a'i ddewis mewn bywyd, a meithrin ymdeimlad o allu drwy hunanymwybyddiaeth a chynnig adborth i eraill. Caniatáu'r cwnselydd gymryd adborth gan y cleient a sicrhau bod ei anghenion yn cael eu bodloni, a bod cwnsela'n cael ei gynllunio'n briodol yn ôl y cleient neilltuol.</p>	<p>Drwy nodiadau'r cwnselydd o sesiynau, drwy systemau monitro a gwerthuso ffurfiol ac anffurfiol a thrwy adborth gan gleientiaid, staff ysgol a gweithwyr ieuencid.</p>
<p>Helpu pobl ifanc i ddeall sut mae eu datblygiad personol a chymdeithasol yn effeithio ar ansawdd eu bywyd i annog ymdeimlad o gyfrifoldeb, hunanbarch a pharch tuag at eraill.</p>	<p>Hyrwyddo'r egwyddor y gall newid a datblygiad cadarnhaol effeithio ar y dewisiadau emosïynol, cymdeithasol ac amgylcheddol a wneir gan bobl ifanc.</p>	<p>Drwy nodiadau'r cwnselydd o sesiynau, drwy systemau monitro a gwerthuso ffurfiol ac anffurfiol a thrwy adborth gan gleientiaid, staff ysgol a gweithwyr ieuencid.</p>
<p>Cynorthwyo pobl ifanc i gysylltu â sefydliadau ac arbenigwyr allanol lle bo angen er mwyn derbyn gwasanaethau cefnogi amgen neu ychwanegol.</p>	<p>Galluogi'r unigolyn ifanc i gymryd cyfrifoldeb dros ofyn am gymorth lle bo angen a cheisio deall cyfyngiadau ar allu'r cwnselydd a'r angen i gysylltu â gwasanaethau ychwanegol lle bo hynny'n ofynnol yn ôl deddfwriaeth. Er enghraifft, cysylltu ag asiantaethau amddiffyn plant.</p>	<p>Drwy nodiadau'r cwnselydd o sesiynau, drwy systemau monitro a gwerthuso ffurfiol ac anffurfiol a thrwy adborth gan gleientiaid, staff ysgol a gweithwyr ieuencid.</p>
<p>Hyrwyddo cyfle cyfartal a mynd i'r afael ag unrhyw faterion hil, anabledd a chydardoldeb.</p>	<p>Sicrhau bod gan bob unigolyn ifanc fynediad at wasanaethau cwnsela.</p>	<p>Drwy fonitro oedran, rhyw, tarddiad ethnig ac anabledd yn benodol ar ffurflenni.</p>



Codi ymwybyddiaeth pobl ifanc ynglŷn â'u hawliau a'u cyfrifoldebau.	Sicrhau bod pobl ifanc yn ymwybodol o'u hawliau a'u cyfrifoldebau er mwyn eu galluogi i wneud penderfyniadau a dewisiadau deallus ynglŷn â'u bywydau a hwy'u hunain.	Drwy nodiadau'r cwnselydd o sesiynau, drwy systemau monitro a gwerthuso ffurfiol ac anffurfiol a thrwy adborth gan gleientiaid, staff ysgol a gweithwyr ieuencid.
Codi ymwybyddiaeth ynglŷn ag argaeledd gwasanaethau cwnsela mewn ysgolion, lleoliadau cymunedol ac ieuencid, a herio unrhyw ragfarn negyddol neu ystrydebau'n gysylltiedig â chwnsela.	Codi ymwybyddiaeth ynglŷn â manteision cwnsela a sicrhau bod achosion yn parhau i gael eu hatgyfeirio.	Drwy nodiadau'r cwnselydd o sesiynau, drwy systemau monitro a gwerthuso ffurfiol ac anffurfiol a thrwy adborth gan gleientiaid, staff ysgol a gweithwyr ieuencid.
<b>Recriwtio Staff</b>		
Sicrhau bod cwnselwyr yn meddu ar Ddiploma mewn Cwnsela fel cymhwyster sylfaenol.	Sicrhau y gall pobl ifanc gael mynediad at gwnsela proffesiynol o ansawdd uchel a bod cwnselwyr wedi cael hyfforddiant cwnsela priodol.	Drwy wirio hyfforddiant y cwnselydd a thrwy gyflwyno cymwysterau ar bapur.
Sicrhau bod pob cwnselydd yn cael eu goruchwyllo' rheolaidd wrth gwnsela er mwyn cynnal safonau proffesiynol priodol a monitro ansawdd eu gwaith a chefnogi datblygiad proffesiynol.	Cefnogi datblygiad a gwaith cwnselydd, a sicrhau y cyrhaeddir ac y cedwir safonau uchel wrth ymarfer cwnsela.	Presenoldeb parhaus y cwnselydd mewn cyfarfodydd goruchwyllo cwnsela.
Sicrhau bod pob cwnselydd yn cydnabod yr angen i geisio therapi personol yn sgil amgylchiadau neu ddigwyddiadau personol.	Sicrhau bod pob cwnselydd yn parhau i fod yn gymwys i ymarfer a bod ganddo fecanwaith i ddelio ag unrhyw faterion personol wrth iddynt godi, a pharhau i ofalu nad yw'r rhain yn effeithio ar eu gwaith â chleientiaid.	Adborth gan gwnselwyr.

<p>Sicrhau bod y prosiect yn dal i fod wedi'i gofrestru fel aelod sefydliadol o Gymdeithas Cwnsela a Seicotherapi Prydain (BACP). Mae hyn yn cynnwys mabwysiadu a chadw at Fframwaith Moesegol y BACP ar Arfer Da mewn Cwnsela a Seicotherapi.</p>	<p>Sicrhau bod safonau ansawdd yncael eu cadw wrth gwnsela, a darparu trefn gwyno allanol os oes angen.</p>	<p>Cadarnhad ysgrifenedig o aelodaeth gan y BACP.</p>
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### Datblygu Staff

<p>Darparu trefn ymsefydlu strwythuredig i staff, ar lafar ac yn ysgrifenedig.</p>	<p>Sicrhau bod staff yn ymwybodol o'r holl bolisiau a'r gweithdrefnau a ddefnyddir gan yr asiantaeth wrth gwnsela pobl ifanc ledled Cyngor Bwrdeistref Sirol Pen-y-bont ar Ogwr.</p>	<p>Rheolwr Cwnsela i gofnodi'r sesiwn ymsefydlu.</p>
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<p>Darparu goruchwyliaeth, gwerthusiadau, cyfarfodydd tîm ac adolygiadau staff rheolaidd, a chofnod ohonynt.</p>	<p>Rhoi cyfle i gwmselwyr drafod materion sy'n peri pryder, perfformiad, datblygu'r gwasanaeth, hyfforddiant a gweinyddu mewn lleoliad cyfrinachol, a chaniatáu monitro perfformiad, safonau proffesiynol ac ymarfer cwnsela.</p>	<p>Sesiynau rheolaidd wedi'u cofnodi gyda'r Rheolwr Cwnsela.</p>
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### Hyfforddiant

<p>Sicrhau bod staff yn derbyn hyfforddiant ar gofnodi manylion cleientiaid, graddfeydd cyfranogi a monitro a gwerthuso .</p>	<p>Sicrhau y dilynir y gweithdrefnau gweinyddol cywir yn unol â darpariaeth grant Cyngor Bwrdeistref Sirol Pen-y-bont ar Ogwr Ewropeaidd a bod data sylfaenol yn cael eu cofnodi.</p>	<p>Drwy ffurflenni a nodiadau'r cwnselydd.</p>
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Sicrhau bod gan staff fynediad cyfartal at raglenni hyfforddiant a gynhelir gan Gyngor Bwrdeistref Sirol Pen-y-bont ar Ogwr ac asiantaethau hyfforddi allanol.	Sicrhau bod staff yn parhau i ddatblygu a dysgu o fewn eu rôl.	Cwmselwyr yn derbyn hyfforddiant mewnol ac yn cyfeirio at unrhyw hyfforddiant allanol perthnasol.
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### Monitro, Asesu a Gwerthuso

Sicrhau bod staff yn cofnodi manylion eu gwaith cwnsela, gan gynnwys lefelau cyfranogi, graddfeydd cadw a chategorïau o faterion a gyflwynir gan y cleient er mwyn cymharu'r lefelau gwahanol a gyrhaeddir rhwng blynyddoedd gwahanol ac mewn ysgolion a chanolfannau ieuenctid gwahanol.	Llywio ymarfer a datblygiad y prosiect yn y presennol a'r dyfodol, a sicrhau bod y gwasanaeth yn parhau i fodloni anghenion pobl ifanc.	Drwy ffurflenni a nodiadau'r cwnselydd.
Monitro a chofnodi safbwyntiau pobl ifanc ar ddarpariaeth y rhaglen.	Llywio ymarfer a datblygiad y prosiect yn y presennol a'r dyfodol, a sicrhau bod y gwasanaeth yn parhau i fodloni anghenion pobl ifanc.	Drwy nodiadau'r cwnselydd o sesiynau, drwy systemau monitro a gwerthuso ffurfiol ac anffurfiol a thrwy adborth gan gleientiaid, staff ysgol a gweithwyr ieuenctid.
Cofnodi ac ymateb i safbwyntiau ac argymhellion staff ynglŷn â datblygu'r gwasanaeth.	Gwerthuso datblygiad y prosiect yn y presennol a'r dyfodol a defnyddio arbenigedd staff yn sail i wneud penderfyniadau ac ystyried gwersi a ddysgwyd.	Drwy roi adborth ffurfiol ac anffurfiol wrth oruchwylio, mewn cyfarfodydd tîm ac ati.
Sicrhau bod pobl ifanc a staff yn deall pwrpas asesu.	Sicrhau bod pobl ifanc a staff yn cymryd rhan yn y gwaith o fonitro'r gwasanaeth ac yn teimlo bod eu safbwyntiau'n cael eu hystyried. Defnyddio'r prosesau monitro, asesu a gwerthuso i sicrhau bod y gwasanaeth yn bodlonni anghenion pobl ifanc ac yn cyflawni nodau'r sefydliad.	Drwy nodiadau'r cwnselydd o sesiynau, drwy systemau monitro a gwerthuso ffurfiol ac anffurfiol a thrwy adborth gan gleientiaid, staff ysgol a gweithwyr ieuenctid.

Casglu ystadegau, canlyniadau a lefelau cyfranogi er mwyn llunio adroddiad.	Sicrhau bod y gwasanaeth yn diwallu anghenion pobl ifanc ac yn cyflawni nodau'r sefydliad.	Drwy nodiadau'r cwnselydd o sesiynau, drwy systemau monitro a gwerthuso ffurfiol ac anffurfiol a thrwy adborth gan gleientiaid, staff ysgol a gweithwyr ieuencid.
<b>Partneriaethau</b>		
Canfod sefydliadau cyhoeddus, gwirfoddol a phreifat a chreu partneriaethau wrth sefydlu a rhedeg y prosiect ac wrth dderbyn achosion pobl ifanc sy'n cael eu hatgyfeirio.	Sefydlu'r prosiect yn rhan annatod o wasanaethau i bobl ifanc, a sicrhau bod achosion yn parhau i gael eu hatgyfeirio.	Drwy hyrwyddo a rhoi cyhoeddusrwydd i'r gwasanaeth yn ffurfiol ac yn anffurfiol.
Trafod y defnydd o gyfleusterau ac adnoddau er mwyn cynyddu'r ddarpariaeth o wasanaethau cwnsela i bobl ifanc.	Sicrhau bod cyfleusterau ar gael i'w defnyddio gan bobl ifanc a bod adnoddau'n cael eu defnyddio er budd y gwasanaeth.	Drwy nodiadau'r cwnselydd o sesiynau, drwy systemau monitro a gwerthuso ffurfiol ac anffurfiol a thrwy adborth gan gleientiaid, staff ysgol a gweithwyr ieuencid.
Llunio cais/ceisiadau am nawdd er mwyn sicrhau cyllid ar gyfer y prosiect yn y tymor hir.	Sicrhau bod y prosiect yn goroesi yn y tymor hir ac yn parhau i fod o fudd i bobl ifanc.	Cais ysgrifenedig.
<b>Cyfle Cyfartal</b>		
Sicrhau bod cwnselwyr yn ymwybodol o ddeddfwriaeth gyfredol a pholisiau sefydliadol Cyngor Bwrdeistref Sirol Pen-y-bont ar Ogwr mewn perthynas ag oedran, anabledd, rhywedd, hil a chyfeiriadedd rhywiol.	Sicrhau bod yr holl gwnselwyr yn hyddysg wrth weithio gyda phobl ifanc a'u bod yn gallu osgoi gwahaniaethu a hyrwyddo cyfle cyfartal.	Drwy gynnal hyfforddiant staff os oes angen.
Monitro a gwerthuso pob maes cyfle cyfartal, yn arbennig mewn perthynas ag oedran, anabledd, rhywedd, hil a chyfeiriadedd rhywiol.	Sicrhau bod y prosiect yn cynnig mynediad cyfartal i bobl ifanc, a defnyddio gwybodaeth yn sail wrth gynllunio nawr ac i'r dyfodol.	Drwy nodiadau'r cwnselydd o sesiynau, drwy systemau monitro a gwerthuso ffurfiol ac anffurfiol a thrwy adborth gan gleientiaid, staff ysgol a gweithwyr ieuencid.

## ii. Rhestr wirio ar gyfer sefydlu gwasanaeth cwnsela yn yr ysgol

20 O GWESTIYNAU Y MAE ANGEN EU HATEB	✓	✗
1. A yw'r holl lywodraethwyr, staff, disgyblion, rhieni a phartneriaid yn ymwybodol bod Gwasanaeth Cwnsela yn yr Ysgol yn cael ei ddatblygu?	<input type="checkbox"/>	<input type="checkbox"/>
2. A oes hyfforddiant ar gwnsela yn yr ysgol wedi'i drefnu ar gyfer staff yr ysgol?	<input type="checkbox"/>	<input type="checkbox"/>
3. A yw'r taflenni gwybodaeth/cyhoeddusrwydd yn hygyrch i'r holl gynulleidfaedd gwahanol – staff, rhieni, pobl ifanc, eraill?	<input type="checkbox"/>	<input type="checkbox"/>
4. A ystyrir cwnsela'n rhan o ymagwedd ysgol gyfan tuag at iechyd a lles emosiynol ac effeithiolrwydd yr ysgol?	<input type="checkbox"/>	<input type="checkbox"/>
5. A ystyrir y gwasanaeth yn annibynnol ar yr ysgol, ond hefyd yn rhan annatod ohoni?	<input type="checkbox"/>	<input type="checkbox"/>
6. A yw'r ystafell gwnsela'n hygyrch, yn gynnes a diogel?	<input type="checkbox"/>	<input type="checkbox"/>
7. A ddyranwyd digon o adnoddau?	<input type="checkbox"/>	<input type="checkbox"/>
8. A oes cwnselydd wedi'i benodi a chanddo gymwysterau addas?	<input type="checkbox"/>	<input type="checkbox"/>
9. A yw'r trefniadau ymsefydlu'n barod?	<input type="checkbox"/>	<input type="checkbox"/>
10. A oes unigolyn cyswllt yn yr ysgol wedi cael ei benodi?	<input type="checkbox"/>	<input type="checkbox"/>
11. A sefydlwyd trefniadau goruchwyllo clinigol a rheolaethol, gan gynnwys goruchwyllo cymheiriaid?	<input type="checkbox"/>	<input type="checkbox"/>
12. A sefydlwyd cyfleoedd ar gyfer datblygiad proffesiynol parhaus (CPD)?	<input type="checkbox"/>	<input type="checkbox"/>
13. A yw pobl ifanc wedi cael eu cynnwys yn y broses o ddatblygu'r gwasanaeth?	<input type="checkbox"/>	<input type="checkbox"/>
14. A yw'r polisi Cyfle Cyfartal yn cynnwys anabledd, rhyw, hil a chyfeiriadedd rhywiol?	<input type="checkbox"/>	<input type="checkbox"/>
15. A yw'r cwnselydd yn ymwybodol o ddeddfwriaeth a gweithdrefnau perthnasol gan gynnwys gweithdrefnau Amddiffyn Plant?	<input type="checkbox"/>	<input type="checkbox"/>
16. A yw'r gweithdrefnau cwyno wedi'u hamlinellu'n glir?	<input type="checkbox"/>	<input type="checkbox"/>
17. A oes protocolau wedi'u sefydlu ar gyfer cydweithio ag asiantaethau eraill?	<input type="checkbox"/>	<input type="checkbox"/>
18. A yw'r cwnselydd yn gweithio oddi mewn i fframwaith moesegol, fel y BACP neu fframwaith cyfatebol?	<input type="checkbox"/>	<input type="checkbox"/>
19. A sefydlwyd gweithdrefnau clir ar gyfer atgyfeirio, gan gynnwys hunangyfeirio?	<input type="checkbox"/>	<input type="checkbox"/>
20. A sefydlwyd gweithdrefnau ar gyfer monitro, gwerthuso ac adrodd, gan gynnwys casglu data ar gyfer Llywodraeth Cynulliad Cymru?	<input type="checkbox"/>	<input type="checkbox"/>

## ii. Rhestr wirio amgen i ysgolion cyn cynnig cwnsela

GOFYNION	NODIADAU I'R CWNSELYDD/I'W TRAFOD
Ystafell fechan nad yw mewn rhan brysur o'r ysgol, lle mae'n annhebygol y ceir unrhyw aflonyddwch, gyda bleindiau ar y ffenestr fel na all pobl weld i mewn iddi.	
Cadeiriau cyfforddus	
Desg ac/neu fwrdd coffi – y ddau fyddai orau	
Cabinet ffeilio y gellir ei gloi a chanddo ddwy allwedd. Dylai'r cwnselydd gadw'r naill a'r pennaeth/athro a enwebwyd gadw'r llall – sef y brif allwedd	
Mynediad at linell ffôn gyfrinachol	
Copi o ddogfennau bugeiliol, yn enwedig y polisi amddiffyn plant, y polisi gwrth-fwllo, y polisi disgyblu ac unrhyw bolisiau neu weithdrefnau eraill sy'n effeithio ar les y disgybl, neu fynediad at y dogfennau hynny.	
Canfod man diogel lle gellir cadw'r ffeil apwyntiadau ac atgyfeiriadau. Bydd y ffeil hon yn cynnwys apwyntiadau, rhestr aros, amserlenni disgyblion a gwybodaeth am atgyfeiriadau. Dim ond yr unigolyn cyswllt a'r cwnselydd fydd angen cael mynediad at y ffeil.	
Mae angen i'r wybodaeth atgyfeirio ar gyfer pob cleient gynnwys – enw, blwyddyn/dosbarth, materion amddiffyn plant hysbys, a yw'n gweld rhywun arall e.e. CAMHS, Seic. Addysg, a yw wedi'i gofrestru'n anabl, AAA, ADHD, syndrom Asperger ac ati, a'r rheswm y cafodd y cleient ei atgyfeirio i dderbyn cwnsela.	
Unrhyw bryderon ynghylch iechyd a diogelwch mewn perthynas â lleoliad yr ystafell ac ati.	
Angen ystyried a fyddwch yn marchnata'r gwasanaeth/sut i farchnata'r gwasanaeth/ ymysg pwy – staff, disgyblion, teuluoedd a gofalwyr, neu ai dim ond rhoi gwybod i'r staff wnewch chi hyd nes y bydd mwy o oriau cwnsela ar gael.	
Sicrhau bod y staff yn gwbl gyfarwydd â'r weithdrefn atgyfeirio.	

## iii. Disgrifiadau Swydd a Manylebau Person Enghreifftiol

### Cyngor Bwrdeistref Sirol Pen-Y-Bont Ar Ogwr-Disgrifiad Swydd

ADRAN:	Addysg, Hamdden a Dysgu Cymunedol
LLEOLIAD:	Pen-y-bont ar Ogwr/Tondu
TEITL SWYDD:	Rheolwr Cwnsela
GRADDFA'R SWYDD:	Pwynt JNC
YN ATEBOLI:	Pen Swyddog Ieuenctid
ORIAU:	37
CYFNOD CYFLOGI:	1 Ebrill 2007 hyd 31 Mawrth 2008

#### Pwrpas y Swydd

Rheoli, datblygu ac ymestyn y 'Prosiect Cwnsela Ieuenctid'. Bydd hyn yn cynnwys datblygu ac ymestyn darpariaeth cwnsela i gynnwys pobl ifanc 11 – 25 oed mewn ysgolion ac yn y gymuned drwy lwyth achosion cwnsela a thrwy dîm o gwrselwyr cymwys.

Bydd y rheolwr yn datblygu ac yn ymestyn rhwydwaith o systemau cefnogi gyda darparwyr, sefydliadau ac asiantaethau ieuenctid eraill, yn enwedig y Gwasanaethau Plant, CAMHS a'r Uned Amddiffyn Plant, er mwyn sefydlu ymateb aml-asiantaeth i anghenion y bobl ifanc hyn. Bydd y rheolwr yn gyfrifol am dîm o gwrselwyr a fydd yn gweithio mewn ysgolion ac yn y gymuned yn darparu cwnsela i bobl ifanc er mwyn helpu pobl ifanc a chanddynt broblemau personol a datblygol, a'u galluogi i fyw mewn modd mwy boddhaol a chreadigol.

#### Tasgau Allweddol

1. Datblygu a rheoli rhaglen gwrsela ieuenctid mewn ysgolion yn y gymuned drwy dîm gwasanaeth cwnsela fel bo'n briodol. Bydd hyn yn cynnwys cadeirio cyfarfodydd tîm, trefnu hyfforddiant a goruchwyliaeth, gwneud gwaith goruchwyllo eich hunan a chynnal gwerthusiadau ac adolygiadau.
2. Cynyddu mynediad pobl ifanc at gwrsela drwy ddatblygu gwasanaethau cwnsela yn ysgolion CBSPO ac yn y gymuned a fydd yn cynnig amser, lle a chyfle i bobl ifanc drafod materion neu bryderon y gallent fod yn eu hwynebu yn eu bywyd mewn amgylchedd cyfrinachol a chydymdeimloll heb gael eu barnu.
3. Cefnogi pobl drwy drefniant un i un i'w galluogi i symud tuag at sefyllfa lle maen nhw'n eu deall eu hunain yn well, a fydd yn eu helpu i ymdopi â newidiadau mewn bywyd.
4. Archwilio, datblygu a gweithredu'r gwasanaeth i bobl ifanc gan sicrhau bod amgylchedd diogel a chefnogol yn cael ei greu i ysgogi datblygiad personol pobl ifanc.
5. Sefydlu gweithdrefnau atgyfeirio rhwng asiantaethau perthnasol a'r gwasanaeth ieuenctid gan sicrhau bod rhwydwaith cryf yn cael ei greu a gweithdrefnau cyfeirio ar gael, yn enwedig gyda CAMHS, y Gwasanaethau Plant a'r Uned Amddiffyn Plant.

6. Ymchwilio i argaeledd gwasanaethau cwnsela proffesiynol ychwanegol a sefydlu gwaith partneriaeth fel bod modd i bobl ifanc gael mynediad at ystod o gwnsela a gwasanaethau cefnogi eraill perthnasol.
7. Sicrhau bod Ymestyn Hawliau Cyfrinachedd a chanllawiau, polisiâu ac arferion eraill yn cael eu cadw a bod yn hyddysg yn y ddeddfwriaeth leol a chenedlaethol sy'n gysylltiedig â'r maes cwnsela.
8. Sicrhau bod gweithdrefnau monitro a gwerthuso, asesiadau risg a safonau ansawdd effeithiol wedi'u sefydlu fel bod y gwasanaeth a ddarperir yn ymateb i'r anghenion a ddynodwyd gan bobl ifanc, a bod amcanion yn cael eu cyflawni.
9. Cynnig amgylchedd diogel a phreifat i bobl ifanc gael archwilio problemau ac ystyried yr opsiynau sydd ar gael iddynt.
10. Canfod ac ymchwilio i ffynonellau nawdd a chyflwyno ceisiadau amdanynt ac, os derbynnir y grant, ei reoli'n unol ag unrhyw reoliadau monitro ac adrodd am gyllid.
11. Goruchwilio'r holl atgyfeiriadau amddiffyn plant sy'n codi pan fydd ar blentyn angen gwasanaeth cwnsela drwy'r tîm cwnsela.
12. Creu strategaeth a chynlluniau gweithredol i ymestyn y rhaglen gwnsela.
13. Cyflawni unrhyw ddyletswyddau eraill, ar gais y Cyfarwyddwr Addysg, Hamdden a Gwasanaethau Cymunedol sy'n gymesur â chyflog a graddfa'r swydd, gan gynnwys cynlluniau gweithredol ac adroddiadau rheolaidd.



## iii. Disgrifiadau Swydd a Manylebau Person Enghreifftiol

### (RhCT) Eye to Eye – Gwasanaeth Cwmsela Ieuenctid – Disgrifiad Swydd

ADRAN:	Cwmsela mewn Ysgolion
LLEOLIAD:	
TEITL SWYDD:	Cwmselydd Ysgol
GRADDFA'R SWYDD:	
YN ATEBOLI:	Cydlynnydd Eye to Eye. Bwrdd yr Ymddiriedolwyr
ORIAU:	2 x 4 o ddyddiau cwmsela mewn ysgolion. Yn ystod y tymor yn unig. (Fel y bo'n ofynnol gan ysgol y contract)
CYFNOD CYFLOGI:	

#### Prif Bwrpas y Swydd

Darparu gwasanaeth cwmsela proffesiynol i bobl ifanc mewn dwy ysgol yn Rhondda Cynon Taf.

#### Manylion Pwysig

Mae'r swydd hon yn dechrau gyda phythefnos o ymsefydlu sy'n dechrau ar 8 Rhagfyr 2008. Bydd angen i'r cwmselydd allu gweithio ddydd Llun yr 8fed a dydd Mawrth y 9fed gan ddechrau am 9.30am a gorffen am 3.00pm. Yr amserau ar gyfer yr ail wythnos yw dydd Mawrth 16 a dydd Mercher 17 Rhagfyr, 9.30am tan 3.00pm.

Dechreuir Cwmsela mewn Ysgolion yn yr ail wythnos ym mis Ionawr, a rhoddir briff ar hyn yn ystod y cyfnod ymsefydlu.

#### Dyletswyddau a Chyfrifoldebau

1. Cyflawni dyletswyddau cwmsela'n unol â'r Codau Ymarfer a Moeseg a argymhellir gan Gymdeithas Cwmsela a Seicotherapi Prydain (BACP) a Safonau Gwasanaeth a Pholisïau Eye to Eye.
2. Cwmsela pobl ifanc sy'n mynychu ysgolion yn Rhondda Cynon Taf fel yr ystyrir yn briodol gan y Cydlynnydd Elusennau.
3. Cwblhau a chadw cofnodion cyfrinachol priodol a sicrhau cyfrinachedd ym mhob agwedd ar y gwaith.
4. Mynychu'r holl weithdai hyfforddi a datblygu staff yn ôl yr angen.
5. Cadw cofnodion cleientiaid yn gyfredol.
6. Sicrhau ymagwedd sy'n rhoi lle canolog i'r cleient.
7. Mynychu sesiwn oruchwylio reolaidd a llenwi cofnodion priodol.
8. Cysylltu ag aelodau o'r tîm ysgol er mwyn gweithio er budd pennaf eich cleient.
9. Cysylltu ag asiantaethau eraill priodol gyda chaniatâd yr elusen.

10. Cwblhau a chyflwyno'r holl amserlenni a'r gwaith papur cwnsela angenrheidiol i'r elusen.
11. Cadw at bolisiau'r ysgolion lle byddwch yn gweithio ar lechyd a Diogelwch ac arferion gwaith cyffredinol.
12. Cyflawni unrhyw ddyletswyddau eraill sy'n briodol i'r rôl a bennir gan y cydlynnydd.

### Personél

1. Rhaid i ddeiliad y swydd fod â chymwysterau hyd at lefel Ôl-radd neu gyfatebol.
2. Cadw safonau proffesiynol mewn perthynasau â phobl ifanc, gan gynnwys arferion nad ydynt yn gwahaniaethu rhwyng pold, a sicrhau lefel uchel o gyfrinachedd a doethineb yn unol â'r cyfarwyddyd ym Mholisiau a Gweithdrefnau Eye to Eye.
3. Ymdrin yn brydlon, gyda sensitifrwydd ac ystyriaeth, ag unigolion y tu allan i'r Elusen, aelodau o'r cyhoedd, staff ysgol a phobl ifanc.

### Natur a Chwmpas y Swydd

Er mwyn cyflawni'r dyletswyddau hyn, mae angen i ddeiliad y swydd fod â dealltwriaeth o nodau ac amcanion yr Elusen, anghenion pobl ifanc a'r gallu i gynrychioli cleientiaid o flaen sefydliadau allanol.

Mae gofyn i ddeiliad y swydd allu gweithio ar ei ben ei hun ag ond ychydig o oruchwyliaeth (oddi mewn i'r canllawiau) gan wneud penderfyniadau arferol o ddydd i ddydd. Rhaid i ddeiliad y swydd allu gweithio'n rhan o dîm cwnsela Eye to Eye, er mwyn darparu gwasanaeth effeithiol ac effeithlon i'r ysgol a bennir ac i'r Elusen.

### Dadansoddiad o'r swydd 11 awr

- Bydd pob ysgol yn cael 4 awr o gwnsela
- Mae gofyn i'r holl gwmselwyr ysgol fynychu'r brif swyddfa ar ddyddiau Gwener, i ddibenion goruchwyllo a chefnogi, ac er mwyn gwneud gwaith papur
- Yn rhan o'r swydd 11 awr bydd gofyn i chi weithio 9 awr y naill wythnos (heb fynychu'r swyddfa) ac 13 awr yr wythnos nesaf (gan fynychu'r swyddfa ar y dydd Gwener)
- Mae'r swydd ar gyfer tymhorau ysgol yn unig, felly bydd deiliad y swydd yn gweithio am 26 wythnos hyd ddiwedd mis Gorffennaf. Gall contractau gael eu hadnewyddu'n amodol ar gyfnod prawf boddhaol o 3 mis
- Gallai oriau'r swydd gynyddu yn yr ail flwyddyn sy'n dechrau fis Medi 2009, felly bydd angen i ddeiliad y swydd fod yn hyblyg
- Mae'r swydd yn dechrau ar 8 Rhagfyr, gyda phythefnos o ymsefydlu fel a ganlyn:
 

Dydd Llun 8 Rhagfyr	9.30 tan 3pm
Dydd Mawrth 9 Rhagfyr	9.30 tan 3pm
Dydd Mawrth 16 Rhagfyr	9.30 tan 3pm
Dydd Mercher 17 Rhagfyr	9.30 tan 3pm

Bydd eich gwaith cwnsela mewn ysgolion yn dechrau ar yr wythnos sy'n dechrau ar 5 Ionawr – dyddiau gwaith i gael eu trefnu.

## iii. Disgrifiadau Swydd a Manylebau Person Enghreifftiol

### Cyngor Sir Benfro – Disgrifiad Swydd

ADRAN:	Addysg – Dysgu Gydol Oes a Datblygu
LLEOLIAD:	
TEITL SWYDD:	Cwmselydd Ysgol
GRADDFA'R SWYDD:	Pwynt 6
YN ATEBOLI:	Swyddog Datblygu Cefnogaeth Personol
ORIAU:	Hyd at 20 awr yr wythnos
CYFNOD CYFLOGI:	Cytundeb dros dro hyd fis Mawrth 2009

### Pwrpas y Swydd

- Darparu cefnogaeth gwrsela un i un i ddisgyblion yn ysgolion uwchradd Sir Benfro
- Darparu asesiad cwrsela i ddisgyblion
- Darparu addysg am gwrsela/sgiliau cyfathrebu i bobl ifanc

### Prif Gyfrifoldebau

1. Darparu gwasanaeth cwrsela effeithiol i bobl ifanc yn ôl yr angen.
2. Cyfathrebu â ffynonellau atgyfeirio ac/neu weithwyr proffesiynol eraill perthnasol yn ôl yr angen er mwyn cydlynu darpariaeth gwrsela effeithiol i gleientiaid.
3. Cyfrannu tuag at weithrediad effeithiol y tîm Cwrsela mewn Ysgolion.
4. Darparu gweithdai i bobl ifanc er mwyn codi ymwybyddiaeth o gwrsela a sgiliau cyfathrebu er mwyn hybu mwy o wytnwch o ran iechyd emosynol.
5. Darparu gwybodaeth a chynghor i staff aml-asiantaeth ynglŷn â'r gwasanaeth cwrsela mewn ysgolion.
6. Cefnogi darpariaeth hyfforddiant aml-asiantaeth yn ogystal â hyrwyddo datblygu arferion proffesiynol.
7. Cydymffurfio â dulliau atgyfeirio y cytunwyd arnynt.
8. Cyfrannu tuag at fonitro safonau a'r dull o lywodraethu'n effeithiol.
9. Cyfrannu tuag at weithredu rhaglen hyforddi aml-asiantaeth.
10. Cefnogi datblygiad parhaus y prosiect a chyfrannu tuag at brosesau monitro a gwerthuso effeithiol.
11. Gwella proffil a chodi ymwybyddiaeth o'r gwasanaeth Cwrsela mewn Ysgolion ymysg gweithwyr proffesiynol, pobl ifanc a rhieni.
12. Cyflawni unrhyw ddyletswyddau eraill sy'n gymesur â graddfa'r swydd, yn ôl yr angen.

## Manyleb y Person

### HANFODOL

- Cymhwyster cwnsela ar lefel diploma neu gyfwerth a gydnabyddir gan Gymdeithas Cwnsela a Seicotherapi Prydain (BACP)
- Meddu ar achrediad y BACP fel cwnselydd neu'n gweithio tuag ato
- Meddu ar brofiad perthnasol mewn swydd lle'r ydych yn helpu eraill, naill ai'n gyflogedig neu'n wirfoddol
- Brwdfrydedd dros weithio gyda phlant a phobl ifanc
- Sgiliau cyfathrebu a gwranddo rhagorol
- Amynedd, goddefgarwch a sensitifrwydd
- Agwedd aeddfed anfeimiadol
- Meddu ar ddealltwriaeth o'r prif faterion sy'n effeithio ar fywydau pobl ifanc heddiw
- Gallu cysylltu yn ôl yr angen ag asiantaethau ac unigolion eraill er mwyn helpu i greu newid cadarnhaol yn seiliedig ar y materion a godir gan gleientiaid
- Trwydded yrru a mynediad at eich car eich hun
- Bydd gofyn cael datgeliad manylach gan y Swyddfa Cofnodion Troseddol.

### DYMUNOL

- Gallu defnyddio'r Gymraeg wrth weithio.
- Trwydded yrru lân.

## Lleoliad

I'w gyhoeddi.

## iii. Disgrifiadau Swydd a Manylebau Person Enghreifftiol

### Castell-Nedd Port Talbot – Disgrifiad Swydd

ADRAN:	Gwasanaeth Seicoleg Addysgol
LLEOLIAD:	
TEITL SWYDD:	Cwnselydd
GRADDFA'R SWYDD:	
YN ATEBOLI:	Pen Seicolegydd Addysg
ORIAU:	
CYFNOD CYFLOGI:	

#### Prif Bwrpas y Swydd

Gweithio fel aelod o'r Gwasanaeth Seicoleg Addysgol i ddarparu gwasanaeth cwnsela i ddisgyblion yn yr ysgol ar sail gwaith achos unigol drwy system apwyntiadau gyfrinachol a gwasanaeth galw heibio.

#### Dyletswyddau a Chyfrifoldebau

- Darparu gwasanaeth cwnsela mewn ysgolion uwchradd yn bennaf, ond gan gynnig gwasanaeth hefyd i ysgolion cynradd sy'n eu bwydo.
- Darparu gwasanaeth cwnsela y tu allan i'r ysgol, lle bo'n briodol.
- Rhoi cefnogaeth a chyfarwyddyd i staff ysgol gan eu galluogi i adnabod a chefnogi disgyblion a chanddynt anawsterau iechyd a lles emosiynol yn well.
- Sefydlu cyswllt effeithiol â staff ysgol, mewn perthynas ag atgyfeirio disgyblion oherwydd materion iechyd meddwl a chwmsela a chefnogi staff ysgol yn eu rôl fugeiliol.
- Cyfrannu tuag at raglenni datblygu staff ar bynciau'n gysylltiedig â iechyd emosiynol a lles, a chefnogi staff ysgol gyda phroblemau disgyblion.
- Hyrwyddo'r gwasanaeth cwnsela drwy ddefnyddio ystod o strategaethau, gan gynnwys arddangosiadau, taflenni, TGCh a sgysiau/cyflwyniadau grŵp.
- Sefydlu, cynnal a monitro systemau gweinyddu priodol ar gyfer atgyfeirio disgyblion a darparu adroddiadau tymhorol o ddata meintiol sydd hefyd yn adolygu a gwerthuso.
- Ymgynghori ag asiantaethau allanol priodol a chydlynu gweithgareddau cysylltiedig yn yr ysgol.
- Datblygu a gweithredu polisiau a gweithdrefnau i lywodraethu'r gwasanaeth cwnsela.
- Sicrhau y cedwir at God Moeseg ac Ymarfer y BACP.
- Hyrwyddo ymwybyddiaeth o faterion sy'n ymwneud â pherthynasau, a materion personol ac emosiynol ymysg staff a disgyblion, drwy osod arddangosiadau a byrddau hysbysu drwy'r ysgol gyfan.

Hyrwyddo a dosbarthu cylchlythyron sy'n gysylltiedig â'r materion hyn lle bo angen. Hyrwyddo digwyddiadau cenedlaethol a lleol ar faterion iechyd a lles emosiynol ymysg staff a disgyblion.

- Trefnu sesiynau gweithdy / grŵp i drafod materion lles/cwmsela/iechyd meddwl lle bo angen.
- Defnyddio goruchwyliaeth allanol yn rheolaidd, yn unol â chanllawiau'r BACP ac fel y cytunwyd â'r rheolwr llinell.
- Gweithio'n hyblyg yn unol â gofynion y gwasanaeth a chyflawni dyletswyddau eraill yn ôl yr angen, o dro i dro, sydd o fewn gallu deiliad y swydd, gan gynnwys gweithio y tu allan i oriau gwaith arferol.
- Llunio adroddiadau ynglŷn â'r gwasanaeth cwmsela ar gais.
- Cyfrannu tuag at hunanasesiad blynyddol y maes a chwarae rhan weithgar wrth enwi a gweithredu unrhyw welliannau angenrheidiol.
- Mynychu cynadleddau, cyrsiau a gweithdai i ddiweddarau ei arbenigedd ym maes cwmsela.
- Cymryd cyfrifoldeb am iechyd a diogelwch, cyfle cyfartal a diogelu data, o fewn cwmpas y swydd.
- Ysgwyddo unrhyw gyfrifoldebau eraill sy'n gymesur â graddfa a chyflog y swydd, a ystyrir yn briodol gan y Rheolwr neu'r Pennaeth Gwasanaeth.

CEIDW'R AWDURDOD YR HAWL I NEWID Y SWYDD DDISGRIFIAD HWN ER MWYN  
ADLEWYRCHU NEWIDIADAU YNG NGOFYNION Y SWYDD, A BYDD HYN YN CAEL EI WNEUD  
MEWN YMGYNGHORIAD Â CHI.

### iii. Disgrifiadau Swydd a Manylebau Person Enghreifftiol

#### Castell-Nedd Port Talbot – Manyleb y Person

Pwrpas y ddogfen hon yw eich galluogi, fel ymgeisydd, i ystyried a oes gennych y rhinweddau sydd eu hangen i gael eich penodi i'r swydd hon ai peidio. Nodwch fod y ddogfen hon yn cynnwys y rhinweddau hynny yr ystyrir eu bod yn hanfodol i gyflawni dyletswyddau a chyfrifoldebau'r swydd hon, a'r rhai hynny nad ydynt ond yn ddymunol. Os nad oes gennych unrhyw rai o'r rhinweddau dymunol, nid yw hyn yn golygu na fyddwch yn cael eich ystyried ar gyfer cyfweiliad, neu ar gyfer y penodiad yn dilyn hynny.

	HANFODOL/ DYMUNOL	DULL O WERTHUSO
<b>Gwybodaeth</b>		
Tystiolaeth o afael clir ary damcaniaethau sy'n sail i'r broses o gwnsela	Hanfodol	Ffurflen gais/Cyfweiliad/ Geirda
Gallu dangos sut mae'r uchod yn llywio ymagweddau'r ymgeisydd tuag at gwnsela drwy'r sbectrwm o ddatblygiad dynol	Hanfodol	Ffurflen gais/Cyfweiliad
Dealltwriaeth o Fframwaith Moesegol y BACP ar gyfer Arfer Da wrth Gwmsela a'r gallu i weithio oddi mewn i'r fframwaith hwnnw	Hanfodol	Ffurflen gais/Cyfweiliad
Hyddysg mewn Amddiffyn Plant	Hanfodol	Ffurflen gais/Cyfweiliad
Ymwybyddiaeth o ofynion y Ddeddf Gwahaniaethu ar sail Anabledd, y Ddeddf Diogelu Data a'r Ddeddf Rhyddid Gwybodaeth mewn perthynas â'r rôl gwmsela	Dymunol	Ffurflen gais/Cyfweiliad
Cyfarwydd â Chod Ymarfer AAA Cymru 2002	Dymunol	Ffurflen gais/Cyfweiliad
Llythrennedd TGCh	Dymunol	Ffurflen gais
Gallu cyfathrebu drwy gyfrwng y Gymraeg	Dymunol	Ffurflen gais
<b>Profiad</b>		
Tystiolaeth o ymarfer wedi'i oruchwylio ar ôl cymhwyso	Hanfodol	Ffurflen gais/Cyfweiliad
Profiad o weithio ac o gysylltu ag asiantaethau eraill a chyda grwpiau amrywiol o gleientiaid	Hanfodol	Ffurflen gais
Profiad o gwmsela mewn amgylchedd addysg	Dymunol	Ffurflen gais

Profiad o weithio gyda phlant oedran ysgol	Dymunol	Ffurflen gais
Profiad o gyfrannu tuag at werthuso gwasanaeth	Dymunol	Ffurflen gais
Profiad o drefnu gweithdai ac o ddarparu hyfforddiant i eraill	Dymunol	Ffurflen gais
<b>Sgiliau/Gallu</b>		
Sgiliau cyfathrebu da, yn ysgrifenedig ac ar lafar	Hanfodol	Ffurflen gais/Cyfweliad
Ymrwymiad tuag at y cysyniad o addysg gynhwysol a disgwyliadau a chyflawniadau uchel i bob disgybl	Hanfodol	Ffurflen gais/Cyfweliad
Gallu gweithio 'n dda dan bwysau, barnu 'n ddeallus a dangos sensitifrwydd	Hanfodol	Ffurflen gais/Cyfweliad
Gallu parchu cyfrinachedd sy'n briodol i'r amgylchiadau	Hanfodol	Ffurflen gais/Cyfweliad
Gallu cadw cofnodion priodol a manwl gywir a llunio adroddiadau yn ôl yr angen – yn rhan o'r gwaith o werthuso'r gwasanaeth	Hanfodol	Ffurflen gais/Cyfweliad
<b>Cymwysterau</b>		
Addysg hyd at lefel Diploma Proffesiynol (Cwnsela)	Hanfodol	Ffurflen gais/gweld tystysgrifau gwreiddiol
Achrediad/wedi cofrestru gyda'r BACP neu'r UKCP neu gyfatebol	Hanfodol	Ffurflen gais/gweld tystysgrifau gwreiddiol
Cymhwyster addysgol	Dymunol	Ffurflen gais/gweld tystysgrifau gwreiddiol
<b>Rhinweddau Personol</b>		
Gallu addasu ac ymateb i anghenion newidiol	Hanfodol	Ffurflen gais/Cyfweliad
Dull gofalgar a sensitif	Hanfodol	Ffurflen gais/Cyfweliad
Prawf o allu i gadw pen dan bwysau	Hanfodol	Ffurflen gais/Cyfweliad/ Geirda



## iv. Cytundebau Lefel Gwasanaeth

### Cyngor Bwrdeistref Sirol Pen-y-Bont ar Ogwr Prosiect Cwnsela Ieuenctid CBSPO: Gwasanaeth Cwnsela Ysgolion

#### Yn cynnwys:

##### ATODIAD A

Mathau o broblemau a gyflwynir gan bobl ifanc mewn sesiwn gwnsela

##### ATODIAD B

Materion y dylai staff fod yn ymwybodol ohonynt wrth ystyried atgyfeirio disgyblion i dderbyn cwnsela

##### ATODIAD C

Polisiau y mae'n rhaid i gwnselwyr a gyflogir gan y Prosiect Cwnsela Ieuenctid ymrwymo iddynt a chadw atynt wrth ymarfer cwnsela

Lluniwyd gan Emma Dalgleish, Rheolwr Cwnsela, Prosiect Cwnsela Ieuenctid CBSPO, 2008

### 1. Safonau a Gweithdrefnau'r Gwasanaeth

#### 1.1 RÔLY CWNSELYDD

##### 1.1.1. Diffiniad o Gwnsela

- Cwnsela yw'r grefft o helpu pobl ifanc â phroblemau ac anawsterau personol ac o ran datblygiad, gan anelu i'w galluogi i fyw mewn modd mwy bodlon a chreadigol. Mae'n cynnig cyfle i'r unigolyn ifanc gynyddu ei hunanymwybyddiaeth, datblygu'i adnoddau personol a'i ddealltwriaeth o'i broblemau ei hun, yn ogystal â datblygu strategaethau i ymdopi â newid.
- Bydd y cwnselydd yn galluogi'r unigolyn ifanc i ganolbwyntio ar ei bryderon, gan roi mecanwaith iddo archwilio problemau penodol, gwneud penderfyniadau, ymdopi ag argyfwng, gweithio drwy deimladau sy'n gwrthdaro â'i gilydd a gwella'i berthynas ag eraill.
- Gall y cwnselydd gynnig amgylchedd diogel a chefnogol i unigolyn ifanc gael trafod materion anodd yn gyfrinachol, a bydd yn gwrandao ar safbwyntiau, profiadau a theimladau'r unigolyn ifanc heb ei farnu, mewn amgylchedd lle ceir parch ac empathi'n seiliedig ar berthynas waith ddiogel, lawn ymddiriedaeth.

##### 1.1.2. Rôl y Cwnselydd

- Darparu gwasanaeth cwnsela i bobl ifanc 11-18 oed sydd wedi cofrestru yn yr ysgol fel disgyblion cyfredol.
- Trefnu a gweinyddu'r gwasanaeth cwnsela mewn cydweithrediad â staff ysgol.
- Cysylltu â staff wrth atgyfeirio achosion i asiantaethau ar gyfer pobl ifanc, gan gynnwys y gwasanaethau iechyd, addysg a lles statudol yn ogystal â gwirfoddol, ac wrth dderbyn achosion a atgyfeiriwyd gan yr asiantaethau hynny. Bydd hyn yn cynnwys asiantaethau fel CAMHS, Gwasanaethau Plant a'r gwasanaethau eirioli, ieuenctid a gyrfaoedd.

- Gweithredu fel adnodd i staff ysgol, drwy gynnig cipolwg ar i gwnsela a hybu'r gwasanaeth lle bo modd.
- Cadw cofnodion manwl gywir o sesiynau cwnsela, ac ysgrifennu adroddiadau yn ôl yr angen.
- Cadw a datblygu arfer proffesiynol drwy reolaeth reolaidd a pharhau a goruchwlio a hyfforddiant, a thrwy gymryd rhan yn y gwaith o werthuso ac archwilio'r gwasanaeth.
- Ymarfer cwnsela'n unol â'r Ethical Framework for Good Practice in Counselling & Psychotherapy, a gyhoeddwyd gan y BACP, sydd wedi cael ei fabwysiadu gan y prosiect hwn, fel aelod prosiect o'r sefydliad.

### 1.13 Rôl yr ysgol a'r athro

- Bydd gan bob ysgol athro/athrawon wedi'i enwebu/wedi'u henwebu a fydd yn gyfrifol am y gwasanaeth cwnsela yn yr ysgol ac yn unigolion cyswllt ar ei gyfer. Lle bo'n bosibl, bydd eu rôl hefyd yn cynnwys bod yn Athro Amddiffyn Plant. Os nad ydynt yn gyfrifol am y rôl honno, rhaid i'r cwnselydd sicrhau ei fod yn cysylltu â'r Athro Amddiffyn Plant yn ogystal â'r athro a enwebwyd i drafod materion amddiffyn plant.
- Bydd yr athro a enwebwyd yn cysylltu â'r cwnselydd i drafod unrhyw bryderon sy'n gysylltiedig â lles disgyblion sy'n cael eu cwnsela ar hyn o bryd, unrhyw faterion amddiffyn plant perthnasol, apwyntiadau, atgyfeiriadau neu restrau aros o ddisgyblion ysgol.
- Bydd yn hysbysu ac yn cyfeirio sylw'r Athro Amddiffyn Plantat unrhyw ddatgeliadau gan bobl ifanc o niwed honedig gan eraill neu i'r hunan ac yn gweithio gyda'r Athro Amddiffyn Plant i rannu unrhyw wybodaeth berthnasol a dderbynnir â'r asiantaethau priodol a chanddynt ddyletswydd a phwerau statudol i ymchwilio ac ymyrryd lle bo angen.
- Bydd yr athro a enwebwyd yn darparu gwybodaeth am y gwasanaeth cwnsela ac yn codi ymwybyddiaeth ynglŷn â'r gwasanaeth ymysg staff, rhieni, ac asiantaethau allanol lle bo'n briodol.
- Ni chaiff unrhyw ysgol gychwyn unrhyw negodi nac ymrwymo i unrhyw gcontract am wasanaethau cwnsela preifat â chwnselydd a gyflogir gan Brosiect Cwmsela Ieuentid CBSP tra bo'r cwnselydd yn gyflogedig yn yr ysgol, oni bai fod trafodaeth wedi'i chynnal a bod y Rheolwr Cwmsela Ieuentid/Pen Swyddog Ieuentid wedi rhoi caniatâd diamwys ymlaen llaw ar gyfer hyn.
- Wrth lofnodi'r Cytundeb Lefel Gwasanaeth, mae pob ysgol yn cytuno i ymrwymo i gcontract â Phrosiect Cwmsela Ieuentid CBSPO fesul blwyddyn i gyflogi cwnselydd ar gyfer gwasanaethau cwnsela am nifer benodedig o oriau ac mewn lleoliadau penodedig yn CBSPO.
- Os yw unrhyw ysgol sy'n cymryd rhan yn dymuno tynnu'n ôl o'r Cynllun Cwmsela Ieuentid, bydd yr ysgol honno'n parhau i dalu am wasanaethau cwnsela hyd ddiwedd y tymor academiaidd pan gyflwynwyd y rhybudd ynglŷn â thynnu'n ôl.

- Os ceir unrhyw honiadau, cwynion neu bryderon yn erbyn unrhyw gwnselydd ysgol, dylid hysbysu'r Rheolwr Cwnsela leuenctid cyn gynted ag sy'n bosibl, a bydd yntau'n gweithio ar y cyd â'r ysgol i ddatrys unrhyw faterion sydd angen sylw.

### 1.2. CYMWYSTERAU A PHROFIAD

- Dylai pob cwnselydd a benodir feddu ar gymhwyster cwnsela ffurfiol, megis Diploma mewn Cwnsela, yn ogystal ag ystod o brofiad priodol.
- Penodir pob cwnselydd yn amodol ar wiriad boddhaol gan y Swyddfa Cofnodion Troseddol (lefel fanylach).
- Anogir pob cwnselydd i weithio tuag at achrediad unigol gyda Chymdeithas Cwnsela a Seicotherapi Prydain (BACP) lle bo modd.
- Mae disgrifiadau swydd a manylebau person ar gael ar gais.

### 1.3 TELERAU AC AMODAU

#### 1.3.1. Cyflogaeth

- Cyflogir cwnselwyr y Gwasanaeth leuenctid gan Wasanaeth leuenctid CBSPO, yn seiliedig ar gontract blynyddol.
- Rheolir yr holl gwnselwyr gan y Rheolwr Cwnsela, ac ar lefel uwch gan y Pen Swyddog leuenctid.
- Mae'r prosiect a rheolwr y prosiect wedi'u lleoli yn Swyddfeydd y Gwasanaeth leuenctid, Hen Ysgol yr Eglwys, Heol Maesteg, Tondu, Pen-y-bont ar Ogwr.
- Ni chaiff unrhyw Gwnselydd a gyflogir gan y Prosiect Cwnsela leuenctid gychwyn unrhyw negodi nac ymrwymo i unrhyw gontract ag unrhyw ysgol y maent yn gweithio ynddi, i ddarparu gwasanaethau cwnsela drwy drefniant preifat tra bônt yn cael eu cyflogi gan Wasanaeth leuenctid CBSPO, heb gael caniatâd diamwys ymlaen llaw ar gyfer hynny gan y Rheolwr Cwnsela leuenctid ac/neu'r Pen Swyddog leuenctid.
- Os torrir yr amod hwn mewn unrhyw ffordd, bydd hynny'n cael ei ystyried yn dor-contract, ac yn gamymddwyn difrifol ar ran y cyflogai.

#### 1.3.2. Cyflog a Chostau

- Telir pob cwnselydd fesul diwrnod gan y Gwasanaeth leuenctid am y gost o ddarparu cwnsela mewn ysgolion, gan gynnwys costau uniongyrchol a milltiroedd. Ailgodir y tâl hwn gan ysgolion fesul tymor.

#### 1.3.3. Oriau

- Cyflogir pob cwnselydd i ddarparu gwasanaeth cwnsela i ysgolion yn ystod oriau ysgol arferol. Bydd hyn fel arfer yn golygu bod ysgol yn talu am ddiwrnod gwaith o 6.5 awr oni fydd y Rheolwr Cwnsela a chynrychiolydd cydnabyddedig o'r ysgol sy'n cymryd rhan yn cytuno'n benodol fel arall.

- Mae angen i ysgolion a chwrselwyr fel ei gilydd fod yn ymwybodol o adegau lle bydd angen i gwnselwyr fod yn fwy hyblyg a rhoi cefnogaeth ychwanegol cyn i'r ysgol ddechrau, neu ar ôl i'r diwrnod ysgol ddod i ben, mewn amgylchiadau eithriadol, fel arfer mewn perthynas ag atgyfeiriad amddiffyn plant. Codir tâl gan ysgolion am holl oriau gwaith ychwanegol y cwnselydd, yn amodol ar gymeradwyo hynny ymlaen llaw gyda'r ysgol.

#### 1.4. ADNODDAU

- Disgwylir i'r ysgol ddarparu adnoddau priodol i'r cwnselydd. Dyma'r adnoddau hynny:
  1. Neilltuo ystafell gwrsela a gofod swyddfa priodol ar amser y cytunir arno ac yn unol â pholisiau lechyd a Diogelwch yn y Gwaith.
  2. Y cwnselydd i gael desg i'w defnyddio a mynediad at linell ffôn gyfrinachol.
  3. Llyfr(au) atgyfeirio/apwyntiadau i'w cadw gan y cwnselydd a'r athro a enwebwyd. Gwneir apwyntiadau gan y cwnselydd, ac ni ddylid eu newid ond yn unol â chyfarwyddyd y cwnselydd, ar y cyd â'r athro a enwebwyd.

#### 1.5 TREFNIADAETH

##### 1.5.1. Atgyfeirio

- Gweler Atodiad A am fanylion y mathau o broblemau sy'n briodol i'w hatgyfeirio i'r gwasanaeth cwnsela.
- Derbynnir atgyfeiriadau i bobl ifanc am gwnsela yn yr ysgol gan unrhyw randdeiliaid, gan gynnwys pobl ifanc, rhieni, athrawon, swyddogion lles, nyrsys ysgol, y Tîm Troseddau Ieuencid, Meddygon Teulu, Gwasanaethau Plant, CAMHS, Gweithwyr Ieuencid ac ati. Lle bo modd, bydd y bobl berthnasol yn cysylltu ac yn trafod y mater yn anffurfiol cyn gwneud atgyfeiriad ffurfiol.
- Wrth atgyfeirio disgybl i dderbyn cwnsela gan y cwnselydd ysgol, mae angen i athrawon fod yn ymwybodol o'r angen i sicrhau cydsyniad rhieni ar gyfer disgyblion sy'n 16 oed neu'n iau na hynny. Er mwyn i'r disgybl fod yn gymwys i dderbyn cwnsela, rhaid iddo ddeall natur cwnsela a gallu ymrwymo i gontract cwnsela llafar dilys, gan gynnwys y gallu i ddeall egwyddor cyfrinachedd a'r angen i anwybyddu hyn os ceir honiadau bod unigolyn ifanc mewn perygl o beri niwed iddo'i hun neu o gael ei niweidio gan rywun arall.
- Bydd atgyfeiriadau arferol yn cael eu nodi yn y llyfr apwyntiadau ac atgyfeirio a'r disgyblion hynny'n cael eu gweld cyn gynted ag sy'n bosibl. Bydd achosion brys yn cael eu gweld yn y sesiwn nesaf sydd wedi'i chanslo, neu'r apwyntiad rhydd nesaf neu, mewn amgylchiadau eithriadol, ar ddiwrnod gwaith nesaf y cwnselydd, yn amodol ar drafodaeth â'r cwnselydd a'r athro a enwebwyd.
- Wrth atgyfeirio, byddai'n ddefnyddiol pe bai'r athro a enwebwyd yn nodi'i ganfyddiadau ynghylch faint o frys sydd i'r sefyllfa ac a yw'n ystyried bod yr unigolyn ifanc mewn perygl ai peidio, ac i ba raddau, lle bo modd. Mae'n hanfodol hysbysu'r cwnselydd os cafodd yr unigolyn ifanc ei weld yn y gorffennol

gan/os yw'n gweithio gydag unrhyw asiantaethau eraill ar hyn o bryd fel CAMHS, Gwasanaethau Plant, Prosiect Taith a lefel gyfredol yr ymglymiad hwnnw. Dylai'r athro a enwebwyd hefyd hysbysu'r cwnselydd os yw'r disgybl yn Blentyn sy'n Derbyn Gofal, ar y Gofrestr Amddiffyn Plant, neu os cafwyd unrhyw honiadau o ymddygiad rhywiol amhriodol yn y gorffennol. Gweler y manylion yn Atodiad B.

- Mae cleientiaid sy'n derbyn cymorth gan asiantaethau eraill ar hyn o bryd yn gymwys i'w hatgyfeirio i'r gwasanaeth cwnsela, ar yr amod nad ymddengys bod unrhyw wrthdaro ag unrhyw achos cyfreithiol sydd ar ddod, cymorth neu ymyrriadau a roddir i'r unigolyn ifanc gan eraill, ac yn unol â dymuniadau'r cleient. Mae angen i gwmselwyr fod yn dra ymwybodol o'r ffaith y gallai achlysuron godi lle bydd gwybodaeth a ddatgelir yn ystod sesiwn gwmsela'n cael ei chynnwys yn rhan o achos cyfreithiol neu weithredu cyfreithiol, ac y gallai fod yn ofynnol iddynt roi tystiolaeth neu gyflwyno adroddiadau ynglŷn â'u cleient gyda hyn. Mewn sefyllfaoedd felly, hysbysir cwnselwyr ynglŷn â Phrotocol Therapi Cyn Achos CBSPO, ac fe'u hymrwymir i'r protocol hwnnw, a dylent ofyn am gyfarwyddyd gan y Rheolwr Cwnsela ac/neu'r Uned Amddiffyn Plant mewn achosion unigol cyn dechrau cwnsela unigolyn ifanc.
- Wrth atgyfeirio i'r Gwasanaethau Plant ac/neu CAMHS, mae cwnselydd yn ymrwymedig i Bolisi Amddiffyn Plant CBSPO, y Bwrdd Lleol Diogelu Plant a Pholisi Amddiffyn Plant Cymru Gyfan. Mae hyn yn cynnwys gofyniad i gwmselydd ganfod a rhoi gwybod am achosion posibl o niwed i blant neu bobl ifanc, drwy'r athro amddiffyn plant, sy'n deillio o unrhyw ddatgeliadau a wneir gan ddisgybl, os yw cwnselydd yn gwybod, yn pryderu, neu'n amau bod plentyn yn dioddef neu'n debygol o fod mewn perygl o gael niwed. Bydd hyn yn cynnwys datgeliadau'n ymwneud â cham-drin corfforol, emosiynol ac/neu rywiol ac/neu esgeulustod honedig iddo ef ei hun neu gan eraill, a fydd yn bwysicach nag unrhyw gytundeb cyfrinachedd a wnaed rhwng y cwnselydd a'r cleient.
- Rhaid i unrhyw ddatgeliadau sy'n ymwneud â niwed sydd ar fin digwydd i'r hunan, er enghraifft drwy hunan-niwed, mynegiant o fwriad neu ymdrech(ion) i gyflawni hunanladdiad, gael eu trosglwyddo i'r athro amddiffyn plant a fydd yn ymdrechu i gysylltu â rhieni'r disgybl a phwysleisio'r angen i sicrhau apwyntiad ar frys gyda Meddyg Teulu'r disgybl cyn gynted ag sy'n bosibl. Gall y cwnselydd hefyd gysylltu â'r Tîm Iechyd Meddwl Cychwynnol am gyngor a chymorth yn yr amgylchiadau hyn os yw'r cwnselydd yn teimlo y byddai hynny o fudd.
- Ar gyfer pob atgyfeiriad i CAMHS nad oes brys ar ei gyfer, bydd y cwnselydd yn atgyfeirio i CAMHS drwy lenwi'r ffurflen atgyfeirio briodol.
- Bydd angen cyflwyno atgyfeiriad i'r Gwasanaethau Plant gyda phob atgyfeiriad i CAMHS, a hynny ar yr un pryd.
- Ar adegau gallai cynnig cwnsela i ddisgybl fod yn amhriodol, er enghraifft yn ystod rhai cyfnodau o weithredu/achos cyfreithiol. Os oes unrhyw amheuaeth ynghylch a yw'n briodol i unigolyn ifanc dderbyn cwnsela, dylid hysbysu'r Rheolwr Cwnsela a chynnal trafodaeth i egluro'r materion dan sylw, er mwyn ystyried a oes angen cynnal asesiad risg, ac ystyried y ffordd orau o symud ymlaen.

### 1.5.2 Rhestr Aros

- Bydd y cwnselydd ac/neu'r athro a enwebwyd yn gweithredu rhestr aros ar gyfer disgyblion sy'n dymuno derbyn cwnsela – bydd pob cleient nad yw'n cael ei weld ar unwaith yn cael gwybod ei fod wedi'i gynnwys ar y rhestr aros ac yn cael syniad o'r amser y mae'n rhaid aros i gael apwyntiad gyda'r cwnselydd.
- Dylai'r athro a enwebwyd geisio canfod faint o frys sydd i'r atgyfeiriad, ac os tybir bod yr atgyfeiriad yn un brys, dylai gydweithio â'r cwnselydd i alluogi'r disgybl i dderbyn cwnsela cyn gynted ag sy'n bosibl, ac ystyried a ddylid cynnwys asiantaethau ychwanegol fel CAMHS a'r Gwasanaethau Plant hefyd.

### 1.5.3. Asesu

- Wrth dderbyn cwnsela, bydd pob cleient yn cael ei asesu, fel arfer ar un neu ddau achlysur, drwy ddefnyddio Dull Asesu Bwrdd Graddfa Rickter. Dyma ddyfais sy'n gallu monitro cynnydd cleient a'r pellter emosiynol a 'deithiwyd' mewn 10 maes penodol.

### 1.5.4. Adolygu

Ar ôl oddeutu 6 o sesiynau, bydd y contract cwnsela'n cael ei adolygu a'r cwnselydd yn asesu cynnydd, cymhelliant ac argaeledd y cleient ac a oes unrhyw waith defnyddiol ar ôl i'w wneud o hyd. Cynigir mwy o sesiynau os teimlir bod hynny'n briodol, a bydd adolygiad pellach yn cael ei gynnal ar ôl y sesiynau hynny.

### 1.5.5. Rhyddhau

Wrth baratoi i ryddhau'r cleient, bydd y cwnselydd yn trafod unrhyw anghenion parhaus sydd ganddo ac yn gwneud (neu'n galluogi'r cleient i wneud) trefniadau neu atgyfeiriadau priodol. Os bydd y cleient ac/neu'r cwnselydd yn teimlo nad oes angen unrhyw sesiynau bellach, bydd un sesiwn olaf yn cael ei chynnig a'r cleient yn cael ei ryddhau. Trafodir hyn gyda'r unigolyn ifanc a'r athro a enwebwyd a bydd unrhyw gam priodol yn cael ei gymryd e.e. atgyfeirio i wasanaethau ac/neu asiantaethau eraill.

### 1.5.6. Cyfrinachedd nodiadau

- Ni fydd modd i staff ysgolion gael mynediad at nodiadau cwnsela, a fydd yn parhau ym meddiant y cwnselydd. Fodd bynnag, mae angen i'r cwnselydd fod yn ymwybodol y gallai fod angen iddo ddatgelu cynnwys y nodiadau mewn amgylchiadau eithriadol, e.e. achos cyfreithiol.
- Cyfrifoldeb y cwnselydd yw sicrhau bod yr athro a enwebwyd yn derbyn digon o adborth ynglŷn â chynnydd a chanlyniadau'r broses gwnsela, er mwyn gwerthuso a yw'r unigolyn ifanc yn cael budd o dderbyn cwnsela ac/neu a oes angen i'r athro fod yn ymwybodol o unrhyw angen am gymorth ychwanegol yn yr ysgol, yn ystod yr wythnos ysgol, heb dorri cyfrinachedd yr unigolyn ifanc.

### 1.5.7. Ymgynghori

- Bydd y cwnselydd yn cymryd cyfrifoldeb am ddatblygu rhwydwaith o gysylltiadau agos yn y gwasanaethau atgyfeirio priodol, e.e. CAMHS, Gwasanaethau Plant ac unrhyw wasanaethau cefnogi a mentora statudol neu wirfoddol eraill i bobl ifanc.

### 1.6. CEFNOGAETH, GORUCHWYLIAETH A HYFFORDDIANT

- Darperir cefnogaeth reoli, goruchwyliaeth cymheiriaid a goruchwyliaeth bersonol gan Brosiect Cwnsela Ieuencid Cyngor Bwrdeistref Sirol Pen-y-bont ar Ogwr, yn unol â'r sesiynau a neilltuwyd ar eu cyfer ac anghenion unigol y cwnselydd. Goruchwylir ymarfer clinigol cwnselwyr gan oruchwylydd cwnsela allanol â chymwysterau priodol.
- Disgwylir i gwmselwyr barhau i ddatblygu eu harbenigedd a'u sgiliau drwy hyfforddiant a datblygiad personol a phroffesiynol parhaus.

### 1.7. TREFNIADAU MONITRO

- Bydd y Rheolwr Cwnsela, ar ran Gwasanaeth Cwnsela Ieuencid Cyngor Bwrdeistref Sirol Pen-y-bont ar Ogwr a Gwasanaeth Ieuencid Cyngor Bwrdeistref Sirol Pen-y-bont ar Ogwr, yn cytuno ar drefn i fonitro maint ac ansawdd y gwasanaeth. Cynhelir cyfarfodydd adolygu rheolaidd lle cyflwynir gwybodaeth berthnasol a materion sy'n ymwneud â'r gwasanaeth a lle cânt eu trafod.

### 1.8. MONITRO A GWERTHUSO'R GWASANAETH

- Bydd y Rheolwr Cwnsela'n casglu data proses, gan gynnwys ffurflenni cofrestru a chyswllt cleientiaid, asesiadau graddfa Rickter a data am faterion cyflwyno yn rheolaidd gan gwmselwyr ysgolion. Bydd y data a gesglir yn rhan o adroddiad blynyddol ehangach ynglŷn â'r gwasanaeth, a bydd ar gael yn flynyddol.
- Anfonir holiaduron gwerthuso at ysgolion unigol yn agos at ddiwedd y flwyddyn academaidd. Mae dwy ffurflen wedi cael eu llunio – y naill ar gyfer staff, a'r llall i bobl ifanc, a dylai'r athro a enwebwyd ymdrechu i'w dosbarthu i'w llenwi gan gynifer ag sy'n bosibl o staff a disgyblion. Dylid casglu'r rhain a'u hanfon yn ôl at y Rheolwr Cwnsela cyn diwedd y flwyddyn academaidd.
- Bydd cynnwys yr holiaduron gwerthuso gwasanaeth hyn yn rhan o adroddiad blynyddol llawn a, lle bo'n briodol, yn cael eu defnyddio i lywio gwaith cynllunio gweithredol a strategol yn y dyfodol, er mwyn ystyried safbwyntiau defnyddwyr y gwasanaeth a staff ysgol.

Llofnodwyd ar ran Gwasanaeth Cwnsela Ieuencid CBSPO:

.....

Llofnodwyd ar ran yr ysgol:

.....

Dyddiad:

.....

## iv. Cytundebau Lefel Gwasanaeth

### Gwasanaethau Ieuenctid Sir Fynwy/Ysgol Gyfun Cil-y-coed Cytundeb Cydwasanaethau

#### Bydd Gwasanaethau Ieuenctid Sir Fynwy'n darparu:

- Dau gwnselydd i'r ysgol am ddau ddiwrnod bob wythnos yn ystod y tymor yn unig
- Gwasanaethau i holl ddisgyblion Ysgol Cil-y-coed
- 10 o sesiynau cwnsela 1 awr o hyd dros ddau ddiwrnod yr wythnos
- Goruchwyliaeth unigol unwaith y mis a goruchwyliaeth mewn grŵp bob 6 wythnos
- Gellir darparu mwy o wasanaethau os oes angen yn amodol ar nawdd ac argaeledd staff.

#### Bydd Ysgol Gyfun Cil-y-coed yn darparu:

- Ystafell benodol i fodloni anghenion y gwasanaeth
- System atgyfeirio uniongyrchol
- Ysgol Gyfun Cil-y-coed a Gwasanaethau Ieuenctid Sir Fynwy i gyfarfod bob tymor er mwyn gwerthuso datblygiad y gwasanaeth a thrafod addasrwydd yr achosion a atgyfeiriwyd.

#### Cyfrinachedd

- Mae Prosiect Cwnsela Face 2 Face yn gweithio oddi mewn i Ganllaw Arfer Da'r BACP ar gyfer Cwnsela mewn Ysgolion.
- Bydd y ddarpariaeth hon yn gweithredu'n unol â pholisi cyfrinachedd Face2Face Gwasanaethau Ieuenctid Sir Fynwy.
- Os bydd disgybl yn datgelu Mater Amddiffyn Plant mewn sesiwn, bydd y Cwnselydd yn cysylltu ag aelod staff Amddiffyn Plant dynodedig yr ysgol.

Llofnodwyd a ran Ysgol Gyfun Cil-y-coed :

.....

Llofnodwyd ar ran Gwasanaethau Ieuenctid Sir Fynwy :

.....

Dyddiad:

.....



## v. Y mathau o broblemau a gyflwynir gan bobl ifanc mewn sesiwn gwnsela

<b>1. Camdriniaeth</b>	
1.1	Emosiynol
1.2	Esgeulustod
1.3	Corfforol
1.4	Hiliol
1.5	Treisio
1.6	Rhywiol
1.7	Trais/Ymosodiad
1.8	Arall (nodwch)
1.9	Trais domestig
<b>2. Iechyd</b>	
2.1	Anabledd
2.2	Cyffuriau/Alcohol
2.3	Anhwylder bwyta
2.4	HIV/Aids
2.5	Salwch
2.6	Beichiogrwydd
2.7	Heintiau a Drosglwyddir yn Rhywiol
2.8	Arall (nodwch) e.e. syndrom Asperger/awtistiaeth
2.9	Erthylu
2.10	Gamblo
<b>3. Personol/Yr Hunan</b>	
3.1	Gorbryder/straen
3.2	Hunanddinstriol
3.3	Gweithgarwch troseddol
3.4	Iselder
3.5	Materion rhywioldeb
3.6	Hunaniaeth o ran rhywedd
3.7	Hunaniaeth
3.8	Anhwylder obsesiynol cymhellol
3.9	Digwyddiad trawmatig
3.10	Hunan-barch
3.11	Hunan-niwed
3.12	Cyfnodau pontio
3.13	Arall (nodwch)
3.14	Diffyg datblygiad emosiynol
3.15	Dicter
3.16	Trefn bersonol
<b>4. Hil/Diwylliant</b>	
4.1	Gwahaniaethu
4.2	Arall (nodwch)
4.3	Hunaniaeth
4.4	Pwysau oherwydd disgwyliadau diwylliannol
4.5	Teuluoedd sy'n Deithwyr
<b>5. Cyd-berthnasau – Teulu</b>	
5.1	Profedigaeth
5.2	Materion teuluol anodd
5.3	Rhiant/rhieni
5.4	Anghenion/d disgwyliadau rhieni
5.6	Brodyr/chwirydd
5.7	Materion sy'n ymwneud â gwahanu/tor-teulu
5.8	Llysdeulu
5.9	Arall (nodwch)

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5.10 Plant sy'n derbyn gofal

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5.11 Mabwysiadu

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5.12 Ymddygiad gartref

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## **6. Cyd-berthynasau – Eraill**

6.1 Profedigaeth

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6.2 Cariad (o'r un rhyw neu heterorywiol)

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6.3 Ymddygiad rhywiol amhriodol

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6.4 Ynysu/unigrwydd

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6.5 Cyd-berthynasau â chyfoedion

---

6.6 Arall (nodwch)

---

6.7 Y berthynas gwnsela

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## **7. Ysgol**

7.1 Problemau presenoldeb

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7.2 Ymddygiad/Dadrithiad

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7.3 Profiad o'r ysgol/lefelau straen

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7.4 Ffobia

---

7.5 Cyd-berthynasau

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7.6 Cyfnodau pontio

---

7.8 Arall (nodwch)

---

7.9 Bwlio

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7.10 Pryderon ynglŷn â gyrfa

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## vi. Materion y dylai staff fod yn ymwybodol ohonynt wrth ystyried atgyfeirio disgybl i dderbyn cwnsela

Mae cwnsela'n cefnogi iechyd emosiynol y disgybl sy'n sail ar gyfer cyflawniad academiaidd ac yn hwyluso'r broses o feithrin a rheoli cyd-berthynasau buddiol yn amgylchedd yr ysgol.

Mae'r cwnsela therapiwtig un i un a ddarperir i'r disgyblion yn rhan greiddiol o'r gwasanaeth, ac yn cynnwys cysylltu ac ymgynghori â staff. Noder na ddylid holi unigolyn ifanc ynglŷn â'r sesiynau a fynychwyd ganddo. Mae'n bosibl na fydd pobl ifanc (am amryw o resymau) am i'w cyfoedion wybod eu bod yn gweld y cwnselydd ysgol. Mae angen ystyried sut i reoli'r modd y bydd yr unigolyn ifanc yn derbyn gwybodaeth, sut i siarad ag ef ynglŷn â chwnsela a sut y bydd yn cael ei esgusodi o wersi er mwyn mynychu sesiynau cwnsela'n gyfrinachol.

### Ystyriwch y materion canlynol wrth atgyfeirio disgybl i dderbyn cwnsela:

1. Beth yw eich rhesymau dros atgyfeirio?
2. A oes unrhyw wybodaeth arall a allai fod yn ddefnyddiol ynglŷn â chefnidir y teulu, arhosiad i'r ysbty neu ymglymiad unrhyw asiantaethau eraill?
3. Sut mae'r disgybl yn ymdopi yn yr ysgol? (yn academiaidd, yn gymdeithasol, o ran ymddygiad)
4. Sut ydych chi'n disgwyl y bydd cwnsela'n helpu'r disgybl hwn?
5. A drafodwyd atgyfeirio'n llawn â'r disgybl ac a yw wedi derbyn gwybodaeth ynglŷn â chwnsela?
6. A gynhaliwyd trafodaeth gyda'r disgybl ynglŷn â'r penderfyniad i hysbysu'r rhieni ai peidio?

### Dyma rai dangosyddion cyffredin sy'n galw am atgyfeirio i dderbyn cwnsela:

- Gostyngiad mawr yn safon y gwaith a gyflawnir gan y disgybl
- Troi'n dadedog neu orgynhyrfu
- Newidiadau sydyn, hwyliau ansad ac/neu ymddygiad sy'n ymddangos yn eithafol, neu fel pe bai'n wahanol i gymeriad yr unigolyn
- Gwrthod mynd i'r ysgol
- Rhai sy'n bwlio eraill a rhai sy'n dioddef oherwydd bwlio
- Os yw'n hysbys, neu os amheuir eu bod wedi cael eu cam-drin yn rhywiol, yn gorfforol neu'n emosiynol
- Yn cael anawsterau oherwydd tor-teulu
- Anawsterau/cyd-berthynasau â chyfoedion
- Wedi cael profedigaeth, profi colled neu wahanu
- Diffyg hunan-barch

- Hunan-niwed e.e. toriadau
- Camddefnyddio alcohol a chyffuriau.

Os bydd aelod o staff yr ysgol yn ansicr a ddylid atgyfeirio disgybl i dderbyn cwnsela gallai fod yn ddefnyddiol iddo drafod unrhyw bryderon â'r cwnselydd er mwyn canfod y ffordd orau o symud ymlaen.

- Cyn gynted ag y bydd aelod o staff yr ysgol yn siŵr mai atgyfeirio yw'r cam priodol, dylai gysylltu ag aelod o staff sy'n gyfrifol am gysylltu â'r gwasanaeth cwnsela. Mae angen sicrhau bod y mater yn cael ei drin mor gyfrinachol a chynnil ag sy'n bosibl, a pharchu hawl yr unigolyn ifanc i breifatrwydd. Ni ddylai'r mater gael ei drafod ymysg athrawon ond ar sail yr angen i wybod yn unig.
- Dylid cyfeirio ac atgyfeirio disgybl i dderbyn cwnsela mewn modd sensitif gyda'r disgybl hwnnw. Gall yr aelod o staff sy'n gyfrifol am gwnsela, neu rywun arall y mae'r disgybl yn ei adnabod ac yn ymddiried ynddo wneud hyn.
- Mae'n hanfodol bod sesiynau cwnsela'n cael eu hystyried yn wirfoddol a chyfrinachol a'u bod yn ddull o gefnogi yn hytrach na disgyblu'r disgybl. Dylid mynegi'n glir fod y sesiynau'n gyfle i siarad am broblemau a phryderon er mwyn ceisio'u datrys neu ganfod ffyrdd haws i'w rheoli. Mae'r sesiwn gyntaf yn gyfle i'r cwnselydd a'r cleient benderfynu a ddylid cymryd rhan mewn sesiynau cwnsela ai peidio.

## vii. Taflenni Gwybodaeth Enghreifftiol

### Plant a phobl ifanc

#### Beth yw ystyr cwnsela?

Weithiau bydd gan bob un ohonom broblemau sy'n ein poeni. Meddylia am jig-so cymhleth lle mae'n anodd canfod unrhyw ddarn sy'n cyfateb â darn arall. Mae siarad am broblem mewn sesiwn gwnsela fel didoli'r holl ddarnau er mwyn gallu dechrau creu darlun sy'n gwneud mwy o synnwyr i ni.

Weithiau mae'n anodd siarad â rhieni, ffrindiau neu athrawon am bethau sy'n peri pryder i ni. Mae cwnselydd yn rhywun y gelli di siarad ag ef mewn ffordd wahanol, rhywun fydd yn gwrando arnat ti'n ofalus iawn, ac na fydd yn dy feirniadu nac yn dweud wrthyti beth i'w wneud.

Ystyr cwnsela yw dy helpu di i ddatrys pethau drosot ti dy hun, gan wneud penderfyniadau a'th helpu di i edrych ar bethau'n wahanol. Gall dy helpu i deimlo'n well amdanat ti dy hun.

#### Pa fath o bethau fydd pobl yn siarad amdany'n nhw mewn sesiynau cwnsela?

Beth bynnag sydd o bwys iddyn nhw. Beth bynnag sy'n eu poeni. Gallai hyn gynnwys amrywiaeth o bethau gwahanol. Dyma rai enghreifftiau o broblemau a rhai cwestiynau a theimladau a allai fod gennyti:

##### RHIENI'N GWAHANU

Ai fy mai i yw hyn? Ers i'w perthynas ddod i ben, mae hi ar ben arna i hefyd.

##### DIFFYG TREFN YN Y CARTREF

Rydw i eisiau mynd allan gyda fy ffrindiau a gwneud fy mhenderfyniadau fy hun. Rwy'n ffraeo gyda'm rhieni i drwy'r amser. Dydyn nhw byth yn gwrando arna i – pam y dylwn i wrando amyn nhw???

##### GWNEUD/CADW FFRINDIAU

Mae hi fel pe bai gan bawb arall lwyth o ffrindiau. Does gen i ddim. Beth sy'n bod arna i?

##### RWY'N TEIMLO'N DDIG OND HEB WYBOD PAM

Rwy'n poeni gan fy mod i'n teimlo fel gwylltio gyda phobl drwy'r amser. Alla i ddim fy rheoli i fy hun. Rydw i bob amser mewn trafferth gartref ac yn yr ysgol oherwydd hynny.

##### MAE 'NA FWLIS AR FY ÔL I

Dydw i ddim eisiau dod i'r ysgol. Mae bwllis yn fy mhoeni i bob dydd, ac mae pethau'n mynd yn waeth.

##### EI CHAEL HI'N ANODD YN YR YSGOL

Mae'r gwaith yn pentyrru. Rydw i'n fwyfwy ar ei hôl hi. Mae hi fel pe bawn i'n methu bwrw iddi. Rwy'n teimlo'n waeth ac yn waeth wrth i hyn fynd yn ei flaen.

##### RHYWUN ARBENNIG YN MARW

Mae gen i gymaint o hiraeth amdano/amdani. Wna i fyth ddod drwy hyn. Fel hyn y bydd hi am byth. Does neb yn deall pa mor ddrwg rwy'n teimlo.

##### FY NHEIMLADAU AMDANAF FI FY HUN

Weithiau dydw i ddim yn deall fy nheimpladau na pham rwy'n profi'r teimpladau hynny.

## Sut fydda i'n gwybod a yw Cwnsela'n gweddu i mi?

Gelli di gwrdd â'r cwnselydd am un neu fwy o sesiynau er mwyn penderfynu drosot ti dy hun. Cei gyfle i holi cwestiynau a gweld sut rwyf ti'n teimlo.

Byddi di'n trafod lleoliad/amser y sesiwn gyda'r cwnselydd, a pha mor aml y byddwch yn cyfarfod.

Mae cwnsela'n wirfoddol. Ti piau'r dewis ynglŷn â derbyn y gwasanaeth ai peidio. Beth bynnag y gwnei di benderfynu – bydd hynny'n iawn.

## Mae fy mhroblemau a'm pryderon yn breifat. A fydd pobl eraill yn gwybod yr hyn yr ydw i wedi bod yn ei drafod?

Na fyddant. Mae'r hyn yr wyt ti'n ei ddweud yn gyfrinachol. Mae hynny'n golygu mai dim ond ti a'r cwnselydd fydd yn gwybod amdano. Dyma gyfle i ti fod yng nghwmni rhywun sydd yno i ti a neb arall. Yn amlwg, os wyt ti am drafod yr hyn a drafodwyd yn y sesiwn gwnsela ag unrhyw un arall, dy benderfyniad di yw hynny. Bydd y cwnselydd yn cadw'r wybodaeth yn gyfrinachol oni bai fod perygl i ti gael dy niweidio - bryd hynny, mae'n bosibl y bydd angen i'r cwnselydd siarad â rhywun arall er mwyn helpu i'th ddiogelu, ond bydd bob amser yn ceisio siarad â ti ynglŷn â hyn i ddechrau.

## A fydd unrhyw beth yn cael ei ysgrifennu amdanaf?

Mae cadw gwybodaeth ynglŷn â phobl yn ddiogel ac yn gyfrinachol yn bwysig iawn i'r cwnselydd.

Bydd y cwnselydd yn gwneud nodiadau ynglŷn â'r hyn a drafodwyd yn y sesiwn. Bydd y rhain yn cael eu cadw'n ddiogel mewn cabinet ffeilio wedi'i gloi. Bydd unrhyw wybodaeth a ysgrifennir ac a drafodir yn breifat a chyfrinachol, oni bai fod angen tra phwysig neu y cytunwyd arno i rannu'r wybodaeth honno er dy fudd.

Bydd cwnselydd yn cyflwyno'i waith yn rheolaidd i oruchwylydd cwnsela. Mae'r unigolyn hwn yn gwneud yn siŵr fod y cwnselydd yn gwneud gwaith da gyda ti. Ni fydd dy enw na'th ysgol yn cael eu crybwyll.

## Sut alla i drefnu i weld y Cwnselydd?

Bydd hyn yn cael ei addasu i gyfateb â threfniadau lleol yr ysgol, ond bydd egwyddorion hygrychedd ac ati'n parhau.

Efallai fod rhywun wedi argymhell hynny i ti, neu gelli di ddechrau'r broses dy hun drwy siarad ag aelod o staff yr wyt yn ymddiried ynddo – dy diwtor dosbarth o bosib, neu Bennaeth Bugeiliol yr Ysgol.

Gelli fynychu sesiynau cwnsela heb i'th rieni gael gwybod am hynny. Bydd ffurflen cais am gwnsela'n cael ei llenwi a'i chyflwyno i'th gwnselydd. Bydd hwnnw/honno'n dy gyfarfod pan fydd ganddo/ganddi sesiwn wag, er mwyn trafod yr hyn yr wyt ti am ei wneud. Mae'n bosibl y bydd rhai ysgolion yn cysylltu â'th rieni/gofalwyr er mwyn cael cydsyniad i ti fynychu sesiynau cwnsela. Byddwn yn gofyn i ti am dy farn ynglŷn â hyn, ac yn rhoi pwys mawr ar y farn honno.

Ar ôl i'r sesiynau cwnsela ddod i ben, byddwn yn anfon ffurflen werthuso atat i'w llenwi. Mae'r ffurflen yn gyfrinachol, oni bai dy fod yn dewis rhoi dy enw arni. Bydd dy adborth yn rhoi gwybod i ba raddau yr ydym yn helpu'r plant a'r bobl ifanc a welwn. Os oes gennyt unrhyw bryderon neu gwynion, mae croeso i ti naill ai siarad â'th gwnselydd neu gysylltu â Rheolwry Gwasanaeth Cwnsela neu aelod o staff yr ysgol.

### Dyma rai sylwadau gan ddisgyblion ar ôl iddynt fynychu sesiynau cwnsela...

"Mae mynd i'r sesiynau cwnsela wedi fy helpu i'n fawr. Rwyf wedi gallu trafod fy mhroblemau yn lle'u cloi nhw i mewn, fel yr oeddwn i'n arfer ei wneud. Mae'r sesiynau wedi bod o gymorth mawr iawn i mi."

"Gwnaeth cwnsela fy helpu i ddeall fy mhroblemau a'u goresgyn."

"Mae cwnsela wedi fy helpu i'n wirioneddol i siarad mwy â'm teulu a phobl o'm hamgylch yr oeddwn i'n gallu siarad â nhw."

"Mae cwnsela wedi fy helpu i fod â mwy o hyder yn of fi fy hun."

"Dydw i ddim yn teimlo cywilydd wrth gyfaddef fod angen cymorth arna i, oherwydd rwy'n gwybod nawr nad fi yw'r unig un."

## vii. Taflenni Gwybodaeth Enghreifftiol

### Rhieni a Gofalwyr

#### Beth yw Cwmsela?

Y cyfle i blentyn neu rywun ifanc siarad yn gyfrinachol â chwmselydd cymwys am y pethau hynny sydd yn eu poeni. Bydd cynnwys y trafod yn dibynnu ar yr unigolyn ond mae straen, perthynas pobl â'i gilydd, newidiadau, colled a digwyddiadau trist a brawychus yn themâu cyffredin.

#### Beth yw gwaith Cwmselydd?

Mae cwmselwyr wedi'u hyfforddi i wrando heb feirniadu ac i helpu pobl i gael trefn ar eu meddyliau a'u teimladau ynghylch beth bynnag sy'n peri pryder iddynt.

#### Pwy yw'r Cwmselwyr?

Maen nhw'n gwmselwyr proffesiynol a phrofiadol sydd â phrofiad o weithio gyda phlant a phobl ifanc.

#### Pam cael Cwmselydd mewn ysgol?

Mae darparu gwasanaeth cwmselydd mewn ysgol yn dod â chwmsela at blant a phobl ifanc mewn man sydd yn gyfarwydd, yn ddiogel ac yn sicr. Os bydd plant a phobl ifanc yn gallu derbyn cefnogaeth emosiynol gan gwmselydd cymwys a phroffesiynol bydd ganddynt gyfle gwell i gyflawni'u potensial.

#### Pa mor hir fydd y cwmsela'n para?

Gall fod am ychydig sesiynau neu dros gyfnod hirach. Adolygir hyn yn rheolaidd rhwng y cwmselydd a'r plentyn neu'r unigolyn ifanc.

#### Pryd ac ymhle y bydd yn digwydd?

Fel arfer, bydd ystafell fechan, breifat yn cael ei neilltuo yn ysgol eich plentyn yn ystod y dydd. Bydd y sesiynau'n para hyd at bum deg o funudau (yn dibynnu ar yr amgylchiadau), a gellir amrywio amserau'r cyfweiliadau i osgoi colli amser o'r un pwnc o hyd.

#### Ydy hyn yn gyfrinachol?

Un o nodweddion amlwg ein gwasanaeth yw bod unrhyw wybodaeth a drafodir yn y sesiwn gwmsela'n cael ei thrin yn gyfrinachol. Mae cwmsela'n gyfle i siarad am bryderon heb ofni y byddan nhw'n cael eu trafod yn rhywle arall. Mae hyn yn golygu na fydd y gwaith yn cael ei drafod gyda'r rhieni, oni bai fod y plentyn neu'r unigolyn ifanc yn gofyn am hynny neu'n rhoi caniatâd. Gall hyn fod yn anodd i rieni'i dderbyn ar brydiau, ond mae sicrhau cyfrinachedd y gwaith yn hanfodol bwysig wrth ennyn ymddiriedaeth fel bod y plant a'r bobl ifanc yn teimlo'n hyderus i siarad yn agored ac yn rhydd am yr hyn sy'n eu poeni.

Fodd bynnag, pan fydd hi'n ymddangos bod disgybl yn agored i niwed sylweddol gall fod yn briodol ceisio cymorth gan asiantaethau eraill er mwyn ei ddiogelu. Byddai'r cwmselydd yn trafod hyn yn gyntaf â'r disgybl dan sylw.

Arolygir pob cwmselydd sy'n gweithio â phobl ifanc, i sicrhau ansawdd eu gwaith, a gwneir hyn mewn modd cyfrinachol.



## Beth os nad wyf yn dymuno i'm plentyn weld cwnselydd?

Os bydd plentyn neu unigolyn ifanc yn gwneud cais am gwnsela ac yn gallu deall natur y broses, mae ganddynt hawl i fynd at gwnselydd. Ni chaiff rhieni na gofalwyr eu hamddifadu o'r hawl honno. Byddai'n well gennym, fodd bynnag, gael eich cefnogaeth chi yn y gwaith, ac rydym yn fwy na pharod bob amser i drafod unrhyw bryderon sydd gennych ynglŷn â'r syniad o gwnsela.

## Beth os bydd y plentyn/unigolyn ifanc yn gwrthod derbyn cwnsela?

Fel gydag oedolyn, mae penderfyniad plant neu bobl ifanc i fanteisio ar gwnsela ai peidio'n gwbl wirfoddol.

## Alla i fod yn gefn i'r gwaith cwnsela?

Gallwch, ac rydyn ni'n croesawu hynny. Mae ein profiad ni'n tystio i'r ffaith mai'r peth gorau y gall rhieni'i wneud er mwyn helpu yw dangos eu bod yn derbyn cwnsela fel gweithgaredd normal a buddiol, a dangos diddordeb os bydd eu mab/merch yn dymuno sôn am y peth, ond peidio â phwyso am wybodaeth os mai fel arall y mae hi. Rydyn ni'n cydnabod nad tasg hawdd mo hon, ac mae hi'n eithaf naturiol i rieni deimlo'n bryderus ynglŷn â'r hyn a ddywedir yn y sesiynau.

Ein gobaith ni bob amser yw y bydd siarad â chwnselydd yn arwain at fod yn fwy agored gyda rhieni a theuluoedd, ond bydd angen ichi aros ychydig efallai cyn i hyn ddigwydd.

## Ydy'r ffaith fod fy mhentyn yn dymuno gweld Cwnselydd yn golygu fy mod i, fel rhiant, yn methu?

Nac ydy, yn bendant! Bydd pob un ohonom o dro i dro yn ei chael hi'n anodd trafod y pethau sy'n ein poeni gyda'r rhai sydd agosaf atom. Efallai bod hynny'n digwydd yn aml am ein bod yn awyddus i beidio â phoeni'n hanwyliaid, neu am fod angen help arnom i drin a thrafod pethau gyda rhywun arall oddi allan i'r teulu. Ni fydd y Cwnselydd yn eich beirmiadu chi na'ch plentyn, ond yn ceisio'i helpu i ddatrys unrhyw broblem sy'n peri pryder.

## Sut y bydd disgybl yn cael ei gyfeirio at y Gwasanaeth Cwnsela?

Gall hyn ddigwydd drwy system fugeiliol yr ysgol, drwy bennaeth blwyddyn eich plentyn, neu gall fod yn gais gennych chi neu gan eich plentyn sydd yn gallu'i gyfeirio'i hun.

## Gweithdrefnau Diogelu Data a Gwerthuso

Cedwir pob gwybodaeth ynghylch y gwaith cwnsela y mae ein staff yn ei wneud yn ddiogel gan y Gwasanaeth Cwnsela yn unol â'r rheoliadau cyfredol ynglŷn â diogelu data. Ar ôl i'r cwnsela ddod i ben bydd eich plentyn yn derbyn ffurflen werthuso i'w llenwi'n ddienw a'i dychwelyd. Mae hyn yn rhoi gwybod inni i ba raddau yr ydyn ni'n llwyddo i helpu'r plant a'r bobl ifanc a welwn. Os oes achos cwyno, mae croeso ichi neu'ch plentyn gysylltu â'r Cwnselydd neu 'Reolwr y Gwasanaeth' a fydd yn ceisio datrys unrhyw bryderon.

Os bydd gennych unrhyw gwestiynau ymhellach ar ôl darllen yr wybodaeth hon, mae croeso ichi gysylltu â ni. Am fwy o wybodaeth cewch ofyn am sgwrs gyda'r cwnselydd.

### **Dyma rai sylwadau gan ddisgyblion sydd wedi derbyn cwnsela. Mae hyn yn ein helpu ni i ddeall sut mae pobl ifanc yn elwa**

"Mae mynd i'r sesiynau cwnsela wedi fy helpu i'n fawr. Rwyf wedi gallu trafod fy mhroblemau yn lle'u cloi nhw i mewn, fel yr oeddwn i'n arfer ei wneud. Mae'r sesiynau wedi bod o gymorth mawr iawn i mi."

"Gwnaeth cwnsela fy helpu i ddeall fy mhroblemau a'u goresgyn."

"Mae cwnsela wedi fy helpu i'n wirioneddol i siarad mwy â'm teulu a phobl o'm hamgylch yr oeddwn i'n gallu siarad â nhw."

"Mae cwnsela wedi fy helpu i fod â mwy o hyder yn of fi fy hun."

"Dydw i ddim yn teimlo cywilydd wrth gyfaddef fod angen cymorth arna i, oherwydd rwy'n gwybod nawr nad fi yw'r unig un."

## vii. Taflenni Gwybodaeth Enghreifftiol

### Staff yr Ysgol

Mae'r Gwasanaeth Cwmsela'n cefnogi iechyd emosiynol disgyblion, ac mae hynny'n sail i gyflawniad academaidd ac yn hwyluso'r broses o feithrin a rheoli cyd-berthynasau buddiol yn amgylchedd yr ysgol. Rydym yn ceisio deall y deinameg a'r ymagweddau aml-asiantaeth sydd ar gael yn yr ysgol; y problemau sydd gan bobl ifanc; y cyfyng-gyngor y mae aelodau prysur o staff yn ei wynebu a phryderon rhieni/gofalwyr.

Mae'r cwmsela therapiwtig un i un a ddarperir i'r disgyblion ar ôl cysylltu ac ymgynghori â staff yn rhan greiddiol o'r gwasanaeth.

### Rhai materion i'r staff fod yn ymwybodol ohonynt wrth ystyried atgyfeirio disgybl i dderbyn gwasanaeth cwmsela:

- Gostyngiad mawr yn safon y gwaith
- Troi'n dawedog neu orgynhyrfu; hwyliau ansad, ymddygiad sy'n wahanol i gymeriad yr unigolyn
- Gwrthod mynd i'r ysgol
- Rhai sy'n bwlio eraill a rhai sy'n cael eu bwlio gan eraill
- Anawsterau oherwydd tor-teulu
- Anawsterau/cyd-berthynasau â chyfoedion
- Profedigaeth neu brofiad o golled neu wahanu
- Diffyg hunan-barch
- Hunan-niwed e.e. toriadau.

### Dyma rai cwestiynau allweddol i'w holi:

Y camau a gymerwyd eisoes i geisio datrys y sefyllfa, ac ymateb yr unigolyn i hynny

Pa mor eithafol yw'r ymddygiad neu'r agwedd?

Am ba mor hir y mae wedi digwydd, neu pa mor aml y mae wedi digwydd?

Pa mor sydyn fu'r newid?

Ayw aelodau eraill o staff yn rhannu'ch pryderon?

Sut mae'r ymddygiad yn effeithio ar eraill yng nghymuned yr ysgol?

Os ydych yn ansicr a ddylid atgyfeirio'r unigolyn i dderbyn cwmsela, gallai fod yn ddefnyddiol i chi drafod unrhyw bryderon â'r cwmselydd er mwyn cadarnhau'r ffordd orau i symud ymlaen.

1. Cyn gynted ag y byddwch yn siŵr mai atgyfeirio yw'r cam priodol, mae angen i chi ddilyn protocol atgyfeirio'r ysgol.

2. Mae angen trafod y syniad o dderbyn cwnsela mewn modd sensitif gyda'r disgybl. Gall yr aelod o staff sy'n gyfrifol am gwnsela, neu rywun arall y mae'r disgybl yn ei adnabod ac yn ymddiried ynddo wneud hyn. Efallai y byddwch yn cael y 'Daflen Wybodaeth ynglŷn â Chwmsela i Blant a Phobl Ifanc' yn ddefnyddiol wrth i chi siarad â nhw ynglŷn â'r syniad o dderbyn cwnsela. Mae'n eu helpu i ddeall yr hyn y mae cwmsela'n ei olygu, a'i fod yn ymagwedd normal a chyffredin i gefnogi plant a phobl ifanc gydag anawsterau. Os eglurir hyn iddynt yn ofalus, gall wneud gwahaniaeth mawr wrth iddynt benderfynu mynychu'r apwyntiad cyntaf ai peidio, neu wneud gwahaniaeth mawr i'w hagwedd wrth fynychu'r apwyntiad hwnnw.
3. Mae'n wasanaeth cyfrinachol y bydd pobl yn gwirfoddoli i'w dderbyn ac yn ddull o gefnogi yn hytrach na disgyblu. Dylid cyfleu'n glir mai cyfle ydyw i drafod problemau a phryderon er mwyn ceisio eu datrys neu ganfod ffyrdd haws o'u rheoli. Er mwyn hysbysu eu rhieni gallant fynd â'r daflen 'Gwybodaeth i Rieni a Gofalwyr ynglŷn â Chwmsela yn yr Ysgol' gyda nhw, neu ei hanfon adref.

Mae'r sesiwn gyntaf yn gyfle iddynt benderfynu a ydynt am gytuno i dderbyn cwmsela ai peidio.

Mae'r holl gwmselwyr yn darparu'r gwasanaeth yn unol ag 'Ethical Framework for Good Practice' Cymdeithas Cwmsela a Seicotherapi Prydain (BACP). Mae ein trefn oruchwyllo a chadw cofnodion (oddi mewn i ganllawiau diogelu data), ein ffurflenni gwerthuso a'n gweithdrefnau cwyno oll yn cydymffurfio â chanllawiau'r BACP. Os oes gennych unrhyw ymholiadau neu bryderon, mae croeso i chi eu trafod â'r cwmselydd neu Reolwr y Gwasanaeth.

## viii. Cais Cyfrinachol

Cwmselydd Ysgol am Wasanaeth

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ENW:

DYDDIAD YR ATGYFERIAD GWREIDDIOL:

GWRYW/BENYW:

GRŴP BLWYDDYN:

YSAWL SY'N ATGYFEIRIO:

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YRHESWM DROS ATGYFEIRIO

1. Beth sy'n peri pryder i chi?

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2. Unrhyw wybodaeth berthnasol am gefndir y disgybl, neu ddigwyddiadau pwysig yn ei fywyd?

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3. Sut mae'r disgybl yn ymdopi yn yr ysgol (yn academiaidd/gymdeithasol/o ran ymddygiad)?

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4. A ydych wedi trafod y posibilrwydd o gwnsela gyda'r disgybl? Beth oedd ei ymateb?

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5. Sut ydych chi'n gobeithio y gallai cwnsela helpu'r disgybl?

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6. A yw rhieni'r disgybl yn ymwybodol o hyn? Beth yw eu hymateb?

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7. A ydych yn ymwybodol o unrhyw weithiwr proffesiynol arall sy'n gweithio gyda'r disgybl?

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## viii. Cais Cyfrinachol

### Tîm Cwnsela Face 2 Face

CAIS GAN:

DYDDIAD:

ASIANTAETH/SEFYDLIAD:

CYFEIRIAD:

RHIF FFÔN:

BRYS Y CAIS (1 ISEL – 10 UCHEL):

ENW'R UNIGOLYN IFANC:

DYDDIAD GENI:

CYFEIRIAD:

RHIF FFÔN SYMUDOLYR UNIGOLYN IFANC:

Ceisiwch nodi cymaint o wybodaeth ag sy'n bosibl, gan y bydd hyn yn galluogi'r unigolyn ifanc i gael ei asesu cyn gynted ag sy'n bosibl.

Am resymau'n ymwneud â chyfrinachedd, rhowch wybod i'r unigolyn ifanc am yr atgyfeiriad hwn, a'r wybodaeth sy'n cael ei chyflwyno.

Mae'n bosibl y bydd yr wybodaeth a gyflwynir yn cael ei rhannu â'r Cydlynnydd Cwnsela a'r Rheolwr Llinell.

**Pa mor hir y mae pryderon wedi bod yn gysylltiedig â'r unigolyn ifanc?**

**A oes gan yr unigolyn ifanc unrhyw broblemau iechyd/cymdeithasol?  
Rhowch fanylion cryno**

**A yw'r unigolyn ifanc yn cael unrhyw gymorth/gefnogaeth gan**

- |   |   |   |
|---|---|---|
| <input type="checkbox"/> Gyfoedion              | <input type="checkbox"/> Tîm Troseddau Ieuencid | <input type="checkbox"/> Swyddog Lles Addysg      |
| <input type="checkbox"/> Gwas. Cymdeithasol     | <input type="checkbox"/> Mynediad Ieuencid      | <input type="checkbox"/> Meddygfeydd Teulu        |
| <input type="checkbox"/> Cyngh. Iechyd yr Ysgol | <input type="checkbox"/> Seicolegydd Addysg     | <input type="checkbox"/> Iechyd/Meddwl Cychwynnol |

## ix. Aseu Risg – Prosiect Cwnsela Ieuenctid

DATGANIAD O FWRIAD:	Mae Prosiect Cwnsela Ieuenctid Pen-y-bont ar Ogwr wedi ymrwmo i ddarparu cwnsela mewn amgylchedd diogel a chyfrinachol heb unrhyw beryglon
GWEITHGAREDD:	Cwnsela wyneb yn wyneb â Phobl Ifanc
LLEOLIAD:	Yn Ysgolion CBSPO, Canolfannau Ieuenctid a Chymuned ac leoliadau asiantaethau eraill yn CBSP
DYDDIAD:	Mehefin 2007

RHESTR O BERYGLON YN DEILLIO O WEITHGAREDDAU	MESURAU RHEOLI SYDD WEDI'U SEFYDLU I LEIHU'R PERYGLA ACHOSIR GAN Y RISG	TREFNIADAU I SICRHU BOD Y MESURAU RHEOLI'N PARHAU I GAEL EU GWEITHREDU'N EFFEITHIOL
1. Gallai unigolyn ifanc gam-drin neu ymosod ar y cwnselydd yn eiriol neu'n gorfforol.	<p>Dylai'r Cwnselydd ddilyn y mesurau canlynol i'w ddiogelu ei hun a'i gleientiaid.</p> <ul style="list-style-type: none"> <li>Dylai Cwnselwyr gynnal asesiad risg personol o'r ystafell y maent wedi'i chael ac ystyried eu diogelwch personol ar bob achlysur. Dylent sicrhau bod athro a enwebwyd neu weithiwr ieuenctid / cymunedol yn ymwybodol o leoliad yr ystafell maent yn ei defnyddio, ac ni ddylent gynnig cwnsela yn unrhyw fan arall oni chytunir ar hynny ymlaen llaw gydag athro / gweithiwr ieuenctid.</li> <li>Wrth weithio mewn ysgol, ni ddylai cwnselwyr fyth adael yr ystafell gwnsela gydag unigolyn ifanc, oni bai fod rheswm da dros wneud hynny.</li> <li>Os oes modd, dylai'r ystafell gwnsela fod o fewn clyw i'r athro cyswllt neu o leiaf yn agos at staff addysgu neu fugeiliol eraill.</li> </ul>	<ul style="list-style-type: none"> <li>Cysylltu ar unwaith â'r Rheolwr Cwnsela i drafod unrhyw faterion sydd wedi'u hamlygu.</li> <li>Adolygiadau rheolaidd yng Nghyfarfodydd Tîm Cwnselwyr o unrhyw faterion aseu risg sydd wedi codi.</li> <li>Y Rheolwr Cwnsela i gysylltu ag athrawon cyswllt / gweithwyr ieuenctid i werthuso'r risgiau sy'n gysylltiedig â chwnsela.</li> <li>Rheoli Risg i fod yn rhan o'r gwaith o fonitro a gwerthuso'r gwasanaeth cwnsela.</li> <li>Os ceir unrhyw ddamweiniau, digwyddiadau neu honiadau rhaid i'r cwnselwyr gofnodi'r wybodaeth yn briodol ac ystyried yn ofalus a allant barhau i weithio â'r unigolyn ifanc hwnnw. Dylid anfon gwybodaeth am unrhyw ddigwyddiadau, damweiniau neu honiadau mewn ysgrifen at y Rheolwr Cwnsela cyn gynted ag sy'n bosibl. Ysgogir hyn gan y Rheolwr Cwnsela a'r Pen Swyddog Ieuenctid.</li> </ul>



<p>2. Mae gan yr unigolyn ifanc hanes (honedig) o ymddygiad rhywiol annerbyniol</p> <p>3. Mae gan yr unigolyn ifanc hanes (honedig) o wneud honiadau yn erbyn staff/pobl ifanc eraill</p>	<p>Wrth weithio gydag unigolyn ifanc, dylai cwmselwyr ystyried unrhyw risgiau posibl sy'n gysylltiedig â gweithio gydag unigolyn ifanc penodol a cheisio sefydlu a oes hanes o drais neu o wneud honiadau, a phenderfynu ar sail yr wybodaeth honno a fyddai'n ddiogel ac yn briodol i gynnig cwmsela i'r unigolyn ifanc hwnnw.</p> <p>Dylai'r cwmselydd ystyried natur a hanes honiadau blaenorol, lefel y risg a ganfyddir ac a fyddai unrhyw fesurau rheoli'n lleihau neu gael gwared a'r posibilrwydd o niwed i'r cwmselydd.</p> <ul style="list-style-type: none"> <li>• Mewn amgylchiadau eithriadol, caiff cwmselwyr ddefnyddio recordiadau tâp neu gael recordydd tâp amlwg ar yr amod bod yr unigolyn ifanc yn cydsynio i hynny.</li> <li>• Dylai cwmselwyr osgoi unrhyw gyswllt corfforol ag unigolyn ifanc lle bo modd.</li> <li>• Ni ddylai cwmselwyr fyth rannu manylion eu cyfeiriad na'u rhif ffôn cartref. Dylai unrhyw gyswllt rhwng cwmselydd / cleient y tu allan i'r sesiwn gwmsela ddigwydd fel arfer drwy athro cyswllt neu weithiwr ieuenctid.</li> <li>• Ni ddylai cwmselwyr roi rhif ffôn symudol i unigolyn ifanc, oni bai fod amgylchiadau eithriadol i gyfiawnhau hynny. Dylid trafod a chytuno ar hyn ymlaen llaw gyda'r Rheolwr Cwmsela.</li> </ul>	
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	<ul style="list-style-type: none"> <li>Mewn amgylchiadau eithriadol, mae'r cwnselydd yn cadw'r hawl i wrthod cwnsela unigolyn ifanc, ar ôl ymgynghori, os yw'n teimlo ei bod hi'n wirioneddol bosibl y gallai ddiodeff ymosodiad rhywiol, corfforol ac/neu eiriol.</li> </ul>	
4. Mae angen triniaeth frys ar y cwnselydd neu'r unigolyn ifanc.	Os oes angen triniaeth frys / feddygol, dylid sicrhau mynediad at gymorth cyntaf cyn gynted ag sy'n bosibl.	
5. Mae'r unigolyn ifanc neu aelod o'r teulu'n ceisio cysylltu â'r cwnselydd y tu allan i amser y sesiwn. Er enghraifft, unigolyn diamddiffyn sy'n ceisio cefnogaeth ychwanegol.	Os yw cwnselydd o'r farn bod ar unigolyn ifanc angen cefnogaeth ychwanegol yn ystod sesiynau gan ei fod yn agored i niwed, dylai sicrhau cydsyniad yr unigolyn ifanc i'w atgyfeirio a'i gysylltu â systemau cefnogi amgen.	
6. Honiad o dorri cyfrinachedd neu o gamymarfer ar ran y cwnselydd tuag at yr unigolyn ifanc.	Os bydd unigolyn yn teimlo bod tor cyfrinachedd neu fath arall o gamymarfer wedi digwydd, rhaid ei hysbysu ynglŷn â'r Weithdrefn Gwynion yng Nghyngor Bwrdeistref Sirol Pen-y-bont ar Ogwr a hefyd drwy BACP (fel sefydliad sy'n aelod o'r gymdeithas honno). Dylid rhoi gwybod i'r Rheolwr Cwnsela am unrhyw gwynion a bydd y Rheolwr Cwnsela a'r Pen Swyddog Ieuencid yn ymchwilio iddynt cyn gynted ag sy'n bosibl.	

# x. Cofnod o Wasanaethau Cwmsela a Ddarparwyd

## Gwasanaeth Cwmsela yn yr Ysgol

ENW'R CWNSELYDD:

YSGOL:

RHIF YR ANFONEB BERTHNASOL:

ANFONEB AR GYFER MIS:

DYDDIADAU SYDD WEDI'U CYNNWYS YN YR ANFONEB:

NIFER Y BOBL IFANC A DDERBYNIODD WASANAETH CWNSELA Y MIS HWN:

NIFER Y SESYNAU A GYNHALMWYD Y MIS HWN:

NIFER YR ATGYFEIRIADAU NEWYDD Y MIS HWN:

NIFER YR ACHOSION A GAEWYD Y MIS HWN:

NIFER YR ACHOSION BYW AR DDIWEDD Y MIS:

LLOFNOD:

Cwmselydd

DYDDIAD:

LLOFNOD:

Pennaeth

DYDDIAD:

LLOFNOD:

Unigolyn Cyswllt yr AALI

Dylid glynu'r ffurflen hon wrth yr anfoneb berthnasol a'i chyflwyno bob mis i'r Pennaeth.

## xi. Y Broses Gyfeirio

### Sir Benfro

UNIGOLYN IFANC YN GWEITHIO GYDAG ATHRAWON, UNIGOLION PROFFESYNOL ERAILL NEU RIENI/WARCHEIDWAID YN PENDERFYNU A HOFFENT FYND I WELD CYNGHORWR YR YSGOL.

GYDA CHYMORTH UNIGOLYN PROFFESYNOL NEU RIANT/WARCHEIDWAID, MAE'R UNIGOLYN IFANCYN CYSYLLTU Â'R CYNGHORWR TRWY UN O'R DULLIAU CANLYNOL:

GALL UNIGOLYN IFANC GYFEIRIO EI HUN YN UNIONGYRCHOL TRWY DDEFNYDDIO UN O'R DULLIAU CANLYNOL:



- Ymweld â'r cyngorwr yn yr ysgol
- Ffonio'r gwasanaeth ar 01646 689739
- Tecstio 078258 44608
- Ebostio'r gwasanaeth [school.counsellor@pembrokeshire.gov.uk](mailto:school.counsellor@pembrokeshire.gov.uk)



Cyngorwr yn trefnu sesiwn gychwynnol gyda'r unigolyn ifanc mewn cysylltiad â'r aelod staff penodedig yn yr ysgol



Aelod staff penodedig yn hysbysu'r pennaeth blwyddyn perthnasol bod yr unigolyn ifanc yn mynd i gael cwnsela.

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## xi. Y Broses Gyfeirio

### Gwasanaeth Seicoleg Addysgol Sir Ddinbych

Derbynnir atgyfeiriadau i bobl ifanc am gwnsela yn yr ysgol gan unrhyw randdeiliaid, gan gynnwys pobl ifanc, rhieni, athrawon, swyddogion lles, niysys ysgol, y Tîm Troseddau Ieuencid, Meddygon Teulu, Gwasanaethau Plant, CAMHS, Gweithwyr Ieuencid ac ati. Lle bo modd, cysylltir a thrafodir y mater yn anffurfiol cyn gwneud atgyfeiriad ffurfiol.

	HUNANATGYFEIRIAD	ATGYFEIRIAD GAN ATHRO	ATGYFEIRIAD ARALL
Cyn atgyfeirio	↓	↓	↓
	Unigolyn ifanc yn cael gwybodaeth am gwnsela	Cydgytundeb i atgyfeirio rhwng yr athro a'r unigolyn ifanc	Rhiant neu weithiwr proffesiynol i gysylltu ag unigolyn cyswllt yr ysgol
Atgyfeirio	↓	↓	↓
	Unigolyn ifanc yn hunanatgyfeirio i athro/ unig. cyswllt yr ysgol	Yr athro'n cysylltu ag unig. cyswllt yr ysgol i atgyfeirio	Unig. cyswllt yr ysgol i atgyfeirio
Cyflwyno i'r Panel	↓	↓	↓
	Gwerthuso a Blaenoriaethu – Rhestr aros		
Derbyn	↓	↓	↓
	Cynnig dyddiad ac amser i'r unigolyn ifanc i'w asesu ar gyfer cwnsela		
Cwnsela	↓	↓	↓
	Os canfyddir drwy'r asesiad y byddai'r unigolyn yn addas ar gyfer ymyriad cwnsela, bydd yr unigolyn ifanc yn derbyn 6 sesiwn gwnsela ac adolygiad a fydd yn arwain at derfynu neu barhau â'r cwnsela.		
Sesiwn Ddilynol			
	Pan fydd y cwnsela a'r adolygiad yn arwain at derfynu, trefnir apwyntiad am sesiwn ddilynol ymhen 3 mis.		

Bydd pobl ifanc y mae angen eu gweld ar frys yn cael blaenoriaeth.

Gall yr 'unigolyn cyswllt' fod yn bennaeth blwyddyn/bugeiliol neu'n unigolyn arall dynodedig a gaiff y rôl o gysylltu â'r cwnselydd ysgol.

Mae'n bwysig nodi nad yw cwnsela'n orfodol, ac fe gaiff unigolyn ifanc ddewis peidio derbyn neu barhau i dderbyn gwasanaeth cwnsela. Mae'n hanfodol fod sesiynau cwnsela'n cael eu hystyried yn wirfoddol a'u bod yn ddull o gefnogi yn hytrach na disgyblu'r disgybl.

### Doethineb

Mae'n bosibl na fydd pobl ifanc (am amryw o resymau) am i'w cyfoedion wybod eu bod yn gweld y cwnselydd ysgol. Mae angen ystyried sut i reoli'r modd y bydd yr unigolyn ifanc yn derbyn gwybodaeth, sut i siarad ag ef ynglŷn â chwswela a sut y bydd yn cael ei esgusodi o wersi er mwyn mynychu sesiynau cwnsela'n gyfrinachol.

### Cyfrinachedd

Yn ôl canllawiau Cymdeithas Cwnsela a Seicotherapi Prydain ar gwswela mewn ysgolion, mae'r gwasanaeth hwn yn gyfrinachol rhwng y cwnselydd a'r disgybl unigol. (Ni fydd y cwnselydd yn trosglwyddo unrhyw fanylion o'r sesiynau, ond caiff gyfathrebu o dro i dro â staff yr ysgol ynglŷn â chynnydd cyffredinol gyda chydysyniad yr unigolyn ifanc. Nid ymgynghorir ag athrawon nag asiantaethau allanol ond os bydd unigolyn ifanc yn gwybod am hynny, ac yn cydsynio i hynny, oni bai fod angen trafod diogelwch yr unigolyn ifanc)

Ni rennir unrhyw wybodaeth â staff yr ysgol ac eithrio fel y caiff hynny ei ddiffinio yn y polisi amddiffyn plant, a chanllawiau drwy gyfraith Amddiffyn Plant. Mae hyn yn hanfodol i sicrhau'r ymddiriedaeth sydd ei hangen er mwyn i'r gwasanaeth fodloni anghenion disgyblion.

### Y Gwasanaeth Cwnsela

Pwrpas y gwasanaeth hwn yw darparu cwnsela un wrth un i bobl ifanc yn Sir Ddinbych. Bydd yn cael ei gynnal fel cynllun peilot i ddechrau ac yn cynnwys eich ysgol chi. Cwnsela yw'r grefft o helpu pobl ifanc i ganolbwyntio ar eu pryderon a materion datblygol, gan archwilio problemau penodol, gwneud penderfyniadau, ymdopi â thrychinebau, gweithio drwy deimladau gwrthdrawiadol a gwella'u perthynas ag eraill ar yr un pryd. Gall cwnsela helpu unigolyn ifanc i gael dealltwriaeth well ohono'i hun ac o sefyllfaoedd, a'i helpu hefyd i ddatblygu strategaethau i ymdopi â newid. Gall y cwnselydd gynnig amgylchedd diogel a chefnogol i'r unigolyn ifanc gael siarad am faterion anodd yn gyfrinachol. Bydd y cwnselydd yn gwrandao ar safbwyntiau, profiadau a theimladau'r unigolyn ifanc heb ei farnu, mewn awyrgylch llawn parch ac empathi, ac ymdrechu i ddarparu lle sy'n rhoi cyfle i'r cleient gynyddu ei hunanymwybyddiaeth a'i ddealltwriaeth o'i broblemau ei hun, gyda'r nod o'i alluogi i fyw mewn modd mwy boddhaol a chreadigol.

DIOLCH AM LENW'I'R FFURFLEN HON.

Gwasanaeth Seicoleg Addysgol, Cwnsela mewn Ysgolion.  
Y Ganolfan Addysg, Lôn Ganol, Dinbych, LL16 3UW

## xii. Atgyfeiriad cwnsela newydd

---

I:

GAN:

DYDDIAD:

DISGYBL:

---

### Cwbl Gyfrinachol

Dyma nodyn i'ch hysbysu bod y disgybl uchod wedi gofyn am wasanaeth cwnsela gen i.

Os wyf yn teimlo bod problemau'r disgybl yn addas ar gyfer ymyriad cwnsela byddaf yn cynnig cymorth iddo.

Byddaf yn eich hysbysu pan ddaw'r gwaith i ben, er na fydd hi'n briodol i mi drafod cynnwys y sesiynau oni bai fod y disgybl yn gofyn i mi wneud hynny.

Mae'r disgybl wedi rhoi caniatâd i mi anfon yr wybodaeth hon atoch chi'n unig. Peidiwch â mynd at y disgybl yn uniongyrchol i drafod hyn.

DIOLCH YN FAWR.





## xiv. Cofnod Cleient

Cwmsela yn yr Ysgol: Blwyddyn 1

YSGOL:

RHIF ADNABOD DISGYBL (Rhif y gwasanaeth cwmsela – nid RhUD):

PENNOD RHIF:

DYDDIAD Y SESIWN GYNTAF:

DYDDIAD Y SESIWN OLAF:

### Atgyfeiriad:

- |   |                                 |  |
|---|---------------------------------|--|
| <input type="checkbox"/> Hunan              | <input type="checkbox"/> Rhieni | <input type="checkbox"/> Staff yr ysgol/addysg arall                           |
| <input type="checkbox"/> Gwas. Cymdeithasol | <input type="checkbox"/> Arall  | <input type="checkbox"/> Iechyd – Meddyg Teulu, yrysbyty, nyrs yr ysgol ac ati |

### Blwyddyn ysgol:

- 7     8     9     10     11     12     13

### Rhyw:

- Gwyn     Benyw

### Ethnicity:

- |  |  |  |
|--|--|--|
| <input type="checkbox"/> Gwyn                      | <input type="checkbox"/> Hil gymysg      | <input type="checkbox"/> Tsieinaidd/Tsieinaidd Prydeinig |
| <input type="checkbox"/> Asiaidd/Asiaidd Prydeinig | <input type="checkbox"/> Du/Du Prydeinig | <input type="checkbox"/> Arall                           |
| <input type="checkbox"/> Ddim am ddweud            | <input type="checkbox"/> Anhysbys        |  |

### Anghenion Addysgol Arbennig:

- Dim     Cyfathrebu a Rhyngweithio
- Gwybyddol a Dysgu     Synhwyrdd ac/neu Gorfforol
- Datblygiad Ymddygiadol, Emosiynol a Chymdeithasol

### Cyfeiriadedd Rhywiol:

- Deurywiol     Hoyw/lesbaidd     Heterorywiol     Ddim am ddweud

### Anabledd:

- Oes     Nac oes     Ddim am ddweud

**Crefydd neu gred:**

- |                                 |                                   |   |                                    |
|---------------------------------|-----------------------------------|---|------------------------------------|
| <input type="checkbox"/> Baha'i | <input type="checkbox"/> Bwdhaidd | <input type="checkbox"/> Cristnogol     | <input type="checkbox"/> Hindwaidd |
| <input type="checkbox"/> Jain   | <input type="checkbox"/> Iddewig  | <input type="checkbox"/> Moslemaidd     | <input type="checkbox"/> Sikh      |
| <input type="checkbox"/> Dim    | <input type="checkbox"/> Arall    | <input type="checkbox"/> Ddim am ddweud |                                    |

**Dewis iaith:****Derbyn Gofal?:**

- 
- Ydy
- 
- Nacydy
- 
- Prefer not to say

**Eglurhad wedi'i roi ynglŷn â chyfrinachedd?**

- 
- Ydy
- 
- Nacydy

**A yw'n gymwys i gydsynio i gwnsela?**

- 
- Ydy
- 
- Nacydy

**Os ddim, a ofynnwyd am ganiatâd rhieni?**

- 
- Ydy
- 
- Nacydy

**A yw'r rhieni'n ymwybodol o hyn?**

- 
- Ydy
- 
- Nacydy
- 
- Ddim yn gwybod

**Atgyfeirio ymlaen:** (Rhowch fanylion)**Materion a gyflwynwyd:****Materion amlycaf:**

MATERION: Nodwch uchafswm o dri o'r categorïau isod yn yr adrannau uchod:

- |  |  |
|--|--|
| Academaidd                                 | Anhwyldeuau BwytaBwlio                           |
| Cam-drin (gan gynnwys camdriniaeth rywiol) | Cam-drin Domestig                                |
| Camddefnyddio sylweddu                     | Dictor   |
| Hunanladdiad                               | Hunan-niwed                                      |
| Hunanwerth                                 | Iselder  |
| Perthynasau ag athrawon                    | Perthynasau ag eraill heblaw rhieni neu athrawon |
| Profedigaeth                               | Pryderon ariannol/tlodi                          |
| Rhywiol (gan gynnwys cyfeiriadedd)         | Straen   |
| Teulu                                      | Yn ymwneud ag ymddygiad                          |
| Arall (nodwch)                             |  |

**Sesiynau:** (nodwch rif)

- |  |   |   |
|--|---|---|
| <input type="checkbox"/> Wedi mynychu                  | <input type="checkbox"/> Heb fynychu        | <input type="checkbox"/> Wedi'i chanslo gan y cwnselydd |
| <input type="checkbox"/> Sesiwn olaf                   | <input type="checkbox"/> Absennol o'r ysgol | <input type="checkbox"/> Wedi'i chanslo gan y disgybl   |
| <input type="checkbox"/> Ffurflen graidd wedi'i llenwi |   |   |

## xv. Holiadur Gwerthuso ar ôl Cwnsela

YSGOL:

GRŴP BLWYDDYN:

GWRYW/BENYW:

DYDDIAD:

	CYTUNO'N GRYF	CYTUNO	DDIMYN GWYBOD	ANGHYT- UNO	ANGHYT- UNONCRF
Roeddwn yn gallu trafod fy nheimpladau a'r hyn a oedd ar fy meddwl gyda'r cwnselydd	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Cytunodd y cwnselydd i'm helpu i ddeall fy sefyllfa a'm teimpladau	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Roeddwn yn deall y byddai'r hyn y buaswn i'n ei ddweud wrthy cwnselydd yn gyfrinachol oni bai fy mod mewn perygl	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Buaswn yn gofyn am gael gweld y cwnselydd eto pe bai angen	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Buaswn yn argymhell cwnsela i'm ffrindiau	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Roedd yn hawdd cysylltu â'r cwnselydd	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Rwy'n teimlo fel pe bawn i'n gallu ymdopi'n well yn yr ysgol ers derbyn gwasanaeth cwnsela	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mae fy mherthynas gyda'm ffrindiau wedi gwella ers derbyn gwasanaeth cwnsela	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mae fy mherthynas gydag athrawon wedi gwella ers i mi dderbyn gwasanaeth cwnsela	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mae fy mherthynas gyda'm teulu wedi gwella ers i mi dderbyn gwasanaeth cwnsela	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mae fy ymddygiad wedi gwella ers i mi dderbyn gwasanaeth cwnsela	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Cefais ddigon o sesiynau cwnsela	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ers derbyn gwasanaeth cwnsela rydw i'n gallu canolbwyntio'n well ar dasgau yn yr ysgol a thu allan i'r ysgol	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Rwy'n teimlo'n fwy cadarnhaol ers derbyn gwasanaeth cwnsela	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Rwy'n meddwl bod cwnsela'n ffordd dda o ymdrin â phroblemau	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Buaswn yn ystyried cwnsela yn y dyfodol, hyd yn oed ar ôl i mi adael yr ysgol	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Beth oedd y pethau gorau ynglŷn â chwrsela?

---



---

Beth oedd y pethau gwaethaf ynglŷn â chwrsela?

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A oedd dy bresenoldeb yn broblem i ti cyn i ti dderbyn cwrsela?

Oedd  Nac oedd

Os oedd, a yw derbyn gwasanaeth cwrsela wedi'i gwneud hi'n haws i ti ddod i'r ysgol?

Ydy  Nacydy

A allai'r gwasanaeth cwrsela a dderbyniaist fod wedi bod yn wahanol mewn unrhyw ffordd?

Byddai wedi bod yn well pe bai

---

Doeddwn i ddim yn hoffi

---

Unrhyw beth arall?

---

Beth yw dy farn ynglŷn â chael cwrselydd yn dy ysgol?

---

Sut oeddet ti'n teimlo ynglŷn â'r ffaith bod pobl yn dy ysgol yn gwybod dy fod yn gweld cwrselydd?

---

Unrhyw sylwadau eraill?

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## xvi. Holiadur Staff Ysgol 2007/8

Beth yw eich barn ynglŷn â'r Gwasanaeth Cwnsela?  
Rhowch sylwadau'n seiliedig ar eich canfyddiad o'r gwasanaeth.

A ydych yn meddwl bod y Gwasanaeth Cwnsela wedi helpu pobl ifanc yn eich ysgol?

Ydw  Nac ydw

Os felly, sut?

.....

.....

A ydych yn teimlo bod y system apwyntiadau ac atgyfeirio wedi bod yn llwyddiant?

Ydw  Nac ydw

Os ddim, sut y gellid gwella hyn?

.....

.....

Yn seiliedig ar eich adborth gan bobl ifanc, beth yw eich barn ynglŷn â'r cwnselydd o ran ei ddull o ymarfer, ei broffesiynoldeb a'i agwedd tuag at bobl ifanc?

Ardderchog  Da  Gweddol  Sâl

Yn y gofod isod, nodwch unrhyw sylwadau pellach ynglŷn â'r gwasanaeth.

.....

.....

DIOLCH AM ROI O'CH AMSER. BYDDWN YN TRIN POB ATEB YN GYFRINACHOL.

## xvi. Holiadur Pobl Ifanc 2007/8

Beth yw dy farn ynglŷn â'r Gwasanaeth Cwnsela Ieuencid?  
Rho sylwadau'n seiliedig ar ba mor ddefnyddiol oedd y gwasanaeth i ti.

A wnaeth cyfarfod â Chwmselydd dy helpu?

Do  Naddo

Sut y gwnaeth hynny dy helpu?

.....

.....

A oeddet ti'n teimlo'n gyffyrddus gyda'r Cwmselydd?

Oeddwn  Nac oeddwn

A oeddet yn teimlo bod yr ystafell gwnsela a ddarparwyd yn gyfforddus,  
yn ddiogel ac yn gyfrinachol?

Oeddwn  Nac oeddwn

A oeddet yn teimlo bod y broses apwyntiadau ac atgyfeirio wedi bod yn  
llwyddiant?

Oeddwn  Nac oeddwn

A oes unrhyw agwedd ar y gwasanaeth y gellid ei gwella?

.....

.....

.....

A fyddet yn defnyddio'r gwasanaeth eto?

Buaswn  Na fuaswn

DIOLCH AM ROI O'TH AMSER. BYDDWN YN TRIN POB ATEB YN GYFRINACHOL.  
Emma Dalgleish, Rheolwr Cwnsela Ieuencid

# Byddardod a Chwrsela mewn Ysgolion

**Diffiniad:** Yn y ddogfen hon mae'r term "byddar" yn cael ei ddefnyddio i gyfeirio at blant sydd â nam bychan, canolig, difrifol neu ddwys ar eu clyw. Mae'n cael ei ddefnyddio i gyfeirio at blant sydd â nam ar y ddwy glust a hefyd sydd â nam ar un glust.

Hefyd, dylai chwrselwyr mewn ysgolion ystyried y cyfarwyddyd hwn wrth ymdrin â phlant sy'n dioddef nam dros dro ar eu clyw.

Amcangyfrifir bod plant a phobl ifanc fyddar 60% yn fwy tebygol o ddioddef problemau iechyd meddwl na phlant eraill.<sup>1</sup>

Nid y byddardod ei hun sy'n gyfrifol am y cynnydd yn niferyrachosion o broblemau iechyd emosiynol, ond yn hytrach goblygiadau bod yn fyddar mewn cymdeithas sy'n clywed a'r rhwystrau cyfathrebu sy'n deillio o hynny.

Oherwydd y nifer cynyddol o anawsterau emosiynol ymhlith y boblogaeth fyddar ifanc, mae'n bwysig bod camau'n cael eu cymryd i hybu meddyliau iach ymhlith disgyblion byddar. Argymhellir fod staff ysgolion yn gweithio'n rhagweithiol â disgyblion byddar i sicrhau eu bod yn gyfforddus ac yn hyderus gyda'u byddardod.

Gan fod rhwystrau cyfathrebu'n gallu golygu bod plant byddar yn fwy agored i broblemau iechyd emosiynol, mae'n bwysig hefyd sicrhau bod cymuned yr ysgol yn cynnwys plant a phobl ifanc fyddar. Er enghraifft, dylai'r holl staff a phlant yng nghymuned yr ysgol dderbyn hyfforddiant i'w gwneud yn fwy ymwybodol o fyddardod.

## Cwrsela plentyn byddar

Yn ogystal â hybu meddyliau iach, mae'n bwysig bod ysgolion yn sicrhau bod ei gwasanaethau chwrsela'n darparu ar gyfer anghenion penodol plant a phobl ifanc fyddar. Drwy wneud hyn, bydd yn ei gwneud yn haws i ddisgyblion byddar ddefnyddio'r gwasanaeth os/pa bryd bynnag fydd ei angen arnynt.

Yn union fel pob plentyn arall, gall plant byddar brofi anawsterau emosiynol am resymau nad ydynt yn gysylltiedig â'u byddardod. Fodd bynnag, mae'n bwysig er hynny bod chwrselwyr yn deall byddardod a'r heriau penodol y mae plant a phobl ifanc fyddar yn gallu eu hwynebu.

Hefyd, mae'n hanfodol bod chwrselwyr ysgol yn deall y gwahanol ddulliau o gyfathrebu'n effeithiol â phlant a phobl ifanc fyddar.

Yn ôl yr amgylchiadau unigol, dylid gofyn am gymorth/cyngor/atgyfeiriad gan y Gwasanaeth Iechyd Meddwl Plant a'r Glasoed (CAMHS).

Rhaid cofio bod pob plentyn byddar yn wahanol a bydd angen cynllunio sesiynau sy'n seiliedig ar

<sup>1</sup> Department of Health (2005), *Mental Health and Deafness: Towards Equity and Access*

anghenion cyfathrebu penodol y plentyn... ond dyma ychydig o awgrymiadau i'w cadw mewn cof:

### 1. Sicrhau bod yr amgylchiadau'n briodol

Mae llawer o blant byddar yn dibynnu ar ddarllen gwefusau a defnydd o sain i gyfathrebu. Gall golau gwael wneud darllen gwefusau'n anodd a gall synau/atseiniau allanol effeithio ar y gallu i gyfathrebu. Mae'n bwysig felly sicrhau bod yr ystafell wedi'i goleuon dda a'i bod yn dawel. Efallai y bydd angen tynnu'r llenni neu symud cadeiriau i wneud cyfathrebu'n haws. Hefyd, dylai'r cwrselydd eistedd gyferbyn â'r disgybl byddar.

Cyn i'r sesiwn ddechrau, dylai'r cwrselydd ofyn i'r plentyn/person ifanc byddar a yw golau a threfn yr ystafell yn addas ar ei gyfer.

### 2. Gwneud cyswllt llygad

Bydd angen i gwrselwyr gwblhau ffurflenni a gwneud nodiadau'n aml yn ystod sesiynau. Er nad yw torri cyswllt llygad o bryd i'w gilydd i wneud nodiadau'n effeithio llawer ar y rhyngweithio â chleient sy'n clywed, gall amharu ar lif y sgwrs â chleient byddar a gall ymddangos yn anghwrtais iddo. Awgrymir felly y dylai'r cwrselydd wneud ei orau i beidio gwneud nodiadau yn ystod y sesiwn. Neu, gallai'r cwrselydd gytuno i gymryd ambell egwyl fer i wneud nodiadau, ond gallai hyn hefyd dorri ar lif y sesiwn.

### 3. Byddwch yn Weledol

Dylid cofio bod ymagwedd pobl ifanc fyddar at y byd yn unweledol. Felly, gall defnyddio technegau gweledol yn ystod sesiynau, megis arddangosiadau, fideo, siartiau troi a byrddau gwyn fod yn ddefnyddiol.

Fod bynnag, dylai cwrselwyr fod yn ofalus i beidio siarad tra maent yn edrych i ffwrdd neu pan mae'r plentyn/disgybl yn edrych ar ddeunydd gweledol.

### 4. Cofiwch ei ysgrifennu!

Cofiwch fod darllen gwefusau neu ddehongli iaith Arwyddion Prydain (BSL) yn gallu bod yn flinedig. Gall hyn effeithio ar allu plentyn ifanc byddar i gofio gwybodaeth. Felly, byddai'n fuddiol i ysgrifennu pob cytundeb/gweithred/penderfyniad mewn iaith syml i'r person ifanc ei gadw.

Efallai y bydd hefyd angen ysgrifennu unrhyw air y mae'r cwrselydd/person ifanc yn cael anhawster ei ddeall. Gall y dechneg hon fod yn arbennig o ddefnyddiol yn achos plant byddar nad ydynt yn defnyddio iaith arwyddion, ac sydd heb lawer o iaith lafar.

Fodd bynnag, dylech gofio nad yw'r dull hwn yn briodol yn achos pob plentyn byddar. Bydd rhai plant byddar yn cael anhawster ag iaith ysgrifenedig, ac efallai nad fydd gan rai sy'n defnyddio BSL fel iaith gyntaf ddim neu fawr ddim iaith ysgrifenedig. Mewn achosion o'r fath, gall delweddau gweledol fod yn fwy priodol.



### 5. A yw therapiâu siarad cyffredin yn briodol i bob plentyn?

Byddyn rhaid i lawer o blant byddar ganolbwyntio'n galed er mwyn dilyn sgysiau llafar maith, felly dylech feddwl am ffyrdd o dorri'r drafodaeth yn wahanol rannau.

Dylid nodi hefyd y gall llythrennedd rhai plant byddar fod yn hwyr yn datblygu ac y gallai disgrifio emosiynau haniaethol fod yn anodd. Felly, byddai'n syniad da i gael papur a phinnau ffelt lliw wrth law, i alluogi'r plant i dynnu lluniau os ydynt yn cael trafferth i fynegi ar lafar y gair neu'r emosiwn maent yn ei deimlo.

### 6. Gwnewch yn sir bod yr asesiad yn briodol i'r plentyn

Mae'n bwysig eich bod yn sylweddoli na fydd nifer o asesiadau therapiwtig a mesurau safonol yn debygol o roi asesiad priodol o lawer o blant byddar, hyd yn oed ar ôl eu trosi i iaith arwyddion. Gall asesiadau safonol fod yn ddigon yn achos plant ag ymagwedd lafar at ddysgu, ond efallai y bydd angen mabwysiadu ymagwedd fwy agored hefyd i ganfod anghenion therapiwtig. Gall fod yn fuddiol i gysylltu â chorff proffesiynol gyda mwy o brofiad o weithio â phlant byddar.

### 7. Ystyriwch llythrennedd emosiynol y plentyn

Dylech sylweddoli y gall plant byddar fod wedi profi oedi wrth ddysgu iaith. Mae llawer o blant byddar yn ymwybodol o'u teimladau, ond nid

yw'r eirfa ganddynt i roi 'label' arnynt. Bydd deall ac ystyried teimladau'n cyfrannu at allu plentyn i adnabod eu teimladau eu hunain a rhai pobl eraill, ac mae'n eu helpu i reoli'u hemosiynau hefyd.

### A yw'n well ganddo ef/hi ddefnyddio iaith arwyddion?

Bydd rhai plant byddar yn defnyddio iaith Arwyddion Prydain (BSL) fel iaith gyntaf. Mae BSL yn iaith gwbl wahanol i Gymraeg/Saesneg, ac mae ganddi ei strwythur gramadegol ei hun. Gallant ddefnyddio mathau eraill o arwyddo/cyfathrebu hefyd. Peidiwch â cheisio ymlafnio'ch ffordd drwy sesiwn gwnsela ar eich pen eich hun – defnyddiwch gyfieithydd.

Dylid nodi y bydd llawer o blant byddar yn cael eu dysgu drwy ddulliau llafar yn yr ysgol, ond efallai y byddant yn fwy cyfforddus yn defnyddio iaith arwyddion mewn sefyllfaoedd cymdeithasol. Gofynnwch i'r plentyn pa ddull o gyfathrebu yr hoffai ei ddefnyddio yn ystod y sesiwn.

Dyma rai pwyntiau y dylid eu cadw mewn cof wrth weithio â phlentyn/person ifanc y mae'n well ganddo gyfathrebu drwy iaith arwyddion...

#### 1. Trefnwch i gael cyfieithydd priodol

Mae gwahanol fathau o arwyddo; mae SSE (Sign Supported English), er enghraifft, yn sylfaenol wahanol i BSL. Mae'n bwysig eich bod yn cael cyfieithydd sy'n medru cyfieithu yn y dull cyfathrebu o ddewis y person ifanc.

Dylai cwrselwyr sicrhau hefyd fod y person ifanc yn hapus â'r cyfieithydd a ddewiswyd. Efallai na fydd y person ifanc yn gyfforddus wrth ddibynnu ar weithiwr cymorth cyfathrebu arferol yr ysgol mewn cyddestun chwrsela, ac ni ddylid ei orfodi i wneud hynny. Yn yr un modd, efallai na fydd y person ifanc yn hapus i ddefnyddio cyfieithydd mae'n ei weld yn rheolaidd yn y gymuned. Efallai y bydd eraill yn dymuno defnyddio cyfieithydd maent yn teimlo y gall ymddiried yn ddo, neu efallai y bydd yn well gan eraill ddefnyddio cyfieithydd gwrywaidd/benywaidd.

Yn dilyn sesiwn gwrsela, mae hefyd yn werth chweil gofyn i'r person ifanc a oedd yn teimlo'n gyfforddus â'r cyfieithydd cyn trefnu i'w ddefnyddio eto mewn sesiynau dilynol.

Os yn bosibl, dylid defnyddio cyfieithydd sydd â phrofiad o weithio mewn sesiynau chwrsela.

## 2. Siaradwch â mi, nid y cyfieithydd

Mae'r cyfieithydd yno i gyfieithu. Dylai cwrselwyr gydnabod presenoldeb y cyfieithydd, ond dylai gadw cyswllt llygad â'r person ifanc byddar wrth siarad ag ef.

## 3. Cadw'ch olwg ar yr iaith

Mae strwythur a geirfa iaith arwyddion yn wahanol iawn i'r hyn a geir mewn iaith lafar, felly yn aml bydd angen enghreifftiau i wneud synnwyr o gwestiynau penagored. Dylai cwrselwyr fod yn barod i allsod yrystyra cheisio cadw'n glir o gysyniadau haniaethol. Gallai fod yn fuddiol i gwrdd â'r cyfieithydd cyn y sesiwn i drafod y ffordd orau o lunio cwestiynau.

Hefyd, dylech fod yn ymwybodol y gall peth gwybodaeth gael ei "cholli" wrth ei chyfieithu.

## 4. Deall mynegiant yr wyneb

Mae cyfathrebu drwy iaith arwyddion yn defnyddio mynegiant yr wyneb i gyfleu emosiwn a gwybodaeth ramadegol. Dylai cwrselwyr felly fod yn ofalus iawn wrth ddefnyddio canfyddiad personol ac iaith y corff wrth wneud penderfyniad ar les y client, gan fod perygl i hyn arwain at gamddehongli.

Nid oes ateb hawdd i hyn – gofynnwch am gyngor, dysgwch fwy am iaith arwyddion, a gofynnwch i'r person ifanc sut mae'n teimlo os ydych yn ansicr.

## 5. Gweithio â'r cyfieithydd

Gall perthynas waith dda â chyfieithydd helpu i sicrhau bod y sesiwn yn mynd rhagddi'n ddidrafferth. Os oes modd gallai fod yn fuddiol i gwrdd â'r cyfieithydd cyn y sesiwn i drafod y fformat y bwriedir ei ddefnyddio ac arddull y chwrsela.

Os nad ydych wedi gweithio â chyfieithydd o'r blaen, mae'n bwysig cofio efallai y bydd yn rhaid i chi dreiddio'n ddwfn i'r iaith sy'n cael ei ddefnyddio i ganfod ystyr dyfnach – bydd y cyfieithydd yn rhoi'r cyfieithiad gorau o'r hyn y mae cwrselydd/client yn dymuno'i gyfleu, ond hyd yn oed wedyn efallai y bydd angen eglurhad pellach ar y client.

Dylech hefyd fod yn barod i ailadrodd neu aralleirio brawddegau ar gyfery cyfieithydd os bydd yn gofyn.

Dylid meddwl am les y cyfieithydd hefyd. Fodd bynnag, byddwch yn ofalus pan fyddwch yn

siarad â'r cyfieithydd ar ôl y sesiwn – mae perygl i'r disgybl feddwl eich bod yn siarad amdano.

## Deall eich cyfyngiadau a gofyn am gymorth!

Mewn byd perffaith, byddai plant byddar yn derbyn gwasanaeth cwrselwyr sy'n wybodus am fyddardod a diwylliant byddar, yn ogystal â bod yn ymwybodol o'r heriau arbennig maent yn eu hwynebu. Er enghraifft, ni fydd rhai plant yn teimlo'n fyddar nac yn clywed. Nid yw hyn yn bosibl bob amser, ond y peth pwysig yw bod cwrselwyr yn barod i ddysgu am fyddardod a chymryd camau i sicrhau bod gwasanaethau'n gwbl hygyrch. Os yw eich gwybodaeth yn brin, efallai y byddai'n werth i chi gysylltu â'r ysgol/Athro Plant Byddar yr Awdurdod Addysg Lleoli drafod y gwahanol rwystrau y gall plant byddar eu profi. Cewch hefyd fwy o fanylion am fyddardod yn [www.ndcs.org.uk](http://www.ndcs.org.uk)

## Adnoddau eraill

- Mae **Cymdeithas Genedlaethol y Plant Byddar (NDCS)** wedi cynhyrchu cyhoeddiad *Healthy Minds*, y gall gweithwyr proffesiynol ei ddefnyddio i hybu lles emosiynol plant byddar 10 i 18 oed. Mae'r pecyn adnoddau hefyd yn helpu i sicrhau bod plant a phobl ifanc fyddar yn alluog i wynebu'r her o fod yn fyddar mewn byd sy'n clywed.

Mae'r NDCS hefyd wedi cyhoeddi *What are you feeling?*, arweiniad i ddysgu llythrennedd emosiynol.

Am ragor o wybodaeth, gallwch ffonio llinell gymorth y NDCS ar 0808 800 8880.

- **RNID** – [www.rnid.org.uk](http://www.rnid.org.uk), 0808 808 0123 neu 0808 808 9000 (testun)
- **Mairian Corker** (1994), *Counselling: The Deaf Challenge*
- **BSMHD** – Cymdeithas Iechyd Meddwl a Byddardod Prydain
- Mae **Coleg Brenhinol y Seiciatryddion** wedi cyfieithu taflenni Mental Health and Growing Up i laith Arwyddion Prydain, ac maent ar gael ar eu gwefan yn: [www.rcpsych.ac.uk/mentalhealthinfo/mentalhealthandgrowingup.aspx](http://www.rcpsych.ac.uk/mentalhealthinfo/mentalhealthandgrowingup.aspx)
- Mae **Sign Health** yn elusen a sefydlwyd i fod o gymorth ag anghenion pobl fyddar yn y gymuned, gan ganolbwyntio ar ofal iechyd meddwl a chorfforol. Am ragor o wybodaeth, ewch i [www.signhealth.org.uk](http://www.signhealth.org.uk)
- Mae gan wefan **Deaf Info** fwy o wybodaeth am iechyd meddwl, byddardod a'r gwasanaethau arbennig sydd ar gael i gynorthwyo pobl fyddarsy'n profi trallod meddwl, [www.deafinfo.org.uk](http://www.deafinfo.org.uk)
- Mae'r **Society for Mental Health and Deafness** yn fudiad byd-eang sy'n hyrwyddo iechyd meddwl positif pobl fyddar yn Ewrop. Am ragor o wybodaeth, ewch i [www.esmhd.org/eu](http://www.esmhd.org/eu)

# Plant sy'n Colli Addysg ac yn Cyrchu Gwasanaethau Cwmsela

**Diffiniad:** Yn y ddogfen hon defnyddir y term Plant sy'n Colli Addysg i gyfeirio at blant o oedran ysgol gorfodol nad ydynt ar gofrestr yr ysgol ac nad ydynt yn derbyn addysg addas heblaw yn yr ysgol (er enghraifft, gartref, yn breifat neu mewn darpariaeth arall) ac nad ydynt wedi derbyn darpariaeth addysgol am gyfnod sylweddol o amser, sef am gyfnod o bedair wythnos neu ragor fel arfer.

Rhaid i wasanaethau cwmsela Plant a Phobl Ifanc a chwmselwyr mewn ysgolion ystyried y canllawiau hyn wrth sicrhau bod gwasanaethau cwmsela ar gael i blant a phobl ifanc nad oes ganddynt ddiddordeb mewn addysg neu sy'n colli addysg. Mae'r risg sy'n deillio o'r naill sefyllfa neu'r llall yn amrywio a gallai gynnwys plant a phobl ifanc sydd:

- Yn symud heb i'w teulu ddweud wrth yr awdurdod;
- Yn symud i ardal awdurdod lleol newydd heb gofrestru ag ysgol leol;
- Yn methu mynd i'r ysgol a ffefrir ganddynt gan nad oes lleoedd ar gael ar eu cyfer ac yn gwrthod cynnig am le mewn safle arall;
- Heb fod yn rhan o'r system addysg erioed am na wnaethant dderbyn darpariaeth briodol ar ddechrau'r oedran ysgol gorfodol (nid yw'n ofynnol i rieni ddweud wrth awdurdodau lleol eu bod yn bwriadu addysgu'r plentyn gartref os nad yw'r plentyn erioed wedi mynychu ysgol);
- Wedi'u tynnu allan o'r system gan eu rhieni sy'n dewis eu haddysgu gartref a lle bo'r rhieni a'r ysgol heb hysbysu'r awdurdod lleol;
- Yn peidio â mynychu ysgol oherwydd anghydfod, anfodlonrwydd y rhieni, gwaharddiad answyddogol neu am iddynt gael eu tynnu oddi ar gofrestr yr ysgol;
- Yn methu â throsglwyddo rhwng darparwyr, er enghraifft o'r ysgol gynradd i'r ysgol uwchradd neu o'r ysgol i ddarpariaeth arall;
- Yn dod i mewn i'r wlad heb gofrestru mewn ysgol;
- Yn ymuno â'r system ar gyfer Plant sy'n Derbyn Gofal neu fannau diogel neu'n mynd oddi yno heb hysbysu neb na chynllunio ymlaen llaw;
- Yn cael eu gwahardd neu'n cael eu tynnu'n ôl o ysgolion annibynnol; neu
- Nad ydynt am gael eu darganfod - mae'n bosibl y bydd teuluoedd yn newid eu henwau ac yn symud yn gyflym o'r naill le i'r llall o fewn y DU.

Mae pob awdurdod lleol ac ysgol yn gyfrifol am geisio dod o hyd i bob plentyn a pherson ifanc nad ydynt yn derbyn addysg mwyach. Mae hyn yn hanfodol oherwydd mae posibilrwydd bob amser y gallai'r plentyn neu'r person ifanc fod ar goll am eu bod mewn perygl o niwed mawr. (Canllawiau statudol i helpu plant a phobl ifanc rhag colli addysg)

## Cwmsela plant sy'n colli addysg

Tra bo'r strategaeth ar gyfer gwasanaethau cwmsela mewn ysgolion yng Nghymru yn seiliedig ar ysgolion yn bennaf mae'n hanfodol datblygu ffyrdd o gynnwys dysgwyr nad ydynt yn ysgol ac ystyried i ba raddau y gallent ddarparu gwasanaethau y tu allan i oriau ysgol neu yn ystod gwyliau'r ysgol. (Strategaeth Genedlaethol Gwasanaethau Cwmsela mewn Ysgolion yng Nghymru)

Mae'n anodd amcangyfrif faint o bobl ifanc yng Nghymru nad ydynt yn derbyn addysg bob blwyddyn ond, drwy beidio â derbyn addysg, gall y bobl ifanc hyn fynd yn ynysig ac yn agored i niwed. Gall y tîm cwmsela mewn ysgolion fod yn adnodd gwerthfawr i ennyn diddordeb y bobl ifanc hyn gan weithio ar unrhyw faterion emosiynol a allai fod ganddynt a chan weithio tuag at eu dychwelyd i fydd addysg. Bydd hefyd yn gyfle iddynt dorri'n rhydd o'r cylch y mae'n bosib y byddant yn gaeth iddo.

Mae'n bosibl y bydd goblygiadau o ran gwneud darpariaeth ar gyfer y bobl ifanc hyn sy'n agored i niwed o safbwynt penderfyniadau polisi ac arferion a fydd yn effeithio ar y canlynol:

- Rheolwyr gwasanaethau cwmsela
- Gwasanaethau cymorth mewn ysgolion
- Asiantaethau allanol
- Cwmselwyr

## Rheolwyr gwasanaethau:

Dylai o leiaf un o'r tîm o gwmselwyr gael ei gyflogi ar sail hyblyg fel y gall ddarparu gwasanaeth y tu allan i oriau ysgol ac yn ystod gwyliau'r ysgol. Byddai'n ddefnyddiol petai'r cwmselydd penodedig yn gymwys ac yn brofiadol mewn delio â phobl ifanc nad ydynt yn derbyn addysg ac sydd â chymwysterau ychwanegol mewn cwmsela'r grp oedran hwnnw. Gallai'r cwmselydd penodedig gael ei rannu rhwng teulu o ysgolion.

Byddai ystafell gwmsela oddi ar safle'r ysgol yn ddefnyddiol. Gallai fod mewn canolfan ieuencid leol, canolfan hamdden neu mewn llyfrgell. Gall pobl ifanc sy'n agored i niwed yn emosiynol ac sydd wedi colli cryn dipyn o'u haddysg fynd yn bryderus wrth feddwl am fynd i rywle sy'n agos at ysgol neu adeilad swyddogol. Mae'n bosibl hefyd y bydd ganddynt ragdybiaethau negyddol iawn am y gwasanaethau statudol. Dylai'r ystafell fod mor gyfforddus a chroesawgar ag y bo modd a dylai gael ei gosod mewn modd sy'n ystyriol o oedran y plant a'r bobl ifanc os oes modd.

### Gwasanaethau cymorth i ysgolion:

Un o'r tasgau anoddaf ar gyfer cwnselydd penodedig sy'n gweithio yn y modd yma yw cysylltu â'r holl asiantaethau a fydd, o bosib, yn gweithio gyda'r person ifanc. Da o beth fyddai sefydlu grp gorchwyl rhwng amryw asiantaethau a fydd yn gweithredu fel grp dyrannu ac adolygu ar gyfer y person ifanc. Dim ond bob hyn a hyn (e.e. bob hanner tymor) y bydd angen i'r grp hwn gwrdd â'i gilydd a gallant drafod yr achosion a atgyfeiriwyd a llunio cynllun cymorth priodol ar gyfer y person ifanc. Gall fforwm tebyg i hwn hefyd leihau'r gorgyffwrdd a helpu i atal pobl ifanc rhag syrthio drwy rwyd y gwasanaethau cymorth. Gallai fod yn fuddiol i'r grp gorchwyl gynnwys cynrychiolwyr o'r canlynol:

- Gwasanaethau Lles Addysg
- Iechyd a Gofal Cymdeithasol
- Gwasanaethau Cymorth Ymddygiad
- Gwasanaethau Iechyd Meddwl Plant a Phobl Ifanc (CAHMS)
- Cwnselydd penodedig
- Pobl allweddol eraill sy'n cynorthwyo pobl ifanc ee mentor, eiriolwr, gweithiwr ieuencid, Cymorth i Ferched, gweithiwr cymorth i blant

Nid yw'r rhestr hon yn gyflawn. Gallai cynrychiolwyr unrhyw asiantaeth fynychu'r fforwm hwn. Gellir ei lunio yn y fath fodd i gefnogi anghenion yr ardal leol ac i adlewyrchu'r gwahanol asiantaethau sy'n gweithio gyda phobl ifanc mewn gwahanol leoliadau.

### Ar gyfer asiantaethau allanol:

Gallai amryw o asiantaethau statudol ac anstatudol fod ynghlwm wrth y gwaith o gefnogi pobl ifanc. Weithiau bydd gan berson ifanc nifer o weithwyr yn gysylltiedig ag ef neu hi gyda neb yn cymryd cyfrifoldeb am y cyfan. Oherwydd hynny, gall y person ifanc syrthio drwy'r rhwyd gan y bydd pob asiantaeth sydd ynghlwm wrtho'n credu bod rhywun arall yn cymryd cyfrifoldeb amdano pan nad oes neb yn gwneud hynny mewn gwirionedd.

Mae'n hanfodol cael fforwm lle gall asiantaethau gwrdd â'i gilydd. Gall hefyd fod yn fforwm i'w ddefnyddio gan asiantaethau nad oes ganddynt gyswllt uniongyrchol â gwasanaethau cwnsela, er mwyn iddynt ofyn i'r gwasanaethau hynny gael eu cynnigi'r boblifanc ymaentyn ymwybodol ohonynt. Er enghraifft, gallai Cymorth i Ferched sy'n aml yn gweld pobl ifanc yn dod i'r ardal o dan amgylchiadau dirdynol a thrawmatig heb fedru manteisio ar gymorth cwnsela, gael hyd i wasanaethau cwnsela priodol ar gyfer y bobl ifanc hyn.

## Cwmselwyr:

Rhaid i'r cwmselwyr fod yn hyblyg yn eu ffordd o weithio, a deall nad yw eu rôl ynghlwm wrth yr ysgol yn unig. Maent yno ar gyfer pob person ifanc sy'n gymwys i fod yn yr ysgol neu'r teulu o ysgolion y maent yn eu gwasanaethu.

O ran y ffyrdd o fynd ati i gwmsela a'r ffyrdd o weithio:

- Byddwch yn hyblyg gan ddefnyddio nifer o wahanol strategaethau therapiwtig a seico-addysgol er mwyn gweithio'n uniongyrchol gyda phobl ifanc. Pwysig: mae ymchwil wedi dangos mai ansawdd y berthynas sy'n dylanwadu fwyaf ar ganlyniad y gwaith cwnsela gyda phobl ifanc. Mae'n hanfodol felly bod perthynas waith gref yn cael ei chreu gyda'r cleient.
- Byddwch yn barod i weithio oddi ar safle'r ysgol. Pan na fydd person ifanc wedi bod mewn ysgol ond y bo bwriad i'w roi ar gofrestr yr ysgol, gallai fod yn ddefnyddiol cynnal y sesiynau cwnsela cychwynnol oddi ar safle'r ysgol ac yna, pan fydd hi'n briodol, drefnu sesiwn yn ystafell gwmsela'r ysgol lle bydd y person ifanc yn rhydd i fynd yno. Gallai hyn helpu'r person ifanc i gyfarwyddo â'r ysgol ac i normaleiddio ei ragdybiaethau ynghylch yr ysgol. Gallai hefyd ganiatáu i'r cwmselydd weithio gyda'r tîm cymorth bugeiliol er mwyn cyflwyno'n raddol gymorth ychwanegol i'r cleient, e.e. trwy fentoriaid disgyblion neu weithwyr ieuencid. Byddai'r tîm hwnnw'n gallu mynd ati wedyn i lunio cynllun integreiddio.
- Gallai diwrnod cyntaf y person ifanc gyd-daro â diwrnod y bydd y cwmselydd yn ymweld â'r ysgol. Gyda chydysniad y person ifanc, gallai'r cwmselydd gerdded o gwmpas yr ysgol gydag ef neu hi a'i helpu i leddfu unrhyw bryderon.
- Byddwch yn barod i weithio gyda'r rhieni a'r gofalwyr oherwydd mae'n bosib y bydd angen cefnogaeth amynt hwy hefyd ac y bydd eu hagwedd at yr ysgol a gwasanaethau cysylltiedig yn negyddol iawn. Mae'n bosib y gall fod erlyniad ar y gweill gan yr adran Lles Addysg. Os yw'r person ifanc i'w integreiddio'n llwyddiannus i fywyd yr ysgol, yna bydd angen i'r holl randdeiliaid weithio gyda'i gilydd i wireddu hynny.
- Cynigiwch apwyntiadau yn ystod gwyliau'r ysgol. Gall fod yn ddefnyddiol eu cysylltu ag unrhyw weithgareddau ieuencid sy'n cael eu trefnu yn ystod gwyliau'r ysgol. Mae nifer o ysgolion yn cynnal ysgolion haf sy'n agored i unrhyw berson ifanc, nid i'r rheini sy'n mynd i'r ysgol yn unig. Gellid trefnu i'r ystafell gwmsela fod yn agored ar yr adegau hynny. Gallai fod yn ddefnyddiol gweithio gyda'r ganolfan hamdden leol a manteisio ar y gweithgareddau sydd ganddynt hwy i'w cynnig. Gall fod cyfle i gwmselwyr fynd i weithgareddau gwyliau sy'n cael eu trefnu gan elusennau ieuencid. Hwyrach y byddai'n bosibl trefnu sesiynau cwnsela i gyd-fynd â'r gweithgareddau hyn.

- Byddwch yn ymwybodol bob amser bod y grŵp hwn o bobl ifanc yn gallu bod yn agored iawn i niwed ac mewn peryg, a dylech fod yn gyfarwydd iawn â Gweithdrefnau Amddiffyn Plant Cymru Gyfan a'r protocolau diogelu. Mae plant sy'n colli addysg yn fater sy'n ymwneud ag amddiffyn plant a rhaid i'r cwnselydd weithio'n agos â'r Person Penodol Amddiffyn Plant a ddylai fod yn ymwybodol o unrhyw 'blant sy'n colli addysg'. Mae rhaglen Llywodraeth y Cynulliad sef Diogelu Plant: Gweithio gyda'n Gilydd o dan Ddeddf Plant 2004 yn cynnig canllawiau ar wybodaeth i'w rhannu mewn perthynas â phlant a phobl ifanc. Mae canllawiau Llywodraeth y Cynulliad, 'Diogelu Plant mewn Addysg' yn amlinellu'r cyfrifoldebau ynghylch y trefniadau i ddiogelu a hyrwyddo lles plant a phobl ifanc hyd at 18 oed.

Mae pob plentyn yn haeddu'r cyfle i gyflawni ei botensial llawn. Mae polisiau Llywodraeth Cynulliad Cymru ar gyfer plant a phobl ifanc yn seiliedig ar Confensiwn y Cenhedloedd Unedig ar Hawliau'r Plentyn a'r protocolau cysylltiedig, sy'n cynnwys yr hawl i gael addysg ac i ddysgu, a'r hawl i gael gofal priodol ac i dderbyn cymorth arbennig i adfer hunanbarch.

Gyda diolch i Val Taylor, Cwnselydd a Goruchwyliwr Annibyinnol, Sir Benfro.



# Canllawiau ar leoliadau i fyfyrwyr cwnsela ac ôl-raddedigion mewn ysgolion yng Nghymru

## Cefndir

Ers cyhoeddi Strategaeth Cwnsela mewn Ysgolion yn 2008 a datblygu cyrsiau addysg bellach ac addysg uwch ar gwnsela plant a phobl ifanc, bu galw am leoliadau i fyfyrwyr cwnsela sy'n gweithio mewn ysgolion. Pwrpas y ddogfen hon yw rhoi canllawiau i:

- Sefydliadau hyfforddi ar gydlynu a rheoli lleoliadau;
- Awdurdodau lleol a rheolwyr cwnsela ar gefnogi lleoliadau i fyfyrwyr dan hyfforddiant ac ôl-raddedigion;
- Penaethiaid ac athrawon cyswllt ar reoli lleoliadau i fyfyrwyr dan hyfforddiant ac ôl-raddedig mewn ysgolion.

## Diffiniad

Y gwahaniaeth rhwng myfyrwyr cwnsela ac ôl-raddedigion dan hyfforddiant sy'n chwilio am leoliadau mewn ysgol neu leoliad ieuenctid:

*"Mae myfyrwr cwnsela yn unigolyn sy'n astudio er mwyn cymhwyso fel cwnselwr neu seicotherapydd o dan gyfarwyddyd prifysgolion neu sefydliadau hyfforddi addysg bellach/addysg uwch eraill. Mae Adran A y ddogfen hon yn ystyried materion sy'n berthnasol i fyfyrwyr cwnsela.*

*Mae ôl-raddedigion cwnsela dan hyfforddiant yn unigolion sydd eisoes wedi cwblhau cwrs hyfforddi achrededig BACP neu gwrs cyfatebol cronol ac sy'n meddu ar gymhwyster cydnabyddedig mewn cwnsela neu seicotherapi (lefel Diploma). Gall ôl-raddedigion dan hyfforddiant ofyn am leoliad cwnsela er mwyn cael profiad arbenigol pellach mewn maes arbenigol."*

(Canllawiau arfer da ar gyfer rheoli lleoliadau i ôl-raddedigion dan hyfforddiant mewn lleoliadau GIG. DG11 BACP 2003)

Mae Adran B y ddogfen hon yn ystyried materion sy'n berthnasol i ôl-raddedigion dan hyfforddiant.

## Contractau a chytundebau

Mae'n bwysig bod y cytundebau sy'n cael eu llunio rhwng pob parti perthnasol (wedi'i nodi yn y cefndir uchod) yn agored ac yn dryloyw, ac wedi'u cytuno cyn dechrau'r cwnsela yn yr ysgol. Mae'n arfer gorau i bob parti (ysgol, asiantaeth hyfforddi, cwnselwr - myfyriwr cwnsela/cwnselwyr dan hyfforddiant, goruchwyliwr a mentor) i gytuno a llofnodi cytundeb ysgrifenedig sy'n amlinellu'n glir rolau a chyfrifoldebau pawb cyn dechrau'r gwaith. Rhaid i'r cytundeb hwn gynnwys rhyw gyfeiriad at y berthynas rhwng pob parti a sut y caiff gwybodaeth ei rhannu rhyngddynt.

## Cyfrinachedd

Er bod cwnsela effeithiol yn digwydd o fewn perthynas o ymddiriedaeth, ni ellir gwarantu cyfrinachedd llwyr â phobl ifanc mewn ysgolion. Felly mae'n hollbwysig bod pob parti yn deall y cyfyngiadau ar gyfrinachedd a'r sefyllfaoedd lle bydd angen datgelu gwybodaeth. (Pecyn Cymorth Gweithredu ar gyfer Cwnselwyr mewn Ysgolion)

## Adran A

### Myfyrwyr Cwnsela

Rhaid i'r myfyriwr cwnsela fod mewn lleoliad lle mae cwnselwr cymwysedig a phrofiadol naill ai'n gweithio yn yr ysgol neu wedi'i gysylltu â'r ysgol, ac sy'n gallu ac yn barod i fentora gwaith y myfyriwr. Rhaid i'r myfyriwr hefyd gael mynediad

i oruchwyliwr cwnsela cymwysedig sydd â phrofiad o weithio gyda phlant a phobl ifanc o fewn lleoliad addysgol.

Y sefydliad hyfforddi ddylai fod yn gyfrifol am gael hyd i leoliadau a'u cydlynu. Pan fydd arweinydd cwrs yn cadarnhau bod myfyriwr wedi cwblhau cwrs cwnsela cydnabyddedig yn llwyddiannus, byddan nhw'n ardystio bod myfyriwr wedi ennill cymhwysedd clinigol ac academiaidd. Felly mae arweinwyr cwrs yn gyfrifol am sicrhau bod lleoliadau myfyrwyr yn cael eu rheoli'n broffesiynol ac yn foesebol.

Mae arfer gorau yn sicrhau bod:

- y lleoliad yn cynnig cyfleoedd dysgu priodol i'r myfyriwr;
- bydd y myfyriwr yn cael ei fentora gan gwmselwr neu seicotherapydd cymwysedig sydd eisoes yn gweithio yn yr ysgol neu wedi'i gysylltu â'r ysgol;
- mae'r cleientiaid sy'n cael eu cyfeirio yn addas i lefel sgil ac arbenigedd y myfyriwr;
- mae'r myfyriwr yn gweld uchafswm o dri chleient yr wythnos i gychwyn mewn sesiynau therapiwtig sy'n para hyd at 50 munud - gall y llwyth achosion cleientiaid gynyddu, gyda chytundeb y goruchwyliwr a'r mentor, wrth i'r myfyriwr fod yn fwy medrus;
- mae'r myfyriwr yn derbyn yr un amser yr wythnos ag y mae'n ei dreulio yn cwnsela ar gyfer prosesu, cadw cofnodion, myfyrio a sesiynau ymgynghori â chymorth.

Disgwylir i gwrselwyr cymwysedig gael eu goruchwyllo am o leiaf un awr o amser cyflwyno i wyth awr o waith cleientiaid yn amodol ar isafswm o 1.5 awr o oruchwyllo y mis, a bydd yr union amser yn dibynnu ar y llwyth achosion cleientiaid a chymhlethdod y llwyth achosion hynny. Mae myfyrwyr cwnsela sy'n gweithio gyda phlant a phobl ifanc yn debygol o angen mwy o oruchwyllo oherwydd eu bod yn ddibrofiad ac oherwydd natur cymhleth y grŵp cleientiaid, a dylen nhw gael eu goruchwyllo o leiaf unwaith bob pythefnos. Mae'n bosib y byddai goruchwyllo'r myfyriwr bob wythnos yn well.

### Asesu achosion

Gan fod myfyrwyr yn ôl eu diffiniad yn gydweithwyr dibrofiad, dylai fod proses gytûn ar gyfer asesu'r cleientiaid y bydd y myfyriwr yn eu cwnsela. Mae hyn yn hanfodol er mwyn helpu myfyrwyr i weithio o fewn eu cymhwysedd. Bydd rhaid i'r mentor asesu cleientiaid y myfyrwyr cyn dechrau'r gwaith therapiwtig, neu bydd angen rhoi arweiniad iddynt ar ddulliau asesu er mwyn sicrhau bod y gwaith yn foesebol ac yn ddiogel.

Mae angen cefnogi'r myfyrwyr mewn dwy ffordd drwy gydol eu lleoliad, sef mentoriaeth a goruchwyliaeth:

### Mentoriaeth

Dylai'r mentor fod yn gwrselwr cymwysedig a phrofiadol, neu'n gydweithiwr cyfatebol megis seicolegydd addysg. Rhaid i'r mentor gael dealltwriaeth glir o ffiniau cyfrinachedd o fewn cwnsela a Chymhwysedd Gillick, a rhaid i'r mentor allu cynorthwyo'r myfyriwr yn y meysydd hyn. Bydd y mentor yn cynnig arweiniad neu gymorth uniongyrchol i'r myfyriwr ac felly dylai fod yn gweithio yn yr ysgol neu wedi'i gysylltu â'r ysgol. Dylai'r ysgol neu'r mentor ddarparu rhaglen sefydlu i'r myfyriwr er mwyn sicrhau bod y polisïau, gweithdrefnau a phrotocolau ar gyfer ymarfer cwnsela yn cael eu deall a'u dilyn yn briodol. Dylai'r mentor annog perthnasoedd gweithio ar y cyd yn yr ysgol. Mae'n bosib y bydd rhaid i'r mentor ddarparu cadarnhad i'r sefydliad hyfforddi fod y myfyriwr wedi bodloni'r meini prawf lleoli cytûn ar gyfer ei gwrs hyfforddi. Yn ogystal gall fod angen cael adroddiad ar gynnydd y myfyriwr. Mae cymorth effeithiol yn dibynnu ar gyfathrebu da rhwng yr ysgol a'r sefydliad sy'n darparu'r hyfforddiant cwnsela. Dylai'r myfyriwr gael gwybod am unrhyw adborth sy'n cael ei roi i'r sefydliad hyfforddi.

### Goruchwyliaeth

Dylai'r gwaith o oruchwyllo gwaith clinigol y myfyriwr gael ei wneud gan gwrselwr (neu gydweithiwr cyfatebol) sy'n fedrus ac yn gymwysedig ym maes goruchwyllo, ac sydd wedi cael o leiaf dwy flynedd o brofiad yn gweithio

mewn lleoliad ysgol. Mae goruchwyllo cwnsela yn sicrhau bod anghenion y myfyriwr a'u cleientiaid yn parhau i gael eu hateb. Mae goruchwyllo yn angenrheidiol ar gyfer monitro, datblygu a chynorthwyo'r myfyriwr yn ei rôl fel cwnselwr.

Dylai myfyrrwyr cwnsela gael eu goruchwyllo'n rheolaidd wrth gwrs. Mae'r BACP yn datgan na ddylai'r oruchwyllo fod yn llai nag un awr o amser cyflwyno i wyth awr o waith cleientiaid, yn amodol ar isafswm o 1.5 awr o oruchwyllo unigol y mis. Fodd bynnag, dyma'r hyn a ddisgwylir ar gyfer ymarferwyr cymwysedig a dylai'r oruchwyllo adlewyrchu maint a chymhlethdod y gwaith clinigol a wneir a lefel profiad a chymhwysedd y myfyriwr. Mae'n debygol y bydd angen goruchwyllo'r myfyriwr yn wythnosol, waeth beth fo'r llwyth achosion cleientiaid, ac o leiaf unwaith bob pythefnos. Gall cymysgedd o oruchwyllo unigol a goruchwyllo grŵp fod yn fuddiol yn aml i ymarferwyr.

Dylai fod gwahaniaeth clir rhwng rôl y mentor a'r goruchwyllo. Ni ddylai'r goruchwyllo fod yn rheolwr llinell y myfyriwr (Fframwaith Moesegol Arfer Da BACP).

### Gwerthuso

Rhaid i'r contract gwreiddiol a gytunwyd gan bob parti gynnwys proses effeithiol ar gyfer gwerthuso gwaith myfyrrwyr. Byddai'r broses hon yn cynnwys rhoi sylw i holiaduron bodlonwydd cleientiaid,

data casgliadau wedi'u mesur yn ôl offer gwerthuso cytûn, a phresenoldeb cleientiaid mewn sesiynau cwnsela wedi'u trefnu.

### Talu myfyrrwyr cwnsela

Yn unol â phroffesiynau eraill, ni ddylai myfyriwr cwnsela ddisgwyl cael ei dalu am y gwaith sy'n cael ei wneud yn ei lleoliad, er y gall y lleoliad gynorthwyo'r myfyriwr gydag unrhyw gostau goruchwyllo a/neu DPP.

## Adran B

### Ôl-raddedigion dan hyfforddiant mewn lleoliadau ysgol

Disgwylir i ôl-raddedigion cwnsela dan hyfforddiant sydd wedi cwblhau hyfforddiant cwnsela yn llwyddiannus ddangos cymhwysedd proffesiynol. Er gwaethaf hyn, argymhellir bod ôl-raddedigion dan hyfforddiant yn cael lleoliad lle y mae cwnselwr cymwysedig a phrofiadol naill ai'n gweithio yn yr ysgol neu wedi'i gysylltu â'r ysgol ac sy'n gallu ac yn barod i fentora gwaith ôl-raddedigion dan hyfforddiant. Rhaid i ôl-raddedigion dan hyfforddiant hefyd gael mynediad i oruchwyllo cwnsela cymwysedig sydd wedi cael o leiaf dwy flynedd o brofiad o weithio gyda phlant a phobl ifanc ac sydd â dealltwriaeth o leoliadau ysgol.

Dylai'r ysgol/gwasanaeth cwnsela sicrhau bod ôl-raddedigion dan hyfforddiant sy'n gofyn am leoliad:

- wedi cwblhau Diploma mewn Cwnsela;
- yn meddu ar yr wybodaeth, y sgiliau, yr agwedd a'r lefel cymhwysedd sy'n ofynnol i weithio yn yr ysgol neu'r lleoliad ieuencid penodol, drwy ddangos tystiolaeth o gymhwyster, tystysgrifau a geir daon gan gyn-gyflogwyr neu sefydliadau hyfforddi, os yw'n briodol;
- yn aelod o sefydliad proffesiynol ac yn ymrwymedig i ddilyn cod moeseg cytûn ar gyfer ymarfer; mae'n rhaid i aelodau BACP weithio o fewn ei Fframwaith Moesegol ar gyfer Arfer Da;
- yn barod i ddarparu gwiriad heddlu.

Cyn dechrau yn y lleoliad, dylai ôl-raddedigion dan hyfforddiant sicrhau bod yr ysgol yn cynnig:

- cyfleoedd ar gyfer gweithio mewn partneriaeth sy'n darparu fframwaith ar gyfer ymarfer cwnsela proffesiynol a moesegol gydag ystod eang o gleientiaid;
- cyfleoedd dysgu priodol sy'n annog Datblygiad Proffesiynol Parhaus (DPP), yn enwedig os ydyn nhw'n gweithio tuag at achrediad;
- rhaglen sefydlu a fydd yn rhoi cyfle i ôl-raddedigion dan hyfforddiant ymglyfarwyddo â pholisïau a gweithdrefnau'r gwasanaeth cwnsela a'r ysgol;
- mentor addas a fydd yn gwmselwr neu'n seicotherapydd cymhwysedig sydd eisoes yn gweithio yn yr ysgol neu wedi'i gysylltu â'r ysgol;
- geir daon priodol sy'n addas ar gyfer lefel sgil, arbenigedd a chymhwyster ôl-raddedigion dan hyfforddiant;
- sesiynau cyswllt wythnosol rheolaidd. Mae canllawiau arfer da yn argymhell llwyth gwaith sy'n cynnwys 60% o amser cyswllt â chleientiaid, 40% o amser gweinyddol. Yn ôl y cyfrifiad hwn mae un sesiwn yn hafal i dair awr o gyswllt wyneb yn wyneb â chleientiaid a dwy awr o gadw cofnodion. Byddai unrhyw gynnydd yn y llwyth gwaith sy'n golygu chwe awr o gyswllt â chleientiaid a phedair awr ar gyfer cadw cofnodion, gwaith gweinyddol ac ymgynghori yn awgrymu bod angen cyflogi cwnselwr. Gallai defnyddio ôl-raddedigion dan hyfforddiant i reoli diffygion yn y ddarpariaeth gwasanaeth gael ei ystyried yn arfer sy'n ecsbloetio ôl-raddedigion dan hyfforddiant;
- asesu'r cleientiaid sy'n cael eu cwnsela er mwyn i ôl-raddedigion dan hyfforddiant allu gweithio o fewn eu cymhwysedd. Os nad yw'r asesiad hwn yn cael ei wneud gan fentor neu gydweithiwr cwnsela profiadol arall, rhaid i ôl-raddedigion dan hyfforddiant sicrhau eu bod nhw eu hunain wedi'u paratoi i asesu cleientiaid, gweithio o fewn eu cymhwysedd eu hunain a chael llwybrau cyfeirio digonol i weithwyr proffesiynol eraill os oes angen.

Dylid llunio Cytundeb Lefel Gwasanaeth neu gontract rhwng ôl-raddedigion dan hyfforddiant a'r asiantaeth leoli a'r sefydliad hyfforddi.

Mae dau fath o gymorth yn ofynnol ar gyfer lleoliadau:

### **Mentoriaeth**

Fel rheol byddai'r mentor yn gwmselwr/ seicotherapydd cymwysedig a phrofiadol, neu'n gydweithiwr cyfatebol megis seicolegydd addysg. Rhaid i'r mentor gael dealltwriaeth glir o ffiniau cyfrinachedd o fewn cwnsela a Chymhwysedd Gillick a rhaid i'r mentor allu cynorthwyo'r myfyriwr yn y meysydd hyn. Byddai'r mentor yn cynnig arweiniad a chymorth rheoli uniongyrchol i ôl-raddedigion dan hyfforddiant ac felly bydd yn gweithio i'r ysgol neu wedi'i gysylltu â'r ysgol. Mae'n arfer da i'r ysgol, neu'r mentor, ddarparu rhaglen sefydlu i ôl-raddedigion dan hyfforddiant, er mwyn egluro polisiau, gweithdrefnau a phrotocolau ar gyfer ymarfer cwnsela gan sicrhau ei fod yn cael ei gyflawni'n briodol. Dylai'r mentor annog gweithio ar y cyd yn yr ysgol.

### **Goruchwyliaeth**

Dylai'r gwaith o oruchwyllo gwaith clinigol ôl-raddedigion dan hyfforddiant gael ei gyflawni gan gwmselwr profiadol sy'n fedrus ac yn gymwysedig ym maes cwnsela a goruchwyllo, ac sy'n meddu ar o leiaf dwy flynedd o brofiad yn gweithio mewn lleoliad ysgol.

Mae angen goruchwyliaeth er mwyn monitro, datblygu a chefnogi ôl-raddedigion dan hyfforddiant yn eu rôl cwnsela, gan eu galluogi i ddatblygu i fod yn ymarferwyr myfyriol proffesiynol.

Dylai ôl-raddedigion dan hyfforddiant gael eu goruchwyllo'n rheolaidd wrth gwmsela. Mae'r BACP yn datgan na ddylai goruchwyliaeth fod yn llai nag un awr o amser cyflwyno i wyth awr o waith cleientiaid, yn amodol ar isafswm o 1.5 awr o oruchwyliaeth unigol y mis. Dylai'r oriau goruchwyllo adlewyrchu maint a chymhlethdod y gwaith clinigol sy'n cael ei wneud a lefel profiad a chymhwysedd ôl-raddedigion dan hyfforddiant. Mae'n debygol y gall fod angen goruchwyllo ôl-raddedigion yn wythnosol, waeth beth fo'r llwyth achosion cleientiaid, ac o leiaf unwaith bob pythefnos. Gall cymysgedd o oruchwyliaeth unigol a goruchwyliaeth grŵp fod yn fuddiol yn aml i ymarferwyr.

### **Gwerthuso**

Rhaid i'r contract gwreiddiol a gytunwyd gan bob parti gynnwys proses effeithiol ar gyfer gwerthuso gwaith ôl-raddedigion dan hyfforddiant. Byddai'r broses hon yn cynnwys rhoi sylw i holiaduron bodlonrwydd cleientiaid, data casgliadau wedi'u mesur yn ôl offer gwerthuso cytûn, a phresenoldeb cleientiaid mewn sesiynau cwnsela wedi'u trefnu.

### Diogelwch cleientiaid

Dylid ystyried datgelu statws hyfforddi'r cwnselwr. Dylai fod tryloywder rhwng y cwnselwr a'r cleient, ond hefyd sicrwydd i'r cleient er mwyn sefydlu perthynas effeithiol, ymddiriedus.

Er mwyn diogelu budd ôl-raddedigion dan hyfforddiant a'u cleientiaid, dylai'r ysgol gynnig cytundeb gwasanaeth sy'n amlinellu'n gliry telerau a'r amodau ar gyfer ymarfer clinigol ac sy'n amlinellu rôl a chyfrifoldeb ôl-raddedigion dan hyfforddiant.

### Talu ôl-raddedigion dan hyfforddiant

Mae ôl-raddedigion dan hyfforddiant yn cael eu talu yn ôl disgrisiwn yr ysgol neu'r gwasanaeth cwnsela sy'n darparu'r lleoliad. Os yw ôl-raddedigion dan hyfforddiant yn defnyddio'r lleoliad i gyflawni'r amcanion dysgu sy'n ofynnol ar gyfer eu datblygiad proffesiynol, ni ddylid gwneud unrhyw daliad yn yr achos hwn. Fodd bynnag, gall ôl-raddedigion dan hyfforddiant gael cynnig cymorth gyda'u costau megis ffioedd aelodaeth broffesiynol, goruchwyliaeth neu DPP pellach. Gall rhai sefydliadau ddewis cynnig swydd dan hyfforddiant â chyflog yn debyg i'r swyddi a gynigir i seicolegwyr addysg dan hyfforddiant. Gall hyn fod yn arbennig o ddeniadol er mwyn hybu hyfforddi cwnselwyr sy'n siarad Cymraeg.

Diolch i Lil Freckleton, Vine Interventions;  
Judith Mulcahy, Prifysgol Casnewydd;  
Dan Trevor, Sir Ddinbych.

# Lleoliad Myfyrwyr - Dogfen Gwasanaethau Cwmsela Sir Ddinbych

**Diffiniad:** Pwrpas lleoliad cwmsela yw cael 100 awr o brofiad clinigol sy'n rhan ofynnol o gymhwyso ac ennill cymhwyster cwmsela cydnabyddedig.

Mae 'myfyriwr cwmsela' yn unigolyn sy'n dilyn cwrs hyfforddi cychwynnol, generig mewn cwmsela/seicotherapi.

Mae 'ôl-raddedigion dan hyfforddiant' yn gwmselwyr sydd eisoes wedi ennill eu diploma ond os nad ydynt wedi'u cyflog fel cwmselwr mae'n bosib y bydd angen lleoliad arnyh nhw i gadw eu sgiliau yn gyfoes. Gall cwmselwr cymwysedig sy'n aelod o BACP, ac sydd wedi cwblhau hyfforddiant lefel Diploma gan gynnwys 100 awr ar leoliad ddefnyddio'r llythrennau 'BACP' i ddangos aelodaeth o'r corff proffesiynol.

- Dylai lleoliadau gael eu cynnig dim ond o dan reolaeth/fentoriaeth cwmselwr profiadol sy'n cael ei gyflogi yn yr un ysgol.
- Os yw'r ddarpariaeth gwmsela yn cael ei rheoli y tu allan i'r ysgol dylai cwmselwr dan hyfforddiant gael ei ailgyfeirio i'r rheolwr gwasanaeth perthnasol.
- Os yw myfyriwr cwmsela mewn ysgol yn cael ei ystyried, dylid meddwl am yr effaith a gaiff hyn ar y deiliad swydd cwmselwr profiadol o ran amser a gallu i fentora'r myfyriwr/cwmselwr dan hyfforddiant. Gall fod oblygiadau o ran rheoli'r rhestr aros, a'r ymrwymiad amser ychwanegol sy'n ofynnol gan ddeiliad y swydd wrth gynnig lleoliad. Mae angen ystyried pwy sydd â'r cyfrifoldeb clinigol ac yn darparu yswiriant ar gyfer gwaith y myfyriwr/cwmselwr dan hyfforddiant. Fel rheol y goruchwyliwr clinigol

fyddai'n gyfrifol am y cwmselwr dan hyfforddiant.

- Ni ddylid cynnig lleoliad oni bai bod llinellau cyfathrebu clir rhwng y rheolwr gwasanaeth/rheolwr clinigol, goruchwyliwr clinigol a'r mentor/cwmselwr lleoli, myfyriwr cwmsela a'r sefydliad hyfforddi.
- Dylid cynnig lleoliadau dim ond drwy gyfweiliad ac ar ôl cadarnhau'r holl wiriadau cyflogaeth (gan gynnwys CRB), geiradaon ac ati. Mae'n ddoeth ceisio geirada gan gorff hyfforddi'r ymgeisydd i gynnwys lefel cymhwysedd - theorï ac ymarfer clinigol; hunanymwybyddiaeth, ymddygiad ac agwedd.
- Rhaid i gwmselwyr dan hyfforddiant allu darparu tystiolaeth eu bod yn ymarfer i god moeseg cydnabyddedig a darparu tystiolaeth ddogfennol o aelodaeth gyfredol o gorff proffesiynol, er enghraifft CPC; BACP, UKCP. Rhaid i aelodau BACP weithio yn ôl Fframwaith Moesegol BACP
- Rhaid i hyfforddiant Amddiffyn Plant gael ei ddarparu gan naill ai'r ysgol neu'r sefydliad lleoli.
- Ar ddechrau'r lleoliad, rhaid cytuno ar sut y bydd cwblhau'r lleoliad yn llwyddiannus yn cael ei werthuso, pryd y caiff adroddiadau a gwerthusiadau ysgrifenedig eu darparu a chan bwy.
- Rhaid cael cytundeb ysgrifenedig rhwng y myfyriwr cwmsela, y sefydliad lleoli, y mentor lleoli a goruchwyliwr y cwmselwr dan



hyfforddiant i ddilyn trefn ar gyfer ymyrryd yn achos pryder am ansawdd y cwnsela a ddarperir gan y myfyriwr ar leoliad.

- Rhaid ystyried gallu'r myfyriwr i weithio i derfyn amser (os yw'n gymwys) a deall cyd-destun gweithio mewn ysgol. Rhaid i addysgu a phrofiad pellach fod yn rhan o strwythur y lleoliad.
- I gychwyn dylai pob asesiad cleient gael ei wneud gan y cwnselwr/profiadol/mentor lleoli. Fel rhan o'r hyfforddiant theori a datblygiad yn y lleoliad caiff y myfyriwr ei gyfarwyddo wrth ymgymryd â nifer cyfyngedig o asesiadau fel cam terfynol y lleoliad.
- Dylai lleoliadau gael eu cynnig am isafswm o 100 awr clinigol, gan ddechrau gydag un awr gyda chleientiaid yr wythnos, gan godi i uchafswm o 4/5 awr o dan gyfarwyddyd y mentor a'r goruchwyliwr.
- Dylai myfyriwr cwnsela gael gwybodaeth am y broses o geisio cytuno ar ddeunydd sesiwn/cuddio deunydd sesiwn os yw'r cynnwys i'w ddefnyddio i ysgrifennu traethodau/traethodau hir, neu ar gyfer recordio sesiynau at ddibenion addysgol.
- Yn ogystal â'r oriau clinigol, dylai'r lleoliad gynnwys darpariaeth ar gyfer mewnbwn rheolaidd gan ddeiliad y swydd cwnselwr (mentor), mewnbwn gan gydweithwyr proffesiynol iechyd eraill, deunydd darllen a mynychu cyfarfodydd sefydliadol fel y bo'n berthnasol. Ni ddylai'r lleoliad ymwneud

â bodloni'r gofyniad am brofiad clinigol yn unig ond dylai ddarparu sail gadarn yng nghydestun therapi penodol sef cwnsela mewn ysgolion.

- Rhaid i fyfyrwr cwnsela gael eu goruchwyllo yn y lleoliad a dylai fod cymhareb sy'n ddigonol i ateb y safonau gofynnol a bennwyd gan eu corff proffesiynol. Rhaid i'r goruchwyliwr fod yn brofiadol ym mhob un o'r meysydd canlynol:
  - a) Cwnsela/seicotherapi plant a phobl ifanc.
  - b) Darparu goruchwyliaeth i gwrselwyr dan hyfforddiant.
  - c) Cyd-destun ysgol.
  - ch) Cwnsela â therfyn amser os yw'n gymwys.

### Rolau a Chyfrifoldebau:

#### Y Myfyriwr Cwnsela

Bydd

- yn darparu:
- Tystiolaeth ddogfennol o'r cymwysterau a enillwyd hyd yma.
  - Tystiolaeth ddogfennol o aelodaeth broffesiynol.
  - Dogfennau Yswiriant proffesiynol cyfredol (os yw'n gymwys).
  - Geirda gan oruchwyliwr presennol/diweddar.
  - Geirda gan diwtor cwrs.

Bydd yn barod i:

- Ymgymryd â gwiriad CRB manylach.
- Cynnal o leiaf tair sesiwn â chleientiaid yr wythnos dros gyfnod o flwyddyn.
- Cymryd rhan mewn goruchwyllo a hyfforddi fel sy'n ofynnol gan y sefydliad lleoli.

### Y Sefydliad Lleoli

Bydd

- yn darparu:
- Lleoliad o fewn ysgol sydd â chwmselwr profiadol a fydd yn mentora'r myfyriwr ac yn cynnal asesiad cychwynnol o'r cleientiaid.
  - Goruchwyllo'r myfyriwr ar gymhareb sy'n briodol i gorff proffesiynol, sef 1:8.
  - Cyfleoedd hyfforddi a datblygu i wella sgiliau'r cwmselwr dan hyfforddiant i fod yn gwmselwr mewn ysgolion medrus (gan gynnwys sgiliau asesu ac ati).
  - Darparu canllawiau clir ar gyfer mesur perfformiad, proses arfarnu ac adroddiadau ysgrifenedig os oes angen.

- Darparu cytundeb contract clir rhwng y sefydliad lleoli, cwmselwr dan hyfforddiant, mentor lleoli, goruchwyllo'r cwmselwr dan hyfforddiant (a'r sefydliad hyfforddi os yw'r cwmselwr dan hyfforddiant yn parhau mewn addysg).

### Y Sefydliad Hyfforddi

- Darparu geirada unigol sy'n cwmpasu lefel cymhwysedd - theori ac ymarfer clinigol; hunanymwybyddiaeth, ymddygiad ac agwedd; tystiolaeth o therapi personol.
- Bod yn barod i rannu gwybodaeth neu bryderon am y myfyriwr â'r sefydliad lleoli er mwyn sicrhau diogelwch a lles y myfyriwr a'r cleientiaid.
- Penodi aelod o staff fel man cyswllt i gysylltu â'r sefydliad lleoli ar gyfer pob mater sy'n ymwneud â myfyrwyr ar leoliad.

Bydd y ddogfen hon yn gweithredu fel contract rhwng y myfyriwr, y goruchwyllo'r, y cwmselwr sy'n gweithredu fel mentor, y sefydliad lleoli a'r sefydliad hyfforddi:

**Cyfnod y lleoliad:**

*Dechrau:*

.....

*Diwedd:*

.....

*Llofnod y myfyriwr:*

.....

Dyddiad: .....

*Llofnod y goruchwyliwr:*

.....

Dyddiad: .....

*Cwnselwr (mentor):*

.....

Dyddiad: .....

*Sefydliad Lleoli:*

.....

Dyddiad: .....

*Sefydliad Hyfforddi:*

.....

Dyddiad: .....

# Therapyddion Celf a Chwmsela mewn Ysgolion

Mae'r angen am y celfyddydau yn un o nodweddion diffiniol dynolryw. Mae'r celfyddydau yn parhau oherwydd bod per unigryw ganddyn nhw i'n helpu ni i deimlo a gwneud synnwyr o brofiadau. Mae'r proffesiynau Therapiau Celf wedi treulio dros chwe deg o flynyddoedd yn datblygu ymarfer, theori ac ymchwil i geisio deall potensial therapiwtig y celfyddydau yn yr amgylchedd gofal.

Mae nifer o gwmselwyr a seicotherapyddion yn fwyfwy ymwybodol erbyn hyn nad yw chwmsela geiriol pur bob amser yn gweithio gyda phlant a phobl ifanc. Mae Therapiau Celf yn ddewis arall a all wneud gwahaniaeth i'r bobl ifanc hynny ag anableddau, y mae'n anodd ymgysylltu â nhw, plant a phobl ifanc sy'n dioddef o awtistiaeth, y rhai sydd wedi cael eu cam-drin, neu'r rhai sy'n cael problemau ymlyniad. Mae Therapiau Celf yn ymdrin ag amrywiaeth o broblemau iechyd meddwl ac mae'r Sefydliad Cenedlaethol dros Ragoriaeth Glinigol (NICE) wedi eu hargymhell ar gyfer nifer o gyflyrau iechyd meddwl megis iselder<sup>1</sup> a sgitsoffrenia<sup>2</sup>. Mae gan Therapyddion

Celf brofiad helaeth hefyd o reoli risgiau posibl a datblygu arferion diogel gyda'u cleientiaid.

Yn y ddogfen hon hoffem ni roi ychydig o wybodaeth i chi ar y pedwar Therapi Celf sydd ar gael yn y DU, pwy yw Therapyddion Celf a beth yw eu gwaith. Byddwn ni hefyd yn dangos sut y gallwch chi gael hyd i Therapydd Celf, a beth i'w ddisgwyl os ydych chi'n cyflogi Therapydd Celf yn eich gwasanaeth.

Diffiniad: Mae Therapiau Celf yn fath o therapi seicolegol lle mae'r celfyddydau (celf, drama, cerddoriaeth, dawn/symudiad) yn cael eu defnyddio o fewn y berthynas therapiwtig. Mae nodwedd gyffredin gryf ganddyn nhw sef bod pob Therapydd Celf yn cael ei hyfforddi yn ei gelfyddyd benodol ei hun a hefyd mewn therapi seicolegol. Mae Therapyddion Celf yn artistiaid ac yn glinigwyr ac maen nhw'n defnyddio eu hyfforddiant yn y celfyddydau a therapi i greu dulliau gweithio sy'n ennyn diddordeb cleientiaid gan sicrhau newidiadau seicolegol, emosiynol a chymdeithasol.

<sup>1</sup> NICE (2006) Schizophrenia: core interventions in the treatment and management of schizophrenia in primary and secondary care. <http://guidance.nice.org.uk/CG1>

<sup>2</sup> NICE (2007) Management of Depression in Primary and Secondary Care. <http://guidance.nice.org.uk/CG23>



Gall Therapiau Celf gael eu diffinio fel therapiau sy'n ceisio deall a defnyddio potensial therapiwtig dulliau therapi seicolegol a'r ffurf ar gelfyddyd sy'n cael ei defnyddio. Wrth ddwyn ynghyd yr ochr esthetig a'r ochr seicolegol, mae'r ymarfer sy'n deillio ohono yn unigryw.

### Rôl

Mae Therapyddion Celf yn ymarferwyr myfyriol, wedi'u hyfforddi ym maes asesu, datblygiad seicolegol a darparu triniaeth. Mae sgiliau clinigol ganddyn nhw sy'n cwmpasu amrywiaeth o ddamcaniaethau a dulliau seicotherapi wedi'u cyfuno â gwybodaeth hynod arbenigol ar draws ystod o driniaethau, a'r ffurf ar gelfyddyd o'u dewis. Wrth eu gwaith bydd Therapyddion Celf yn defnyddio sgiliau meithrin a chynnal perthynas therapiwtig, dychymyg, meddwl di-eiriau, delio ag emosiynau, 'cymhwysedd hunangofiannol a phrosesu affeithiol'<sup>3</sup>, cyd-destun diwylliannol, deallusrwydd emosiynol, creadigrwydd, ymrymuso a hunan-barch, ac mae pob un o'r rhain yn feysydd allweddol i sicrhau newid therapiwtig. Yn nwylo Therapydd Celf medrus, gall y cyfrwng artistig fod yn ddiogel, yn gynhwysol ac yn gyfrwng i fathau o gyfathrebu pan na fydd geiriau yn ddigon.

Mae Therapiau Celf yn weithredol ym maes cynhwysiant cymdeithasol, gan gyflwyno pobl i'r celfyddydau fel adnodd lles cydnabyddedig. Cafodd rôl Therapiau Celf ei chydabod gan y Llywodraeth mewn araith gan y cyn-weinidog iechyd:

*"Mae rôl bwysig gan therapi celf i'w chwarae wrth ddarparu gofal gwell, mwy personoledig i gleifion. Rwy'n disgwyl i'r rôl hon fod yn bwysicach byth, yn dilyn cyhoeddi'r Adolygiad Cam Nesaf, pan fyddwn ni'n ystyried sut y gallwn ni weddnewid y GIG o wasanaeth sy'n wych o ran adnabod salwch a'i drin i wasanaeth sy'n fwy llwyddiannus wrth atal salwach a hybu iechyd a lles."*

Y Gwir Anrhydeddus Alan Johnson,  
Y Gweinidog Iechyd  
16 Medi 2008

### Cofrestru/Rheoliadau

Therapiau Celf yw'r therapiau seicolegol cyntaf i gael eu cofrestru gan y Cyngor Proffesiynau Iechyd (HPC). Mae HPC yn ymgynghori ar gofrestru Seicotherapi Symudiad Dawns ar hyn o bryd, ynghyd â chwrsela a seicotherapi.

<sup>3</sup> Holmes J. (1993) John Bowlby and attachment theory, Lundain: Routledge, tud. 156

Mae cofrestru wedi bod yn orfodol i Therapyddion Celf ers Mawrth 1997 gan y Cyngor dros Broffesiynau sy'n Atodol i Feddygaeth, a ddaeth yn ei dro y Cyngor Proffesiynau Iechyd yn 2003 (erbyn hyn mae 15 o broffesiynau wedi'u cofrestru gyda HPC, gan gynnwys yn fwy diweddar yr Ymarferydd Seicolegydd).

Nod Therapyddion Celf yw galluogi cleientiaid i gael hyd i gyfrwng i roi mynegiant i emosiynau sy'n gymhleth ac yn ddryslyd yn aml ac nid oes modd eu mynegi mewn geiriau bob amser, a meithrin hunanymwybyddiaeth a thwf ynddyn nhw eu hunain. Mae ymarferwyr wedi datblygu ffyrdd arbennig o weithio yn ôl eu maes arbenigol. Maen nhw'n gweithio mewn cyd-destun clinigol lle mae agweddau ar iechyd, salwch, anawsterau a namau yn ffurfio rhan fawr o broblemau'r cleientiaid sy'n dod i'r sesiynau therapi. Yn y cyd-destun hwn ac fel gweithwyr proffesiynol iechyd cofrestredig, disgwylir i Therapyddion Celf ddefnyddio barn glinigol fel modd o ymarfer yn ddiogel ac yn effeithiol.

Mae'r adran ganlynol yn cynnwys Safonau Ymddygiad, Perfformiad a Moeseg HPC, y mae'n rhaid i Therapyddion Celf eu dilyn:

- 1 Rhaid i chi weithredu er lles gorau defnyddwyr gwasanaeth.
- 2 Rhaid i chi barchu cyfrinachedd defnyddwyr gwasanaeth.
- 3 Rhaid i chi gadw safonau uchel o ymddygiad personol.
- 4 Rhaid i chi ddarparu unrhyw wybodaeth bwysig (i ni ac unrhyw reoleiddwyr perthnasol eraill) am eich ymddygiad a'ch cymhwysedd.
- 5 Rhaid i chi gadw'ch gwybodaeth a'ch sgiliau proffesiynol yn gyfoes.
- 6 Rhaid i chi weithredu o fewn terfynau eich gwybodaeth, eich sgiliau a'ch profiad ac, os oes angen, cyfeirio'r mater i ymarferydd arall.
- 7 Rhaid i chi gyfathrebu'n briodol ac yn effeithiol â defnyddwyr gwasanaeth ac ymarferwyr eraill.
- 8 Rhaid i chi orchwyllo'n effeithiol y tasgau rydych chi wedi gofyn i bobl eraill eu gwneud.
- 9 Rhaid i chi gael cydsyniad i roi triniaeth (ac eithrio mewn achos brys).
- 10 Rhaid i chi gadw cofnodion cywir.
- 11 Rhaid i chi ddelio yn deg ac yn ddiogel â'r perygl o haint.
- 12 Rhaid i chi gyfyngu eich gwaith neu roi'r gorau i ymarfer os yw'ch perfformiad neu'ch barn yn cael ei heffeithio gan eich iechyd.
- 13 Rhaid i chi ymddwyn gyda gonestrwydd ac unplygrwydd a sicrhau nad yw'ch ymddygiad yn niweidio ffydd y cyhoedd ynddoch chi neu'ch proffesiwn.
- 14 Rhaid i chi sicrhau bod unrhyw hysbysebu a wnewch yn gywir.

Mae Therapiau Celf yn destun archwiliad rheolaidd HPC o'r proffesiwn, ac mae'n ofynnol i ganran o Therapyddion Celf gyflwyno eu portffolio Datblygiad Proffesiynol Parhaus a datganiad proffesiynol o ymarfer i HPC.

#### Teitlau gwarchoddedig:

Seicotherapydd Celf  
Therapydd Celf  
Therapydd Drama  
Therapydd Cerdd

#### Moddolrwydd:

Therapi Celf  
Therapi Drama  
Therapi Cerdd

Gellir gweld manylion cofrestru HPC ar gyfer Therapyddion Celf unigol ar <http://hpc-portal.co.uk/online-register/>

#### Hyfforddiant

Mae'r safonau hyfforddi gofynnol y mae'n rhaid i Therapyddion Celf eu hennill wedi'u hamlinellu a'u cyhoeddi yn Safonau Addysg a Hyfforddiant HPC (HPC, 2004). Mae'n rhaid i Therapyddion Celf gael eu hyfforddi ar gwrs ôl-radd cymeradwy HPC sy'n arwain at gymhwyster gradd meist. Mae cynllun yn weithredol i'r Therapyddion Celf hynny sydd wedi cymhwyso a gweithio yn eu maes proffesiynol cyn i HPC gael ei ffurfio.

Mae'r gofyniad i gael hyfforddiant lefel gradd yn y ffurf arbennig ar gelfyddyd yn golygu bod Therapyddion Celf yn meddu ar wybodaeth ddamcaniaethol a phrofiadau trylwyr hanfodol yn eu cyfrwng. Mae hyfforddiant pellach mewn therapi seicolegol ar lefel meist yn rhoi fframwaith seicolegol cadarn er mwyn sicrhau ymarfer clinigol effeithiol.

Mae'n rhaid i Therapyddion Celf gwblhau holl ofynion eu haddysg a'u hyfforddiant, gan gynnwys lleoliadau clinigol, cyn cofrestru gyda HPC a chyn y gallan nhw ddefnyddio teitl gwarchoddedig HPC sef Therapydd Celf.

Prifysgolion sy'n darparu hyfforddiant mewn Therapi Celf, Therapi Cerdd, Therapi Drama a Seicotherapi Symudiad Dawns:

#### Athrofa Iron Mill, Exeter

MA Therapi Drama

#### Athrofa'r Celfyddydau mewn Therapi ac Addysg

MA Seicotherapi Celfyddydau Integredig

#### Canolfan Seicotherapi

(Ymddiriedolaeth Iechyd a Gofal

Cymdeithasol Belfast)

MSc Seicotherapi Celf

#### Canolfan Therapi Cerdd Nordoff-Robbins

MA Therapi Cerdd

(Therapi Cerdd Gymunedol/Nordoff-Robbins)

#### Canolfan Therapi Cerdd Nordoff-Robbins

Meistr mewn Therapi Cerdd

**Coleg Goldsmiths Prifysgol Llundain**  
MA Seicotherapi Celf

**Coleg Goldsmiths Prifysgol Llundain**  
MA Seicotherapi Celf

**Prifysgol Anglia Ruskin**  
(Prifysgol Bolytechnig Anglia gynt)  
MA Therapi Cerdd

**Prifysgol Derby**  
MA Therapi Celf

**Prifysgol Derby**  
MA Therapi Drama

**Prifysgol Fetropolitan Leeds**  
MA Ymarfer Seicotherapi Celf

**Prifysgol Fetropolitan Leeds**  
MA Ymarfer Seicotherapi Celf

**Prifysgol Gorllewin Lloegr, Bryste**  
MA Therapi Cerdd

**Prifysgol Roehampton**  
(Prifysgol Surrey Roehampton gynt)  
MA Therapi Celf

**Prifysgol Roehampton**  
(Prifysgol Surrey Roehampton gynt)  
MA Therapi Drama

**Prifysgol Roehampton**  
(Prifysgol Surrey Roehampton gynt)  
MA Therapi Cerdd

**Prifysgol Swydd Hertford**  
MA Therapi Celf

**Prifysgol y Frenhines Margaret**  
(Coleg Prifysgol y Frenhines Margaret gynt)  
MSc Therapi Celf

**Prifysgol y Frenhines Margaret**  
(Coleg Prifysgol y Frenhines Margaret gynt)  
MSc Therapi Cerdd (Nordoff-Robbins)

**Ysgol Cerdd a Drama Guildhall**  
MA Therapi Cerdd

**Ysgol Ganolog Lleferydd a Drama**  
MA Therapi Drama a Symudiad (Sesame)

### Meysydd ymarfer

Mae Therapyddion Celf yn cael eu cyflogi ar draws ystod eang iawn o leoliadau statudol ac anstatudol gyda phob cyflwr iechyd meddwl. Mae Therapiau Celf yn cael eu cydnabod fel rhai sy'n arbennig o addas i gleientiaid sy'n dioddef anhwylderau ymlyniad, iselder, anhwylderau personoliaeth datgysylltiol, y rhai sy'n anodd eu cyrraedd, pobl ifanc ag anableddau, plant a phobl ifanc sy'n dioddef o awtistiaeth a'r rhai sydd wedi cael eu cam-drin.

Mae Therapyddion Celf yn cael eu hyfforddi mewn therapi grŵp ac felly gallan nhw ddarparu therapi grŵp yn eu lleoliad ymarfer. O ran chwrsela mewn ysgolion, gallai hyn fod yn gyfle i gynnal grwpiau therapiwtig i bobl ifanc sydd ag anawsterau tebyg, megis bwlio, hunan-barch isel, hunanniweidio, cyfrifoldebau gofalu yn eu teulu (gofalwyr ifanc), pobl ifanc sydd â lefelau uchel o absenoldeb o'r ysgol, plant wedi'u gwahardd



neu'r rhai sydd ag anawsterau rhyngweithio cymdeithasol (h.y. perthynas â chyfoedion).

### Cyfrifoldebau

Nid yw cyfrifoldebau Therapyddion Celf yn wahanol i gyfrifoldebau cwnselwyr a seicotherapyddion sy'n gweithio ym myd addysg. Mae agweddau ar rôl Therapyddion Celf yn cynnwys:

- Asesiadau (gan gynnwys asesu risg, addasrwydd ar gyfer therapi, arddulliau dysgu a mynegi pobl ifanc, lefel ddatblygiadol wedi'i hasesu a phroblemau/anhwylderau iechyd meddwl).
- Gwaith therapiwtig unigol a gwaith therapi grŵp.
- Cymryd rhan mewn canolfannau galw heibio, Unedau Cyfeirio Disgyblion, darpariaethau cwricwlwm amgen.
- Hyfforddiant i staff a rhieni.
- Cadw cofnodion ysgrifenedig o'r broses ar gyfer unigolion a grwpiau.
- Ysgrifennu adroddiadau, e.e. asesu, adolygu, adroddiadau diwedd blwyddyn.
- Cydweithio â staff eraill i hybu arferion da o ran lles emosiynol ac iechyd meddwl.
- Cymryd rhan mewn goruchwyliaeth glinigol fel sy'n ofynnol gan HPC a Chyrff Proffesiynol Therapiau Celf.

- Mynychu datblygiad a hyfforddiant proffesiynol priodol, gan gynnwys eu portffolio DPP, yn unol â gofynion HPC.
- Cysylltu â'r holl weithwyr proffesiynol perthnasol, e.e. Cydlynwyr Anghenion Addysgol Arbennig, mentoriaid dysgu, athrawon, rheolwyr, seicolegwyr addysg, gweithwyr cymdeithasol.
- Cymryd rhan mewn rhwydweithiau cymorth myfyrwyr.

Mae deddfwriaeth bresennol y DU a Chymru wedi hybu mwy o weithio mewn partneriaeth rhwng gweithwyr proffesiynol ym maes gwasanaethau plant (addysg, iechyd a gwasanaethau cymdeithasol) er lles arfer da, amddiffyn plant ac er mwyn osgoi gweithio gyda phlant a phobl ifanc ac eich pen eich hun. Felly mae Therapyddion Celf mewn ysgolion yn chwarae eu rhan nhw wrth weithio ar y cyd a chysylltu â chydweithwyr o asiantaethau perthnasol eraill megis gweithwyr cymdeithasol, seicolegwyr addysg, aelodau tîm troseddau ieuencid, nyrsys ysgol (yn enwedig yng nghydestun plant sydd ar y gofrestr amddiffyn plant) a thimau Gwasanaethau Iechyd Meddwl Plant a'r Glasoed (CAMHS).

Fel arfer bydd cyfleoedd gan Therapyddion Celf i roi cyflwyniadau a rhoi gwybodaeth am therapiau celf i staff ysgol ar ddiwrnodau hyfforddi HMS ac mewn cyfarfodydd staff. Mae dangos sleidiau neu ddelweddau o waith wedi'i gynhyrchu gan

blentyn/berson ifanc mewn sesiynau therapi mewn ysgol arall yn ffordd bwerus ac effeithiol o ennyn diddordeb tîm o staff, ac mae'n helpu i ddangos y broses therapiwtig greadigol.

### Ymchwil

Mae safonau addysg a hyfforddant HPC yn mynnu bod pob Therapydd Celf yn gwneud gwaith ymchwil fel rhan o'r cwrs gradd meistr. Mae'r gofyniad hwn yn rhoi cyfle i Therapyddion Celf ennill sgiliau ymchwil gwerthfawr a gwybodaeth am y dulliau ymchwil a ddefnyddir yn y gwyddorau cymdeithasol ac iechyd, yn enwedig yng nghyd-destun chwmsela, seicotherapi a'r celfyddydau. Felly mae Therapyddion Celf wedi'u paratoi i wneud prosiectau ymchwil ar raddfa fach, datblygu systemau gwerthuso sy'n monitro ac yn gwerthuso newid therapiwtig ac sy'n benodol i'w grp cleientiaid, cymryd rhan mewn cyfleoedd ymchwil rhanbarthol a chenedlaethol ehangach, a lledaenu/rhannu casgliadau ymchwil seiliedig ar ymarfer yn eu lleoliadau clinigol a chyda'u cydweithwyr proffesiynol.

Mae gan Therapyddion Celf eu Rhwydwaith Ymchwil Ymarfer Therapiau Celf (ATPRN) eu hunain, sy'n rhoi gwybodaeth i'w aelodau ar faterion ymchwil seiliedig ar ymarfer, datblygiadau diweddar mewn seicotherapi a chwmsela, adnoddau a phrosesau a ddefnyddir gan ymarferwyr ar hyd a lled y wlad, cyfleoedd ariannu a chyfleoedd i gymryd rhan mewn prosiectau ymchwilwyr eraill.

### Cyflogi Therapyddion Celf mewn Gwasanaethau Cwmsela Ysgolion yng Nghymru

Mae nifer o Therapyddion Celf eisoes yn gweithio gyda gwasanaethau chwmsela ysgolion yng Nghymru. Mae nifer ohonyn nhw'n cael eu cyflogi'n uniongyrchol naill ai gan eu Hawdurdod Lleol (Gwasanaethau Seicoleg Addysg yn y rhan fwyaf o achosion) neu gan asiantaeth sy'n darparu gwasanaeth chwmsela mewn ysgolion ar ran yr Awdurdod Lleol mewn ardaloedd penodol.

Gall rheolwyr gwasanaeth benderfynu naill ai i gyflogi Therapyddion Celf yn uniongyrchol, neu roi contract i Therapyddion Celf hunangyflogedig neu wasanaeth Therapi Celf. Er mwyn bodloni'r amodau a nodwyd yn y ddogfen Gwasanaethau Cwmsela mewn Ysgolion yng Nghymru Strategaeth Genedlaethol (LICC, 2008), rhaid i bob Therapydd Celf fodloni'r amodau canlynol:

- Bydd Therapi Celf (Celf, Cerddoriaeth, Drama) yn cael ei wneud gan Therapydd Celf proffesiynol, gyda'r cymwysterau priodol yn rhinwedd ei swyddogaeth arbenigol ac yn unol â chod moeseg cydnabyddedig sy'n gofyn am gyfrinachedd, atebolrwydd, goruchwyllo a datblygiad proffesiynol parhaus.
- Rhaid i bob Therapydd Celf fod yn ymarferydd cofrestredig HPC.
- Rhaid i Therapyddion Celf roi anghenion therapiwtig eu cleientiaid yn gyntaf a rhaid

iddynt weithio o fewn eu cwmpas o arfer, gwybodaeth, sgiliau a phrofiad ac, os oes angen, cyfeirio mater at ymarferydd arall.

- Rhaid i Therapyddion Celf gyflawni goruchwyliaeth glinigol yn unol â gofynion cofrestru HPC a'r gofynion a amlinellwyd gan eu corff proffesiynol.
- Rhaid iddynt gael Yswiriant Atebolrwydd Cyhoeddus penodol ar gyfer eu harferion Therapi Celf.

Gallwch ddefnyddio'r gofrestr HPC ar-lein i weld a yw'ch gweithiwr proffesiynol iechyd neu'r gweithiwr proffesiynol iechyd rydych ar fin ei ddefnyddio wedi cofrestru. <http://hpc-portal.co.uk/online-register/>

Cysylltwch â Phwyllgor Rhwydwaith Cymru Gyfan Proffesiynau Therapiau Celf os oes angen gwybodaeth bellach arnoch neu eglurhad o rai o'r pwyntiau sy'n codi yn y ddogfen hon. <http://www.awncatp.org.uk>

### Adborth gan Gleientiaid/Rheolwyr/ Gweithwyr Proffesiynol Eraill

#### Cleientiaid:

*"Rwy'n mynd i weld eich eisiau chi'n fawr, y Therapi Celf a'r holl waith rydyn ni wedi'i wneud gyda'n gilydd. Diolch am yr holl gymorth rydych chi wedi'i roi i mi, drwy ddefnyddio'r deunyddiau celf. Mewn Therapi Celf*

*a gyda chi rwy' wedi llwyddo i ddangos pwy ydw i. Diolch eto am bopeth, fydda i byth yn eich anghofio chi a'r gwaith rydyn ni wedi'i wneud gyda'n gilydd."*

Wedi'i ysgrifennu gan fenyw ifanc pymtheg mlwydd oed sydd wedi dioddef iselder ac anorecsia

*"Dydw i ddim yn gallu credu fy mod i'n gadael yr uned ar ôl yr holl amser 'ma, rwy'n teimlo'n ofnus ond yn gyffrous hefyd. Diolch yn fawr am bopeth, rydw i wedi mwynhau cael Therapi Celf er ei fod e'n anodd. Rydw i wedi dysgu cymaint amdana i fy hun ac wedi dysgu i ddeall y rhesymau pam roedd cael perthynas yn beth mor frawychus i mi, ond rydw i hefyd wedi cael hyd i fy llais a dweud beth sydd ei angen arna i mewn perthynas er mwyn i mi deimlo'n ddiogel; bydd hyn yn helpu, gobeithio, pan fydda i'n dechrau byw gyda fy ngofalwyr maeth newydd. Diolch yn fawr, fawr iawn."*

Wedi'i ysgrifennu gan fenyw ifanc dair ar ddeg mlwydd oed sydd ag anawsterau ymlyniad

*"Bydde fe wedi bod yn wych pe byddai'r gweithwyr proffesiynol eraill wedi sôn am hyn yn gynharach. Weithiau mae rhywbeth/rhywun yn mynd â'n sylw ni i gyd felly dydyn ni ddim yn gallu datrys pethau. Mae therapi celf wedi helpu fi*

*i ddelio â phroblemau sy'n anodd siarad amdany'n nhw. Pe byddwn i wedi cael help i ddeall rhan o natur obsesiwn fel hwn yn gynharach efallai fyddwn i ddim wedi gwastraffu cymaint o amser."*

Wedi'i ysgrifennu gan ddefnyddiwr  
Gwasanaethau Iechyd Meddwl

*"Mae'n rhoi lle i mi fynegi fy nheimladau yn lle hunanniweidio trwy'r amser. Hefyd mae'n helpu fi i ddod i delerau â'm problemau. Doeddwn i ddim yn meddwl y byddwn i'n gallu trafod rhai ohony'n nhw ym myd oedolion."*

Wedi'i ysgrifennu gan ddefnyddiwr  
Gwasanaethau Iechyd Meddwl

Gweithwyr Proffesiynol/Rheolwyr:

*"Rydw i wedi bod yn rheolwr ward Southerndown, Hafod Newydd ers Hydref 2008. Cyn hynny bues i'n gweithio yn y gymuned am sawl blwyddyn, a doedd y bobl ifanc roeddwn i'n delio â nhw ddim yn gallu cael Therapi Celf. Yn ystod fy amser ar ward Southerndown, Therapi Celf yw un o'r nifer o therapïau sydd ar gael i'r bobl ifanc yn yr uned. Rydw i wedi cael profiad uniongyrchol o effaith gadarnhaol y cyfrwng hwn ar bobl ifanc yn ein gofal. Mae wedi cael yr effaith fwyaf*

*cadarnhaol ar y bobl ifanc hynny sydd â'r anghenion mwyaf cymhleth yn aml, a'r rhai sy'n anodd iawn ymgysylltu â nhw. Mae wedi rhoi cyfle i bobl ifanc o'r fath symud ymlaen a chael therapïau eraill sy'n berthnasol i'w hanghenion, fel therapi galwedigaethol. Rwy'n credu bod Therapi Celf yn rhan annatod bellach o gynnig gwasanaeth unigol, o ansawdd."*

Elaine Morley, Rheolwr Ward Hafod Newydd

*"Rwy'n credu bod Therapi Celf yn cynnig dewis arall seiliedig ar dystiolaeth i'r therapïau siarad mwy traddodiadol sydd ddim yn addas i nifer o'r bobl ifanc. Mae'n rhoi cyfle i bobl ifanc gyfleu eu pryderon drwy gyfrwng celf a gyda chymorth ein Therapydd Celf. Mae rôl a pherthynas unigryw, wedi'i diffinio'n glir gan y Therapydd Celf â'r person ifanc ac felly gall y Therapydd Celf gyfleu anghenion y bobl ifanc i'r tîm ehangach."*

Gaynor Kendall,  
Rheolwr Gwasanaeth Haen 4

*"...Dyw pobl ifanc sydd â phroblemau iechyd meddwl difrifol ddim yn gallu defnyddio geiriau yn ddigonol yn aml iawn i fynegi eu hemosiynau, felly mae cael therapïau di-eiriau wedi bod yn adnodd defnyddiol dros ben bob tro."*

*Mae ein Seicotherapydd Celf wedi teilwra ei dull therapiwtig i anghenion pobl ifanc, gyda thriniaethau sy'n para cyfnodau gwahanol ac sy'n trin problemau gwahanol iawn. Mae'n gallu cynnig asesiad a therapi i'r bobl ifanc hynny sy'n aros ar y ward am gyfnod byr, ac mae hi wedi gweithio yn y tymor hir hefyd (er enghraifft 130+ o sesiynau neu therapi parhaus dros gyfnod o dair blynedd)...*

*...Mae'r bobl ifanc sydd wedi elwa o gael Therapi Celf wedi cynnwys y rhai sydd ag Anhwylderau Bwyta, Anhwylder Deubegwn, Anhwylderau Ymlyniad, Anhwylder Gorfodaeth Obsesiynol ac Anhwylderau Personoliaeth Ffyniol sy'n Datblygu. Ni fyddai unrhyw gategori diagnostig yn rheswm dros beidio ag ystyried Therapi Celf. Mae'n bosib y byddai person llewg yn meddwl y gallai unrhyw aelod o Dîm CAMHS eistedd gyda pherson ifanc a thynnu llun, ond mae hyfforddiant a phrofiad y Therapydd Celf yn sicrhau bod ansawdd hollol wahanol i'r sesiwn. O ganlyniad i'w hyfforddiant seicotherapiwtig mae Therapyddion Celf wedi cynnig modd i ni dreiddio byd y person ifanc, rhywbeth na fyddwn ni wedi gallu ei wneud drwy ddulliau eraill..."*

Dr Peter Halford, Ymgynghorydd mewn Seiciatreg Plant a Phobl Ifanc

*"Fel Cyfarwyddwr Rhaglen Gweithwyr Proffesiynol Perthynol i Iechyd yn Addysg GIG yr Alban, bu'n bleser gen i gefnogi'r Therapyddion Celf wrth iddyn nhw ddefnyddio Pecyn Cymorth Amlhau Sgiliau NES i helpu ystyried ble a sut y gallai Therapyddion Celf wneud cyfraniad mwy effeithiol at ddarparu gwasanaethau i bobl sy'n cael anawsterau iechyd meddwl. Roedd y Pecyn Cymorth Amlhau Sgiliau yn barod i helpu Gweithwyr Proffesiynol Perthynol i Iechyd i wneud y cyfraniad mwyaf at daith y claf. Mae'r nifer cyfyngedig o therapiau celf sydd ar gael i bobl sydd angen gwasanaethau iechyd meddwl yn yr Alban, a'r cyfle prin iawn i gael eu cyfeirio'n gynnar i'r gwasanaeth yn dangos yn glir bod llawer mwy o alw am gyfraniad Gweithwyr Proffesiynol Perthynol i Iechyd na'r hyn sy'n cael ei ddarparu gan Fyrddau GIG ar draws yr Alban ar hyn o bryd."*

Helen McFarlane, Cyfarwyddwr Gweithwyr Proffesiynol Perthynol i Iechyd yn Addysg GIG yr Alban

## Adnoddau

Pwyllgor Rhwydwaith Cymru Gyfan Proffesiynau Therapiau Celf (AWNCATP) - <http://www.awncatp.org.uk>

Mae AWCATP yn rhwydwaith lleol sy'n gweithio mewn partneriaeth â Phwyllgor

Cynghorol Therapiau Cymru (WTAC), gan gynghori Llywodraeth Cynulliad Cymru (LICC) ar faterion therapiwtig. Sefydlwyd AWNCATP yn 1989 i hybu cyswllt rhwng Therapyddion Celf cofrestredig sy'n byw a/neu'n gweithio yng Nghymru, a cheisio cael dealltwriaeth well o Therapiau Celf yng Nghymru. Yn dilyn datganoli a ffurfio Llywodraeth Cynulliad Cymru cafodd ei wneud yn gorff statudol Therapiau Celf, a fyddai'n cynghori LICC ar faterion proffesiynol ac yn gweithredu newid. Roedd Cymdeithasau Proffesiynol Therapiau Celf wedi cydweithio'n agos ag AWNCATP wrth ffurfio ei nodau a'i gweithdrefnau cytûn, gan gydnabod pwysigrwydd canolog Therapiau Celf yng Nghymru drwy gefnogaeth barhaus ac ymrwymiad ariannol. Mae cyfarfodydd yn cael eu cynnal dair gwaith y flwyddyn, gyda chyfarfod busnes yn y bore, wedi'i ddilyn gan ddigwyddiadau DPP, megis cyflwyniadau a gweithdai yn y prynhawn. Ewch i'n gwefan i gael rhagor o wybodaeth am Therapiau Celf yng Nghymru ac adnoddau a allai fod yn ddefnyddiol i gael hyd i Therapydd Celf lleol ar gyfer eich gwasanaeth chi.

**Cyrrff Therapiau Celf eraill a all ddarparu gwybodaeth am Therapiau Celf:**

**Canllawiau NICE:**

<http://www.nice.org.uk/nicemedia/live/12329/45896/45896.pdf>

<http://www.nice.org.uk/nicemedia/live/10970/29856/29856.pdf>

**Cyngor Gweithwyr Proffesiynol Iechyd**

Park House  
184 Kennington Park Road  
Llundain SE11 4BU

<http://www.hpc-uk.org/index.asp>

[http://www.hpc-uk.org/assets/documents/100004FBStandards\\_of\\_Proficiency\\_Arts\\_Therapists.pdf](http://www.hpc-uk.org/assets/documents/100004FBStandards_of_Proficiency_Arts_Therapists.pdf)

<http://www.hpc-uk.org/assets/documents/10002367FINALcopyofSCPEJuly2008.pdf>



**Cymdeithas Seicotherapi Symudiad Dawns (ADMP UK)**

Gwefan: [www.admt.org.uk](http://www.admt.org.uk)

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Cymdeithas Therapyddion Celf Prydain (BAAT)

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E-bost: [info@baat.org](mailto:info@baat.org)



Cymdeithas Therapyddion Cerdd Proffesiynol (APMT)

Gwefan: [www.apmt.org](http://www.apmt.org)

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Cymdeithas Therapyddion Drama Prydain (BADth)

Gwefan: [www.badth.org.uk](http://www.badth.org.uk)

E-bost: [enquiries@badth.org.uk](mailto:enquiries@badth.org.uk)







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## School-based Counselling Operating Toolkit

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# Foreword

## Foreword

In April 2008, the Welsh Assembly Government published the National Strategy for School-based Counselling Services. We have set out a commitment that all school pupils in Wales will be able to access counselling giving them confidence that their needs will be heard and addressed. School-based counselling will complement the range of approaches already available in schools that help to support the health, emotional and social needs of pupils and lead to a healthy school culture.

This Toolkit builds on the Strategy and includes standards and guidance for counsellors and counselling services in Wales to enable counselling providers and schools deliver services that are safe, accessible and of a high standard. Advice on consulting pupils and seeking their views on the service provided as part of overall monitoring is also included to ensure that services promote the participation of children and young people in the design and delivery, and respects their rights as identified in the United Nations Convention on the Rights of the Child. Exemplar material is included from a range of providers in order to help schools where the service is just developing.

We are pleased to present this Toolkit to you which is a joint publication between the Welsh Assembly Government and the British Association for Counselling and Psychotherapy (BACP). This document will help to support the implementation of the School-based Counselling Strategy and, we trust that it will be useful as you develop this provision.



Jane Hutt AM

Minister for Children, Education,  
Lifelong Learning and Skills

A handwritten signature in black ink that reads "Jane Hutt".



Edwina Hart MBE AM

Minister for Health and Social Services

A handwritten signature in black ink that reads "Edwina Hart".



# Part 1



# 1. Introduction

This document will provide a toolkit for all involved in developing counselling within the school community. Rather than being a definitive document it is one that will evolve as our school-based counselling services for children and young people develop.

It also complements the Good practice guidance for counselling in schools 4th edition, published by the British Association for Counselling and Psychotherapy (BACP), which is included in the Toolkit.

The Toolkit draws on the experience of colleagues across Wales, Northern Ireland, England and Scotland where counselling has been incorporated as a mainstream part of school provision. We are indebted to colleagues who have pioneered school-based counselling as one of a range of services that help to support the emotional, social and health needs of children and young people.

In particular the following colleagues have used their knowledge and expertise to put together this Toolkit:

Nikki Browne	Monmouthshire
Karen Cromarty	British Association for Counselling and Psychotherapy
Emma Dagleish	Bridgend
Michael Duke	Denbighshire
Lyn Herde	Pembrokeshire
Sylvia Jones	Welsh Assembly Government
Claire Leahy	Cardiff
Ann-Marie Lloyd	Merthyr Tydfil
Andre Mundy	Neath Port Talbot

Alison Theaker	Rhondda Cynon Taff
Janine Thomas	Torfaen

Thanks to Cathy Bell, Northern Ireland Coordinator for Independent Schools Counselling Service for sharing her expertise and allowing the group to incorporate information from the Northern Ireland Operational Handbook for post primary schools. Thanks also to all colleagues and especially to children and young people across Wales including the Funky Dragon Grand Council who have contributed to the development of this toolkit.

The following legislation, guidelines and documents underpin the information and guidance contained in this Toolkit.

- UN Convention on the Rights of the Child 1989
- Everybody's Business 2001
- Education Act 2002
- SEN Code of Practice for Wales 2002
- All Wales Child Protection Procedures
- Safeguarding children in Education: the role of local authorities and governing bodies under the Education Act 2002
- Children Act 2004
- Children and Young People Rights to Action 2004
- The Learning Country and Learning Country II: Vision into Action

- Learning Pathways 14-19
- School Effectiveness Framework
- Foundation Phase 3-7 year olds
- Personal and Social Education Framework
- Welsh Network of Healthy Schools Schemes
- National Service Framework for Children, Young People and Maternity Services in Wales 2005
- Young People's Workforce Development Strategy
- SEAL Primary and secondary Resources
- RAISE funding + nurture groups
- Youth Service Strategy
- Children Don't Complain
- The National Behaviour and Attendance Review and Action Plan
- A National Action Plan to Reduce Suicide and Self Harm in Wales 2008-2013
- The development of a family nurse service for Wales Sept 2008
- Guide to the new model for the delivery of Advocacy Services for children and young people in Wales
- Thinking Positively 2009.

## 2. Rationale

Developing a universal school-based counselling service for all children and young people in Wales was a recommendation of the Children's Commissioner for Wales' Clywch Inquiry Report which was accepted by the Assembly Government.

It is also one of the key actions (2.35) set out in the National Service Framework for Children, Young People and Maternity Services in Wales. The provision of this service also contributes to promoting the rights of children and young people, including the right to be free from abuse, violence and neglect (Article 19), as laid out in the UNCRC.

The Welsh Assembly Government's goal is to have counselling provision available to all school pupils. In February 2007, the Welsh Assembly Government sent out a consultation draft of its strategy for school-based counselling services in order to gain views from a wide range of stakeholders on how counselling services for young people that are safe, accessible and of a high standard can be developed and delivered. The final strategy can be accessed from the Welsh Assembly Government website at: <http://new.wales.gov.uk/topics/educationandskills>

As part of this consultation, the Welsh Assembly Government commissioned the British Association for Counselling and Psychotherapy to undertake a 6 month research study into schools' counselling. A copy of the report is available from: [www.bacp.co.uk/research/School\\_Counselling.php](http://www.bacp.co.uk/research/School_Counselling.php)

This study made 10 recommendations for developing high quality and sustainable counselling services in Wales which the Assembly have adopted for the National Strategy.

The recommendations are as follows:

### Services should:

1. Have sustainable funding
2. Employ professionally qualified counsellors who have experience of working with young people, who access appropriate clinical supervision with experienced supervisors, and who take part in regular, relevant continuing professional development
3. Deliver accessible counselling in an appropriately private but safe setting within the school vicinity
4. Be seen as non stigmatising by the school community and a normal part of school provision, which is integrated into the school community
5. Be monitored and evaluated by individuals or an agency (in or out of the school) with experience in this specialised area of work

6. Pay due regard to current legislation and guidance, and offer confidentiality within usual ethical and safeguarding limits
7. Respond flexibly to local needs in respect of diversity (e.g., language) and practicality (e.g., availability during holiday periods)
8. Work with and alongside other services and agencies in a collegial manner, whilst maintaining appropriate levels of confidentiality
9. Employ counsellors who are members of a professional body and as such have an established ethical framework and complaints procedure
10. Employ counsellors whose personal qualities will mean that they are approachable, have good listening skills and a manner that encourages a climate for safe and trusting relationships.

These recommendations inform the structure and content of the Toolkit.

The Strategy relates to formal counselling and emphasises that this is only one of a range of services that help to support the health, emotional and social needs of pupils and lead to a healthy school culture. Other elements include emotional literacy programmes, seeking pupils' views through school councils and other means, effective pastoral care, school nursing services, education welfare services, advocacy, anti-bullying policies and support for pupils with additional learning needs. It is widely accepted that schools which promote the health and well-being of pupils are also more likely to create an effective learning environment.

Counselling is a skilled way of helping young people with personal and developmental issues and difficulties. Counselling gives individuals an opportunity to explore, discover and clarify ways to live in a more satisfying and resourceful way. It offers the young person the opportunity to increase their self-awareness, develop their personal resources and understanding of their own problems as well as developing strategies to cope with change.

## 3. Setting up a School-based Counselling Service

The success of most school based counselling services depends upon adequate funding, which must be sustainable in order to ensure positive personal, social, health and educational outcomes for children and young people.

Funding can be made available through a variety of sources, some Children and Young People's Partnerships have identified additional funding through mainstream, health and education services as well as through specific grants such as Cymorth. The service is a universal service and must be available to all school pupils giving them confidence that their needs will be heard and addressed. This will complement the range of approaches already available in schools that help to support the health, emotional and social needs of pupils and lead to a healthy school culture.

**Recommendation:**  
**Services should have sustainable funding.**

The Welsh Assembly Government has made available £6.5 million over three years for the development of school-based counselling. The gradual increase of funding over three years reflects the need for a staged roll-out of services from a solid base as well as the potential need to train more counsellors over time to meet demand.

The counsellor must be aware of, and involved in the needs, demands, policies and practices within the school, and be a supportive part of the school community. The counsellor must also be seen as independent, this is particularly important when dealing with pupils alienated from school, and with parents who may feel uncertain about approaching the school to discuss difficulties.

Success of a school-based counselling service depends upon a good working relationship between the counsellor and a senior member of staff with responsibility for working in partnership with the counselling service. The role of this member of staff is discussed further in this document and for the purposes of this Toolkit, that member of staff is termed the "link person". This person is likely to be responsible for the organisational aspects of setting up the service. In any partnership the roles and responsibilities of all involved must be clear and understandable.

## 4. Working within an Ethical Framework and Complaints Procedures

It is expected that all counsellors working as part of the Welsh Assembly Government's School Based Counselling in Schools National Strategy will adhere to an ethical code, underpinned by guiding principles.

### Ethical Principles for Counsellors

The following principles are adopted by the Strategy, in an attempt to support school counsellors when making ethical decisions. These are a simplified version of the ethical principles (IN ITALICS) held within the British Association for Counselling and Psychotherapy's Ethical Framework for Good Practice in Counselling and Psychotherapy,

#### TRUST

School counsellors will understand that for their work to be successful, young people will need to trust them not only as individuals, but the service(s) that they provide. Counsellors will work in such a way that encourages and builds a trusting, confidential relationship with young people within the usual limits of necessary child protection disclosures.

#### (FIDELITY)

#### RESPECTING THE WISHES OF YOUNG PEOPLE

Counsellors will only work with young people who enter into a counselling relationship voluntarily; counselling is not likely to be successful if the young person concerned is "sent" for counselling against their wishes. The school counsellor will inform the young person about the services they offer in a language that they understand and check that they fully comprehend what counselling is, and what it can and cannot offer. The counsellor will explain that confidentiality is an important part of their counselling relationship, but also will be very clear

about when confidentiality cannot be guaranteed, the reasons for this, and what might happen if the confidentiality agreement needs to be broken.

#### (AUTONOMY)

#### WORKING TO A PROFESSIONAL STANDARD FOR THE BENEFIT OF THE YOUNG PERSON

The school counsellor should always work professionally and competently with young people. They will have adequate training and supervision, and will continually monitor their work in order that their young clients will receive the best possible provision of counselling. The school counsellor will pay particular attention to providing services that are appropriate to the developmental needs of their young client group.

#### (BENEFICENCE)

#### AVOIDING HARM TO YOUNG PEOPLE

The school counsellor will endeavour to work at all times to ensure that no physical or emotional harm is caused to young people by their counselling services, either intentionally or unintentionally. This will include being sure that they are fit to practice in schools; for example, in terms of their health and personal circumstances. The school counsellor will need to have a clear understanding of school systems and the school environment, and be aware of potential conflicts of interest between their clients and others (for example, school staff and parents). The school counsellor will need to be aware, and consider the consequences

for the young people concerned, of their communications with others.

(NON-MALIFICENCE)

FAIRNESS

School counsellors will endeavour to ensure that their work with young people (including young people who may become clients in the future) is fair and that they are treated with respect. Counsellors will need to consider their legal responsibilities, alongside ethical considerations and contractual obligations. School counselling services ought to be accessible to all and cater for the diverse nature of a school's population. Requests for the counselling service, in terms of number of referrals and waiting lists, will need to be managed in such a way that competing demands can be prioritised in a manner that is fair and just.

(JUSTICE)

PERSONAL AND PROFESSIONAL SELF RESPECT

School counsellors have a personal responsibility to ensure that they work ethically, and competently, and are professionally equipped for their role in the school environment. They are responsible for ensuring that their initial training, ongoing supervision, continuing professional development and self management (both within and outside of school) are appropriate in order to offer the best possible services for young people.

(SELF RESPECT)

## Complaints

There must be a written complaints procedure permitting complaints relating to Services to be made. This procedure will be uncomplicated, well advertised and will detail how it should be used. The procedure must be child friendly and accessible. All complaints should usually be fed into the school's complaints procedure, although a specific complaint about the service could go through the Local Authority or the Provider's complaints procedure. Each Local Authority has a Children's Complaint's Office, and their details should be on the complaints leaflet.

Where a Service is commissioned by the local authority, the service provider will have a written complaints procedure acceptable to the local authority.

### **Recommendation:**

**Services should employ counsellors who are members of a professional body and as such have an established ethical framework and complaints procedure.**

Local Authorities and Schools are advised to ensure that counsellors have completed an adequate number of training hours as part of their counselling training. BACP accredited courses have a minimum of 450 hours teaching time. In addition to training a minimum of 100 hours supervised counselling

practice. School-based Counsellors should therefore be members of BACP or equivalent and working towards BACP accreditation. In recruiting counsellors to new posts, employers are strongly advised to ensure candidates have membership of an association like BACP that has an effective, nationally recognised complaints procedure.

inappropriate to prescribe that all counsellors possess these qualities, it is nevertheless fundamental that such qualities are rooted in the practitioner's personal commitment, and within the BACP ethical framework the following personal moral qualities are included: Empathy; Sincerity; Integrity; Resilience; Respect; Humility; Competence; Fairness; Wisdom; Courage.

### Personal qualities

Counsellors in schools will require an enthusiasm for working with children and young people. They will have excellent communication and listening skills. They will be expected to be patient, tolerant and sensitive and have a mature, non judgemental outlook. Counsellors will have an understanding of the key issues impacting on young people's lives today, and will have an ability to liaise as necessary with other agencies and individuals to help affect positive change in young people.

#### **Recommendation:**

Services should employ counsellors whose personal qualities will mean that they are approachable, have good listening skills and a manner that encourages a climate for safe and trusting relationships.

The counsellor's personal moral qualities are of the utmost importance to the clients they are working with. Although it would be



## 5. Resources

The school is expected to provide appropriate resources for the counsellor.

These resources include:

- An appropriate room which is safe, private and accessible to all pupils, available at agreed times and in accordance with Health and Safety at Work policies;
- A safe locked cabinet etc for the Counsellor to keep records;
- Use of a desk and access to a confidential telephone;
- A referral/appointment/request for service book(s) to be held by the counsellor and the most appropriate member of staff (this may be the link person or other member of staff with pastoral responsibility) Appointments are to be made by the counsellor and changed only at his/her direction, if possible in conjunction with the young client.

### **Recommendation:**

Services should deliver accessible counselling in an appropriately private but safe setting within the school vicinity.

Counselling is essentially a private activity and meetings between counsellor and client ought to take place in a dedicated, comfortable, soundproof room which can be accessed discreetly by young people. Consideration must be taken however, to ensure counsellor safety when they are working with young people, and safety planning for the worker is important.

## 6. Role of the School and Link Person

Schools have a crucial role to play in creating emotionally intelligent children and young people.

Evidence shows that a counselling service which provides support within an overall school strategy can be highly effective in promoting young people's welfare, supporting their learning and achievement as well as alleviating and preventing the escalation of mental health problems. School-based Counselling can help pupils to develop skills which make personal transitions more manageable. Counsellors who are part of a whole school approach to emotional health and well-being are in a unique position to recognise early on children who are at risk, in need, vulnerable or for whom there are potential serious mental health risks at an early age.

The school has a responsibility to:

- treat the Counsellor as they would any professional;
- inform the School Counsellor of any significant events (in school or in the community) which may impact on pupils (as individuals or as groups);
- ensure the link person is available to meet the Counsellor at agreed times on a regular basis;
- be clear about the reporting accountability process e.g. if link person is responsible for referrals.

It is the school's responsibility to work with the counsellor to raise awareness of the counselling service with pupils, staff, parents and governors.

Each school will have in place a link person who will take responsibility for and be a point of contact for the school-based counselling service. This link may or may not be the Designated Teacher Child Protection (DTCP). If the link person is not the DTCP, the counsellor must ensure that they liaise with the DTCP and report child protection issues to them directly.

The link person will liaise with the counsellor over any concerns regarding the well-being of pupils who are currently receiving counselling, any relevant child protection issues, appointments, referrals and waiting lists for school pupils.

The counsellor will refer and inform the DTCP any disclosures of alleged significant harm to self or to others and will work with the DTCP in relaying any relevant information received to the appropriate agencies who have a statutory duty and powers to investigate and intervene when necessary.

The link person will provide information about and raise awareness of the counselling service to pupils, staff, parents, governors and external agencies where appropriate. The counsellor should be involved in any multi-agency meetings within the school regarding individual children and young people. The school should also ensure clear links with pastoral meetings and demonstrate how school-based counselling fits in this a whole school approach to emotional health and well being.

## 7. Role of the Counsellor

The counsellor can enable the young person to focus on their concerns, giving them a vehicle to explore specific problems, make choices, cope with crises, work through feelings of conflict and improve relationships with others.

The counsellor can offer a young person a safe and supportive environment to talk over difficult issues in confidence and will listen to a young person's views, experiences and feelings without judgement in an atmosphere of respect and empathy based on a secure and trusting working relationship.

The role of the counsellor is to:

- Provide a counselling service to young people who are registered with the school as current pupils;
- Organise and administer the counselling service in conjunction with schools' staff;
- Communicate and liaise with school staff, in the best interest of the young person, whilst within the limits of client confidentiality;
- Encourage the engagement of the young person's family when appropriate and beneficial;
- Liaise with staff in taking and making referrals to and from other agencies;
- Act as a resource to schools staff by offering an insight into counselling and promoting the service where possible;
- Maintain accurate counselling session records and to write reports as and when required;
- Maintain and develop professional practice through regular and ongoing management and clinical supervision and training and through involvement in service evaluation and auditing;
- Practise counselling in accordance with the Ethical Framework for Good Practice in Counselling & Psychotherapy, published by BACP, which has been adopted by this project, as a project member of the organisation.

## 8. Relationship to School – Accountability

The School Counsellor works to an agreed protocol with the school and the agency managing the service (this may be the local authority or a voluntary sector organisation).

The Counsellor is ultimately accountable to the young person and also accountable to the school, specifically the link person designated within the school. The link person may or may not be the Headteacher but will certainly be a member of the senior leadership team.

Each school will have to take into consideration their unique set of circumstances e.g. availability of link person to meet with the Counsellor and while this will depend on a time that suits, it is a practice which is likely to take place each day the Counsellor is in school.

A mechanism must be in place that ensures, if a counsellor is ill, their line manager, the school and young people with pre arranged appointments are informed.

### **Recommendation:**

Services should be seen as non-stigmatising by the school community and a normal part of school provision, which is integrated into the school community.

Evidence shows that schools comment positively about how counselling supports pupils emotionally and academically. The different school initiatives that support the emotional well-being of pupils, such as peer support, nurture groups, ChildLine programmes all contribute to a healthy school culture. Counselling can also create a positive environment to facilitate strategies for learning. Counsellors can also contribute to the pastoral care of young people by addressing their emotional needs.

## 9. Qualifications and Experience

All counsellors working in schools should hold a recognised formal qualification in counselling, such as a Diploma or Degree in Counselling, plus a range of appropriate experience and training in working with children and young people, and will have an understanding of child development.

For example see <http://www.bacp.co.uk/research>

All counsellors are appointed subject to a satisfactory Criminal Records Bureau check (enhanced level), and must be registered from October 2009 by the Independent Safeguarding Authority (ISA). The ISA has been created as a result of the recommendation in the Safeguarding Vulnerable Groups Act 2006, to address systematic failures identified by the Bichard Report into the Soham murders. Recommendation 19 of the Bichard Report recognised the need for a single agency to vet all individuals who want to work or volunteer with vulnerable children, young people or adults. Over a phased timescale employers, statutory bodies and voluntary sector organisations will need to ensure their recruitment procedures ensure that new and existing workers are assessed by the ISA. This should be seen as an addition to current safeguarding processes. Employers and voluntary groups working with children, young people and vulnerable adults will only be able to recruit people who are ISA registered. Failure to do so could result in a fine or prison sentence.

All counsellors will be encouraged to work towards individual accreditation with the British Association for Counselling and Psychotherapy (BACP) (or equivalent) where possible.

### Recommendation:

Services should employ professionally qualified counsellors who have experience of working with young people, who access appropriate clinical supervision with experienced supervisors, and who take part in regular, relevant continuing professional development.

The personality and natural skills of the counsellor should be underpinned by training. Given the vulnerability of the client group within schools, it is imperative that counsellors are qualified and able to demonstrate high levels of practice skills in working with children and young people. They should have obtained or be working towards, BACP accreditation or equivalent.

### Induction

Induction arrangements must be in place in accordance with established procedures, to ensure the Counsellor understands the structures, policies and processes of the school s/he is working in.

Induction arrangements should include:

- Introduction to staff and staffing structures;
- Introduction to Governors;

- Staff handbook;
- Ethos and culture;
- Policies, plans and procedures;
- Pastoral care processes;
- Child Protection arrangements;
- Additional Learning Needs;
- Organisational arrangements;
- Term dates;
- Staff training days

### Trainee Counsellors

Whilst the expectation is that all counsellors working in schools must have a recognised qualification (see above) we recognise that there may be an opportunity to support in-service training through part time award bearing courses to expand the service by supporting a trainee counsellor within a team of experienced staff.

All school counsellors, including trainee counsellors, whether qualified or in training, should be working within a recognised ethical framework such as that of the BACP.

## 10. Parent and Carers Involvement

Parents/carers must be involved in the introduction of the service from the beginning of the process.

This can be achieved in an open and transparent way. For example:

- Parents/carers being informed at the beginning of each school year that the service exists in their school via the school prospectus and/or website, or letter to parents;
- Parents/carers being included in any publicity being circulated about the service. For example some schools make a point of mentioning the counselling service in each newsletter;
- Information on counselling being readily available in the school foyer/library;
- Members of the school counselling team attending open evenings parent evenings etc to answer questions parents/carers may have and to give the counsellor a visible presence therefore demystifying what can often be a method of intervention which leaves those not directly involved feeling excluded from their child's lives.

A question constantly raised and which can present many ethical dilemmas is that of parental right to know if their son/daughter is accessing counselling in the school.

While it is acknowledged that working in partnership with parents/carers can benefit the counselling relationship, there is the need for a clearly stated policy of a commitment to protecting counselling confidentiality, which sets definitive limits to parental involvement, decisively underpinned by both ethical and legal factors.

The young person has a right to access counselling without their parents' consent or against their parents' wishes if they are considered to be "Gillick Competent".

### Fraser Guidelines

The Fraser Guidelines set out the criteria that should be met before practitioners provide a service to under 16s without parental consent – the assessment of young people against these guidelines is often referred to as assessing whether the young person is Gillick competent.

Young people under the age of 16 can consent to medical treatment if they have sufficient maturity and judgement to enable them to fully understand what is proposed. This was defined in England and Wales by the House of Lords in the case of *Gillick vs West Norfolk and Wisbech AHA and DHSS* in 1985.

The judgement in the House of Lords referred specifically to doctors but it is considered to apply to other health professionals, including nurses. It may also be interpreted as covering counsellors, youth workers, health promotion workers and others.

For further information see the Brook website for the legal position on <http://www.brook.org.uk/content/>

(Ref: Butler – Sloss – E 1998 Report of the Inquiry into Child Abuse in Cleveland 1987. CM 412 London HMSO)

It is the counsellor's responsibility to explain to pupils clearly and periodically exactly what this means in practice.

Young people under the age of 16 have as great a right to confidentiality as any other person. If someone under 16 is not judged mature enough to consent, the consultation itself is confidential.



## 11. Accessing Counselling

For the types of presenting problems that are appropriate for counselling service, please refer to Part 2 (v) for details.

Anyone who wishes to make a request for counselling on behalf of a young person must, in the first instance, discuss this with the young person involved. The right for children and young people to participate is enshrined in Article 12 of the United Nation Convention on the Rights of the Child (UNCRC) which states that:

"Parties shall assure to the child who is capable of forming his or her own views the right to express those views freely in all matters affecting the child, the views of the child being given due weight in accordance with the age and maturity of the child".

This has been abbreviated by UNICEF to say:

"You have the right to say what you think should happen when adults are making decisions that affect you, and to have your opinions taken into account".

After talking with the young person, the adult can encourage a self referral or, with the young person's permission, seek an appointment. This approach values the young person and respects their right to be informed and involved in decisions concerning themselves. It is important to note that counselling is not compulsory and a young person may choose not to engage with or choose not to continue counselling.

Requests for young people to participate in counselling could be taken from any interested parties including young people themselves, parents, teachers, and others. Informal liaison and discussion should take place prior to a formal request for counselling.

The young person has a "right to access counselling without their parents' or carers' consent or against their parents' /carers' wishes if they are considered to be "Gillick Competent". (see above)

If a child/young person is requesting counselling, then the school and the Counselling Service, together, can assess if he or she is "Gillick Competent". If this is deemed to be so, then they can access counselling without their parent's knowledge or consent.

It is therefore necessary to make an assessment of Gillick Competency taking into account:

- The maturity of the child or young person;
- Whether the young person demonstrates sufficient intelligence and understanding to enable him or her to understand what is being proposed, i.e. counselling;
- Whether the young person demonstrates sufficient intelligence and understanding of the consequences of his or her actions;
- Whether the young person understands the consequences of a possible deterioration in their mental health if they don't access counselling.

Good practice involves a partnership with parents and it would be important to explore how the young person could be supported in informing parents if this is appropriate and in line with the young person's wishes.

If the young person is considered "Gillick Competent" it is then up to the counsellor to

determine whether counselling is an appropriate provision.

For the young person to be eligible to receive counselling, s/he must understand the nature of counselling and be able to make a valid verbal counselling contract, including the ability to understand the principle of confidentiality and the need for this to be overridden where the young person is alleged to be at risk of harm from self or other.

Routine requests will be entered into the appointment system and be seen at the earliest opportunity. Urgent cases will be seen at the next available cancellation, free appointment or, in exceptional circumstances, on the counsellor's next working day, subject to negotiation with the counsellor and link person.

It may be necessary for the young person or the link person to indicate on the request for service their perceptions of the urgency of the situation or the level of risk. It is useful to use a rating form (see Part 2 (viii)). It is essential that the counsellor is informed if the young person has been seen in the past/is currently working with any other agencies such as CAMHS, Children's Social Services, Behaviour Support and the current level of involvement. It is the responsibility of the link person to indicate to the counsellor, for example, if the young person is a Looked-after Child or is on the Child Protection Register. Please refer to Part 2 (xiii) for details. It is also the responsibility to inform the counsellor if the young person poses any risk.

Young people who are currently receiving support from other agencies are eligible to access the Counselling Service. There should be no apparent conflict with any impending legal proceedings or overload in the support or interventions being given to the young person elsewhere. Counsellors need to be mindful of the fact that there may be occasions where information that is disclosed in the course of a counselling session may later form part of legal proceedings or legal action and that they may be required to give evidence or provide reports in due course concerning their client. ('Good Practice Guidance for counselling in schools' 4th edition BACP, p 27). In these situations, counsellors should seek guidance from the Main Lead in the Local Authority and/or Child Protection/Safeguarding Unit in individual cases before commencing counselling with a young person.

There may be some instances where it may not be appropriate for a pupil to be offered counselling for example, they may not be ready to engage in the process. If there is any doubt concerning the appropriateness of a young person receiving counselling, then a discussion held to clarify the issues involved and establish the best way forward.

It is important that young people see counselling as a service for them. Therefore when setting up the procedures, comments from young people should be included at all stages of the counselling process. Templates for forms can be found in the Part 2. These can be adapted for your school.

A post box system, texting, telephone, drop-in, pre-printed cards with pictorial representation or other systems may be used as agreed by the school community. User friendly information will be displayed and distributed as agreed, to inform the school community of the service.

## 12. Safeguarding/Child Protection

The counsellor is bound by the All Wales Child Protection Procedures and guidance within the Local Safeguarding Children Board (LSCB).

This includes the requirement for the counsellor to identify and report possible cases of harm to children and young people, via the Designated Child Protection Person (DCPP). This would originate from any disclosures made by the young person or if the counsellor has knowledge, concerns or suspicions that a child is suffering or is likely to be at risk of harm. This will include disclosures relating to alleged physical, emotional and/or sexual abuse and/or neglect from self or other and override any confidentiality agreement made between counsellor and client.

Counsellors should endeavour to keep up to date with current legislation and case law. Each Counsellor must have the school's pastoral documentation, which includes the child protection policy, anti bullying policy and discipline policy. Each counsellor is required to take part in any national, regional or local mandatory child protection training.

Specific arrangements for reporting child protection concerns will be agreed with the school and set out in school procedures. All child protection concerns **MUST** be passed onto the DCPP who will work within Welsh Assembly Government guidance and the All Wales Child Protection Procedures.

### **Recommendation:**

Services should pay due regard to current legislation and guidance, and offer confidentiality within usual ethical and safeguarding limits.

The school and the Counsellor must work together within the requirements of Welsh Assembly Government guidance, *Safeguarding Children: Working Together Under the Children Act 2004* (published in 2007); *Safeguarding Children in Education: The role of local authorities and governing bodies under the Education Act 2002* (published in 2008) and the All Wales Child Protection Procedures (published in 2008).

All educational establishments, independent schools and local authorities are subject to inspection by Estyn and in some cases, the Care and Social Services Inspectorate for Wales (CSSIW). The establishment's performance in regard to their responsibility to safeguard and promote the welfare of children in accordance with the relevant legislation and guidance will form part of the relevant inspectorate's judgement of the establishment's overall performance. Performance in this area will not be judged solely on the existence of procedures, but on their effectiveness in terms of safeguarding children from harm.

## 13. Confidentiality

**There is no such thing as absolute confidentiality when working with young people; at all times child protection concerns will take precedence over normal confidentiality codes.**

The contract entered into with the young person at the beginning of the counselling relationship will spell out what this means in a way that is relevant to the young person's maturity and level of understanding.

Good practice dictates that at the beginning of a counselling relationship the young person and the school counsellor enter into a contract. This clearly sets out what boundaries exist in the context of a school based counselling service. The young people will not be offered levels of confidentiality that cannot be kept.

Absolute confidentiality therefore cannot be guaranteed. The welfare of the young person will, at all times, take precedence over confidentiality. At the beginning of a counselling relationship, the counsellor will explain confidentiality and its limitations to the young person. Two of these limitations would include:

- When a young person is at risk of significant harm to self or others
- When the counsellor presents their cases anonymously in clinical supervision.

All counsellors are expected to discuss difficult ethical and moral decisions of reporting disclosures with their clinical supervisor and line manager.

Should a counsellor think that a young person is at risk of significant harm, and this needs to be reported to the Designated Teacher Child Protection, the counsellor will at all times attempt to gain the young person's permission to do so, and only disclose relevant information.

The Counsellor should treat with confidence all personal information about young people, whether obtained directly, indirectly or by inference. Such information includes names, addresses, biographical details and other descriptions about the young person's life and circumstances that might result in identification.

All information about the young person's school will also be treated as confidential. Counsellors will not discuss case details outside the service.

## 14. Diversity and Additional Learning Needs

'Children and Young People's Rights to Action' sets out a commitment to promote equality and tackle discrimination.

The pledge is reflected across all policy areas. There is also a commitment to Wales being a truly bilingual country, and the strategy *laith Pawb* sets out actions to support the language. *laith Pawb* emphasises that all children and young people should have the opportunity to learn the language and use it. There is therefore a need to ensure that young people have an entitlement to counselling in both English and Welsh.

Wales is now fortunate in being home to a range of different cultures and languages and the Welsh Assembly Government is committed to providing services to children and young people that take account of cultural differences and the need to provide counselling in different languages. There is also a commitment to ensure that all children and young people with Additional Learning Needs\* have their needs met. This is pertinent e.g. for disabled young people and lesbian, gay and bisexual young people whose identity and experiences may not have been represented in the school setting in the past.

\*Additional Learning Needs (ALN) includes persons who, for whatever reason, require additional learning support because they are struggling to learn in comparison with their peers. School pupils may therefore require additional learning support if they have difficulty in learning because they have, for example:

- special educational needs;
- a disability;
- medical needs;

- gaps in their knowledge or skills due to prolonged absences from the education system e.g. school refusers, school phobics or young offenders;
- difficult family circumstances e.g. due to bereavement;
- accessed education inconsistently e.g. Gypsy and Traveller pupils or
- Their first language is not English or Welsh e.g. Asylum seekers/refugees/children of migrant workers;
- They are looked after by the local authority e.g. a child whose schooling was disrupted before being taken into care or has had frequent changes of school since taken into care;
- They are underachieving due to care responsibilities e.g. young carers;
- They are pregnant or a young parent;
- They are being bullied by their peers or other persons, due to their sexual orientation e.g. lesbian, gay, bisexual and transgender pupils;
- They are pupils who perform or who have employment.

It is important that young people who are not able to access mainstream school provision are not disadvantaged. The counselling provider, must therefore ensure entitlement to counselling to all children and young people who need to access help and support. Specific guidance will be issued in due course on ensuring access to counselling for all children.

**Recommendation:**

Services should respond flexibly to local needs in respect of diversity (e.g. language) and practicality (e.g. availability during holiday periods).

At present the Western model is the universal method of counselling services. Consideration must be given to adapting methods so that the needs of minority ethnic pupils are met. The specific needs of Asylum seeking and refugee children are recognised and must be available in the 4 dispersal areas of Cardiff, Newport, Swansea and Wrexham. The GEMMS (Newport) is an excellent example of targeted counselling services. Services must also be offered in Welsh and English and consideration given to access out of school time.

## 15. Record Keeping

Counsellors must keep all records locked in a secure cabinet within premises that are secure. These records will help in both evaluating the service and monitoring take up of counselling and issues raised during the counselling sessions.

The counsellor will keep notes about what has been discussed in the sessions and present their work to a counselling supervisor every month during clinical supervision. This will enable effective monitoring of the counselling provision taking place. Information which could identify the school or the young person is not provided to the supervisor.

The counsellor will need to negotiate with the headteacher or link person a clear framework for recording attendances by children with a coded recording system.

Each young person's records are kept under an anonymous ID number and stored securely. Statistical data on output data will be available on an annual basis, no pupil will be identified within the data collated by the Local Authority

It is a legal requirement to protect sensitive data, and Data Handling Procedures in Government sets out measures that schools should adopt to maintain data security. The Data Protection Act 1998 came into force on 1st March 2000; the purpose of the Act is to protect the individual rights and freedoms

of individuals, especially their right to privacy with respect to the processing of personal data. The Act applies to personal data whether it is held on a computer system or on paper. There are particularly stringent rules surrounding "sensitive" data such as pupil characteristics, SEN, health, religious beliefs, ethnic background, sexuality etc. Further information may be obtained from <http://becta.org.uk>

The Data Protection Act 1998, determines that a school counselling record could be classified as part of an education record. Consideration will therefore need to be given as to the retention and disposal of school counselling records and with whom the prime responsibility for this lies.



## 16. Sharing of Information

While the school link person may have a general overview of the presenting reason for referral, the content of sessions will remain confidential unless the welfare and safety of the young person and/or another is considered to be at risk of significant harm.

In these instances the school child protection policy will be activated.

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. School staff should understand the young person's right to confidentiality in counselling, and will respect this in their dealings with the counsellor and the child. This is crucial with regard to a counsellor's involvement with multi-agency meetings where individual children's needs are discussed.

**Recommendation:**

Services should work with and alongside other services and agencies in a collegial manner, whilst maintaining appropriate levels of confidentiality.

School counsellors will work in a multi-disciplinary way and communicate when appropriate with school staff, other agencies and specialised services. Counsellors may find it necessary to liaise with, share information or refer the young person to another agency for further help. This should only happen with the young person's express permission.

## 17. Monitoring Evaluation and Review Arrangements

Under the new Estyn Inspection Framework in 2010, school-based counselling will be inspected through Local Authority Inspections.

Estyn may also inspect a school-based counselling service and measure its contribution to the overall ethos of the school but inspectors are not allowed to sit in on sessions. It is accepted that in this instance the rights of a head teacher and school inspectors have given way to the rights of young people to receive confidential counselling.

Where counselling services exist, they have been shown to:

- Complement pastoral care systems;
- Support teachers' care of children and young people and their management of those with emotional and behavioural difficulties;
- Offer training to teachers in counselling skills and stress management;
- Provide consultation, training, support and supervision of strategies to counteract problems such as bullying and truancy;
- Influence drug and sex education policies within a confidential framework;
- Contribute to the personal and social education framework curriculum;
- Support effective child protection procedures.

Monitoring will take place on an ongoing basis and data will be collated that includes:

- Immediate impact of counselling for the young person
- Impact within the school
- Numbers of young people attending

- Gender of young people attending
- Age profile/year group
- Ethnicity of the young person attending
- Sexual orientation of the person attending
- Disability/illness/Special Needs of the person attending
- Religion or belief of the person attending
- Looked After Children
- Number of sessions
- Numbers who did not keep a counselling appointment
- Presenting issues
- Predominant issues
- Onward referral (particularly specialist CAMHS)
- Child Protection referrals.

Evaluation will take place using a variety of methods including:

- User Friendly forms;
- Focus Groups;
- Peer Evaluation;
- Questionnaires;
- Outcome of CORE, SDQ or equivalent.

The Welsh Assembly Government Review of the School-based Counselling Service will take place using the information collated from the monitoring and evaluation. Data collated will be evaluated with

a view to forming arrangements which are required for the future development of the service.

The Assembly will evaluate the effectiveness of school-based counselling services in year 1 and 2 focussing on:

- Its impact on children and young people's mental, emotional and psychological health;
- Young people and staff's satisfaction with the service;
- Perceived areas for improvement;
- The impact of the counselling on young people's capacity to study and learn
- The added value that a school-based counselling service might have to a school's pastoral care provision;
- The relationship between counselling and wider support services.

**Recommendation:**

Be monitored and evaluated by individuals or an agency (in or out of school) with experience in this specialised area of work.

Outcomes and progress will be monitored in several ways, as follows;

- By the Local Authority on a day-to-day management basis, within the scope of their statutory duty to provide a suitable education to children and young people;
- At least 2 written annual reports of progress by the Local Authority which will include outcome measures as agreed by the Assembly as appropriate;
- Through the work of the Co-ordinator for School-based Counselling;
- By external evaluators appointed by the Assembly;
- By Estyn, in the content of its annual remit from the Assembly and
- Through the work of the Wales Audit Office, in relation to the local Authority.

## 18. Supervision

Supervision is a formal arrangement for counsellors to discuss their work regularly with someone who is qualified and experienced in counselling and supervision.

All counsellors need to engage in regular clinical supervision to maintain and monitor standards and to comply with their ethical code. Counsellors will use time in a supervisory relationship to anonymously consider their cases with the outcome being offering the highest standards of ethical practice to their clients.

Clinical supervision is a separate and different from line management supervision which will be provided by their employer.

Counsellors may also take part in group-supervision with other school counsellors, during which they will also consider issues of practice with their peers.

School counsellors should undertake counselling supervision with a supervisor who has experience and understanding of children and young people and of the school setting

It may be helpful for Local Authorities to facilitate group/peer supervision for all school counsellors within their area as a helpful and additional resource for counsellors which is likely to enhance their ethical practice. These peer supervisions could be facilitated by a colleague such as an Educational Psychologist with appropriate counselling supervision training.

# Part 2

## Appendices

Included in the appendices are a range of documents, none of which it is obligatory to use. The documents may be used as templates for you to create your own documents to manage and evaluate your service.

## i. The Counselling Service for Young People: Quality Standards – Bridgend

This is an example document of a counselling service based within a Youth Service, it is an exemplar and not meant to be definitive. Local conditions would need to be reflected within such a document.

	OBJECTIVES	EVIDENCE CRITERIA
<b>Counselling Environment</b>		
To provide a safe, warm, secure and confidential environment that ensures that young people feel comfortable in working with a counsellor and expressing any emotions and conflicts that arise.	To ensure that young people are able to utilize the counselling session to maximum benefit without fear of distractions and interruptions or concerns over confidentiality.	Feedback from counsellors, staff and youth workers that a risk assessment has been undertaken to ensure that the environment is conducive to counselling and confidentiality can be maintained.
<b>Counselling Practice</b>		
To provide free, confidential face-to-face counselling to young people across BCBC.	To ensure that the service is valuable to young people in allowing them the opportunity of resolving issues that are problematic and to benefit from the experience of working with a trained counsellor.	Paper returns monitoring number of young people using the service. Feedback from service users, school staff and youth workers that the provision of counselling has allowed them to make positive and considered changes to their lives.
Through the provision of counselling, to allow a young person to develop self-esteem, confidence, effective coping and enable them to cope with any crises that arise.	To promote the establishment and develop of self-esteem, self-awareness and coping skills in a young person, equipping them with the ability to cope with life changes and challenges and to promote positive mental health and living.	Through counsellor's notes of sessions, through informal and formal monitoring and evaluation systems and through feedback from clients, schools staff and youth workers.

<p>To ensure that young people are involved in the direction and progress of their counselling and have the opportunity to give feedback on the counsellor and the quality of the counselling they have received via regular reviews held within the counselling session.</p>	<p>To develop a young person's sense of responsibility for themselves, their life choices and to foster a sense of empowerment through self awareness and offering feedback to others. To allow the counsellor to take feedback from the client and ensure their needs are being met and that the counselling is being appropriately tailored toward the individual client.</p>	<p>Through counsellor's notes of sessions, through informal and formal monitoring and evaluation systems and through feedback from clients, schools staff and youth workers.</p>
<p>To help young people understand how their personal and social development has an impact on the quality of their lives to encourage a sense of responsibility and have respect for themselves and others.</p>	<p>To promote the principle that positive change and development can impact emotional, social and environmental choices that young people make.</p>	<p>Through counsellor's notes of sessions, through informal and formal monitoring and evaluation systems and through feedback from clients, schools staff and youth workers.</p>
<p>To assist young people in contacting external organizations and specialists. Where necessary to access alternative or additional support services.</p>	<p>To empower the young person to take responsibility for seeking support where needed and to seek to understand the limits of the counsellor's competence and need to access additional services where dictated by legislation. For example, contacting child protection agencies.</p>	<p>Through counsellor's notes of sessions, through informal and formal monitoring and evaluation systems and through feedback from clients, schools staff and youth workers.</p>
<p>To promote equality of opportunity and address any issues of race, gender, disability and equality.</p>	<p>To ensure that all young people have access to counselling services.</p>	<p>Through specific monitoring on paper returns of client's age, sex, ethnic origin and disability.</p>

To raise young people's awareness of their rights and responsibilities.	To ensure that young people are informed of their rights and responsibilities to allow them to make informed choices and decisions about their lives and themselves.	Through counsellor's notes of sessions, through informal and formal monitoring and evaluation systems and through feedback from clients, schools staff and youth workers.
To raise awareness of the availability of counselling services in schools, community and youth settings and to challenge any negative beliefs and stereotypes about counselling.	To raise awareness of the benefits of counselling and ensure that referrals continue to be made.	Through counsellor's notes of sessions, through informal and formal monitoring and evaluation systems and through feedback from clients, schools staff and youth workers.

### Staff recruitment

To ensure that Counsellors possess a minimum qualification of a Diploma in Counselling.	To ensure that high quality, professional counselling can be accessed by young people and that counsellors have received appropriate training in counselling.	Through verification of counsellor's training and through production of paper qualifications.
To ensure that all counsellors receive regular counselling supervision to maintain appropriate professional standards and to monitor the quality of their practice and support professional development.	To support a counsellor's development, practice and to ensure that high standards of counselling practice are met and maintained.	Counsellor's continued attendance at counselling supervision meetings.
To ensure that all counsellors recognize the need to seek personal therapy where personal circumstances or events dictate.	To ensure that all counsellors continue to be fit for practice and have a mechanism for dealing with any personal issues as they arise and continue to be vigilant that these do not have an impact on their client work.	Feedback from counsellors.



<p>To ensure that the Project continues to be registered as an organisational member of the British Association for Counselling and Psychotherapy (BACP). This involves the adoption and adherence to the BACP Ethical Framework for Good Practice in Counselling and Psychotherapy.</p>	<p>To ensure that quality standards are upheld in counselling and to provide an external complaints procedure if necessary.</p>	<p>Membership confirmed in writing by BACP.</p>
<p><b>Staff Development</b></p>		
<p>To provide staff with a structured induction process both verbal and written.</p>	<p>To ensure that staff are aware of all policies and procedure used by the agency in carrying out counselling with young people across BCBC.</p>	<p>Through recording of induction session by Counselling Manager.</p>
<p>To provide staff with regular recorded supervision, appraisals, team meetings and staff reviews.</p>	<p>To allow counsellors the opportunity of discussing issues of concern, performance, service development, training and administration in a confidential setting and to allow monitoring of performance, professional standards and counselling practice.</p>	<p>Regular recorded sessions with Counselling Manager.</p>
<p><b>Training</b></p>		
<p>To ensure that staff receive training in recording client details, participation rates and monitoring and evaluation.</p>	<p>To ensure that the correct administration procedures are followed in line with BCBC/ European grant provision and that baseline data is recorded.</p>	<p>Through paper returns and counsellor's notes.</p>

To ensure that staff have equal access to training programmes run by BCBC and external training agencies.	To ensure that staff continue to develop and learn in their role.	Counsellors accessing internal training and pinpointing any relevant external training.
<b>Monitoring, Assessment and Evaluation</b>		
To ensure that staff record details of their counselling practice, including levels of participation, retention rates and categories of issue brought by the client in order to compare different levels achieved in different years and in different schools and youth centres.	To inform current and future practice and project development and to ensure that the service continues to meet the needs of young people.	Paper returns and counsellor's notes.
To monitor and record young people's views on the delivery of the programme.	To inform current and future practice and project development and to ensure that the service continues to meet the needs of young people.	Through counsellor's notes of sessions, through informal and formal monitoring and evaluation systems and through feedback from clients, schools staff and youth workers.
To record and respond to staff views and recommendations on the development of the service.	To evaluate the current and future development of the project and use staff expertise to inform decision making and consider lessons learned.	Through formal and informal feedback in supervision, team meetings etc.
To ensure that young people and staff understand the purpose of assessment.	To ensure that young people and staff participate in monitoring of the service and feel that their views are taken into account. To utilize the monitoring, assessment and evaluation processes to ensure the service meets the needs of young people and achieves the aims of the organization.	Through counsellor's notes of sessions, through informal and formal monitoring and evaluation systems and through feedback from clients, schools staff and youth workers.

To collate statistics, outcomes and levels of participation in order to produce a report.	To ensure that the service meets the needs of young people and achieves the aims of the organization.	Through counsellor's notes of sessions, through informal and formal monitoring and evaluation systems and through feedback from clients, schools staff and youth workers.
<b>Partnerships</b>		
To identify public, voluntary and private organizations and establish partnerships in the establishment and running of the project and in taking referrals for young people.	To establish the project as an integral component of services to young people and to ensure that referrals continue to be made.	Through publicity and promotion of the service formally and informally.
To negotiate use of facilities and resources in order to increase provision of counselling services to young people.	To ensure that facilities are available for young people to use and that resources are utilised to benefit the service.	Through counsellor's notes of sessions, through informal and formal monitoring and evaluation systems and through feedback from clients, schools staff and youth workers.
To write funding application(s) in order to secure the long term funding of the project.	To ensure the project survives long term and continues to benefit young people.	Written proposal.
<b>Equal Opportunities</b>		
To ensure that counsellors are aware of current legislation and BCBC organizational policies relating to age, disability, gender, race and sexual orientation.	To ensure that all counsellors are well informed when working with young people and are able to avoid discrimination and promote equal opportunities.	Through staff training if needed.
To monitor and evaluate all areas of equal opportunities with particular relation to age, disability, gender, race and sexual orientation.	To ensure that the project offers equality of access to young people and to inform current and future planning.	Through counsellor's notes of sessions, through informal and formal monitoring and evaluation systems and through feedback from clients, schools staff and youth workers.

## ii. Checklist for setting up a counselling service in school

20 QUESTIONS NEEDING TO BE ANSWERED (PLEASE TICK)	YES	NO
1. Are all governors, staff, pupils, parents, partners aware of School-based Counselling being developed?	<input type="checkbox"/>	<input type="checkbox"/>
2. Is training for school staff on school-based counselling in place?	<input type="checkbox"/>	<input type="checkbox"/>
3. Are information/publicity leaflets accessible to all different audiences – staff, parents, young people, others?	<input type="checkbox"/>	<input type="checkbox"/>
4. Is counselling seen as part of a whole school approach to emotional health and well-being and school effectiveness?	<input type="checkbox"/>	<input type="checkbox"/>
5. Is the service seen as independent as well as integral to the school?	<input type="checkbox"/>	<input type="checkbox"/>
6. Is the counselling room accessible, safe, warm and secure?	<input type="checkbox"/>	<input type="checkbox"/>
7. Have sufficient resources been allocated?	<input type="checkbox"/>	<input type="checkbox"/>
8. Has a suitably qualified counsellor been appointed?	<input type="checkbox"/>	<input type="checkbox"/>
9. Are induction arrangements in place?	<input type="checkbox"/>	<input type="checkbox"/>
10. Has a link person in the school been appointed?	<input type="checkbox"/>	<input type="checkbox"/>
11. Are clinical and managerial supervision arrangements in place, including peer supervision?	<input type="checkbox"/>	<input type="checkbox"/>
12. Are continuing professional development CPD opportunities in place?	<input type="checkbox"/>	<input type="checkbox"/>
13. Have young people been involved in the development of the service?	<input type="checkbox"/>	<input type="checkbox"/>
14. Does the Equal Opportunities policy include disability, gender, race and sexual orientation?	<input type="checkbox"/>	<input type="checkbox"/>
15. Is the counsellor aware of relevant legislation and procedures including Child Protection procedures?	<input type="checkbox"/>	<input type="checkbox"/>
16. Are complaints procedures clearly outlined?	<input type="checkbox"/>	<input type="checkbox"/>
17. Are there protocols in place for working with other agencies?	<input type="checkbox"/>	<input type="checkbox"/>
18. Is the counsellor working within an ethical framework such as BACP or equivalent?	<input type="checkbox"/>	<input type="checkbox"/>
19. Are there clear referral including self-referral procedures in place?	<input type="checkbox"/>	<input type="checkbox"/>
20. Are monitoring, evaluation and reporting procedures in place including collation of data for the Welsh Assembly Government?	<input type="checkbox"/>	<input type="checkbox"/>

## ii. Alternative checklist for schools prior to counselling

REQUIREMENTS	NOTES TO COUNSELLOR/FOR DISCUSSION
Small room which is preferably not in a busy area and it is unlikely to be disturbed, and has blinds at window so people are not able to see in.	
Comfortable chairs.	
Desk and or a coffee table – preferably both.	
Lockable filing cabinet with 2 keys. One key to be kept by counsellor and the other will be kept as a master by the head teacher/nominated teacher.	
Access to a confidential phone line.	
A copy of or access to pastoral documents particularly child protection policy, anti bullying policy, discipline policy and any other policies and procedures that affect a student's well being.	
Identify a safe place where the appointment and referral file can be kept. This file will contain appointments, waiting list, student's timetables and referral information. The file will need to be accessed by the link person and counsellor only.	
Referral information on each client needs to include – name, year/class, known child protection issues, if seeing anyone else e.g. CAMHS, Ed. Psych, if registered disabled, SEN, ADHD, Asperger's etc, and reason referred for counselling.	
Any health and safety concerns re. room location etc.	
Need to consider how/if you will market the service and who to – staff, students, families and carers or if you will only inform staff until more counselling hours are available.	
Ensure staff are clear on the referral procedure.	

## iii. Exemplar Job Descriptions and Person Specifications

### Bridgend County Borough Council Job Description

DEPARTMENT:	Education, Leisure and Community Learning
LOCATION:	Bridgend/Tondu
JOB TITLE:	Counselling Manager
GRADE OF POST:	JNC Point
RESPONSIBLE TO:	Principal Youth Officer
HOURS:	37
PERIOD OF EMPLOYMENT:	1st April 2007 to 31st March 2008

#### Job Purpose

To manage, develop and extend the 'Youth Counselling Project'. This will include developing and extending provision of counselling to young people aged 11 – 25yrs in schools and in the community through a counselling caseload and through a team of qualified counsellors.

The manager will develop and extend a network of support systems with other youth providers, organizations and agencies especially Children's Services, CAMHS and the Child Protection Unit, to establish a multi agency response to the needs of these young people. The manager will be responsible for a team of counsellors who will work within schools and in the community providing counselling to young people with the aim of helping young people with personal and developmental issues, empowering them to live in a more satisfying and resourceful way.

#### Key Tasks

1. To develop and manage a programme of youth counselling in schools in the community through a counselling service team as appropriate. This will include chairing team meetings, arranging training and supervision, carrying out supervisions, appraisals and reviews.
2. To increase young people's access to counselling through the development of counselling services in BCBC schools and in the community which will offer young people time, space and an opportunity to talk in a confidential, non-judgmental, empathic, environment about issues and concerns they may be facing in their lives.
3. To support young people on a one to one basis enabling them to move towards a greater self understanding which will help them to deal with life changes.
4. To explore, develop and implement the service for young people ensuring a safe supportive, empowering environment is created to stimulate the personal development of young people.
5. To set up referral procedures between relevant agencies and the youth service ensuring a strong network is established and sign posting procedures are available, especially with CAMHS, Children's Services and the Child Protection Unit.

6. To investigate availability of additional professional counselling services and establish a partnership working so that young people can access a range of counselling and other relevant support services.
7. To ensure the implementation of Extending Entitlement Confidentiality and other guidelines, policies and practices and keep abreast of legislation linked to the counselling field both locally and nationally.
8. Ensure effective monitoring and evaluation procedures, risk assessments, quality standards are in place so that the service provided responds to the identified needs of young people and objectives are met.
9. Offer young people a safe and private environment where they can explore problems and look at options available to them.
10. To research, identify and apply for external sources of funding and if received to manage the grant in compliance with any financial reporting and monitoring regulations.
11. To oversee all child protection referrals that arise in the course of a child in need of counselling practice through the counselling team.
12. To develop a strategy and operational plans for the extension of the counselling programme.
13. To undertake any other duties, as assigned by the Director of Education, Leisure and Community Services commensurate with salary and grade of post including operational plans and regular reports.

## iii. Exemplar Job Descriptions and Person Specifications

### Rhondda Cynon Taff – Eye to Eye Youth Counselling Service Job Description

DEPARTMENT:	Schools Counselling
LOCATION:	
JOB TITLE:	School Counsellor
GRADE OF POST:	
RESPONSIBLE TO:	Co-ordinator Eye to Eye. Board of Trustees
HOURS:	2 x 4 Counselling days in schools. Term Time Only. (As Required by Contracted School)
PERIOD OF EMPLOYMENT:	

#### Job Purpose

To provide a professional counselling service to young people in two schools within Rhondda Cynon Taff.

#### Important Details

This post commences with a two week induction starting on the 8th December 2008. The counsellor will need to be able to work Monday 8th and Tuesday 9th starting at 9.30am.until 3.00pm. In week two the times are Tuesday 16th and Wednesday 17th December, 9.30 to 3.00.

School Counselling will start the second week in January and will be briefed during induction.

#### Duties and Responsibilities

1. To perform counselling duties with the Codes of Practice and Ethics recommended by the British Association for Counsellors (BACP) and Eye to Eye Service Standards and Policies.
2. To carry out counselling to young people attending schools in Rhondda Cynon Taff as is deemed appropriate by the Charity Coordinator.
3. To complete and maintain appropriate confidential records and ensure confidentiality is maintained in all aspects of work.
4. To attend all training and staff development workshops as required.
5. To maintain up to date client records.
6. To maintain a client centred approach.
7. To attend regular supervision session and complete appropriate records.
8. To liaise with members of the school team in order to work in the best interests of your client.
9. To liaise with other appropriate agencies with the permission of the charity.
10. To complete and submit all necessary counsellor timesheets and paperwork to the charity.



11. To abide by host schools policies on Health and Safety and general working practices.
12. To undertake such other duties identified by the coordinator as may be appropriate to the role.

### Personnel

1. The post holder must be qualified to Post Graduate standard or equivalent.
2. To maintain professional standards in relationships with young people, including non-discriminatory practices, and maintain a high level of confidentiality and discretion as directed in Eye to Eye Policies and Procedures.
3. To deal promptly, and with sensitivity and consideration, with individual's external to the Charity, members of the public, school staff and young people.

### Nature and Scope

To carry out these duties the post holder must have an understanding of the aims and objectives of the Charity, the needs of young people and the ability to represent clients to external bodies.

The post requires the ability to work on one's own with minimum supervision (within guidelines) making routine day to day decisions. The post holder must be able to work as part of an Eye to Eye counselling team, in order to provide an efficient and effective service to the allocated school and the Charity.

### Breakdown of the 11-hour post

- Each school will have 4 hours of counselling
- All school counsellors are required to attend the main office on Fridays, for supervision and support and paperwork
- The 11-hour post will require you to work 9 hours one week (not attending the office) and 13 hours the next (attending the office on the Friday)
- This post is working term time only, so the post holder will be working 26 weeks until the end of July. Contracts are renewable subject to satisfactory 3 month probation
- The post hours may increase in year two starting September 2009, so the post holder will need to be flexible
- The post Starts on the 8th December with an induction 2 weeks as below:
 

Monday 8th December	9.30 to 3pm
Tuesday 9th December	9.30 to 3pm
Tuesday 16th December	9.30 to 3pm
Wednesday 17th December	9.30 to 3pm

Your school counselling will commence on the week beginning 5th January days to be arranged.

## iii. Exemplar Job Descriptions and Person Specifications

### Pembrokeshire County Council Job Description

DEPARTMENT:	Education – Lifelong Learning and Development
LOCATION:	
JOB TITLE:	School Counsellor
GRADE OF POST:	Scale 6
RESPONSIBLE TO:	Personal Support Development Officer
HOURS:	Up to 20 hours per week
PERIOD OF EMPLOYMENT:	Temporary contract to March 2009

#### Job Purpose

- To provide 1:1 counselling support for pupils in Pembrokeshire Secondary Schools
- To provide counselling assessment for pupils
- To provide counselling/communication skills education for young people

#### Principal Responsibilities

1. To effectively deliver counselling provision for young people as required.
2. To communicate with referral sources and/or other relevant professionals as needed in order to co-ordinate effective counselling provision for clients.
3. To contribute to the effective operation of the Counselling in Schools team.
4. To deliver workshops to young people to raise awareness of counselling and communication skills in order to promote greater levels of emotional health resilience.
5. To provide information and advice to multi agency staff regarding the schools based counselling service.
6. To support the delivery of multi agency training as well as promoting professional practice development.
7. To comply with agreed referral mechanisms.
8. To contribute to the effective monitoring of standards and governance.
9. To contribute to the implementation of a multi-agency training programme.
10. To support the ongoing development of the project and contribute to effective monitoring and evaluation processes.
11. Raise awareness and increase the profile of the Counselling in Schools service amongst professionals, young people and parents.
12. Undertake any other duties commensurate with the grade of the post, as required.

## Person Specification

### ESSENTIAL

- A Counselling qualification at diploma or equivalent recognised by the British Association of Counsellors and Psychotherapists (BACP)
- Hold or be working towards British Association for Counselling and Psychotherapy (BACP) accreditation as a counsellor
- Possess relevant experience in a helping profession, either paid or voluntary
- Enthusiasm for working with children and young people
- Excellent communication and listening skills
- Patience, tolerance and sensitivity
- A mature and non-judgemental outlook
- Possess an understanding of the key issues impacting on young people's lives today
- Ability to liaise as necessary with other agencies and individuals to help effect positive change based on the issues raised by clients
- Driving Licence with access to own vehicle
- An enhanced CRB disclosure will be required.

### DESIRABLE

- A working knowledge of the Welsh language
- Clean driving licence.

## Location

TBA

## iii. Exemplar Job Descriptions and Person Specifications

### Neath Port Talbot Job Description

DEPARTMENT:	Educational Psychology Service
LOCATION:	
JOB TITLE:	Counsellor
GRADE OF POST:	
RESPONSIBLE TO:	Principal Educational Psychologist
HOURS:	
PERIOD OF EMPLOYMENT:	

#### Job Purpose

To work as a member of the Educational Psychology Service to provide a counselling service to school based students on an individual casework basis through a confidential appointments system and drop-in service.

#### Duties and Responsibilities

- To provide a counselling service primarily in a secondary school setting, but also including servicing feeder primary schools.
- To provide a counselling service outside of the school setting, where appropriate.
- To provide support and guidance to school staff enabling them to better identify and support students with emotional health and wellbeing difficulties.
- To establish effective liaison with school staff, with regard to student referral in respect of mental health and counselling issues and to support school staff in their pastoral role.
- To contribute to staff development programmes on emotional health and wellbeing related topics and supporting school staff with student issues.
- To promote the counselling service using a range of strategies including displays, leaflets, ICT and group talks/presentations.
- To establish, maintain and monitor appropriate administrative systems with regard to student referral and to provide termly reports of quantitative data which also review and evaluate.
- To liaise with appropriate external agencies and to co-ordinate associated activities in the school.
- To develop and implement policies and procedures which govern the counselling service.
- To ensure that the BACP's Code of Ethics and Practice is adhered to.
- To promote awareness of personal, emotional and relationship issues amongst staff and students, through displays and notice boards throughout the school. To publicise and distribute circulars related

to these issues when required. To publicise national and local events to staff and students regarding emotional health and wellbeing issues.

- To organise workshops/group sessions to address welfare/counselling/mental health issues as required.
- To make use of external supervision on a regular basis in accordance with BACP guidelines and as agreed with line manager.
- To work flexibly according to the demands of the service and to perform such other duties, within the competence of the post holder, as may be required, reasonably from time to time, including work outside of normal hours.
- To produce reports on request relating to counselling service.
- To contribute to the annual self assessment of the area and play an active role in identifying and implementing any necessary improvements.
- To attend conferences, courses and workshops to update and develop counselling expertise.
- To take responsibility for health and safety, equal opportunities and data protection within the scope of the post.
- To undertake any additional responsibilities commensurate with the grade and salary, which are considered appropriate by the Manager or Head of Service.

THE AUTHORITY RETAINS THE RIGHT TO IMPLEMENT CHANGES TO THIS JOB DESCRIPTION TO REFLECT CHANGES IN THE DEMANDS OF THE POST AND THIS WILL BE DONE IN CONSULTATION WITH YOU.

## iii. Exemplar Job Descriptions and Person Specifications

### Neath Port Talbot Person Specification

The purpose of this document is to enable you, as a candidate, to consider whether or not you have the attributes, which are required for appointment to this post. Please note that this document indicates those attributes that are considered to be essential to undertake the duties and responsibilities of this post and those that are merely desirable. If you do not possess any of the attributes that are desirable, this does not mean that you will not be considered for interview or subsequent appointment.

	ESSENTIAL/ DESIRABLE	EVALUATION METHOD
<b>Knowledge</b>		
A clear and demonstrable grasp of theoretical bases underpinning the process of counselling	Essential	Application form/ Interview/Reference
The ability to show how the above informs the applicant's approaches to counselling across the spectrum of human development	Essential	Application form/Interview
An understanding of, and ability to work within, the BACP Ethical Framework for Good Practice in Counselling	Essential	Application form/Interview
A thorough knowledge of Child Protection	Essential	Application form/Interview
Awareness of requirements of the Disability Discrimination Act, Data Protection Act and Freedom of Information Act as applied to the counselling role	Desirable	Application form/Interview
Familiarity with the SEN Code of Practice for Wales 2002	Desirable	Application form/Interview
ICT literate	Desirable	Application form
Able to communicate through the medium of Welsh	Desirable	Application form
<b>Experience</b>		
Evidence of proven post qualifying supervised practice	Essential	Application form/Interview
Experience of working and liaising with other agencies and with a diversity of client groups	Essential	Application form
Experience of counselling in an education environment	Desirable	Application form

Experience of working with school aged children	Desirable	Application form
Experience of contributing to service evaluation	Desirable	Application form
Experience of organising workshops and providing training to others	Desirable	Application form
<b>Skills/Abilities</b>		
Good communication skills, both written and verbal	Essential	Application form/Interview
Be committed to the concept of inclusive education and high expectations and achievements for all pupils	Essential	Application form/Interview
Able to work well under pressure, exercise thoughtful judgement and display sensitivity	Essential	Application form/Interview
Able to maintain confidentiality appropriate to the setting	Essential	Application form/Interview
Able to maintain appropriate and accurate records and generate reports as required – as part of service evaluation	Essential	Application form/Interview
<b>Qualifications</b>		
Educated to Professional Diploma level (Counselling)	Essential	Application form/Sight of original certificates
Accreditation/Registration with BACP or UKCP or equivalent	Essential	Application form/Sight of original certificates
An educational based qualification	Desirable	Application form/Sight of original certificates
<b>Personal Attributes</b>		
Ability to adapt and be responsive to changing needs	Essential	Application form/Interview
Caring and sensitive approach	Essential	Application form/Interview
Proven ability to remain calm under pressure	Essential	Application form/ Interview/Reference

## iv. Service Level Agreements

### Bridgend County Borough Council Youth Counselling Project: Schools Counselling Service

#### Incorporating:

##### ANNEX A

Types of problems young people bring to counselling session

##### ANNEX B

Issues for staff to be aware of when considering referring a pupil for counselling

##### ANNEX C

Policies that counsellors employed by Youth Counselling project are bound by and adhere to in the course of their counselling practice

Drafted by Emma Dagleish, Counselling Manager, BCBC Youth Counselling Project, 2008

### 1. Service Standards and Procedures

#### 1.1 ROLE OF THE COUNSELLOR

##### 1.1.1. Definition of Counselling

- Counselling is a skilled way of helping young people with personal and developmental issues and difficulties, with the aim of empowering them to live in a more satisfying and resourceful way. It offers the young person the opportunity to increase their self-awareness, develop their personal resources and understanding of their own problems as well as developing strategies to cope with change.
- The counsellor will enable the young person to focus on their concerns, giving them a mechanism to explore specific problems, make choices, cope with crises, work through feelings of conflict and improve relationships with others.
- The counsellor can offer a young person a safe and supportive environment to talk over difficult issues in confidence and will listen to a young person's views, experiences and feelings without judgement in an atmosphere of respect and empathy based on a secure and trusting working relationship.

##### 1.1.2. Role of the Counsellor

- To provide a counselling service to young people aged 11-18 years who are registered with the school as current pupils.
- To organise and administer the counselling service in conjunction with schools' staff.
- To liaise with staff in taking and making referrals to and from agencies for young people including health, education and welfare services both statutory and voluntary. This will include agencies such as CAMHS, Children's Services, mediation, youth and careers services.
- To act as a resource to schools' staff by offering an insight into counselling and promoting the service where possible.



- To maintain accurate counselling session records and to write reports as and when required.
- To maintain and develop professional practice through regular and ongoing management and clinical supervision and training and through involvement in service evaluation and auditing.
- To practice counselling in accordance with the Ethical Framework for Good Practice in Counselling & Psychotherapy, published by BACP, which has been adopted by this project, as a project member of the organisation.

### 1.13 Role of the school and teacher

- Each school will have in place a nominated teacher(s) who will take responsibility for and be a point of contact for the in-school counselling service and whose role, where possible, will also be the Child Protection teacher. If this is not the case, the counsellor must ensure that they liaise with the Child Protection teacher as well as the nominated teacher over child protection issues.
- The nominated teacher will liaise with the counsellor over any concerns regarding the well-being of pupils who are currently receiving counselling, any relevant child protection issues, appointments, referrals and waiting lists for school pupils.
- The counsellor will refer and inform the child protection teacher any disclosures of alleged harm from others or to self from young people and will work with the child protection teacher in relaying any relevant information received to the appropriate agencies who have a statutory duty and powers to investigate and intervene when necessary.
- The nominated teacher will provide information about and raise awareness of the counselling service to staff, parents and external agencies where appropriate.
- No school shall enter into negotiations with or contract with a counsellor employed by the BCBC Youth Counselling Project for private counselling services during the course of the counsellor's employment at the school unless a discussion has taken place and express authorisation has been provided by the Youth Counselling Manager/Principal Youth Officer in the first instance.
- In signing the Service Level Agreement, each school undertakes that they will agree to contract with BCBC Youth Counselling Project on a year by year basis for the employment of a counsellor for counselling services on a stated number of hours and locations within BCBC.
- If any participating school wishes to withdraw from the Youth Counselling Scheme, the school will complete payment for counselling services until the end of the academic term that notice to withdraw was given.
- In the light of any allegations, complaints or concerns made against any school counsellor, the Youth Counselling Manager should be informed as soon as possible and will work in conjunction with a school to resolve any outstanding issues.

## 1.2. QUALIFICATIONS AND EXPERIENCE

- All counsellors appointed hold a recognised formal qualification in counselling, such as a Diploma in Counselling, plus a range of appropriate experience.
- All counsellors are appointed subject to a satisfactory Criminal Records Bureau check (enhanced level).
- All counsellors will be encouraged to work towards individual accreditation with the British Association of Counselling and Psychotherapy (BACP) where possible.
- Job descriptions and person specifications are available on request.

## 1.3 TERMS AND CONDITIONS

### 1.3.1. Employment

- Youth Service counsellors are employed by BCBC Youth Service, on an annual contractual basis.
- All counsellors are managed by the Counselling Manager, and in turn, by the Principal Youth Officer.
- The project and project manager are based in the Youth Service Offices, The Old Church School, Maesteg Road, Tondu, Bridgend.
- Any Counsellor employed by the Youth Counselling Project shall not enter into negotiations or contract with any school with whom they are based, to deliver counselling services on a private basis whilst they are employed by BCBC Youth service without seeking express authorisation from the Youth Counselling Manager and/or Principal Youth Officer in the first instance.
- Any breach of this condition will be deemed to be a breach of contract and will amount to gross misconduct by the employee.

### 1.3.2. Pay and Expenses

- All counsellors will be paid on a day to day basis by the Youth Service for the costs of providing counselling in schools, including on costs and mileage expenses which will be recharged to schools for payment on a term by term basis.

### 1.3.3. Hours

- All counsellors are employed to provide a counselling service to schools during normal school hours. This will usually comprise a working day of 6.5 hours to be charged to a school unless specifically agreed otherwise by the Counselling Manager and by a recognised representative of the participating school.
- Both schools and counsellors need to be aware of occasions where counsellors will need to be flexible and provide additional support before or after a school day, usually in exceptional circumstances concerning a child protection referral. Schools will be charged for any additional working hours undertaken by the counsellor, subject to prior approval with the school.

#### 1.4. RESOURCES

- The school is expected to provide appropriate resources for the counsellor. These resources include:
  1. Appropriate counselling room and office space to be available at agreed time and in accordance with Health and Safety at Work policies.
  2. The counsellor to have use of desk and access to a confidential telephone.
  3. A referral/appointment book(s) to be held by the counsellor and nominated teacher. Appointments are to be made by the counsellor and changed only at his/her direction, in conjunction with the nominated teacher.

#### 1.5 ORGANISATION

##### 1.5.1. Referrals

- For the types of presenting problems that are appropriate for referral to the counselling service, please refer to Annex A for details.
- Referrals for young people for schools' counselling will be taken from any interested parties including young people, parents, teachers, welfare officers, school nurses, Youth Offending Team, General Practitioners, Children's Services, CAMHS, Youth Workers etc. Where possible, informal liaison and discussion will take place prior to a formal referral.
- In making a referral for a pupil to have counselling from the school counsellor, teachers need to be aware of the need to access parental consent for pupils to access counselling for pupils aged 16 years of age and under. For the pupil to be eligible to receive counselling, the pupil must understand the nature of counselling and be able to make a valid verbal counselling contract, including the ability to understand the principle of confidentiality and the need for this to be overridden where the young person is alleged to be at risk of harm from self or other.
- Routine referrals will be entered into the appointment and referral book and seen at the earliest opportunity. Urgent cases will be seen at the next available cancellation, free appointment or, in exceptional circumstances, on the counsellor's next working day, subject to negotiation with the counsellor and nominated teacher.
- It would be useful for the nominated teacher to indicate on referral their perceptions of the urgency of the situation and whether or not they consider the young person is thought to be at risk, and to what degree, where possible. It is essential that the counsellor is informed if the young person has been seen in the past/is currently working with any other agencies such as CAMHS, Children's Services, Taith Project and the current level of involvement. The nominated teacher should also indicate to the counsellor if the pupil is a Looked After Child, is on the Child Protection Register or if there have been any allegations of sexually inappropriate behaviour. Please refer to Annex B for details.
- Clients who are currently receiving support from other agencies are eligible for referral to the counselling service, as long as there appears to be no apparent conflict with any impending legal

proceedings, support or interventions being given to the young person elsewhere, and in accordance with the client's wishes. Counsellors need to be mindful of the fact that there may be occasions where information that is disclosed in the course of a counselling session may later form part of a legal proceedings or legal action and that they may be required to give evidence or provide reports in due course concerning their client. In these situations, counsellors are informed and bound by the BCBC Pre-Trial Therapy Protocol and should seek guidance from the Counselling Manager and/or Child Protection Unit in individual cases before commencing counselling with a young person.

- In making referrals to Children's Services and/or CAMHS, a counsellor is bound by the BCBC Child Protection Policy, Local Safeguarding Children's Board and All Wales Child Protection Policy. This includes the requirement for the counsellor to identify and report possible cases of harm to children and young people, via the child protection teacher, originating from any disclosures made by a pupil if the counsellor has knowledge, concerns or suspicions that a child is suffering or is likely to be at risk of harm. This will include disclosures relating to alleged physical, emotional and/or sexual abuse and/or neglect from self or other and override any confidentiality agreement made between counsellor and client.
- Any disclosures that relate to imminent harm to self, for example, through self-harm, expressed suicidal intent or attempt(s), must be passed on to the child protection teacher who will endeavour to contact the parents of the pupil and stress the need and urgency for an appointment to be made with the pupil's General Practitioner as soon as possible. The counsellor may also contact the Primary Mental Health Team for advice and assistance in these circumstances if felt to be beneficial by the counsellor.
- For all non-urgent referrals to CAMHS, the counsellor will make a referral to CAMHS on the appropriate referral form.
- All referrals to CAMHS will need to be accompanied by a referral to Children's Services, to be made at the same time.
- There may be some instances where it may not be appropriate for a pupil to be offered counselling for example, at some stages of legal action/proceedings. If there is any doubt concerning the appropriateness of young person receiving counselling, then the Counselling Manager should be informed and a discussion held to clarify the issues involved, to consider whether a risk assessment needs to be undertaken and the best way forward.

### 1.5.2 Waiting List

- The counsellor and/or nominated teacher will operate a waiting list for pupils wishing to access counselling – each client not seen immediately will be informed that they have been placed on the waiting list and offered an indication of when they may access an appointment with the counsellor.
- The nominated teacher should endeavour to establish the urgency of the referral and if it is believed to be urgent, to work in conjunction with the counsellor in enabling the pupil to access counselling as

soon as possible and whether additional agencies such as CAMHS and Children's Services should also be involved.

### 1.5.3. Assessment

- During the course of counselling, each client will be assessed, usually on one or two occasions, using the Rickter Scale Board Assessment Tool. This is a device which is able to monitor client progression and emotional distance travelled in 10 specific areas.

### 1.5.4. Review

After approximately 6 sessions, the counselling contract will be reviewed and the counsellor will assess the client's progress, motivation and availability and whether useful work is still left to be done. More sessions will be offered if felt to be appropriate, followed by another review.

### 1.5.5. Discharge

In preparation for discharge, the counsellor will discuss any ongoing needs of the client and make (or enable the client to make) appropriate arrangements or referrals. Where the client and/or counsellor feels that the sessions are no longer needed, one final session will be offered and the client discharged. This will be discussed with the young person, the nominated teacher and appropriate action taken where necessary e.g. referral to other services and/or agencies.

### 1.5.6. Confidentiality of notes

- Counselling notes will not be accessible to schools' staff and remain the property of the counsellor. However, the counsellor needs to be aware that they may need to disclose the content of notes in exceptional circumstances such as legal proceedings.
- It is the counsellor's responsibility to ensure that the nominated teacher receives an appropriate amount of feedback about the progress and outcome of the counselling process, in order to evaluate whether the young person is benefiting from receiving counselling and/or whether the teacher needs to be aware of any additional support needs in school during the school week, without breaching the confidentiality of a young person.

### 1.5.7. Liaison

- The counsellor will take responsibility for developing a network of close links in the appropriate referral services e.g. CAMHS, Children's Services and any other statutory and voluntary support and mentoring services for young people.

## 1.6. SUPPORT, SUPERVISION AND TRAINING

- Management support, peer and personal supervision will be provided by Bridgend County Borough Council Youth Counselling Project, in accordance with the sessions employed and the individual needs of the counsellor. The counsellors are supervised in their clinical practice by an appropriately qualified external counselling supervisor.

- Counsellors are expected to continue to develop their expertise and skills through continuing personal and professional development and training.

#### 1.7. MONITORING ARRANGEMENTS

- The Counselling Manager, on behalf of Bridgend County Borough Council Youth Counselling Service and Bridgend County Borough Council Youth Service, will agree a process by which the service can be monitored in terms of quality and quantity. There will be regular review meetings at which relevant information and service issues will be presented and discussed.

#### 1.8. SERVICE MONITORING AND EVALUATION

- Process data, including client registration and contact forms, Rickter scale assessments and presenting issues data, will be regularly collected by the Counselling Manager from schools' counsellors. Data collected will form part of a wider service annual report will be available on an annual basis.
- Evaluation questionnaires will be sent to individual schools near the end of each academic year. Two forms have been devised— one for staff, one for young people which the nominated teacher should endeavour to distribute to as many staff and pupils as possible for completion. These should be collated and sent back to the Counselling Manager before the end of the academic year.
- The content of these service evaluation questionnaires will form part of a full annual report and, where appropriate, used to inform future strategic and operational planning to take account of the views of service users and schools' staff.

Signed on behalf of BCBC Youth Counselling Service:

.....

Signed on behalf of School:

.....

Date:

.....

## iv. Service Level Agreements

### Monmouthshire Youth Services/Caldicot Comprehensive School Joint Services Agreement

#### Monmouthshire Youth Services will provide:

- Two counsellors to the school for two days per week for term time only
- Services to be available for all pupils within the Caldicot School
- 10 x 1 hour counselling sessions over two days per week to be provided
- Supervision will be provided once a month on an individual basis and every 6 weeks on a group basis
- Increased services may be provided if required subject to funding and staff availability.

#### Caldicot Comprehensive School will provide:

- A specific room to meet the needs of the service
- A direct referral system
- Both Caldicot Comprehensive School and Monmouthshire Youth Services to meet each term to evaluate the service development and discussion of the appropriateness of referrals.

#### Confidentiality

- Face 2 Face Counselling Project works within the 'BACP Good Practice Guidance for Counselling in Schools'
- This provision will work in line with Monmouthshire Youth Services Face2Face confidentiality policy
- Should a pupil disclose a Child Protection Issue during a session, the Counsellor will contact the designated Child Protection member of Staff within the school.

Signed on behalf of Caldicot Comprehensive School :

.....

Signed on behalf of Monmouthshire Youth Services :

.....

Date:

.....

## v. Types of problems young people bring to counselling session

<b>1. Abuse</b>	
1.1 Emotional	3.8 Obsessive compulsive
1.2 Neglect	3.9 Traumatic event
1.3 Physical	3.10 Self esteem
1.4 Racial	3.11 Self harm
1.5 Rape	3.12 Transitions
1.6 Sexual	3.13 Others (specify)
1.7 Violence/Assault	3.14 Inhibited emotional development
1.8 Others (specify)	3.15 Anger
1.9 Domestic violence	3.16 Personal organisation
<b>2. Health</b>	<b>4. Racial/Cultural</b>
2.1 Disability	4.1 Discrimination
2.2 Drugs/Alcohol	4.2 Others (specify)
2.3 Eating disorder	4.3 Identity
2.4 HIV/Aids	4.4 Pressures from cultural expectations
2.5 Illness	4.5 Travelling families
2.6 Pregnancy	<b>5. Relationships – Family</b>
2.7 Sex Transmitted Diseases	5.1 Bereavement
2.8 Others (specify) e.g. Aspergers/Autism	5.2 Difficult family issues
2.9 Abortion	5.3 Parent (s)
2.10 Gambling	5.4 Parental needs/expectations
<b>3. Personal/Self</b>	5.6 Siblings
3.1 Anxiety/stress	5.7 Split family/separation issues
3.2 Suicidal	5.8 Step family
3.3 Criminal activity	5.9 Others (specify)
3.4 Depression	5.10 'Looked after children'
3.5 Sexuality issues	5.11 Adoption
3.6 Gender identity	5.12 Behaviour at home
3.7 Identity	<b>6. Relationships – Other</b>
	6.1 Bereavement



6.2	Boy/girlfriend (same sex or heterosexual)
6.3	Inappropriate sexual behaviour
6.4	Isolation/loneliness
6.5	Peer relationships
6.6	Others (specify)
6.7	Counselling relationship
<b>7.</b>	<b>School</b>
7.1	Attendance difficulties
7.2	Behaviour/Disaffection
7.3	Experience of school/levels of stress
7.4	Phobic
7.5	Relationships
7.6	Transitions
7.8	Others (specify)
7.9	Bullying
7.10	Vocational concerns

## vi. 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 (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 discreetly access counselling sessions.

**Please give consideration to 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 his/her 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?

**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 e.g. cutting
- 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 a member of staff 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 persons 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 the member of staff with counselling responsibility, 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 make a decision as to whether to engage in counselling or not.

## vii. Exemplar Information Leaflets

### Children and young people

#### What's counselling about?

Sometimes we all have problems that are worrying. Think of a confusing jigsaw when all the pieces are difficult to match together. Talking about a problem in counselling is like sorting out all the pieces so we can begin to build a picture that makes more sense to us.

Sometimes it's difficult to talk to parents, friends or teachers about things that are making us anxious. A counsellor is someone who you can talk to in a different way, someone who will listen to you very carefully, who will not judge you or tell you what to do.

Counselling is about helping you to work things out for yourself, making decisions and choices and helping you to look at things differently. It can help you to feel better about yourself.

#### What kind of things do people talk about in counselling?

Whatever matters to them? Whatever is worrying for them. It could be about lots of different things. Here are some examples of problems and some thoughts, questions and feelings that you may have. For example:

##### PARENTS SEPARATING

Is it my fault? Their breaking up is breaking me up too.

##### CHAOS AT HOME

I want to go out with my mates and make my own decisions. I'm arguing with parents all the time. They never listen to me, why should I listen to them???

##### MAKING FRIENDS/KEEPING FRIENDS

Everyone else seems to have loads of friends. I haven't. What's wrong with me?

##### I'M FEELING ANGRY BUT I DON'T KNOW WHY

I'm worried because I keep feeling that I want to lash out at people. I can't control myself. I'm always in trouble at home and at school because of it.

##### BULLIES ARE ABOUT

I don't want to come to school. Bullies bug me every day and it's getting worse.

##### A TOUGH TIME AT SCHOOL

The work is piling up. I'm getting more and more behind. I can't seem to get on with it. The longer that this goes on the worse I feel.

##### DEATH OF SOMEONE SPECIAL

I miss this person so much. I'll never get through this. It'll be like this forever. Nobody understands how bad I'm feeling.

##### FEELINGS ABOUT MYSELF

Sometimes I don't understand how I feel or why I feel like I do.

## How will I know if Counselling is right for me?

You can meet the counsellor for one or more sessions to find out for yourself. You can ask questions, see how you feel.

The counsellor will talk to you about where and when to come and how often you will meet.

Counselling is voluntary. You have the choice to come or not. Whatever you decide will be OK.

## My problems and worries are private. Will other people know what I have talked about?

No. What you talk about is confidential. That means it's between you and the counsellor. It's your time and your space to be with someone who is there for you and nobody else. Obviously if you want to talk to anyone else about what you have discussed in the counselling session, that is up to you. The counsellor will keep confidentiality unless you are at risk of harm, The counsellor may then need to talk to someone else to help keep you safe, but will always try to talk with you about this first.

## Will anything be written about me?

Keeping information, about people, safe and confidential is very important to the counsellor.

The counsellor will make some notes about what has been talked about in the session. These are kept safely in a locked filing cabinet. All information written and discussed is private and confidential unless there is an agreed or overriding need to share this information in your best interests.

A counsellor presents their work to a counselling supervisor regularly. This person checks the counsellor is working well with you. Neither your name, nor your school is mentioned.

## How do I get to see the Counsellor?

This will be amended to allow for local school arrangements, though the principles of accessibility etc will remain.

Someone may have suggested it to you, or you can begin by talking to a member of staff that you trust. This may be your form tutor or the Pastoral Head in the School.

You can come to counselling without your parents being informed. A request for counselling form will be completed and given to your counsellor, who will see you when they have a space and discuss your wishes with you. Some schools may contact your parents/carers for consent for you to attend counselling. Your opinion on this will be sought and is important.

After you have finished your counselling you will be sent an evaluation form that you can complete. This form is anonymous, unless you choose to put your name on it. The feedback you give will let us know how well we are helping the children and young people that we see. If you have any concerns or complaints you are welcome to either speak with your counsellor or to contact the Counselling Service Manager or a member of the school staff.

### Here are some comments made by pupils who have been to counselling...

"Having counselling has helped me a lot. I have been able to discuss my problems instead of locking them away, which is what I used to do. It has been a very big help to me."

"It helped me to understand my problems and to overcome them."

"It really helped me to talk more to my family and people around me that I could talk to."

"The counselling has helped me to feel confident in myself."

"I don't feel ashamed to admit that I need help because now I know that I am not the only one that needs help."

## vii. Exemplar Information Leaflets

### 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 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's O.K. 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 son/daughter 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.



### Here are some comments made by pupils who have been to counselling, which helps us understand how young people benefit

"Having counselling has helped me a lot. I have been able to discuss my problems instead of locking them away, which is what I used to do. It has been a very big help to me."

"It helped me to understand my problems and to overcome them."

"It really helped me to talk more to my family and people around me that I could talk to."

"The counselling has helped me to feel confident in myself."

"I don't feel ashamed to admit that I need help because now I know that I am not the only one that needs help."

## vii. Exemplar Information Leaflets

### 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 after liaison and consultation with staff.

#### 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 e.g. cutting.

#### 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.

# viii. Confidential Request Form

Service to the School Counsellor

---

NAME:

DATE OF ORIGINAL REFERRAL:

MALE/FEMALE:

YEAR GROUP:

REFERRER:

---

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?

---

---

---

---

## viii. Confidential Request Form

### Face to Face Counselling Team

REQUESTED BY:

.....

DATE:

.....

AGENCY/ORGANISATION:

.....

ADDRESS:

.....

TELEPHONE:

.....

URGENCY OF REQUEST (1 LOW – 10 HIGH):

.....

YOUNG PERSONS' NAME:

.....

DATE OF BIRTH:

.....

ADDRESS:

.....

Y.P. MOBILE TELEPHONE:

.....

Please endeavour to complete as much information as possible, as this will enable the young person to be assessed as soon as possible.

For the purpose of confidentiality please inform the young person that this referral is being made and what information is being given.

The information given may be shared with the Counsellor Co-ordinator and In-line Manager.

**How long have there been concerns regarding the young person?**

.....

**Has the young person any health/social issues? Please give brief details**

.....

.....

**Does the young person have any help/support from Peer Support? Please tick**

Social Services

School Health Advisor

YOT

Youth Access

Educational Psychologist

EWO

G.P. Surgeries

Primary Mental Health

Other (please specify)

.....

## ix. Risk Assessment – Youth Counselling Project

STATEMENT OF INTENT:	The Bridgend County Borough's Youth Counselling Project is committed to providing counselling in a safe, confidential and non-hazardous environment
ACTIVITY:	Face to face counselling with Young People
LOCATION:	In BCBC Schools, Youth and Community Centres and other agency venues in BCBC
DATE:	June 2007

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
1. Counsellor could be subject to verbal or physical attack or abuse from young person.	<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 a nominated teacher or youth/community worker is aware of the location of the room they are using and they should not offer counselling in any other place unless agreed with teacher/youth worker 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> <li>• Where possible the counselling room should be within earshot of the link teacher or at least near to other teaching or pastoral staff.</li> </ul>	<ul style="list-style-type: none"> <li>• Immediate consultation with Counselling Manager 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>• Counselling Manager to contact link teachers/youth workers 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 Counselling Manager in writing as soon as possible. This will be instigated by the Counselling Manager and Principal Youth Officer.</li> </ul>

2. Young person has an (alleged) history of inappropriate sexual behaviour	<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 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>
3. Young person has an (alleged) history of making allegations against staff/other young people	<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>• 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 should normally take place via a link teacher or youth worker.</li><li>• Counsellors should not give a mobile telephone number to a young person unless there are exceptional circumstances that warrant this course of action.</li></ul>



	<p>This should be discussed and agreed with the Counselling Manager in advance.</p> <ul style="list-style-type: none"> <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>	
4. Counsellor or young person needs emergency treatment.	If emergency/medical treatment is needed first aid should be accessed as soon as possible.	
5. Young person or family seeks contact with counsellor outside of session time. For example, vulnerable person seeking additional support.	If a counsellor feels that a young person needs additional support during sessions due to their vulnerability, they should secure the young persons consent in accessing and referring to alternative support systems.	
6. An allegation of breach of confidentiality or malpractice by counsellor towards young person.	Where a young person feels that there is a breach of confidentiality or other malpractice then they must be informed of the Complaints Procedure within Bridgend County Borough Council and also through BACP (as a member organisation). Any complaints should be reported to the Counselling Manager and will be investigated by the Counselling Manager and Principal Youth Officer as soon as possible.	

# x. 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 YOUNG PEOPLE 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:

Headteacher

DATE:

SIGNED:

LEA Contact

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

## xi. Referral Process

### Pembrokeshire

YOUNG PERSON WORKING WITH TEACHERS  
OTHER PROFESSIONALS OR PARENT/  
GUARDIAN DECIDE WHETHER THEY WOULD  
LIKE TO SEE SCHOOL COUNSELLOR.

AIDED BY PROFESSIONAL OR PARENT/  
GUARDIAN YOUNG PERSON CONTACTS  
THE COUNSELLOR CHOOSING ONE OF THE  
FOLLOWING METHODS;

A YOUNG PERSON CAN SELF REFER DIRECTLY  
INTO THE SERVICE USING ANY OF THE  
FOLLOWING METHODS;



- Visiting the counsellor in school
- Telephoning the service on 01646 689739
- Texting on 078258 44608
- emailing the service at [school.counsellor@pembrokeshire.gov.uk](mailto:school.counsellor@pembrokeshire.gov.uk)



Counsellor arranges initial session with young person in liaison with the designated member of school staff



Designated staff member informs relevant Head of Year that young person is about to receive counselling

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## xi. Referral Process

### Denbighshire Educational Psychology Service

Referrals for young people for schools' counselling will be taken from any interested parties including young people, parents, teachers, welfare officers, school nurses, YOT, GPs, Children's Services, CAMHS, and Youth Workers 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 'link person'
Referring			
	Young person Self-refers to teacher, School 'link person'	Teacher contacts school 'link person' to refer	School 'link person' 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 'link person' 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 choose 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 Denbighshire 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.

THANK YOU FOR COMPLETING THIS FORM.

Educational Psychology Service, Schools Counselling,  
Education Centre, Middle Lane, Denbigh, LL16 3UW

## xii. New counselling referral

---

TO:

FROM:

DATE:

STUDENT:

---

### 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.

THANKYOU.



## xiv. Client Record Sheet

### School-based Counselling: Year 1

SCHOOL:

CLIENT ID (Counselling service no. not UPN):

EPIISODE NO:

DATE OF FIRST SESSION:

DATE OF LAST SESSION:

#### Referral:

- |  |                                  |   |
|--|----------------------------------|---|
| <input type="checkbox"/> Self            | <input type="checkbox"/> Parents | <input type="checkbox"/> School Staff/Other Education             |
| <input type="checkbox"/> Social Services | <input type="checkbox"/> Other   | <input type="checkbox"/> Health – GP, Hospital, School Nurse etc. |

#### School year:

- 7     8     9     10     11     12     13

#### Gender:

- Male     Female

#### Ethnicity:

- |  |  |  |
|--|--|--|
| <input type="checkbox"/> White               | <input type="checkbox"/> Mixed Race          | <input type="checkbox"/> Chinese/Chinese British |
| <input type="checkbox"/> Asian/Asian British | <input type="checkbox"/> Black/Black British | <input type="checkbox"/> Other                   |
| <input type="checkbox"/> Prefer not to say   | <input type="checkbox"/> Not known           |  |

#### Special educational needs:

- |  |  |
|--|--|
| <input type="checkbox"/> None  | <input type="checkbox"/> Cognition and Learning  |
| <input type="checkbox"/> Communication and Interaction                 | <input type="checkbox"/> Sensory and/or Physical |
| <input type="checkbox"/> Behavioural, Emotional and Social Development |  |

#### Sexual orientation:

- Bisexual     Gay/lesbian     Heterosexual     Prefer not to say

#### Disability:

- Yes     No     Prefer not to say



**Religion or belief:**

- |                                 |                                   |  |                                |
|---------------------------------|-----------------------------------|--|--------------------------------|
| <input type="checkbox"/> Baha'i | <input type="checkbox"/> Buddhist | <input type="checkbox"/> Christian         | <input type="checkbox"/> Hindu |
| <input type="checkbox"/> Jain   | <input type="checkbox"/> Jewish   | <input type="checkbox"/> Muslim            | <input type="checkbox"/> Sikh  |
| <input type="checkbox"/> None   | <input type="checkbox"/> Other    | <input type="checkbox"/> Prefer not to say |                                |

**Preferred language:****Looked-after:**

- 
- Yes
- 
- No
- 
- Prefer not to say

**Confidentiality explained?**

- 
- Yes
- 
- No

**Competent to consent to counselling?**

- 
- Yes
- 
- No

**If "no", parental consent sought?**

- 
- Yes
- 
- No

**Parental awareness:**

- 
- Yes
- 
- No
- 
- Don't know

**Onward referral:** (please specify)**Presenting issues:****Predominant issues:**

ISSUES: (Insert up to a maximum of 3 of the following categories in the sections above)

- |   |                                |
|---|--------------------------------|
| Abuse (including sexual)                    | Academic                       |
| Anger                                       | Behaviour related              |
| Bereavement                                 | Bullying                       |
| Depression                                  | Domestic Abuse                 |
| Eating disorders                            | Family                         |
| Financial concerns/poverty                  | Relationships with teachers    |
| Relationships other than family or teachers | Self-harm                      |
| Self-worth                                  | Sexual (including orientation) |
| Stress                                      | Suicide                        |
| Substance misuse                            | Other (please specify)         |

**Sessions:** (enter number)

- |  |   |  |
|--|---|--|
| <input type="checkbox"/> Attended            | <input type="checkbox"/> Did not attend     | <input type="checkbox"/> Cancelled by counsellor |
| <input type="checkbox"/> Last session        | <input type="checkbox"/> Absent from school | <input type="checkbox"/> Cancelled by student    |
| <input type="checkbox"/> Core form completed |   |  |

# xv. 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"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The counsellor helped me to understand my situation and my feelings	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I understood that what I said to the counsellor would be confidential unless I was at risk	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I would ask to see the counsellor again if I needed to	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I would recommend counselling to my friends	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
It was easy to contact the counsellor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I feel more able to cope at school since having counselling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My relationships with friends have improved since going for counselling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My relationships with teachers have improved since going for counselling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My relationships with my family have improved since going for counselling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My behaviour has improved since I went for counselling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I received enough counselling sessions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Since I had counselling I am more able to concentrate on tasks in and out of school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I feel more positive since going for counselling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I think counselling is a good way to deal with problems	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I would consider counselling in the future, even after I leave school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

What were the best things about counselling?

---

---

What were the worst things about counselling?

---

---

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

---

---

I didn't like

---

---

Anything else?

---

---

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

---

---

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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## xvi. Schools Staff Questionnaire 2007/8

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?

.....

.....

.....

Did you feel the appointment and referral system worked well?

Yes

No

If not, how could this be improved?

.....

.....

.....

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.

.....

.....

.....

THANK YOU FOR YOUR TIME. ALL RESPONSES WILL BE TREATED IN CONFIDENCE.

## xvi. Young Peoples Questionnaire 2007/8

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?

---

---

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 FOR YOUR TIME. ALL RESPONSES WILL BE TREATED IN CONFIDENCE.

Emma Dagleish, Youth Counselling Manager

# Deafness and School Counselling

**Definition:** In this document the term “deaf” is used to refer to children who have a mild, moderate, severe or profound hearing loss. It is used to refer to children who have a hearing loss in both ears, and also to those who have a hearing loss in one ear.

School counsellors must also be aware of the need to consider this guidance for children who have a temporary hearing loss.

It is estimated that deaf children and young people are 60% more likely to experience mental health problems than other children.<sup>1</sup>

It is not deafness itself that increases the incidence of emotional health difficulties, but rather the implications of being deaf in a hearing orientated society and the communication barriers that result.

Due to the increased prevalence of emotional difficulties in the young deaf population, it is important to take steps to promote healthy minds among deaf pupils. It is recommended that school staff work proactively with deaf pupils to ensure that they are comfortable and confident with their deafness.

Since communication barriers can mean that deaf children are more vulnerable to emotional health problems, it is also important to ensure that the school community is inclusive of deaf children and young people. For example, all staff and children within the school community should receive deaf awareness training.

## Counselling a deaf child

In addition to promoting healthy minds, it is important that a school ensures its counselling services are tuned into the specific needs of deaf children and young people. This way, deaf pupils can easily access the service if/whenever they want to.

Just like all children, deaf children may experience emotional difficulties for reasons that are unrelated to their deafness. However, it is still important that counsellors are sensitive to deafness and the particular challenges that deaf children and young people may face.

Furthermore, it is essential that school counsellors understand the different ways to communicate effectively with deaf children and young people.

As appropriate, support/advice/referral should be sought from deaf CAMHS.

Of course every deaf child is different and sessions will need to be tailored to each child's particular communication needs... but here are a few pointers:

<sup>1</sup> Department of Health (2005), *Mental Health and Deafness: Towards Equity and Access*

### 1. Get the environment right

Many deaf children rely on lip-reading and access to sound in order to communicate. Poor lighting can make lip reading difficult and external noises/echoes can affect communication. Therefore, it is important to ensure that a room is both well lit and quiet. It may be necessary to close window blinds or move seating positions to aid communication. In addition, the counsellor should sit opposite the deaf pupil.

Before the session begins, the counsellor should always ask the deaf child/young person whether the lighting and room layout is suitable.

### 2. Make eye contact

Counsellors are often required to complete forms or take notes during sessions. Although breaking eye contact to make notes does not generally interrupt interaction with a hearing child/young person, it may interrupt the flow of conversation with a deaf child/young person and could be considered rude. It is, therefore, best to avoid taking notes during the session. Alternatively, the counsellor could agree to take short note taking breaks, although this may still interrupt the flow of a session.

### 3. Be Visual

Be aware that young deaf people will have a visual approach to the world. Therefore, using visual techniques during sessions, such as demonstrations, video, flip charts, and whiteboards can be helpful.

However, counsellors should be careful not to talk while looking away or whilst the child/pupil is looking at a visual illustration.

### 4. Write it down!

Remember that lip reading or following BSL interpretation can be tiring. This may impact on a young deaf person's retention of information. Therefore, it is useful to write down all agreements/actions/decisions in plain language for the young person to take away.

It may also be useful to write down any word that either the counsellor/young person is struggling to understand. This technique can be particularly useful for deaf children who do not sign, and have limited speech.

However, please note that this approach may not be appropriate for all deaf children. Some deaf children may struggle with written language, and first language BSL users may have little or no written language. In this case, drawing visual images may be more appropriate.

### 5. Are common talking therapies appropriate for every child?

Many deaf children will have to concentrate very hard in order to follow spoken conversations of length, so consider ways to break up the discussion.

It should also be noted that some deaf children may have delayed literacy development and could find the description of abstract emotions challenging. Therefore, it is a good idea to have

some paper and colouring pens to hand, so that children can draw if they struggle to express verbally the word or emotion that they are feeling.

### **6. Make sure the assessment is appropriate for the child**

It is important to be aware that a number of therapeutic assessments and standard measures are unlikely to provide a successful assessment of many deaf children, even when translated into sign language. Standardised assessments may suffice for children with an oral approach to learning, but it may still be appropriate to adopt a more open approach to determine therapeutic needs. It may be useful to contact a professional body with more experience of working with deaf children.

### **7. Think about the child's emotional literacy**

Be aware that deaf children may have experienced delays in acquiring language. Many deaf children are aware of having feelings, but lack the vocabulary to 'label' them. Understanding and identifying feelings contributes to a child's capacity to recognise their own feelings and those of others, and helps them to manage their emotions well.

### **Does he/she prefer to use sign language?**

Some deaf children will be first language BSL users. BSL is a completely different language from English/Welsh, with its own grammatical structure. Other forms of signing/communication may also

be used. Do not try to struggle through a counselling session – book an interpreter.

It should be noted that many deaf children may be taught in school through an oral approach, but may be more comfortable using sign language in a social setting. Always ask the child which form of communication they would prefer to use during the session.

Here are a few key pointers which should be considered when working with a child/young person who would prefer to communicate through sign...

#### **1. Book an appropriate interpreter**

There are different forms of signing; SSE (Sign Supported English), for example, is fundamentally very different from BSL. It is important to make sure that you book an interpreter who is able to interpret in the young person's preferred method of communication.

Counsellors should also ensure that the young deaf person is happy with the chosen interpreter. The young person may not be comfortable to rely on his/her usual school communication support worker within a counselling context, and they should not have to. Similarly, the young deaf person may not want to use an interpreter who he/she sees regularly within the community. Others may wish to use a particular interpreter, who they feel they can trust, or may have a particular preference for a female/male interpreter.



After a counselling session, it is also worthwhile asking the young person whether they felt comfortable with the interpreter before booking that same interpreter again for follow-up sessions.

If possible, book an interpreter with some experience in the counselling setting.

### **2. Talk to me, not the interpreter!**

The interpreter is there to interpret. Counsellors should acknowledge the presence of the interpreter, but should maintain eye contact with the young deaf person when speaking to them.

### **3. Watch out for language**

Sign language has a different structure and vocabulary to spoken language, therefore typically open-ended questions may need examples to make sense in sign language. Counsellors should be prepared to extrapolate the meaning and try to steer clear of abstract concepts. It might be worth meeting with the interpreter before the session to discuss how to format questions.

In addition, be aware that some information may be "lost" in interpretation.

### **4. Understand facial expressions**

Sign language communication utilises facial expression to both illustrate emotion and carry grammatical information. Therefore, counsellors should be wary of using person perception and body language to determine a child/young person's state of wellbeing, as this may lead to misinterpretation.

There is no easy answer to this – seek advice, learn more about sign language, and ask the young person how they are feeling if you are unsure.

### **5. Work with the interpreter**

A good working relationship with the interpreter can help to ensure that the session runs smoothly. It can be useful to meet with the interpreter before the session to run through the intended format of the session and the counselling style to be used.

If you haven't worked with an interpreter before, it is important to remember that you may still have to delve into the language being used to ascertain a deeper meaning – an interpreter will give the best translation of what a counsellor/child/young person wishes to convey, but the client may still need a further explanation.

You should also be prepared to repeat or re-phrase sentences for the interpreter if prompted.

The wellbeing of the interpreter should also be considered. However, be discreet in talking to an interpreter after a session – a pupil may assume that the discussion is about them.

### **Know your limits and get help!**

In an ideal world, deaf children would be able to access counsellors who are knowledgeable about deafness and deaf culture, as well as aware of the specific challenges they face, for example, some children may feel neither deaf nor hearing. This is not always possible, but the most important

thing is that counsellors are willing to learn about deafness and take steps to ensure that services are truly accessible. If your knowledge is limited, you may find it useful to contact the school/LEA Teacher of the Deaf to talk about the different barriers that deaf children may face. You can also find out more about deafness at [www.ndcs.org.uk](http://www.ndcs.org.uk)

### Other resources

- **The National Deaf Children's Society (NDCS)** has produced a *Healthy Minds* resource, which professionals can use to promote emotional wellbeing for deaf children aged 10 to 18. The resource pack also helps to ensure that deaf children and young people are well-equipped for the challenges of being deaf in a hearing orientated world.

NDCS has also published *What are you feeling?*, a guide to teaching emotional literacy

For more information, please phone the NDCS helpline on 0808 800 8880.

- **RNID** – [www.rnid.org.uk](http://www.rnid.org.uk), 0808 808 0123 or 0808 808 9000 (txt)
- **Mairian Corker** (1994), *Counselling: The Deaf Challenge*
- **BSMHD** – British Society for Mental Health and Deafness, [www.bsmhd.org.uk](http://www.bsmhd.org.uk)
- **The Royal College of Psychiatrists** has translated *Mental Health and Growing Up*

factsheets into British Sign Language, which can be accessed on it's website:

[www.rcpsych.ac.uk/mentalhealthinfo/mentalhealthandgrowingup.aspx](http://www.rcpsych.ac.uk/mentalhealthinfo/mentalhealthandgrowingup.aspx)

- **Sign Health** is a charity set up to help with the needs of deaf people in the community focusing on mental and physical healthcare. For more information visit, [www.signhealth.org.uk](http://www.signhealth.org.uk)
- The **Deaf Info** website has more information on mental health, deafness, and the special services available to support deaf people who experience mental distress, [www.deafinfo.org.uk](http://www.deafinfo.org.uk)
- The **Society for Mental Health and Deafness** is an international organisation which promotes the positive mental health of deaf people in Europe. For more information, visit [www.esmhd.org/eu](http://www.esmhd.org/eu)

# Children Missing Education and Accessing Counselling

**Definition:** In this document the term Children Missing Education is used to refer to children of compulsory school age who are not on a school roll and who are not receiving a suitable education otherwise than being at school (for example, at home, privately, or in alternative provision) and who have been out of any educational provision for a substantial period of time, usually agreed as four weeks or more.

Children and Young People's counselling services and school counsellors must consider this guidance in relation to ensuring access to counselling for children and young people who fail to engage in or go missing from education; presenting various degrees of risk, which could include those who:

- Simply move and their families do not tell the old authority;
- Move into a local authority area and do not register with a local school;
- Are unable to attend their preferred school as no places are available and do not take up the offer of an alternative place;
- Never enter the education system because they fail to start appropriate provision at the start of compulsory school age (there is no requirement for parents to inform local authorities of the fact that they intend to educate at home if the child has never attended school);
- Are withdrawn by their parents who elect to educate at home and both parents and school fail to notify the local authority;
- Cease to attend school due to disputes, parental dissatisfaction, unofficial exclusion or removal from the school roll;
- Fail to complete a transition between providers, for example from primary to secondary school or from a school to alternative provision;
- Enter the country and do not register with a school;
- Move into or out of the Looked After Children system or the secure estate without prior notice or planning;
- Are excluded from or withdrawn from independent schools; or
- Do not wish to be found - families may change their names and move quickly from place to place within the UK.

Each local authority and school has a responsibility to attempt to trace all children and young people who cease to attend education. This is vital as there is always a possibility that the child or young person may be missing because they are at risk of significant harm. (Statutory Guidance to Help Prevent Children and Young People from Missing Education)

### Counselling children who are missing education

Whilst the Strategy for school-based counselling services in Wales is primarily school-based it is crucial to develop approaches which include learners not in school and to consider to what extent they could provide services outside school hours or during school holidays. (School-based Counselling Services in Wales a National Strategy)

It is difficult to estimate how many young people in Wales do not access education each year, but by not accessing education these young people can become isolated and vulnerable. The school-based counselling team can be an important resource for engaging these young people, working on any emotional issues they may have and working towards returning them to education where there is an opportunity to break free of the cycle they may have become caught up in.

Making provision for these vulnerable young people can have implications in terms of policy and practice decisions for:

- Counselling service managers
- School support services
- External agencies
- Counsellors

### For service managers:

At least one of the team of counsellors should be employed on a flexible basis so that they can provide a service outside school hours and during the school holidays. It is helpful if this designated counsellor is well qualified and experienced in dealing with young people not accessing education and who has additional qualifications in counselling that age group. This designated counsellor could be shared between a family of schools.

A counselling room off the school site is helpful. This could be in a local youth centre, leisure centre, or library - Emotionally vulnerable young people who have been away from education for some time can become quite anxious at the thought of being anywhere near a school or official building. They may also have very negative perceptions of statutory services. The room should be as comfortable and welcoming as possible and set out in an age appropriate way if possible

### For school support services:

One of the most difficult tasks for a designated counsellor working in this way is having access to all the agencies who may be working with the young person. It is helpful to establish a multi-agency task group who act as an allocation and review group for the young person. This group need only meet occasionally (for example half-termly) and they can discuss referrals and construct an appropriate support plan for the young person. This type of forum can also reduce the incidence of overlap and help prevent young people falling through the net of support services. It may be helpful for the task group to consist of representatives from:

- Educational Welfare Services
- Health and Social Care
- Behaviour Support Services
- CAMHS
- Designated counsellor
- Other significant people involved in supporting the young people e.g. mentor, advocate, youth worker, Women's Aid, child support worker

This list is not exhaustive. Representatives from any agency could attend this forum. It can be constructed to support the needs of the local area and reflect the different agencies working with young people in localities.

### For external agencies:

A variety of statutory and non-statutory agencies may be involved in supporting young people. Sometimes a young person may have several workers involved with them, with none taking full responsibility. This can result in young people "falling through the net" of support as every agency involved thinks someone else is taking responsibility when no one is.

It is essential for there to be a forum where such agencies meet. This can also serve as a forum where agencies who do not have access to counselling support request access to counselling for young people of whom they are aware. For example, Women's Aid, who may frequently see young people who have come into the area under extreme and traumatic circumstances and for whom there is no counselling support, could be able to access appropriate counselling support for these young people.

### For counsellors:

The counsellors have to be flexible in approach and understand that their role is not solely based in the school, but is for all young people eligible to be on the roll of the school or family of schools they support.

In terms of counselling approaches and ways of working counsellors should:

- Be flexible and utilise an appropriate variety of therapeutic and psycho-educational strategies in order to work proactively with young people. NB Research has indicated that it is the quality of the relationship that has most bearing on counselling outcomes with young people. It is therefore crucial to build strong working alliances with clients
  - Be prepared to work off the school site. Where young people have not accessed school but where there is an intention to place the young person on a school roll, it may be helpful to have the initial counselling sessions off the school site then, when appropriate, arrange a session in the school counselling room where the young person may attend. This may help familiarise and normalise the young person's perception of school. It could also allow the counsellor to work with the pastoral support team to phase in other support for the young person, for example pupil mentors or youth workers. An integration plan could be devised by this team.
- The first day for the young person could coincide with a day that the counsellor is in school. With the young person's agreement, the counsellor could walk around the school and help reduce any anxiety
- Be prepared to engage with the parents and carers as they also may need support, and they may have a negative perception of school and related services. There may be a prosecution pending from Educational Welfare. If there is to be a successful integration of the young person into school, then all stakeholders will need to work together to aid this transition.
  - Offer appointments during the school holidays. It may be helpful to coincide with any youth activities being organised during the school holidays. Many schools now run summerschools that are open to any young people, not just those attending school. It could be arranged that the counselling room is open during these times. It could also be helpful to work with the local leisure centre and tie in with their activity schedule. There may be opportunities for counsellors to attend youth charities' holiday events and there may be potential to arrange counselling sessions to fit in with these.

- Always be aware that this group of young people are potentially very vulnerable and at risk, so should be thoroughly familiar with the All Wales Child Protection Procedures and safeguarding protocols. Children missing education is a safeguarding issue and the counsellor must work closely with the Designated Person for Child Protection who should be made aware of any 'children missing'. The Assembly Government's Safeguarding Children Working Together under the Children Act 2004 provides guidance on information sharing in respect of children and young people. The Assembly Government's guidance 'Safeguarding Children in Education' sets out the responsibilities regarding arrangements for safeguarding and promoting the welfare of children and young people up to the age of 18.

All children deserve the opportunity to achieve their full potential. The Welsh Assembly Government's policies for children and young people have their basis in the United Nation's Convention on the Rights of the Child (UNCRC) and associated protocols, which include the right to an education and to learn, and the right to be properly cared for and to receive special help to restore self-respect.

With thanks to Val Taylor, Independent Counsellor and Supervisor, Pembrokeshire

# Guidance on placements for counselling students and post-graduate in schools in Wales

## Background

Since the publication of the School-based Counselling Strategy in 2008 and the development of further and higher education courses on counselling children and young people, there has been a demand for placements for counselling students working within schools. The purpose of this document is to provide guidance to:

- training institutions in coordinating and managing placements;
- local authorities and counselling managers on supporting trainee and post-graduate placements;
- head teachers and link teachers on managing trainees and post-graduate placements within a school setting.

## Definition

The difference between counselling students and post-graduate trainee counsellors seeking placements in a school or youth setting:

*"A counselling student is an individual studying in order to qualify as a counsellor or psychotherapist under the instruction of universities or other places of further/ higher education training organisations. Section A of this document considers issues relevant to counselling students.*

*A post graduate trainee counsellor is an individual who has already completed a BACP accredited training course or an accumulative equivalent and has a recognised qualification in counselling or psychotherapy (Diploma level). A post graduate trainee counsellor may request a counselling placement in order to achieve further specialist experience in a specialist field."*

(Guidance for good practice for the management of post graduate trainee counsellor placements in NHS settings. DG11 BACP 2003)

Section B of this document considers issues relevant to post graduate trainee counsellors.





### Contracts and agreements

It is important that agreements made between all parties involved (noted in the background above) are open and transparent, and agreed before counselling begins in a school. It is best practice for all parties (school, training agency, student/trainee counsellor, supervisor, and mentor) to agree to and sign a written agreement which clearly states the roles and responsibilities of all before the commencement of work.

This agreement must include some mention of the relationship between all parties and how information will be shared between them.

### Confidentiality

Although effective counselling occurs within a relationship of trust, absolute confidentiality with young people in schools cannot be guaranteed. It is therefore imperative that limitations to confidentiality and the situations where there is a necessity for disclosure are understood by all parties before counselling commences. (Operating Toolkit for School-based Counsellors)

## Section A

### Counselling Students

The counselling student must be in a placement in which there is a qualified and experienced counsellor, either working in or attached to the school, and who is able and prepared to mentor the student's work. The student must also have

access to a qualified counselling supervisor who has experience of working with children and young people within an educational setting.

The onus for finding a placement should be on the training organisation which should find and co-ordinate placements. When a course leader verifies that a student has successfully completed a recognised counselling course, they certify that a student has achieved clinical and academic competence. Course leaders therefore have a responsibility to ensure that the student's placements are professionally and ethically managed.

Best practice ensures that:

- the placement offers appropriate learning opportunities for the student;
- the student will receive mentorship from a qualified counsellor or psychotherapist who is already working in or attached to the school;
- the referred clients match the student's level of skill and expertise;
- the student initially sees a maximum of three clients per week in up to 50 minute therapeutic sessions - this client caseload may increase, with the agreement of the supervisor and mentor, as the student becomes more skilled;
- the student receives the same amount of time per week as they spend in counselling for processing, record keeping, reflection and supportive consultation.

Qualified counsellors are expected to undergo supervision for at least one hour's presenting time to eight hours of client work subject to an overall minimum of 1.5 hours supervision per month, the actual amount depending on the client caseload and complexity. Student counsellors working with children and young people are likely to require a greater amount of supervision, given their inexperience and the complex nature of the client group, and ought to be engaging in supervision at least fortnightly. It may be preferable for the student to have weekly supervision.

### **Assessment of cases**

As students are by definition inexperienced colleagues, then there ought to be an agreed process for assessing clients the student will counsel. This is essential to support students to work within their competence. Students will either need clients to be assessed by their mentor before beginning therapeutic work, or they will need to be given guidance in assessment methods to ensure ethical and safe work can be carried out.

Two types of support are necessary for students throughout their placement: mentorship and supervision:

### **Mentorship**

The mentor should be a qualified and experienced counsellor, or an equivalent colleague such as an educational psychologist. The mentor must have a clear understanding of the boundaries of confidentiality within counselling and Gillick Competence and must be able to support the student in these areas. The mentor will offer direct guidance or support for the student and therefore should be working in or attached to the school. The school or the mentor should provide an induction programme for the student to ensure that policies, procedures and protocols for counselling practice are understood and appropriately carried out. The mentor should encourage collaborative working relationships within the school. The mentor may be required to provide, for the training institute, verification that the student has met the agreed placement criteria for their training course. In addition a report on the student's progress may be required.

Effective support is dependent on good communication between the school and the organisation providing the counselling training. The student should be fully informed of any feedback given to the training organisation.

### **Supervision**

Supervision of the student's clinical work should be undertaken by a counsellor (or equivalent colleague) who is skilled and qualified in supervision, with at least two years of working

within a school setting. Counselling supervision ensures that the needs of the student and their clients continue to be addressed. Supervision is necessary for monitoring, developing and supporting the student in their counselling role.

Student counsellors should receive regular counselling supervision. The BACP states that supervision must not be less than one hour's presenting time to eight hours client work, subject to an overall minimum of 1.5 hours of individual supervision per month. However this is the expectation for qualified practitioners and the frequency of supervision should reflect the amount and complexity of clinical work undertaken and the level of experience and competence of the student. It is likely that a student may require supervision weekly, regardless of their client caseload, and at least fortnightly. Often a mix of individual supervision and group supervision can be beneficial for practitioners.

There should be clear differentiation between the role of mentor and supervisor. The supervisor should not be the student's line manager (BACP Ethical Framework for Good Practice).

### Evaluation

The original contract agreed by all parties must include a process by which students' work can be effectively evaluated. This process would include paying heed to client satisfaction questionnaires,

outcome data as measured by agreed evaluation tools, and client attendance at booked counselling sessions.

### Payment of counselling students

In line with other professions, a counselling student should not expect payment for the work carried out in their placement, although the placement may support the student with any supervision and/or CPD costs.

## Section B

### Post graduate trainees in school settings

A post graduate trainee counsellor having successfully completed counselling training will be expected to demonstrate professional competence. Despite this, it is recommended practice to allocate a trainee to a placement in which there is a qualified and experienced counsellor, either working within or attached to the school setting, who is able and prepared to mentor the trainee's work. The trainee must also have access to a qualified counselling supervisor who has at least 2 years experience of working with children and young people and an understanding of school settings.

The school/counselling service should check that the graduate trainee requesting the placement:

- has successfully completed a Diploma in Counselling;

- has the appropriate knowledge, skills, attitude and level of competence required to work in the allocated school or youth setting, evidenced by qualification, certificates and references from previous employers or training organisations where appropriate;
- has membership of a professional organisation and is committed to work within an agreed code of ethics for practice; BACP members are required to work within its Ethical Framework for Good Practice;
- is willing to provide a police check.

Prior to commencing a placement, the post graduate trainee counsellor should explore whether the school offers:

- opportunities for a working partnership that provides a framework for professional and ethical counselling practice with a wide range of clients;
- appropriate learning opportunities to encourage Continuing Professional Development (CPD), particularly if working towards accreditation;
- an induction programme which will enable the trainee to become familiar with the policies and procedures of both the counselling service and the school;
- a suitable mentor who will be a qualified counsellor or psychotherapist already working in, or attached to the school;
- appropriate referrals which match the post graduate trainee's level of skill, expertise and qualification;
- regular weekly contact sessions. Guidance for best practice recommends the workload to be 60% client contact time, 40% administration. On this calculation 1 session equals 3 hours face to face client contact and 2 hours record keeping. Any increase above a caseload of 6 hours client contact to 4 hours for record keeping, administration and consultancy would denote the need for an employed counsellor. Using a post graduate trainee counsellor to manage deficits in service provision may be considered to be exploitative;
- assessment of clients coming to counselling in order that the trainee can work within their competence. If this assessment is not carried out by a Mentor or other experienced counselling colleague, then the trainee must ensure that they are themselves equipped to assess clients, work within their own competence, and have adequate referral pathways to other professionals if necessary.

A Service Level Agreement or contract should be drawn up between the post graduate trainee and the placement agency and the training organisation.

Two types of support are required while on placements:

### **Mentorship**

The mentor would normally be a qualified experienced counsellor/psychotherapist or an equivalent colleague, such as an educational psychologist. The mentor must have a clear understanding of the boundaries of confidentiality within counselling and Gillick Competence and must be able to support the student in these areas. The mentor would offer direct guidance and managerial support for the trainee and will therefore be working within or attached to the school. It is good practice for the school, or the mentor, to provide an induction programme for the trainee, to clarify policies, procedures and protocols for counselling practice so that it can be appropriately carried out. The mentor should encourage collaborate working within the school setting.

### **Supervision**

Supervision of the post graduate trainee's clinical work should be undertaken by an experienced counsellor who is skilled and qualified in both counselling and supervision, with at least two years experience of working within a school setting.

Supervision is necessary for monitoring, developing and supporting the trainee in their counselling role, enabling them to mature as a professional reflective practitioner.

Trainee counsellors should receive regular counselling supervision. The BACP states that supervision must not be less than one hour's presenting time to eight hours client work, subject to an overall minimum of 1.5 hours of individual supervision per month. The frequency of supervision should reflect the amount and complexity of clinical work undertaken and the level of experience and competence of the trainee. It is likely that a trainee may require supervision weekly, regardless of their client caseload, and at least fortnightly. Often a mix of individual supervision and group supervision can be beneficial for practitioners.

### **Evaluation**

The original contract agreed by all parties must include a process by which a trainee's work can be effectively evaluated. This process would include paying heed to client satisfaction questionnaires, outcome data as measured by agreed evaluation tools, and client attendance at booked counselling sessions.

### **Client safety**

Consideration should be given to the disclosure of the training status of the counsellor. There should be a transparency between the counsellor and client, but also reassurance for the client in order that an effective, trusting relationship be established.

To protect both the interest of the post graduate trainee and their clients, a service agreement should be offered by the school, which clearly outlines the terms and conditions for clinical practice and identifies the role and responsibility of the trainee.

### **Payment of post graduate trainee counsellors**

Payment of post graduate trainee counsellors is dependent upon the discretion of the school or the placement counselling service. If the trainee is using the placement in order to achieve learning objectives required for their professional development then in this instance no payment should be given. However trainees may be offered assistance with their expenses such as professional membership fees, supervision or further CPD. Some organisations may choose to offer a salaried Trainee post similar to that offered to trainee educational psychologists. This may be particularly attractive to promote the training of Welsh speaking counsellors.

With thanks to Lil Freckleton, Vine Interventions; Judith Mulcahy, Newport University; Dan Trevor, Denbighshire.

# Student Placement Denbighshire Counselling Services Document

**Definition:** The purpose of a counselling placement is to obtain 100 hours of clinical experience which is a required part of qualifying and achieving a recognised counselling qualification.

A 'student counsellor' is an individual undertaking an initial, generic training course in counselling/psychotherapy.

A 'trainee' is a counsellor who has already gained their diploma but if they are not employed as a counsellor may need a placement to keep up their skills. A qualified counsellor member of the BACP, who has completed a Diploma level training including 100 hours in placement may use the letters 'BACP' to denote membership of the professional body.

- Placements should be offered only under the management/mentorship of an experienced counsellor employed in the same school.
- If counselling provision is managed outside of the School the Trainee should be re-directed to the relevant service manager.
- If a school-Based student counsellor is being considered, thought must be given to the impact this will have upon the experienced counsellor post holder re time and ability to mentor the student/trainee. There may be implications regarding the management of the waiting list, and the additional time commitment required of the postholder when offering a placement. Consideration is needed regarding who holds clinical responsibility and provides insurance cover for the work of the student/trainee. The responsibility would normally be that of the clinical supervisor of the trainee.
- Placement should not be offered unless there are clear lines of communication established between the service manager/clinical manager, clinical supervisor and the placement mentor/counsellor, student counsellor and training institution.
- Placements should only be offered following thorough selection interview and once all necessary employment checks, (to include CRB) references etc have been verified. It is advisable to seek a reference from the applicant's training body to include level of competence - theory and clinical practice; demonstration self awareness, and behaviour and attitude.
- Trainees must be able to provide evidence that they practice to a recognised code of ethics and provide documentary evidence of current membership of a professional body for example CPC; BACP, UKCP. BACP members must work according to the Ethical Framework of BACP.
- Child Protection training must be provided by either the school or placement organisation.
- At the outset of the placement, agreement must be reached as to how the successful completion of the placement is appraised, when written reports and evaluations are supplied and by whom.
- There must be written agreement between student counsellor, placement organisation, placement mentor and trainee's supervisor

to follow a procedure for intervention in the case of concern over the quality of counselling provided by the placement student.

- Consideration needs to be given to the student's ability to work to a time limit (if applicable) and understanding of the school-based context. Further teaching and experience needs to be part of the placement structure.
- Initially all client assessments should be undertaken by the experienced counsellor/ placement mentor. As part of the training theory and the placement development the student will be guided in undertaking a limited number of assessments as a final part of the placement.
- Placements should be offered for a minimum of 100 clinical hours, commencing with one client hour per week, rising to a maximum of 4/5 under the guidance of the mentor and supervisor.
- Student counsellors should be advised of the process involved in seeking agreement/ disguising session material if the content is to be used for writing of essays/dissertations, or for the taping of sessions for educational purposes.
- In addition to clinical hours, the placement should include provision for regular input from the post holder counsellor (mentoring), input from other health professional colleagues, guided reading and attendance at organisational

meetings as relevant. The placement should not solely be concerned with meeting the requirement for clinical experience but should provide solid grounding in the context specific therapy which is school-based counselling.

- Student counsellors must be provided with supervision within the placement this should be at a ratio sufficient to meet the minimum standards set by their professional body. The supervisor needs to be experienced in all of the following:
  - a) Child and adolescent counselling/ psychotherapy.
  - b) The provision of trainee supervision.
  - c) The school-based context.
  - d) Time limited counselling if applicable.

### Roles and Responsibilities:

#### The Student Counsellor

- Provide:
- Documentary evidence of qualifications gained to date.
  - Documentary evidence of professional membership.
  - Current professional Insurance documentation (if applicable).
  - Reference from current/recent supervisor.
  - Reference from course tutor.



- Be willing:
- To undertake enhanced CRB check.
  - To undertake a minimum of 3 client sessions per week over a period of one year.
  - To participate in supervision and training as required by the placement organisation.
  - To provide a clear contract agreement between placement organisation, trainee, placement mentor, supervisor of trainee (and training organisation if trainee is still in education).

### The Placement Organisation

- Provide :
- Placement within a school which has an experienced counsellor who will undertake mentoring of student and initial assessment of clients.
  - Supervision of student at a ratio appropriate to professional body 1:8.
  - Training and development opportunities to enhance the skills of the trainee in becoming a proficient school-based counsellor (to include assessment skills etc).
  - To provide clear guidelines for performance measurement, appraisal process and written reports if necessary.

### The Training Institution

- To provide an individual reference encompassing level of competence - theory and clinical practice; self awareness, behaviour and attitude, evidence of having undertaken personal therapy.
- Be willing to share information or concerns about the student with the placement organisation to ensure the safety and well being of student and clients.
- To allocate a staff member as point of contact to liaise with the placement organisation for all matters relating to students on placement.

This document will act as a contract between the student, supervisor, counsellor mentor, the placement organisation and training institution.

**Duration of placement:**

Commences:

.....

*Concludes:*

.....

*Student signature:*

.....

Date: .....

*Supervisor signature:*

.....

Date: .....

*Counsellor (mentor):*

.....

Date: .....

*Placement Organisation:*

.....

Date: .....

*Training Organisation:*

.....

Date: .....

# Arts Therapies and School Counselling

The need for the arts is a defining human characteristic. They endure because they have a unique power to help us to feel and make sense of experience. The Arts Therapies professions have spent over sixty years developing practice, theory and research to understand therapeutic potential of the arts in the care environment.

Increasingly, many counsellors and psychotherapists are finding that pure verbal counselling does not always work with children and young people. Arts Therapies represent an alternative that can make a difference to those hard to engage, young people with disabilities, children and young people diagnosed with autism, survivors of abuse, or those experiencing attachment difficulties. Arts Therapies cover a range of mental health issues and have been recommended by the National Institute for Clinical Excellence (NICE) for a number of mental health conditions, such as depression<sup>1</sup> and schizophrenia<sup>2</sup>. Arts Therapists also have

extensive experience in managing potential risks and developing safe practice with their clients.

In this document we would like to give you some information on the four Arts Therapies available in the UK, who Arts Therapists are and what they do. We will also provide you with an outline on how to find one, and what to expect if you employ an Arts Therapist in your service.

Definition: Arts Therapies represent a form of psychological therapy in which the arts (art, drama, music, dance/movement) are utilised within the therapeutic relationship. They share a strong common feature in that all Arts Therapists are dual trained in both their specified art form and in psychological therapy. Arts Therapists are both artists and clinicians and draw on their trainings in the arts and therapy to create methods to engage clients in effecting psychological, emotional and social changes.

<sup>1</sup> NICE (2006) Schizophrenia: core interventions in the treatment and management of schizophrenia in primary and secondary care. <http://guidance.nice.org.uk/CG1>

<sup>2</sup> NICE (2007) Management of Depression in Primary and Secondary Care. <http://guidance.nice.org.uk/CG23>

Arts Therapies can be defined as being committed to understanding and utilising the therapeutic potentials of both psychological therapy approaches and the art form employed. In bringing together the aesthetic and psychological domains, the resulting practice is unique.

### Role

Arts Therapists are reflective practitioners, trained in assessment, psychological development and treatment delivery. They have clinical skills that cover a range of psychotherapy theories and approaches, combined with highly specialist knowledge across a range of procedures, and their chosen art form. In their practice Arts Therapists utilise the building and maintaining of therapeutic relationship, imagination, non-verbal thinking, dealing with emotions, 'autobiographical competence and affective processing'<sup>3</sup>, cultural context, emotional intelligence, creativity, empowerment and self esteem, all of which are key areas in achieving a therapeutic change. In the hands of a skilled Arts Therapist, the artistic medium can be safe, containing and enable forms of communications where words are not enough.

Arts Therapies are active in social inclusion, by inducting people into the arts as a recognised wellbeing resource. The role of Arts Therapies has been recognised by Government in a speech by a former health minister:

*'Arts therapy has an important role to play in providing better, more personalised care for patients. I expect this role to become even more important as, following the publication of the Next Stage Review, we look at how we transform the NHS, from a service that's excellent at recognising illness and treating it, to one that can more successfully prevent illness and promote health and wellbeing.'*

Rt. Hon. Alan Johnson Minister for Health  
16th September 2008

### Registration/Regulations

Arts Therapies are the first psychological therapies to be state registered with the Health Professions Council (HPC). Dance Movement Psychotherapy is currently undergoing HPC registration consultation, together with counselling and psychotherapy.

<sup>3</sup> Holmes J. (1993) John Bowlby and attachment theory, London: Routledge, p. 156

Registration has been compulsory to Arts Therapists since March 1997 by the Council for Professions Supplementary to Medicine, which became Health Professions Council in 2003 (15 professions are now registered with HPC, including most recently Practitioner Psychologist).

Arts Therapists aim to enable clients both to discover an outlet for often complex and confusing emotions that cannot always be expressed verbally, and to foster within themselves self-awareness and growth. Practitioners have evolved distinct ways of working according to their specialism. They work in a clinical context where aspects of health, ill health, difficulties and impairments are a great part of what the client brings to the therapy sessions. In this context and as registered health professionals, Arts Therapists are expected to exercise clinical judgement as a means of practising safely and effectively.

The following section contains the HPC Standards of Conduct, Performance and Ethics, which Arts Therapists must keep to:

- 1 You must act in the best interests of service users.
- 2 You must respect the confidentiality of service users.
- 3 You must keep high standards of personal conduct.
- 4 You must provide (to us and any other relevant regulators) any important information about your conduct and competence.
- 5 You must keep your professional knowledge and skills up to date.
- 6 You must act within the limits of your knowledge, skills and experience and, if necessary, refer the matter to another practitioner.
- 7 You must communicate properly and effectively with service users and other practitioners.
- 8 You must effectively supervise tasks that you have asked other people to carry out.
- 9 You must get informed consent to give treatment (except in an emergency).
- 10 You must keep accurate records.
- 11 You must deal fairly and safely with the risks of infection.
- 12 You must limit your work or stop practising if your performance or judgement is affected by your health.
- 13 You must behave with honesty and integrity and make sure that your behaviour does not damage the public's confidence in you or your profession.
- 14 You must make sure that any advertising you do is accurate.

Arts Therapists are subject to a regular HPC audit of the profession, where a percentage of Arts Therapists is required to submit their Continuous Professional Development portfolio and a professional statement of practice to HPC.

#### **Protected titles:**

Art Psychotherapist  
Art Therapist  
Dramatherapist  
Music Therapist

#### **Modalities:**

Art Therapy  
Dramatherapy  
Music Therapy

HPC registration for individual Arts Therapists can be checked on <http://hpc-portal.co.uk/online-register/>

#### **Training**

The minimum training standards Arts Therapists need to achieve are set out and published in the HPC Standards of Education & Training (HPC, 2004). Arts Therapists must obtain their training from an HPC approved postgraduate course leading to a masters degree qualification. A grand-parenting scheme is in place for those Arts Therapists who qualified and practised in their professional field before the formation of the HPC.

A minimum of degree level training in the specified art form means that Arts Therapists have the essential in-depth experiential and theoretical knowledge of their medium. Further training in psychological therapy at masters level gives a sound psychological framework to ensure effective clinical practice.

Arts Therapists must complete all requirements of their education and training, including clinical placements, before they register with HPC and can use the HPC protected title of Arts Therapist.

Universities providing training in Art Therapy, Music Therapy, Dramatherapy and Dance Movement Psychotherapy:

**Anglia Ruskin University**  
(Formerly Anglia Polytechnic University)  
MA Music Therapy

**Centre for Psychotherapy**  
(Belfast Health and Social Care Trust)  
MSc Art Psychotherapy

**Goldsmiths College University of London**  
MA Art Psychotherapy

**Guildhall School of Music and Drama**  
MA Music Therapy

**Institute of Arts in Therapy and Education**  
MA Integrative Arts Psychotherapy

**Iron Mill Institute, Exeter**  
MA Dramatherapy

**Leeds Metropolitan University**

MA Art Psychotherapy Practice

**Nordoff-Robbins Music Therapy Centre**

Masters in Music Therapy

**Nordoff-Robbins Music Therapy Centre**

MA Music Therapy

(Community Music Therapy/  
Nordoff-Robbins)**Queen Margaret University**

(Formerly Queen Margaret University College)

MSc Art Therapy

**Queen Margaret University**(Formerly Queen Margaret  
University College)

MSc Music Therapy (Nordoff Robbins)

**Roehampton University**

(Formerly University of Surrey Roehampton)

MA Art Therapy

**Roehampton University**

(Formerly University of Surrey Roehampton)

MA Dramatherapy

**Roehampton University**

(Formerly University of Surrey Roehampton)

MA Music Therapy

**The Central School of Speech & Drama**

MA Drama and Movement Therapy (Sesame)

**University of Derby**

MA Dramatherapy

**University of Derby**

MA Art Therapy

**University of Hertfordshire**

MA Art Therapy

**University of the West of England, Bristol**

MA Music Therapy

**Areas of practice**

Arts Therapists are employed across a very wide range of statutory and non-statutory settings with all mental health conditions. Arts Therapies are recognised as particularly suitable for clients with attachment disorders, depression, dissociative personality disorders, those hard to reach, young people with disabilities, children and young people diagnosed with autism, and survivors of abuse.

Arts Therapists are trained in group therapy and therefore are able to provide therapy groups in their practice setting. In terms of school counselling, this could represent an opportunity to run therapeutic groups for young people with similar difficulties, such as bullying, low self esteem, self harm, caring responsibilities in their family (young carers), young people with high levels of absence from school, excluded children or those with social interaction difficulties (i.e. peer relationships).

## Responsibilities

Arts Therapists' responsibilities do not differ from counsellors and psychotherapists working in education. Aspects of the Arts Therapists' role include:

- Assessments (including risk assessment, suitability for therapy, YP learning and expressive styles, assessed developmental level, and mental health issues/disorders).
- Individual therapeutic work and group therapy work.
- Participation in drop-in centres, PRUs, alternative curriculum provisions.
- Training for staff and parents.
- Maintaining written records on the process for individuals and groups.
- Writing reports e.g. assessment, review, end of year reports.
- Working with other staff to promote good practice in terms of emotional well being and mental health.
- Participation in clinical supervision as required by HPC and Arts Therapies Professional Bodies.
- Attending appropriate professional development and training, whilst maintaining their CPD portfolio, according to HPC requirements.

- Liaison with all relevant professionals e.g. SENCOs, learning mentors, teachers, management, educational psychologists, social workers.
- Participation in student support networks.

Current UK and Welsh legislation has promoted increased working in partnership between professionals in children's services (education, health and social services) in the interests of good practice, child protection, and to avoid working in isolation with children and young people. Arts Therapists in schools are therefore fulfilling their part in joint-working and liaison with colleagues from other involved agencies such as social workers, educational psychologists, youth offending team members, school nurses (particularly in relation to children who are on the child protection register) and Child and Adolescent Mental Health Service teams (CAMHS).

Arts Therapists usually have opportunities to give presentations and to provide information about Art therapies to school staff on INSET training days and at staff meetings. Showing slides or images of work produced by a child/young person in therapy sessions at another school is a powerful and effective way to gain the interest of a staff team, and helps to illustrate the creative therapeutic process.



## Research

HPC education and training standards require all Arts Therapists to undertake a research study as part of their masters degree course. This requirement enables Arts Therapists to gain invaluable research skills and knowledge of research methods in social and health sciences, in particular within the context of counselling, psychotherapy and the arts. Arts Therapists are therefore equipped to carry out small scale research projects, develop evaluation systems that monitor and evaluate therapeutic change and are specific to their client group, participate in wider regional and national research opportunities, and disseminate/share their practice based research findings in their clinical settings and professional colleagues.

Arts Therapists have their own Arts Therapies Practice Research Network (ATPRN), which provides its members with information on practice based research issues, recent developments in psychotherapy and counselling, tools and processes employed by practitioners across the country and opportunities for funding and participation in other researchers' projects.

## Arts Therapists' Employment in School Counselling Services in Wales

There are already a number of Arts Therapists working with school counselling services across Wales. Many of them are directly employed by

either their Local Authority (in most cases Educational Psychology Services) or by an agency that delivers school counselling on behalf of the Local Authority in specific areas.

Service managers can decide to either employ an Arts Therapists directly, or provide a contract to a self employed Arts Therapists or an Arts Therapy service. In order to meet the conditions set out in School-based Counselling Services in Wales

A National Strategy (WAG, 2008), the following conditions must be met by each Arts Therapist:

- Arts Therapy (Art, Music, Drama) is undertaken by a professional, appropriately qualified Arts Therapist acting in his or her specialist role and in accordance with a recognised code of ethics that requires confidentiality, accountability, supervision and continuing professional development.
- All Arts Therapists must be HPC registered practitioners.
- Arts Therapists must put their clients' therapeutic needs first and must work within their scope of practice, knowledge, skills and experience and, if necessary, refer the matter to another practitioner.
- Arts Therapists must engage in clinical supervision in accordance with the HPC registration requirements and the requirements set out by their respective professional body.

- Have Public Liability Insurance specific for their Arts Therapy practice.

You can use the on-line HPC register to check if your health professional or the health professional you are about to use is registered.

<http://hpc-portal.co.uk/online-register/>

Please contact the All Wales Network Committee for Arts Therapies Professions (AWNCATP) if you require any further information or clarification on some of the points raised in this document.

<http://www.awncatp.org.uk>

### Feedback from Clients/Managers/ Other Professionals

#### Clients:

*"I'm truly going to miss you, the Art Therapy and all the work we've done together. Thank you for all the support and help that you've given me, through using the art materials. In Art Therapy and with you I have been able to show who I really am. Thank you once again for everything, I'll never forget you and the work we've done together."*

Written by a fifteen year old young woman recovering from depression and anorexia

*"I can't believe I'm leaving the unit after all this time, I'm scared but also excited. Thank you very much for everything, I have enjoyed having Art Therapy even though it*

*was hard. I've learnt so much about myself and learnt to understand the reasons why I found relationships so scary, but I also found my voice to say what I need in relationships to make me feel safe; hopefully this will help when I start living with my new Foster Carers. Thank you so very, very much."*

Written by a thirteen year old young woman with attachment difficulties

*"I wish other professionals had pointed this out to me much earlier. Sometimes we are so involved with something/someone we can't get a handle on it. Art Therapy has helped me to deal with issues that are hard to verbalise. If I'd been helped to understand part of the nature of obsession like this earlier I might not have wasted so much time."*

Written by a Mental Health Services user

*"It gives me a space where I can put my feelings instead of always self-harming. It is also helping me to come to terms with my problems, some which I didn't think I would be allowed to let out into the adult world."*

Written by a teenage Mental Health Services user

### Professionals/Managers:

*"I have been ward manager of Southerdown ward, Hafod Newydd since October, 2008. Previous to this I worked for many years in the community, the young people on my case load did not have access to Art Therapy. During my time at Southern down ward, Art Therapy is one of many therapies that the young people on the unit can access. I have gained first hand experience of the positive impact this medium has for young people in our care. It has often proved to have the most positive impact on the young people that have the most complex needs, and are extremely difficult to engage with. It has enabled such young people to move on and engage in other therapies that are pertinent to their needs, such as occupational therapy. I believe that Art Therapy has become an integral part of us offering a quality, individual service."*

Elaine Morley,  
Ward Manager Hafod Newydd

*"I believe that Art Therapy offers an evidence based alternative to the more traditional talking therapies which some of the young people may find inaccessible. It enables the young people to communicate their worries and concerns through the medium of art and with the support of our Art Therapist. The Art Therapist has a clearly defined unique role*

*and relationship with the young person and as such the Art Therapist is able to advocate the needs of the young people to the wider team."*

Gaynor Kendall,  
Tier 4 Service Manager

*"... Adolescents with severe mental health problems are often unable to use words to adequately express their emotions, so the availability of non-verbal therapies has always been an extremely useful tool.*

*Our Art Psychotherapist has been able to tailor her therapeutic approach to the needs of young people, with varying lengths of treatment and many different presenting problems. She can provide assessment and therapy for those young people who may only stay on the Ward for a short time, and has also been able to work long term (for example 130 + session or continuing therapy over a period of three years) ...*

*... Young people that have benefited from Art Therapy have included those with Eating Disorders, Bipolar Disorder, Attachment Disorders, Obsessive-Compulsive Disorder and Developing Borderline Personality Disorders. No diagnostic category would be a reason to not consider Art Therapy. It might be thought by a lay person, that any member of a CAMHS Team can sit and draw with a young person, but the training and*

*experience of an Art Therapist ensures that the session have a completely different quality. As a result of their psychotherapeutic training Arts Therapists have been able to provide us with insight into a young person's world that cannot be achieved by other means..."*

Dr Peter Halford, Consultant in  
Child & Adolescent Psychiatry

*"As AHP Programme Director at NHS Education for Scotland I am pleased to have supported the Arts Therapists in using the NES Skills Maximisation Toolkit to help consider where and how arts therapists could be making a more effective contribution to the provision of services for people experiencing mental health difficulties. The Skills Maximisation Toolkit was prepared to help AHPs to maximise their contribution to the patient journey. The limited availability of arts therapies to people accessing mental health services in Scotland and the particularly rare opportunity for early referral to the services is a clear example where there is much greater scope for AHP involvement than is currently provided by NHS Boards across Scotland."*

Helen McFarlane, AHP Director at  
NHS Education for Scotland

## Resources

All Wales Network Committee for  
Arts Therapies Professions (AWNCATP) -  
<http://www.awncatp.org.uk>

AWNCATP is a local network working in partnership with the Welsh Therapies Advisory Committee (WTAC), advising the Welsh Assembly Government (WAG) on therapeutic issues. AWNCATP was established in 1989 to promote contact between registered Arts Therapists living and/or working in Wales, and to work for a better understanding of the Arts therapies in Wales. After devolution and the formation of the Welsh Assembly Government it was identified as the Arts therapies statutory body, which would advise WAG on professional issues and implement change. The Arts Therapies Professional Associations worked closely with the AWNCATP in forming its aims and agreed procedures, and recognise its central importance to the Arts therapies in Wales by continued support and financial commitment. Meetings are held three times a year, with a business meeting in the morning, followed by CPD events, such as presentations and workshops in the afternoons. Please visit our website for further information on Arts therapies in Wales and resources that may be useful in finding an Arts Therapist local to your service.

Other Arts therapies bodies that can provide information about Arts therapies:

Association of Dance Movement Psychotherapy (ADMP UK)

Web: [www.admt.org.uk](http://www.admt.org.uk)

Email: [queries@admt.org.uk](mailto:queries@admt.org.uk)



Association of Professional Music Therapists (APMT)

Web: [www.apmt.org](http://www.apmt.org)

Email: [APMToffice@aol.com](mailto:APMToffice@aol.com)



British Association of Art Therapists (BAAT)

Web: [www.baath.org](http://www.baath.org)

Email: [info@baath.org](mailto:info@baath.org)



British Association of Dramatherapists (BADth)

Web: [www.badth.org.uk](http://www.badth.org.uk)

Email: [enquiries@badth.org.uk](mailto:enquiries@badth.org.uk)



**Health Professions Council**

Park House  
184 Kennington Park Road  
London SE11 4BU  
<http://www.hpc-uk.org/index.asp>

[http://www.hpc-uk.org/assets/  
documents/100004FBStandards\\_of\\_  
Proficiency\\_Arts\\_Therapists.pdf](http://www.hpc-uk.org/assets/documents/100004FBStandards_of_Proficiency_Arts_Therapists.pdf)

[http://www.hpc-uk.org/assets/documents/10  
002367FINALcopyofSCPEJuly2008.pdf](http://www.hpc-uk.org/assets/documents/10002367FINALcopyofSCPEJuly2008.pdf)

**NICE guidelines:**

[http://www.nice.org.uk/nicemedia/  
live/12329/45896/45896.pdf](http://www.nice.org.uk/nicemedia/live/12329/45896/45896.pdf)

[http://www.nice.org.uk/nicemedia/  
live/10970/29856/29856.pdf](http://www.nice.org.uk/nicemedia/live/10970/29856/29856.pdf)



