



# JOHN LYON'S CHARITY

## Guidelines for projects involving psychotherapeutic work with children and families in schools

Each aspect must be addressed in applications to John Lyon's Charity.

### 1. Clinical Qualifications

#### **UKCP/BACP registration *and* specialist child training**

The project must be led and clinically managed by appropriately qualified clinicians. Registration with the UKCP (United Kingdom Council for Psychotherapy) or BACP (British Association for Counselling and Psychotherapy) is essential.

Many UKCP/BACP registered therapists have **not** had a specialist child training but have trained to work with adults. In addition to UKCP/BACP registration, therefore, it is important that clinicians are able to provide evidence of a specialist child training ie training recognised by the Association of Child Psychotherapists (such as the Tavistock or British Association of Child Psychotherapists training) or the equivalent.

### 2. Clinical Supervision

#### **Clinical supervision of clinically qualified staff**

Arrangements must be in place for all qualified psychotherapists to be clinically supervised by senior psychotherapists - UKCP/BACP registered with a specialist child training.

#### **Clinical supervision of junior/unqualified staff**

If a project employs volunteer(s), honorary or other unqualified staff in therapeutic roles, then it is necessary to have arrangements in place for weekly clinical and line management supervision.

### 3. Project Links with CAMHS

#### **Established links with CAMHS**

Projects need an established link with local CAMHS in order to make appropriate referrals where cases are complex, chronic and severe. It is hoped that projects will provide a bridge between the school and CAMHS to help families and children access mental health services, *including families who find it hard to engage with services.*

### 4. Project Links with Schools

#### **Partnership working**

Projects need to develop partnership working within the school, building relationships at all levels of school staff – head teachers, SENCO's, class teachers, support staff and school administrators.

#### **Cluster arrangements**

Ideally schools will work in partnership with other schools (maximising resources), which can be helpful in terms of project management and development. There is opportunity for schools to learn



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from each other in terms of what works and in terms of reducing the overall project management time required.

## **School link person**

Each school involved in the project needs to identify a link person (ideally the SENCO, or the head teacher or deputy head) who is available to meet regularly with the clinical lead in the school to discuss referrals, case reviews and project development.

## **5. Structure and Content of Clinical Work**

### **Work with parents/carers as intrinsic to psychotherapeutic work**

Supportive and/or psychotherapeutic work with the parents or carers needs to be intrinsic to work with children in primary schools. (In secondary schools this can be different, particularly for young people over 16.) In primary schools work with parents should always be part of the psychotherapeutic assessment as well as built into any ongoing treatment. With any referral, an initial assessment should help with a decision – made by the family together with the clinician and link person in the school – about the kind of ongoing psychotherapeutic work that would be most helpful; sometimes work with parents rather than the child can be offered. Where appropriate, the psychotherapeutic project should link up with school staff and be prepared to offer home visits.

### **Adaptation to the school context**

The project should show that it can adapt to the needs and wishes of the school whilst being clear about necessary clinical boundaries and principles.

### **Range of clinical work**

Psychotherapeutic work in schools can include: assessment, brief and long-term psychotherapeutic work for individual children, parents work, family work, group work for children and/or parents/carers, referrals to CAMHS or other specialised agencies.

## **6. Consultation to Education Staff**

### **Capacity to help develop a reflective school culture, including an understanding of child development**

Projects should have experience of offering consultation to teachers and support staff in relation to the children and classes they work with. This can be provided to staff groups or to individual teachers with the aim of developing a reflective approach and or increasing understanding of ordinary and difficult emotional development.

## **7. Audit and Evaluation**

A sensible system to audit and evaluate the helpfulness of the project to children, families and education staff is needed. The school must be able to provide evidence at the end of a project of the benefit (or otherwise) of the service within the school.

## **8. Demonstrable Commitment from the School**

Schools involved in the project need to demonstrate their ongoing commitment, by making financial contributions