



WHANGANUI HIGH SCHOOL POLICY GUIDANCE

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| INTRODUCTION | <ol style="list-style-type: none"> 1 Guidance is the process by which the School creates an environment in which an individual is safe, feels supported, cared for and encouraged to develop their individual potential as a unique and worthwhile individual. 2 Guidance touches every aspect of an individual's personality - cultural, emotional, intellectual, physical, social and spiritual. |
| OBJECTIVES | <ol style="list-style-type: none"> 1 The philosophy on which Whanganui High School is based is one of guidance, both inside and outside the classroom. The School community includes students, staff and parents/caregivers. Although for all teachers guidance is an integral part of their work, there is a formal guidance network to meet individual needs and give appropriate support to students, staff, parents/caregivers and families. 2 To encourage and develop an individual's self-worth. 3 To value individuals as unique and valued. This implies that differences are acknowledged, accepted and welcomed within the School community. 4 Help individuals develop a sense of their own identity, values and responsibilities. 5 Help individuals discover their needs, identify and work on strengths and weaknesses, develop their life purposes, formulate plans of action and act upon these. 6 To provide the necessary support systems as individuals change and make choices, e.g. career choices, personal counselling. 7 To foster a balance between individual independence and a sense of belonging to groups both within the School and to others outside the School. |
| GUIDELINES | <ol style="list-style-type: none"> 1 Procedures have been developed to give students, parents and staff access to appropriate people within the Guidance Network. 2 Improvement of staff practice is supported by a wide variety of professional development means. 3 Procedures to ensure appropriate formal and informal communications within the Guidance Network are in place. 4 Energy and commitment is channelled into strategies to ensure that the School is a safe environment. 5 Acknowledging the necessity of remedial action, our resources are, however, being focused towards preventive and developmental purposes. 6 Client confidentiality is paramount throughout the counselling service. Exceptions are clearly specified in the NZAC Code of Ethics. When students are perceived as being at risk to themselves or others, staff should consult immediately with the Principal. |
| EXPECTED OUTCOME | <p>All above Objectives are met, resulting in appropriate individual guidance touching every aspect of an individual's personality - cultural, emotional, intellectual, physical, social and spiritual.</p> |

EVALUATION

The Board, in association with the Principal, will review this policy on a three-yearly cycle in accordance with the School's quality management cycle.

Approved by the Board

Signed Presiding Member:



Date:

25/3/24

Signed Principal:

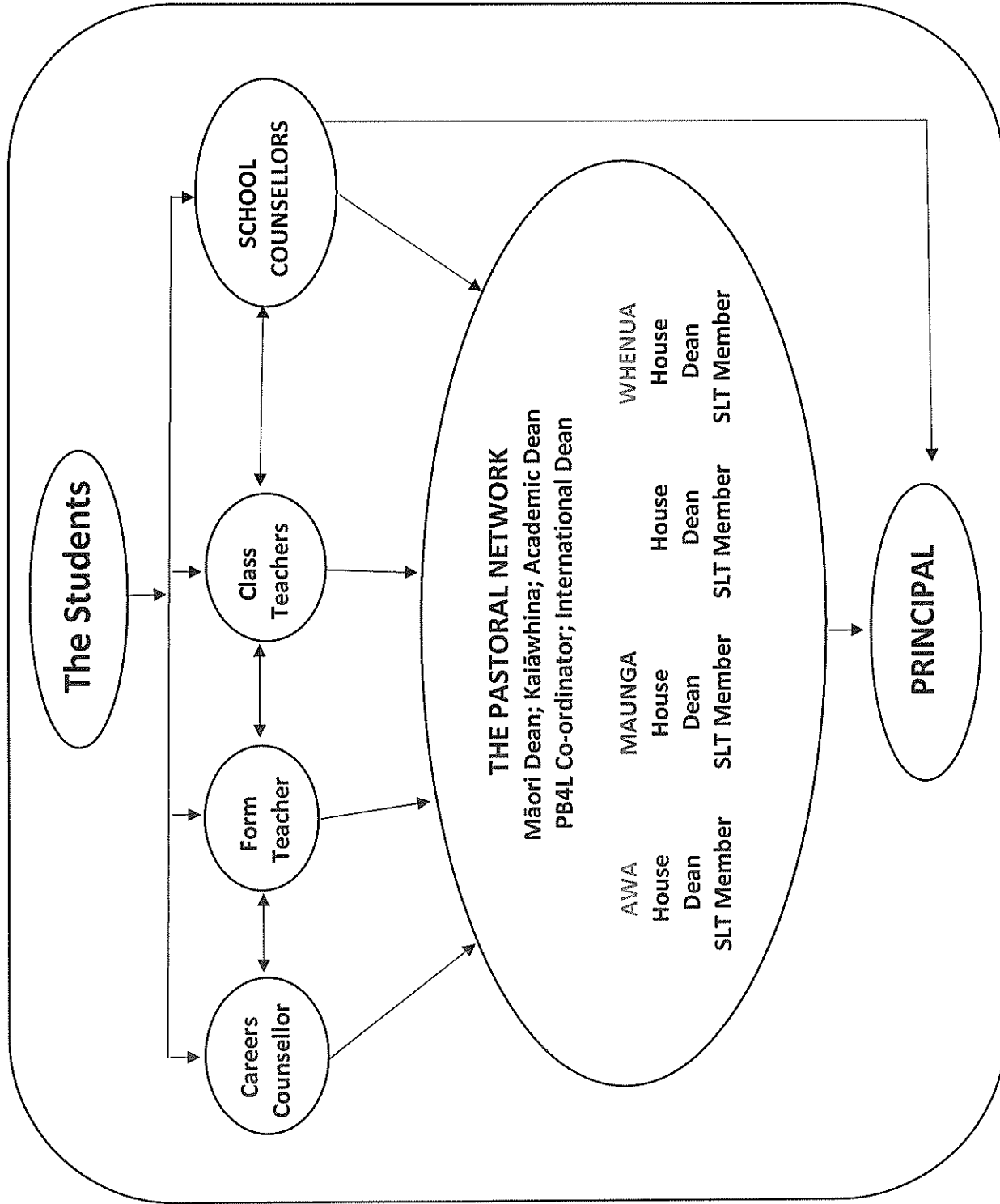


Date:

25/3/24

FIGURE 5

GUIDANCE NETWORK OF WHANGANUI HIGH SCHOOL
REFLECTING PASTORAL SUPPORT NETWORKS



This area outside the box represents

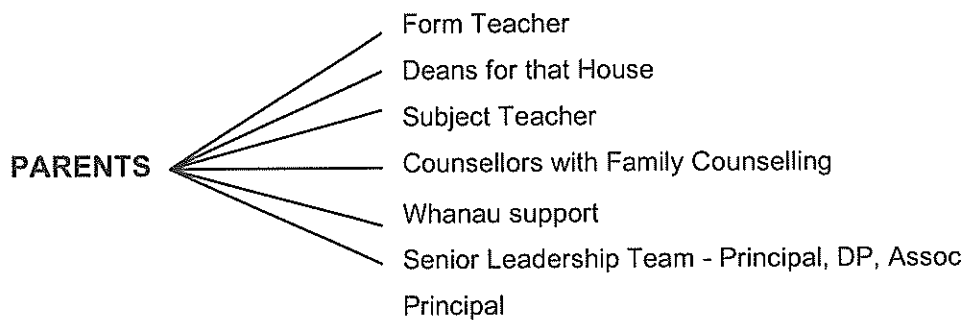
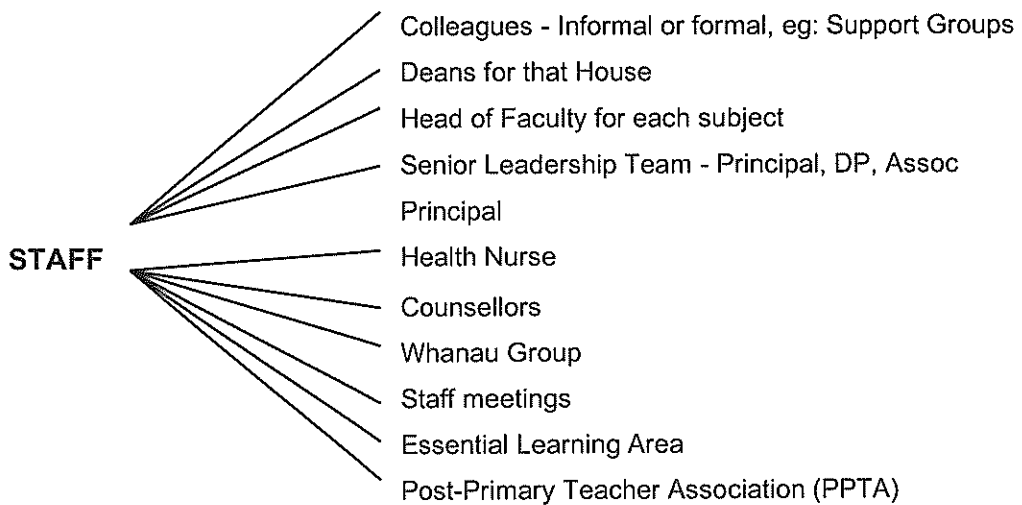
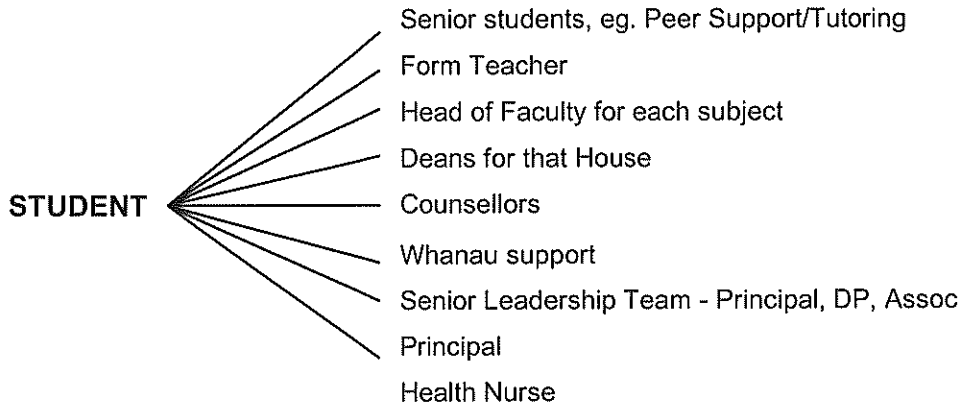
The School Community

- Parents
- Siblings
- Extended Family
- Whanau
- Outside Agencies

Although outside the School the *School Community* is part of the student's Support Network

APPENDIX

SUPPORT NETWORKS



CONFIDENTIALITY

RATIONALE

These guidelines will ensure that at Whanganui High School, the personal concerns and interests of people will be protected where confidentiality is required or requested.

POLICY

- 1 The school encourages an atmosphere of trust. This will enable those within the school community to discuss their problems in confidence with appropriate members of staff.
- 2 At all times the safety and well-being of students is the prime concern.
- 3 The school will establish with students and staff an understanding of the importance of confidentiality.
- 4 Staff are encouraged to exercise care in dealing with confidential information that they may gain in the course of their school-related work.
- 5 At Whanganui High School a specific role of the Guidance Counsellor is to provide a confidential service to all members of the school community.

PROCEDURES

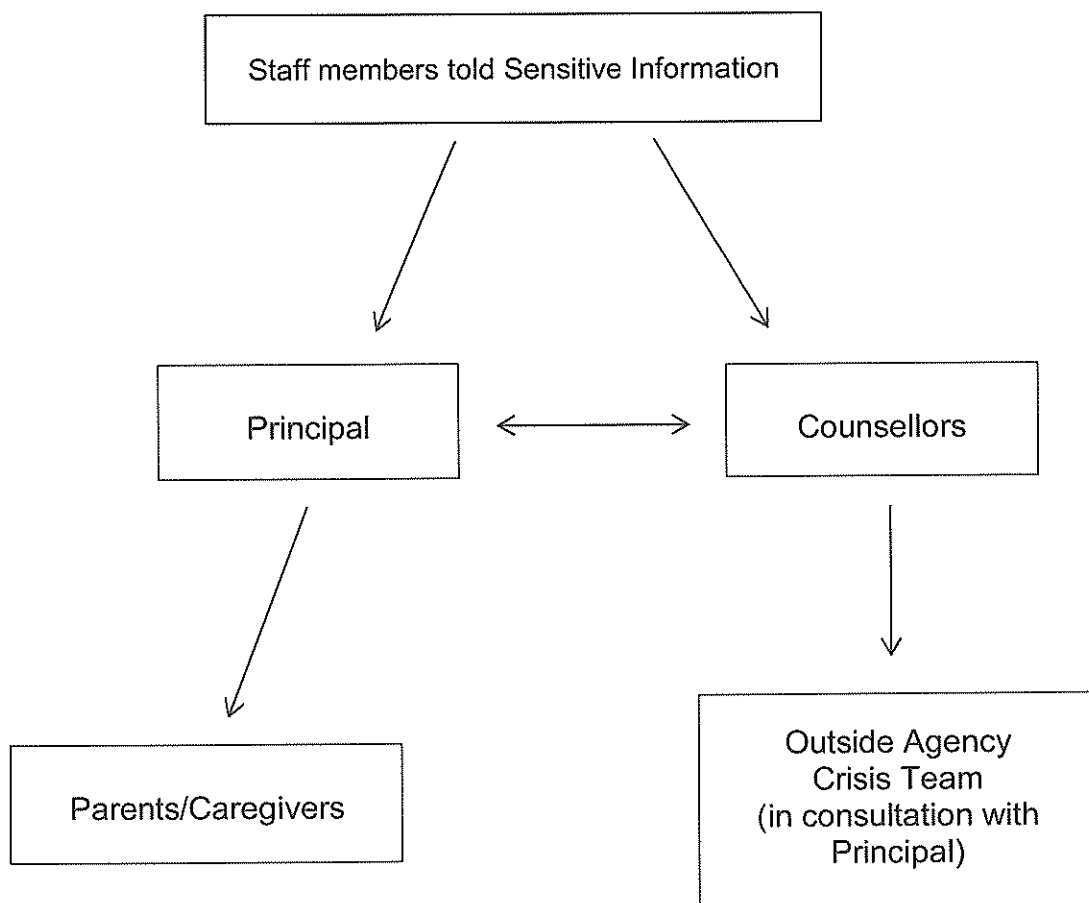
- 1 Staff will be advised by school senior leadership to be respectful of the confidentiality of all matters at all times.
- 2 Students should be consulted by staff before any information about them, that could be perceived as being private, is passed on or made public.
- 3 When students are perceived as being at risk to themselves or others, such as in issues of suicide or abuse, staff should consult immediately with the Principal. Care must be taken to preserve confidentiality if at all possible. However, the immediate safety and well-being of the person is paramount.
- 4 During the process of consultation, staff involved will discuss a case in a way which preserves confidentiality, unless the student (or staff, or parents) agree to the use of names.

GUIDELINES

- 1 Whanganui High School has developed and maintains a community where students feel safe and free to talk to adults of their choice. Staff need to recognise that many students will therefore talk to staff expecting confidentiality. Staff are strongly encouraged to remember the following:
 - a) Total confidentiality cannot be given. Issues relating to harmful impacts on the student's education and/or safety and well-being cannot be confidential.
 - b) The age of the student should not be a factor when considering safety issues.

- c) Any distinction between in-school and out-of-school behaviour is irrelevant when considering issues of safety.
- 2 All people are curious to some degree. This may lead to people wanting to know more than is necessary in any individual situation. To maintain appropriate boundaries, including confidentiality, a useful question for anyone thinking of sharing any information to ask themselves is:
- How would this information change the way the receiver of the information would deal with the person?*
- 3 The medium term goal of any interaction around the issue of confidentiality should be to share information with the parents, preferably with the student being involved in the process.
- 4 The implication of this policy is that there needs to be some room for *Professional Judgement*, both in maintaining confidentiality and in withdrawing confidentiality, eg. a useful response for staff who have been given or suspect they may be given confidential information related to issues in the policy guidelines would be:
- If, in my professional judgement I believe it is necessary, I will pass this information on to the relevant person*
- 5 All communication with parents/caregivers related to issues raised in this policy must be recorded.
- 6 The flow chart below gives guidance as to who to consult with, when in doubt.

FLOW CHART



SCHOOL COUNSELLOR CONFIDENTIALITY

RATIONALE

- 1 A client's right to confidentiality underpins the provision of a professional counselling service within the school community. Confidentiality enables clients to work through a process of self-examination, self-understanding and self-action honestly.
- 2 Applying the exceptions to confidentiality by the counsellor is an extremely serious and difficult decision which may only occur if:
 - a) The client is in clear and imminent danger from themselves or others. This includes circumstances where the client's competence to make a decision is obviously limited.
 - b) Others are in clear and imminent danger.
- 3 In these circumstances the counsellor shall take reasonable personal action and inform responsible authorities, including the Principal.

EXEMPTIONS TO CONFIDENTIALITY

(New Zealand Association Counsellors' (NZAC) Code of Ethics).

- 1 Counsellors shall only make exceptions to confidentiality in order to reduce risk.
- 2 When counsellors need to pass on confidential information, they should provide only the minimum of information necessary and then to those people to whom it is absolutely necessary.
- 3 Exceptions to confidentiality occur when:
 - a) There is serious danger in the immediate or foreseeable future to the client or others,
 - b) The client's competence to make a decision is impaired,
 - c) Legal requirements demand that confidential material be revealed,
 - d) Responding to a complaint about counselling practice.
- 4 Wherever possible, the decision to make an exception to confidentiality is made:
 - a) After seeking the client's co-operation, unless doing so would further compromise the safety of the client or others,
 - b) After consultation with a supervisor.

PROCEDURES

- 1 Counsellors, as professionals and members of the NZAC, must be under supervision from a fellow professional outside of the school.
- 2 Parents are informed of the availability of a confidential counselling service at the time of enrolment through the Prospectus.

- 3 Students are informed of the availability of a confidential counselling service and the exceptions to confidentiality through -
 - a) Form Teachers
 - b) Form level assemblies at the start of the year.
- 4 Confidentiality exceptions are discussed with clients on their first visit to a Counsellor.

SCHOOL COUNSELLOR - APPOINTMENTS

RATIONALE

To enable all students, parents, families and staff to have an opportunity to access counselling facilities, a clear, ordered and simple means of making appointments must be available.

PROCEDURES

1 Students self-refer through:

- a) Appointment request
- b) Verbal contact with counsellors
- c) Request made by staff after student initiation and consent
- d) Student Centre.

Exceptions to the above:

- a) Counsellors initiate contact with students.
- b) Students are referred directly by the Principal.
- c) A consultation process between student, administration personnel, counsellor and/or parents.

2 Parents and staff appointments through telephone or personal contact.

3 Counsellors are responsible for establishing and communicating appointment dates and times.

4 All students on leaving counselling will receive a signed slip detailing date and time of appointment and time of leaving, if it is not at the end of a period.

GUIDELINES

1 a) In case of crisis or a student being unable to remain in a class situation without causing difficulties for the staff member or other students, a student may leave class, if the teacher gives permission, but must be accompanied by another student chosen by the teacher. If, on arriving at the Students' Centre, no counsellor is available to see them, the students should then report to either,

- i Deans' House or
- ii Senior Leadership

b) **NB** It should be remembered that the counsellor may not be the person or place that the student chooses to access help from. Other possible people or places are:

- Student Centre
- House Deans
- Māori Dean
- Kaiāwhina
- Senior Leadership Team Members

- c) If students, following counselling, are too emotionally upset to immediately return to class, they can be placed at the counsellor's discretion, in a separate room for a brief period of time. They should return to class as soon as possible.
- 2 All procedures in the area of making appointments to see the school counsellor should respect client rights to privacy and confidentiality.

EVALUATION

The Board, in association with the Principal, will review this policy on a three-yearly cycle in accordance with the school's quality management cycle.

CONCLUSION

This policy will enable students, parents and staff to access the counselling services of the school easily and maintain respect for clients' rights to privacy and confidentiality.