

COUNSELLING POLICY

W05

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ACRONYMS

CAHMS	Children and Adolescent Mental Health Service
DDSL	Deputy Designated Safeguarding Lead
DfE	Department for Education
DSL	Designated Safeguarding Lead
EHE	Elective Home Education
KCSIE	Keeping Children Safe in Education
PSHE	Personal, Social, Health and Economic education
SEND	Special Educational Needs and Disability
SENCo	Special Educational Needs and Disabilities Co-ordinator

TERMINOLOGY

Child protection	is a part of safeguarding and promoting welfare. It refers to the activity that is undertaken to protect specific children who are suffering, or are likely to suffer, significant harm.
Staff	refers to all those working for or on behalf of the School, full or part time, temporary or permanent, in either a paid or voluntary capacity.
Child	includes everyone under the age of 18. On the whole this will apply to pupils at our School; however, the policy will extend to visiting children and pupils from other establishments.
Young person	refers to pupils over the age of 18.
Parents	refers to birth parents and other adults who are in a parenting role, for example stepparents, foster carers, and adoptive parents.

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AIM

This policy sets out a framework for the effective operation of the Doha College's Counselling Service. In particular, the policy establishes the principles and procedures through which the school's Counselling Service will seek consent for student participation in counselling and protect the confidentiality of the student-Counsellor relationship.

The Counselling Service is available to all Students at Doha College. This policy applies to all members of the school community, including students, parents, school staff and external referring professionals and agencies.

This policy and protocol have been drafted in accordance with the below legislation and guidance:

- Gillick Competence/Fraser Guidelines (1985)
- Children Act (1989; 2006)
- United Nations Convention on the Rights of the Child (1989)
- Education Act (2011)
- Data Protection Act (2018)
- Working Together to Safeguard Children (2018)
- Keeping Children Safe in Education (2020)
- Counselling in Schools: a blueprint for the future 2016
- BACP Ethical Framework for Good Practice in Counselling & Psychotherapy (2018)
- BACP 4th Edition Counselling in Schools (2006)

Doha College fully recognises its responsibility to safeguard, promote and protect the safety of all pupils in its care. This means ensuring safeguarding and child protection are at the forefront and underpin all relevant aspects of process and policy development at Doha College. Ultimately, all systems, processes and policies should operate with the best interests of the child at their heart. Doha College has an attitude of 'it could happen here'. Doha College expects all Staff to share this commitment.

Schools and their staff are an important part of the wider safeguarding system for children. This system is described in the statutory guidance Working Together to Safeguard Children.

Safeguarding and promoting the welfare of children is **everyone's responsibility**. Everyone who comes into contact with children and their families has a role to play. In order to fulfil this responsibility effectively, all practitioners should make sure their approach is child-centred. This means that they should consider, at all times, what is in the **best interest** of the child.

Keeping Children Safe in Education – 2022

PURPOSE

The purpose of this Policy is to provide staff, governors, volunteers, and the wider school community with the framework needed in order to keep children safe and secure in Doha College. The Policy also informs parents and carers how we are safeguarding their child whilst in our care.

The Policy forms part of the safeguarding arrangements for our school and should be read in conjunction with the following:

- Keeping Children Safe in Education, 2022
- Working Together to Safeguard Children, 2018
- Inspecting Safeguarding in Early Years
- The role of the designated safeguarding lead (Annex B of KCSIE)
- The safeguarding response to children missing from education
- Safeguarding and Child Protection Policy
- Behaviour Policy
- Staff Code of Conduct
- Whistleblowing Policy
- Allegations against Adults Policy
- Low Level Concerns Policy

Safeguarding and promoting the welfare of children (everyone under the age of 18) is defined in Keeping Children Safe in Education, 2022 as:

- Protecting children from maltreatment
- Preventing impairment of children's mental and physical health or development
- Ensuring that children grow up in circumstances consistent with the provision of safe and effective care
- Taking action to enable all children to have the best outcomes.

INTRODUCTION

What is counselling?

From the British Association for Counselling and Psychotherapy (BACP):

“Counselling takes place when a Counsellor sees a client in a private and confidential setting to explore a difficulty the client is having, distress they may be experiencing or perhaps their dissatisfaction with

life, or loss of a sense of direction and purpose. It is always at the request of the client as no-one can properly be “sent” for counselling”.

Doha College counselling provides children with a safe and confidential space to talk to a trained professional about any issues or concerns they may be facing. The Counsellor will help children to explore their thoughts, feelings, and behaviours so they can develop a better understanding of themselves and of others.

A Counsellor will not impose on a young person their opinions or advice or prescribe medication.

The Counsellor will work with the young person to help them find their own solutions.

The Counselling Service has been developed to complement the strengths of Doha College’s pastoral care department by offering additional personal support to students who may benefit from working with a professional Counsellor.

The school Counselling Service will, as far as possible, support students to make their own choices and decisions regarding their access to counselling and involve parents in counselling, provided this is consistent with the best interests of the student concerned.

The Counselling service at the school acknowledges that students have the right to confidentiality in counselling, and that this is a fundamental part for maintaining trust with the Counsellor, however the school Counselling service recognises that confidentiality is not absolute right. **Child protection and the safeguarding of all students must and will always take precedent.**

Doha College Counsellor

Counsellor	Charlotte Pond	Contact details	cpond@dohacollege.com
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The school Counsellor has an enhanced DBS check and is professionally qualified, knowledgeable, and experienced in working with young people.

The Counsellor holds membership with the British Association for Counselling and Psychotherapy (BACP) and they are bound by the BACP’s Ethical Framework for Good Practice.

You can view this at:

<https://www.bacp.co.uk/events-and-resources/ethics-and-standards/ethical-framework-for-the-counselling-professions>

COUNSELLING AT DOHA COLLEGE

There is a range of pastoral care support available to all children at the school. Counselling at Doha College is a valuable resource. Staff, parents, or the child themselves are able to refer into the counselling services when they feel this additional support is required.

Doha College counselling is a specific type of intervention and contributes to a network of other support services available to children.

Doha College counselling service can operate:

- as a preventative measure;
- as an early intervention measure;
- as a support alongside other specialist intervention;
- as a follow on when a case is closed by other specialist services.

COMMITMENT OF DOHA COLLEGE TO THE COUNSELLING SERVICE

- All staff, parents or carers, children are aware that Doha College offer a counselling service;
- Information about the school counselling service should be available and understood by all staff;
- Counselling is seen as part of a whole school approach to emotional health and wellbeing and school effectiveness;
- The service is independent as well as integrated into the school;
- The counselling room is accessible, private, secure, safe and welcoming;
- The counsellor is qualified and is registered with the British Association of Counselling and Psychotherapy (BACP) and works within their ethical framework;
- The counsellor receives regular supervision and management;
- Appropriate clinical, managerial and case-work supervision arrangements are in place and appropriate and effective communication is maintained between the counsellors external supervisors and the school DSL(s);
- Counsellors continue to update their own professional development;
- New counsellors will undertake appropriate safeguarding induction training and go through a probationary period;

- Counsellors are familiar and work within the relevant legislation and statutory requirements including child protection and safeguarding procedures;
- Counsellors have a knowledge and understanding of therapeutic relational work and mental health difficulties;

CONFIDENTIALITY

Confidentiality is very important as it enables the student to develop a trusting relationship with the counsellor and it allows the student to be open and share feelings without fear of blame or reprisal.

Counselling empowers the child to speak freely about issues concerning them.

Ensuring confidentiality between the child and counsellor is crucial to the success of the relationship and the outcomes of counselling. A frequent concern raised by children and young people who have not experienced counselling services is that others will be informed about what has been discussed in sessions.

Counselling is undertaken within an agreed relationship of confidentiality. Confidentiality is an important aspect to the formal counselling relationship.

“Any attempt to remove the principle of confidentiality in counselling will rapidly undermine the overall ethos of the College as a caring educational community”. - (Roger Casemore, Confidentiality & College Counselling, BACP 1995)

Child protection, safeguarding and confidentiality

If during the counsellor session a child protection or safeguarding concern should arise, then the Counsellor will have a duty to report this to the Safeguarding Team.

A child’s confidential wishes may be overridden by a paramount duty to protect a child’s welfare. (A child is defined as anyone under the age of 18, Children Act 1989 and anyone in the care of Doha College)

The school counsellor has a duty to adhere to the child protection and safeguarding procedures of the school.

Confidentiality will be maintained by ensuring that there is a mutual trust and respect between counsellors, school staff and parents.

Where and when appropriate the school staff and counsellor will encourage a child to discuss their counselling with their parents.

Children are at liberty to speak with anyone regarding their counselling sessions but will never be directly questioned by staff.

On occasions and with the expressed permission of children the counsellors may share information with the pastoral care team to ensure they are aware of the ongoing support the child is receiving, the counsellor will not communicate the details of what is being discussed unless this amounts to a safeguarding or child protection concern.

THE LIMITATIONS TO CONFIDENTIALITY

At Doha College where a counsellor is employed to provide a counselling service, the Principal will have the right to make decisions about information sharing and confidentiality.

This will be done in a reasonable way and in the best interest of the child. It is also subject to the Data Protection Act 2018 and the duty of confidentiality inherent in any counselling service.

BREACHING CONFIDENTIALITY

At the outset of working with the student the counsellor will explain that they may need to breach confidentiality if they feel that the child or another person is at risk of significant harm.

The counsellor will discuss this where possible with the child if the need arises, and, if the child is “Gillick Competent”, seek to gain their consent to disclosing concerns, for further information on Gillick Competency, please see [Appendix A](#).

The counsellor may make a disclosure without the child or young person’s consent if appropriate and or significant circumstances arise.

The counsellor will follow the school’s Child Protection and Safeguarding Policy and in the first instance raise any concerns with the school’s Designated Safeguarding Leads (DSL) through the appropriate platform.

Where possible, the counsellor will keep the student informed and involve them in the process.

If a child expresses active suicidal ideation or serious self-harm, then this would require a prompt intervention even when this involves breaking confidentiality.

The counsellor is not required to pass on information about a child breaking a school rule or committing an offence, unless it could be deemed that by withholding such information the

counsellor was aiding and abetting a crime or placing the child or young person or another person at the risk of significant harm.

The counsellor is required by UK law to report suspicions of terrorism, serious drug trafficking and money laundering and may be required to break the child's confidentiality if a court orders disclosure. This is prescribed in the below Statutes:

- **The Children act 2006**
- **The Terrorism act 2015**
- **The Drug Traffic act 2002**
- **The Proceeds of crime act 2002**
- **The Coroners and Justice act 2009**

The initial referral form will state the limitations of confidentiality, and this will be explained during the initial assessment stage. The child will be asked to sign the referral form to show that they acknowledge the limitations of confidentiality and when a breach may be required.

A brief confidentiality statement will be displayed in the counselling rooms.

WORKING WITH PARENTS

Good practice involves working in partnership with parents. Many children agree at the start of their counselling that they are willing for certain people to be aware that they are having counselling, i.e., parents or members of the Pastoral Team and Safeguarding Team.

WHEN IS PARENTAL CONSENT REQUIRED?

Many, but not all, of Doha College children may be deemed 'competent' under the Gillick ruling to give consent.

Where a parent withholds consent, or the student may be very distressed and unwilling for the school to approach the parents, counselling can go ahead if an assessment is made directly by the Counsellor. This will be in consultation with the relevant members of staff and the counsellor to assess and decide that the young person is Gillick competent in their own right. This will be recorded on **CPOMS**.

If a person is unwilling to involve their parents and is assessed competent, the young person may give their own written consent for counselling. No specific age is stated in legal guidance – it depends on their capacity to understand the issues involved and to give an informed consent.

If a child is not Gillick competent the Counsellor will make the decision to inform parents.

AGREEING TO COUNSELLING

Parental permission will be sought for Primary school children, Secondary school children can self-refer.

Assessment of competence will be made by the Counsellor in consultation, where appropriate with the DSL. The Gillick principle depends on:

- the maturity of the young person;
- the young person having sufficient intelligence and understanding to enable them to understand what is being proposed (i.e., counselling); and
- the young person having sufficient intelligence and understanding of the consequences of his or her actions.

For further details on Gillick Competency please see [Appendix A](#).

SUPERVISION

Clinical Supervision

A professional Counsellor is expected to attend regular external consultative supervision. (BACP accreditation currently requires at least 1.5 hours of supervision a month).

Any counselling without supervision is unethical and will compromise the quality of the work. The school counsellor will attend external consultative supervision and the school will remain in communication with the external clinical supervisor working in accordance with the school's Information Sharing Policy.

SAFEGUARDING SUPERVISION

The counsellor is an employee of the school and will receive supervision.

The EDSL will ensure that there is effective and regular communication between the school and the external supervisor.

RECORD KEEPING

The school counsellor will keep a clear record of each meeting that has taken place with the student. Counsellors will update CPOMS after they have met with a child or if a child fails to turn up for an appointment.

The attendance of counselling sessions will be reviewed on a regular basis by the DSL(s) and discussed with the counsellor. Any actions stemming from these discussions will be added to CPOMS.

Counsellors can keep their own records of each meeting (known as Process notes), this information must be stored in accordance with the Data Protection Act 2018, the counsellor will ensure that all process notes are kept in a safe and secure place.

Once counselling begins the assigned counsellor is given access to the child's safeguarding records and will be assigned as a team member. This will ensure that the child's journey is monitored, and case managed and where appropriate external referrals can be made.

IMPACT OF COUNSELLING SERVICE

The counsellor will also keep a log of the issues raised by children; these will be collated into general categories. This information will be shared with pastoral care to support them to continue to develop the pastoral care policies and procedures at the school, taking into account contextual issues and wellbeing concerns.

The pastoral care team in partnership with the school counsellor will provide an annual report. This will enable the school to provide an accurate record of statistics on the number of children who have accessed the counselling services, the length and outcomes of counselling and make reference to the general categories of issues raised during counselling sessions.

Through this report the pastoral care team will be able to make recommendations about the way in which the school can continue to improve counselling support to children. Any such feedback will be general, and no individual child will be identifiable.

REFERRALS TO EXTERNAL AGENCIES

The counsellor may identify that some students will benefit from being referred to another agency for targeted help. This will only be undertaken if the student gives express permission and/or parental consent is obtained. This is usually done by the Counsellor in consultation with the DSL(s), relevant members of staff and with the consent of the child and their parents.

If a child protection or safeguarding concern is raised a referral to a statutory agent may not require permission.

REFERRAL ROUTES INTO DOHA COLLEGE COUNSELLING SERVICE

Counselling can only take place if the child concerned is a willing participant, the child has the final say and counselling is not compulsory.

Students at Doha College may access counselling through the following pathways.

Self-Referral

A child may approach the school counsellor directly to make an appointment, or they can ask any member of staff or a parent to make an appointment on their behalf.

Parental or Carer Referral

A referral can be made by parents or carers requesting counselling for their child through the pastoral care hub and or the DSL(s).

Staff Referral

Although any member of staff can refer a child to engage with counselling where possible all staff should channel this via a member of the safeguarding or pastoral team.

Referral form

Referrals can be made by emailing the counsellor.

Once a referral has been made an initial introductory assessment will take place between the counsellor and the child.

ASSESSMENT AND ALLOCATION

Once the referral has been received it will be logged by the counsellor.

The counsellor will then invite the child to attend an introductory/assessment session. This session is an opportunity for child and counsellor to explore what difficulties the child may be facing and what help the student requires, this is also to determine whether counselling is the right support route for them.

Counselling is voluntary and will only commence if the child gives informed consent.

The school counsellor will facilitate an opportunity for the child to decide if they want to engage with the counselling service. To support this process the children will be given an information leaflet as an

aide memoire to explain the nature of counselling, including boundaries of confidentiality, a copy of this leaflet can be seen in **Appendix D**.

Following the introductory assessment session if a child confirms that they would like ongoing counselling, the school counsellor will re-confirm the confidentiality agreement, limitations and boundaries regarding information sharing with the student. This will then be confirmed on **CPOMS**.

If the counsellor decides that counselling is not the appropriate support for the child, they will discuss this with the child before discussing this further with the DSL.

If the student decides they do not wish to undertake counselling this will be logged on the **CPOMS** and the DSL will then be informed. Feedback can be provided to the referrer that counselling will not be taken up at this time, but other details should not be discussed.

ADMINISTRATION OF REFERRALS

The administration of appointments and cancellations along with the relevant paperwork will be responsibly held by the counsellor and will be in accordance with the Data Protection Act 2018.

Counsellors should ensure that they inform the relevant member of staff if they are suddenly unwell/unavailable for a booked counselling session and in addition it should always be notified when individuals are planning to be away and unavailable to take on new referrals.

The relevant member of staff will ensure that the child is informed of the session being cancelled and this will be logged onto CPOMS.

Counsellors should not take referrals if they are expecting to be on leave within the course of the sessions planned.

SESSION ALLOCATION AND APPOINTMENTS

The length and frequency of individual sessions can vary, depending on the needs of the individual child and the school's academic timetabling structure.

Sessions will be regular and booked in advance.

WHERE COUNSELLING WILL TAKE PLACE

Counselling will take place in specific dedicated areas of the school. The child will be informed by the relevant member of staff or the counsellor in advance if there are any emergency room changes.

The counselling rooms will ensure that the sessions maintain privacy and that they are comfortable and suitable for counselling.

APPENDIX 1 – GILLICK COMPETENCY

Gillick Competency

Assessing competence to consent by children and young people. The following guidance is based on the Fraser Guidelines and adapted for a request for counselling.

Factors to Consider	Checklist for questions
Immediate issues	
Child's age:	How old is the child or young person?
Gillick test:	Gillick test: Does the child or young person understand the counselling? Are they refusing to allow their parents to be involved? Do their best interests require that the counselling be given without parental consent?
Short -Term Issues	
Nature of contact	Is the contact with the counsellor controlled entirely by the child or young person?
Support systems:	What support does the child or young person have access to alongside or in the place of counselling or therapy, should contact be broken or withdrawn?
Nature of immediate issue or problem:	What is the degree of risk, if any, posed by the child to him or herself or to others (e.g., drugs, abuse, suicide, arson?) Is the risk significant, immediate, or longer term?
Child protection responsibilities	Is the counsellor required by their conditions of employment, or agency policy, to report all suspected child abuse to social services?
Longer- term issues	
Stage of cognitive and emotional development	Does the child or young person understand the nature of the issue or problem? Their own needs and the needs of others? The risks and benefits of counselling or therapy? Does the child or young person have a sense of their own identity? A sense of time, past, present, and future?
Source: Peter Jenkins, 1997: 216-7 (abbreviated version)	

APPENDIX 2 – COUNSELLING INFORMATION SHEET

Counselling Information

What is Counselling?

The opportunity to talk about and explore things that are of concern. What is spoken about will depend on the individual / individual group, but common themes include stress, anxiety, depression, relationships, transition, loss, and traumatic events.

What does a Counsellor do?

Counsellors are trained to listen without judging and help people process their thoughts and feelings regarding whatever is concerning them.

Who is the Counsellor?

A professionally qualified counsellors who has experience and training 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 can receive emotional support, 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 the counsellor and individual.

Where and when does it take place?

A private room within the school - Sessions last up to 1 hour (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 the service is that information discussed in counselling sessions is treated confidentially. Counselling is a time when it is okay to talk about concerns without fear of them being discussed elsewhere. This includes not discussing the work with parents unless the child requests or gives consent to do so. 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 child / young person can feel confident to speak openly and freely about anything that may be concerning them. However, if a pupil appears to be at risk of significant harm, it may be appropriate to seek additional support to keep them safe. The counsellor would aim to discuss this first with the child / young person concerned.

What if he/she refuses to have Counselling?

The decision about whether or not to take up the offer of counselling is entirely voluntary for the child, just as it would be for an adult.

Can I support the Counselling work?

Yes, and this is welcomed. 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/daughters 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 may need to allow a little time for this to happen.

If my child wants to see a Counsellor does that reflect poorly on me?

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.

Here are some comments made by pupils who have been to counselling, which helps us understand how young people benefit

"Counselling gave me coping strategies to deal with emotions."

"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"

APPENDIX 3 – REFERRAL FORM

Counselling is a confidential service that is available to all children.

The only time we might have to consider passing on confidential information without your permission is if we feel that you or someone else is at risk of harm. We will always try to discuss this with you first.

First Name		Last Name	
Year Group		House/any other information	
If you would like to say the reason for referral, please complete. (You can leave blank)			
Referred by		How urgent is the referral? Priority Level Low – Medium – High	
Are the child's parents aware of the request for counselling?		Is the child happy for their parents to be informed?	
Child's Signature		Date	

APPENDIX 4 – SECONDARY COUNSELLING FORM

Name:	Date:
Tutor Group:	

Referrer:

Self [] Head of Year [] Other [] _____

Consent from student obtained YES [] NO []

Safeguarding

Everything discussed in sessions will remain confidential (between us) unless it seems you or someone else is at risk of significant harm. If confidentiality needs to be broken, I will talk to the safeguarding team at Doha College, who hold the job of keeping students safe (wherever possible, I will always discuss this with you first).

I understand the limits of confidentiality.

YES [] NO [] Signed:

Structure

We will meet once a week for 50 minutes – We will book up to 6 sessions (with the chance to review).

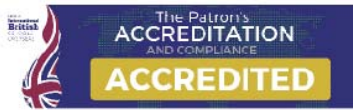
If you cannot attend a session, please inform me via email:

cpond@dohacollege.com

If you miss two sessions without agreed reason, your counselling slot will be closed.

DOHA COLLEGE

Accredited by



About Doha College

Vision

To enable personal growth, instil a passion for learning and create aspirational minds.

Mission

With the growth-mindset philosophy of High Performance Learning, we develop confidence, creativity and intellectual curiosity in a safe, caring and inclusive environment for our students to make a lasting contribution to global society.

Core Values

Excellence and diligence
Respect and Integrity
Commitment and Accountability
Perseverance and Honesty
Fun and Enjoyment
Challenge and reward

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