



### About Us

CLEAR is a Cornish charity with a mission to help children, young people and adults harmed by abuse and emotional trauma and to prevent abuse from recurring.

Our children's service is recognised and accredited by the British Association of Counsellors and Psychotherapists (BACP).

### Contact Us

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If your school would like to support us through fundraising activity, please get in touch for a fundraising pack or visit

<https://clearsupport.net/mission/onaclearday>



**INFORMATION  
LEAFLET TO  
SUPPORT  
SECONDARY  
SCHOOLS.**

When your student is supported by CLEAR, you have the following reassurances:

- CLEAR's Children's Clinical Lead will have ensured that your referral is allocated to an appropriate CLEAR therapist.
- Your therapist has the appropriate qualifications and experience to support your student.
- Your therapist understands the importance of supporting your student within their family and school systems.
- Your therapist has DBS clearance and belongs to a professional organization and will be bound by their code of ethics
- Your therapist will be provided with monthly Clinical Supervision and access to safeguarding training through CLEAR.
- Where more than 24 hours is given, sessions will not be charged for and will be rescheduled for a later date.

CLEAR is a registered Charity No: 1165574

Thank you for enabling your student to access CLEAR therapeutic support within your school. We appreciate that there are considerable and often competing pressures within a busy school environment, particularly in relation to space and staff time. The aim of this leaflet is to help the relevant staff in school understand how they can contribute to the young person receiving CLEAR support getting the most out of their therapy, in the hope that the child's improved social and emotional wellbeing will enable them to achieve their full academic potential.

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CLEAR has different types of therapists, who will work in slightly different ways. The aim of any therapy, however, is to provide a 'safe and protected space' for the young person. To achieve this, the following requirements are necessary:

- The same room needs to be provided for all of the therapy sessions. Your therapist will usually look to offer these on the same day and at the same time.
- The therapy room should be one that is not going to be interrupted by staff or students. Your therapist will usually put a sign on the door, but it is helpful for all staff to understand the detrimental impact 'popping in' may

have on a young person's ability to feel sufficiently safe to explore painful and confusing thoughts and feelings.

- The therapy room should not be overlooked by staff or students.

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Continuity and predictability are important elements of ensuring an effective therapeutic relationship. Although it will be the therapist's responsibility to check the young person is in school before arriving, where the school knows in advance that the student will be unable to attend (e.g., for a school trip) or the therapy space will not be able to be offered (e.g., over exams), letting your therapist know as early as possible can help them prepare the young person for any breaks in sessions.

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Young people usually enjoy and look forward to their CLEAR sessions, but staff need to be aware that they can stir up some difficult memories and feelings for students.

Most young people do not want to draw attention to themselves leaving or returning to lessons for their therapy session. It is advisable to ensure good

communication between Head of Years, Tutors and Teachers to ensure students can leave classes punctually with minimal fuss. Similarly, measures (e.g., printing off a copy of PowerPoint slides in advance, or ensuring the student has a seat available next to a friend who can explain their learning activity) can ensure they feel supported as they re-adjust to a busy classroom. Some students might feel a little 'wobbly' at the end of their session and benefit from access to a quiet space for a short time before returning to class.

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Young people often experience increased vulnerability in the first few weeks of therapy: this may result in them appearing more angry, tearful, or experiencing more falling out with their peers. If staff do notice any temporary changes in the young person's behaviour at the start of their CLEAR support, it can be helpful if staff can offer gentle reassurance. It is also helpful if staff can let the young person's Tutor know so they can keep the student's parents / carers, CLEAR therapist and possibly other teachers informed, if appropriate. As the CLEAR support continues, it is likely that you will observe more positive and sustained changes in your student's presentation, resilience and attainment.

