



When your pupil 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 be supporting your pupil.
- Your therapist will ensure that they work closely with your staff and the child's key adults.
- 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 can usually be rearranged.



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

Phone: 01872 261147

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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
PRIMARY
SCHOOLS.**

CLEAR is a registered Charity No: 1165574

Thank you for enabling your pupil 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 all the relevant in school understand how they can contribute to the child 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 child therapists, who will work in slightly different ways. The aim of any therapy, however, is to provide a 'safe and protected space' for the child. 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 pupils. Your therapist will usually put a sign on the door, but it helpful for all

staff to understand the detrimental impact 'popping in' may have on a child's ability to feel sufficiently safe to explore painful and confusing thoughts and feelings.

- The therapy room should not be overlooked by staff or pupils. Where this is not possible, your therapist might look to screen glass panes to a height of a child's eye level, whilst allowing adults visual access for safeguarding purposes.

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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 child is in school before arriving, where the school knows in advance that the child 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 SATs), letting your therapist know as early as possible can help them prepare the child for any breaks in sessions.

Just as when adults attend therapy, it is likely that your pupil might feel a little 'wobbly' at the end of the session. Wherever possible, ensuring that their

teacher or a teaching assistant makes time to greet the child returning to the classroom, check how they are feeling and offer a gentle reassurance as they explain the learning activity the rest of the class is engaged in. It is a good idea to try and dissuade adults from saying "Did you have fun?" or requesting that the child says "Thank you" to their therapist. Children usually enjoy and look forward to their sessions, but they can stir up some difficult memories and feelings: adults' well-meaning comments might confuse a child.

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Children often experience some increased vulnerability in the first few weeks of therapy, this might result in them appearing more angry, tearful, or experiencing more falling out with their peers. It can be helpful if staff can offer gentle reassurance during this time, both to the child and to their parent(s) / carer(s). Any changes in your pupil's vulnerability in the early stages of therapy is usually temporary and it can be helpful to share this information with your therapist. As the CLEAR support continues, it is likely that you will observe more positive changes in your pupil's presentation. Please feel free to share these observations with your therapist too!