

Making a lifetime of difference to children in schools

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Summary of information collected, when and why

The tables below set out for each intervention type, the information that should be collected, when it should be collected and the purpose of collecting the information. Overall, the information collected is gathered in order to:

- Inform the SPM or parent counsellor about the children, young people and parents they see and inform the assessment and formulation process for those receiving counselling
- Enable Place2Be to monitor its services
- Enable Place2Be to evaluate the outcomes of its services.

Intervention type: Place2Talk

What to collect	When to collect it	Why collect it
Name	When child self-refers	To uniquely identify children so we can count the reach and uptake of our service
Date of birth	When child attends PlaceTalk	
Gender	When child attends PlaceTalk	To monitor our reach and who is using our service
Year Group	When child attends PlaceTalk	
Ethnicity	When child attends PlaceTalk	

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ROYAL PATRON
**HRH The Duchess
Of Cambridge**

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Registered Charity in England and Wales (1040756) and in Scotland (SC038649)
Registered Company in England and Wales (02876150)



Issues discussed	When child attends PlaceTalk	To review the main issues that are concerning children to demonstrate the need for our service and be a voice for children and young people
Child Protection concerns and action taken	When child attends PlaceTalk	To ensure we are undertaking our child protection responsibilities
Who held the session	When child attends PlaceTalk	To monitor who is delivering the service

Intervention: One-to-one counselling (excluding brief)

What to collect	When to collect it	Why collect it
Name	When the child is referred	To uniquely identify children so we can count the reach and uptake of our service
Date of Birth	When the child is referred	
Consent form	When the child is referred	To ensure we have parental consent to provide counselling and gather information about a child
Gender	Before counselling starts	To be aware of the child's context in the assessment and formulation process. To monitor our reach and who is using our service and explore differences in outcomes for children with different characteristics
Year group	Before counselling starts	
Ethnicity	Before counselling starts	
CAF / TAF open?	Before counselling starts	
Child in Need?	Before counselling starts	
Subject of a Child Protection Plan?	Before counselling starts	
Looked after by the Local Authority?	Before counselling starts	
Receiving free school meals	Before counselling starts	
SIMD (Scotland only)	Before counselling starts	
Receives Pupil Premium Funding?	Before counselling starts	
Special Educational Needs (SEN) – main categories	Before counselling starts	
Categories of SEN need	Before counselling starts	

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Referrer's name	When the child is referred	To be able to contact referrer if needed
Date of referral	When the child is referred	To monitor time between referral and start
Role of referrer	When the child is referred	To review where referrals come from
Language spoken at home	Before counselling starts	To be aware of the child's context in the assessment and formulation process. To monitor our reach and who is using our service and explore differences in outcomes for children with different characteristics
English an Additional Language?	Before counselling starts	
Parents in the armed forces	Before counselling starts	
Child's main carer	Before counselling starts	
Other agencies involved with the family	Before counselling starts	
Parent / carer's education	Before counselling starts	To explore outcomes for children from different backgrounds
Recommendations for counselling type	Before counselling starts	To monitor the type of counselling offered
Place2Be EP has been consulted	At any point in time	To monitor and review
Presenting Issues	As part of Assessment and Formulation process	To monitor the issues that children present with including those that may not be identified by the SDQ
Parent mental health / substance / alcohol use	As part of Assessment and Formulation process	To identify relevant contextual issues for the child
Action for children whose SDQ scores did not improve	At the end of counselling	To proactively follow-up with children and ensure they are referred on or provided with alternative support
Name of counsellor	Before counselling starts	To monitor the type of counsellors providing counselling
Counsellor qualified or in training?	Before counselling starts	
Counsellor trained through Place2Be?	Before counselling starts	
End date of counselling	At the end of counselling	To clearly identify when a child's counselling has ended
Reason for ending	At the end of counselling	To understand the different reasons why counselling ends
Actions at final summary	At the end of counselling	To understand and report on what decisions are made at the end of an intervention
Sessions attended or not	Throughout counselling	To monitor attendance
Teacher completed SDQ pre- and post-	Before counselling starts and at the end of counselling	To identify the level of difficulties for a child at the start of counselling and evaluate the outcomes for children who uses the service
Parent completed SDQ pre- and	Before counselling starts and at	

post- Child completed SDQ pre- and post- (Secondary schools - optional for Primary schools)	the end of counselling Before counselling starts and at the end of counselling	
YP CORE pre- and post- (Secondary schools only)	Before counselling starts and at the end of counselling	
11 Session teacher SDQ (Primary age children only)	At 11 sessions into the intervention	To understand a child's progress and outcomes across the services at the average mid-point of an intervention
7 Session Child SDQ (secondary age young people only).	At 7 sessions into the intervention	To understand a child's progress and outcomes across the services at the average mid-point of an intervention
Did the 7/11 review take place?	At 7/11 sessions depending on age of child/YP	To determine how many children/young people are reviewed during their intervention and who is consulted.
Attendance	Before counselling starts: relating to the whole term before the start of counselling After counselling ends: relating to the whole term in which counselling ends	To evaluate the attendance and exclusions of children and analyse this in relation to improvements in their mental health
Exclusions – fixed term and permanent	Before counselling starts: relating to the whole year before the start of counselling After counselling ends: relating to the year in which counselling ends	To evaluate the attendance and exclusions of children and analyse this in relation to improvements in their mental health
Attitude to Learning	Before counselling starts and at the end of counselling	To evaluate the attitude and approach to learning of children who use the service, explore whether this changes after counselling and analyse in relation to improvements in children's mental health
Child and Young Person's Voice Form	Before counselling starts and at the end of counselling	To obtain the perspective of the CYP and assess the CYP's understanding of why they are coming to counselling and what they expect to get out of it. The scored goals mean we can evaluate quantitatively how the CYP feels they have progressed.

Intervention: One-to-one brief counselling (secondary schools only)

What to collect	When to collect it	Why collect it	
Name	When the child is referred	To uniquely identify children so we can count the reach and uptake of our service	
Date of Birth	When the child is referred		
Consent form	When the child is referred	To ensure we have parental consent to provide counselling and gather information about a child	
Gender	Before counselling starts	To be aware of the child's context in the assessment and formulation process. To monitor our reach and who is using our service and explore differences in outcomes for children with different characteristics	
Year group	Before counselling starts		
Ethnicity	Before counselling starts		
CAF / TAF open?	Before counselling starts		
Child in Need?	Before counselling starts		
Subject of a Child Protection Plan?	Before counselling starts		
Looked after by the Local Authority?	Before counselling starts		
Receiving free school meals	Before counselling starts		
SIMD (Scotland only)	Before counselling starts		
Receives Pupil Premium Funding?	Before counselling starts		
Special Educational Needs (SEN) – main categories	Before counselling starts		
Categories of SEN need	Before counselling starts		
Referrer's name	When the child is referred		To be able to contact referrer if needed
Date of referral	When the child is referred		To monitor time between referral and start
Role of referrer	When the child is referred	To review where referrals come from	
Language spoken at home	Before counselling starts	To be aware of the child's context in the assessment and formulation process. To monitor our reach and who is using our service and explore differences in outcomes for children with different characteristics	
English an Additional Language?	Before counselling starts		
Parents in the armed forces	Before counselling starts		
Child's main carer	Before counselling starts		
Other agencies involved with the	Before counselling starts		

family		
Parent / carer's education	Before counselling starts	To explore outcomes for children from different backgrounds
Recommendations for counselling type	Before counselling starts	To monitor the type of counselling offered
Place2Be EP has been consulted	At any point in time	To monitor and review
Name of SPM / ASPM	Before counselling starts	To monitor the type of counsellors providing counselling
End date of counselling	At the end of counselling	To clearly identify when a child's counselling has ended
Reason for ending	At the end of counselling	To understand the different reasons why counselling ends
Actions at final summary	At the end of counselling	To understand and report on what decisions are made at the end of an intervention
Sessions attended or not	Throughout counselling	To monitor attendance
YP CORE session by session	Before counselling starts and at the beginning of each session if appropriate and at the end of counselling	To identify the level of difficulties for a child at the start of counselling and evaluate the outcomes for children who uses the service

Intervention type: Group counselling

What to collect	When to collect it	Why collect it
Name	When the child is referred	To uniquely identify children so we can count the reach and uptake of our service
Date of Birth	When the child is referred	
Consent form	When the child is referred	To ensure we have parental consent to provide counselling and gather information about a child
Gender	Before counselling starts	To be aware of the child's context in the assessment and formulation process. To monitor our reach and who is using our service and explore differences in outcomes for children with different characteristics
Year group	Before counselling starts	
Ethnicity	Before counselling starts	
CAF / TAF open?	Before counselling starts	
Child in Need?	Before counselling starts	
Subject of a Child Protection Plan?	Before counselling starts	

Looked after by the Local Authority?	Before counselling starts	
Receiving free school meals	Before counselling starts	
SIMD (Scotland only)	Before counselling starts	
Receives Pupil Premium Funding?	Before counselling starts	
Special Educational Needs (SEN) – main categories	Before counselling starts	
Categories of SEN need	Before counselling starts	
Referrer's name	When the child is referred	To be able to contact referrer if needed
Date of referral	When the child is referred	To monitor time between referral and start
Role of referrer	When the child is referred	To review where referrals come from
Language spoken at home	Before counselling starts	To be aware of the child's context in the assessment and formulation process. To monitor our reach and who is using our service and explore differences in outcomes for children with different characteristics
English an Additional Language?	Before counselling starts	
Parents in the armed forces	Before counselling starts	
Child's main carer	Before counselling starts	
Other agencies involved with the family	Before counselling starts	
Place2Be EP has been consulted	At any point in time	To monitor and review
Name of SPM / ASPM	Before counselling starts	To monitor the type of counsellors providing counselling
End date of counselling	At the end of counselling	To clearly identify when a child's counselling has ended
Reason for ending	At the end of counselling	To understand the different reasons why counselling ends
Sessions attended or not	Throughout counselling	To monitor attendance

Intervention type: A Place for Parents parent counselling

What to collect	When to collect it	Why collect it
Name	Before counselling starts	To uniquely identify parents so we can count the reach and uptake of our service

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Date of Birth	Before counselling starts	
Address of parent	Before counselling starts	
Referrer name	Before counselling starts	So that PC can know who referred the parent
Referrer Address	Before counselling starts	So that PC can know where the referrer is
Referrer phone number	Before counselling starts	So that PC can contact the referrer
Date of referral	At the start of counselling	To identify when they were first referred and monitor the time from referral to assessment
Source of referral	When the parent is referred	To be able to contact referrer if needed
Continuing or closed at the end of year	End of academic year	To monitor whether parents completed or continued their counselling
Reason for ending	End of counselling	To understand the different reasons why counselling ends
Gender	Before counselling starts	To understand who we are seen and monitor the reach of the service
Household composition	Before counselling starts	
Ethnicity	Before counselling starts	
Other Services/Agencies Involved	Before counselling starts	
Languages spoken at home	Before counselling starts	
Employment status	Before counselling starts	
Details of children in the parent's care inc. dob, schools, CP concerns	Before counselling starts	So that PC is aware of number of dependents and whether there are any ongoing issues
GP Contact Details	Before counselling starts	To ensure the safety of the parent being seen
Parent of child seen in Place2Be (linked through family relationship section)	At any point during counselling	To inform the parent counsellor that a child is also being seen by Place2Be and to explore outcomes for parents and children who both receive Place2Be's support
Outcome of referral	After referral	To monitor whether parents accepted or declined the service
Date of assessment	At assessment	To identify when the parent was assessed and monitor the time from referral to assessment and assessment to start
Assessment and Formulation	At assessment	To clinically assess the situation around the parent's need for counselling and formulate the best response.
Sessions attended	Throughout counselling	To monitor attendance
CORE OM questionnaire	Before counselling starts, at 8 sessions, at 20 sessions and at the end of counselling as	To identify the level of need of a parent at the start of counselling and evaluate the outcomes for parents who use the service

	appropriate. A before counselling CORE OM and an end of counselling CORE OM must always be collected	
Concerns form	Before counselling starts, at 8 sessions, at 20 sessions and at the end of counselling as appropriate. A before counselling concerns form and an end of counselling concerns form	To identify the main concerns and the level of severity of parents who use the service and evaluate how far these change after counselling
Child Parent Relationship Scale	Before counselling starts and at the end of counselling	To identify any changes in the relationship between the parents and child after counselling which the CORE OM and concerns form does not measure
Drop-out reason	When a parent ceases attending	To monitor why parents cease to use the service
Issues discussed in the session	At each session	To identify the main issues that parents bring to counselling
Referrals and signposting	At the end of counselling	To monitor what other agencies or organisations parents are referred or signposted to