



ANNUAL REPORT

2021 - 2022



Windsor and Maidenhead Youth and Community Counselling Service
Windsor Alma Road SL4 3HD - Maidenhead Marlow Road SL6 7YR
Slough, Burnham, Lan
Tel: 01628 636661

An initiative of Churches Together in Windsor
Commissioned by Royal Borough of Windsor and Maidenhead and CCG
Nominated for The Queen's Award for Volunteering
Registered Charity No. 1177138

BACP Accredited Service

I am not what happened to me,
I am what I choose to become.

Jung

How can I provide a relationship,
which this person may use for their
own personal growth?

Carl Rogers

Chair's Report

On Behalf of the trustees.

This has been a year of expansion and development. The adjustment of counsellors and clients to the return to face-to-face working was a gradual and not always easy process as the rules and the attitudes changed. The new order is successfully settling to both ways of working.

The demand for our services has increased very significantly and the Director and Management team have found new ways to meet that need by increasing the number of counsellors working with us and by setting up new ways in which young people can have access to our service. The new telephone line access is providing a much-needed fast track for young people. The weight of demand felt by all Mental Health providers including the NHS has resulted in a degree of extra funding from the CCG to help us deliver to more people more quickly.

Our expansion has been rapid, thanks to the generous donations and grants of funders from trust funds and from businesses. Such expansion called for thought to be given to the weight of work being carried by the Management team and particularly our Director. It was decided to review the structure of the leadership team with the help of a professional consultant and this is proving to be a very useful exercise. The outcomes are already apparent in the confidence with which we all face the year ahead knowing that there is a sound and equitable structure of roles and responsibilities to be relied upon to manage all the strands of the Charity's activities.

As Trustees we are constantly aware of the huge contribution each person makes to Number 22, from our Director and Management team; our Administrators and Counsellors and all the contributors to our funds and training programs. These maintain the central heart of the Charity in offering excellent clinical support for Mental Health in our Community.

We can only express our thanks to everyone and we will make every effort to fulfill our role as Trustees in supporting Number 22.

Sally Somerville
Chair of Trustees

Statement of Purpose

The objects of Windsor and Maidenhead Counselling Service as stated in the constitution are:

... the advancement of education, the furtherance of health and the relief of poverty, distress and sickness of young people, families and carers, in the communities of Windsor & Maidenhead and the surrounding areas, on at least two sites, by maintaining and developing a youth & community counselling service for the giving of individual or group counselling and support.

Windsor and Maidenhead Counselling Service provides a free confidential counselling service, through their three sites, Number 22 in Maidenhead, Windsor and Slough.

Counselling enables people to make sense of their thoughts and feelings, in the hope that they can make decisions about what they want to do to bring about change in their lives. It also provides a means of support and a space where they can feel valued and heard.

Counsellors at Number 22 focus on the clients and how they feel about their lives, the counselling process is client led.

Counsellors at Number 22 Counselling go through a careful selection process so that they are competent to work with the issues that clients bring. All counsellors are trained to at least certificate level, and are in the process of completing a diploma. They are required to keep their skills up to date by attending several training courses, which are provided by the agency. All counsellors are enhanced police checked, and we are keeping appraised of any new legislation regarding vetting and barring.

BACP Ethical Framework for the Counselling Professions

We are organisational accredited members of the British Association for Counselling and Psychotherapy and the way we work subscribes to their ethical framework for the counselling professions, good practice. All the counsellors that deliver at any of our sites are bound by the principles, values and personal moral qualities as laid down in the Ethical Framework for the Counselling Professions.

The fundamental values of counselling include a commitment to:

- ❖ Respecting human rights and dignity
- ❖ Alleviating symptoms of personal distress and suffering
- ❖ Enhancing people's wellbeing and capabilities
- ❖ Improving the quality of relationships between people
- ❖ Increasing personal resilience and effectiveness
- ❖ Facilitating a sense of self that is meaningful to the person(s) concerned within their personal and cultural context
- ❖ Appreciating the variety of human experience and culture
- ❖ Protecting the safety of clients
- ❖ Ensuring the integrity of practitioner-client relationships
- ❖ Enhancing the quality of professional knowledge and its application
- ❖ Striving for the fair and adequate provision of counselling and psychotherapy services

Complaints Procedure

We aim to offer a service, which is safe for each client. Windsor and Maidenhead Counselling Service follows guidelines developed by the Royal Borough and follows the ethical framework for good practice as a member of the British Association for Counselling and Psychotherapy. If clients are unhappy with any aspect of the service, they may contact the agency director/management team, to discuss particular concerns. If, following this discussion, they want the complaint to go further they can contact Windsor and Maidenhead Counselling Service's Board of Trustees. Alternatively, if the client chooses they can contact the BACP directly and inform them of their complaint.

Equal Opportunities Statement

At Windsor and Maidenhead Counselling Service, we recognise that we are based in two boroughs, which are diverse places with a vibrant cultural mix. There are many benefits to this and we hope to reflect these benefits in our organisation.

We believe that by valuing diversity and ensuring equality, everyone using our service will feel welcomed and supported.

We recognise that as an organisation we have a responsibility to demonstrate our commitment to anti discriminatory practice, playing an important part in improving life opportunities for people who are disadvantaged, vulnerable, or have diverse characteristics.

We believe that all our counsellors have a responsibility to promote this policy by, treating each other and clients with dignity and respect and challenging discrimination in an appropriate manner.

We will ensure that all our facilities are fully accessible and will regularly monitor to ensure this continues. We will strive to ensure that we do not prevent any clients and counsellors from engaging with the service because of any disability.

When recruiting counsellors, we will acknowledge conditions, which may disadvantage them and we will work to remove this disadvantage. We will endeavour to include young people on our committee, with the intention of giving a voice to the vulnerable who have used our service.

When recruiting and placing counsellors on rota and in supervision we will take into account their need for flexibility around caring responsibilities, we will endeavour to ensure our way of working is family friendly. We will also take into account such issues when placing clients with counsellors.

Number 22 recognises that everyone has a contribution to make to our agency and has a right to respectful treatment.

Director's Report

Last year I ended my report by hoping that the year ahead would bring us the same dynamism and achievement that 20-21 had brought. I am happy to say I did not hope in vain. I am pleased to say that this year has seen growth, but more importantly, I believe we have taken steps this year to protect our service and ensure that we can continue to support people as they face the challenges that life throws at them.

As I write those words, though I wonder how do we measure success as an organisation. Is it by how many people we see, how many referrals we receive, how long or how short our waiting list is? Moreover, when we look at those figures, are we then faced with the reality that each of those figures are a person in distress. Can we then measure success in another way? By how many hours we offer people, how many counsellors we have willing to be alongside those distressed people, whether people are happy to be a part of our organisation? I think it is a difficult question to answer, but we have to think about it, especially when we are responding to the different organisations that give us money. We have our main commissioners CCG, RBWM and recently AfC, they all want to see that their money is being used appropriately. Emily has done an amazing job at bringing in funds, but those organisations want to see what we have done with the money they have so generously given us. I hope that our true success lies in the quality of counselling we deliver. Of course, it is gratifying when every year we can see that we have increased in delivery, that our figures show how much we provide but I hope that more than anything what we deliver is of the highest standard.

The sad reality though is that there is a huge increase in the demand for all mental health services across England. In March 2022 90,789 young people were referred to a mental health service, in just one month. This was the highest monthly figure where records are available. One in every six children aged 5 - 16 has a mental health problem, 25% of young women have a diagnosable mental health problem and the number of young people presenting at A&E with urgent mental health needs has tripled in the last ten years. It is therefore no surprise that last year our referrals in the agency increased by 30% to 1289, and when we look at referrals across the entire agency it has risen by 51% to 2,456. Thank goodness therefore that we have been able to increase our delivery by 43%, delivering 27,521 hours of support. The key areas of increase to point out are in our young people's project that increased delivery by 108%, delivering 1,220 hours of

counselling. This was one of the projects that we set up in response to our awareness of the waiting list, especially for the under 18s. I am pleased that this project has been a success, in that we are seeing more young people quicker. However, the sad reality is that as quickly as a young person is placed with one of our counsellors another one, two or three replace them. In our fortnightly meetings the managers and I pay heed to the waiting list, think about pinch points and look for solutions. We have to keep on looking at innovative ways to try to see the young people quicker and to support them whilst they are waiting.

With this in mind, we developed a support line for young people, initially for those waiting, but we have now opened it up to other young people who are thinking of using our service, or would like the opportunity to talk something through. Sarah and Emily have worked hard on this project and it is proving successful. Between December and May, we supported 83 young people, 34 in Slough 42 in Windsor and Maidenhead and 7 from the surrounding areas. Sarah is also looking at ways to speed up the appointment process, again reducing waiting times as much as possible.

Over the last few years I have spoken of our developments and growth, and there is no doubt that in the last few years we have expanded, greatly. Towards the end of 2021 as a team, we recognised that growth did in itself bring issues that we had not really addressed before. It was clear that we offered clinical excellence but we recognised deficiencies in other parts of how the charity was run. I have to reassure you these were not catastrophic deficiencies; nevertheless, we felt that in order to ensure the best practice of all aspects of the charity we needed to address certain areas. With this in mind, we commissioned a company called Blue Giraffe to come in, look over the whole charity and then facilitate a day for the management team, where the findings of the report could be shared and suggestions made for a way forward.

The day was a huge success and I know the whole team valued the input of Lucy Hurst-Brown. We were gratified, though I suspect not surprised, that she acknowledged the clinical excellence of what we delivered. We were also open and brave enough to acknowledge the deficiencies and start thinking of ways to improve. We started implementing some small changes immediately, and then the team got together again for a whole day and looked at radical changes that we could and needed to put in place. Much of this was around streamlining and making people's roles better defined. It was also around strengthening our administration and making our

business model safer. We also looked at having a better oversight of governance.

One of the changes was around the need for an employed business manager. It was important that this role was PAYE rather than self-employed as this role would have oversight for our finances. It was clear to see that Emily was already doing many of the required tasks, so it was a good idea for Emily to take over this role. In order to do this, she increased her hours to 20, took on additional tasks and passed over some projects she had looked after. I believe this appointment has been very good for the service and I recommend that you read Emily's report and see for yourself the breadth of the role and the great competency she brings to it.

We also felt that the best use of Sarah's time was to put all the different projects under her remit. Obviously, part of this would be oversight for Slough sites but Sarah would manage our other projects. This has opened up different opportunities for Sarah to look at potential new projects and particularly as part of the team look at ways of increasing our delivery. Sarah has especially been working on creative ways to increase our footprint in Slough, given the challenges of finding rooms for an agency. Alongside this is her work on the Support Line, which I have already mentioned. We are aware that adults have also shown an interest in the support line so; I know she is also looking to expand this into developing a similar service for adults.

Prior to our re-shuffle, Alison had the lead for schools and young people. Earlier in the year, we had already identified that this project was getting so large that Alison needed support and I am pleased that Amy came on board to help Alison. However, we felt that it would take some pressure from Alison and give clearer reporting lines if we put all young people's projects under Sarah and all schools to come under Alison. This meant that Slough schools then came under Alison, which made sense, but increased the number she is working with. Alison continues to deliver our Young People training and safeguarding training.

Damon's role did not change at all; he continues to take the lead on advocacy and independent visiting. A part of his time this year has been working with me to change the way we work with AfC. Since we started delivering advocacy, we have invoiced for the cost of delivery. However going forward we will be commissioned by AfC to deliver the service. This will make budget setting better for both us and for AfC. Damon has also

been working on setting up independent visiting in order to provide more support to children who are looked after by the local authority. This has been frustrating for Damon as there has not been as much take up as we had hoped. However, Damon is now building relationships with different teams in AfC and hopefully this will encourage more referrals.

Julie's role was also not impacted by the changes, though her team has definitely grown. What has been exciting for me though has been seeing our level 4 CPCAB students joining the agency on placements. It seems so recent that we were taking on that first level 2 group and yet now many of them are seeing clients or preparing to start seeing clients. Our CPCAB students still have to go through the rigorous process to come on board, it has been a pleasure to assess their recordings and be aware of the excellence of the training that they have received. The amount of different groups is growing and I think we can acknowledge that this scheme to deliver training from Number 22 is proving a success. Most importantly though when the external validator comes along to assess the work of Julie's team they are always impressed.

The advantages of the CPCAB training is two-fold, we have a group of students who from the beginning can join in with the ethos that we espouse, but it is also a growing income stream that supports our continued delivery of free counselling to the community.

I think what strikes me with the managers is that though they have their specific projects, they support each other, and sometimes work on parts of a project together. I would like to express my gratitude to each of the managers for their dedication and hard work. We are lucky as a service to have all of them. All five of the managers have written reports of their respective projects in much more depth, and I recommend them to you.

Another change that came out of the away-days was the acknowledgement that we needed more administration. It is always important to balance the money we are given between front line delivery and the background that means the front line delivery happens smoothly. Good administration is vital in order that issues can be picked up quickly. Anne has been our administrator since 2003 and worked for 8 hours a week, though worked numerous hours on top. In recent years, we had brought, Lucie, Rox and Cate onto the team, but we had to accept we needed more. I am very pleased that Anne agreed to work full-time and I know having Anne available for the managers and myself when we need her, has made our

lives much easier. I feel much more confident that things will not fall through the gaps either.

Naturally every year we have counsellors who move on for a variety of reasons, many as they build up their private practice or others as they take on additional paid roles and are unable to find the space to continue giving us their time. It is though exciting to see people who have been able to use the experience they have gained with us to further their career. They all gave so much to the agency and we are extremely grateful for the time they were with us; we wish them well for all their future endeavours.

However, the flip side of goodbyes are the welcomes, and I am pleased to say we have certainly had a lot of those this year. It costs us in excess of £600.00 every time we take on a new counsellor and each volunteer counsellor costs us £800.00 a year, so I am especially grateful to the funding bodies that have given us the money in order that we can continue to recruit and maintain our counselling cohort. Some of the new people have been able to back fill for those who have moved on and others have meant that we can increase delivery. This year we have welcomed; Jennifer M, Lisa P, Lii, Zaida A, Pavan, Raman, Daniel C, Amanda, Caroline, Sally, Kelly R, Debbie M, Poonam, Richard, Aman S, Mandy, Marcus, Emma, Kelly H, Susannah, Amrit, Helen, Andy, Fifi, Daniel J, Stoyan, Sarah S, Ginella, Alex, Noni, Kameliya, Amy M, Catherine N, Lauren B, Soraya, Eva, Sophie, Jessie, Scott, Selina, Marzena, Hannah, Becky, Beth, Peter, Sarah H, Vergine, Amy T

The selection process is tough, as it needs to be, everyone who comes on to a rota has to complete a recording and a written piece, is DBS checked and reference checked. I remember when taking on a new person they commented how daunting it was to do the recording and written piece but how afterwards it was so reassuring that we took the competency of our counsellors seriously and that they did feel more confident knowing they had passed the assessment. I am also pleased that we are continuing our scheme where the managers, and myself, mentor new counsellors coming on rota; this gives them that additional layer of support, which we recognise is vital.

I would also like to mention those people who have been with us for many years. We are so lucky to have a wide array of people who are a number of years post qualification. I am pleased that due to our recent initiatives of paying qualified counsellors for work in specific projects we have been able to not only increase delivery but also demonstrate our commitment to

paying counsellors for the professional and dedicated work they do after many years of training and placement hours. Of the 27,521 clinical hours we delivered, 15,000 hours were through our paid workers, whether through schools, Hope@22, AfterSchool@22, SupportLine@22, or our other projects. We are delighted that we are able to provide so much paid work to our counsellors.

I think though that it also says something about the environment that we all create that people want to stay; and it is very much a team effort, as an organisation. The culture we have is down to the various people who work here. For me it has always been important that we carry through the ethos of the person centred way of being, that we all value each other and have respect for one another. That doesn't mean we always agree but it does mean that respect underpins our communications.

Therefore, I would like to end by thanking everyone who makes that possible, from our chair and trustees, the members of the executive committee, our administrators, the school group counsellors, our wonderful cleaners, the service managers, the counsellors in the agencies and in the schools, the advocates and the Independent Visitors. Everyone, whatever their role makes our agency function as well as it does.

I would also make an especial thank you and acknowledgement to our Chair Sally Somerville, Sally involves herself and devotes so much time to her role. I am pleased that Sally attends many of our management team meetings on a Thursday afternoon, in this way Sally not only understands the day-to-day running of the service but also sees for herself the dedication and hard work of the managers.

I would like to thank the people in RBWM, CCG and AfC who commission us, and meet with us regularly.

I would also like to thank Mike and Joan my supervisors whose support and encouragement are beyond price.

Every year I say how much I enjoy my job and it is no less true for being repeated, thank you, everyone for making our organisation a place to be proud of and to committing to another year and seeing what lies ahead.

Shula Tajima
Director of Counselling Services

Feedback from Clients

The Voice of the Clients

In an effort to discover how the clients feel about the service they receive from our service, we ask them for feedback following their final session. Whilst ensuring the confidentiality of the clients here is a small selection of the feedback given to us by clients.

"I feel that this period of counselling has been the most successful I have ever had, my counsellor was wonderful, and she listened, remembered and challenged me"

"A weight has lifted off my shoulders, I feel as if the grey clouds have cleared away"

"Counselling changed my life; my counsellor helped me to better understand myself and to be gentler with myself. I learnt so much about me!"

"I realised I wasn't alone, which was how I had been feeling for such a long time"

"It was so positive and really helped me to clear out all the negative thoughts that I had been stuck with"

"Thank you for giving me back my life"

"I've had such a cathartic letting go of all the trauma. I can't thank you enough for everything. You don't know what a positive and life changing impact you have had on my life"

Feedback from clients in group-work

"Confidence within school lessons and outside of school"

"It's nice to know you are not alone"

"I feel calmer, it makes me feel less stressed and I argue less"

"I like how we can freely talk and nothing is held back"

"I like this group. It helps me a lot, it helps keep me calm and not get angry"

"I didn't say much in the group but I liked going because it made me realise that I was not the only one dealing with stuff"

"I found the group useful to talk about my friendship problems"

"Thank you so much for helping me at school"

"It helps to talk about things that others won't understand"

Feedback from advocacy clients

"You helped me to speak out"

"You helped me to say difficult things about my dad that I wouldn't have usually said"

"You never twisted my words"

"You really helped me, I felt I could talk openly and you were always honest with me"

"It was good to know that someone was speaking up for me in meetings"

"I trusted you"

From the parents of our advocacy clients

"Having the advocate at the meeting made the whole situation calmer"

"When you were speaking I could hear my child"

"I am so pleased that my child knows there is someone who supports him outside of social services without a conflict of interest"

"He bonded well with her and would talk to her when he wouldn't talk to anyone else"

Feedback from Schools

Up until this academic year we had two fantastic counsellors who worked with our students – the counsellors were very adaptable and during the pandemic agreed to continue to carry out the sessions via telephone communication to ensure there was not a break in service for our young people. On return to school life after the pandemic, it was increasingly recognised that the need for support from the counselling service was heightened and we gained another counsellor at this point. We currently have three counsellors who come onto the school site to work with 5 students each throughout the day. So far, this academic year they have worked with 25 students and currently actively working with 15 students.

The communication with all three counsellors is excellent; they are also very flexible to enable us to support our students in the best possible way.

*The students gain trust from the counsellors and can open up to talk about a number of concerns; these include anxieties, anger issues, bereavement, attachment concerns and mental health concerns. Through these sessions, the school can see a positive change in the students, which in turn enriches their education and everyday life.

Teachers

"We are delighted that Number 22 counselling service will be providing support to our students here at St Joseph's. We feel it will have a big impact on the emotional health and wellbeing throughout the school especially for our more vulnerable students. As a school we feel it is important that our students feel loved and cared for and are provided support for all aspects of their lives. Our hope is that by working with Number 22 we will be able to provide more specialist help for those students who really need it."



Client Issues

June 2021 - June 2022

Clients usually present with a multiplicity of issues, for instance a client may initially come to our service saying they are suffering from low self-esteem, however as the sessions progress they may tell their counsellor they are being bullied and may let them know they are self-harming. Over the last year, these are the issues, which the counsellors and their clients have worked on together:

Depression	589	Mental health	502
Low Self-Esteem	312	Sexuality/Gender	69
Anxiety	412	Substance Misuse	15
Anger	358	Illness/Disability	68
Relationship - Partner	167	Pregnancy	7
Relationship - Family	298	Eating Disorder	396
Bereavement	187	Sexual Abuse	192
Bullying	302	Alcohol Abuse	143
Domestic Violence	305	Divorce/family breakdown	348
Emotional Abuse	187	Education/Exams	165
Suicide/Suicidal Thoughts	287	Abortion	38
Child/ren	502	Trouble with Police	10
Relationship - Parents	343	Homelessness	16
Phobias/Compulsive behaviour	201	Religious Issues	7
Physical Abuse	65	Self-Harm	487
Rape	142	Job Change	
Relationships-Friends	253	Work Related	67
Isolation/Loneliness	289		

Premises and feedback from clients about the agency.

We care about the environment of our two agencies, and the rooms we hire. We want both agencies to appear clean and professional but also friendly and approachable. We are very lucky in the services of Kelly and Nigel who are our cleaners and take great pride in keeping our rooms looking clean and tidy. In the main, the feedback from clients is positive about the rooms, though occasionally personal tastes may clash. The environment of the rooms is important as it is saying to our clients that they are valued and that the counsellors have a pleasant place to work. Last year we were pleased about our move in Slough to The Urban Building, unfortunately once the building became busier it was apparent that the soundproofing was not to a standard we need. It is vital that clients do not feel overheard. We decided to withdraw from the Urban Building and are now developing our offer out of GP practices. As I write this we are currently increasing our delivery in Burnham Medical Centre and providing a service out of Langley. We obviously do not have the same control over how the rooms are decorated, but we do endeavour to make them as welcoming as possible. We continue to reduce our use of paper and continue to work from home for much of the office work.

Clients consistently speak of not feeling judged and of being valued, and this feedback is very important to us. Clients also say they appreciate being given a choice of appointment times, though with our waiting list this can feel more pressured. Our new way of working remotely is helping us to offer a diverse range of times. Going forward we will offer a blended service, meaning we are no longer restricted by the number of rooms we have. At the moment, in order to ensure the safety of clients and counsellors, we are only using two rooms in Windsor and in Maidenhead, this is in order to ensure good ventilation. Hopefully, in September we will be able to reopen our third rooms on both sites.

Many clients speak of feeling able to recommend our service to their friends and it is positive for us when we see this happening. Our clients are the ones who from experience can say how effective the counsellors are. Therefore, their positive feedback is our best advertisement.

We do not ask clients for any contribution for the counselling they receive, though some who have felt able to give donations, some very generous, as a way of saying how much they value the service they have received. We appreciate their contribution enormously.

We are very aware that our waiting list affects the wellbeing of clients who want an appointment. However, in much of our feedback clients speak

of the ease of making an appointment. We believe this is due to the wide selection of times on offer and that we try, as much as possible, to offer a time that is most convenient to clients. This also influences the waiting list as appointments after school and during the evening are at a premium.

I am pleased though that our initiative to offer short term alongside long term counselling, has meant we can see more people, more quickly. We have continued with our focused service specifically for under 18 year olds and this is again short term. Using our more experienced counsellors in this role and paying them, has helped to manage the waiting list, despite the increase in demand.

Executive Committee

Chair	Sally Somerville
Vice-Chair	Eileen Goford
Secretary	Karen Melton
Treasurer	Jodi Romaker/Peter Childs

Committee Members:

Mary Luxon
Sally Wright
Sue Curley
Natalie Mead (Stood down Jan 22)
Donna Stimson
Liz Bailey
Gurch Singh

Young Person Representative:	Max Warburton
Counsellor's Representative	Carolyn Fisher
Director of Service	Shula Tajima

Service Managers

Damon Hall Emily Warburton Alison Batey Julie Murrell Sarah Luke

Administrators

Anne Lang, Lucie Lang, Rox Khan, Cate Stevens

School Support and Development Officer

Amy Day

Volunteer Counsellors

Ellen, Chantel, Dawinder, Sophie, Kim R, Paul M, Catherine N, Noni, Gill, Peter, Brenda, Alexandra, Nicola M, Jess, Steven, Emily, Poonam, Jo H, Nicky J, Carole, Marcus, Bilkis, Ashley, Denise, Emma, Susannah, Kelly, Patch, Harpreet, Vivien, Jo N, Ashdeep, Noreen, Vivienne, Nikki, Mandy, Adriana, Amanda, Becky, Jane, Lii, Jenn, Parminder, Amy, Sarah, Linda, Jennie, Melissa, Viv, Maria, Jane G, Anna M, Suzanne, Louise H, Mary, Zoe, Linda, Leah, Sharyn, Sarah P, Lisa B, Nina N, Sophie M, Yvonne T, Rox, Nora, Yvonne B, Harpreet, Sally, Gina, Norma, Selina, Damon, Judith, Sonia, Trish, Emma, Kim D, Dominique, Moira, Holly, Sydney, Zahda, Camilla, Lilly, Hamilton, Sinead, Charmain, Lyndsey, Ellen C, Jacqui, Vergine, Sharan, Nina L, Jamie, Ingvild, Ginella, Michael, Karen, Anita, Andy K, Dan H, Nicole, Iza, Bernie, Joanne, Rachel, Rukiyah, Marielle, Heather, Helen, Lisa P, Emma H, Samantha, Sabina, Amy, Isobel, Georgina, Susan, Adeola, Chloe, Georgie, Cate, Cameo, April, David, Debbie, Julie I, Lucy J, Lisa M, Paul M, Ben J, Sophie, Mobinah, Gwendoline, Caroline, Sarah, Rachel, Shaswati, Julie, Lauren, Oliver, Nina L, Gareth, Abi, Soraya, Evangelina, Stoyan, Aman S, Shradha, Angela, Kiran, Vinika, Sadia, Rachel N, Paula, Kelly G, Steve, Sarah, Aman O, Catherine M, Cat, Dan, Pavan, Ramen, Lisa, Olyenka, Narinder, Eva, Scott, Helen, Becky, Kam, Selina, Marzena, Hannah, Amy T

School Group Counsellors:

Sharan Kaur, Aman O'Connor, Lisa Miller, Stoyan Vladimirov, Julie Ioakeim

Schools Counsellors:

Lead Counsellors

Emily W, Viv J, Lisa M, Amy D, Sharyn P, Sharan K, Linda B, Lyndsey H, Anita P, Sophie K, Emma G, Nina N, Carole B, Judith P, Lucy J, Cameo C, Adriana P, Melissa G, Sophie K, Jacqui V, Jo H,

Volunteers

Nina L, Judith P, Rukhiya B, Lisa P, Caroline S, Catherine M, Gwen T,
Lisa B, Gill C, Rox H, Kim P, Iza W, Ellen C, Justine H, Shradha T, Ellen V,
Paul M

Hope@22 Counsellors

Melissa Gale, Emma Guest, Lucy Jones, Viv Osman, Harpreet Saimbhi,
Patch Welling, Ingvild Engen, Joanna Newman, Anna Mulcock, Isobel Neve

Young People's Project Counsellors

Carole Bromhall, Sharan Kaur, Viv Osman, Maria Palmer, Vivienne Shiels,
Lilly Capuozza, Sharyn Prince, Cate Stevens, Susan Coffi, Nina Nilsson,
Suzanne Farrell, Lucy Jones, Leah Harris, Aman O'Connor, Vergine
Hakobyan, Adeola Oke, Olyenka Hennessey, Narinder Bains, Amanda
Wayling

Family Action:

Sophie Kearney

Support Line Team

Suzanne R Farrell, Leah Harris, Lucy Jones

Reflective Supervision

Ben Jearum, Dominique Du Pre

Cleaners

Kelly and Nigel

Advocates:

Alison B, Bernie, Damon, Narinder, Jaga, Shaun, Lilly, Dee, Sharyn, Tricia, Sara, Norma, Charmaine, Clare, Micheala, Amy, Lisa, Louise, Sarah, Lyndsey, Lucy, Rox, Lisa, Rozxann, Nick, Vivien, Nicola, Lisa, Pina,

Independent Visitors

David W, Clare S, Pete B, Clint F

Supervisors

Barbara Thomas, Alison Batey, Barrie Hopwood, Deena O'Brian, Paul Cockroft, Julie Murrell, Racheal Barton, Joan Devoil, Ben Jearum, Barbara Beaumont, Lou Stafford, Tony Freegrove, Sharron Harrison, Rayna Shock

Joan Moore, Mike Worrall (Supervisors to Director)

Trainers

Kieran McCrystal, Alison Batey, Mike Worrall, Julie Murrell, Wendy Gregory, Dr Rachel Freeth, Shula Tajima, Lisa Thompson, Jan Hawkins, Moira Smith

CPCAB Tutors

Julie Murrell, Dominique Du Pre, Claire Franzen, Jo Bird, Shamala Shaukat, Sara Smith, Ben Jackson

Internal Verifier Bruce Rolls
External Verifier Austin Pacitto

Our agency offers many services.

Free Counselling for young people and adults

We provide counselling in schools in Maidenhead, Windsor and Slough

Transition groups for year 6 pupils in primary schools

A parent programme offering training and support in understanding adolescents

Support line - a confidential telephone service for young people

Seedlings Service - counselling and play therapy in primary schools

Advocacy Service - supporting children in contact with social services

Hope - working with people who have suicidal ideation

Family Action - working with young carers

Reflective Practice - offering support to DSLs in schools and staff in social care

Partnerships with GP surgeries

Independent Visitors - supporting children looked after by the local authority

Counselling Service manager Advocacy/Independent Visiting Report

The advocacy service has continued to grow, as Anne's statistics will testify. I respond to all invites to initial child protection conferences, with an email to the social worker with a referral form attached. This is to remind them of our service.

The feedback we get from both clients and social workers is consistently positive. We are supporting more adults, mainly parents involved with social services. Often we will have an advocate for the children and another advocate for the mum or dad.

Conferences and child in care reviews have mostly stayed online and I think this will be the way of the future. It saves time for everyone; social workers, parents, schools and other professionals, all I suspect find online meetings so much more convenient than having to attend meetings at the Town Hall.

With the revamp of the number22.org website, the advocacy page is more prominent. On this page, we have links to feedback forms, for parents, children and social worker. We have also commissioned a Freephone number, so that young people can self-refer, if they are looked after children or if they are involved with social services and have a social worker attached to them.

We have also decided to expand the advocacy service so that it is not just a commissioned service by AFC, but also a service that can be purchased independently by the public for any instance that requires the help of an advocate. We have already been involved with a client who needed our services with an Employment Tribunal. We as always do not give advice, but support clients in getting their voice heard. This service I expect to be something that will help generate income for No22, but will also fill a gap, as there is no comparable service locally.

Sadly I have to report that after putting lots of effort to recruit Independent Visitors, the take up by the social workers involved with looked after children was so slow, that we lost almost 50% of the people we had waiting for young people. Volunteers want to be involved with what

they have volunteered to do, not be waiting around for me to contact them. We were ready to roll the service out in October 2021, but despite meetings and emails to the social work team responsible for children in care, referrals were not forthcoming. We also contacted the management of those social work teams, but to no avail. We had one referral in January, one in April and then nothing until June when we had two more referrals. The IVs have all reported a positive experience with their young people, doing many different activities from football matches to exploring London on foot.

Looked after children are supported in education by the Borough's virtual head teacher. We have had conversations with her about setting up a mentoring scheme for children she oversees. This will be very much like Independent Visiting, just with less of a time commitment, seeing young people every 6 weeks or so. The virtual head would like every child she is involved with to have the opportunity to have a mentor, and has asked us to see if we can organise this.

RBWM have just taken on the care of a number of Unaccompanied Asylum seeking children. Most will have been trafficked across Europe and put in dinghies to cross the channel. They will start college in September, which is obviously quite a time away. The virtual head has organised outings to start the process of integration into society and show our cultural life. To this end, we have been asked to provide support, which we are very happy to do. It consists of weekly visits to museums and other outings, the first being a walking tour of Windsor.

Damon Hall

Counselling Service Manager

CPCAB Training Delivery

In 2021 we successfully delivered three level 2 courses and 57 students achieved their certificates and 1 level 3 course with 19 students completing the course.

We have six new courses started in 2022. Three introductory level 2 certificate courses with 44 students, which is disappointing as we were hoping to have 3 full courses with 72 students. The waiting list suggested that we would have enough, however for many reasons these students did not materialise. Disappointingly we also lost one of our level 2 tutors but have been able to replace Gareth with Sara Smith. We have Sara and Jo Bird delivering a level 2 course and Clare Franzen and Shamala Adnan Shaukat delivering the second and Ben Jackson and Shamala Adnan Shaukat have just started the third course.

We have two level 3 certificate courses running with 48 students, these courses are being run by Dominique DuPre, Clare Franzen and Jo Bird.

Both the level 2 and level 3 courses are 30 week courses and will complete in November 2022.

We are now running our level 4 diploma course, which is a two year course and we are in week 21. We have 15 students who are now officially trainee counsellors and several of the students have started their counselling placement at No22. The course is being delivered by Julie Murrell and Dominique DuPre and we have had a student teacher Ben Jackson on placement with us. Ben is also a trainee counsellor with No22 and has now been approved by CPCAB to tutor level 2 and so has moved on to tutor level 2 but continues to be mentored by Dominique.

We are continually working on our succession planning and for 2023 the plan is to have Julie and Dominique able to deliver all courses and for Julie and Dominique to be able to conduct Internal Verification. We have made the decision to run the three level 2 courses with lower numbers to be able to future proof our training programme. Our aim is to have two level 3 courses in 2023 and to also have two level 4 courses. This means that we need both the student numbers and also tutors who are approved to teach level 3 and level 4. By running level 2 courses with Shamala, Ben and Sara means that they can apply to tutor level 3 next year with the aim that Dominique, Julie, Jo and Clare will teach the level 4 courses.

We are also in the process of applying to CPCAB to offer level 6 Supervisor courses. The process is to write the scheme of work and the student handbook and complete the application form as well as get

approval for two tutors to teach. Julie Murrell has approval and Dominique DuPre will be applying in June. The rest of the paperwork is in full progress.

We are now using Julie Murrell as internal verifier for the level 2 and level 3 and Bruce Rolls, a former No 22 counsellor for level 4. Dominique DuPre moderates the level 2 and level 3 courses and will be undertaking A1 IV qualification in 2022 or 2023.

We have a lot of exciting potential for growth and to continue to be self-funding and provide funds for No 22

Julie Murrell

Feedback from one of our students

I started the L4 course with Number 22 in November and I am really enjoying the learning, working with my fellow trainees and the excellent support from my course tutors.

I think the expectations and content of the course work is really well laid out and I know what I need to do and by when. I feel I can access support from my tutors whenever I need it and the course offers a great balance between learning and practice of skills as well as personal development. It is great to do the course as part of Number 22 as it makes the process of getting a placement and supervision less daunting. As a group of trainees we are all keen and engaged, which helps a lot. Saying all this, doing L4 is more demanding than I had anticipated on top of work, family and life. But it is definitely worth it.

Counselling Service Manager Schools

Introduction

This last year has continued to keep me very busy as I now manage an extensive school based counselling service. We continue to have an extremely positive reputation of working collaboratively with schools to support the emotional/mental health of children and young people. Many schools have now worked with us for many years; increasing the provision, they buy-in from us to accommodate the ever-growing need to support young people.

It is with some sadness that I report that the mental health of young people today continues to be a challenge. Research shows that statutory services are overwhelmed with wait times at the highest they have ever been, thus making it even harder for young people to access the right help when they most need it. The thresholds for some services such as CAMHS are so specific that even GP's are reporting that referrals are being rejected, as they do not meet the thresholds. This is very concerning, particularly for clients with complex needs or clients who present with risk to themselves.

It is reported that one in six children aged 5-16yrs old are identified as having a mental health issue, that equates to five per classroom. The number of A&E attendances by young people aged 18yrs and under have tripled in the last three years, with some reporting that this feels the only way to get help. The Coronavirus pandemic has significantly affected young people's wellbeing, with loneliness being at the forefront of their emotions.

With an awareness of the above, Number 22 are continuing to look at creative ways to support the young people in the community and it is a pleasure to work with a team that go the extra mile to support our clients. The team of school counsellors shows true dedication to the work they do in schools and schools report it is truly appreciated and immensely valued by the students.

Overview of school counselling Service

The package that the schools buy-in can be bespoke to their needs. The basic package includes us placing a qualified, experienced Lead counsellor alongside a volunteer who has completed the relevant training to work with this client group. They are supervised and mentored to ensure they receive the professional support to undertake the work in schools, which at times can be extremely challenging as we work to hold our clients who may present with risk. Safeguarding is central to this work and we work closely with the designated Safeguarding Leads in schools and this year we

have reported 27 safeguarding concerns to the schools. The NSPCC report that one in 10 young people experiences some form of neglect and often are scared or ashamed to tell someone. With a trusting, safe and boundaried relationship, our clients are able to seek the support they need. Neglect is the most common form of abuse category that children and young people are placed under with either CIN or Child Protection orders and often the intervention needed is to support the parents who may also be experiencing mental health issues.

The school team now comprises 50 counsellors of which there are 23 Lead counsellors and 22 volunteers. We also have a team of 5 school group counsellors covering Maidenhead and Windsor. The School Group Counsellors have each shared a case study within this report to show the work they are delivering.

This year we have delivered 6301 hours of 1:1 counselling in schools, and 3000 hours of group work. This equates to an increase of 40% of young people seen on last year.

Being a school counsellor with Number 22 also provides many opportunities to develop and it continues to be a real pleasure to support the individual development of counsellors. Below is a short piece written by Nina Lee to outline her experience of joining the schools' team.

I joined Alison and her team of school counsellors in September 2022 after expressing my interest in getting a placement in a secondary school. Alison and my agency mentor have been very encouraging and supportive in finding me a suitable school placement. I received Number 22's safeguarding training as well as their 4-day Children and Young People training course. Both training courses were valuable before I started as a trainee counsellor in school. Alison allocated me a school supervision group, which has been extremely helpful, because I am constantly learning from more experienced counsellors as well as finding my own voice and grow my confidence as a school counsellor. In October 2022, I started to work as a trainee counsellor in a secondary school in Maidenhead one morning per week. I support up to three young people clients. My clients age between 12 and 17 years and present a variety of issues including problems with siblings, parents and peers, issues around stress, coping with anxiety, understanding and managing panic attacks, worry, living in foster care, suicide ideation and bereavement. Working with young people is the highlight of my week and, although the work can be challenging at times, it is a privilege to be able to offer therapeutic support to them and learn from their experiences. Working with this client group has also highlighted my own need to take further training courses and deepen my understanding around issues that young people present, in areas such as eating disorders, self-harm or dealing with difference and diversity. I really enjoy being part of the Number 22 school counsellor team and hope to gain more experience after I qualify this summer.

Critical incidents

This year we have supported 3 schools who experienced critical incidents within their school community. I would like to thank our amazing counsellors who always respond to my call out for help. In addition, I would like to acknowledge the work Jo Bird has been doing for us in taking the Lead on this work and making herself available at very short notice to support the staff and pupils. The schools continue to be highly impressed and grateful for the support we can offer and because of one intervention are now buying in our counselling package.

Seedlings Service

Amy and I have been working collaboratively on the Seedlings Service and below is an overview of the work Amy has been doing for the past six months.

We currently have 2 placement students (Lisa Parkinson and Rukhiya Budden) who are undertaking an MA in Child and Adolescent Psychotherapy. We are learning as a team and now have clear referral, assessment and outcome measures to support primary work, alongside appropriate clinical supervision to support the work.

I would also like to welcome our primary School Group Counsellor Stoyan who has recently joined the team to deliver transitional work to year 6 pupils in the Maidenhead area. This piece of work is funded by a donation to Number 22.

School support and development officer- Amy Day

In my role as School Support and Development Officer, I have continued to work on developing the Seedling Service, but it is still in its infancy, and it will be important to build relationships with training providers so that we are a named placement provider for their students. This is an ongoing project.

We have a new School Group Counsellor who I have helped support during his induction and preparation for starting his new role and will continue to offer support by way of regular meetings.

As an agency, we offer many services, so it was felt that this information needed to be available in one informative leaflet. I have been working on putting together something that we can hand out so there is a clear document with all the provisions Number 22 has to offer.

Another project I have been working on is recruiting a Young Ambassador for Number 22. I have met with another agency who are in the early stages of setting up a Young Ambassador scheme and we are now working together to try to get this scheme up and running. The first thing we are doing is setting up a focus group of young people, to gain their thoughts and ideas on what they think the role should be and what should be involved. It is important to include the views of young people as this scheme is about them and they should have the opportunity to be involved from the start.

I have met with Family Action to talk about the service Number 22 offers and how we can work together to support, the young carers they work with.

We have had many applications for placements and I have assisted in going through them to confirm those applicants who still require a placement and those who are interested in working with young people.

Partnership working

I continue to work closely with other services within the Borough and regularly attend Networking meetings. This provides us with the opportunity of connecting to other professionals working with children and young people and to ensure the work we deliver is effective.

Recently it was a privilege to be invited to attend a Young Carers Appreciation Event. It was a pleasure to attend and I gave a brief overview of the partnership work we are doing to support Young Carers in the Borough.

Moving forward Sarah will be overseeing this project, following our internal restructure..

Training

Over the years, I have been with Number 22 I have trained many counsellors to work with CYP through delivery of my 4-day training. This course allows counsellors to develop their knowledge and skills to work with this younger client group and it continues to be so interesting and rewarding for me, to see them grow and go on to be Lead School Counsellors.

Moving forward as an organisation we recognise the need to have this training approved and I am in the process of working with Julie Murrell to achieve this.....Thank you Julie!!

We have also been linking up with Youthline in Bracknell to see if we could work collaboratively with our Young Peoples training in the future.

Plans

My plan moving forward is to focus on primary work with Amy and develop The Seedlings Service in order that we can reach out to even more children. Alongside this, I hope to be able to continue to deliver my training to the highest standard and have the training as a recognised course through CPCAB.

I am very proud of the service we offer and would like to just acknowledge my team and say a very big Thank you for all they do to support not only their clients but also us as an organisation. Number 22 strives to be a Person-centred agency, which I am very proud to be part of and I work with an amazing management team and I really value their support. Thank you Shula, Damon, Emily, Sarah, Julie and Anne.

Alison Batey ☺

Counselling Service Manager Projects

Support line - Support@22

This year we were so excited to have launched a telephone support line for young people. This service was initially set up to respond to the number of young people on our waiting list, we wanted to ensure these young people could have a fast route to accessing our services whilst waiting for counselling.

Since the launch of this service, we have supported over 100 young people, which is fantastic. We have also been able to widen our reach into the community and offer this service to any young person living in Slough, Windsor, and Maidenhead.

The support line is a bookable 25-minute telephone appointment for young people between the age of 11-25 years living in Slough, Windsor, and Maidenhead. The telephone service is run by Number 22 counsellors.

The appointment can be used as a:

- One off counselling session
- Reporting a safeguarding concern
- Introduction to counselling - what could a YP expect, allaying fears, taster session
- Signposting to other services

Reflective practice

We have seen some interest in the reflective practice sessions we have developed and have worked with a few schools and colleges providing groups and 1:1 support. The support we offer is for staff working in educational settings to have time to reflect on their roles and the impact these may have on their own mental health.

Here is some feedback on the reflective practice sessions received from two school designated safeguarding leads:

"Reflective practice has really helped me offload and gain wider perspective on how to handle the DSL role on daily basis. My mentor has helped me gain confidence in times stress, anxiety, and time management,

which together have been very difficult to manage. I looked forward to all my sessions and knowing I am not alone in handling this complex job role"

"I know I have only had one session to date but honestly it was great, and I feel so comforted knowing that I have more dates to come. Thank you for your help and continued support I have really appreciated it."

Slough space

We are delighted to have found some counselling space in Burnham Health Centre and Langley Health Centre. These spaces are now up and running and being enjoyed by several of our counsellors. I will continue to build on this and hopefully over the next few months aim to see us setting up more satellite spaces across Slough. This way we can reach more people across the Borough.

Sarah Luke

Counselling Service Manager

Business Manager

Fundraising and Finance have continued to be my focus for the 2021/22 year. I have been tracking our income and expenditure carefully against the budget which we set and reforecasting as the year has progressed. We have clear budgets for the revenue generating areas of Advocacy and the CPCAB training courses. The schools' work breaks even as we have invested resources into this area. Along with fundraising and commissioning grants, we now have a healthy income stream. We have been channeling these funds into delivering extensive client work whilst keeping appropriate funds in reserve as required by The Charity Commission thus ensuring that we do not overspend.

As we increase delivery and take on new counsellors to support this, our accounts show that we have large overheads, for example supervision and administrative expenses, so it is important that we keep a close track on our spending to ensure that we have stable finances moving forwards.

I start each financial year with a targeted approach to fundraising so that we can try to establish a clear picture of the income that we will have in this area. We started strongly with a number of donors supporting us with generous contributions towards AfterSchool@22 (our young people's after school work) and to our running costs. We still have money to run Hope@22 (our project targeting people on the waiting list experiencing suicidal thoughts). Later in the year we set up SupportLine@22, a telephone support line for young people to access a bookable appointment without the lengthy waits that can be experienced at Number 22 and across other local services.

Funders this year included BBC Children in Need, The National Lottery Community Fund, The Berkshire Community Foundation, The Louis Baylis Charitable Trust, The Shanly Foundation, The Windsor and Maidenhead Christian Trust, The Prince Philip Trust, Maidenhead United Football Club, Inner Wheel and two donors who wish to remain anonymous.

The Spoore, Merry & Rixman Foundation have become incredible partners and their belief in our work at Number 22 has really supported the young people we work with. They have donated towards AfterSchool@22, the Maidenhead Year 6 Transition Project, Young Carers in our community and

group work in senior schools. I then talked to them about not having enough trained counsellors to work with young people to satisfy the huge demand that we are experiencing at the moment. They really listened to our concerns and made a generous donation to help us to train more counsellors to work with young people. They were also trailblazers for the pilot of SupportLine@22. We are very grateful for their support.

The Frimley Clinical Commissioning Group share our vision and after a couple of discussions have supported us with funds over and above our commissioning grant so that Number 22 can continue to play an important role in supporting our community with the post-Covid mental health challenges that we are all experiencing in our client work.

Thank you to all of our amazing supporters; your recognition of the work that we do is hugely appreciated.

As the year progressed, the managers attended two Away Days where we worked on the changes that we believed needed to be made to our individual and collective responsibilities. I have handed over the project work into Sarah's extremely capable hands. Alongside Financial and Fundraising responsibilities, I have now picked up HR and Governance. As the agency becomes larger, we need to ensure that we have the right checks and balances in place so I have started working on what that really means for us.

The unique character of Number 22, created by us all, continues to be at the heart of everything we do. For me, this is at the forefront of my mind as we develop our offering and extend our provision.

Emily Warburton

Schools' Group Counsellors

RBWM

A selection of case studies from our group work.

The group was introduced by the school with the theme of 'working with anxiety'. I spent the first two sessions focusing on getting the group to mix with each student by initiating 'getting to know you' conversations and playing games that involved people moving around into different seats. By the third session it felt like the group had come together as a whole. We agreed it would be a good idea going forward to sit next to someone different each time we come in the following weeks. Given that the group all shared similar anxieties about making friends, socialising and school in general, this became a successful way to mix naturally with each other.

When putting the contract together some students were worried about students sharing information from the sessions with other peers. To put the clients at ease we spent a little time discussing what we might do if this should happen and how we might want to address this. We also focused on how it would feel and the consequences to each other of breaking confidentiality. This helped put the students at ease.

By the 5th session the students felt comfortable writing on the whiteboard what their anxieties were. Through this method we quickly identified the various similarities in anxieties and fears. Following this, we collectively went on to sharing ideas of coping strategies and looking at what works best for certain situations and settings. Some of these included sharing breathing techniques, certain objects to help calm us, the use of the grounding technique, and the power of talking to the right person.

Going forward some sessions were spent on 'checking in' and giving time to clients to share why the week had been such a struggle. It was amazing to see how good the clients were at supporting each other and allowing the space to the students who were struggling most some days.

By the end of the sessions, the group had not only found some new ways of managing their anxieties and worries but also made new friends. They shared with me on the last session how they had decided to set up a Whatsapp group to keep in touch and found themselves 'checking in' with each other as friends. Although the group was sad to see the time end they had gained what they needed to help them during their time at school.

During the first session the students naturally appeared nervous and reluctant I started the first session introducing myself and enquiring if the students were aware of the reason, they are attending this group a few of them expressed they may have an idea and the others were unsure. The topics that have been explored to date have been, Sexuality, body image, transition to high school and the issues they have been facing, bullying, anxiety, social media and exploring emotions.

At the start of each session, we have a check in I have used mood cards and the emotions wheel for this.

Body image and social media

For this session I used blank gingerbread cards, on one side they wrote/drew how others see themselves and on the other how they see themselves, I used this from Alison's training and have found this session to be powerful. They noticed others view them in a positive way where they view themselves in negative way and not "perfect". We explored where they have received these messages from and social media was an obvious link with body image, we explored who and what they view on social media and if social media and the celebrities are real of course they expressed that most of it is filtered and began to accept they are unique individuals. Naturally this will take time for them, I worked on their self-esteem with them.

Sexuality and pronouns

I found the students in the group were confused around their sexuality and they are working out their identity and worrying about where they 'fit in', this was not just at school but within their family dynamics as well. A few of the girls expressed their confusion - if they found a girl pretty does that make them a lesbian? The students appreciated the safe space offered as they were free to explore and be themselves. This is a fresh topic and the students want to explore this further.

Transition to high school and bullying

Bullying is a topic that the students returned to many times, we explored how it made them feel and the impact bullying has on them. I met with the school lead about this and she suggested I inform the student they can approach her anytime and she will escalate this. The students are excited and nervous attending "big" school.

Anxiety

I used A3 paper and as a group we explored where in their body they feel anxiety and how it makes them feel, we explored techniques 54321, breathe and distraction techniques.

Emotions

As a group the students wrote on an A3 piece of paper the emotions they are aware of. The mood cards and the emotions wheel helped the student to be aware of the different emotions and feelings they experience rather than good, fine and ok. I found using the mood cards truly helps

the students dive in deeper as they answer questions on the back of them, of course there is no pressure for them to answer.

For myself it has truly been a delight to witness this group grow, discover themselves and support each other they have genuinely built a safe and caring network for themselves.

The boys were offered the group for anxiety issues.

The boys all knew each other from the same year group, but not as friends.

Their range of anxiety varied from slight, to severe.

Over the weeks we did different things to build relationships between the boys. We looked at different emotions and when they had experienced them.

Splitting them into groups to learn about each other's experiences and then come back into the whole group and share about each other. This built their listening and empathy skills and built friendships which in turn built their trust in each other. They learnt to support and encourage each other.

This meant that over the weeks boys were more able to share how they felt. One boy was able to recognise that it was possible for him to share his feelings, and another boy discovered that he had the ability to encourage and help others. Other boys also saw these qualities.

By the end of the group all four boys had become good friends and learnt a lot about themselves and learned to empathise with each other.

The group were introduced to each other using a ball game. Each student said their name and the known name of another and threw the ball to them. After a number of goes, all students, including myself, knew each other's names.

I asked the group if they knew what the group was about then gave an introduction including Confidentiality and what it meant for the group. We drew up an Agreement including listening to others, giving everyone an opportunity to speak, keeping what is said in the group in the room, respecting everyone's input. I explained about Safeguarding and when and how external support may be sought.

We played a Dice Breaker game to get to know each other and to start to build trust between all the group members. This consists of a dice and shaker and a set of Favourites such as Activity, Place, Food, Person, Animal and Memory.

Each session started with a Check-In with how the week has been and how they are feeling right now. This was to get everyone an opportunity to

speak and be listened to and gives everyone in the group an understanding how everyone is feeling.

The Check-Ins also informed of any current common issues or individual difficulties.

After the Check-In there was a chance to ask questions or make comments to each other. Most of the sessions were talking and listening, sharing and supporting.

Games and Activities were also offered, such as card games, puzzles and fidget objects. This gave an opportunity to have some fun and to work on group skills such as communicating and collaborating.

Evaluation

The group took a number of sessions to get to know each other and to feel trust.

They gradually involved themselves more in the Check-Ins and interacted with each other, offering advice, experiences and support.

Having the Check-In gave them an opportunity to bring what was currently happening in their world and to be heard. Common themes would come, frequently sleep problems which they were able to discuss and to come to helpful solutions.

The students Presenting Issues were also covered with all the group members sharing the same concerns or being able to develop understanding of how that issue affected that person. The student who had difficulty with working in groups developed her confidence in the small group and was able to continue sessions in a larger group.

The group talked about what friendship is and how they could offer that to others and the ways of meeting different groups of friends. They also talked about their experiences of arguments and breakups and how these had affected them.

When discussing bullying all students explored how we can respond rather than react to bullying situations. They talked about relationships with teachers and the positive as well as negative aspects including fairness, interest and understanding.

The group helped each other with keeping to the Agreement so that each person got to say what they wanted to say without interruption and that what they said was received with respect and not judgement.

When the group finished its allotted number of sessions the students were given information on how they could continue to have support either in or out of school.

The first session was used to invite the participants in the group to form and write down an agreement or "safety rules". Each individual would express what they would need from the group for the time spent together. This allowed each child to express their unique need and also better understand the importance of their opinions. I also found after

writing down these "rules" children expressed "feeling more relaxed now that there's a clear idea what to expect". This also provided structure and formed the basis of trustworthiness, respectfulness, and honesty in the group relationship.

I used a fluffy round toy as a "microphone" and explained "whoever has the microphone has the right to talk and the rest of us will listen, as each opinion here is important and matters". I started the "check in" and shared how I felt. After this, I invited the group to continue and share how they felt. Some of them hesitated and others were rushing to share their thoughts and feelings. This provided the opportunity for the group to witness and experience the uniqueness and importance of each individual's needs.

After introducing the "feeling for the day" I would ask the group "what come up for you when you hear this word?" Then we open a discussion where the children can share with the group some of their stories, narratives and views on the subject. After the discussion I would invite the children to draw on a piece of paper their understanding of the "feeling of the day". Afterwards each individual shares with the group what they have drawn, talk a little bit about it and then we discuss as a group.

After the discussion we took around 10 minutes where we used a parachute. Each child grabs an end, and we throw objects in the middle of it, such as fluffy balls or rubber toys, and think about a worry, a difficult thought or feeling. After this we use breathing techniques and we start to move the parachute up and down, whilst focusing on our breathing. As this continues, I invite the children to notice any body sensations, in their shoulders, legs, wrists, feet, ankles etc. This provides an opportunity to connect their bodies to their feelings and possibly start recognising when a certain feeling occurs what the impact of the body might be. After the parachute exercise we sat down, and each child shared what it was like for them.

Each group has its own dynamic and what I think is important is to use the differences and bring awareness to the children of how important and natural this is. What is important for my work with the children is also to provide that "safe space" where they can express themselves, share their thoughts and feelings and explore some of those difficult emotions, without having to worry they will be judged, assessed, evaluated, or rejected.

Young People's Representative

I am the Young Person's Representative on Number 22's Executive Committee. I have now been doing this role for two years. I joined because the trustees wanted to hear a younger voice when making decisions about how best to support the emotional wellbeing of my peer group.

This year, I have continued to attend Executive Committee Meetings, once a quarter (when mock exams and A levels allow). I have watched with interest as Number 22 continues to grow and develop.

Support for young people continues to be much needed. For example, Number 22 recently stepped in to provide additional critical response at my school. It is really good to know that Number 22 are there when we need them. I have been particularly interested by the development of the Support Line for young people. We are constantly told that wait times for support are lengthy, so to know that there are counsellors who are quickly accessible is great.

I continue to believe that we are very lucky to have Number 22 on our doorstep and I am really thankful to all the counsellors who give their time for us.

Max Warburton

Social Media

Did you know that we have a small presence on social media? Our Facebook and Twitter feeds create awareness of what we stand for and provide platforms upon which to highlight our successes.

This year, we have been able to highlight the launch of Support@22 - our helpline for young people, staff reflective practice sessions and our new CPCAB Level 4 counselling training. We shared Shula appearing on Radio Berkshire talking about the Independent Visiting Service and Sarah appearing in the Maidenhead Advertiser explaining our helpline expansion.

Social Media is an important part of how we recognise the funding that we receive; we have thanked Berkshire Community Foundation, Children in Need, National Lottery, Spoor, Merry and Rixman, and Windsor and Maidenhead Christian Trust. Explaining how we will develop our service through much needed funds.

Although our social media activity is constrained by being run on a voluntary basis, it is an important part of how we showcase our work and brand. Our posts have reached over 4,000 people. It is a space for our personality to shine, our particularly favourite posts are feedback from our trainee counsellors and a collage of our agency tea party last summer. We would love you to take a look and spread the word. Find us at:

Facebook	@No22counselling
Twitter	@counsellingNo22

Lisa

COUNSELLORS' REPRESENTATIVE REPORT

I have been the counsellors' representative for over 4 years now and I am still very much enjoying my role within the committee.

Being the counsellors' representative allows me to be the voice of all the counsellors from Slough, Windsor and Maidenhead.

If anyone has any concerns or queries or would like to discuss anything with me please do not hesitate to contact me and I will happily discuss it with you confidentially and take it to the committee at the next meeting.

Carolyn Fisher

Statistical Information 21/22

(01.06.21-31.05.22)

Number of New Referrals

	Year 21/22	Year 20/21	Percentage increase
Agencies (Windsor, Maidenhead, Slough)	1289	991	30%
Burnham Health	15	23	-34%
Family Action	3	7	-54%
Schools	958	488	96%
Advocacy	191	115	66%
TOTAL	2456	1624	51%

Number of Counselling hours

	Year 21/22	Year 20/21	Percentage increase
1. Agencies	9215	6365	45%
2. Burnham Health	214	74	189%
3. Family Action	35	64	- 45%
4. Hope Project	1966	799	146%
5. Young Person Project	1220	586	108%
Total of above 1-5	12650	7880	60%
Schools	9301	6615	40%
Advocacy (not travel)	5570	4731	18%
TOTAL	27521	19234	43%

Schools

	Year 21/22	Year 20/21	Percentage increase
Number of schools	50	39	28%
Number of Schools Counsellors	44	29	51%
Hours Provided	9301	6615	40%

Schools Groups

Number of School	35	-	
Number of Counsellors	8	-	
Number of groups delivered	611	-	Hours included in above stats

Advocacy

	Year 21/22	Year 20/21	Percentage increase
Number of Advocates	27	25	8%
Hours Provided (with travel)	7351	5800	25%

Clinical Evaluation Findings

Our findings this year demonstrated three main points. Yet again our clients overwhelmingly experienced improvement in their emotional wellbeing after receiving counselling. There was little change in the percentage who experienced a positive outcome and therefore little change in those who did not experience an improvement. There was a slight improvement in the positive outcomes in schools, though both figures were very similar across both deliveries. The findings were as follows:

Agency work:

Percentage who felt they improved	94%
Percentage who felt the same	5%
Percentage who felt no improvement	1%

Of the clients who improved, the majority saw an improvement of between 1 and 5 points, though the majority of this group saw an improvement of 3

All the clients who saw no improvement or felt the same came for less than 5 sessions

The clients who experienced positive movement came for an average of 20 sessions or more.

Schools work

Percentage who felt they improved	91%
Percentage who felt the same	7%
Percentage who felt no improvement	2%

TREASURER'S REPORT for the year Ended 31 March 2022

It is encouraging to report that the financial position continues to present a healthy position for the charity. Income has increased by over 60% in the year, which has enabled more funds for the delivery of counselling services for the communities within which we work.

Our schools work and advocacy have each brought funds into the charity. The CPCAB training courses now make a substantial contribution to our running costs. Fundraising continues to be an essential part of our income and we remain very grateful to all our donors.

Total funds carried forward are now over £300,000 and we believe that these funds are enough to protect the charity and its service users from any disruption of services for at least 9 months, as required by the Charity Commission.

Our financial statements now include Key Performance Indicators which all showed significant growth and improvement over the previous year.

Peter Childs

LISTEN

*When I ask you to listen to me
and you start to give me advice,
you have not done what I asked*

*When I ask you to listen to me
and you begin to tell me why
I shouldn't feel that way,
you are trampling on my feelings*

*When I ask you to listen to me
and you feel you have to do something
to solve my problem
you have failed me - strange
as that may seem*

*LISTEN! All I asked was that you listen,
not to talk or to do - just hear me.
Advice is cheap, I'm not helpless.
Maybe discouraged and faltering,
but not helpless.*

*When you do something for me that I can
and need to do for myself, you contribute
to my fear and weakness.*

*But, when you accept as a simple fact
that I do feel what I feel, no matter how irrational,
then I can stop trying to convince you and get on with
the business of understanding what's behind this irrational feeling,
And when that's clear, the answers are obvious and I don't need advice.
Irrational feelings make sense when we
Understand what's behind them.*

(Anon)

Friends of Windsor and Maidenhead Counselling Service

Dee Agnew-Marquez

Sylvia Andrews

Mark Arthurn

Mike Mathews

Norman Cumming

Marion Cutts

Tania Frommholz

Eileen Goford

Thalia Grant

Donna Hayward-Sussex

Jane Hedley

Fiazu Al-Chalabi

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Anne King

Clifford Hayward

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Michael Harding

Duncan Wardle

Stephen Sorrell

Andrew Lang

Babs Bansi

Mrs Stockton

Revd Mary Barnes

Merie Sharman

Dorothy Strack-Hankey

Heather Harbord

You can make a donation to us by text

Text Calm22
Plus your donation amount to
70070

Or if you are shopping online go to www.easyfundraising and register your support for Windsor and Maidenhead Counselling Service. A percentage of all you buy will then come to us at no cost to you!