

Gloria Filiorum Patres

Each day, discovery.

***Listening Space Policy******2025-2026****Author: Mr Hugo Timbrell*

## Introduction

The ‘Listening Space’ is a service that offers pupils pastoral support with a trained staff member on a one-to-one basis or as a group. The service is not a counselling service. Instead the service uses staff skills in ‘Active Listening’ to help pupils explore, share and process any pastoral difficulties they may be experiencing in the present. The service works as a first port-of-call for these pupils, and as a triage service to be signposted to further support if needed. Pupils who have been identified by the wider staff team as having needs that would benefit from this type of service will become eligible to use the service, subject to approval from the wider Pastoral Team. Pupils who have not been referred by a member of staff are all still eligible to self-refer to the service, which instead will be an open forum during 1 lunchtime a week called ‘The Listening Space’, facilitated by a trained member of staff.

## Methodology – Active Listening

‘Active Listening’ is a skill based in counselling theory. It differs from ordinary listening, as it focuses on looking out for how the person is *feeling* about what they are saying, rather than the ‘ins and outs’ of what they are saying. When a team member engages a pupil with active listening, they will reflect or mirror back to the pupil what they have understood the pupil is *feeling*. By reflecting back to the pupil what they are feeling, the pupil has an opportunity to hear for themselves out loud how they are feeling, and to have those feelings understood and seen by another person. The effect of this on a pupil’s emotional wellbeing and emotional literacy can be transformative, and this is what the Listening Space is designed to facilitate.

To fully realise the power active listening can have on a pupil’s emotional development certain conditions must be established and met between the team member and the pupil. Put simply these are, empathy, non-judgement, and authenticity, all of which form the basis for the pupil/team member relationship moving forward.

We can see then that Active Listening, is not a problem-solving technique. The service, and all of its strands, offer pupils the *opportunity* to be actively listened to within these three core conditions. If they choose not to talk about a pastoral ‘problem’ they are experiencing, that is their choice, as the service is not designed to resolve problems. Instead, the service gives the pupil an opportunity to build a therapeutic style relationship with a team-member that is safe, supportive and without external pressures. This is why it is paramount that the majority of the time sessions will be confidential and without parent involvement (other than to consent to their child partaking in the service, and to be made aware of whether their child has benefitted or not from the service).

The power active listening has to be unlike any other pastoral intervention in a pupil’s life is an exciting prospect for all our pupils, and belief and trust in this methodology is paramount to the service working effectively for the pupils. The service is not results or outcomes driven. It aims to offer pupils an opportunity to experience active listening and build a

therapeutic style relationship with a team member, something which they will have never experienced before, and something that has the potential to make a vast difference to their emotional wellbeing.

## Scope

There are 3 strands to the service:

### 1. One-to-one sessions with a trained member of staff:

Strand 1 of the service is for pupils identified by staff members and formally referred to the service using the **Staff Referral Form (Appendix 1)**. When the referral has been completed it should be returned to the DSL or DDSL for review. The wider Pastoral Team (including the DSL and DDSL) will discuss each referral at their weekly meetings, and if they feel that the referred pupil could benefit from one-to-one sessions with a trained member of staff, they will engage a member of The Listening Space team to proceed.

A Listening Space team member will make first contact with the pupil's parents. They will explain that the school would like to offer the pupil a number of one-to-one sessions (up to a maximum of 6 sessions, agreed in advance) over the course of half an academic term with a staff member trained in Active Listening. It will be made clear to the parents that this is not a counselling service, but instead a listening service. However, it will be made clear at this time that all sessions are confidential, except if the team member has identified reasonable grounds for possibility of harm to either the pupil or to others. If they are in agreement that this is something their child would like to access, a **Parent Contract (Appendix 2)** will be sent to parents to sign. It will also be signed by the designated team member undertaking the sessions.

After a successful referral and agreement with the pupil's parents, a Listening Space team member will begin the process of scheduling 5 or 6 weekly sessions for the pupil, which will run for half an academic term. Each session will last 40-minutes (5-minute check-in, 30-minute Listening/Talking Activity, 5-minute check-out), and will be during school teaching periods, subject to the timetable of the team member. The team member will try to ensure that the pupil doesn't miss the same lesson every week by alternating the session times. The pupil will make an agreement with the team member, a **Pupil Contract (Appendix 3)**, which will include an agreement that all sessions are confidential, except if the team member has identified reasonable grounds for possibility of harm to either the pupil or to others. In which case the team member will be legally required to disclose to the DSL and DDSL, who will take over the process. It will be explained to the pupil that confidential notes may be

made by the team member after the session, that are only accessible to that member of staff, and are intended as a written record of progress.

The pupil will be asked to complete a **Pastoral Questionnaire (Appendix 4)** at the beginning of the first session, and a final time at the beginning of the final session. This will allow the pupil to reflect on their progress throughout the sessions, and will be a numerical way for staff to track progress of the pupil and the service.

The Listening Space has limited resources and cannot offer one-to-one support to every pupil referred to the service. All Pastoral Team decisions are final in this regard, and the pupil may be signposted to Strand 3 of the service ('The Listening Space' Forum).

For more information on the referral process for Strand 1 of the service, please see the **Flow Chart (Appendix 5)**.

## 2. Immediate Interventions:

Strand 2 of the service has a more immediate impact, with the caveat or it being 'light-touch' in nature. A staff member may refer a pupil to this strand of the service either verbally or via email to a Listening Space team member. Alternatively, a pupil may self-refer to this strand of the service verbally to a Listening Space team member.

If pastoral issues arise suddenly, a Listening Space member will offer 'Active Listening' for a period of 10 minutes on an ad hoc basis. There will then be a follow up at the end of the day with the pupil to see if the issue has been resolved, or if the pupil should be referred to either Strand 1 or Strand 3 of the service.

Due to the nature of immediacy in Strand 2, confidentiality will not be offered, and anything that is disclosed will be up to the team member's discretion to disclose to relevant parties, or to make notes afterwards. This will be made clear to the pupil before any 'Active Listening' commences.

In the first instance, if the child presents for Strand 2 of the service, they will attend the medical room where they will be triaged to an available member of the Listening Space team.

The Listening Space has limited resources and cannot offer one-to-one support to every pupil referred to the service. If a member of the Listening Team are unavailable to assist in Strand 2 of this service, pupils should be referred to the DSL or DDSL, Head of Year, or Form Tutor, for immediate support. In this case, staff members are able to use their judgement as to whether further support by The Listening Space team is appropriate, and may choose to refer the pupil to Strand 1 or Strand 3 of the service.

For more information on the referral process for Strand 2 of the service, please see the **Flow Chart (Appendix 6)**.

### 3. 'The Listening Space' Forum:

Strand 3 of the service is based around pupils having a sense of agency to self-refer to the service. The space will act as an open-forum where pupils who feel they need to talk through a pastoral issue can participate in both a talking and listening way with other pupils and the team member facilitating the session.

The space will act much like a mindfulness style club, with arts and creative activities set up, offering the pupil choice in which activity they partake in. Facilitated by a member of the Listening Space team, pupil's will be welcomed into a calm environment with creative activities available. They will be encouraged to talk to each other, to listen to one another, all facilitated by a Listening Space team member. The Listening Space team member will circulate and engage with pupils in a fluid way, offering 'Active Listening' to those pupils they engage with.

The Listening Space Forum will operate every Thursday lunchtime during term time from 12:30pm-1:15pm. Each week pupil's will be asked to sign up to that week's session on a **Paper Register (Appendix 7)** placed outside the door of the Listening Space office. Only pupils who make this self-referral prior to that week's session by signing up on the paper register will be allowed to join, and all pupils must self-refer again each week using the same process. There will be a limit of **10 pupils** per session.

Confidentiality will be offered in Strand 3, except if the team member has identified reasonable grounds for possibility of harm to either the pupil or to others. In which case the team member will be legally required to disclose to the DSL and DDSL, who will take over the process. Pupil's accessing this strand of the service will be made aware of this.

If a Listening Space team member identifies a pupil who would benefit from Strand 1 of this service they will begin the process of referring the pupil to Strand 1 of the service, using the **Flow Chart (Appendix 5)**.

## Referrals

### 1. One-to-one sessions with a trained member of staff:

Staff can make referrals to Strand 1 of the service using the **Staff Referral Form (Appendix 1)**. Instances where a staff member might make a referral may be if there is a pastoral concern identified by a staff member or a parent. After submitting the **Staff Referral Form (Appendix 1)** to the DSL and DDSL, the wider Pastoral Team will discuss each referral at their weekly meetings, and if the wider Pastoral Team feel it would be beneficial for the pupil to receive Strand 1 of the service, the pupil will be assigned a Listening Space team member.

Due to the limited resources of the service, all decisions made by the wider Pastoral Team are final.

This initiates the process of a Listening Space team member engaging with the parents of the pupil in the first instance. If agreement is reached with the parents that the pupil may access this strand of the service, then the Team Member will engage with the pupil directly.

For more information on the referral process for Strand 1 of the service, please see the **Flow Chart (Appendix 5).**

## **2. Immediate Interventions:**

A staff member may refer a pupil to Strand 2 of the service either verbally or via email to a Listening Space team member. Alternatively, a pupil may self-refer to this strand of the service verbally to a Listening Space team member.

Due to the more ‘informal’ referral system of this strand, and due to the anticipated volume of referrals, once this strand has been offered to the pupil they will be signposted to Strand 3 (‘The Listening Space’ Forum) afterwards by a team member, or referred to Strand 1 (one-to-one sessions) at the discretion of the team member.

Staff are advised to use this strand of the service sensibly, due to the limited resources of the service and the anticipated volume of referrals and/or self-referrals.

For more information on the referral process for Strand 2 of the service, please see the **Flow Chart (Appendix 6).**

## **3. ‘The Listening Space’ Forum:**

An open-access strand of the service where pupils self-refer every week by signing their name on the **Paper Register (Appendix 7)** attached to the front door of The Listening Space. There are a maximum of 10 pupil spaces each week, and failure to sign-up will result in access to that week’s session being denied. Pupil’s must self-refer to this strand of the service every week using the paper register.

## **Service Management**

The Service is managed by the following members of staff:

- Mr Hugo Timbrell – (Head of Listening Space)

- Mrs Jenny Mills – (Listening Space Team Member)
- Mrs Rachel Fitzgerald – (Listening Space Team Member)
- Mrs Julia Rizzolo – (Supervisor)
- Mr Richard Locke – (SLT)
- Mr Andy Taylor – (SLT)
- Mrs Catherine Baker – (Nurse)

## **Role & Responsibilities**

### Listening Team Member:

- To be available at the agreed time;
- To start and end on time;
- To offer a quiet, confidential and appropriate space;
- To maintain safe and professional boundaries;
- Not to record any sessions.
- **To regard all contact and information as confidential unless I have reasonable doubt concerning your safety or the safety of others; if I need to breach confidentiality, I will always aim to discuss this with you first. There are occasions where this might not be possible or appropriate;**
- To encourage pupil autonomy;
- To work within the BACP Ethical Framework;
- To review the work and relationship, collaboratively with the pupil, regularly;
- In the unlikely situation where you have to cancel a session, to let the pupil know as soon as possible and to arrange an alternative session.
- Any written notes made during our sessions will be uploaded to a password protected database that only The Listening Team member has access to. After this all paper written notes will be destroyed.

### Supervisor:

- To offer bi-monthly supervision sessions to Listening Team members.
- To consult on the logistics and set up of the Listening Space department.
- To offer guidance on resources for the department.
- To regularly review outcomes of the department, with a view to consistently making a stronger service for the pupils to access.

## **Staff Training**

Current team members training is as follows:

- Mr Hugo Timbrell – Level 2 and 3 Counselling Studies (CPCAP) from LC&CTA.
- Mrs Jenny Mills – Level 2 Introduction to Counselling Studies (in progress) from Place2BE.
- Mrs Rachel Fitzgerald – Level 2 Introduction to Counselling Studies (in progress) from Place2BE.

## **Framework and Code of Ethics**

The Listening Space is not a counselling service.

Instead the service uses skills in ‘Active Listening’ to help pupils explore, share and process any pastoral difficulties they may be experiencing in the present.

However, team members will adhere to the BACP ‘Ethical Framework for the Counselling Professions’. <https://www.bacp.co.uk/media/3103/bacp-ethical-framework-for-the-counselling-professions-2018.pdf>

## **Safeguarding**

All team members will have an Enhanced DBS check, and will be required to take all statutory Safeguarding training, making sure this is all up to date.

Confidentiality is offered in Strand 1 and 3 of the service, except if the team member has identified reasonable grounds for possibility of harm to either the pupil or to others. In which case the team member will be legally required to disclose to the DSL and DDSL, who will take over the process.

Any notes made by The Listening Space team member will be password protected online via CPOMS, only accessible to that team member, and therefore be GDPR compliant. Paper notes will be uploaded and then destroyed. Notes will be brief and include that a session was held, theme or activity of the sessions and 3 or 4 short bullet points in summary if required.

All Listening Space team members will be offered bi-monthly supervision with a qualified counsellor. This will allow for Listening Team members to be offered appropriate pastoral support while allowing an outside body to verify that the BACP Ethical Framework is being followed at all times and in all cases.

## Signposting & Further Support

As the service works as a first port-of-call and triage service for pastoral issues facing pupils, the service is not equipped to dealing with on-going or more progressed pupil cases. If further support is recommended outside of the service, recommendations will be made in-writing to parents. Examples of further support include signposting parents to a counselling service or referring them to access support from their NHS or private GP.

## Monitoring and KPIs

The service will be monitored, with Key Progress Indicators tracked, in the following ways:

- In Strand 1, **Pastoral Questionnaires (Appendix 4)** taken at the beginning of the first session for each pupil will be compared to a **Pastoral Questionnaire (Appendix 4)** taken at the beginning of the final session. This is useful to do in-session so that the pupil can reflect on the progress they have made.
- In Strand 1, all **Staff Referral Forms (Appendix 1)** will be collated both termly and annually, to track the number of pupils being referred to the service.
- In Strand 1, **Parent Feedback Forms (Appendix 8)** will be collated after the final session has ended.
- In Strand 2, pupils accessing this strand of the service will be logged, and numbers scrutinised on a termly and annual basis, to track how many pupils are accessing this part of the service.
- In Strand 3, **Paper Registers (Appendix 7)** will be collated and scrutinised on a termly and annual basis, to track how many pupils are accessing this part of the service.

## Allocation of Time

As a new school department, resources and team member time are limited. Currently 2 free periods per team member are allocated to Strand 1 of the service, with team members alternating running Strand 3 of the service each week. There is a view to a successful service warranting more ring-fenced time allocated to each team member in the future.

## Facilities

'The Listening Space' currently has no designated room or permanent space. The Listening Space will be temporarily housed in the Learning Support room on Thursday afternoons.

## **Staff Referral Form 2025 – Strand 1 – The Listening Space**

### **(Appendix 1)**

**Pupil Name:** \_\_\_\_\_

**Form Group:** \_\_\_\_\_

**Teacher Referring:** \_\_\_\_\_

**Brief Description of Reason for Referral:**

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**Are parents currently aware of issue/ referral?** Y/N

**Date of Referral:** \_\_\_\_\_

**Decision (Pastoral Team Only\*):** \_\_\_\_\_

## **Parent Contract 2025 – Appendix 2**

Eltham College Junior School would like to offer your child, **[INSERT NAME OF PUPIL]** sessions with a member of staff trained in active listening who is a part of our in-house listening service, The Listening Space.

The member of Staff assigned is **[INSERT STAFF NAME]**

We would like to offer your child **[INSERT NUMBER]** weekly sessions during **[INSERT WHICH TERM]**.

Session Dates are as follow:

**[INSERT DATES]**

If you would like to proceed with this offer, please read the terms and conditions outlined below, and sign, print name, and date this contract and return to [hjt@eltham-college.org.uk](mailto:hjt@eltham-college.org.uk)

**Parent:**

**Sign:** \_\_\_\_\_

**Print:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Listening Space Team Member:**

**Sign:** \_\_\_\_\_

**Print:** \_\_\_\_\_

**Date:** \_\_\_\_\_

## **Terms and Conditions:**

### **Introduction**

The ‘Listening Space’ is a service that offers pupils pastoral support with a trained staff member on a one-to-one basis or as a group. The service is not a counselling service. Instead the service uses staff skills in ‘Active Listening’ to help pupils explore, share and process any pastoral difficulties they may be experiencing in the present. The service works as a first port-of-call for these pupils, and as a triage service to be signposted to further support if needed. Pupils who have been identified by the wider staff team as having needs that would benefit from this type of service will become eligible to use the service, subject to approval from the wider Pastoral Team. Pupils who have not been referred by a member of staff are all still eligible to self-refer to the service, which instead will be an open forum during 1 lunchtime a week called ‘The Listening Space’, facilitated by a trained member of staff.

### **Aim of Sessions:**

The aim of the sessions is to provide your child, the client, with a confidential opportunity to explore personal and relational issues in safety. The role of The Listening Space is to help your child through this process without any judgement or telling your child what to do but on occasions, we may give information or offer suggestions.

During the course of the sessions, your child will partake in a creative activity of their choice with the Listening Space team member assigned to them. This creates a space for the child to share what they would like with the team member with the team member listening to what the child has to say. The aim of the sessions is for the child to build a trusting rapport with the team member so that they feel comfortable to share any concerns or feelings they have been struggling with. Having the adult reflect these back to the child will allow the child to develop emotional literacy moving forward, so that after the sessions they are better equipped at identifying and managing their own feelings.

If at any time we feel we can no longer help your child, we may offer to refer your child to someone who can.

### **Methodology – Active Listening**

‘Active Listening’ is a skill based in counselling theory. It differs from ordinary listening, as it focuses on looking out for how the person is *feeling* about what they are saying, rather than

the ‘ins and outs’ of what they are saying. When a team member engages a pupil with active listening, they will reflect or mirror back to the pupil what they have understood the pupil is *feeling*. By reflecting back to the pupil what they are feeling, the pupil has an opportunity to hear for themselves out loud how they are feeling, and to have those feelings understood and seen by another person. The effect of this on a pupil’s emotional wellbeing and emotional literacy can be transformative, and this is what the Listening Space is designed to facilitate.

To fully realise the power active listening can have on a pupil’s emotional development certain conditions must be established and met between the team member and the pupil. Put simply these are, empathy, non-judgement, and authenticity, all of which form the basis for the pupil/team member relationship moving forward.

We can see then that Active Listening, is **not** a problem-solving technique. The service, and all of its strands, offer pupils the *opportunity* to be actively listened to within these three core conditions. If they choose not to talk about a pastoral ‘problem’ they are experiencing, that is their choice, as the service is not designed to resolve problems. Instead, the service gives the pupil an opportunity to build a therapeutic style relationship with a team-member that is safe, supportive and without external pressures. This is why it is paramount that the majority of the time sessions will be confidential and without parent involvement (other than to consent to their child partaking in the service, and to be made aware of whether their child has benefitted or not from the service).

The power active listening has to be unlike any other pastoral intervention in a pupil’s life is an exciting prospect for all our pupils, and belief and trust in this methodology is paramount to the service working effectively for the pupils. The service is not results or outcomes driven. It aims to offer pupils an opportunity to experience active listening and build a therapeutic style relationship with a team member, something which they will have never experienced before, and something that has the potential to make a vast difference to their emotional wellbeing.

### **Confidentiality:**

To ensure open exploration of the concerns that have brought your child the sessions, **The Listening Space team member maintains confidentiality** in accordance with the British Association of Counselling and Psychotherapy (BACP)’s Ethical Framework [www.bacp.co.uk/events-and-resources/ethics-and-standards/](http://www.bacp.co.uk/events-and-resources/ethics-and-standards/)

**We therefore cannot discuss anything your child says in the sessions with you.**

We also adhere to the Data Protection Act 2018 and the EU General Data Protection Regulation (GDPR)

[www.legislation.gov.uk/ukpga/2018/12/contents/enacted](http://www.legislation.gov.uk/ukpga/2018/12/contents/enacted)

[www.ico.org.uk/for-organisations/guide-to-the-general-data-protection-regulation-gdpr/](http://www.ico.org.uk/for-organisations/guide-to-the-general-data-protection-regulation-gdpr/)

We are happy to answer any questions or concerns you have around confidentiality, and its role in the methodology of 'Active Listening', so please do not hesitate to contact us if needed.

### **Exceptions to Confidentiality:**

The Listening Space must pass on any information to the relevant parties in cases where your child's or someone's safety is concerned. This is a safeguarding practice that is in line with school policy, and includes, but is not limited to, the following cases:

1. If your child threatens harm to themselves or to another person.
2. If I believe a child or protected adult is at risk of harm or abuse.
3. If you or your child shares information about a proposed act of terrorism or another illegal act.

If The Listening Space team feel that either your child or someone else is in danger or at risk of harm, I would first endeavour to discuss my decision for breaking confidentiality with you and the Designated Safeguarding Lead (DSL) or Deputy Designated Safeguarding Lead (DDSL) here at Eltham College Junior School.

Depending on the circumstances, this discussion may also take place with your General Practitioner (GP), the individual in danger, a social worker, and/or the police. However, we retain the right to break confidentiality without prior consultation with you should we consider that the urgency of the situation requires us to act immediately to safeguard the physical safety of your child or others.

### **Sessions:**

It is our responsibility to start and end the session on time; to offer a quiet, appropriate, and undisturbed space; to maintain safe, professional boundaries; and to encourage client autonomy.

Sessions last 40 minutes and will be every week during teaching time usually on alternating days and times, suitable to your child and within regular hours of work. It is expected that your child, the client, will attend the session punctually but if any session begins after this time due to your child's late arrival (for whatever reason), it will still end at the originally agreed time. If your child does not arrive within 10 minutes of the agreed time, this will be considered a cancellation and The Listening Team member will not be available for the remainder of the session. If The Listening Team member has to cancel any sessions for whatever reason, 48 hours notice will be given to the child.

## Listening Space

### Pupil and Listening Space Team Member Contract – (Appendix 3)

Eltham College Junior School would like to offer you one-to-one sessions with a member of staff trained in active listening who is a part of our in-house listening service, The Listening Space.

This service is a relaxed and open space for you to share with the staff member anything you would like.

It is a space to share feelings in a safe space.

We may do a creative activity together, or we may just talk and listen to one another.

There is no expectations for the sessions, and it is up to you how you use the time in sessions.

All our sessions are **confidential**. This means that I will not share with anyone else what you tell me, including parents and teachers, (**unless** what you tell me puts yours or others safety at risk).

We would like to offer you 4 weekly sessions during **[INSERT WHICH TERM]**

The time and date of each session will be:

**[INSERT DATES AND TIMES OF SESSIONS]**

In order to make the sessions work, both you and the Listening Space Team Member have a few responsibilities, listed below:

#### **Pupil Responsibilities:**

- To attend an arranged session punctually;
- Not to record the sessions.
- To give a minimum 24 hours notice in the event that you have to cancel a session;
- To let me know in advance of any planned holidays when you will not be able to attend sessions;

- To agree to give me permission to inform your Parent or relevant staff member in the event that I have concerns for either your or another person's safety;
- To let me know if you feel that the sessions are not working for you;

### **Listening Space Team Member Responsibilities:**

- To be available at the agreed time;
- To start and end on time;
- To offer a quiet, confidential and appropriate space;
- **To regard all contact and information as confidential unless I have reasonable doubt concerning your safety or the safety of others.**
- To review the work and relationship, collaboratively with you, regularly;
- In the unlikely situation where I have to cancel a session, to let you know as soon as possible and to arrange an alternative session.
- Any written notes I may make during our sessions will be uploaded to a password protected database that only The Listening Team member has access to. After this all paper written notes will be destroyed.

**Name.....**

**Listening Space Team Member**

**Dated.....**

**Name.....**

**Pupil**

**Dated.....**

## Pastoral Questionnaire CHILD -

### (Appendix 4)

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Session: \_\_\_\_\_

#### Directions:

Below is a list of sentences that describe how people feel. Read each phrase and decide if it is 'Never' 'Sometimes' 'Often' or 'Always' true for you. Then for each sentence, fill in one circle that corresponds to the response that seems to describe you for the last 3 months.

|  | 0<br>Never | 1<br>Sometimes | 2<br>Often | 3<br>Always |
|--|------------|----------------|------------|-------------|
| 1. I don't like to be with people I don't know well.                 |            |                |            |             |
| 2. I get scared if I sleep away from home.                           |            |                |            |             |
| 3. I worry about other people liking me.                             |            |                |            |             |
| 4. I feel nervous with people I don't know well.                     |            |                |            |             |
| 5. I worry about being as good as other kids.                        |            |                |            |             |
| 6. I worry about going to school.                                    |            |                |            |             |
| 7. It upset me when things go wrong.                                 |            |                |            |             |
| 8. If I get upset or angry, I find it hard to stop feeling that way. |            |                |            |             |
| 9. I worry about things working out for me.                          |            |                |            |             |



|  | 0<br>Never | 1<br>Sometimes | 2<br>Often | 3<br>Always |
|--|------------|----------------|------------|-------------|
| 10. I am a worrier.  |            |                |            |             |
| 11. People tell me that I worry too much.  |            |                |            |             |
| 12. I don't like to be away from my family.  |            |                |            |             |
| 13. I am afraid people will know I am upset.   |            |                |            |             |
| 14. I feel worried people might make fun of me for being upset or angry.   |            |                |            |             |
| 15. I worry about what is going to happen in the future.   |            |                |            |             |
| 16. I worry about how well I do things.  |            |                |            |             |
| 17. I am scared to go to school.   |            |                |            |             |
| 18. I worry about things that have already happened.   |            |                |            |             |
| 19. I feel nervous when I am with other children or adults and I have to do something while they watch me (for example: read aloud, speak, play a game, play a sport.) |            |                |            |             |
| 20. I feel nervous when I am going to parties, dances, or any place where there will be people that I don't know well.   |            |                |            |             |
| 21. I am shy.  |            |                |            |             |

TOTAL: \_\_\_\_\_

### Notes:

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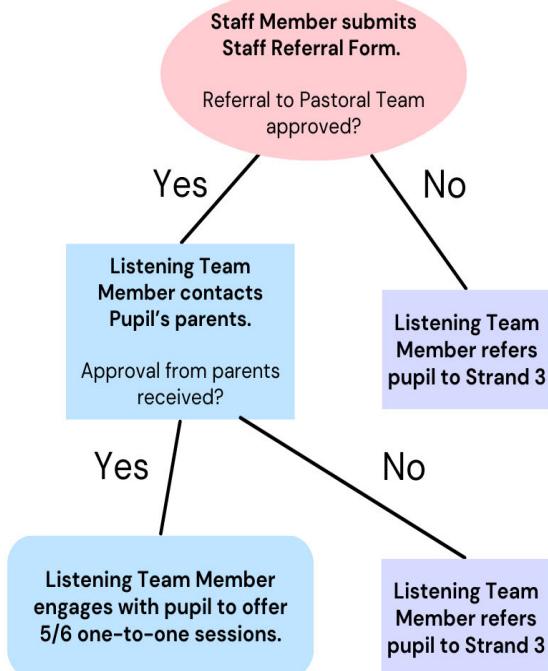
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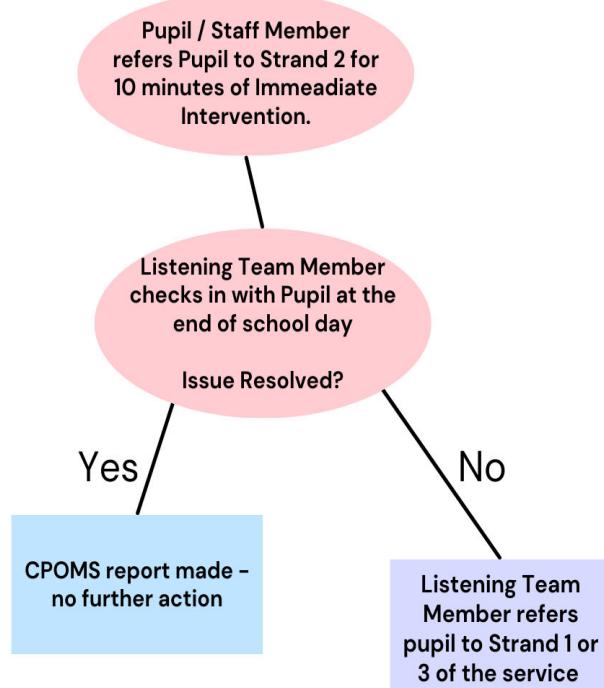
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### Strand 1 – Flow Chart (Appendix 5)



### Strand 2 – Flow Chart (Appendix 6)



## **The Listening Space – Register (Appendix 7)**

**Date:** \_\_\_\_\_

**Time:** \_\_\_\_\_

**Location:** \_\_\_\_\_

|    | <b>Name</b> |
|----|-------------|
| 1  |             |
| 2  |             |
| 3  |             |
| 4  |             |
| 5  |             |
| 6  |             |
| 7  |             |
| 8  |             |
| 9  |             |
| 10 |             |

## **Parent Feedback Form – (Appendix 8)**

We really hope that yours and your child's experience with the Listening Space has been positive. Thank you for taking the time to give us feedback.

**1. What was positive about your experience with the Listening Space?**

**2. Was there anything you didn't like about your experience with the Listening Space?**

**3. Is there anything else you would like to tell us about your experience with the Listening Space?**

Sign: \_\_\_\_\_

Print: \_\_\_\_\_

Date: \_\_\_\_\_