bacp | counselling
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Ethical Framework

As members and registrants of BACP, we have committed ourselves to the principles and values set out in this and recognise that our membership or
QDFHRSQ@SHNM L@X AD @S QHRJ HE VD E@HK SN ETK¥K

This is the main point of reference for decisions in professional conduct hearings.

You should read and understand the before working with clients. This framework is designed to help you provide your clients with a secure base for your work together. It is good practice to integrate the into your work and to use it as a resource to help you face any challenges and issues as they arise. This works much better than just turning to it in an emergency or after something has gone wrong.

As a framework, it creates a shared structure within which we all work but with the ¦DWHAHKHSX SN QDRONMC SN SGD MDDCR NE CH¤DQDMS three main sections:

provides a summary and overview. You may use this as a separate document to give to your clients or include it in the information you provide about your service.

is designed to help you understand the thinking behind how we work with clients. It can be used in supervision to think through any issues or dilemmas.

considers the practicalities of putting our ethics into action.

The resourcenSpan ⊀Lanour ethicsused in

A is a member or registrant of the British Association for Counselling and Psychotherapy who is providing therapeutically-informed services, particularly coaching, counselling

communicating clearly what client R G@UD @ QHFGS SN DWODBS EQN
BNLLTMHB@SHMF @MX ADMD¥SR BNRSHR@MC BNLLHSL
QD@RNM@AKX DWODBS

respecting the boundaries between our work with client

Personal moral qualities are internalised values that shape how we relate to others and our environment. They represent a moral energy or drive that may operate T M B N M R B H N T R K X @ M C T M D W @ L H M D C 3 G H R L N Q @ K D M D V G D M B N M R B H N T R K X D W @ L H M D C E Q N L S H L D S N S H L D @ M development or shape how we work towards a good society.

V / D Q R N M @ K L N Q @ K P T @ K H S H D R W @ Q D @ B N M S D L O N Q @ philosophy.

The practitioner's personal and relational moral qualities are of the utmost importance. 3 G D H Q O D Q B D H U D C O Q D R D M B D N Q @ A R D M B D V H K K G @ U D V H S G B K H D M S R @ M C B N K K D @ F T D R C D U D K N O @ M C V G D S G resilience to support the work.

High levels of compatibility between personal and professional moral qualities will usually enhance the integrity and resilience of any relationship.

Key personal qualities to which members and registrants are strongly encouraged to aspire include:

openness with clients about anything that places them at risk of harm or causes actual harm.

benevolent, responsible and competent attentiveness to someone's needs, wellbeing and personal agency.

the capacity to act in spite of known fears, risks and uncertainty.

the conscientious deployment of the skills and knowledge needed to achieve a A D M D ¥ B H @ K N T S B N L D

S G D @ A H K H S X S N B N L L T M H B @ S D T M C D Q R S @ M C H M F N E @ person's perspective.

impartial and principled in decisions and actions concerning others in ways that
OQNLNSD DPT@KHSX NE NOONQSTMHSX @MC L@WHLHRD

the ability to assess accurately and acknowledge one's own strengths and weaknesses.

sense of self in relationship to others that forms the basis of responsibility, resilience and motivation.

commitment to being moral in dealings with others, including personal straightforwardness, honesty and coherence.

the capacity to work with the client's concerns without being personally diminished.

showing appropriate esteem for people and their understanding of themselves.

a personal commitment to consistency between what is professed and what is done.

possession of sound judgement that informs practice.

The challenge of working ethically means that practitioners will inevitably encounter
RHST@SHNMR SG@S QDPTHQD QDRONMRDR SN TMDWODB
solutions to problems. A good understanding of the ethics that underpin our work is a
U@KT@AKD QDRNTQBD VGHBG HR GDKOETK HM L@JHMF F
problem-solving model and discussion about ethics are essential to good practice.
This is intended to assist practitioners by directing attention to the variety of ethical factors that may need to be taken into consideration and to identify alternative ways of approaching ethics that may prove more useful.

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As members of the British Association for Counselling and Psychotherapy (BACP) we are committed to sustaining and advancing good practice.

This section of the looks behind and to consider their implications for in more detail.

(S RDSR NTS VG@S B@M AD DWODBSDC NE @KK LDLADQR providing therapeutically-informed services, particularly coaching, counselling, pastoral care, psychotherapy and using counselling skills. This includes being a supervisor, trainer, educator of practitioners, or researcher of any aspect of the BNTMRDKKHMF OQNEDRRHNMR 3Q@HMDDR VHKK ETK¥K @ when working with members of the public as their clients. Good practice point 81 sets out the commitments for working with other trainees to learn new knowledge and skills.

As members and registrants of BACP, we have committed ourselves to the principles and values set out in this and recognise that our membership or QDFHRSQ@SHNM L@X AD @S QHRJ HE VD E@HK SN ETK¥K

.TQ QDRONMRHAHKHSHDR @QD RDS NTS @R ETKK NQ PT@ TMBNMCHSHNM@KKX BNLLHSSDC SN ETK¥KKHMF @ RODB VD RS@SD VVD VHKK_W NQ VVD LTRS_W 6GDQD VD BNMF U@QHDC ENQ FNNC DSGHB@K QD@RNMR VD RS@SD SG@

6D @QD BNLLHSSHMF NTQRDKUDR SN ADHMF NODMKX @B how we have implemented any of these obligations to people with a valid interest in our work.

We will challenge colleagues or others involved in delivering related services whose views appear to be unfairly discriminatory and take action to protect clients, if necessary – see 11.

We will do all that we reasonably can to ensure that our clients are participating on a voluntary basis. Hesitant clients or clients who feel under pressure from other people or agencies to work with us will have their reservations acknowledged and taken into @BBNTMS HM GNV RDQUHBDR @QD N¤DQDC

We will work with our clients on the basis of their informed consent and agreement. We QDBNFMHRD SG@S DWBDOSHNM@K RHST@SHNMR L@X @C R@EDSX NE SGD BKHDMS NQ NSGDQR NUDQ NTQ BKHDMS

Careful consideration will be given to working with children and young people that:

- takes account of their capacity to give informed consent, considering whether it is appropriate to seek the consent of others who have parental responsibility for the young person, and their best interests
- demonstrates knowledge and skills about ways of working that are appropriate to the young person's development and how relationships are formed
- demonstrates a sound knowledge of the law relevant to working with children and young people and their human rights
- HR HMENQLDC @ANTS SGD BTQQDMS BTKSTQD @MC BTR @MC GNV BGHKCQDM @MC XNTMF ODNOKD HMSDQ@BS Y people in their lives.

We will usually provide clients with the information they ought to know in advance in order to make an informed decision about the services they want to receive, how these services will be delivered and how information or data about them will be protected. Where the urgency or seriousness of the situation requires us to intervene before OQNUHCHMF RTBG HMENQL@SHNM VD VHKK CN RN @S S

We will give careful consideration to how we reach agreement with clients and will contract with them about the terms on which our services will be provided. Attention will be given to:

- QD@BGHMF @M @FQDDLDMS NQ BNMSQ@BS SG@S S@JD needs and choices so far as possible
- communicating terms and conditions of the agreement or contract in ways easily TMCDQRSNNC AX SGD BKHDMS @MC @OOQNOQH@SD SN
- RS@SHMF BKD@QKX GNV @ BKHDMSWR BNM¥CDMSH@KH BHQBTLRS@MBDR HM VGHBG BNM¥CDMSH@K NQ OQHU@ others
- providing the client with a record or easy access to a record of what has been agreed
- JDDOHMF @ QDBNQC NE VG@S G@R ADDM @FQDDC @MC they occur
- being watchful for any potential contractual incompatibilities between agreements with our clients and any other contractual agreements applicable to the work being undertaken and proactively strive to avoid these wherever possible or promptly alert the people with the power or responsibility to resolve these contradictions.

We will periodically review each client's progress and, when practicable, seek our client's views on how we are working together.

We will establish and maintain appropriate professional and personal boundaries in our relationships with clients by ensuring that:

- SGDRD ANTMC@QHDR @QD BNMRHRSDMS VHSG SGD @H the client
- any dual or multiple relationships will be avoided where the risks of harm to the BKHDMS NTSVDHFG @MX ADMD¥SR SN SGD BKHDMS
- reasonable care is taken to separate and maintain a distinction between our personal and professional presence on social media where this could result in harmful dual relationships with clients

We will consider carefully in supervision how we work with clients – see 60–73.

6D VHKK LNMHSNQ GNV BKHDMSR DWODQHDMBD NTQ VNQ
VHSG SGDL HM V@XR @OOQNOQH@SD SN SGD SXOD NE R

6D VHKK OQNSDBS SGD BNM¥CDMSH@KHSX @MC OQHU@B

actively protecting information about clients from unauthorised access or disclosure

informing clients about how the use of personal data and information that they
RG@QD VHSG TR VHKK AD TRDC @MC VGN HR VHSGHM S
VHSG @BBDRR SN ODQRNM@KKX HCDMSH¥@AKD HMENQ

All supervisors will model high levels of good practice for the work they supervise,
O@QSHBTK@QKX VHSG QDF@QC SN DWODBSDC KDUDKR N
relationship building, the management of personal boundaries, any dual relationships,
BNM¦HBSR NE HMSDQDRS @MC @UNHCHMF DWOKNHS@SH

Supervisors will keep accurate records of key points discussed in supervision.

Supervisees have a responsibility to be open and honest in supervision and to draw @SSDMSHNM SN @MX RHFMH¥B@MS CH§BTKSHDR NQ BG@ work with clients. Supervisors are responsible for providing opportunities for their RTODQUHRDDR SN CHRBTRR @MX NE SGDHQ OQ@BSHBD TMITRSH¥DC BQHSHBHRL @MC VGDM @OOQNOQH@SD SI ONRHSHUD @BSHNMR SN QDRNKUD CH§BTKSHDR

Supervision is recommended to anyone working in roles that require regularly giving or QDBDHUHMF DLNSHNM@KKX BG@KKDMFHMF BNLLTMHB@S and challenging roles.

All trainers will have the skills, attitudes and knowledge required to be competent teachers and facilitators of learning for what is being provided.

Any information about the teaching, education or learning opportunities being provided will be accurate and enable potential students to make an informed choice.

Any selection of students will be fair, respectful and transparent to candidates and use procedures designed to select suitable students.

MX @RRDRRLDMSR NE RSTCDMSR VHKK AD E@HQ QDROD for the outcome to the students.

"@QD VHKK AD S@JDM VGDM TRHMF DW@LOKDR NE VNQJ SGD BKHDMS HMENQL@SHNM HR TRDC VHSG SGD BNMRDM RN SG@S SGD ODQRNM BNMBDQMDC B@MMNS AD HCDMSH used.

Trainers and educators will model high levels of good practice in their work, particularly
VHSG QDF@QC SN DWODBSDC KDUDKR NE BNLODSDMBD @
ATHKCHMF SGD L@M@FDLDMS NE ODQRNM@K ANTMC@QI
HMSDQDRS @MC @UNHCHMF DWOKNHS@SHNM

Trainers and educators will encourage trainees to raise any concerns at the earliest opportunity and have processes and policies for addressing any trainee's concerns. Trainers and educators are responsible for providing opportunities for trainees to
CHRBTRR @MX NE SGDHQ OQ@BSHBD QDK@SDC CH§BTKS
and, when appropriate, to support trainees in taking positive actions to resolve
CH§BTKSHDR

Trainees working with each other will:

relate respectfully to others and endeavour to support each others' learning

ENKKNV FNNC DSGHB@K OQ@BSHBD VGDM VNQJHMF VH
practising skills or in personal development.

In the interests of openness and honesty with clients:

trainees on a practitioner-qualifying course working with clients will inform clients (or ensure that clients have been informed) that they are trainees

SQ@HMDDR VGN @QD TMCDQS@JHMF ONRS PT@KH¥B@S
guided by any applicable training requirements when using their professional and ethical judgement about whether to inform clients that they are in training.

All trainees will:

seek their clients' permission to use any information from work with them for
SQ@HMHMF OTQONRDR ENQ DW@LOKD HM OQDRDMS@
practice. Alternatively, any report of work undertaken will be so thoroughly
@MNMXLHRDC SG@S SGD HCDMSHSX NE SGD ODQRNM B

collaborate with their trainers, placement providers, supervisors and other professional advisers to provide services to their clients that satisfy professional standards by being undertaken with reasonable care and skill

be watchful for any incompatibilities between contractual requirements that have HLOKHB@SHNMR ENQ VNQJ VHSG BKHDMSR ENQ DW@L training providers and placements, and seek appropriate support in order to ensure that all contractual requirements are compatible

be open and honest with trainers, placement providers and supervisors about all issues relevant to their selection, training, supervision and professional practice.

We value research and systematic inquiry by practitioners as enhancing our professional knowledge and providing an evidence-base for practice in ways that ADMD¥S NTQ BKHDMSR

We will usually support and provide opportunities for research if it is compatible with the services we provide.

When undertaking research we will be rigorously attentive to the quality and integrity of the research process, the knowledge claims arising from the research and how the results are disseminated.

All research that we undertake will be guided by the

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KK O@QSHBHO@MSR HM QDRD@QBG VHKK CN RN NM SGD

All research will be reviewed in advance to ensure that the rights and interests of participants have been considered independently of the researcher.

The research methods used will comply with standards of good practice inly stendently ling Prof

We will take responsibility for our own wellbeing as essential to sustaining good practice with our clients by:

- taking precautions to protect our own physical safety
- monitoring and maintaining our own psychological and physical health, particularly S G @ S V D @ Q D R T § B H D M S K X Q D R H K H D M S @ M C Q D R N T Q satisfy professional standards
- seeking professional support and services as the need arises
- keeping a healthy balance between our work and other aspects of life.

We recognise that professional and ethical issues, problems and dilemmas will arise from time to time and are an unavoidable part of our practice.

We will use our supervision and any other available professional resources to support and challenge how we respond to such situations. We will give careful consideration to the best approaches to ethical problem-solving.

We will take responsibility for considering how best to act in such situations and will be Q D @ C X S N D W O K @ H M V G X V D C D B H C D C S N Q D R O N M C H M