

Northamptonshire Shoe Box



A resource to support the inclusion of pupils, where there are concerns about their social, behavioural, mental or emotional health

Produced by members of Northamptonshire Children and Young People's Service – Inclusion, Hospital and Outreach Education and Northamptonshire Healthcare Trust.
March 2009.





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Friend, colleague and Lead Specialist Teacher / Co-ordinator for the Mental Health Teachers Team, Children & Young People's Service - Inclusion, Northamptonshire.

Even as the finishing touches were being put to this Shoebox, Liz Saunders died. The project, as you now see it, owes much in its first conception to her longstanding commitments to the better education of the young.

After what might seem a surprising start to those who have known her only recently - her degree in Home Economics from the College at Bath - she began her professional life with an appointment as teacher in that discipline in a secondary school at Raunds.

This was her initial experience of working in Northamptonshire, the county to which she was to return. After Raunds, she was drawn to the then promised land of ILEA (Inner London Educational Authority). In London, she turned her full attention to students with social, emotional and behavioural difficulties, many of whom benefitted from her vision and discipline in a Centre at East Dulwich.

It was in London - as ILEA was dismantled - that Liz Saunders had the opportunity to make contacts with leading thinkers and authorities in the field of special education. From these essential sources she then drew the strengths that are so apparent in the Shoebox.

Most importantly, though, it is Liz Saunders' generosity of spirit and openness of mind that has been the constant thread in her many successful collaborations. Some of these collaborations, including the most recent, have allowed her to enter into fruitful dialogues with colleagues in disciplines quite other than the discipline of her initial training.

It will, therefore, be no surprise that her valuable contributions to our teams will be so deeply missed. The hope, now, is that the present project will grow in use, and with its growth our recognition of Liz Saunders' professional life and work will be kept alive.

Those who knew Liz may not be aware of other interests she had during her life, which paint a fuller picture of the person we valued and worked with. Liz enjoyed cooking, particularly her own versions of Cranks recipes. She also learnt to play the classical guitar, loved pattern and made quilts and appliqué clothing. Liz belonged to a walking group and would enjoy walks, gardens and chatting over a cup of tea in a tearoom. Above all she was always interested in others and what they were doing and thinking about, rarely thinking of herself. She will be greatly missed and hopefully often remembered when we use the Shoebox.

Thanks for everything Liz from all of us.



Authors' note

This note is to read before you start to use the Northamptonshire Shoebox. First of all, it is not a box! The idea came from Liz Saunders and developed through numerous conversations with different people in Northamptonshire. It has now reached its present form and is a starting point for you to add what you find useful and helpful in your work with children and young people in schools. It is a compilation of the work of many professionals in Northamptonshire, so is not presented as a book written by one author.

We recommend that you take the time to read the first two chapters, which provide the context for the Shoebox, both locally and nationally. Chapter 10 can be read when you have more time, or dipped into when someone mentions a way of working or model that you would like to find out about. You can also use Chapter 10 as a way of finding possible training solutions for your organisation. Chapters 3 - 9 contain suggestions of resources to help you with assessing children and finding resources to help intervene.

Rob Long has helped us to develop the idea of a multi faceted approach and launch the Shoebox on March 17th 2009. We are very grateful to him and would recommend his Intervention Toolbox to accompany this resource. The Shoebox will be online later this year and there will be updates to be included as time goes by. We would welcome your suggestions for any additions which can then be downloaded by all Northamptonshire schools. Since the Shoebox is free to obtain in Northamptonshire it is free to photocopy, so it does not need to be stolen or hoarded by any individuals - we want it to be used for the benefit of our children and young people.

We had hoped to include many examples of good practice in Northamptonshire, which we know exist; however very few schools replied to our initial request in March 2008. Please do not be shy in coming forward, let us know what is happening in your school so it can be shared by all. The conference launch at least gave us a sample of what is possible and these are listed below; Kaleidoscopetherapy, Friends for Life, The Circle Time Model and SEAL, Listening Ears, Group Work and use of the Shoebox with Primary Mental Health Workers in South Northants, Peer Massage and Values Education.

16% of today's children have emotional problems - double the 1974 figure. (Quoted in TES 6th February 2009)

If you know that your school is providing some excellent intervention for youngsters with Social, Emotional, Behavioural or Mental Health Difficulties at Wave1, 2 or 3 then please let us know about it and we can find a way of sharing this good practice.

Email jfardon@northamptonshire.gov.uk



Acknowledgements

- The CAMHS Partnership Board who have underwritten the resource and conference launch.
- Rob Long for his support and contribution to the launch.
- Gerda Hanko for the Foreword.
- Anne White on behalf of the Northamptonshire Inclusion Partnership, for creating a professional resource, using her IT skills and infinite patience in making the initial 500 copies and dealing with conference bookings and payments.
- Jill Osborn for her administrative work and support of Liz Saunders in the early stages of the Shoebox.
- Lee Childs and David Joyce from Creative Studio Ltd for the truly creative design work for the front cover and chapter dividers. www.creativestudio-uk.com
- The children of Castle Primary School, Northampton for providing a wonderful selection of pictures for the designers to work with.
- Mr John Allinson of Allinson's Shoes, Northampton, a local shoe company for over 100 years; who provided artefacts and pictures for the designer.
- Jeff Edgar for the tireless support of Liz Saunders, her ideas, his ideas and purchasing the folders and paper, storing it and transporting it to Tiffield where the Shoebox was put together.
- Pam Salisbury and Lisa Wasley, Educational Psychologists from the North Somerset Educational Psychology Service for their article on Resilience.
- The following people/departments for written contributions; Liz Saunders, Cath Kitchen, Jan Pawlikowski, John Fardon, Mike Simons, Liz Butler, DCSF, Kate Adamson - Healthy Schools, Simon Sneath, Lisa Cattell, Northamptonshire Education & Welfare, Northamptonshire Children's Workforce Development Council, Behaviour & Curriculum Inclusion Team, Maranne Wass, Marion Keenaghan, Veronica Lawrence, Helen Watson, Jo Ward, Serena Campbell, other Educational Psychologists from the Northamptonshire Educational Psychology Service, Julie Harrison, Jo Wood, The Virtual School and Life Chances Team.
- Other helpful support from Julie Quincey and Judith Cattermole.
- Contributors on the day and the many people who have made this possible who have not been named here, their support has been invaluable.
- Last but not least, my wife and daughter who have kept me going in the last few months with their love and support and my preoccupation with the Shoebox.



Foreword by Gerda Hanko

In support of the 'Mental Health is Everybody's Business - A Handbook for Schools and Other Agencies' 2007, concerning the effectiveness of their Children & Young People's Partnership, Northamptonshire have launched their special 'Shoebox'. This is a multi-faceted resource for adults to help them support the school inclusion of children and young people with social, emotional, mental health and behavioural issues. It will be an important addition to the many publications nationally available, which aim to provide teachers and fellow professionals with the required understanding, competence, confidence and strategies for children with learning and behaviour difficulties. It is to be understood not as a recipe book but as a thinking tool, a multi-faceted summary of practical ideas about how best to ensure proper identification of children's and young people's needs and of meeting any learning and behaviour difficulties as they may be developing.

Sometimes however, such strategies do not seem to work, for instance when children, mistakenly labelled as 'learning-resistant', confront teachers with seemingly relentless negative experiences. The teachers themselves, often near to giving up, need to be helped to become able to understand and discover the 'unteachable child's - as well as their own - deeper and more teachable selves.' As the list of Shoebox concepts indicates, such support would be available by introducing the kind of 'therapeutic'/psycho-dynamic knowledge which a growing number of schools are beginning to offer.

The insights and skills based on this knowledge have been much promoted by Gerda Hanko, well known Professional Development Tutor with substantial experience in teacher, teacher training and interprofessional collaboration. Her publications about joint problem-solving approaches have shown how shared insight into emotional and social factors in children's development can both enhance schools' ability to meet the needs of all their children, as well as help to overcome the barriers that can exist between professionals within and across different services, as it is now being welcomed by the government's workforce reform. ('Every Child Matters', DfES 2003).

We are very grateful to Gerda for writing a foreword to our important resource and we acknowledge her regular contributions to child support organisations like SEBDA¹ the Social, Emotional and Behavioural Difficulties Association, and the Caspari Foundation for Educational Therapy & Therapeutic Teaching, she has helped to develop from its early stages, where she met Liz Saunders.²

Amongst her publications in this area of work see 'Special needs in Ordinary Classrooms: from staff support to staff development.' David Fulton 1995, Third Edition. Also see 'Increasing competence through Collaborative Problem-solving: Using insight into Social and Emotional Factors in Children's Learning,' 1999, reprinted David Fulton 2001. More recently, 'Making psychodynamic insights accessible to teachers as an integral part of their professional task,' in Psychodynamic Practice vol 8,3, 2002.

¹ www.sebda.org

² www.caspari.org.uk





CHAPTER 1

Introduction to the concept of the Shoebox



Northamptonshire Healthcare
NHS Trust



Northamptonshire
County Council



Chapter One - The story of the Northamptonshire Shoebox

Once upon a time there was a county with five mental health teachers who travelled around schools to meet with staff, parents and pupils, helping wherever they could. However, the winds of change blew yet again and then there were two. The two sat down and mused together. One said to the other 'How can we still be effective in this county and help others to be the same?' The other replied, 'We need to find some friends who can help us, two is not very many!' So they racked their brains, read some useful books and articles and came up with an idea - The Northamptonshire Shoebox!

With the help of our friends in Education and Health and others outside Northamptonshire, we have created a box which is not really a box, but it can be used as a container for lots of useful ideas. The box is not yet full and can be added to by those of you working in schools. You can add your own little gems and share with others if you wish. Your box is a thick file with plenty of space and eventually it will be a virtual space on the Northamptonshire County Council website, which will provide more things to put in your box from time to time.

A box is a symbol of containment, which is an activity professionals in schools often carry out, as well as parents at home. You can read more about that in Chapter 2. Children sometimes have treasure boxes or memory boxes in which they put special items that help them to feel good or remember someone special. Schools use a variety of boxes; to contain vital equipment, worry boxes, sorry boxes, good deed of the day boxes, five minute boxes, number boxes and now a shoebox. We chose this symbol to represent Northamptonshire and the knowledge and good practice that exists within our county and linking with the skill and history of the shoe industry.

Unfortunately the winds of change blew again and illness visited one of those teachers, which limited what was humanly possible. However, with the help of our friends we have begun the process. The Northamptonshire Shoebox has been launched and will be in all Northamptonshire schools by the end of the summer 2009. You can dip into it, look for specific resources or training opportunities and add something for others to use. In the true spirit of sharing we hope you will use it and talk about things that are possible, finding solutions and grow in your knowledge and understanding of working with children.

This story has no ending, rather unending possibilities. We would encourage you all still to meet and talk, to muse and be creative well beyond the current wind of change. We would like to express a big thank you to all who have helped in launching this resource and to families at home who have been supportive in every way.

John Fardon & Liz Saunders

Mental Health Teachers

February 2009



Aims of the Shoebox

- To act as a resource for all professionals who work with children and young people, contributing to raising confidence when planning, delivering and evaluating interventions to support the inclusion of children and young people with mental health/emotional issues.
- That the contents of the Shoebox would be best used as part of a holistic, whole school approach, including targeted therapeutic work with groups and individuals, in line with the conceptual model of mental health provision.¹
- To ensure all Northamptonshire schools/educational settings have access to a preventative resource containing frameworks and best practice materials to deliver effective interventions.
- To act as a catalyst for schools/educational settings to identify training needs regarding social, emotional, mental health issues of children and young people and how to access training.

Who might use it?

- Teachers
- School support staff with guidance from teachers
- Other professionals working with children and young people in the educational setting
- This is not an exclusive list and the resource will be useful in other contexts

NB This is just the start of a resource that you can add to. Imagine what your shoebox could look like after 10 or 20 years of input from colleagues and friends. It will contain all that you find useful and valuable, so you can help vulnerable children. When you find something useful please share it with others and email jfardon@northamptonshire.gov.uk and it can be shared and downloaded by others from the NCC website, which will have a special section devoted to the Northamptonshire Shoebox. We hope that it can be updated every year, if not more frequently. The website should be operational by the end of the summer 2009.

¹ *Social & Emotional Aspects of Learning to secondary schools: Guidance booklet 2007 p.50*



Why do we need the Northamptonshire Shoebox?

A national perspective.

- Good mental health is a vital underpinning to achieving all of the 5 Outcomes as laid down in Every Child Matters.²
- To promote the outcomes of research that highlights the importance of the development of emotional, social and behavioural skills of children and young people which results in a wide range of educational gains.³
- ‘..there is no separation of mind and emotions; thinking and learning are all linked. Clearly where staff and pupils feel good about themselves they perform better.’⁴
- To fulfil part of The National Service Framework's recommendation for the improved mental health and psychological well-being of children and young people. That all who work with children need to be equipped with increased awareness of mental health issues; an improved recognition of children's emerging needs and provision of support for those children all of which have a vital role to play in improving the life chances for children and young people.⁵
- To support the DCSF recommendations in terms of supporting schools' recognition of emotional well-being and the development of strategies to enhance it in every young person.⁶
- ‘Teachers who actively promote the mental health of their pupils will directly contribute to the raising of academic standards.’⁷

² DCSF *Every Child Matters* (2003) www.everychildmatters.gov.uk

³ Ofsted: *Developing social, emotional and behavioural skills in secondary schools*

⁴ DCSF ‘*Promoting Mental Health in Schools: an integrated holistic approach - taking the proposals further.*’ Helen Kay 2007

⁵ *National Service Framework Improved Mental Health & Psychological Well-Being of Children and Young People*

⁶ DCSF ‘*Promoting Mental Health in Schools: an integrated holistic approach - taking the proposals further.*’ Helen Kay 2007

⁷ *Mental Health is Everybody's Business. Handbook for Schools. Northamptonshire Children & Young People's Partnership 2007*



What the Shoebox is and is not

YES ✓	NO ✗
A thinking tool ✓	A recipe book. ✗
A collection of resources, strategies and approaches that have been shown to be effective if used thoughtfully bearing in mind their theoretical base ✓	A resource with strategies that can be taken off the shelf and just used without understanding how they are to be used. ✗
A multi-faceted toolkit that highlights the role schools can play in the early identification of problems ✓	A way of labelling a child or young person according to perceived problem behaviour. ✗
A way that supports working in partnership with children and young people and their parents/carers ✓	A collection of things to do to children, young people and their parents/carers. ✗
A way of supporting teachers and teaching assistants in building their competence and confidence in meeting the mental health needs of children and young people within their existing job role ✓	A way of turning teachers and teaching assistants into counsellors or therapists. ✗
An evolving summary of practical ideas about how best to promote and intervene in supporting mental health ✓	
A resource whose effectiveness is dependent upon feedback that can be modified and grow to meet identified needs of children and young people ✓	



Good mental health is the vital underpinning to achieving all of the 5 outcomes as laid down in Every Child Matters

1. Being Healthy: enjoying good physical and mental health and living a healthy lifestyle.
2. Staying Safe: being protected from harm and neglect.
3. Enjoying and Achieving: getting the most out of life and developing the skills of adulthood.
4. Making a Positive Contribution: being involved with the community and society and not engaging in anti-social or offending behaviour.
5. Economic Well-being: not being prevented by economic disadvantage from achieving their full potential in life.

Key Messages from 'Mental Health is Everybody's Business' - a Northamptonshire Perspective.

- Positive mental health is essential to achieving the 5 outcomes in Every Child Matters for all.
- Mental Health is Everybody's Business.
- Feelings are important to children, young people and adults and affect thinking, learning and behaviour.
- Some behaviours can be a child or young person's solution to a problem
- Children and young people and adults need to know when and where they can go to seek help.
- Children and young people whose disability, ethnic background, religious beliefs, culture, life-style and/or linguistic needs may pose an additional barrier in accessing the usual support systems, require particular consideration when identifying ways to promote and intervene in their mental health.



Social and Emotional Aspects of Learning (SEAL)

'All learning has an emotional base.' Plato

Research and good practice in schools demonstrate that when staff and pupils feel good about themselves, they perform better. Personal feelings affect behaviour, motivation, relationships, health and social development. For staff, a positive sense of well-being can result in higher levels of tolerance, enthusiasm, energy and interest and lower levels of absence or stress. The same is true for pupils, leading to better learning outcomes, improved attendance and more positive behaviour. A pupil is unlikely to be able to learn effectively if their basic needs for safety, belonging and self-esteem are not met. Equally, if unaddressed, the persistent nature of consistently poor behaviour can have a negative effect on the morale of both staff and pupils.

The SEAL resource has been developed to promote and actively teach social, emotional and behavioural skills in both our primary and secondary schools and is for all pupils.

What are the Social and Emotional Aspects of Learning?

These are then underpinning qualities and skills that help us manage life and learning effectively. It is easier to think more systematically about social and emotional skills if they are categorised. In the Primary and Secondary SEAL resource there are **five social and emotional aspects of learning; self awareness, managing feelings, motivation, empathy and social skills.**

These are broken down further into individual skills and translated into 'I can' statements as learning outcomes that represent the range of knowledge, skills and understanding that a child might demonstrate having accessed the learning opportunities within the resources. Where children have good skills in these areas, and are educated within an environment supportive to emotional health and well-being they will be motivated and equipped to:

- Be effective and successful learners
- Make and sustain friendships
- Deal with and resolve conflict effectively and fairly
- Solve problems with others or by themselves
- Manage strong feelings such as frustration, anger and anxiety
- Be able to promote calm and optimistic states that promote the achievement of goals
- Recover from setbacks and persist in the face of difficulties
- Work and play cooperatively
- Compete fairly and win and lose with dignity and respect for competitors
- Recognise and stand up for their rights and the rights of others



- Understand and value the differences and commonalities between people, respecting the right of others to have beliefs and values different from their own

'The most effective schools seem to be those who have created a positive atmosphere based on a sense of community and shared values.' Elton Report 1989

SEAL provides opportunities for pupils to learn social and emotional skills through a coordinated whole-school approach;

- In discrete lessons that focus on the skills
- The encouragement of a review of the social and emotional climate and conditions for learning to ensure pupils can learn, practise and consolidate the skills across the school
- The encouragement of teachers to review their approaches to learning and teaching, to ensure that the approaches implicitly promote social and emotional skills

Most schools have been doing work in this area for a considerable time, and the SEAL resource has been designed to build upon this and be flexible enough to be integrated with and complement existing practice.

SEAL is seen as central to school improvement, creating an environment that promotes effective learning, supports inclusion and reduces exclusions, has a positive impact on behaviour, attendance and bullying and supports the Every Child Matters agenda. There are many links to other initiatives; healthy Schools, assessment for Learning, personalised Learning and the PSHE curriculum to mention a few and should impact on all who learn and work within the school environment. The full implementation of SEAL may take several years and impact may well be slow to take effect.

SEAL in Northamptonshire

Primary SEAL was introduced in 2005 and can now be found in 80% of our primary schools. The Local Authority is currently supporting 28 schools to develop SEAL. In September 2007 Secondary SEAL was introduced to 5 schools, with a further five joining in January 2008 and 10 more in September 2008. There is now a multi agency Steering Group to oversee the strategic development of SEAL in the county and operational groups to support at primary and secondary level. Secondary schools have been encouraged to form working groups in school to support planning and implementation - including governors, non teaching support staff, librarians, learning mentors, parent Support Advisors and parents. Schools are also looking at ways of increasing participation with parents and carers.

National strategies website

www.standards.dcsf.gov.uk/nationalstrategies

For Local Authority support advice and training contact Liz Butler

lbutler@northamptonshire.gov.uk



The Conceptual Model at School Level, taken from Secondary SEAL

School based Mental Health Provision (MHP) provides opportunities to develop a holistic, whole school approach, including targeted therapeutic work with groups and individuals. The following description of what can happen in 3 waves can be facilitated / supported by external practitioners who can train, support and deliver alongside school staff. These practitioners could include workers from Northamptonshire Children & Young People's Service, Primary Mental Health Workers, Learning Achievement & School Improvement (LASI), School nurses, Healthy Schools, Social Care & Health, national trainers and organisations and voluntary sector organisations. Contacts for many of these practitioners can be found within this resource, mostly in Chapter 10.

Wave One

- Effective whole school frameworks for promoting emotional well-being and mental health.
- Quality first teaching of social and emotional skills to all children.

Wave Two Skills focused interventions

- Small group interventions for children who need to develop social and emotional skills.
- SEAL related work with families.

Wave Three Therapeutic interventions

- Individual and small group work delivered by qualified practitioners, addressing thoughts, feelings and behaviour.
- Complementary to SEAL principles and approach.

Social & Emotional Aspects of Learning to secondary schools: Guidancebooklet 2007 p.50



Healthy Schools Northamptonshire

Our vision

We want all children and young people to be healthy and achieve, at school and in life.

We believe that by providing opportunities at school for enhancing emotional and physical health, we will improve long-term health, reduce health inequalities, increase social inclusion and raise achievement for all.

Our values

- Health for all: we believe that every child matters and that everyone should have the opportunity to be healthy, both emotionally and physically, and get the most out of life.
- A Whole school approach; we aim to engage the whole community so that improvement can happen.
- Working in partnership: we encourage successful partnerships between education and health professionals and with all members of the school community.

Our objectives

- To involve the whole school community in improving their health and happiness.
- To raise pupil achievement and promote social inclusion.
- To support long-term sustainable change so that being healthy becomes an integral part of school life.

To use our four core themes - Personal, Social and Health Education, Healthy Eating, Physical Activity and Emotional Health and Wellbeing - to broaden the understanding of being healthy.

What we offer

- A team of advisors, with each individual advisor working with schools in a particular area of Northants.
- The advisors will work with the Healthy Schools Action Team in the school and support it in working towards and achieving National Healthy Schools Status.
- The advisors will facilitate 20% of the school's year groups to complete the online Pupil Survey and help the school to identify improvement targets following feedback.
- The advisors will put the school in contact with other support agencies and organisations in Northants to support them.
- The advisors will provide training in clusters to support schools to achieve NHSS and provide training on the four themes.
- Once a school has achieved National Healthy Schools Status their advisor is available to help them work towards NHSS Enhanced Status if desired.
- All advisor support is free.



The Emotional Health and Wellbeing Theme

Emotional health and wellbeing contributes significantly to all five national outcomes for children and young people: being healthy, staying safe, enjoying and achieving, making a positive contribution and economic wellbeing.

The promotion of positive emotional health and wellbeing helps children and young people to understand and express their feelings, build their confidence and emotional resilience, and therefore their capacity to learn.

In order to achieve this theme of National Healthy Schools Status a school has to:

- Identify vulnerable individuals and groups and establishes appropriate strategies to support them and their families.
- Provide clear leadership to create and manage a positive environment which enhances emotional health and wellbeing in school - including the management of the Behaviour and Rewards Policies.
- Have clear, planned curriculum opportunities for children and young people to understand and explore feelings using appropriate learning and teaching styles.
- Have a confidential pastoral support system in place for children, young people and staff to access advice - especially at times of bereavement and other major life changes - and this system should actively work to combat stigma and discrimination.
- Have explicit values underpinning positive emotional health which are reflected in practice and work to combat stigma and discrimination.
- Have a clear policy on bullying, which is owned, understood and implemented by the whole school community.
- Provide appropriate professional training for those in a pastoral role.
- Provide opportunities for children and young people to participate in school activities and responsibilities to build their confidence and self-esteem.
- Have a clear Confidentiality Policy.

Examples of outcomes from Northamptonshire schools who have achieved National Healthy Schools Status:

- **Falconer's Hill Infant School:** *Children work in play groups with one focus child. They are taught how to play playground games and socially include the focus child. This strategy has been highly successful in helping isolated children to integrate.*
- **Havelock Junior School:** *Support staff have undergone bereavement counselling and this is now being used to positively support pupils.*
- **Great Creaton Primary School:** *Links established with Greenfields Special School to combat stigma and discrimination.*
- **Preston Hedges Primary School:** *Peer mentoring delivered by school councillors; the deputy head trains representatives taken from all classes. Parental drop-ins are held fortnightly, run by the head and the Deputy.*



- **Sir Christopher Hatton School:** *Sixth formers offer anti-bullying and peer support throughout the school.*
- **Caroline Chisholm School:** *The school council have rewritten child protection and pastoral procedures in 'child friendly' language enabling 100% of KS3 and KS4 to access these policies via their student planners.*

Health Promotion Resources

Offers free resources to schools in the county in the form of posters, leaflets and educational books, packs, games and DVD/Video resources.

Princess Marina Library and Resources
 3 Alexandra Close, Princess Marina Hospital
 Northampton NN5 6UH
 Tel: 01604 595266/595267
order.resources@northants.nhs.uk

www.healthm8.net - Our own interactive students' website with question & answer pages covering sex & relationship, drug education and smoking. Promotional material is available by contacting Julie Le May.

www.health4schools.net - Our website for teachers and school staff keeping them up to date with developments in the scheme, resources to help them achieve NHSS, events and activities within the county and examples of good practice from within Northamptonshire schools.

Contact details

- Kate Adamson - Programme Manager
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- Pauline Faulkner - PA to Healthy Schools Team
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www.health4schools.net, www.healthm8.net, www.healthyschools.gov.uk



How can we use the Shoebox?

- It will be available to all educational settings in two forms; hard copies available from the conference launch on March 17th 2009 and roll out training in the summer 2009 and on the Northamptonshire County Council website in the summer of 2009.
- As a tool to gather information about a child (Chapter 3) and as a resource to think about possible assessment and intervention, using the multi-faceted approach. Resources are listed in the six sections related to behaviour, thinking, feelings, social, physiological and happiness. (Chapters 4-9)
- Use Chapter 2 to consider key concepts in assessing and intervening in complex situations and Chapter 10 to consider which model fits best within your school or educational setting.
- To help you find possible solutions to particular situations and who can help find those solutions.
- To reflect on case scenarios which demonstrate a multi faceted approach.
- By using the six strand grid you can see clearly what you have done already and which areas still need to be considered for assessment or intervention.
- Use the grid as a basis/structure for consultation within school, with parents, professionals, pupils etc.
- Talk to colleagues, support services, educational psychologists or phone the Primary Mental Health Team about models or approaches you might use, having read Chapter 10.
- Add your own favourite resources/assessments and share with other colleagues in Northamptonshire. E-mail Jfardon@northamptonshire.gov.uk



The Multi - faceted grid (after Rob Long)

Physiological	Thinking
Social	Feelings
Happiness	Behaviour



How we could use the multi faceted grid

We are very grateful to Rob Long in his recent publication 'Rob Long's Intervention Toolbox', in providing us with the multi faceted grid. Six elements are considered when assessing and intervening when a child is displaying social, emotional, behavioural or mental health difficulties. The temptation in the past may have been to identify a problem purely as behavioural and provide a behavioural solution, which may or may not have worked. By considering the six strands of the multi faceted grid we can consider other elements coming into play. Many times there have been pupils who have been excluded from schools, later discovered to have an underlying learning difficulty that had not been addressed. Complex problems need to be addressed in a multi faceted way. The six strands are not separate but weave together to be part of a complex situation. Let us look at an example to understand the principle in practice.

Scenario

James is 9 years old and attends his primary school regularly. Teachers have noticed that he comes into school very tired and when faced with a task he doesn't want to do in class he puts his head on the table and does nothing. When asked to do the task he refuses and when asked why, he doesn't answer. By using the six strand grid we can find out more about the situation, considering some of the assessment tools in Chapter 3.

The assessment and information gathering form used below may help to see how the six strands can be addressed and some suggestions for future action. It can be very helpful to gather this information in consultation knows him well.

What is provided here is based on an actual request made by a Northamptonshire Primary School and was eventually resolved by several consultations between school, parents (who were separated), BACIN and the Mental Health Teacher. Considerable time was needed for this child to regain his ability to cope with life in the classroom. Assessments, observations and interventions were carried out by the school and outside agencies to achieve success. It was by no means a simple behaviour management approach. An Individual Education Plan was created and evaluated at School Action Plus for several terms. Some of the interventions listed below were used, but not all of them. A blank form is provided in Chapter 3 and can be adapted for your own use. The assessments and interventions may vary according to what you have in school. If you need to see any specific assessments and resources the references are in Chapters 3-9.

Rob Long's Intervention Toolbox 2009 www.sagepublications.com



Assessment and information gathering form

Assessments

Name of child	James Berlingo
Behaviour	Behaviour checklist - BACIN. Classroom observation in a variety of lessons. Class teacher to record when James puts head on table and refuses to work. Also record when he does work well. Find out about behaviour at home.
Thinking	Are there any learning difficulties? Reading, spelling, language? What does he think about the situation? Does he use positive thinking in any situations?
Feelings	Can he label feelings and express a range of feelings? This could be explored more fully with an emotional literacy assessment. (See Chapter 3)
Social	How does he relate to his peers in class / on the playground? Is he able to say how he feels to friends or adults in school. How does he respond to pressure in the classroom?
Physiological	Does James' tiredness manifest itself in other situations or is it just in school. Has he grown a lot recently? How does he sleep? When does he go to bed? Has he seen a doctor about his tiredness?
Happiness	Is James generally happy in school and at home? A simple scaling exercise from 1-10 would help. Is there anything that could be done to help him feel happier? Ask James!



Interventions

Prioritise → Target → Monitor → Evaluate

Name of child	James Berlingo
Behaviour	Rewards for good work. Chart to record good sessions of work (no refusals). Give him some 1:1 sessions with Teaching Assistant on a chosen project. (Time available for talking)
Thinking	Teach him about how thinking affects behaviour and feelings. Use a CBT or Protective Behaviours approach. Help him to identify positive self talk and affirmations. (Relax Kids) Ensure differentiation is appropriately used when needed.
Feelings	Use SEAL materials, feelings fan, photo set or Silver SEAL materials to develop his emotional literacy. Choose from other materials in Chapter 6. Maybe use art work or drawing and talking techniques
Social	Engage him in a social activity on the playground or setting up / joining a lunchtime club with some friends. Consider a social skills group if necessary. Silver Seal materials may be appropriate.
Physiological	Encourage parents to take James to the doctor. Involve him in brain gym or Relax Kids exercises to release endorphins and prepare him for work. This would be best done as a whole class.
Happiness	Help James to put into action what would help him to feel happier. This may involve new activities/clubs and may involve support and intervention at home or other outside agencies.

- Use this information to inform your Individual Education Plan, Pastoral Support Plan, etc and select resources, advice or training your school requires from the Northamptonshire Shoebox.
- Consult with other agencies when you need to, subject to availability.
- Use the Northamptonshire Mental Health Handbook, Mental Health is Everybody's Business, 2007. (Available on NCC Website and in every school in Northamptonshire)





CHAPTER 2

Key concepts for consideration



Northamptonshire Healthcare
NHS Trust



Northamptonshire
County Council



Chapter Two - Key concepts

Resilience	an article by Pam Salisbury & Lisa Wasley, North Somerset Educational Psychology Service
Containment	some thoughts from Mike Simons (Educational Psychologist with specialism for Mental Health, Northamptonshire)
Safety	thoughts and ideas from Simon Sneath (Protective Behaviours Trainer)
E-Safety	guidance and links from Lisa Cattell (Northamptonshire Learning, Achievement and School Improvement)
Safeguarding of children	from Northamptonshire Education & Welfare
Attachment	taken from the Northamptonshire Children's Workforce Development Council, Induction Training Programme Materials 2008
Pupil teacher relationships	thoughts from John Fardon (Mental Health Teacher, Northamptonshire)
Helpful communication skills and developing self esteem	by Jan Pawlikowski (Lead Primary Mental Health Worker, Northamptonshire)
Multi agency working	by Cath Kitchen (Deputy HeadTeacher, Hospital & Outreach Education, Northamptonshire)
The mental health of black and minority ethnic young people	by Cath Kitchen (Deputy HeadTeacher, Hospital & Outreach Education, Northamptonshire)
Staff wellbeing	by Cath Kitchen (Deputy HeadTeacher, Hospital & Outreach Education, Northamptonshire)
Positive pupil mental health school self evaluation	by Cath Kitchen (Deputy HeadTeacher, and Hospital & Outreach Education, Northamptonshire)
What is behaviour management?	more thoughts from Mike Simons



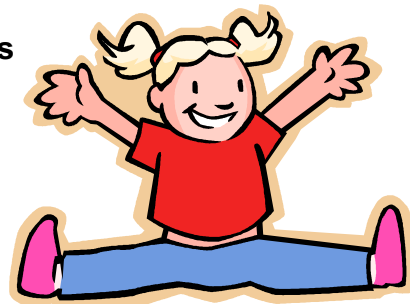
Briefing Paper No 4 – September 2008

Designed to provide the latest Psychological theory and research relating to children and young people.

What Psychology has to say about ... RESILIENCE

What is resilience?

Resilience is a person’s capacity to ‘bounce back’ in spite of life’s adversities. ‘Resilient children are better equipped to resist stress and adversity, cope with change and uncertainty, and to recover faster and more completely from traumatic events or episodes’ (Blackburn & Newman, 2002).



Resilience is a dynamic feature: it can develop later in life, despite experiencing earlier difficulties.

Why does resilience matter?

Promoting resiliency is part of supporting the development of emotional well-being in children and young people. Research has shown that promoting resilience can:

- Reduce behavioural difficulties
- Reduce exclusion rates
- Promote emotional well-being

- Positive problem solving skills
- Functional coping styles and strategies
- Confident optimism
- Self-efficacy (beliefs about their capabilities)
- High sense of self worth
- Awareness and empathy of others
- Good communication and social skills
- Good staff/school bond

resilience factors can be grouped into 5 key areas:

- **Child**
- **Family**
- **Significant life events**
- **School**
- **Community.**

Some examples of **risk factors** for each of these groups are:

- **Child** – learning difficulties, low self-esteem, lack of empathy, behaviour difficulties, poor health, poor problem solving, over dependence.



What are the risk and resilience factors?

Things which may decrease the child or young person’s level of resilience are called risk factors. Those which increase the chances of children and young people ‘bouncing back’ are called resilience factors. Resilience is a compounding factor; the more resilience factors the person has, the more resilient they are likely to be (the same applies for risk factors). The risk and



- Foster a sense of belonging
- Increase school enjoyment and achievement.

What are the traits of a resilient person?

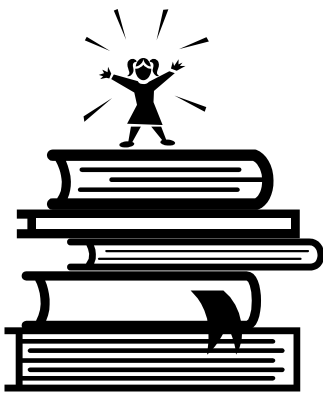
Some of the traits include:



- **Family** – ill health in the family, family violence/ distress, death of a family member or close friend.
- **Significant life events** – homelessness.
- **School** – exclusion, bullying, poor bonding with school, peer rejection, lack of achievement.
- **Community** – Neighbourhood violence/ crime, lack of support services.

Some examples of **resilience factors** for each of these groups are:

- **Child** – good health, good problem solver, school achiever, optimistic, independent, assertive, good language skills.
- **Family** – supportive family, positive parental role models, good communication skills.
- **Significant life events** – meeting a significant person.



- **School** – positive school climate, school achievement, sense of

belonging, opportunities for success, initiative and positive recognition, cohesive and listening staff, positive peer group.

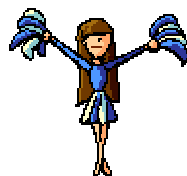
- **Community** – good role models, informal networks, access to support service, participation in the community.

How can schools help to promote resiliency?

School staff are invaluable role models for resiliency and for providing children and young people with educational opportunities that promote protective factors. Schools can help to promote resiliency by providing:



- **Participation** (Provide opportunities for meaningful participation, to increase a sense of belonging)
- **Social relationships** (Support to promote positive peer groups)



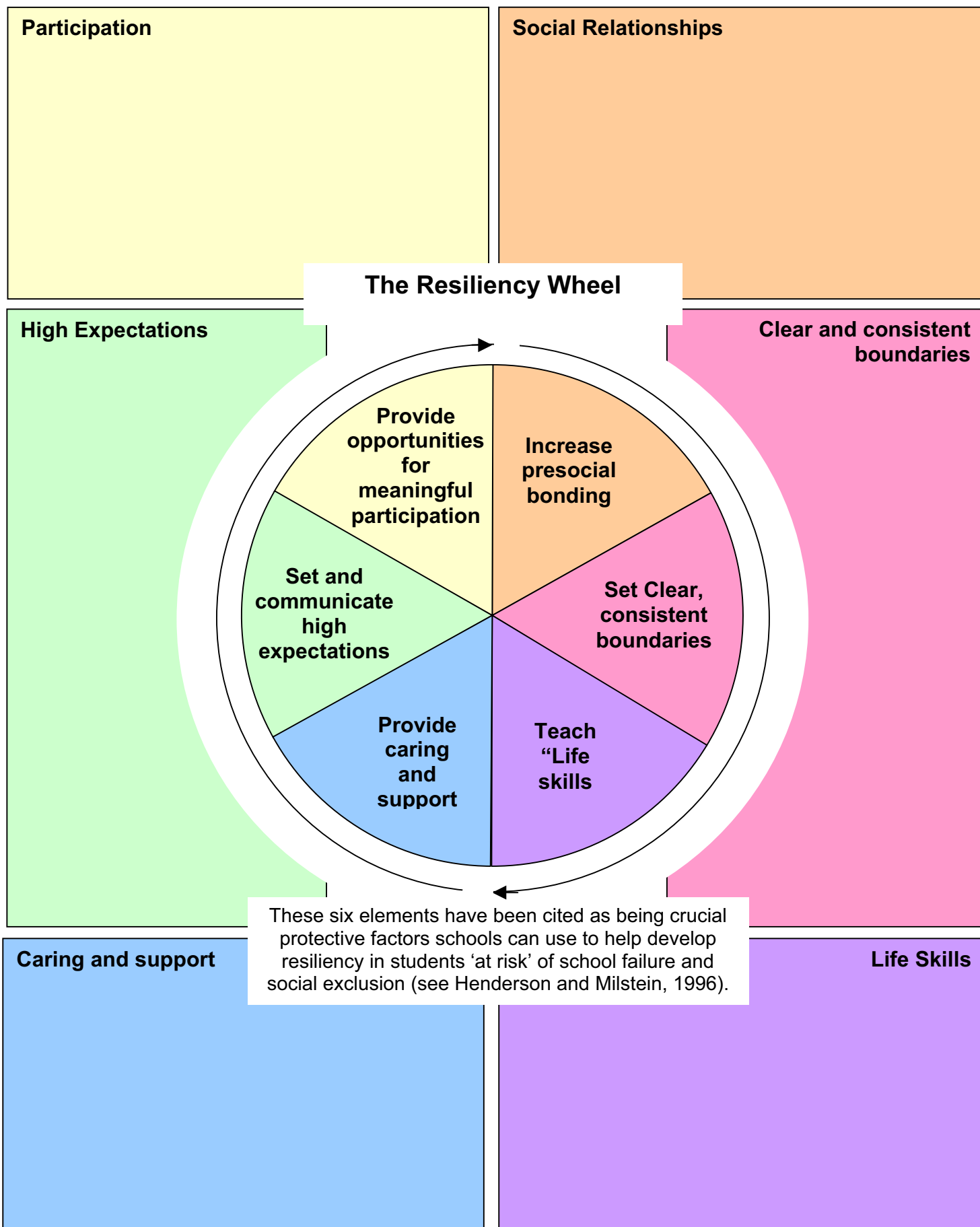
- **High expectations** (Manageable challenging tasks)
- **Care and support** (A positive school ethos, a reliable, supportive person, cohesive and listening staff, opportunities to succeed, positive recognition, opportunities for a positive parent/carer and school partnership)



- **Life skills** (The teaching of coping strategies, support to re-frame negative experiences more positively, opportunities for careers or further education)
- **Clear and consistent boundaries.**

Use the Resiliency Wheel overleaf to brainstorm what you are/could be doing to promote resiliency in your school.





Taken from Stofa (2007)



What is Containment?	What is not Containment?
<ul style="list-style-type: none"> • Where a person receives and understands the emotional communication of another without being overwhelmed by it and communicates this back to the other person. • Having difficult feelings thought about and understood: often building up an understanding together. • Holding on to difficult feelings for another person and then giving them back detoxified and bearable. Helps a person process intense emotions and anxiety so that he/she is not overwhelmed by them, and so helping his/her capacity to think. • Helping someone who feels full of a problem feel that this is in perspective rather than going round and round in their head: by listening and understanding. • Giving a sense that a person's overwhelming feelings are tolerable and meaningful. Includes awareness that not everything can be made better. • Having difficult feelings handed back in a more manageable form. Hence, it is a two way process conducted with someone else: the container and the contained. • Empowers person to solve problem for him/herself and hence, instils confidence and capacity for the future. • Can involve physical as well as language communication; e.g. hug, swaddle or wrapped in duvet or look/sound of voice. • Gives helper permission to stand-back, as opposed to rushing in and solving peoples' problems. Requires emotional availability on the part of the container; and recognising what are 'my feelings' and what are 'your feelings'. • Involves more time spent on understanding the situation from the other's perspective. • Containment is an iterative process: i.e., .A provides containment for B who provides containment C who provides containment for D...E... F etc. 	<ul style="list-style-type: none"> • Process of being a sponge. • Allowing someone to 'get rid of feelings' or 'dumping'. • Telling someone that they ought not to feel that way. • Using your own similar life experiences to know how someone else is feeling. • Helping another to feel that the load is lighter but without actually helping the person deal with the difficulty. • Believing or pretending that everything can be made better. • Well-meaning re-assurance, which can give impression that concerns and difficulties are not being taken seriously & are being swept aside. • Offering solutions to other people's problems. • Just listening: no more active than that. • A one way process done to someone.



Safety

This is a selection of thoughts and ideas about safety. It is part of an ongoing conversation I have been having with myself and with others over many years. I have found it useful to help clarify my own perceptions about safety and I hope it will stimulate further thinking and discussion.

Definitions of safety or safe might include: being safe; free from danger, injury or risks; protective; secure; defensive. These definitions suggest an external measurement of safety; where people can be physically safe. In Maslow's 'Hierarchy of Needs,' safety needs are identified at the next stage once physiological needs such as: food, warmth and shelter have been met. Erikson in his psychosocial stages suggests that 'trust' and 'mistrust' can be affected by the quality of early years experiences while acknowledging opportunities of 'second chances' at points in later life.

The idea that trust and mistrust are not irrevocably determined in the first few years of life fits with the concept of safety within the Protective Behaviours process where someone may learn, at any point in their life, to identify feelings of safety (safe place) and recognise and take necessary action in response to 'Early Warning Signs'; a fight, freeze or flight physiological reaction to danger or threat. This is a response to feeling unsafe or uncomfortable, relying on an internal, rather than external measurement of safety.

I recently watched a video of blast walls being removed in Baghdad. They had been erected to physically protect people in different areas of the city from the effect of blast from bombs as well as providing protection through physical separation for people with different religious or political beliefs.

At the same time I recalled a story from 'Risking on Purpose' a book by Peg West, the founder of Protective Behaviours. Peg describes being in a tent during a blizzard in Alaska. She and her partner were alone, miles from any support and Peg describes how they needed to take it in turns, every hour, to go outside the tent into the storm and brush the snow from the ropes and surface of the tent to prevent the tent from collapsing under the weight of snow. Peg describes an occasion when it was her turn to go outside into the storm to brush off the snow and had returned, exhausted, freezing cold and soaking wet, had snuggled down next to her partner, and felt completely safe with a blizzard raging outside their tent.



In certain situations physical barriers may increase physical safety, or decrease potential risk, however, they may not necessarily guarantee that people are, or feel, safe. Peg West's story also illustrates the idea that safety can be a relative concept where someone may feel safe and not actually be safe in a given situation. I was also mindful of a recent stay with friends in South Africa. At night, because of fear of violence from potential intruders, steel grills were padlocked in place in the door openings before the doors and windows were locked. I was aware that in the event of fire there would be little likelihood of escape. These 'safeguards' served to heighten my sense of alertness and although I probably was safe I never felt safe at night.

The idea of feeling safe as opposed to being safe is reflected in current legislation. In 'Every Child Matters' the outcome 'Stay Safe' suggests support to the idea of 'being' physically safe while, within the SEAL materials, the focus is more on exploring feelings including feelings of safety.

Each may serve a useful purpose and when we consider working with children whose basic physiological needs were not met in infancy and are perhaps not currently being met, who may have experienced a childhood where they have learned to view the world with mistrust and see it as a fundamentally hazardous place, we may need to explore aspects of both physical and emotional safety for an effective response. When we consider the needs of a young person who has experienced, or is currently experiencing abuse we may need to ask ourselves if the young person has: a choice about what is happening; any control over the situation or any idea when it will end.

The Protective Behaviours process recognises that we can never guarantee safety. That each of us has our own uniquely personal concept of safety and that safety is part of a continuum between feeling safe and feeling unsafe. Our place on that continuum is influenced by our ability to exercise choice, control and time limits in relation to events in our lives and that if we feel unsafe in a situation we can develop the confidence to take necessary action to feel safe again.

In his work around trauma David Trickey (www.davidtrickey.com) refers to the notion of 'safe enough'. This may be similar to the idea of 'good enough' in solution focused brief therapy. Life is a potentially hazardous business and risking on purpose is a necessary part of growth and personal development. Sometimes we may need to walk alongside adversity and, with support, find the necessary strategies and solutions to cope.

Simon Sneath 2009



e-Safety (Online Safety) in Northamptonshire

We all use the Internet and mobile phones within our daily lives. How many of us use on-line banking, e-mail for work or socialising, or the Internet for research and linking up with old friends?

There is a wealth of resources at the finger tips of our children and young people with many benefits ranging from learning activities to raising self esteem, which include tools such as: websites, video clips (YouTube), simulations (Second Life), access to places of interest (via web cam), building of friendship circles using Social Networking Sites (Bebo, Club Penguin Flickr), sharing files across peer to peer connections (Limewire), Instant Messaging (MSN) and games (World of Warcraft).

These can be accessed via devices such as: PSP, laptop, iPod, Xbox or a mobile phone.

As with any communication, whether in the real world or online world, there can be risks which include: spam, offensive on-line content, viruses, illegal activity, e.g. downloading music without copyright, grooming, fraud and cyber-bullying.

'e-Safety' is the term used to describe the safeguarding of children and young people when using on-line technologies and how they can be protected from potential and known risks. It should also include the safeguarding of adults against potential allegations.

To develop 'e-safe' children and young people we need to ensure that they are not just protected from potential risks through filtering but, more importantly, educate our children and young people (and adults) how to assess the risks for themselves. This enables them to be in control of situations and know who and how to report incidents should they occur.

Communication between parents/carers and their child or young person is vital to ensure that the key message of how to behave on-line mirrors behaviour expected in real life, e.g. would you post a photograph of yourself in your underwear in a public area at work? Children, young people and adults forget or are unaware that they are posting to a public domain which can also carry serious consequences for their actions, e.g. cyber bullying and the involvement of the police.

Visit NCC's online 'e-Safety' area which includes useful links, lesson plans, the NCC Acceptable Use Policy and resources at: <https://northants.lppplus.net/enable/e-safety-home>

For further information and advice contact: ictis@northamptonshire.gov.uk and address your enquiry to the e-Safety Lead.



How does secure attachment begin?

Consultant Clinical Psychologist Dr P.O. Svanberg * describes new born babies as being at the mercy of what is going inside their bodies - they get hungry, cold, wet and full of wind. Crying is their inbuilt signal to their carer that they need help. Responding sensitively to this cry for help is how the attachment process begins. Each baby is an individual and they all have different temperaments, so it is not always easy to work out the best response. Other inbuilt behaviours/signals to keep the carer close are: clinging, watching faces, using eye contact and after six weeks or so, smiling. To develop secure attachment the carer, usually the mother/parent (at nursery the key person) needs to respond quickly and sensitively. Sometimes comfort is needed, at other times babies want to socialise and have reaction to their behaviour. They love to imitate or be imitated - smiling, sticking out tongues, making faces, making noises etc. becomes a turn taking game - sometimes known as 'the dance of reciprocity'. This is the beginning of language development. Securely attached babies are likely to develop language skills quickly.

An important ability in the sensitive, responsive carer is that of being able to put oneself in the mind of the baby and work out its thinking - Dr Svanberg refers to it as 'mind mindedness'. It is this ability of the carer that helps the baby become securely attached.

At around nine months, babies are becoming aware of themselves as a separate person from their carers. It is the time when 'object permanence' is becoming established - a state of being first described by the French developmental psychologist Piaget in 1957. It is the time babies realise that when something drops from their high chair, or is hidden under the cloth in front of them, it still exists. In the same way a securely attached baby will know that their carer is still there if they leave the room and will want them back quickly and so cry if left. This is because they now have a built up memory of a carer who comforts them and makes them feel secure and they want them back quickly.



Notes

- In some cases the cycle of interaction between a child and their caregiver breaks down which can lead to them having difficulties developing a secure attachment.
- This may be due to the main care giver having difficulty responding to and coping with the emotional needs of the child giving the message it's 'not good to be emotional'.
- The caregiver may be inconsistent in their responses to meeting the child's emotional needs resulting in the child increasing their attention seeking behaviour in the hope they get lucky.
- Factors such as post-natal depression and mental health difficulties can reduce a parents ability to respond to their child's emotional needs resulting in a desire for them to 'stop crying'.
- This gives us some information about the patterns of behaviour but is not sufficient to diagnose attachment disorders. This would involve in depth exploration of parenting techniques, the parent's early experiences and the behaviour of the child conducted by a range of professions e.g. clinical psychologists, psychiatrists.
- Of great importance is the need for adults to respond sensitively and consistently. Quote from Sue Gerhart (2004): "The kind of parenting we get as babies makes a big difference to the brain we develop. If we're nurtured lovingly, we thrive emotionally."



What happens when the child is not securely attached?

Not all babies are securely attached - probably around 35-40%. So what happens when this is the case?

Svanberg refers to the most commonly occurring insecure attachment in British culture as being that of 'avoidant attachment'. This is when the parent/carer has sent signals to the child that it is not good to be emotional - i.e. it is not good to cry or be angry or frightened. At its extreme it can lead to a non-emotional, strongly inhibited individual.

The next most common group is called 'ambivalent' or 'anxious attachment'. These are children who cannot be sure if their parents or carers will comfort them or not - sometimes the child is comforted, sometimes they are rejected, they cannot predict which will apply. As a result they develop a strategy of high emotion which is partly help seeking and partly angry which demands attention. Svanberg describes it as a strategy that says 'you must look at me all the time, you must know where I am all the time' because it is based on the fear of being left, abandoned.

For further information linking theory to practice for educators, see;

'Attachment in the Classroom: The links between Children's early experience, well-being and performance in school. By Heather Geddes (2006) £18.99 from Amazon Books.

Another recommended book is *'Inside I'm hurting: Practical strategies for supporting children with attachment difficulties in schools.'* Louise Bomber £22.99 available from Amazon Books.

This information was taken from the Northamptonshire Children's Workforce Development Council (CWDC) Induction Training Programme materials 2008, apart from the Louise Bomber book which contains little jargon and useful scripts for the classroom teacher.



Some ideas about pupil teacher relationships and the therapeutic alliance

These ideas will hopefully help us when asked to intervene with a child or group of children who are displaying BESD / mental health difficulties. They can also help us reflect on our interactions with all children and young people on a daily basis in school. Recent research carried out by Dr Tessa Livingstone, observing children and teachers together, discovered that 'two-thirds of teachers talk consisted of asking questions and giving orders, just 1% aimed at an individual child.' (ATL magazine 2008) She also discovered that for one key child a teacher who used a 'feelings diary' enabled that girl to feel happy at school, in spite of her mother dying.

What is it we can learn from a successful alliance/relationship between teachers and pupils and when that might become more therapeutic?

It is useful to look first at research findings about adults and young people who have experienced therapy in various shapes and guises. From the Institute for the Study of Therapeutic Change and the work of Duncan, Miller and Hubble arises a set of ideas about what works and what doesn't work in effecting change in clients. We could transfer these findings to key principles when working with children and young people in schools, whether it is a relationship between classroom practitioner and child or a member of staff working with a small group or individual children. (See DCSF Conceptual Model at School Level, Chapter 1)

What doesn't work?

Diagnosis + Prescriptive treatment = Cure. In other words don't pin all your hopes on medication as a cure for behavioural and emotional problems. E.g. ADHD

The killer Ds are the result of people seeking diagnoses for different disorders, diseases, deficits, dysfunctions and disabilities; dyspraxia, dyslexia, disaffection, delinquent, damaged all diminish our innate propensities to help ourselves.

The magic wand has not been found, which disappoints many seekers in schools and families. There are now over 100 so called evidence based treatments and effectiveness has not increased in 40 years.

- The overwhelming evidence is that all approaches work equally well with some of the people some of the time.



So what does work?

Statistics from Hubble, Duncan & Miller 'The Heart and Soul of Change' 1999 indicate in their Wheel of Change that of the factors accounting for a successful outcome

- 30% is due to the relationship between the therapist and client
- 40% is due to the clients themselves and other factors outside the intervention
- 15% is due to the Placebo/hope/expectancy factor
- 15% is due to models and techniques

Research on the power of the alliance is now reflected in over 1000 findings (ISTC). If we transfer this to the school situation and our relationships with children and young people it would be useful to know what to do or how to be with children. Techniques are useful and are part of the package, however the therapeutic alliance and relationship between adult and child is likely to be much more important.

Key qualities in the adult to be present for a successful alliance

- Warmth
- Friendliness
- Caring
- Open posture and open mindedness
- Eye contact
- Empathetic
- Active listening
- Respect for the child



Whether we are the teacher in a class of 30 pupils or working 1:1 with individuals we can decide how we interact with the pupils and which qualities we would like to develop in our practice. As Dr Tessa Livingstone suggests when she decided to examine communication at school, 'whereby the way teachers talk with children can create or destroy a love of learning, affect future careers and impact on emotions.' (ATL magazine September 2008)

Promoting Emotional Health and Wellbeing

'I've come to a frightening conclusion that I am the decisive element in my classroom. It's my personal approach that creates the climate. It's my daily mood that makes the weather. As a teacher, I possess a tremendous power to make a child's life miserable or joyous. I can be a tool of torture or an instrument of inspiration. I can humiliate or humour, hurt or heal. In all situations, it is my response that decides whether a crisis will be escalated or de-escalated and a child humanised or de-humanised.'

Hain Ginott 1973



Helpful communication skills used with children

Key points about talking to help children and young people are:

1. The basic principles are the same as for when helping an adult.
2. Can be provided to children and young people individually or as part of any family work.
3. Communicating with a child requires a relationship to be established between the child and the helper. This is called 'joining'. Methods to do this depend on the age of the child.
4. Communicating to help children and young people requires skills in talking and listening to children and young people.
5. There are many tools which can be used to assist communication with children and young people. These include the use of drawing, telling stories, play and drama.

General Principles:

Helpful communication aims to assist people to cope better with situations they are facing. This is true for talking to children, young people and also their parents/carers too. This can involve helping children/young people to cope with their emotions and feelings and to help them make positive choices and decisions.

Doing this involves:

- Establishing a relationship with the child
- Helping the person to tell their story
- Listening carefully
- Providing correct information
- Helping the child to make informed decisions
- Helping the child/young person recognise and build on their strengths
- Helping the child/young person develop a positive attitude to life

It does not involve:

- Making decisions for the child/young person
- Judging, interrogating, blaming, preaching, lecturing or arguing
- Making promises that you cannot keep
- Imposing your own beliefs



Types of Helpful Communication:

Helpful communication may be provided to children and young people as individuals. This is called one-to-one or individual support, or provided to a child and their family or with their peers. This is family or group support.

Skills to Consider:

If an adult wishes to help a child, they first need to establish a relationship with the child. This is called 'joining'. Methods for doing this depend on the age of the child. They are very different from methods used with adults. For example, for a child under 5 years of age, this may involve sitting with them level with their height or using a floor area to play a game that they like.

Similarly, talking with and listening to children and young people requires special skills and approaches. Other tools or approaches may be particularly useful such as telling stories or using drawing, drama and games.

Other Issues:

Adults providing support for a children and young people need to be aware of their own feelings towards issues which might arise. In addition, they should be aware of their own beliefs on culture, tradition, religion and gender. They should avoid imposing these on the child. They also need to be clear of rules regarding confidentiality. These should be made clear to the child in a way appropriate for their age. In some cases, issues could arise which require action. The helper may need to act on behalf of the child on some of these issues. This is a form of local advocacy. See the section on safeguarding and refer to the procedures in your place of work.

If you would like more information or training on communication skills, active listening and counselling skills please contact Jan Pawlikowski (Lead Primary Mental Health Worker) jan.pawlikowski@northants.nhs.nht



How Can We Strengthen Children's Self-Esteem?

(Adapted from the book of the same title by Lilian Katz)

Most parents want their young children to have a healthy sense of self-esteem. That desire can be seen in education. Schools around the country include self-esteem among their goals. Many others believe that low self-esteem lies at the bottom of many of society's problems.

Even though self-esteem has been studied for more than 100 years, specialists and educators continue to debate its precise nature and development. Nevertheless, they generally agree that parents and adults who are important to children play a major role in laying a solid foundation for a child's emotional development.

What is Self-Esteem?

When parents and teachers of young children talk about the need for good self-esteem, they usually mean that children should have "good feelings" about themselves. With young children, self-esteem refers to the extent to which they expect to be accepted and valued by the adults and peers who are important to them.

Children with a healthy sense of self-esteem feel that the important adults in their lives accept and care about them, and would go out of their way to ensure they are safe and well. Children with low self-esteem, on the other hand, feel that the important adults and peers in their life do not accept them, do not care about them very much, and would not go out of their way to ensure their safety and wellbeing.

During their early years, young children's self-esteem is based largely on their perceptions of how important adults in their lives judge them. The extent to which children believe they have their characteristics valued by the important adults and peers in their lives figures greatly in the development of self-esteem.

Families, communities, and ethnic and cultural groups vary in the criteria on which self-esteem develops. For example, some groups may emphasize physical appearance, and some may evaluate boys and girls differently. Stereotyping, prejudice, and discrimination are also factors that may contribute to low esteem among children.



How Can We Help Children Develop a Healthy Sense of Self-Esteem?

The following points may be helpful in strengthening and supporting a health sense of self-esteem in children:

- As they grow, children become increasingly sensitive to the evaluations of their peers. Teachers can help children learn to build healthy relationships with his or her peers.
- When children develop stronger ties with their peers in school or around the neighbourhood they may begin to evaluate themselves differently. Be clear about your own values and keep the lines of communication open about difficult and changing experiences.
- Children do not acquire self-esteem at once nor do they always feel good about themselves in every situation. A child may feel self-confident and accepted at home but not around the neighbourhood or in a class. Furthermore, as children interact with their peers or learn to function in some other place, they may feel accepted and liked one moment and feel different the next. You help in these instances by reassuring children that you support and accept him or her even when others do not.
- A child's sense of self-worth is more likely to deepen when adults respond to the child's interests and efforts with appreciation rather than just praise. For example, if a child pays interest in something you are doing, you might include the child in the activity. Or if the child shows interest in a topic or subject you might help the child find more information about it. Respond positively to a child's interest by treating it seriously. Flattery and praise, on the contrary, distract children from the topics they are interested in. Children may develop a habit of showing interest in a topic just to receive flattery.
- Young children are more likely to benefit from tasks and activities that offer a real challenge than from those that are merely frivolous or fun. For example, you can involve a child in activities that stretch his or her abilities and activate a sense of accomplishment i.e. classroom tasks, giving responsibilities



- Self-esteem is most likely to be fostered when children are esteemed by the adults who are important to them. To esteem children means to treat them respectfully, ask their views and to take their views and opinions seriously, and give them meaningful and realistic feedback.
- You can help your child develop and maintain health self-esteem by helping him or her with defeats, rather than emphasising contact successes and triumphs. During times of disappointment or crisis, a child's weakened self esteem can be strengthened when you let them know that your support remains unchanged. When the crisis has passed, you can help reflect on what went wrong. The next time a crisis occurs, a child can use the knowledge gained from overcoming past difficulties to help cope with a new crisis. A child's sense of self-worth and self confidence is not likely to deepen when adults deny that life has its ups and downs.
- You can play an important role in strengthening children's self-esteem by treating them respectfully, taking their views and opinions seriously, and expressing appreciation to them. Above all, keep in mind that self-esteem is an important part of every child's development



Multi-agency working

With the advent of the National Service Framework, Every Child Matters and the Common Assessment Framework, multi agency working to improve outcomes for children and young people with mental health issues is becoming better established. As well as documented research papers, results from local practice demonstrate that by working together and providing a 'team around the child' not only are better outcomes achieved but these are more sustainable.

Multi agency working is also called inter agency working but both are interchangeable - professionals from different agencies working together towards common aims and goals. Staff who have been involved in multi-agency working report high levels of satisfaction - they feel that they can learn about each other's roles and exchange ideas as well as ensuring that there is less replication of work, and no volunteering of agencies for roles outside of their remit. For parents/carers, they hear the same information from all agencies and instead of being unsure about which agency to support them with which issue they have, they can go to one meeting and not get conflicting information or be passed from one agency to another.

However, multi-agency working is not as straightforward as it might seem as any work involving different agencies with their own procedures and protocols will be a challenge. Local context for the work and individual personalities involved may also have an influence on the success of the partnerships involved.

Careful planning and negotiation is essential with everyone clear on the shared goals and common targets. The work should not be an end in itself, but about improving outcomes for children, young people and their families that could not have been achieved by one agency working in isolation. Building on what already exists in terms of good practice and communication channels established is a good place to start.

It may be helpful to draw up a partnership agreement as then there is clarity about role definitions and the contributions each agency is able to make to the partnership: this also ensures that there is no overlap. The time required for this way of working also needs a commitment from senior management to ensure that it will withstand changes in personnel.

Setting of clear role definitions, possibly through a partnership agreement, is helpful in maximising the contributions of each agency, avoids overlap, and ensures that all agencies have equal contributions. (see Chapter 10)



Partnership agreements are helpful in documenting the ground roles for working with different agencies in different contexts. This will help to ensure that the partnership has a firm foundation which will withstand any changes in personnel and problems. Regular reviewing of the agreement ensures that they are 'living documents' and if they contain the identified goals and targets for the work, serve as a useful reminder to agencies. Accurate and comprehensive information exchange is obviously an essential part of any multi-agency work. This requires an agreement on what information should be shared and when in dealing with specific cases, can how this information should be exchanged and transferred to other agencies.

Appropriate referral systems both into and out of multi-agency services ensures that these do not become 'gap fillers' for individual agencies. It is important that they deliver 'added value', and do not fulfil a function that is already being met by one of the home agencies. Exit strategies are useful to focus on the end point from early on in the planning process. Care should be taken however, that the child and their family do not then become lost at the conclusion of the work.

Under the Every Child Matters Agenda, there are 3 main models of multi-agency working:

1. Multi-agency panels

Practitioners on multi-agency panels remain employed and governed by their home agency. As the name implies, they meet as a panel on a regular basis to discuss children and young people with complex or additional needs who might benefit from a multi-agency approach to their support. As part of their work with the panel, the panel members or their home agency may carry out case work as part of a multi-agency plan. An example of this type of working arrangement is the Inter-agency Forum for School Non Attenders in Northamptonshire.

2. Multi-agency teams

A multi-agency team has a more formal configuration than a panel. In these teams, practitioners may be seconded or recruited to work full time in the team. Each team has an agreed leader and they work to a common purpose and goal, whilst maintaining links with their home agencies. These links may be through supervision and training or part time work. These teams are therefore free to engage in work with more of the universal service and at a variety of levels e.g. not just with individual children and young people, but also with small groups, families and even whole schools work. An example of this type of working includes the Behaviour and Education Support Teams (BEST).



3. Integrated services

Integrated services, as the name implies, are centres where a range of separate services share a common location and have a management structure that facilitates integrated working which includes a commitment by partner agencies to fund and facilitate the service. This means it is a 'one stop shop' for the community with services working together and these are generally located in early years or school settings. Examples of integrated working can be found in Sure Start Centres and Extended Schools.



The mental health of black and minority ethnic young people

Culture may influence many aspects of mental health, including how individuals from a given culture communicate and manifest their symptoms, their style of coping, their family and community supports and their willingness to seek treatment. Likewise, the culture of the people working with them influences the initial diagnosis, treatment and the service delivery. Although cultural and social influences are not the only determinants of mental illness, they do play an important role.

Culture impacts on how young people:

- Label and communicate distress
- Explain the causes of mental health problems
- Perceive people who provide mental health services
- Utilize and respond to mental health interventions

The United Nations Population Fund (2007) offers some useful 'tips' to considering culturally sensitive work in and around mental health:

1. Invest time knowing the culture in which you are operating - particularly around the area of power relations between men and women.
2. Demonstrate respect - avoid attitudes and language that maybe perceived as patronising.
3. Show patience - may need to talk at great length to persuade others to accept new ways of thinking, especially those that challenge beliefs closely tied to individual and social identity.
4. Be inclusive - transparent methods of consultation and negotiation with all parties involved.
5. Rely on the objectivity of science - addressing culturally sensitive issues in the context of health can help diffuse the strong emotions that may be associated with them.
6. Avoid value judgements - don't make judgements about other people's behaviour and beliefs. Put your own values aside and help others to achieve their thoughts and dreams.
7. Use language sensitively - be cautious of using words or concepts that may offend. Frame issues in the broader context of health, healthy families and communities.



8. Assume the role of facilitator - don't presume you have all the answers. Give up control and listen to others express their views share their experiences and form their own ideas and plans. Assuming the facilitator role send a message of neutrality.
9. Find common ground - look for areas of common interest that can provide entry points for working.
10. Accentuate the positive - useful when addressing harmful traditional practices, emphasising that both harmful and positive practices are found in all societies.
11. Create opportunities for women and young girls - give them the chance to talk and demonstrate their capabilities.
12. Reach out through popular culture - in many parts of the world, music and dance are popular cultural expressions - use them to communicate new ideas and involve the young people in the process.
13. Nurture partnerships - cultivating partnerships requires an investment of energy, time and patience. Try to sustain these after work may have finished.
14. Celebrate achievement.
15. Never give up! Changing attitudes and behaviours can be excruciatingly slow process. Appreciate even the small changes.

For further information on working with BME groups, please contact Linda Green (Race Equality Team) on lagreen@northamptonshire.gov.uk



Staff well-being

Why does teacher wellbeing matter?

Employee wellbeing isn't just a matter of health or duty of care. There is a tangible link between employee wellbeing and effectiveness in the workplace. Research (Birkbeck College in partnership with Worklife Support (2007)) suggests that there are links between average teacher wellbeing in schools and pupil performance.

The implication of this research is that to improve school performance we need to pay attention to teacher wellbeing.

Wellbeing is important for many reasons. The Health and Safety Executive states that as an employer or manager you have certain legal responsibilities to those who work for you, including a duty to ensure their health and safety. This is taken to include mental as well as physical health.

Organisational wellbeing is defined by the health of a workplace and whether its atmosphere is positive and of effectiveness. For example, a healthy school is one where staff and pupils/students look forward to going in - where everyone feels they can be themselves and have opportunities to express how they feel. It stands to reason that if a teacher is feeling happy and healthy they will be better able to cope with the challenges of the

What can a wellbeing policy do?

A wellbeing policy could help your school to:

- Reduce staff absence levels - stress is often cited as a major cause of work related absence. Schools with a good wellbeing policy in place can work to reduce the stress levels and listen to the concerns of their staff.
- Improve staff and pupil performance - schools that invest in the wellbeing of teachers can help improve staff morale and have a positive impact on pupils to create a good learning environment.
- Recruit and retain quality staff - schools that promote their wellbeing policies are likely to attract more applicants for posts. Existing staff are often retained for longer if a school invests in their health and wellbeing.

Why should schools have a wellbeing policy?

Teaching can be rewarding but challenging and the education environment has the potential to have a negative impact on teachers. Teachers are an 'at-risk' group and the Health and Safety Executive recognises schools as high risk environments.

Long hours and excessive workloads aren't good for us; they cause stress, are bad for our health, lead to low morale and create tired, burnt out staff. Teachers' commitment to their job has seen them working longer hours, spending longer on administration and in meetings and increasingly taking part in after-school activities.



These issues can have a negative effect on student wellbeing, attainment and the overall performance of schools so it's important that schools address them. A wellbeing policy can do this.

The point is to prevent difficulties where possible and to provide the right support if faced with such situations.

What should be included in a wellbeing policy?

Every school will have different individual requirements but this is a list of things to consider when planning your wellbeing policy:

- Whole-school involvement - all members of staff need to feel included in this process for it to work. From head teachers to classroom assistants, supply teachers to full time members of staff.
- Speak up - create an environment where staff can voice concerns and feel they can talk about any issues, at work or at home without fear. Senior staff need to be aware of pressures in order to address them.
- Staff inspiration - all members of staff should contribute to ideas for improvement at the school and put forward ideas for how these improvements can happen.
- Work-life balance - encourage staff to be open about work-life balance and find a way to make sure there is a line drawn between work and home. This is part of the Government's Remodelling Agenda and is an important consideration for any school management team.

What positive steps can you take to improve staff health and wellbeing?

Improving staff health and wellbeing doesn't have to be time-consuming or use up valuable school budgets. Even small simple steps can make a big difference.

The following are suggestions given by teachers for actions that would help improve health and wellbeing in their school:

- Rewrite school policies with realistic time lines in place.
- Create a firm discipline policy and stick to it.
- Offer free classes after school - especially things like yoga and relaxation.
- Set aside a time at the beginning of each staff meeting to talk about things you might want to celebrate and things that are troubling you.
- Have a governor chosen by the staff with responsibility for staff health and wellbeing.
- Ensure wellbeing programmes are really concerned with the staff and its care rather than going through the motions.
- If surveys are carried out or opinions requested, act on them and tell the staff the results.
- Provide food and drink before a parents evening; it's a long day



Where you can get further support for staff well being in your school?

Worklife Support was established by the charity Teacher Support Network in 1999 in response to a growing need to support not just teachers but every member of staff within the school. We know that the wellbeing of staff helps to improve the effectiveness of the school, which also has a positive impact on the behaviour and achievement of pupils. For more information, visit the website at www.worklifesupport.com or call 020 7554 5280

Employee Assist: Northants County Council has a free counselling service for all employees including teachers. This is completely confidential and can be access on 01604 626787, e mail nccemployeeassist@yahoo.com



Linking positive pupil mental health to school self evaluation

The school self evaluation form is an important document and one where you can celebrate your practice in regard to the promotion of positive mental health.

Section 4 asks about how good the personal development and well-being is of the learners in your school. Section 5 asks about the quality of provision, including how well learners are cared for, guided and supported. Section 7, overall effectiveness, in 7c, asks how well the school works in partnership with others to promote learners well being.

Schools have a major contribution to supporting the development of positive mental health and supporting pupils to meet the five outcomes for children from Every Child Matters.

Be healthy - assessed in SEF as 'To what extent do learners adopt healthy lifestyles'

Whether learners take adequate physical exercise and eat and drink healthily

Learners growing understanding of how to live a healthy lifestyle

In promoting positive mental health and supporting those children and young people who are experiencing difficulties with mental health and emotional well being, contributions will be made towards encouraging children and young people to 'be healthy'. Those better able to manage their feelings, more aware of their strengths, their coping strategies and those having had their self confidence and self esteem improved along with better resilience have a better chance of meeting this outcome. Using the Shoebox to support this outcome can be quoted on the SEF as a contributory factor.

Stay Safe - assessed in SEF as 'To what extent do learners feel safe and adopt safe practices?'

Whether learners feel safe from bullying and racist incidents

The extent to which learners have confidence to talk to staff and others when they feel at risk

You can use the Shoebox to help pupils to understand difficult emotions and to know how to act in challenging circumstances without putting themselves or others at risk. It can help support strategies to address conflict, violence, bullying and harassment, and skills to encourage effective communication in situations where they may feel at risk, or feel that they may pose a risk to others.



Enjoy and Achieve - assessed in SEF as 'How much do learners enjoy their education?'

Take into account learners attitudes, behaviours and attendances

Learners spiritual, moral, social and cultural development

Positive mental health can contribute to developing skills which are involved with differing sorts of learning e.g. maintaining a positive approach to life and learning and planning realistic goals, ambitions and visions.

Make a positive contribution - assessed in the SEF as 'How well do learners make a positive contribution to the community?'

Learners' growing understanding of their rights and responsibilities and those of others

How well learners express their views and take part in communal activities

Positive mental health can help pupils to understand their roles e.g., within friendship groups, peer groups, family, school and community. Skills such as understanding and getting along with others, including tolerance is essential.

Achieve economic well being - assessed in the SEF as 'How well do learners prepare for their future economic well-being?'

How well learners develop skills and personal qualities that will enable them to achieve future economic well being

Positive mental health enables pupils to deepen their skills of understanding of the importance of personal and social skills which are needed to get along as an independent adult. It gives them chance to see how the choices they make now will impact on their future.



Child Protection / Safeguarding Children in Education

Everyone in the education service shares an objective to help keep children and young people safe by contributing to:

- Providing a safe environment for children and young people to learn in education settings
- Identifying children and young people who are likely to suffer significant harm and taking appropriate action with the aim of making sure they are kept safe both at home and at school
(‘Safeguarding Children and Safer Recruitment in Education’ DCSF 2007)

Any safeguarding/welfare/child protection concerns about a child that might arise when gathering information and planning interventions must be reported immediately to the Designated Person for Child Protection who will follow Local Safeguarding Children Board Northamptonshire procedures.

Designated Persons have responsibilities which include:

- Referring cases of suspected abuse or allegations to the relevant investigating agencies
- Acting as a source of support, advice and expertise within the educational establishment by liaising with relevant agencies to decide a course of action and to decide whether to make a referral to Children and Young People’s Service Referral Teams

Common Assessment Framework (CAF)

CAF is a framework to help practitioners assess children’s additional needs for services earlier and more effectively; develop a common understanding of those needs and agree a process for working together to meet those needs. During discussion with Designated Persons CAF should therefore be considered.



What is Behaviour Management?	What is <u>not</u> Behaviour Management?
<ul style="list-style-type: none"> • Part of the ordinary process of normal development whereby parents teach their child self-control, thus enabling the child to participate in society: involving reasonable boundaries on his/her behaviour and encouragement with attention and other rewards - leading to the child internalising the restraints and satisfactions for him/herself. • Focuses on observable behaviour in order to understand behaviour. • Usually praise and attention are enough but interventions like star-charts can be helpful. • Is successful if builds on the presence of containment and reciprocity. • Is a building block of the quality of attachment and hence, a feature of all healthy relationships. • Includes classical conditioning (one events follows another) and operant conditioning (by doing X, Y will happen). • Firm & consistent boundaries provide both behaviour-management and containment. • Intermittent re-enforcement seems to work best: reflecting normal life. • Needs to be sensitive to the needs of the child: hence, assess and intervene re containment and reciprocity. 	<ul style="list-style-type: none"> • Controlling other people. • What works for one child should work for others: one size fits all. • This is done to children.





CHAPTER 3

Information gathering/assessment



Northamptonshire Healthcare
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County Council



Chapter 3 - Information gathering / assessment

Most of us have been faced with difficult situations; pupils who are misbehaving in class, not paying attention/concentrating as you would expect or are puzzling to you because they are not performing to the best of their ability or even just plainly unhappy. If you haven't been in this sort of situation then you probably won't be reading this, unless it is for a friend or colleague of yours. This section of the Shoebox attempts to give you some ideas of the tools you might use to help you **gather information** about a child or young person.

Since the idea of a multi-faceted approach has already been introduced in Chapter 1 and a worked example of how it might work it would be very useful to recommend Rob Long's Intervention Toolbox at this stage. (Published by SAGE and available from Lucky Duck www.luckyduck.co.uk) It contains not only a wealth of practical strategies but an assessment questionnaire covering the six different strands; physiological, feelings, behaviour, cognitive, social and happiness. These strands will help you to gain a wider view, not only areas of difficulty.

The grid on the next pages outlines some suggestions of assessment tools you might use. You may have other resources in your school and 'no money' to buy anything new! What we suggest is that you consider the multi faceted approach and ask the questions about each of the strands, (see script) Ask the child or young person their views and their parents / carers and you may be surprised. If all appears to be negative then ask about any times/occasions when things have been better, or not quite as bad as they are now. It is often helpful to talk to colleagues in school to gain a broader picture too. There is no one assessment that covers all aspects, since we all interpret situations through our own eyes. What is important is that having gathered useful information we can then think about what we can do to help, which model or approach we might use (see Chapter 10) or which resources (Chapters 4-9) may be useful.

The assessment and information gathering form, provided in this chapter, is simply a proforma which you might find helpful to use either in consultation with colleagues, parents and other professionals. Please adapt it for your own purposes. I have found it very helpful in consultation with SENCOs to record very briefly what has been done and which areas/strands could be addressed next.



Information Gathering Tools

Tool	Comments
6 Strand Template script and recording sheet.	Please send comments when you have used it to jfardon@northamptonshire.gov.uk
How Mentally Healthy is Our School? - an audit tool	A whole school audit tool. Available in NCC's Mental Health is Everybody's Business pgs 28-33
Positive Classroom Questionnaire-creating an emotionally supportive learning environment M.O.T	An audit tool for teachers to use in their classrooms. Available from Rob Long's book 'Farewell & Welcome'
Anxiety Checklists	Available in NCC Anxiety Booklet - Tackling it Together (See link in Chapter 10)
PASS	Measures pupil attitudes to themselves and to school, using 9 standardised factors. Available from www.w3insights.pass-survey.com
The Boxall Profile Handbook	By Bennathan and Boxall www.nurturegroups.org/publications RRP £20
B/G: Steem	User manual & CD-ROM A Self-esteem Scale with Locus of Control Items Age range: 6-13 years Barbara Maines & George Robinson ISBN 978-1-87394-235-2 £24.99 Available from Lucky Duck Publishing www.luckyduck.co.uk
Insight Primary	A photocopiable resource that enables you to measure & develop children's self-esteem. Age range 5-11? It uses a Self-Esteem Indicator to explore 3 key areas of a child's self-esteem (sense of self, belonging & personal power) (Author: Elizabeth Morris Publisher: GL Assessment) £65.00
Insight Secondary	A photocopiable resource that enables you to measure & develop young people's self-esteem. As above but for 11-16 year olds.
Observation: Running Record linked to on & off-task behaviours	Consult with BACIN



Tool	Comments
Observation: Incident or tally count sampling	Consult with BACIN
Observation/information gathering: Immediate & Background Antecedents Form	Link background antecedents to Solihull containment & risk and protective factors Ref to: MHIEB Handbook Assessing Individual Needs (Ayers, Clarke & Ross) David Fulton 1996 ISBN offers more detailed information on use of the ABC Form as an information gathering & recording tool
Observation: The Towards Better Behaviour Observation Schedule	Provides a viable means of obtaining a 'richer' picture of life in the classroom, as the pupil's behaviour is observed in the context. On & off-task behaviours are coded. Towards Better Behaviour Observation Schedule (Jolly & McNamara 1992)
Behaviour Checklist	Prioritise behaviours causing concern - consult with BACIN.
Checklist of Behaviours That Might Indicate Mental Health Difficulties	Complete in conjunction with information in MHIEB Handbook p11
SDQ (Strengths & Difficulties Questionnaire)	Can complete manually or online version www.scoreonline.com
Risk & Protective Factors Proforma	Link to background antecedents MHIEB Handbook p10
All About Me	Consult with your Educational Psychologist
The Bears Cards	Available from www.incentiveplus.co.uk
Strength Cards for Kids	As above
Blobs by Pip Wilson See www.pipwilson.com	Working one step removed Photocopiable collection of blob pictures to promote discussion & support children and young people identify how they are feeling and how they see themselves. Big Book of Blobs: <ul style="list-style-type: none"> • Big Book of Blob Feelings • Giant Blob Feelings Poster • Individual Blob Cards • Group Blob Cards All available from Incentive Plus. See www.incentiveplus.co.uk to view products



Tool	Comments
Understanding Events Sheet ABC & Feelings, Thoughts & Behaviour	Consult with BACIN
Scaling	See solution focused approaches in Chapter 10



Suggested questions for the multi-faceted grid

Behaviour

What does J do that causes you most concern? Where/when does he exhibit those behaviours? Where/when does he not exhibit those behaviours? What strategies or behaviours do you or your colleagues use that can be helpful? What do you notice about those responses? How do you feel when J behaves in a way that is causing you concern? How does J behave at home or in other situations?

Thinking

Does J understand the work he is being asked to do? What patterns of thinking can you discover in J. What is J successful at? What are J's reading and spelling levels? Does he understand what he reads? Can you discover any situations in which J thinks positively / creatively? What is J's favoured style of learning?

Feelings

Is J able to express a wide range of feelings verbally? Can he recognise how other people may be feeling? Is J aware of his own early warning signs in his body, such as butterflies in the tummy, sweaty hands, tension in the neck etc?

Social

How does J relate to his peers in class / on the playground / out of school? Can he express his opinions clearly and assertively? Does he play and understand the rules of games and take turns? Does he have any particular friends? Does he play with or alongside others? What strengths does J have in terms of social skills?

Physiological

How would you describe J's energy in class? What does he do outside the classroom in breaks and lunchtimes? How does he sleep? What does he do in terms of physical exercise / activities? What is his attention like in class? Does he have any physical difficulties, fine or gross motor? How does he express anger/anxiety/lethargy?

Happiness

How happy is J in class, on the playground and in other situations? (Scale 1-10) In which situations is he the happiest? Has there been a change over the past few weeks or months in how happy J is? Are there specific situations in which J is happy?

NB These are possible questions you could ask and there are more you could add yourselves, depending on the specific circumstances. You could say 'I'm curious about J when' to find out about J in other situations. This sort of question one often asks in solution focused approaches. (See Chapter 10)



Assessment and information gathering form

Assessments

Name of child	
Behaviour	
Thinking	
Feelings	
Social	
Physiological	
Happiness	

Interventions

Prioritise → Target → Monitor → Evaluate

Name of child	
Behaviour	
Thinking	
Feelings	
Social	
Physiological	
Happiness	

Use this information to inform your IEP, PSP, etc and select resources, advice or training your school requires from the Northamptonshire Shoebox.





CHAPTER 4

Behaviour



Northamptonshire Healthcare
NHS Trust



Northamptonshire
County Council



Chapter Four - Behaviour

- ‘Some behaviours can be a child or young person’s solution to a problem.’ Mental Health is Everybody’s Business’ Handbook for Schools, Northamptonshire Children & Young People’s Partnership 2007
- ‘If behaviour is seen as an expression of emotion rather than defiance against authority then one can begin to address the behaviour from a position of empathy and resolve situations more usefully.’ (MHEB)
- ‘Behaviour is a way of communicating which can sometimes feel rather uncomfortable when on the receiving end! Our job as teachers is to enable our children to communicate in safe and effective ways.’

You may find what you are looking for within these pages or you may need to look elsewhere. A great book for when you have reached the end of your strategies is **‘Teaching the Unteachable: practical ideas to give teachers hope and help when behaviour management strategies fail.’** (Marie Delaney RRP £17.99 available from Amazon.)

An invaluable resource which involves the six strands outlined here in the Northamptonshire Shoebox is **‘Rob Long’s Intervention Toolbox - for social, emotional and behavioural difficulties.’** This is published by Sage and available through Lucky Duck . RRP £29.99. This includes a CD Rom and an assessment questionnaire and is suitable for children from 5-16. It was Rob Long that gave us the idea of the six strands, which makes his publication a superb companion for this resource.

For training in behaviour please consult with the Northamptonshire Inclusion Partnership - www.northamptonshire.gov.uk, → Education and Learning → Information for schools



Behavioural Tools

Interventions	Resource	Author	Age range	1:1 /small group whole class / school	Cost	Available From	Comments from practitioners
Anger management	Anger management resource	BACIN	All	Small group and 1:1 in 6 sessions		BACIN	
	Bubble Gum Guy	Joost Drost	Primary	Small group and 1:1	£19.99	Lucky Duck	
	Crucial Skills	T. Rae & P Johnson	KS2,3&4	Small group programme	£23.99	Lucky Duck	
	Volcano in my tummy	Whitehouse & Pudney	Primary	Small group or 1:1	£9.50	Amazon	
	Re-Tracking	Devon County Council	Year 5 + Photo-copiable pack.	1:1 for those at risk of exclusion	£21.56	Devon CC	
	Just stop and think	Fiona Wallace	KS2 +	1:1 or small group	£19.99	Lucky Duck & Incentive Plus & Sage	
	Getting it Right - A Behaviour Curriculum	Julie Casey	KS 3 & 4	Lesson plans, class	£26.99	Lucky Duck (from Amazon)	



Behavioural Tools continued

Interventions	Resource	Author	Age range	1:1 /small group whole class / school	Cost	Available From	Comments from practitioners
ADD /ADHD	123 Magic	Thomas Phelan	Primary	Class or 1:1	£18.26	Child Management Inc. Amazon	Especially good for ADHD and parents skills.
	ADD Hyperactivity Handbook for schools	HC Parker	Primary and secondary	Strategies for the classroom	£12.00	Speciality Press Amazon	
	ADD Parents Support Book	Tony Attwood	All age	For parents	£15.95	First and Best	
	Educating children with ADHD	Cooper & O'Regan	All age	Practical reference book for teachers	£33.99	Routledge	
	Understanding ADHD	Dr C Green	All ages	Teacher and parents versions	£9.99	Vermilian (from Amazon)	
	Attention seeking - a practical solution	Dr Nigel Mellor	All	Practical reference book for teachers	£19.99	Lucky Duck	



Behavioural Tools continued

Interventions	Resource	Author	Age range	1:1 /small group whole class / school	Cost	Available From	Comments from practitioners
Behaviour management	Assertive Discipline - Positive Behaviour management	Lee & Marlene Canter	All	Practical advice and specific method	c. £8.00	Amazon	Very good for the most challenging pupils
	Behaviour Recovery and other titles	Bill Rogers	All	Practical whole school approach	£16.99	Longman & Amazon	
	Changing Behaviour	McNamara & Moreton	All	Great for EBD	£23.99	David Fulton & Amazon	
	Develop your classroom control and discipline	Roger Smith	All	Teacher reference	£0.99	Framework Press & Amazon	Written in 1996 - case studies etc
	Develop your classroom management	Roger Smith	All	Teacher reference	£12.00	Framework Press Heinemann & Amazon	
	Managing behaviour - A practical framework	Wolfendale & Bryans	All	Teacher reference	£3.00	NASEN Word Power Books	
	Managing challenging children	Gerard Gordon	All	Teacher reference	£10.95	Rob Long's Publications	
	Not you again	Wallace & Caesar	Primary & Special	Playtime & Lunchtimes	£22.99	Lucky Duck	Includes CD Rom
	Practical Strategies / individual behaviour difficulties	Geraldine Mitchell	All	Assessment and interventions for teachers	£18.99	David Fulton	



A girl thinking
and writing
thought's
down.



CHAPTER 5

Thinking



Northamptonshire Healthcare
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County Council



Chapter 5 - Thinking

‘Feelings, thoughts and behaviour can play a powerful role in promoting or hindering learning.’

Useful books and links

- ‘**The Little Book of Big Stuff about the Brain**’ by Andrew Curran (Crown House Publishing Ltd). This is a great book to try and understand how the brain works and will certainly challenge your thinking as well as help you to understand about children’s brains.
- **The Solihull Approach** is detailed in Chapter 10 and the training includes fascinating information, including DVD footage about the baby brain.
- Some children’s story books give us another perspective on how children's thinking can be influenced through metaphor. One or two examples include; ‘**Not a Box**’ by Antoinette Portis £5.99 from Harper Collins Children’s Books, which is a picture book showing how a rabbit thinks beyond the box, rather like small children! Another author to consider is Dr Seuss with ‘**Oh, the things you can think!**’ and ‘**Oh, the places you’ll go.**’
- Solution focused thinking is often a very helpful way to look at a situation, particularly when you are stuck. There are details and examples to use in Chapter 10. It is used quite widely in the county and training could be requested through the Northamptonshire Inclusion Partnership (NIP) or nationally through www.brieftherapy.org or www.solutionsineducation.co.uk

Resources in this section could also be found in some of the other 6 strands. When adopting models and resources based on cognitive behavioural theory or Protective Behaviours there will be a combination of ideas using thinking, feeling and behaviour, so do browse the other strands too. If you want to know more about models and approaches to use, or to access training in these approaches please look at Chapter 10.



Thinking Tools

Interventions	Resource	Author	Age range	1:1 /small group whole class / school	Cost	Available From	Comments from practitioners
Solution Focused	Children's Solutions Work	Insoo Kim Berg & Therese Steiner	All	Adult reference book for ideas	£22	Borders	
	Solution Focused Thinking in Schools	John Rhodes & Yasmin Ajmal	All	Book for adult to read to inform practice	£12.50	BT Press Amazon	Helpful case studies, including children with reading difficulties
	No Limits	Kevin Mincher	14+	1:1 small group	£7.99	Amazon	Outstanding book that will help teenagers achieve more
	Coaching Solutions + Resource Book	Will Thomas	Secondary	To use with all students in a variety of situations	£19.99 +£24.99	www.amazon.co.uk	
	Scaling & self monitoring techniques					See Solution Focused Approaches - chapter 10	



Thinking Tools continued

Interventions	Resource	Author	Age range	1:1 /small group whole class / school	Cost	Available From	Comments from practitioners
Personalised Learning	Accelerated Learning - a User's Guide	Alistair Smith	Primary and Secondary	Whole class	£19.99	Amazon	
	The ALPS approach Resource Book	Alistair Smith & Nicola Call	Primary	Whole class	£24.95	Amazon	
CBT based programmes	Friends		Primary and Secondary versions	Whole class/small group. Workbooks for children and teacher manual		Lincolnshire	Good to use with whole classes. Training from Northants EPs.
	Book Teaching Self-control in the classroom	P. Gourley	Primary	Whole class	£23.99	Lucky Duck	Uses seven stories to help children reflect on behaviour.
	Think Good Feel Good Workbook and a Clinician's Guide.	Paul Stallard	Primary & Secondary	1:1 or possibly small group. Adaptable online resources.	£29.99	Amazon	A great workbook to use with children & young people.



Thinking Tools continued

Interventions	Resource	Author	Age range	1:1 /small group whole class / school	Cost	Available From	Comments from practitioners
Protective Behaviours	Book The Huge Bag of Worries	Virginia Ironside	All	All	£5.99 Or £18.99 big book version	Macdonald Books Amazon	An absolute gem! Can be used in many ways for encouraging children to talk about their worries.
	Protective Behaviours for Primary Schools	Bosworth, Carter & Sneath	All	1:1, small group or whole class	£33.00	Incentive Plus Speechmark Publications	A very practical book.
	Miss Dorothy resources		Primary workbooks + website	Whole school, class, small group or 1:1		www.missdorothy.com	Safe email facility for pupils to seek help.
Protective Behaviours	Watch Over Me book + DVD		Secondary	Whole class or small group.		www.missdorothy.com	Examines gun crime, drugs & forced marriages through a teenage soap opera on DVD.



Thinking Tools continued

Interventions	Resource	Author	Age range	1:1 /small group whole class / school	Cost	Available From	Comments from practitioners
Affirmations	The Affirmation Web	Lori Lite	Primary	All	£7.99	Amazon	Storybook
	Relax Kids CD Believe & Achieve	Marneta Viegas	7+	All	£14.99	www.relaxkids.com	
	Nurturing Talk	SERCO Bradford	KS1 - KS3	Groups	£70 +pp Less if Nurture Group network members.	www.nurturegroups.org	Based on talking Partners and works well with Silver SEAL.





CHAPTER 6

Feelings



Northamptonshire Healthcare
NHS Trust



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County Council



Chapter 6 - Feelings

- 'Feelings are important to children, young people and adults and affect thinking, learning and behaviour.' (A key message from Mental Health is Everybody's Business, Handbook for Schools, Northamptonshire Children & Young People's Partnership. 2007)
- Children with positive mood states learn faster.
- Positive emotions broaden attention so that you become more aware of the physical and social environment, are more open to ideas and more creative.
- When I can identify how I feel, I can do something about it.
- Feelings are feelings, behaviour is a choice with an effect (from Protective Behaviours, see chapter 10).



Feelings

Interventions	Resource	Author	Age range	1:1 /small group whole class / school	Cost	Available From	Comments from practitioners
Cognitive Behaviour Therapy	Exploring Feelings - CBT to manage anxiety	Dr Tony	KS2/3	1:1 or small Group - especially Children with ASD	£19.95	Future Horizons Inc	Attwood
	Exploring Feelings - CBT to manage anger	Dr Tony Attwood	KS2/3	1:1 or small Group - especially Children with ASD	£19.95	Future Horizons Inc	
	Think Good-Feel Good	Paul Stallard			£29.99	ISBN 0-470-84290-3	All the text and workbook resources in the book are available free, in colour, to purchasers of the book.
	Stress Can Really Get on Your Nerves	Trevor Romain and Elizabeth Verdic	Yr6+		£8.99	ISBN 1-57542-078-3	



Feelings continued

Interventions	Resource	Author	Age range	1:1 /small group whole class / school	Cost	Available From	Comments from practitioners
Helping children with feelings	Helping children who bottle up their feelings	Margot Sunderland	All ages	1:1 or small group	c£25	Speechmark Publishing Ltd	
	Helping children who are anxious or obsessional	Margot Sunderland	All ages	1:1 or small group	c£25	Speechmark Publishing Ltd	
	Helping children with low self esteem	Margot Sunderland	All ages	1:1 or small group	c£25	Speechmark Publishing Ltd	
	Helping children with loss	Margot Sunderland	All ages	1:1 or small group	£25	Speechmark Publishing Ltd	
	Helping children who yearn for someone they love	Margot Sunderland	All ages	1:1 or small group	c£25	Speechmark Publishing Ltd	
	Helping children locked in rage or hate	Margot Sunderland	All ages	1:1 or small group	c£25	Speechmark Publishing Ltd	
	Helping children pursue their hope and dreams	Margot Sunderland	All ages	1:1 or small group	c£25	Speechmark Publishing Ltd	



Feelings continued

Interventions	Resource	Author	Age range	1:1 /small group whole class /school	Cost	Available From	Comments from practitioners
Helping children with feelings	Helping children with fear	Margot Sunderland	All ages	1:1 or small group	c£25	Amazon	
	Draw on your emotions	Margot Sunderland & Philip Engleheart	6+	1:1 or small group	£40	Speechmark Publishing Ltd and Incentive Plus	
	Drawing out feelings - facilitator guide	Marge Heegaard	KS2 and over	1:1	£18.85	ISBN 0-9620502-5-3 www.alibris.co.uk	A guide to her books on using art to help children deal with grief.
	When a parent marries again	Marge Heegaard	KS2 and over	1:1 child's book to draw and write in	c£7.50	Woodland Press www.alibris.co.uk	This series is highly recommended
	When someone has a very serious illness	Marge Heegaard	KS2 and over	1:1 child's workbook to draw and write in	c£7.50	Woodland Press www.alibris.co.uk	
	When a family is in trouble (drugs + alcohol)	Marge Heegaard	KS2 and over	1:1 child's workbook to draw and write in	c£7.50	Woodland Press www.alibris.co.uk	
	When something terrible happens (coping with grief)	Marge Heegaard	KS2 and over	1:1 child's workbook to draw and write in	c£7.50	Woodland Press www.alibris.co.uk	



Feelings continued

Interventions	Resource	Author	Age range	1:1 /small group whole class /school	Cost	Available From	Comments from practitioners
Helping children with feelings	Muddles Puddles and sunshine (bereavement)	Diana Crossley	All ages	Activity book for children to do with a trusted adult.	£7.99	Winston's Wish ISBN 1-86989058-2 Amazon	
	The Hurt (a child's story)	Teddi Doleski	Primary	1:1, group, class. Reading age 4-8	£4.50	Paulist Press ISBN 0-8091-6551-1 Amazon	A lovely metaphor to use with children.
	The Huge Bag of Worries	Virginia Ironside	All ages	1:1, group, class, school	£5.99 or £18.99 big book	Hodder Wayland ISBN 0-7500-2124-1	See comments in behaviour section. A absolute gem!
	Silly Billy (child's story)	Anthony Browne	All ages	1:1, group, class,	£5.99	www.walkerbooks.co.uk	An amusing reflection on worries.
	Worry Box - Managing anxiety	Dr Hannah Mortimer	Primary	1:1 or small group	£5.00	QEd ISBN 978-1-898873-49-5	
	Fireworks - managing anger in young children	Dr Hannah Mortimer	Primary	1:1 or small group	£5.00	QEd	
	Helping young people to beat stress - a practical guide	Sarah McNamara	Secondary	1:1 or small groups	?	Continuum ISBN 0-8264-8755-6	Excellent collection of ideas.



Feelings continued

Interventions	Resource	Author	Age range	1:1 /small group whole class /school	Cost	Available From	Comments from practitioners
Helping children with feelings	Keep your Cooooool! - stress reducing strategies.	Tina Rae & George Robinson	KS2 & 3	Small group or whole class	£8.00	Lucky Duck Publishing	
	Beating the blues	Rob Long	Secondary group	1:1 or small	£5.33	Rob Long's Education Works - Amazon	
	Strictly Stress	Tina Rae	Secondary	Groups and whole class	£21.99	Lucky Duck Publishing & Incentive Plus	12 sessions +CD
	Me & my volcano	Deborah Hage	All age - drawing workbook	1:1	£5.00	Sometimes from Amazon or Nancy Thomas	
	A volcano in my tummy	Whitehouse & Pudney	6-15yrs	1:1, small group or whole class	£9.50	Incentive Plus	Popular in Primary & KS3
	Crucial Skills - an anger management programme	Penny Johnson & Tina Rae	Secondary	Small group	£23.99	Lucky Duck Publishing & Incentive Plus	Excellent group work programme
	A solution focused approach to anger management	Berni Stringer & Madan Mall	KS2 -4	1:1 and small groups	£15.99	Questions Publishing	Spiral bound making it easy to photocopy pages. All you need to set up a group
	Dealing with feeling - an emotional literacy curriculum	Tina Rae	Primary	Small group or whole class	£29.99	Lucky Duck Publishing & Incentive Plus	



Feelings continued

Interventions	Resource	Author	Age range	1:1 /small group whole class /school	Cost	Available From	Comments from practitioners
Helping children with feelings	All feelings are OK	Lawrence Shapiro	Primary	1:1 child's workbook		Smallwood Publishing	A story normalising feelings
	Forest of feelings - understanding & exploring emotions	Jo Browning Wroe & Carol Holliday	Primary	Small groups and whole class - story with activities.	£18.99	LDA & Incentive Plus	Circle time activities included
	Digging Deep - Teacher's manual and activities book	Julie Matthews	Age 8-16 boys	Cross curricular activities for groups 7 classes	£130.95	Acer Press ISBN 0-86431-398-5	Expensive!
	50 activities for teaching Emotional Intelligence - 3 books, elementary, middle and high school	Dianne Schilling	Age specific per book	Small groups and whole class	£15.99	Innerchoice Publishing & Incentive Plus	
	Dealing with Feeling - an Emotional Literacy Curriculum	Tina Rae	7-13	Class / school	£29.99	ISBN 1-873942-32-X Lucky Duck Publishing www.luckyduck.co.uk Incentive Plus www.incentiveplus.co.uk	CD Rom included
	The Bubblegum Guy	Joost Drost	KS2/3	Class/group/ Or 1:1	£19.99	ISBN 1-90431-544-5	Sage Publications





CHAPTER 7

Social



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Chapter 7 - Social

- ‘Children, young people and adults have a right to be listened to, valued and understood within respectful relationships.’ (A key message from Mental Health is Everybody’s Business. Handbook for Schools, Northamptonshire Children & Young People’s Partnership 2007)
- Social functioning is one of six areas to consider when prioritising need and planning multi-faceted interventions that address presenting emotional/mental health and behavioural difficulties of children and young people.
- Poor communication is strongly linked to mental health difficulties and problem behaviour.
- A survey of 200 young people in an inner city secondary school found that 75% had language needs that hampered relationships, behaviour and learning.
- 40% of young offenders have difficulty with spoken language. (ICAN)
- In poor households children will hear 500 different words a day, in a richer household 1500 words a day.
- In areas of high social deprivation 40% of parents cannot recite a single popular nursery rhyme to their children.
- In some areas of the UK upwards of 50% of children have delayed language on school entry, and this persists throughout their school career.

Information taken from Jean Goss, (Director of Every Child a Chance Trust) - a lecture ‘Nurturing children, what works in Intervention.’ July 2008

See NIP booklet for training opportunities. (full reference at the beginning of Chapter 4.) Training also available on Nurture Groups - see www.nurturegroups.org. There are schools in Northamptonshire running Nurture Groups. For further details see Chapter 10.



Social

Interventions	Resource	Author	Age range	1:1 /small group whole class / school	Cost	Available From	Comments from practitioners
Circle Time approach	Various	Jenny Moseley	All	Small group to whole school		www.circle-time.co.uk	Highly recommended resources and training
	PSE for Primary Schools through Circle Time	Mollie Curry & Carolyn Bromfield	Primary	Small group to whole school	£15	NASEN	
	Pushing Back the Furniture	Winter & Button	Primary	Small group to whole school	£17.99	Incentive Plus	Written by practitioners for practitioners
Social Skills	Wellingborough Social Skills Pack	CYPS	Primary and secondary	Small groups		BACIN	
	Social Stories Pack	CYPS, ASD Team	All			ASD Team Springfield	A Revised version now out - invaluable resource +CD
	Talkabout	Alex Kelly	All	Small groups	£32.50	Winslow Press	Originally for young adults with learning disabilities



Social continued

Interventions	Resource	Author	Age range	1:1 /small group whole class / school	Cost	Available From	Comments from practitioners
Social Skills	Draw on your relationships	Margot Sunderland	Age 6+	1:1 or small groups	£45	Speechmark	A great companion to Drawing on your emotions
	Talking Partners	Education Bradford	Primary	Small groups	£10 -£25	SERCO Education Bradford	Resource packs, DVDs etc
	Nurturing Talk	Education Bradford	KS1 and early KS2	Small groups	£70	www.nurturegroups.org	A fantastic resource - highly recommended
Group work	Crucial Skills	Penny Johnson & Tina Rae	Secondary	Small groups	£23.99	Lucky Duck	A sound resource
	Circle of Friends	Book DVD	All	Small groups	£12.99 £35.00	www.inclusive-solutions.com	See website for excellent details and more resources
	Therapeutic Groupwork with Children	Drost & Bailey	Primary	Small groups	£35.99	Speechmark	Good activities and guidance in setting up groups



Social continued

Interventions	Resource	Author	Age range	1:1 /small group whole class / school	Cost	Available From	Comments from practitioners
Games	Games for social and life skills	Tim Bond	All	Various Groups	£20.99	Amazon	An old favourite
	Website		All	Various	Free to download	www.wilderdom.com	A great website for all sorts of games - even for adults
	The Ungame				£19.95	www.incentiveplus.co.uk	A board game to encourage conversation about thoughts, beliefs and feelings
	101 Games for Social Skills	Jenny Moseley	Primary	Groups and classes		www.amazon.co.uk	





CHAPTER 8

Physiological



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Chapter 8 - Physiological

Physiological tools could include any of the following, not necessarily fitting neatly into the grid format.

- Breathing exercises in Circle Time or time out for individual children. Free exercises available from www.relaxkids.com - training also includes peer massage, affirmations etc
- Drawing - allowing the child or young person to carry out a physical activity such as drawing can help them to release difficult emotions instead of asking them to talk.
- Drawing and talking - as part of a planned therapeutic intervention from www.drawingandtalking.com. A one day training is available for this and the intervention is planned over 12 weeks in half hour sessions, assessing children before and after the intervention using the Goodman's Strengths and Difficulties Questionnaire which is freely available online.
- Teaching children and young people to identify their Early Warning Signs, when their body tells them they don't feel safe. See Protective Behaviours article in Chapter 10 or PB resources listed in Chapter 5. They can then learn to use their own personal network to talk with someone and relieve their physiological signs.
- Peer massage - a whole school approach. Training from Jan Geary in the Corby area (Firdale Centre) or nationally through the Massage in Schools Programme. <http://www.massageinschools.com/>
- Physical exercise
- Brain gym exercises or wake and shake etc - to release the endorphins, changing body state and prepare for learning
- Use of strength cards, stories, puppets, cookery, art and craft work etc
- Listening to music
- Social Stories - see Chapter 5 for details of the pack produced by the Northamptonshire Additional Needs Teachers (ASD Team). 01604 630082
- Visualisation - Relax Kids etc
- Kaleidoscopetherapy - if you have a room and have been trained, see www.kaleidoscopetherapy.com. This is being used in the county and is a highly successful intervention.
- 'A Quiet Place' (Emotional Intelligence in Action) founded by Penny Moon - see www.aquietplace.co.uk for details and schools who have already taken part in the programme.
- Better toilets for pupils - a crucial area to consider! www.bog-standard.org or www.teacch.com/toilet.html



Physiological

Interventions	Resource	Author	Age range	1:1 /small group whole class / school	Cost	Available From	Comments from practitioners
Relaxation skills	Relax Kids CDs, books, cards,DVD	Marneta Viegas	All ages	All	Up to £14.99	www.relaxkids.com including free downloads & resources	Wonderful, creative resources to help children relax at school & home
	Anxiety, tackling it together	Northants publication	All	All	free	http://www.healthyschools.gov.uk/Uploads/Resources/3c900160-90a3-40ce-bb6-80875ace45f9/22925_Anxiety.pdf	Very useful for schools, strategies and questionnaires to use in consultation
	Various		5+	1:1 or small group	Various	www.childanxiety.net	Practical ideas and good for understanding
	A Boy & a Bear	Lori Lite	Up to 11 yrs	1:1 or small group	£9.50	www.amazon.co.uk	A beautiful story that teaches relaxation skills
	The Goodnight Caterpillar	Lori Lite	Primary	1:1	£18.95	Amazon	
	Indigo Dreams	Lori Lite	Primary	1:1	£11.95	Amazon	



Physiological continued

Interventions	Resource	Author	Age range	1:1 /small group whole class / school	Cost	Available From	Comments from practitioners
Relaxation skills	Cool Cats	Mary Williams	Mainly primary	1:1 Small group	£6.99	Amazon	Relaxation & Stress management for young people.
	Just a minute CD		Adults		£5.75	http://bkpublications.com	Great one minute meditations for adults.
Peer message	Skills available through training		All	All	On request	www.relaxkids.com www.messageinschools.com	
Yoga	See website details					www.yogabuds.org.uk	This organisation has been operating since 1999
Music	Roland Roberts' CDs & others	Roland Roberts	All	All	from c£11.00	A range of CDs to generate different brain states in children, available from www.anglo-american.co.uk	





CHAPTER 9

Happiness



Chapter 9 - Happiness

The most recent research that has just been published by The Children's Society was The Good Childhood Enquiry and the results of this can be seen on www.childrenssociety.org.uk. Some of the key findings by the experts are written below, gathered from over 10000 children in the UK.

- Children need good families to have a happy childhood
- Having good friends makes children happy
- Taking part in positive activities helps children enjoy their childhood
- Children need good values to have a better childhood
- Good schools help children to be happy
- Happy children do not feel stressed, troubled or unwell
- Children are happy if their families have enough money

More details can be found on the website and are worth reading. In gathering information about any child or group of children you are worried about, you may find it helpful to consider the risk and protective factors affecting those children (Mental Health is Everybody's Business. A Handbook for Schools. Northamptonshire Children & Young People's Partnership 2007, p10). The next step will be to decide what you can do to help and it may be about finding something to help them feel happier! If you wish to read in more detail, then the following books and websites are recommended;

- The Optimistic Child, Learned Optimism and Authentic Happiness are all written by Martin Seligman and provide good background reading for this section. If you prefer to browse the internet then these sites may be of interest to you;
- www.positivepsychology.org is the site from the University of Pennsylvania promoting research, training and education and the dissemination of Positive Psychology.
- www.authentichappiness.org is the official site of Martin Seligman containing online inventories and profiles.
- www.antidote.org.uk is a UK based charity promoting well-being amongst young people in this country.



In Northamptonshire there has been a programme developed called Growing Optimism, inspired by Martin Seligman and based on the principles and practices of Cognitive Behaviour Therapy. More information about this programme can be found in Chapter 10.

A recent course organised by ALITE, see www.alite.co.uk, was entitled Winning the H Factor - The Secrets of Happy Schools, presented by Alistair Smith and John Jones. Some of the guidance they gave to help us to achieve happier classrooms and happier schools included the following; (our words)

- Look after yourself, your health and emotional wellbeing
- Find your sense of humour
- Be excited about learning
- Know everyone's name
- Focus on solutions - not the negatives
- Mix groupings and make explicit what a successful group looks like/sounds like
- Socialise as a staff
- Celebrate success extravagantly
- Take time to improve how your classroom looks
- Plan really well, to the best of your ability
- Talk about learning, rather than OFSTED



Happiness

Interventions	Resource	Author	Age range	1:1 /small group whole class / school	Cost	Available From	Comments from practitioners
Self esteem and Happiness	Developing Optimism - teaching children the value of positive thinking	W.A.R. Boyer & Barb Rumson				www.incentiveplus.co.uk	
	How 2B Happy Get the happy habit!	J Alexander	KS2 & over	1:1 or could be adapted for groups	£6.99	www.acblack.com	A great little book with really positive ideas for youngsters
	Strength cards for Kids		KS2/3	1:1 or groups		www.incentiveplus.co.uk	I always carry these around with me
	Strength Cards		KS3/4	1:1 or groups		www.incentiveplus.co.uk	Excellent resource to use
	101 games for self esteem	Jenny Moseley	Primary	Class and groups	£15.99	www.amazon.co.uk	
	Resilience Volumes 1&2	Annie Greef	KS3/4	Class and groups	£35.00	Crown House Publishing	
	The Art of Self Esteem						
	Because I'm special	Margaret Collins	Primary		£19.99	Amazon	
	Because we're worth it	Margaret Collins	Primary		£14.99	Amazon	
	Self Esteem Games book	Barbara Sheer	Primary	Class and groups	£11.50	Amazon	
Self esteem games for children	Deborah Plummer	Primary	Class and groups	£12.99	Amazon		





CHAPTER 10

Models, approaches, links



Northamptonshire Healthcare
NHS Trust



Northamptonshire
County Council



Contents of Chapter 10

Anti bullying

Cyberbullying

The Family Partnership Model

Friends for Life

Growing Optimism' in Northamptonshire

Growing Talent for Inclusion

Loss, separation, divorce and bereavement, guidelines for schools

Nurture Groups

Protective Behaviours

Protective Behaviours and the PB Buddies Scheme for Young People

Relaxation and Relax Kids

Restorative Justice

The Solihull Approach

Therapeutic approaches

Massage and Children

Massage in schools programme

Kaleidoscopetherapy

Educational and therapeutic music projects

Drawing and talking techniques

Solution Focused Approaches: An Introduction

Values Education

Video Interactive Guidance

Links to other organisations/documents in Northamptonshire / Training /

Evaluation



Anti-bullying

For children and young people bullying:

- Is a top concern
- Undermines their confidence and self esteem
- Lessens their opportunities of achieving
- Impacts on their attendance at school
- Can have a lifelong impact on their life

Nationally:

The DCSF has made tackling bullying in schools and services for children and young people a key priority and made it very clear that no forms of bullying should be tolerated. A suite of anti-bullying guidance has been produced since 2007 'Safe to Learn'. The guidance offers specialist advice on Cyberbullying, Homophobic Bullying, Bullying involving children with SEN and disabilities and tackling bullying related to race, religion and culture (2006)

To access this guidance see www.teachernet.gov.uk

There are some key national policies and initiatives that support school's anti-bullying programmes:

- Every Child Matters
- The SEAL (Social and Emotional Aspects of Learning) Programme
- The National Healthy Schools programme
- Personal, Social and Health Education (PSHE)
- The National Strategy for Behaviour and Attendance

Locally:

The vision for Northamptonshire's Anti-bullying Strategy is - for children to feel safe and free from any form of bullying behaviour in schools and other services, and for Northamptonshire to become a national and international centre of excellence, and a Beacon Partnership in the field. When the approach is fully implemented, sustained bullying should be a thing of the past.

In Northamptonshire there is a multi-agency steering group which meets regularly and involves the active engagement of children and young people.

(The Anti-bullying Strategy can be accessed on the NCC website in the CYPP area)

A Northamptonshire Anti-bullying Accreditation Programme has been developed for all schools and settings and will eventually be available for all services for Children and Young People.



The Programme:

- Enables schools/settings to develop proactive anti-bullying programmes in line with the DCSF 'Safe to Learn' guidance
- Provides a sustainable framework supporting the Northamptonshire Anti-bullying Strategy
- Offers the opportunity for the whole school community to work in partnership to address the issues around bullying
- Promotes the active involvement of children and young people

(for further information email Jo Wood jlwood@northamptonshire.gov.uk)

Clear messages:

- It is important that everyone in the school community recognises that bullying exists and that they all work together to tackle it
- Consult with young people with regards what is/is not bullying; what strategies they think work/would work to combat bullying
- Young people need to know how they can report and what will happen next
- Set up support mechanisms to help young people who are being bullied e.g. buddy systems, worry boxes
- Have display boards containing information and contact details
- Audit the whole school community to gather data on incidents, success of strategies, awareness
- Tailor your anti-bullying policy to the needs of the school
- Signpost your school to Northamptonshire's Anti-bullying Accreditation Programme

Useful links:

www.healthyschools.gov.uk

www.antibullyingalliance.org.uk

www.kidscape.org.uk

www.childline.org.uk

www.parentlineplus.org.uk

www.mandbf.org.uk

www.servicesix.co.uk

to access 'Anti-bullying Guidance for Schools'

to access 'Tackling bullying in schools A mapping of approaches'

wide range of publications and

support for young people, parents and teachers

24 hour helpline and counselling service

offers help and support by working for and with anyone who is parenting a child

peer led intervention training

peer support training, workshops, assemblies etc

Contact details: Jo Wood, Anti-bullying Project Manager CYPP, Children & Young People's Directorate (LA&SI), Britannia House, Rushmills, Northampton, NN4 7YB
Tel no 01604 655143.

Email jlwood@northamptonshire.gov.uk



Cyberbullying

Young people have fully embraced the use of information and communication technologies to maintain contact with friends and make new ones. They send e-mails, create their own websites, post intimate personal news in blogs (online interactive diaries), send text messages and images via cell phones, message each other through IMs (instant messages), chat in chatrooms, post to discussion boards and seek out new friends in teen community sites.

While most interactions are positive, there are increasing reports of these technologies being used to harass and intimidate others. This has become known as cyber bullying.

Cyber bullying is when someone is tormented, threatened, harassed, humiliated, embarrassed, or otherwise targeted by another child, pre-teen or teen using the Internet, interactive and digital technologies or mobile phones. It has to be a minor on both sides, or at least have been instigated by a minor against another minor. Schools should be committed to developing a safe environment where the students act respectfully and positively towards each other in acceptable and non-threatening ways. See www.stopcyberbullying.org

Procedures for dealing with cyberbullying

School Staff the responsibility to ensure that:

- all forms of cyber bullying are prohibited
- staff are aware of cyber bullying and are able to identify and look for signs of occurrence among the pupils
- pupils are aware of the consequences of cyber bullying
- a code of conduct is in use for technology, including computers and mobile phones, whilst on the school premises
- all cases of cyber bullying are reported to a senior member of staff and responded to promptly
- there is supervision of technology that is effective for monitoring and deterring cyber bullying

Pupils have a responsibility to ensure that they:

- do not participate in cyber bullying
- do not use mobile phones, cameras or other digital devices to record audio and visual material that is not authorised as part of the curriculum program
- do not breach the privacy of students, staff and members of the school community through any unauthorised recording or filming
- do not disseminate inappropriate information through digital media or other means
- report incidents of cyber bullying to a member of staff
- advise other pupils being victimised by cyber bullying to talk to an adult
- offer to speak to an adult on behalf of the student who is being victimised by cyber bullying



The Family Partnership Model

The Family Partnership Model training is an internationally recognised, evidence-based programme for 'helping professionals' to examine and improve their everyday approach to partnership working.

The approach was developed by Professor Hilton Davis at the Centre for Parent and Child Support through Guy's Hospital, South London and Maudsley NHS Trust, see www.cpcs.org.uk

The model encourages practitioners to develop knowledge, skills and confidence in the processes of engaging and relating to others effectively.

This involves the development of genuine and respectful partnerships, which are supportive in facilitating another's self-esteem and self-efficacy. It also provides a vehicle for exploring difficulties and joint problem management.

These skills are transferable across the varied disciplines within the children and young people's workforce - and beyond.

During the training, participants explore: professional assumptions; supporting a parallel process for partnerships between managers and their staff; workers' relationships with parents/carers; and their relationships with their children.

Training has taken place across Northamptonshire in the past few years and takes five days.

For training requests and information in Northamptonshire please contact cyptraining@northamptonshire.gov.uk or telephone 01604 237336



Friends for Life - Enhancing Emotional Resiliency and Social Skills Development. Author Professor Paula Barrett. (Pathways Health and Research Centre)

The FRIENDS for Life Programme helps to develop life skills for children to effectively cope with difficult and/or anxiety provoking situations. Through lots of fun activities it provides easy to learn strategies for children to cope with the challenges of life, build resilience and enhance problem - solving abilities. It encourages peer learning and the identification of support networks. It can be used with whole class groups, small groups or individually and incorporated into PHSE and SEAL curriculums.

The programme includes resource for pupils of all ages. It comprises ten one to two hour sessions to be delivered on a weekly basis, although there can be some flexibility within this broad framework. The content of each session is reflected in its acronym: **F**eelings; **R**emember to **R**elax; I can do it - I can try my best; **E**xplore solutions and coping step plans; **N**ow reward yourself - you have done your best; **D**on't forget to practise; **S**mile stay calm for life. There is additional guidance for working with parents to support programme content.

Following a successful pilot in schools in South Northants (2007-8) countywide development is ongoing. Interested schools can access further training and support for implementation. One day training sessions are being run by the Educational Psychology Service. For further information please contact your Educational Psychologist or access the link at <http://www.friendsinfo.net/>



‘Growing Optimism’ in Northamptonshire

A course designed to help change the way youngsters think about themselves and their experiences, equip them with social problem solving skills and so minimise the risk of future depression.

Depression in young people has become widely acknowledged as a growing and significant problem, with estimates of around 10% experiencing a depressive disorder by age 16.¹ The impact on a young person’s development can be significant, with long term impact on future outcomes and a resultant economic and social burden to the community,² including a significant over-representation within the population of young offenders.³ There is an urgent need for effective interventions that minimise the occurrence of depression in adolescence.

In Northamptonshire, we have developed a programme called Growing Optimism. It is developed from the principles and practices of Cognitive Behaviour Therapy, and inspired by the work of Martin Seligman.

Cognitive Behaviour Therapy is a therapeutic intervention that focuses on how our interpretation of and beliefs about our experiences affect our behaviour and mood - it emphasises the relationship between what we think, how we feel and what we do. Cognitive Behaviour Therapy has been identified as a robust and effective intervention that has long term benefits to promote and sustain positive mental health.⁴

‘Growing Optimism’ - the GO programme - is an effective intervention. It has been developed to be used with groups of around 8 to 12 pupils from single year groups, from Years 5 and 6. Pupils are selected through screening, to identify those whose current thinking style is likely to lead to future social-emotional difficulties, notably depression and/or anxiety. Current research suggests that this form of targeted intervention is likely to be more effective and efficient than ‘universal’ programmes that are provided to whole year groups or schools.⁵ Eight groups of up to 12 children have now experienced GO in Northamptonshire, with very positive outcomes and statistically significant improvements in children’s scores on the screening questionnaire. Staff have also felt confident and equipped to deliver the programme themselves as a result of working alongside the psychologist as co-presenter.

The GO Course is a course of 10 x 80 minute sessions. It introduces thinking strategies and techniques developed in Cognitive Behaviour Therapy, provides opportunities to practice these within the structure of the programme and encourages the application of these new strategies within ‘real world’ situations. Through the use of cartoons, stories, role play and games, the course engages the interests of the children / young people, sustains motivation and promotes the growth



of emotional literacy. It helps the participants overcome their tendencies to see events as the result of a fixed state, ones that will always happen and that are particular to them. This unhelpful thinking, that sees things as permanent, pervasive and personal, is addressed so that the young person is supported to develop more helpful and more accurate cognitive strategies.

The GO Programme requires a suitably sized room that can be used without interruption and can provide the facility for group discussions and space for role-play activities. It also requires access to a traditional white board, television and DVD player.

While the programme is led by the Educational Psychology Service (EPS), its long-term benefits to the school and pupils will come from there being a key member of staff in a co-presenter role. This will enable future delivery to other groups to be led by the school with support from the EPS. Following completion of the GO programme, the school will receive a quantitative analysis of its results suitable for inclusion in the school's SEF.

Current charging arrangements for NCC Inclusion services are such that during the academic year 2008-09, the school will be charged £1400 for the 10 session programme, based on the rate £105 per hour, required by Inclusion services for school development activities.

For further information and enquiries, please contact:

Maranne Wass, Senior Educational Psychologist, William Knibb Centre,
Montagu Street, Kettering, NN16 8AE (Tel. 01536 533930)

Mike Brooks, Principal Educational Psychologist, Century House, The Lakes,
Northampton, NN4 7SJ (Tel. 01604 236303)

or liaise with your school's named educational psychologist.

¹ E.g. Costello, E.J., A., Keeler A. (2003), *Prevalence and development of psychiatric disorders in childhood and adolescence*, *Archives of General Psychiatry*, 62, 66-72 (quoted in, Spence, S A. (2007), *Research Review*, *J. of Child Psychology & Psychiatry*, 48:6, 526-542).

² World Health Organisation (2001), *Mental Health: New understanding, new hope* (quoted in, Spence, S. & Shortt, A. (2007), *op cit*).

³ Office for National Statistics (2002), *Social Trends No. 32* (quoted in, Dept of Health (March 2007), *Promoting the mental health for children held in secure settings*).

⁴ *The Optimistic Child*, (1995) Martin P. Seligman, Harper Pere

⁵ For example, Department of Health (2001), *Treatment choice in psychological therapies and counselling*. London: HMSO; Carr, A. (ed.) (2000) 'What Works with Children and Adolescents?' - *A Critical Review of Psychological Interventions with Children, Adolescents and their Families*. London: Brunner-Routledge.

⁶ Spence S & Shortt, A (2007), *Research Review*, *Journal of Child Psychology and Psychiatry*, 48:6, 526-542





Growing Talent for Inclusion (GTI)

**‘Improving classroom dynamics to support students’
learning and social inclusion’**

This unique approach has been devised in Northamptonshire by Marian Keenaghan, Area Senior Educational Psychologist and Mary Doveston, Senior Lecturer in Special Education, University of Northampton.

Aim

The aim of a **GTI** intervention is to work with a class teacher to develop more effective and satisfying interpersonal relationships in the classroom.

The **GTI** process is based on the principles and approaches of

Collaborative Consultation

Appreciative Inquiry

Solution Focused Brief Therapy

Co-researching with students

The work is carried out by two facilitators trained in the **GTI** process working in collaboration with the class teacher and students.

Fundamental to **GTI** is the notion that

**‘what we need more of within a
group already exists to some degree’**

The work required is to identify what is already working well and build on this.

Appreciating students’ unique strengths and talents in this way and asking them to collaborate with the class teacher on the teacher’s particular class based issue can be highly effective in motivating students to develop better working relationships in class.

GTI has been used with students in Primary and Secondary schools





Facilitators Input

- An initial consultation with staff in school to describe the GTI process and identify class to be involved.
- Observation of class and clarification of concerns and ‘talents’ to be developed with class teacher.
- Provide class teacher with a framework for explaining the process to the students.
- Sample letter for parental agreement.
- Individual interviews with all students and data gathering using Appreciative Inquiry and Solution Focused rating.
- Introductory session with class during which feedback to class on data gathered is provided.
- Agreement on skills to be worked on by class.
- At least (but usually more) 6 x 1-1.15min sessions in school during which skills are developed and a class project agreed decided upon and organized by the students and completed.
- Follow up consultation with class teacher after each session.
- Follow up interviews with all students and class teacher as part of evaluation.
- Final feedback session to class.

At present the GTI process is being developed so that it can be used by staff in schools without the need for an external facilitator. This work is being supported through a SEN Research and Development Award from the TDA.

For more information please contact

Marian Keenaghan, Area Senior Educational Psychologist, Children and Young People’s Service. Tel: 01604 630082

Email: mkeenaghan@northamptonshire.gov.uk

Or Mary Doveston, Senior Lecturer in Special Education, University of Northampton

Tel: 01604 735500 Email: Mary.Doveston@northampton.ac.uk



Loss, separation, divorce and bereavement. Guidelines for schools

Helpful actions for when a child or young person has experienced a significant loss:

- Kindness and comfort
- Ask what you can do to help
- Give them information so they can access help
- Provide some distraction activities if they don't want to talk
- Validate their feelings
- Continue with routine activities
- Provide a safe place to talk - if they want to talk
- Address their fears and anxieties
- Keep them involved and included
- Watch and listen
- Reassure them they are not to blame
- Give them the opportunity to regain some control during this period
- Give them opportunities to remember, at a time when they are ready to remember

National Support available for children and young people

Winston's Wish www.winstonswish.org.uk
Helpline 0845 2030405 (local rate)

This is one of the foremost organisations related to bereavement, also providing training materials and advice to schools.

NCH It's not your fault www.itsnotyourfault.org

This website provides invaluable advice and strategies to help youngsters cope when their parents are splitting up or getting a divorce.

Childhood Bereavement Network www.childhoodbereavementnetwork.org.uk

Tel: 0207 843 6309

This organisation publishes 4 sets of innovative postcards youngsters can use to remind themselves of strategies and to alert those around them how they can help.

Northamptonshire Child & Adolescent Bereavement Service 01604 545131
for local support or email beatrice.standen@ngh.nhs.uk



Nurture Groups in Northamptonshire

Nurture Groups aim to:

- Encourage children to develop trusting and caring relationships with adults so that they can practice pro-social skills and engage in the challenges of formal curricular tasks
- Provide a carefully routined day within a warm, welcoming and educational environment which incorporates aspects of home and school.

A Nurture Group is a small group of 8 - 12 children, staffed by 2 adults. The children attend regularly but maintain the link with their mainstream class - the aim is for phased re-introduction to mainstream education. Pupils normally remain in group for 4 to 8 (Northants) terms, attending for a substantial part of the week. The Boxall Profile is used to plan intervention and monitor progress. Nurture groups are most often seen in primary schools, but the approach is also a useful means of supporting transition into Y7.

There are several Nurture Groups and Nurturing provisions developing in Northamptonshire. Staff meet regularly to share experiences, support each other and host outside speakers at Nurture Group the Nurture Group Local Interest meetings are published in CoPing.

Schools setting up a Nurture Group are advised to attend the 4 day accredited training run by the Nurture Group Network.

For local information contact Jo Ward or Rebecca Judge - Educational Psychologists:

rjudge@northamptonshire.gov.uk

(01933) 440289

joward@northamptonshire.gov.uk

(01604) 630082

For more information about Nurture Groups generally and for resources see www.nurturegroups.org



Protective Behaviours

PB's is a dynamic, confidence building process - an empowering approach to personal safety. Based on two themes and seven strategies, PB's links safety with fun and excitement and an adventurous approach to life. It starts with the first PB's theme, a positive statement about feeling safe: *'We all have the right to feel safe all the time.'*

With our right to feel safe comes a responsibility to respect that others have the right to feel safe with us. We can identify if we are feeling unsafe by tuning into our *'Early Warning Signs'* (EWS), those things that happen in our body like butterflies in the stomach, wobbly knees etc. that let us know we don't feel OK in this particular situation. And if we've got those *'Early Warning Signs'* we are encouraged to think clearly about what our options are and work out what action we need to take. That action might be to contact somebody on a support network, and that is where the second theme of PB's comes in: *'There is nothing so awful, or too little, we can't talk about it with someone.'*

PB's encourages the development of a clear *'personal support network'* which we can call upon especially if we are feeling unsafe. On our support network we would ideally have 4 people, in addition to those at home, who might be able to help us. These people would each have a range of different **qualities** to make time to **listen**, to show they **believe** in us and to be relied on to do something to **help** us feel safe again. This might include problem solving, asking questions so that we can come up with our own solutions, giving advice or simply listening to us. Having four people plus the ones at home, is suggested so that we have some variety and back up options if our first choice of contact is unavailable.

In this way the PB's process can increase our self-confidence and empower us to enhance our own thinking and problem solving skills. In turn this can increase our ability to take protective action on our own behalf and seek the support of others when needed; to help us feel safe again. When we are feeling safe we are more likely to feel confident, strong and empowered, engage in adventures and live life to the full within a framework of safety.

The PB's process is used by a range of different agencies and services throughout the UK including: social services, CAMHS, prisons, schools and pre-school settings, police, NSPCC, children's centres, children's homes and Connexions. For further information about the Protective Behaviours process please contact:

Simon Sneath, PBUK endorsed trainer **PBUK** (charity no 1078246)
email: simonsneath@btinternet.com www.protectivebehaviours.co.uk
mobile: 07776 118 077

Simon Sneath 2008 - (based on a model by Penny Bassett and Sandy Gee)



Protective Behaviours and the PB Buddies Scheme for Young People

Protective Behaviours

Protective Behaviours (PB's) is a framework for personal safety consisting of two themes and seven strategies. It is a confidence building, empowering approach that links safety with having an adventurous approach to life. Simon Sneath is a Protective Behaviours UK (PBUK) endorsed trainer. In addition, as a practitioner working with young people, Simon has developed and facilitates 2-day PB's courses for young people in schools and other settings.

The PB Buddies Scheme

PB Buddies is a peer support scheme training children and young people in primary and secondary schools to offer and provide support their peers. This may involve developing possible solutions for a worry, anxiety or problem, or simply providing a listening, sympathetic ear. The scheme was developed by Di Margetts, PB's Trainer, and Mary Gray, Play Therapy Services Northamptonshire, following the suicide of a 10-year-old boy from a Northamptonshire primary school. The idea is to provide a peer support network for children who may be reluctant to share their worries and anxieties with adults. Since 2006 Simon and Mary have introduced the scheme into 20 Northamptonshire schools on behalf of the Children's Fund. Simon has developed teaching materials for the PB Buddies scheme, based on his 2-day PB's course for children and young people, to reflect the needs of different ages, abilities and learning styles, in primary and secondary settings.

PB Buddies training provides an introduction to the PB's process followed by training in active listening skills, issues of confidentiality and networking. The PB Buddies are trained to know where to go within their network of support, should the need for further support arise and recognise when a concern needs to be referred to an adult.

The PB Buddies group are involved in designing a PB Buddies charter and setting up the scheme in their school. Safeguards for all those involved, young people and adults are a paramount consideration. Parents are consulted and kept informed about the progress of the scheme and their consent is needed for their child to undertake PB Buddy training.

For further information about 2-day PB's training courses for young people as well as the PB Buddies Scheme please contact:

Simon Sneath - Trainer/Practitioner, simonsneath@btinternet.com
mobile 07776 118 077

Play Therapy Services Northamptonshire is a registered charity no 1084418
Protective Behaviours UK (PBUK) is a registered charity no 1078246



Relaxation and Relax Kids

Teaching children and young people to relax and to relieve stress in their lives is essential for them to be able to access learning and make positive choices in their lives. The body has its own wonderful chemicals, known as endorphins, which can be released through specific activities which include; eating chocolate, doing physical exercise, breathing deeply, stretching, laughing, massage and meditation. It is far better to use our endorphins to help us feel better, than any other drug or activity that may not be safe. What a choice to offer your children!

In Northamptonshire and Milton Keynes over 100 professionals have trained in Relax Kids, either on a half day or full day workshop, and the exercises are being used in many schools, homes and other settings. Feedback from children and adults is very positive. Where Relax Kids exercises are being used, schools have reported a real sense of calm in the classroom, in small group settings and with individual children.

Teachers are finding their children more focused and demonstrating a decrease in stressful and anxious behaviour. Children experience an increase in confidence, concentration and focus on their school work better. You can simply use the resources or apply for training and then benefit from using the seven points of Relax Kids listed below.

1. Dance and movement
 2. Fun and relaxation games
 3. Stretching
 4. Peer massage
 5. Breathing
 6. Affirmations + card games
 7. Visualisations/meditations - books, CDs and DVD.
- See www.relaxkids.com or www.relaxschools.com for anything to do with Relax Kids, free downloads, testimonials and training opportunities.
 - Marneta Viegas (Founder and Director of Relax Kids) delivers a 2 day course at various locations and one day courses in schools.
 - John Fardon can also provide short workshops and half day training sessions to demonstrate the use of Relax Kids. (apply through the NIP)

NB: There are considerable numbers of teachers and parents who are also reporting side effects for themselves - they are feeling a lot more relaxed too!!



Every Relationship Matters:

A brief introduction to Restorative Justice

(An extract)

Jo Ward and Serena Campbell,
Northamptonshire Educational Psychology Service

What is Restorative Justice?

The concept of restorative justice is ancient; an offence against your neighbour could be forgiven if compensation were offered for the injury; a sincere apology can produce forgiveness and the restoration of good relationships. The concept was introduced into the youth justice system and social care system in New Zealand and then in UK both in restorative conferences between victim and offender and in family group conferences involving all concerned in the care of a child.

Its application in schools has been increasing in UK, often through local police or links with Youth Offending Teams. There has been involvement of Educational Psychologists in some of the projects.

Restorative practices in school are inspired by the philosophy and practices of restorative justice, which puts repairing harm done to relationships and people over and above the need for assigning blame and dispensing punishment.

Restorative practices pursue the ideals of a “listening school” with its promotion of trust, respect and fairness, and the promotion of independent and co-operative learning.

Does it really make a difference?

Restorative Justice has been found to be effective in reducing re-offending rates and to have other benefits within in the Youth Justice system (several sources cited in Hopkins 2004)

Evaluations of Restorative Justice in School programmes indicate that they:

- Reduce conflict and exclusions
- Reduce assaults on staff
- Increase attendance levels
- Create a more harmonious school environment
- Effectively tackle bullying
- Build a strategic approach to problem solving
- Develop young people's social skills (Taken from website www.netcare-ni.com)



Reading:

A Whole School Approach to Restorative Justice. Hopkins, B (2004) Just Schools. Jessica Kingsley Publishers.

Evaluation of a Restorative Milieu: CSF Buxmont School 1999 -2001. McCold, P. (2002) Retrieved from the website: www.iirp.org

Child Care in Practice Journal. Vol 8, McGrath, J. (2002) School Restorative Conferencing. No 3. Carfax Publishing

Introducing Restorative Justice; a positive approach in schools. (DVD)Milton Keynes Psychological Service (2005) obtainable from Incentive Publishing.

Restorative Practices in Schools. Thorsborne, M. & Vinegrad, D. (2004) Incentive Publishing

Restorative practices in Classrooms Thorsborne, M. & Vinegrad, D. (2004). Incentive Publishing

The Little Book of Restorative Justice. Zehr, H. (2002) Intercourse, PA: Good Books

Useful Websites:

www.netcare-ni.com

www.transformingconflict.org/restorative_approaches_and_practices.htm

www.restorativejustice.org.uk

www.Restorativejustice.org.uk

www.youth-justice-board.gov.uk

If you would like to know more about Restorative Justice and how to bring its approach into your school, further information may be obtained from your link Educational Psychologist.



The Solihull Approach

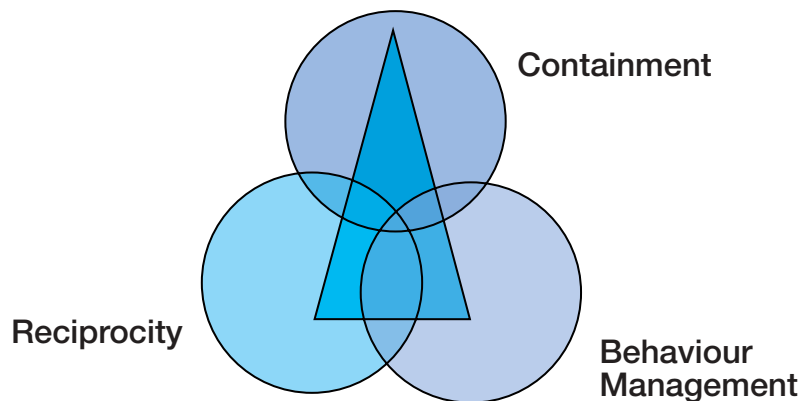
“I found the course very interesting but was worried it would not suit my place of work. Having done the course I think it will become essential part of my day. I have found it very valuable and can be adapted in any environment.”
Course participant Corby 15.5.07 (90)

The Solihull Approach was originally developed as a way of working with families and children. Presently, the Solihull Approach is being used in a variety of organisations and ways by adults. Examples include, working with children in schools, Children Centres, nurseries, social services settings, colleagues in multi agency teams, as well as directly with parents and children.

Using the Solihull Approach helps people feel contained by restoring their capacity to think so that they can tune into the child/adult and then put in place effective behaviour management strategies.

“To remember to refocus work on building relationships rather than behaviour management with families who are in crisis.” Course participant Corby 27.6.2007 (71)

The Solihull Approach



The Solihull Approach combines theories around containment, reciprocity and behaviour management. Behaviour itself, becomes the prompt to look at how overwhelmed people are feeling (containment) and how tuned into each other they are (reciprocity) as a way of understanding behaviour and as part of making decisions around effective behaviour management.

The Solihull Approach builds on previous knowledge, skills and experience. It provides an explicit framework showing how people may already be working in a Solihull Approach way. The key difference is that attention is placed on building



reciprocity and containing emotions (including the worker/parent) before focusing on behaviour management. The effect of this is to help restore the person's capacity to think which in turn helps them tune into the other person/child and make effective behaviour management interventions.

The resources are provided in a pack that is practical, easy to use and can be photocopied.

The Solihull Approach is evidence-based through evaluation by universities since 1990s and meets NICE guidelines. Research into different programmes of the Solihull Approach has shown:

- Significant reduction in parental anxiety.
- Significant reduction in child's externalising (acting out) behaviour.
- Significant link between reduced parental anxiety and reduced child's externalising behaviour.
- Increased understanding between different professionals.

Benefits of the Solihull Approach

- Parents can expect consistency in the relationships and interactions between different professionals. Parents do not have to relearn how to interact with different professionals.
- Parents experience continuity in approach.
- Parents and children learn to expect relationships that are built on understanding each other and noticing how people are feeling.
- Professionals working in different agencies experience continuity in approach.

Training Opportunities

Foundation training is over **two days** and facilitated by two trainers. The facilitators will be using the Solihull Approach in their work and have trained as Solihull Approach trainers. There will always be a facilitator with a psychology based profession. In Northamptonshire, this is usually a professional from Child and Adolescent Mental Health Service (CAMHS) or the Educational Psychology Service (EPS).

In Northamptonshire, the Solihull Approach training available is:

- **Foundation School Years (2 days)** for people working with school age children and adolescents;
- **Foundation Early Years (2 days)** for people working with babies and infants;
- **Train the Trainers (1 day)** for people who have completed the Foundation training and use Solihull Approach in their work for a minimum of three months.



The training can be offered to individual teams, although the bulk of training in Northamptonshire is provided in multi agency forum. The Foundation training is supported by a resource pack that focuses on the model, elements of brain development, attachment and actual practical resources for use with children and parents.

Nationally, the Solihull Approach parenting programme **Understanding your Child's Behaviour: A Solihull Approach Group for Parents** is available to people who have completed the Solihull Approach Foundation 2 day course and have been using the Solihull Approach in their work for at least three months. The cost for training includes the facilitator's manual.

The groups for parents are run with two facilitators, both trained in the Solihull Approach and at least one trained as a parent facilitator on the **Understanding your Child's Behaviour: a Solihull Approach Group for Parents**.

Who to contact for more Information

Northamptonshire

For further information and training requests for the Solihull Approach and the Family Partnership Model contact cyptraining@northamptonshire.gov.uk or phone 01604 237336.

Website coming soon!

Solihull

Solihull Approach Team, Valiant Building, Dunster Road, Chelmsley Wood, West Midlands, B37 7UU. Tel: 0121 788 3787, Fax: 0121 788 4725

Email: Solihullapproach@solihull-ct.nhs.uk

Website: www.solihull.nhs.uk/solihullapproach



Therapeutic approaches

There have been a number of therapeutic approaches used nationally and across Northamptonshire that have benefitted children and young people. The approaches have included work in Waves 1, 2 and 3. Whole class interventions have been done with Relax Kids exercises, as well as in small groups and with individuals. These interventions include physical exercises, breathing exercises, visualisations and peer massage. Using these techniques does not involve changing the curriculum, rather allowing yourselves as adults to do things that create healthy benefits, stimulating the imagination and increasing focus on academic tasks. Relax kids work has taken place within the context of Maths lessons, PSHE, Circle Time, SEAL work, lunchtime clubs and after school clubs.

Peer massage has taken place in some Northamptonshire schools, under the massage in Schools Programme. Using massage in schools is quite a new concept in modern day society. Although massage, in some native and traditional cultures, is as old as mankind itself, it is only in the past century that science has been able to explain the benefits of massage. When the profession of massage therapists became recognised in modern society, studies regarding massage began to emerge everywhere. The studies give credibility to the practice of massage itself as a tool for health, stress management and well being.

Massage and Children

Massage therapists have also developed massage approaches for individuals with special needs, young children in pre-school, and elderly people living in nursing homes. It is only recently that massage was introduced in schools. It has been done at local levels by individuals searching for ways to help the well-being of children at schools.

Various authors have written books on massage for children. Some of these approaches were for therapeutic reasons and some were developed for massaging children in hospitals. Others were developed for the nurturing touch and the enjoyment of massage, and many times the parents were included.

The idea of children massaging each other was slowly brought to consciousness by individuals who saw that there are amazing ways of improving relationships and social skills among children.



Massage In Schools Programme

The Massage In Schools Programme (MISP) was officially founded in the year 2000 by Mia Elmsater from Sweden and Sylvie Hetu from Canada. Both believe in the contagious effect of a credible, well-structured yet simple program. It is with this spirit that they combined their experiences to create MISP.

They also believe in the principle that a shared common core curriculum as a solid base is necessary for a program to be successful. This solid base can also serve as a tool to help credibility and professionalism to become an integral part of the ethos of the program.

Their ultimate vision is that there will be thousands of MISP instructors and hundreds of MISP Trainers, all teaching the program, all sharing their dedication with love so that the nurturing touch will become a way of life for children in all schools, world-wide. Further details about massage in schools can be obtained from the MISP website, from which most of this information was taken www.messageinschools.com alternatively contact John Fardon for a chat about possibilities for your school.

Kaleidoscopetherapy

Using Colour, Light and Sound to raise Confidence and Self - Esteem is another way in which children have been helped to improve their wellbeing in Northamptonshire schools and nationally. Kaleidoscope is a structured programme/method which addresses Emotional and Spiritual intelligences to increase well being and so help children become spiritually, mentally and emotionally fit to learn.

Kaleidoscope is delighted to have enlisted the support of so many people who have children's spiritual and emotional wellbeing at the forefront of their work to increase positive happiness in young people and so increase success levels in everything from personal relationships, citizenship and academic achievements. Since Kaleidoscope hit the National Press in 2004, large numbers of Heads, Teachers, Social Workers, Family Workers, Rehabilitation Workers, Psychologists, Psychotherapists, societies supporting children and families in various ways and parents from all over the country have contacted Anne to find out about how they could use the Kaleidoscope principles to help their young people. If you would like to find out more, please contact Anne Lubbock through her website www.kaleidoscopetherapy.com Those of you who attended the launch of the Shoebox will have had the chance to hear about how it has been used very successfully in a Northamptonshire school, where all children use Kaleidoscopetherapy.



Educational and therapeutic music projects with Notivate

Working in close cooperation with local youth services, Notivate provides young people with the opportunity to write, rehearse, record and perform their own compositions and thereby develop increased self-esteem, willingness to take creative risks and confidence to learn! Focusing upon creativity, Notivate offers young people the chance to experience, experiment and explore - and ultimately to express themselves through music. See www.notivate.com for further details.

I first came across Notivate indirectly in Daventry, when running a Protective Behaviours group for Year 7 pupils. A girl played me what she had composed in her previous year at junior school and it really helped to boost her self esteem and play this in front of the other youngsters in the group. It is a Northamptonshire based organisation and has been in operation for about 7 years.

The Centre for Sound, another Northamptonshire based organisation provides 'Sound Healing Workshops' using the gong and other sacred instruments to help young people relax and de-stress. Workshops can be organised for your school by contacting them direct on 01604 621667. For more information visit www.healingdays.co.uk

Therapeutic Storywriting has been used successfully with Key Stage 2 & 3 children with poor literacy skills and who also have behavioural, emotional and social difficulties. More details can be found on www.therapeuticstorywriting.com. The approach is recommended by the DSCF and has been used in over 500 schools in the UK. 'Therapeutic Storywriting uses the metaphor in stories to support children whose emotional difficulties are getting in the way of their learning. Evidence-based research shows that the approach helps children deal with difficult feelings while also developing their literacy skills.'



Drawing and talking techniques

Drawing and Talking is a safe, easy to learn therapeutic method of working with children, in primary and secondary schools, to help with underlying emotional difficulties that may be affecting their learning and behaviour.

Following the one day Foundation to Drawing and Talking Therapy course held at Wellingborough Golf Club in June 2008, organized by Liz Saunders and John Fardon, Mental Health Teachers C&YPS, the technique is now being used successfully in primary and secondary schools across Northamptonshire. Another course is also running at the same venue in April 2009.

The technique provides an effective school based therapeutic intervention in line with current trends and is specifically designed for SENCOs, Teaching Assistants, and Learning Mentors or anyone working with children. No previous knowledge, training or experience is necessary.

Having worked with selected children across the County, John and Liz completed the Advance Knowledge training and John is now able to provide continued support for others who use Drawing and Talking with children. Please note, this does not train people to become therapists, rather provides you with a technique to use with pupils in school, which engages both sides of the brain.

For further details please contact John Fardon jfardon@northamptonshire.gov.uk or visit www.drawingandtalking.com



Solution Focused Approaches: An Introduction

Differences between solution focused approaches and problem focused approaches:

- Developing solutions rather than focusing on causes of problems
- Working with the person rather than with problem
- Building on strengths rather than working on difficulties
- Focusing on hopes for the future rather than dwelling on past histories of difficulties
- Acknowledging the student has expertise about their lives rather than the professional creating expertise about the client's difficulties

Solution focused techniques include:

- A. Problem-free talk
- B. Focus on Strengths
- C. Eliciting preferred futures
- D. Exceptions
- E. Using scales
- F. Compliments and feedback
- G. Follow-up meetings

A. Problem free talk:

This technique gives the student the opportunity to:

- Talk about themselves, their interests and reveal areas of competence
- Talk about life before the problem
- Talk about how the person has achieved things or solved other problems

Examples of questions for problem free talk are:

- What are you interested in?
- What do you enjoy?
- What are you good at?
- Who do you live with?
- How would a friend describe you?

B. Focus on Strengths Questions to elicit strengths include:

- How did you do that?
- What did it take to do that?
- How come you did things that way?
- How come you didn't give up?
- What does that say about you as a person?
- What did you learn about yourself managing to do that?

Why focus on strengths?

- Feeling competent is a key to motivation
- People often dismiss what they do naturally
- Change is based on what people can do rather than what they can't



C. Eliciting preferred futures rationales include:

- You have to know what you want to find before you start to look for it (Pooh Bears Book of Wisdom)
- Shifts in thinking - what you spend time focussing on is more likely to become your reality
- Thinking about what you want to be doing makes it more likely for you to notice yourself doing parts of it
- Noticing is linked with doing more of it

Questions for preferred futures include:

- What are your best hopes for our work together?
- How will you know that coming here has been useful to you?
- Do you want to change something?
- I guess you must want something because you are here
- How come you are here?

Questions to elicit the description (to gain a rich picture of what the preferred future looks like include:

- What will you notice?
- What will be different?
- What will be happening (instead)?
- Who else will notice?
- What will they see?
- How will others respond differently to you?
- How will this be good for you?

Other points to think about in shaping a preferred future:

- Most useful if framed positively
- Small, concrete and observable
- Detail, “what else...”, “what else...”
- Significant to student
- Realistic to you and your remit and student
- Recognised as involving hard work

D. Exceptions are:

- Ways of finding out bits of the preferred future already happening
- Very simple, very powerful questions

Exception questions:

- When are the times when it (the problem) doesn't happen?
- When are the times when it doesn't last as long?/happens less?
- When are the times it bothers you least?



E. Using scales

- Scales are a way of identifying what is currently working, what is helping and what will show that things have got better
- Basic scale: If 0 represents the point when things were the worst they've ever been and 10 is ... (preferred future), where would you put yourself now?

Scaling questions include:

- What tells you that you are there and not at 0?
- What has it taken to get you there?
- How would you know you've moved just one point up?
- What will others notice (one point up)?
- What will it take (to move one point up)?
- Where would you settle for (on this scale) and what will tell you you've reached there?

F. Compliments and feedback

- These are part of the focus on strengths and resources
- They may be offered at the end of the meeting or as you go along
- They must be sincere, although a curious and hesitant approach can work well
- Agreeing with the student what to feed back to others is also important, so that you can respect confidentiality

G. Follow up meetings:

- What is better since we met?
- Ask questions to amplify answers given
- Emphasis on exception questions
- Emphasis on scale questions
- Use coping questions when there are setbacks:
- How did you cope?
- What does that tell you about yourself?
- How did you stop things getting (even) worse?

And finally, how could solution focused approaches be useful for you?

- How could this be useful for your work?
- What will you do differently when you use what you have just read today?
- What will let you know that this has worked?

Training on these approaches will give you immediate practical application in your work with children and young people.

If you would like training on Solution Focused Approaches please make a request via NIP or contact any of the Educational Psychologists in the interest group to discuss your request: Yvonne Benson, Elizabeth Karban, Ann Cooper, Laura Jones, Susanna Coventry, Clarissa Prior-Jones, Kathryn Davidson, Steve Womersley, Rachel Eastwood.





Added values

Two Herefordshire schools have brought about significant improvements by adopting a values-based approach

School

Clehonger Primary School and Weobley High School, Herefordshire

Innovation

Values education

When Bridget Knight became senior adviser in Herefordshire, she brought with her experience of values education that has transformed two very different schools in her new authority. With her encouragement, both have discovered that values education can be a potent and rewarding form of school improvement.

The primary experience

Julie Duckworth became headteacher at Clehonger Primary School four years ago. In her own words, when she arrived at the school: 'tensions in relationships existed between the school and the community and amongst pupils. Children demonstrated challenging behaviour towards some of their teachers and towards each other.'

Today she describes her school as 'an oasis of calm, where good behaviour and achievement are valued'. Clehonger has come a long way since it introduced values education in March 2003.

Role modelling

As a community, Clehonger adopted a set of core values such as respect, tolerance, honesty and friendship that it wanted children to understand and use

to guide their own behaviour. Teachers and teaching assistants then took the lead in role modelling these values to the pupils, leading them on a journey of self-discovery and understanding through discussion and quiet reflection. Silence and stillness are regularly used, with staff inviting the children to sit quietly and centre themselves: 'Would you like to sit with a calm and quiet mind? Gently close your eyes.'

Mutual respect has become a significant part of the school's climate for learning. Adults never raise their voice to communicate and children's behaviour has been influenced by the calm way in which classes are managed. This respect and consideration for others permeates every aspect of the curriculum. At the end of a recent drama workshop, year 6 pupil Thomas responded to the organisers at the local theatre by saying: 'Thank you for inviting us to be part of the workshop and trusting us to do well.'

A whole-school approach

From the outset the values work was seen as underpinning the whole school. As such it is regularly shared with parents and the community through:

- the school's weekly newsletter, which always includes a reference to the value of the month
- termly open forum meetings with parents, where 'developing values at home' is discussed.

Assemblies provide a forum for staff and pupils to become co-learners about values. For example, after a recent assembly on the value of responsibility, the whole school collected together the following thoughts.



Quiet reflection is encouraged at Clehonger

In our assemblies and in our classes we have been thinking about the value of responsibility. Here are some of our thoughts:

- We all have different jobs to do in school.
- We are responsible for our own actions.
- Respect your teachers by being responsible for listening and learning in class.
- Care for your possessions and those of other people.
- Return books and toys to their right places.
- Help to look after our school, e.g. pick litter up.
- Help at home by getting things ready, e.g. get uniform ready.
- Be responsible for ourselves by eating healthily, exercising, working hard and enjoying our play.
- Think about being responsible for our planet; reduce waste and recycle, walk as much as possible.
- Care about the world and people who are less fortunate, e.g. help the children in Romania by sending Christmas boxes. We all have responsibility to make our world a better place. By working together, as a team, this can be achieved.





The secondary experience

When Sue Woodrow became headteacher at Weobley High School in September 2003, it was clear that the school was not providing well for its young people. As she explains: 'Nowhere was this more evident than in the behaviour and attitudes of the students, especially in their demeanour of low self-esteem and lack of respect for each other, themselves and their learning. It was a largely dysfunctional learning environment, within which some excellent practice by some dedicated and talented members of staff, both teaching and non-teaching, shone out like a beacon.'

In what she describes as 'a road to Damascus-type moment', Sue realised that nothing would change while the school was living in a culture of blame and criticism, and determined that the school needed a new climate for learning based on positive values. She had already begun to put in place strategies for improvement when an Ofsted inspection in May 2004 put the school in special measures. Although this was very difficult for many of the school community to bear, it helped to crystallise the thinking and timeframe for improvement.

The schools approach to values education

The school began by getting everyone 'on board', with the staff agreeing to strive for positive working relationships and to model the agreed values. To confirm that everyone wanted the same

things for the learning environment, the school conducted staff, pupil and parent surveys, asking: 'What will the school "look like" and what will be happening in it when it is a good school, where we will all want to be each day?' Almost everyone asked came up with similar value statements, listing mutual respect, tolerance, trust, care, being listened to, helping each other out and other key values as vital to them in their day-to-day experiences.

In the light of these findings, the school decided to construct a sequence of 'focus' values over a two-year cycle and talk about them in full school assemblies, upper and lower school assemblies, year group assemblies and all form time. In effect, the value being focused on becomes the topic of the moment, with a high profile across the whole school for a significant period of time.

Values in action

One of the main challenges was ensuring that form tutors could make each focus value a meaningful part of their brief morning session with their class (a time that had traditionally been used for administrative tasks).

To tackle this, assistant headteacher Julie Waring produced a range of simple materials for each value in turn, focusing on key questions for a tutor to put to a class and broadening out to include key beliefs and festivals. The tutor introduces one of these questions to the class, then deals with daily business while the pupils discuss the question in pairs or small



Teachers at the school model agreed values

groups. At the end of the session, the tutor may encourage the group to brainstorm their thoughts and have a moment for silent reflection and/or worship if they choose.

Sue Woodrow acknowledges the importance of maintaining momentum throughout the values cycle: 'Gradually, the values approach has become part of life at Weobley High School, but like everything worth having it's hard work and needs to remain high profile!'

The impact of values education

Both schools are passionate about the transformation brought about by values education. Julie Duckworth at Clehonger Primary talks about the experience as 'an amazing journey' that all schools could benefit from sharing. Similarly, Julie Duckworth believes that values education turned Weobley High around: 'We came out of special measures in one year from first HMI inspection to last, leaping from 41% five A* to C grades to 55% in one year. Behaviour is exemplary!'



Displays reinforce the values approach at Weobley High School

Thinking points

- How are you developing the climate for learning in your school? Could a values approach help?
- Could the language of values give your pupils a vocabulary that would help them reflect on their behaviour?
- Both schools in this case study focused on staff modelling values. Would this be possible in your school?



Video Interactive Guidance

VIG is a versatile tool for aiding and enhancing positive communication and interaction between people. The intervention uses short clips of video to identify the strengths of those involved, to enable them to observe, analyse and then change their behaviour.

VIG is offered in Northamptonshire by On Track.

Between March 2006 and January 2008 On Track received 93 referrals for direct work with children (aged 0-19 years) and their families, from a wide range of agencies, e.g. schools, health visitors, school nurses, Child & Adolescent Mental Health Services (CAMHS) workers, social workers and family support workers and a wide range of risk factors.

On Track also trains other staff, under the umbrella of the Children and Young Peoples Partnership, to use VIG in their work with children, young people and their families. Two members of staff are now accredited supervisors and are able to facilitate the use of VIG as a professional development tool.

For further information please contact:

On Track, 1 Brownlow Court, Lumbertubs, Northampton NN3 8HE

Tel: 01604 774900 email: kmarshall-duckett@northamptonshire.gov.uk



Virtual School / Life Chances Team. Support for Children in Care

The Virtual School/ Life Chances Team exists to champion the educational needs of Looked After Children.

The Virtual School

- It maintains a “school roll” of all Northamptonshire looked after children whether in our provisions or out of authority (it includes looked after children belonging to other authorities but educated in Northamptonshire)
- It monitors admissions, attendance & exclusions and gives support where appropriate
- It aims to improve the educational achievement of looked after children
- It raises awareness of corporate parenting responsibilities.

The Life Chances Team

- We are a dedicated team of professionals, who work closely with schools, carers, social workers, health professionals and other council services.
- Our purpose is to ensure that looked after children receive the education that is their entitlement.

The Social Exclusion Unit Report identifies five key reasons why our young people fail:

1. Placement instability
2. Unsatisfactory educational experiences of many carers
3. Too much time out of school
4. Insufficient help if they fall behind
5. Unmet needs - emotional, mental, physical

What are our aims?

- To promote the educational achievement of all children in the care of Northamptonshire County Council and to ensure that they have the best possible life chances
- To promote partnership between the services of the county council in its role as corporate parent
- To promote the stability of all educational placements.

How do we achieve these?

- We offer looked after children the support and encouragement they need in their education
- We help schools with educational planning for looked after children
- We advise carers on how to support the learning of the children in their care
- We support, train, and advise designated teachers for looked after children.
- We advise social workers on educational issues and offer appropriate training



Designated teachers

All schools have a statutory responsibility to have a designated teacher to act on behalf of looked after children. This key person should:

- Keep a record, updated each term, of all looked after children in their school
- Ensure that each looked after child has someone within the school to turn to for support
- Work with social workers to ensure that every child has a current Personal Education Plan (PEP)
- Attend training provided by the county council in order to remain up-to-date on the legislation and practice affecting looked after children.

Personal Education Plans (PEP)

- The PEP is a statutory record of what needs to happen for looked after children to enable them to fulfil their potential by showing them that their education is a priority
- It accumulates educational information & achievement from pre-school to post 16.
- Where appropriate it identifies necessary support and it needs to be reviewed every 6 months.
- The PEP is initiated by the social worker for the child within 20 school days of being admitted into care. It is completed at a meeting between the designated teacher in school, the carer, the child and the social worker.
- It is vital that the child's views are sought

Please do not hesitate to contact us if you have a looked after child.

Virtual School : Head teacher Norborough House, Coverack Close,
Northampton, NN4 8PQ Tel: 01604 432550 Fax: 01604 432555

Life Chances Team

For the **South** of the county: 01604 677728, Delapre Campus, Alton Street,
Northampton NN4 8EN

For the **North** of the county: 01536 533930, William Knibb Centre, Montagu
Street, Kettering NN16 8AE



Links to other organisations/documents in Northamptonshire

Some of these have already been referred to in the Shoebox, however we have provided a list here from which you will be able to obtain more details once the website is in operation. You may like to add your own to this list, possibly including local voluntary organisations that it has not been possible to include in the Shoebox. Make this your own useful section when you need help from organisations outside your school.

- ADHD Support Group meetings for parents/carers who meet one Thursday per month at Sixfields Stadium, Northampton Town Football Club, 7pm - 9 pm. For further details contact Group Organiser, Julie Harrison - Counsellor on mobile: 07515 129 018
- The Autistic Spectrum Team (Additional Needs, Children & Young People's Service - Inclusion) advice, consultation and training available from this team across the county. Contact since@northamptonshire.gov.uk or telephone 01604 630082.
- BACIN (Behaviour & Curriculum & Inclusion Team) BACIN is a Countywide service that works collaboratively with pupils, families, schools and other agencies to promote the five outcomes of the 'Every Child Matters' agenda. We achieve this by helping to prevent exclusions, assisting reintegration, raising achievement, enhancing the capacity of all to achieve successful inclusion and in providing training to schools. The team consists of a County Manager, Area Managers, Behaviour Support Teachers, Senior Behaviour Support Assistants, Behaviour Support Assistants and Family Liaison Workers. For further details please contact: 01604 857386 or email: BACIN@northamptonshire.gov.uk.
- The Centre for Health at St John's Centre, St John's Road, Tiffield, Northampton NN12 8AA Tel 01604 857371 deliver support for Looked After Children and Young People, Carers and Staff on health issues to maximise individual life chances. The team consists of a team manager, nurse practitioners for looked after children, a principal social worker, carers and well being nurse, family support workers, and information officer and admin support. Areas covered include; sexual health and family planning, general health, behaviour support and a service for carers. For more details please contact the centre.



- **The Educational Psychology Service** Educational Psychologists work with schools, parents, children and other agencies to promote child development and learning. Input includes consultation with teachers and observation, assessment and intervention with pupils. Educational Psychologists also work closely with Support Teachers to co-ordinate their support. Each school has a nominated Educational Psychologist who may be contacted through the area Children & Young Peoples Service (CYPS) base. Work focuses around assessment and intervention with children and young people aged 0-19. This could be by working with individual children with groups of children or/and by working with school/provision staff, parents and families and other agencies involved with the child or young person. Educational Psychologists will offer support where there are concerns of a psychological nature or about learning difficulties. These could be in the following areas of development: cognitive, linguistic, sensory, physical and/or social and emotional development.
- **Healthy Schools** www.health4schools.net a useful website for teachers and school staff, resources, events and activities in Northamptonshire. Also www.healthm8.net for students.
- **Hospital and Outreach Education (HOE)** is a Pupil Referral Unit for children and young people with medical needs, including mental health issues, who cannot attend school full time. If you are unsure about a pupil whose attendance is sporadic, is dropping, or behaviour is a cause for concern, please ring them to discuss it. HOE teachers have experience in working with children and young people with mental health difficulties and improving their access to education. Contact details: 01604 702634 e mail: ckitchen@northamptonshire.gov.uk
- **The Mental Health Teacher's Team** (Additional Needs, Children & Young People's Service) contact John Fardon on 01604 857382 or jfardon@northamptonshire.gov.uk and for details about Mental Health Interest Groups held at various venues across the county.
- **Northamptonshire Child & Adolescent Bereavement Service** 01604 545131 for local support or beatrice.standen@ngh.nhs.uk
- **The Primary Mental Health Workers** provide a range of specialist knowledge, skills and support for professionals and organisations who have concerns about the mental health and wellbeing of any child/young person and/or family that they are working with. If you are working with a child, young person or family and would like advice on difficulties related to stress, low mood, anxiety, self harm, attachment and relationships or parenting please ring 01604 523506 from 9.30-4.30pm for Northampton and the South. For the north of the county ring 01536 313850, the liaison line is open on Tuesdays and Thursdays 9am - 12noon. You will also be able to find out about training and groupwork and if it is appropriate to refer to specialist Child & Adolescent Mental Health Services. (CAMHS)



- **The School Nurses Team** can be contacted through your school nurse. There is a school nurse with specific responsibilities for mental health in the county.
- **SEAL** in Northamptonshire contact Liz Butler
lbutler@northamptonshire.gov.uk or nationally visit
www.standards.dcsf.gov.uk/nationalstrategies
- **SN-IP (Special Needs - Informed Parents)** is Northamptonshire's Parent Partnership Service. We help families who have a child or young person with special educational needs take an active part in their child's educational development. SN-IP works with all those who help children and young people with special educational needs. This includes the large numbers of children without a statement whose special educational needs are met in mainstream schools as well as those who have statements and are educated in mainstream or special schools. If you would like help, please contact: SN-IP Springfield, Cliftonville, Northampton, NN1 5BE Tel: 01604 636111 Fax:01604 630283 email: contact@snipnorthants.org or Fairlawn Centre, Spring Gardens, Wellingborough, Northants NN8 2AATel: 01933 271673 e-mail: contact@snipnorthants.org

Some key documents for Northamptonshire

- Mental Health is Everybody's Business - A handbook for schools 2007 and Anxiety - Tackling it Together. Email jfardon@northamptonshire.gov.uk for your own electronic copy.
- Early Milestones leaflet. Speak to your Educational Psychologist or Early Years Area SENCO
- Northamptonshire Inclusion Partnership - Training booklet -
- Transitions - Moving On - ASD booklet on transition to secondary school
- Early Years Inclusion folder
- The Northamptonshire Children's Service Directory
www.northamptonshire.childrensservicedirectory.org.uk

Training

- For Training in schools on a wide range of topics please go to www.northamptonshire.gov.uk → Education and learning → Information for schools → Northamptonshire Inclusion Partnership (NIP).
Email: NIP@northamptonshire.gov.uk
- A programme of training is also available from Northamptonshire Learning, Achievement and School Improvement. (LASI)
Email cpdlasi@northamptonshire.gov.uk or visit
www.northamptonshire.gov.uk → Education & Learning → Information for Schools → Continuing Professional Development

Alternatively you can search the various links given in specific areas throughout the Shoebox.



National Links for more information

www.addiss.co.uk a national site with resources, help and information about ADHD. Conferences and training is also listed. A very useful website.

www.antibullyingalliance.org.uk 'Tackling bullying in schools. A mapping of approaches'

www.b-eat.co.uk www.insightgroup.org.uk information help and support on eating disorders

www.caspari.org.uk The Caspari Foundation for Educational Therapy and Therapeutic Teaching is an organisation that helps vulnerable children with emotional, learning and behavioural difficulties to succeed in school.

www.childhoodbereavementnetwork.org.uk Childhood Bereavement Network

www.childline.org.uk 24 hour helpline and counselling service

www.healthyschools.gov.uk to access 'Anti-bullying Guidance for Schools'

www.kidscape.org.uk wide range of publications and support for young people, parents and teachers

www.ncb.org.uk The National Children's Bureau a great website and invaluable resources, including a booklet on attachment.

www.parentlineplus.org.uk offers help and support by working for and with anyone who is parenting a child

www.sebda.org Social Emotional and Behavioural Difficulties Association

www.youngminds.org.uk national charity to help improve the mental health of all children and young people up to the age of 25. Very useful resources for staff and helpful booklets for young people on a range of topics.

NB Please add your own websites and links that you find useful and share with us. There are many sites listed in Mental Health is Everybody's Business - a handbook for schools. Email jfardon@northamptonshire.gov.uk for anything you would like to share.



EVALUATION

It would be really helpful for us to find out how useful the Northamptonshire Shoebox has been for you over the past year. This evaluation form has been included in your Shoebox so you can write things down as you use it. On a scale of 0-10, when 0 represents useless and 10 represents extremely helpful/useful please could you rate each chapter by giving it a number from 0-10. Any comments would also be helpful, suggesting improvements and also what you really liked. We anticipate completion of this form by **31st May 2010**. We will send out reminders nearer the time.

Chapter number	Score	Comments
1		
2		
3		
4		
5		
6		



Chapter number	Score	Comments
7		
8		
9		
10		

Overall score for the Shoebox:

Your role:

Primary / Secondary / Other please specify

What else might improve your Shoebox?

Please return to John Fardon at CYPS, Administration Building, St John's Centre, St John's Road, Tiffield, Northants, NN12 8AA.

Email: jfardon@northamptonshire.gov.uk

Thank you for your time and feedback.

