

## PSYCHOLOGICAL SERVICE



### Standards and Quality Report

2017-2018

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## SECTION 1



### **Vision**

The Psychological Service's vision is to improve the attainment, well-being and life chances of the children and young people of West Dunbartonshire and contribute to narrowing the poverty related attainment gap.

### **Our Values are**

Inclusive practice, collaborative working, continuous improvement, compassion focused, evidence based practice.

### **Our Aims**

- To apply psychological knowledge, skills and expertise, to consultation, assessment, intervention, training and research
- To meet the needs of children and young people and their families in relation to their mental well-being, learning and development.
- To contribute with others to the strategic vision of West Dunbartonshire Council.
- To collaborate with Educational Services and partner agencies in the delivery of services to children and young people and their families.

### **Psychological Service Profile**

The Psychological Service sits within the Educational Services department. It is a statutory provision for children and young people aged 0-24 years including those with additional support needs. The Strategic purpose of the Psychological Service is to apply psychological knowledge, skills and expertise to contribute to the Council's strategic objectives and to ensure that the needs of children and young people in relation to their learning, emotional health and wellbeing are met. The Psychological service work with partners to seek solutions to challenges faced by children, young people and their families that build on strengths and enable them to be successful and included in their community. The Service has a key role to play in building staff capacity within children's services and in utilising the psychological knowledge and expertise of the Service to make a strong strategic contribution to national policy, including the Scottish Attainment Challenge and the National Improvement Framework.

The Psychological Service consists of 5.6 FTE Educational Psychologists and is managed by a Principal Educational Psychologist supported by one Depute Principal Educational Psychologist.

The service has some temporarily funded staff time to support the Scottish Raising Attainment Challenge(2fte), suicide prevention(0.1fte), the settlement of the Syrian Refugee children in school(0.1fte), and to support health and wellbeing projects funded by the Pupil Equity Fund (2fte). This enables the Service to provide some dedicated time to promote improvements in these areas.

The Psychological Service provides a service to all the children and families in West Dunbartonshire Council predominantly by allocating time to the 5 secondary schools, 33 primary schools, 4 specialist establishments and the 21 Council managed Early Education & Child Care Centres. The service also supports the 10 partnership nurseries where children are identified as having additional support needs. The time allocation to educational establishments is guided by school roll, level of deprivation as measured by numbers of free school meals and the priority rating of the support needs arising in each school. The use of deprivation as a factor in the school allocation is in line with our vision to address the poverty related attainment gap.

Requests for involvement of Psychological Service come not only from schools but also directly from parents and from our partner agencies in West Dunbartonshire Council. The Service contributes to the assessment of neuro-developmental disorders and contributes to the multi-agency assessment and support of children and young people with Attention Deficit & Hyperactivity Disorder (ADHD).

West Dunbartonshire Council Psychological Service continues to deliver the five core functions of a Psychological Service – consultation and advice, assessment, intervention, training and research to inform strategic development across the three levels of children and families, educational establishments and the wider authority.

## SECTION 2



### How have we evaluated our work?

The policy and practice of self-evaluation in the Psychological Service has changed to be more closely aligned to the Scottish Government's delivery plan for Scotland: Delivering Excellence and Equity in Scottish Education. We seek to demonstrate impact of our work in schools through helping schools gather data on improvements in attainment and health and wellbeing. Our advice to schools and own practice is guided by the principles of implementation science.

Individual Educational Psychologist's practice is governed by the standards of proficiency for practitioner psychologists as outlined by the Health and Care Professions Council (HCPC).

### Service self-evaluation summary

#### What key outcomes have we achieved?

**Supported improvements in raising attainment and closing the poverty related attainment gap in literacy, numeracy and health and wellbeing by:**

- Effectively leading on the delivery of our Service Level Agreement plan to the 5 Secondary schools, 34 Primary schools and 20 Early Learning & Childcare Centres.
- Effectively leading on the delivery of year 3 of the Scottish Attainment Challenge 'Family Support Hub' project to support parent and children at the transition from early years to school and work with parents, early year's staff and school staff to close the poverty related attainment gap.
- Building capacity of Education Service staff to deliver the duties outlined in the Children and Young People's Act 2014 through training.
- Supporting schools in developing health and wellbeing by training and supporting the implementation of PATHs, Seasons for Growth, Nurture, Roots of Empathy,
- Supporting Integrated Children's Services in the delivery of the Parenting Strategy to ensure that our most vulnerable parents are provided with opportunities to give their children the best start in life.
- Providing timely and effective assessment and support to schools, parents and young people affected by neurodevelopmental difficulties.

## **Overarching strengths**

- Psychological Services is embedded within Educational Services and works collaboratively with Educational Services colleagues to deliver the department's key objectives particularly in raising attainment and developing literacy, numeracy and health and well-being.
- We have made very good progress with supporting the Scottish Attainment Challenge projects and good progress with the Pupil Equity fund projects
- We work effectively with partner agencies to develop and support the delivery of outcomes through the GIRFEC Child's Planning process.
- We support the health and well-being of children, young people and their families in collaboration with schools and multi-agency partners

## **Areas of strong practice**

- Bringing psychological knowledge, skills and research perspective to the gathering of impact data in literacy and health and well-being.
- Supporting professional learning to improve outcomes for children and young people
- Working in partnership at strategic and management level to facilitate the development of joint work.

## SECTION 3



### What were our priorities of session 2017-18?

#### 1. Meeting the needs of our stakeholders

- **Delivery of our Core Functions of Consultation, Assessment and Intervention**

The Service has negotiated a service level agreement with the 5 secondary schools, 32 primary schools and 28 early education and childcare establishments where new cases are accepted for assessment, consultation and/or intervention.

The Service has supported developments in 3 special schools and 2 specialists units within West Dunbartonshire.

The Service has supported pupils attending the 26 different schools outwith West Dunbartonshire which provide education for WDC pupils.

Children and young people were assessed and application made for specialist provision through the Joint Review Panel or through the Social Work and Education Liaison Group.

Educational Psychologists collaborated with school staff and partner agencies to support the multi-agency and single agency assessments of pupils and were a key contributor to the support planning meetings where a Child's plan was drawn up.

Educational Psychologists have continued to contribute to the assessment of children and young people with neuro-developmental disorders as part of multi-agency teams and contributed the support planning meeting which draws up a Child's plan.

- **Delivery of our Core Functions of Training, Evaluation and Research**

Educational psychologists have:

- Provided training to education staff, health staff and social work staff across a variety of areas to develop skill and build capacity; (see appendix 1);

- Worked in partnership to deliver both single agency and multi-agency training on outcome focussed planning and multiagency collaborations as outlined in the Children and young Peoples (Scotland) Act 2014
- Continued to gather longitudinal data on outcomes for children supported in nurture groups;
- Provided support to secondary staff in dealing with pupils on the autistic spectrum
- Developed and delivered training to early years and school staff as part of the Scottish Attainment Challenge transitions 1 project in order to develop early vocabulary skills and support the integration of word aware and reciprocal teaching
- Developed a model of consultation and training for staff in two secondary schools as part of the Secondary Scottish Attainment Challenge Family hub project particularly in relation to the development of whole school nurture
- Provided regular consultation to school staff undertaking their own research and evaluation as part their CPD, Masters course and as part of the Scottish Attainment Challenge.
- Taken a lead role in embedding the Seasons for Growth programme, piloting mindfulness and bereavement support for staff.

- **Contribution of the Psychological Service at Authority Level**

Educational Psychologists take a lead role in the following groups convened to manage Educational services statutory functions and to drive forward Educational Services and the Integrated Children's Services strategic objectives:

- The Parenting Review and Improvement Group (Chaired by the Principal Psychologist);
- The Nurture Group business meetings (Chaired by the Depute Principal Psychologist);
- Paths business Meetings (Chaired by the Depute Principal Psychologist);

The service contributes to the work of a number of the multi-agency strategic and operational groups across the Council:

- The Delivery and Improvement Group
- The Children with Disabilities Review and Improvement Group;
- The GIRFEC Implementation Group;
- The ADHD steering group;



- The Seasons for Growth steering group.

The Psychological Service also contributes to/leads many of the authority panels and processes set up to allocate resources to children and young people with Additional Support Needs:

- The Multi-agency Consultation Group (MAC);
- The Social Work/Education Liaison Group;
- The Joint Review Panel (JRP);
- The Transitions Allocation Group (TAG);

## SECTION 4



**What has been the progress and impact of the work undertaken by the Psychological Service and what are the next steps?**

**Educational Services objective  
Deliver Year Three of the Scottish Attainment Challenge;**



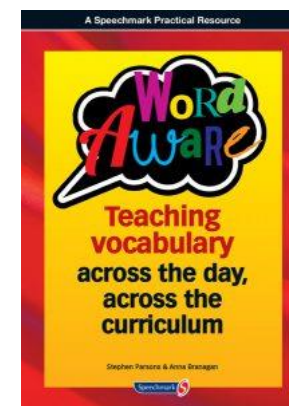
**We contributed to the Scottish Raising Attainment Challenge by leading on the Transitions 1 project.  
Scottish Attainment Challenge: A focus on vocabulary and parenting opportunities**

Over the last year the Psychological Service has continued to support the Local Authorities work on raising attainment leading on one project aimed at creating a family learning hub pre-school to primary. The focus of the work in the last year has been on scaling up the work undertaken during the previous year while continuing to ensure that interventions already in place maintain and develop. The Psychological Service has led on the training and implementation of 'Word Aware' across early years establishments and supported and assisted in the coordination of parenting work across WDC.

### WHAT HAVE WE DONE?

#### Training

- Training in 'Word Aware' provided to P1 teachers and early stages teachers across WDC.
- Training in 'Word Aware' provided to all early years establishments.
- Collegiate staff development sessions on 'Word Aware' undertaken with early stages teachers to enable them to support its implementation across early year centres next school session.



Age	Vocabulary Development
1 to 1 ½	Toddlers develop around a 20-word vocabulary during this time.
2	By the time a child is 2 years old, he/she will have a 200–300-word vocabulary.
3	Vocabulary grows to be about 900–1,000 words by the time a child is 3 years old.
4	The typical 4-year-old child will have about a 1,500–1,600-word vocabulary.
5	By the time a child reaches school age and heads to kindergarten, he/she will have between a 2,100- and 2,200-word vocabulary.
6	The 6-year-old child typically has a 2,600 word expressive vocabulary (words he or she says), and a receptive vocabulary (words he or she understands) of 20,000–24,000 words.
12	By the time a child is 12 years old, he/she will understand (have a receptive vocabulary) of about 50,000 words.

### ***Intervention Nurseries and Schools***

- *Word Aware* initiative was undertaken within 5 early years establishments.
- Pre and post intervention data collected and analysed on all children in each establishment on a further 2 books.
- Article Publishes in Educational Psychology in Scotland Journal
- Cohort of 13 staff, comprising 8 teachers and 5 early years practitioners completed Incredible Years Teacher Classroom Management (IYTCM) Programme . This was delivered by two EPs with additional mentoring of staff provided by 3 trained WDC trainers.
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### ***Parental Involvement***

- Accredited child development course levels 4 and 5 provided for parents within the Whitecrook and Kilbowie areas, supported by SAC funding.
- Incredible years parenting groups provided across WDC as part of Psychology of Parenting Programme (POPP) and SAC.
- One-to-one parenting support offered by Outreach Workers.
- Tea toast and talk sessions on literacy development and how parents can help delivered by outreach worker across 2 nurseries.

### ***What has been the impact?***

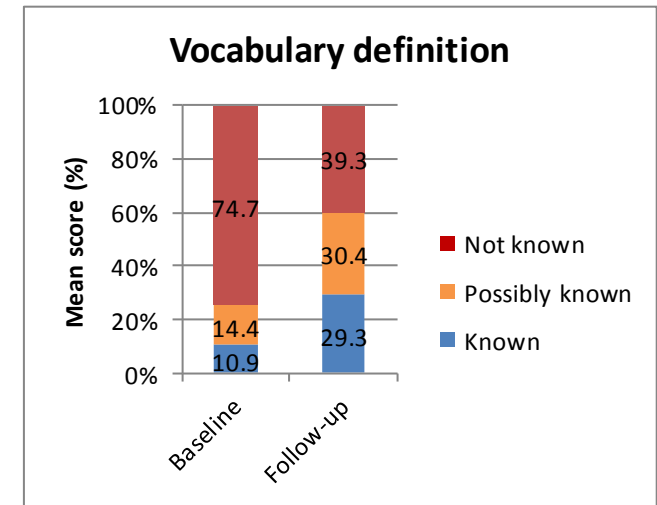
- ✓ Statistically significant improvement pre to post test in vocabulary scores of taught words across the 5 early years establishments involved.
- ✓ Significant improvements to the learning environments and learning experiencing of the children with greater focus on literacy generally and words in particular.
- ✓ Evidence of children using words within and outwith the nursery.
- ✓ Parents have responded very positively to the use of text alerts with evidence of impact on learning at home saying:

*"S used the words regularly throughout the weeks. Also she identified their use in conversations with others".*

*"I enjoyed listening to T explaining the meaning".*

*"E enjoyed using the words as a hide and seek game. Made it enjoyable and fun and learning at the same time. E's literacy skills have really progressed using Word Aware".*

- ✓ Report provided by POPP highlights significant improvement in SDQ scores for a large number (79%) of children whose parents have participated in an incredible years parenting group.



### **What do we plan to do next?**

- Work with early stages teachers to support and develop practice in early years of 'Word Aware' and reciprocal teaching approaches to support vocabulary development.
- Work with EO for early years to explore monitoring longer term impact on literacy of current initiatives in nurseries.
- Further develop links with library service to consider community approaches to vocabulary development.
- Train health visitors in vocabulary development and how they can support parents at home to develop vocabulary.

- Track parents who have been part of Incredible Years group in terms of impact on children and family life.
- Track parents who have completed accredited child development course in terms of impact on parent's lives broadly and impact on their involvement with their children's learning.
- Consider a targeted approach to vocabulary enhancement for children in lowest SIMD with greatest level of need.
- Provide IYTCM course for one further cohort of teachers.

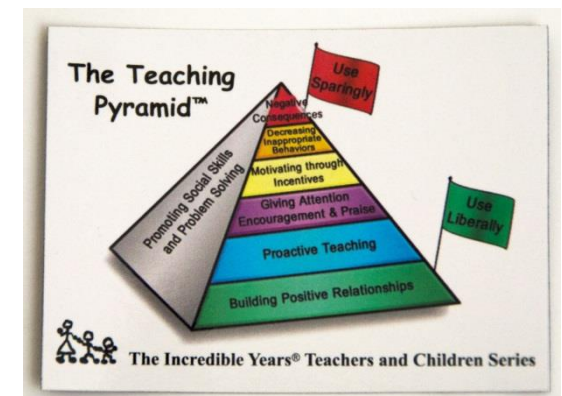


## Incredible Years Teacher Classroom Management (IYTCM)

Research has highlighted the significance of social and emotional well-being for success in school. Key to this sense of well-being is relationships and feeling a sense of connectedness with family and school. All schools strive to promote positive relationships but clearly, given the National agenda of raising attainment, anything that can be done to strengthen such relationships is particularly welcome. The IYTCM is part of the Incredible Years suite of programmes which aims to develop teacher's skills in nurturing and promoting positive relationships within their classrooms. In doing so, it is anticipated that within classrooms or early years centres, behaviour and learning will be improved thus contributing positively to the raising attainment agenda.

### What did we do?

- The Psychological Service has 3 EPs trained in the IYTCM programme. Two EPs delivered the 6 day IYTCM course to a group comprising of teachers and staff from early years. A total of 13 started and completed the course.
- In addition to the 6 days of training, EPs along with 3 additional WDC trained staff met with and mentored course participants throughout the course to coach and mentor the approach.
- Gathered baseline and follow-up data from participants in order to measure impact on both participants and children.



## What has been the impact?

Impact has been measured through feedback from course participants using pre and post course completion measures. In addition, impact on individual children / pupils has been assessed through the completion of Strength and Difficulty Questionnaires (SDQs) for a target child identified by each course participant.

*Summary of findings impact on staff (see also graphs below):*

- Teachers and early years practitioners reported improved confidence in dealing with difficult behaviour pre and post course.
- Teachers and early years practitioners reported more confidence in drawing up a behaviour plan.
- Teachers and early years practitioners reported more success in dealing with difficult behaviour during the 6 months of the training.
- Feedback was gathered following each day of training and revealed that teachers and early years practitioners found the content to be overwhelming positive and likely to have impact on their practice. Comments included:

*“I have learnt lots of strategies to implement for future behaviours”*

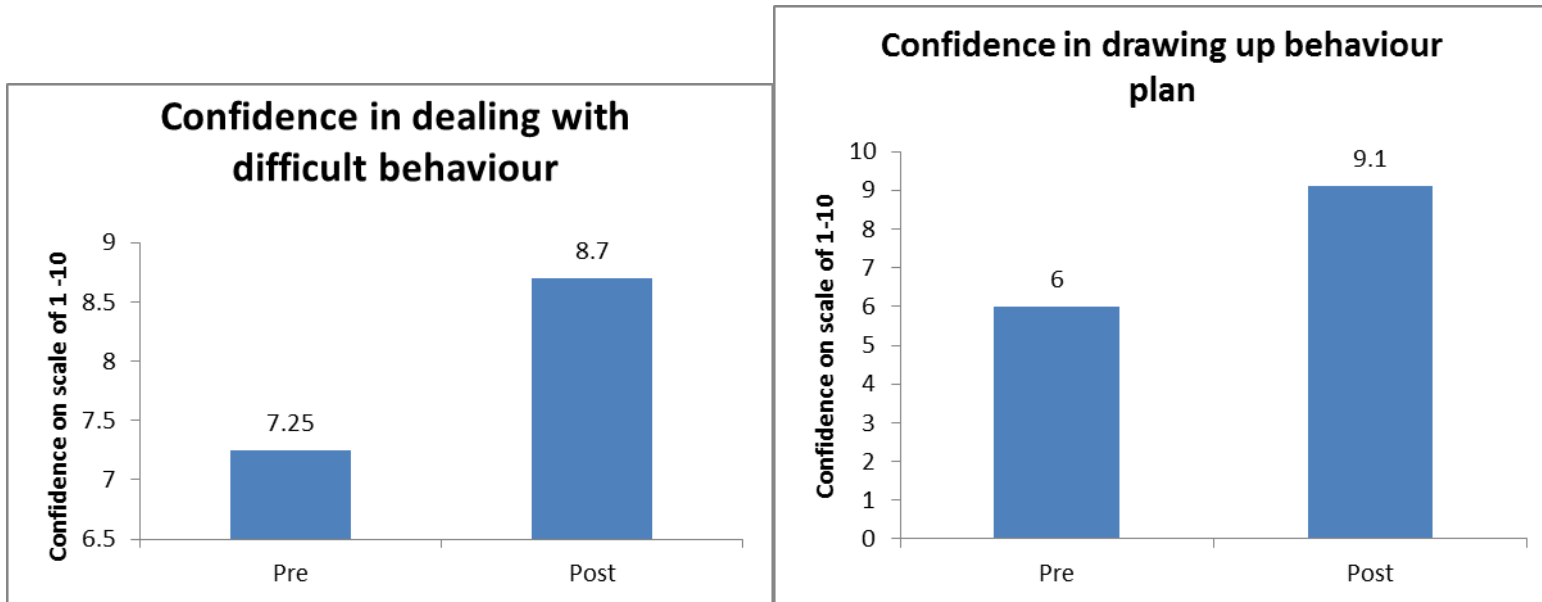
*“Taking time to reflect – I can’t emphasise that enough it really has encouraged me to reflect on my practice”*

*“Ignoring behaviour was a bit tricky but now I know what to ignore, when and how to continue with the other children”*

*“Learning new strategies / tools that can be used with long term results”*

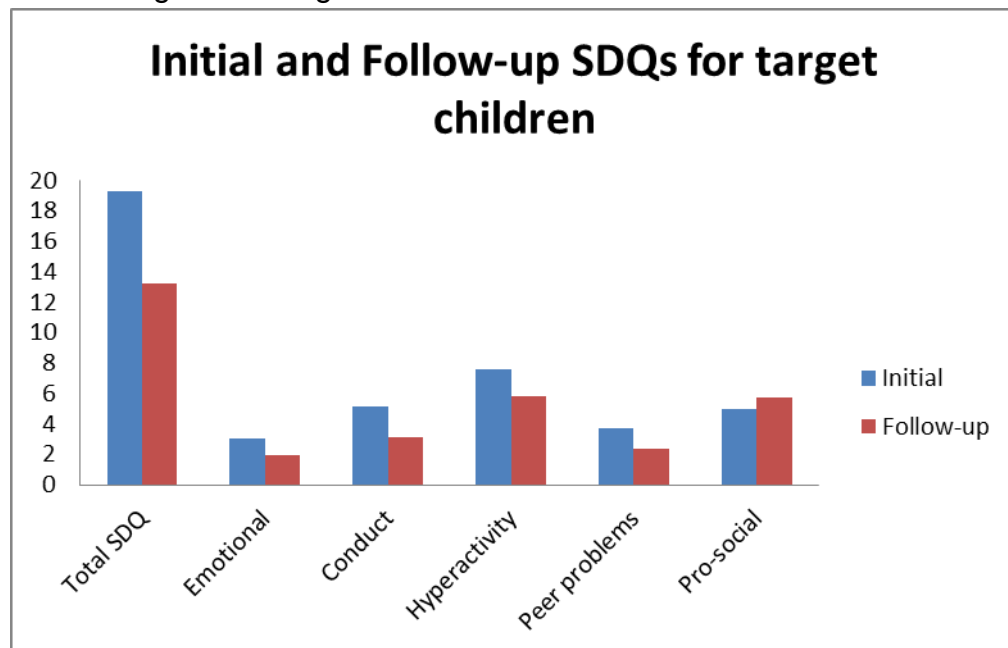
*“My ability to use what I have learned to de-escalate situations is making the biggest impact and this comes from my calmer approach”*





Summary of findings impact on pupils (see also graph below):

- Comparing pre and post SDQs completed for 9 participants, revealed a decrease in the total difficulties score pre and post course completion. Of note also was the decrease across all SDQ sub-scales and an increase in prosocial behaviour demonstrated by the target pupils.
- Of note in looking at this data is the very high initial SDQ ratings the overwhelming majority of which were within the clinically significant range indicating the need for intervention.





## What do we plan to do next?

- Provide ongoing mentoring and support to course participants through the provision of reconstructor sessions. The aim of these sessions will be to continue to develop practice and consider longer term impact on classroom practice and children's learning and behaviour.
- Provide a further 6 day IYTCM training to a cohort of teachers and early years staff.

### **Educational Services Objective**

#### **Develop literacy, numeracy and health and wellbeing within the curriculum**

#### **Improving Health and Wellbeing in the OLSP Learning Community: Pupil Equity Fund Project**

### **What have we done?**

A needs analysis was conducted involving children, teachers and parents across targeted classes in 5 primary schools within the OLSP learning community.. Information already available such as attainment data, attendance and SIMD was also included. A high proportion of children are living in areas of high deprivation (SIMD 1 and 2) and children's own self-report ratings indicated a key focus area of self-concept and expectations of their own learning. Head Teachers in the learning community also reported that there was a general need to support children's learning by developing the qualities associated with growth mind-set such as persistence and perseverance in order to raise attainment and close the poverty related attainment gap.

This provided the rationale for a whole class universal solution oriented classroom intervention called Working on What Works (WOWW). WOWW works with teachers and children to set goals for change and focuses on the solution rather than problems. This is an inclusive approach and there are no additional curriculum requirements. An important element is that learning is shaped by the children who set their own goals and measure progress.

WOWW involves all children and the Class Teacher with a focus on positive actions and interactions in the learning context. A coach (the EP) provides feedback (with the children and teacher) at the end of each lesson.

Class teachers were introduced to solution oriented principles and the WOWW approach. Teacher goals for the class were identified and rated. WOWW took place over 10 sessions in each identified classroom and was implemented in three stages. The WOWW approach was implemented in 8 classes across 5 primary schools, involving approximately 177 children.

## What has been the impact?

### Qualitative Data

- All class goal ratings improved by at least 3 points on a ten point scale.
- Children reported that they enjoyed the goal setting and rating their progress.
- All teacher goal ratings also improved by at least 3 points on the ten point scale

Feedback was gathered from pupils regarding the purpose of WOWW, impact and goal setting. Some of the comments included;



Qualitative feedback from teachers was more mixed than from children. Teachers reported that the impact on pupils was positive and children had ***“improved greatly in terms of independency and responsibility in class learning”*** and ***“all children are willing to participate in activities and learning”***. Other teachers reported that ***“children are more tolerant and supportive of others in the class and encouraged one another to take part.”*** Class Teachers reported that ***“the positive comments are just a wee reminder that kids will respond to positive comments”*** and ***“it helped me focus on specific targets for the class”***. One teacher reported they had ***“greater awareness of feedback across the curriculum and the need to have social goals as part of learning intentions.”*** Teachers felt it was difficult to judge the impact of WOWW due to other contributing factors such as ***“maturity”*** of the children and that ***“many aspects were still exactly the same”*** following implementation of WOWW.

## ***Quantitative Data***

The quantitative measures selected for trying to capture change in health and wellbeing did not prove to be helpful as in this instance the measures were not sensitive enough to reflect changes at a class group level . Children, parents and teachers rated high levels of prosocial behaviour and positive outlook alongside low levels of overall stress on the questionnaires both pre and post the intervention.

## **What do we plan to do next?**

Examples of next steps in each school include;

- Support staff to improve school systems and climate bt delivering training to build relationships and resilience using the Solihull Approach and /or providing training in Restorative approaches
- Explore the use of WOWW to enhance the impact of the Paths Curriculum

## **Educational Services Objective** **Develop literacy, numeracy and health and wellbeing within the curriculum**

**We supported schools and early years establishments develop health and well-being by supporting the Paths Curriculum.**



The Promoting Alternative Thinking Strategies (PAThS) curriculum is a school based model of Social and Emotional Learning. With curricular materials for both pre-school and primary school it has 5 central goals all of which sit clearly within the experiences and outcomes of curriculum for excellence:

- To develop children's awareness of emotional states in oneself and others;
- To develop the ability to put these feelings into words;
- To provide understanding and a method to calm oneself down when feeling highly emotionally aroused;
- To develop an ability to plan ahead and consider the effects of your behaviour on others;
- Developing greater empathy/compassion for others.

### ***What have we done?***

The Psychological Service has continued to support the implementation of PATHS across pre-school and primary schools within WDC. This year further schools, and early years establishments have been provided with initial and refresh in-service training in which the rationale of the curriculum and guidance on implementation has been given. In addition collegiate business meetings have been held with primary and pre-school staff at which good practice has been shared and discussion has centred on programme fidelity and evaluation.

### ***What has been the impact?***

At individual school level teachers and SMT report on the positive impact on children in terms of classroom behaviour and emotional resilience of children. Some of the PATHS schools have also audited practice in class and again report on this favourably.

### ***What do we need to do next?***

- Continue to offer training, coaching and mentoring to ensure fidelity to programme.
- Work with schools to gather data on impact with specific reference to the role of PATHS as an intervention in closing the poverty related attainment gap.
- Pilot an Enhanced Paths programme for vulnerable young people as part of the PEF project.

## **Educational Services Objective**

### **Deliver year 3 of the Scottish Attainment Challenge**

**We supported schools and early years establishments raise teacher professionalism by supporting schools develop nurture.**

### ***What have we done?***

**We supported two secondary schools to develop ‘whole school’ nurture through delivering nurture principles training**

A seven-module nurture principles training programme has been delivered in two secondary school schools in WDC as part of the Scottish Attainment Challenge. This is part of a wider SAC project to develop a multi-agency support hub within these 2 secondary schools to better support the pupils from the most vulnerable backgrounds. The aim of the training is to embed a nurturing approach across the two secondary schools through developing the knowledge and practice of staff.

The training has been delivered weekly in both Clydebank High School and Our Lady & St. Patrick’s High School. The secondary establishments have released up to 10 members of staff each week to attend the training. As well as staff attending from the host



establishments, the nurture principles training sessions have been advertised on the CPD website and a number of practitioners from other secondary establishments in the authority have also participated.

The training programme contains an introduction to nurture followed by a session on each of the six nurture principles;

1. Learning is understood developmentally
2. The environment offers a safe base
3. Nurture is important for the development of well-being and self-esteem
4. Language is a vital means of communication
5. All behaviour is communication
6. Transitions are important in children's lives

The training offers a flexible model of delivery whereby after attending an introductory module, staff can attend subsequent modules in any order. This gives staff the opportunity to attend the training over an extended period of time and develop their practice gradually whilst having ongoing reflective discussions with peers.

This school session 63 nurture principles training sessions were delivered altogether; 36 in Clydebank High School and 27 in Our Lady & St. Patrick's High School. 169 members of secondary staff in WDC attended at least one nurture principles module and 59 participants completed all modules.

### ***What has been the impact and outcome?***

Psychological services have supported the evaluation of the impact of this training on classroom practice through use of a questionnaire that staff complete before and after attending the training, focus groups with young people in the project schools, interviews with key members of SMT responsible for the implementation of a nurturing approach.

Analysis of 13 questionnaires from CHS staff and 7 questionnaires from staff from other WDC secondary schools who attended all 7 modules found that that after attending the training, statistically significant improvements were made by staff in their knowledge and understanding of a nurturing approach and their skills in implementing the 6 nurture principles in their practice. An insufficient numbers of post- training questionnaires were available from OLSP to carry out quantitative analysis for this establishment.

Qualitative feedback from members of senior management in both OLSP and CHS and staff attending the nurture training sessions suggest that it is having a positive impact so far on school ethos, relationships between pupils and staff, practitioner understanding of children's needs and how to manage challenging behaviour.

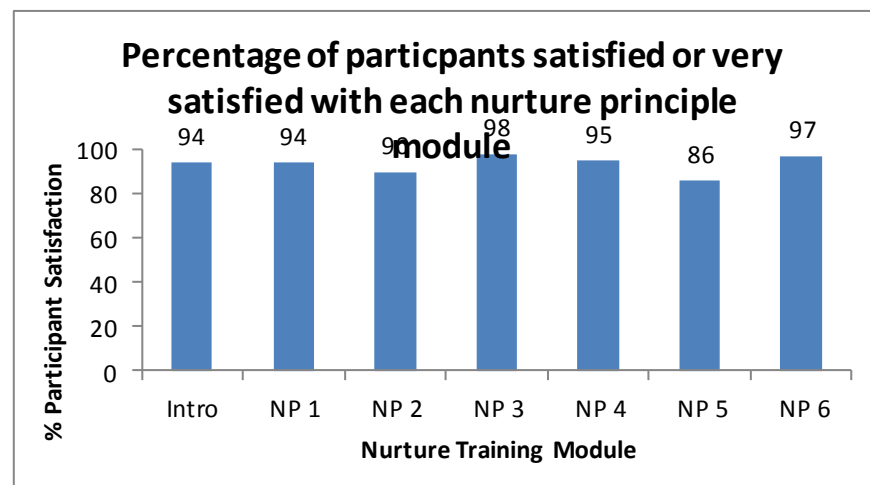
One member of staff stated:

*'Nurture is having a positive impact on my classroom practice; I am more aware of the needs of the pupils and able to understand the reasons for behaviour after undertaking nurture training'.*

A member of SMT in one of the SAC establishments noted:

*This time 18 months ago, I could have easily walked along the X corridor and if there was a S2/S3 class there would be at least 4 kids standing outside classes. Now, I don't even need to go near that department'*

After every nurture training module, participants were asked to complete an evaluation of the session. On the evaluation form, staff were asked to rate their overall satisfaction with the session on a Scale of 1-5 (1=Extremely Dissatisfied and 5= Extremely Satisfied). The graph illustrates the percentage of participants who scored 4 or 5 for each module. The graph demonstrates that all modules were received very positively. Overall, 93% of participants who attended the training stated on their evaluation form that the training would impact on their future practice.



**Exemplar comments from the evaluation forms were as follows:**

*The trainers were very good – well planned and organised. The knowledge of both of them was excellent*

*How to deal with challenging behaviour has been useful to know for future situations*

*[The training] reinforces ways to work better with young people who are more vulnerable and require support; which is a lot of my working day*

*I have really enjoyed learning Nurture Principles and found it very interesting – highlight of my Wednesday*

*All staff should do this training*

## What will we do next?

Although initial results are positive, feedback from young people in both schools suggest there are still future areas for development in embedding nurture across both secondary schools and the principles haven't yet permeated to every classroom, area of the schools and interaction that children have with staff and each other. It will therefore be important to continue to support CHS and OLSP in developing a whole-school nurturing approach in session 2018-19. The next steps are therefore as follows:

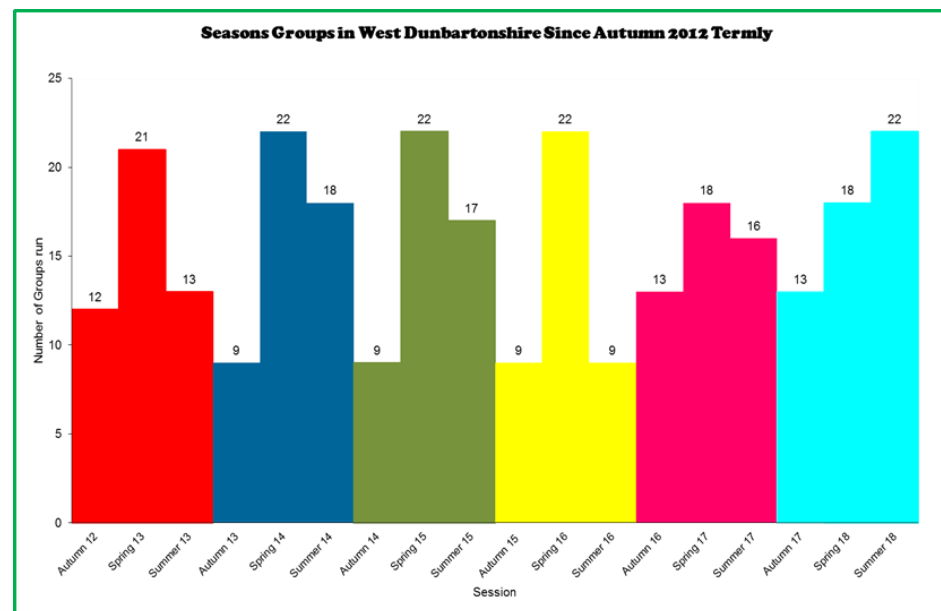
- ✓ Continue to deliver nurture training until all staff have attended the seven modules
- ✓ Re-connector sessions to be planned for staff who have completed all seven modules
- ✓ In order to triangulate data on the impact of the training, nurture principles will be built into SMT classroom observations so that there is a clearer picture of whether nurture principles are being embedded in classroom practice e.g. staff showing awareness of body language, modelling of positive relationships.
- ✓ Consider a way for secondary staff across WDC to discuss and share good practice in delivering a nurturing approach.
- ✓ Repeat focus groups with young people to evaluate whether their views of the learning environments change over time.
- ✓ It will be important to look at attainment data with the school to explore the impact of SAC interventions, including the nurture principles training, on attainment.

## Educational Services Objective Develop literacy, numeracy and health and well-being within the curriculum

**We contributed to improving the health and wellbeing of young people by supporting staff deliver Seasons for Growth and piloting a universal support for teachers to help them support bereavement issues in schools**

The Seasons for Growth is an education programme providing opportunities for young people to

- Learn about the effects of significant change in their lives
- Examine how changes in family structure because of death, separation or divorce can be accompanied by a sense of loss
- Understand it is normal to experience a range of emotions because of loss





- Develop new skills in coping with their feelings and other grief reactions
- Appreciate and nurture their strength
- Participate in a group with caring adult and peers

This year Companions in WDC ran 53 groups, bringing the programme to approximately 318 people. This is more than any year since its introduction. Choose Life continue to be strong partners who support Seasons for Growth.

We continue to have powerful feedback from children and families about the impact of participating in a Seasons programme.

#### What the parents said:

“it helped her think about decisions rather than acting on something straight away”

“now she lets people know that things are getting her down”

“the children came to bond with each other”

“it’s improved her attitude to what happened”

“she knows it’s OK to not be OK”

#### What the pupils said:

“change happens, don’t lash out, just think about it”

“I can control my anger”

“it was fun, helpful and I loved it”

“I’m not the only one in this position”

#### What a teacher said:

“she is more able to seek help/talk about her worries”



We trained 31 new Companions in the Child and Young Person programme, and 9 Companions in the new programmes which help people to support their children at times of either bereavement or separation & divorce. Our focus for next year will be on finding ways to get parents and carers to engage with the new programme, as well as continuing to support the schools and companions in their delivery. This programme works well because the skills young people learn during the programme they take with them into life.

### **Staff Development to Improve Support to Bereaved Pupils**

In WDC, approximately 40 parents die each year affecting 70 dependent children. The most effective way for a child or young person to manage grief is to draw on the existing support network available to them in the form of their family, friends and community, including their school. It is estimated that about 80% of children have their grief needs met at this level, with only a smaller proportion requiring more intensive support. The role of school staff, pupils and ethos in contributing to a bereaved pupil's support network is important, but to date there has been no systematic, universal training offered in this area in WDC.

#### **What have we done?**

WDC Psychological Service has been working with the third sector provider Child Bereavement UK (CBUK) to develop services to bereaved children and families for a number of years. CBUK have designed and produced an online CPD programme for school staff to help them respond supportively at times of bereavement. The course consists of 4 modules, taking 1 – 1 ¼ hours to complete, using mixed methods such as information giving; videos of young people, parents, professionals talking about their experiences; case scenarios and multiple choice quizzes to facilitate learning.

To date, Psychological Service has supported 10 promoted members of staff to take on the role of administrator for their establishments. The training has been completed by staff in 7 schools including primary, secondary and a specialist provision. In each school, on an INSET day, a psychologist gave a fifteen minute introduction on child bereavement and the online programme to the whole staff. The importance of self-care for staff was emphasised, with staff given the opportunity to opt out if they were experiencing the impact of a bereavement or related stressors themselves.

#### **What has been the impact?**

The programme was completed and evaluated by 81 professionals from four education establishments. Key quantitative findings included;

- All staff improved their understanding of bereavement

- 98% of staff felt the course was useful for their daily work
- 94% of staff reported improved confidence when supporting a bereaved pupil
- 96% of staff feel more confident talking about death and bereavement
- 99% of staff felt that an online course was an appropriate method of training

Qualitative information was gathered by the administrators and Psychological Service from comments made by school staff. Comments included *“It would have been really useful to have this training before <pupil’s name> parent died”, “It made me see things I’d never thought about before”, “I’m going to talk to my own children about this”. “Interesting”, “useful”, “good training”, “this is really important”.*

One school experienced the death of a pupil’s parent the week after the training. A promoted teacher said *“I used the advice with the pupil, it made me think more about different ways a young person can want to be supported in the time shortly after the bereavement and how important the actions of the teacher can be . . . . I’ve been approached by staff who have commented that the CBUK training was very useful in helping them to understand how young people might react after a bereavement.”*

#### **What do we plan to do next?**

- Continue to promote effective bereavement support by offering the training at a universal level to develop staff confidence
- Role for EP in introducing the training but ensure implementation responsibility is with promoted member of staff
- Support schools to evaluate impact and collate feedback centrally.

#### **Educational Services Objective**

**Develop the learning workforce across all sectors and Deliver year 2 of the secondary school Scottish Attainment Challenge**

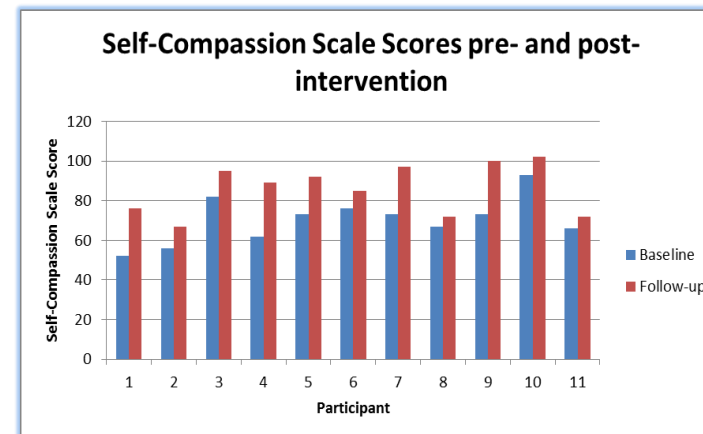
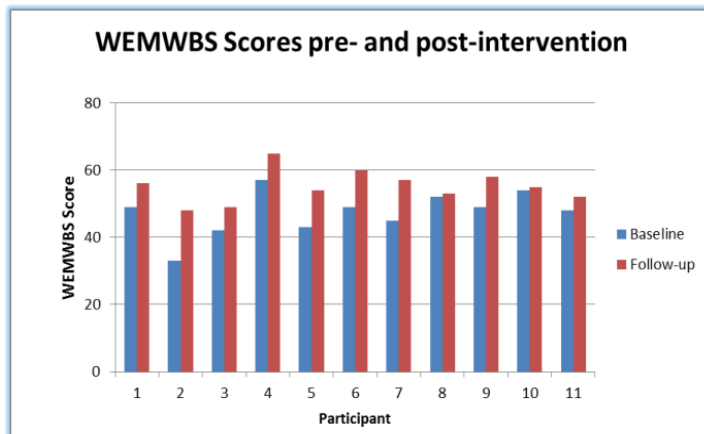
#### **We have developed well-being and wider achievement through mindfulness**

Mindfulness Based Approaches (MBAs) have been shown to be effective in promoting positive mental health and well-being in young people and adults, and increasing self-efficacy in professional roles. The EPS has been introducing mindfulness in systematic way to promote staff well-being (which also increases their professional effectiveness) and also to the increasing levels of mental health difficulties in pupils, including anxiety and depression. The Curriculum for Excellence has Es and Os relating to mental, emotional, social and physical well-being

which mindfulness addresses. Before mindfulness can be taught to children and young people, individuals have to be mindfulness practitioners, and so staff mindfulness has to precede pupil mindfulness.

Two Mindfulness Based Living Courses (MBLC) were delivered by a psychologist trained to teach the course through partly supported through PEF. The course introduces practices and attitudes of mindfulness in a structured way over an 8 week course, two hours per session, with home practice tasks, an App for guided practices and a course manual. The courses ran at the end of the day, from 3.45 – 5.45. The first course was comprised of 8 social work staff and 5 teachers, and the second 15 teachers.

Evaluation of the first course showed a statistically large effect size in improvement on scores on a test of mental well-being and self-compassion for the group as a whole. Qualitative data showed that participants were more aware of and able to manage their thoughts and be more accepting of themselves, which led to impacts both personally and professionally. Being calmer meant they were more able to focus on pupils/clients/colleagues; being more responsive rather than reactive meant they were more effective; becoming more compassionate to self and others allowed them to be more available to clients and increased their own well-being; improved communication had personal and professional impact.



## Educational Services Objective

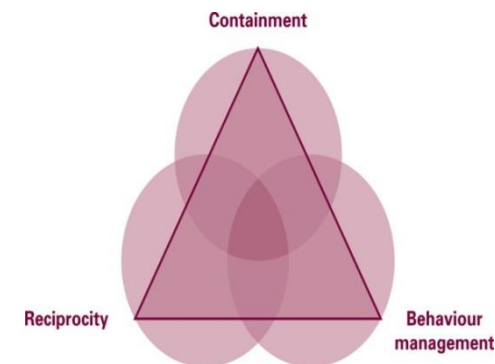
### Deliver the learning workforce across all sectors

**We have supported the development of teacher professionalism in health and wellbeing by the delivery of training on Building Relationships and Resilience using the Solihull Approach in Primary schools.**



### Building Relationships and Resilience

The Solihull Approach is a way of supporting and working with children and families to promote emotional health and wellbeing. It does this through discussion around early brain development, attachment and exploration of a three component theoretical model which can be used to understand the situations that children and families encounter. During the training, participants are introduced to the interlinking components of Containment, Reciprocity and Behaviour management and are encouraged to reflect on these components in their daily work with children and families. Training in the approach helps staff become reflective practitioners and can be particularly useful in their work with children with emotional, behavioural and mental health difficulties.



### Why use the Solihull Approach in West Dunbartonshire?

West Dunbartonshire is a Challenge Authority, meaning that it receives funding from the Scottish Government's Scottish Attainment Challenge. SAC was launched in 2015 and aims to achieve equity in education, particularly by narrowing the poverty-related attainment gap

Deprivation and poverty can affect children's health, education, connection to wider society and prospects for work (Sosu & Ellis, 2014). There is now growing understanding in addition that poverty can be a risk factor for children experiencing Adverse Childhood Experiences (ACES) (NHS Scotland, 2017). ACES refer to stressful events occurring in childhood which can impact on a child's readiness to learn and take part in school life. Stressful events can include abuse, neglect and household dysfunction (e.g. having an incarcerated relative, domestic violence, household substance abuse, mental ill health, separation). The drive to recognise the impact of ACES has received particular attention due to the finding that experiencing ACEs may be linked to a whole variety of later life health harming behaviours and illnesses such as alcoholism, depression, suicide attempts, Illicit drug use (Couper and Mackie, 2016). Therefore, experiencing ACES as a young child can create high levels of stress which can potentially have long-term later life consequences. In school, high levels of stress can impact on a child's readiness to learn and lead to challenging behaviours.

## **How can we intervene?**

We know that we can alter some of the effects of ACES by being ACE aware, but also by responding in a psychologically informed way to the children and young people who come to our educational provisions. The Solihull Approach can be part of our psychologically informed response. At the core of the Solihull Approach is the importance of developing containing, reciprocal relationships which are developmentally sensitive. The importance of healthy relationships in life is illustrated well in this quote: 'From the moment of our conception to the finality of death, intimate and caring relationships are the fundamental mediators of successful human adaptation' (National Research Council & Institute of Medicine, 2000, p.27, as cited in Bomber, (2008)). We know that children who end up doing well despite adversity in their life have usually had at least one stable committed relationship with a supportive parent, caregiver or adult (NHS Scotland, 2017).

Although there are no exact figures for the number of ACES experienced by children in West Dunbartonshire, the link between ACES and poverty alongside increasingly complex individual case presentations within WDC does suggest that interventions such as Solihull are needed to help support these vulnerable children and young people. If in education, we as adults can support the development of healthy relationships through the core concepts outlined in the Solihull Approach alongside other nurturing practices, we can help to ameliorate some of the difficult life circumstances children and young people experience. Developing healthy, containing, reciprocal relationships enable a child to be in a state ready to learn. The Solihull Approach can therefore be considered the bedrock for other forms of intervention aimed at supporting children's emotional, behavioural and mental health difficulties.

## **Developments in 2016-17**

Last year, Psychological Service adapted and carried out a small-scale pilot of the training within the Primary sector. The training was delivered to 40 participants. It was received very positively leading to reflective discussions amongst participants who were able to see how it could have an impact on their work in supporting children and families.

## **What have we done in 2017-18?**

With growing interest in the primary sector sparked from the pilot schools and the acknowledgement of the need to support mental health and wellbeing in schools, further trainings were carried out in 2017-18.

### *Who was trained?*

- An earlier roll out of training for nursery staff had meant that most nursery staff were already trained in the Solihull Approach. In 2017-18, training was offered for those across nurseries who had missed the initial training or who were new in post.
- In the primary sector, training for Senior Leaders across primary schools was organised. In addition, wider staff groups were trained across three further primary schools.
- One secondary school also received training and a follow-up connector session.

- Approximately 86 members of staff overall were trained across West Dunbartonshire.

## Evidence of impact

Evidence of impact was assessed with evaluations completed by staff on the day of the training.

84 staff rated their levels of overall satisfaction with the training and 69 staff rated their level of confidence in the subject on 5 point scale (1=extremely dissatisfied and 5= Extremely Satisfied). Figures 1 and 2 display the results indicating that most participants had high levels of satisfaction with the training and were satisfied with their level of confidence in the subject area following the training.

Figure 1: *Levels of satisfaction*

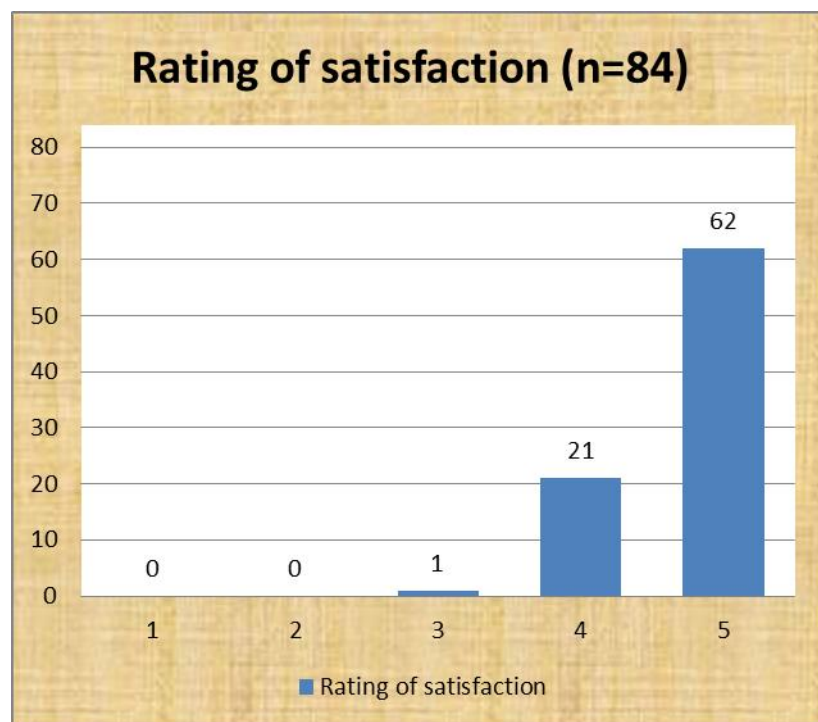
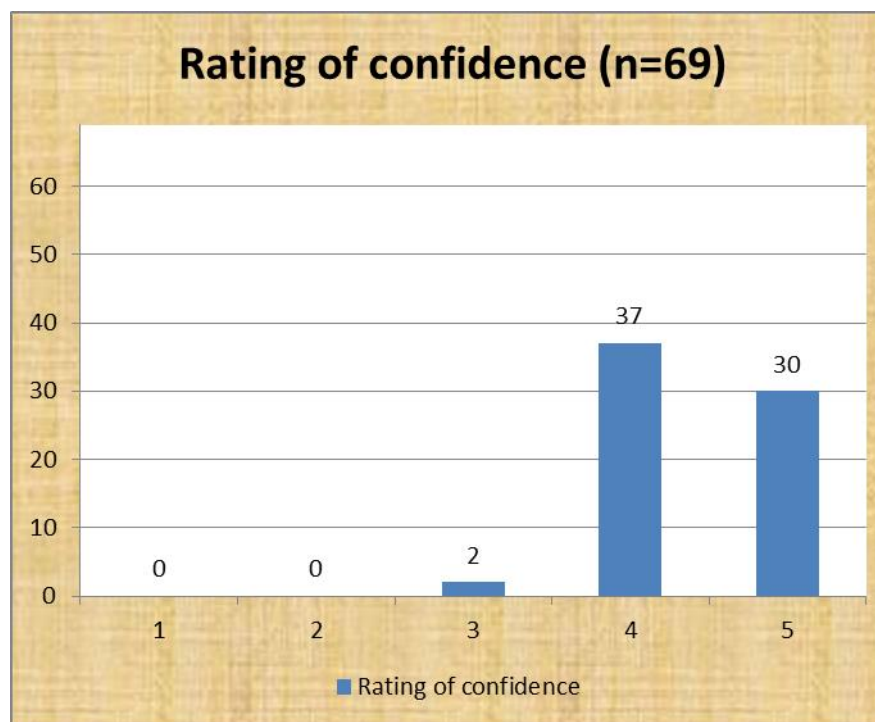


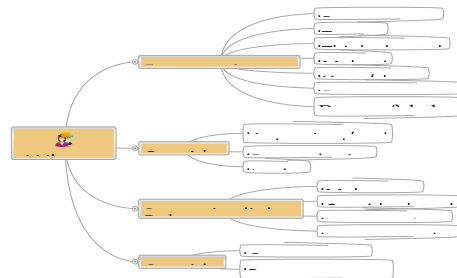
Figure 2: *Level of confidence in the subject*



## What will you do differently?

Staff were asked to comment on what they might do differently as a result of attending the training. Themes arising out of comments included staff considering their interactions with children and parents in more detail with the key concepts in mind, considering the impact of the child's home life, utilising strategies they had learned about and remembering to consider their own wellbeing. Exemplar comments are shown in Figure 3.

Figure 3



Staff were also asked for any comments:

- *'Extremely useful course which works well with our whole school Nurture approach'*
- *'Listening is a very powerful tool. I felt listened to today'*
- *'This has to be a whole school approach. We have a very strong foundation as relationships are the foundation to all we do at X school. This training affirms that and gives it a clear structure and rationale'*
- *'Thought provoking'*
- *'Thank you for providing this useful training'*
- *'I would recommend this training to my colleagues '*
- *'Thoroughly enjoyable course '*
- *'Excellent course'*
- *'It is important that every staff member has this training so we are all aware of the same issues.'*

In addition, staff were asked to comment on what further training/support on this topic that would be useful. Some suggestions were:

- **'ACES's'**
- **'Read the recommended books'**
- **'Nurture training'**
- **'Share ideas/observations among staff'**
- **'Examples from practitioners/teacher etc. who feel it has impacted on their practice'**

## **Conclusions**

The Solihull Approach continues to be a popular and well received training amongst establishments with many staff able to reflect and consider how important relationships are for supporting children and families as they journey through different developmental stages.

## **What do we need to do next?**

The demand for training across educational establishments continues to increase. As such, Psychological service plans to:

- Deliver training to more primary school establishments
- Make some adjustments to the training based on the evaluation feedback – e.g. inclusion of ACEs relevant material, links with Nurture training



## Contribution to Integrated Children's Services Plan

**We contributed to the Implementation of the duties outlined in the Children and young Peoples Act 2014.**

### Staff training on Getting It Right for Every Child

Psychological Service staff continued to work with colleagues in the HSCP to deliver training and facilitate multi-agency dialogue between staff across education, health and social work. Training focussed again on supporting skill development in writing outcome focussed plans for young people. The training was part of the work plan following a recent Children's Services Inspection.

#### *What was the impact?*

Following training sessions staff reported that they were more confident in writing an outcome focussed targets for young people, were more confident about formulating actions to achieve the outcomes and were more confident in chairing a Child's planning meeting.



## Single Outcome Agreement Priority: Families are confident and equipped to support their children throughout childhood

**We contributed to the rollout of the Parenting Strategy in WDC through contribution to IY parent group programmes**

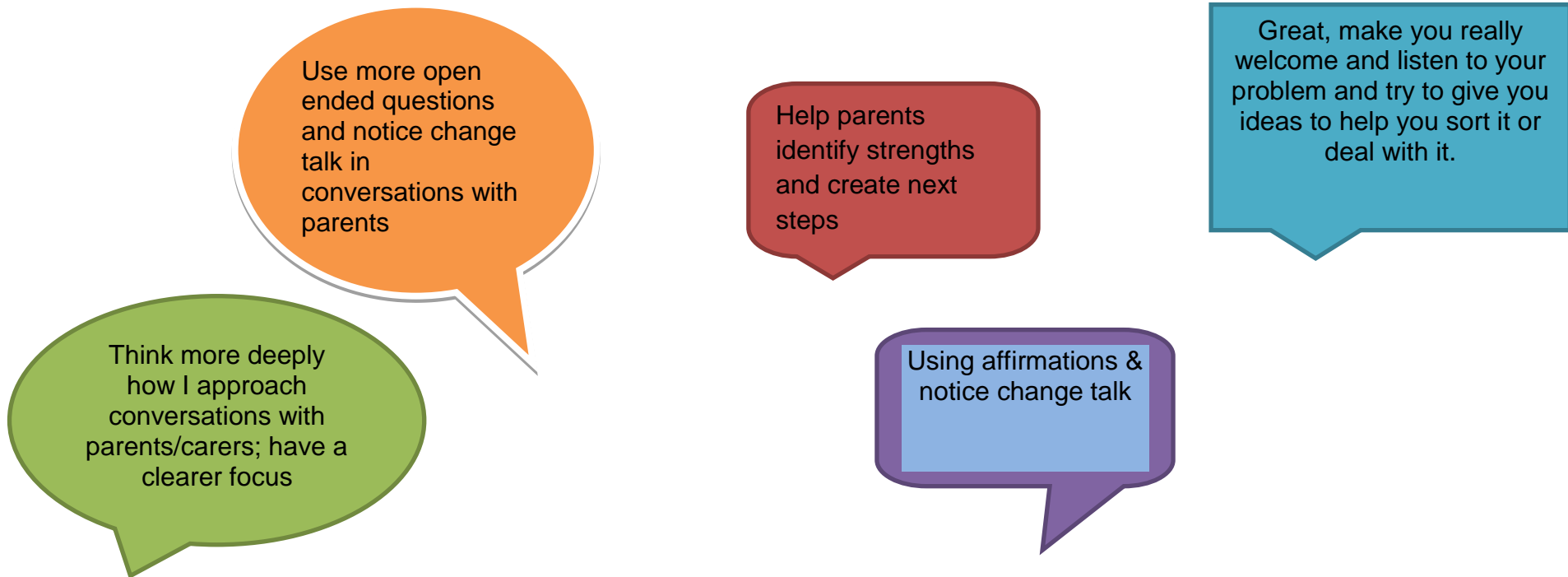
Psychological Services contributed to Incredible Years parenting programme delivery and evaluation by supporting the development of group facilitation skills within the Incredible Years parent group leader workforce and co-delivering IY parent groups. One Educational Psychologist delivered 'Experts in Action' training (training developed by NHS Education for Scotland) to several new IY parent group facilitators, providing coaching towards the development of group leader skills within their initial facilitation experiences and a framework to continue skill development throughout their career. All participants rated their overall satisfaction with this training as 'extremely satisfied'. Subsequent to this two Educational Psychologists provided coaching of group leader skills by coordinating 8 peer support groups across West Dunbartonshire within 2018-19.

Psychological Services facilitated the planning for 14 Incredible Years groups in primary schools and community settings by initiating and supporting IY facilitator/school contacts, providing consultation to group facilitators as required and as part of a multi-agency POPP (Psychology of Positive Parenting) local authority planning group.

Educational Psychology staff have co-facilitated IY parent groups in four primary schools becoming involved in recruitment, planning and retention of the group. These groups were very highly evaluated by the parents who completed the group. Questionnaire data is collected and summarised by our Parenting Review and Improvement Group.

Two Educational Psychologists paired with trainers from NHS and Social Work to contribute to the roll out of NHS Education for Scotland 'Connecting with Parents Motivation' training in West Dunbartonshire. This training is a strength-based communication skills training designed to enhance the abilities of practitioners to have conversations with parents that facilitate parental uptake of support; it is based upon motivational interviewing techniques. Psychologists were involved in the delivery of 5 'CWPM' training events to multi-agency participant groups. The training was received well with evaluations collected and shared with NHS Education for Scotland. All participants gave the training the highest possible ratings of 'very good' or 'good'.

**Participants planned to use CWPM training in the following ways:**



### ***What do we need to do now?***

The Psychological service will continue to support both the roll out of the IY parenting groups as part of school initiatives to improve parental involvement and as our contribution to the Community Planning Partnership's commitment to providing parents with the support they require to ensure that their children get the best possible start in life. We will continue to promote the idea of school or early years establishments hosting a group and supporting staff to engage with the most vulnerable families, particularly by delivering 'Connecting with Parents Motivation' training to multi agency staff in order to enhance the engagement of parents who find it difficult to engage in group work.

Our Incredible Year Practitioners within the Psychological Service will continue to offer to support to the parenting work force in order to help maintain fidelity to the programme and to support staff development.

## **SECTION 5**



### **Feedback from Schools and Early Years Establishments on the Impact of the Work of the Psychological Service**

At the start of each school session the link Educational Psychologist for each school and EECC has a service level agreement meeting where priorities for EP involvement for the coming session are agreed and the impact of the involvement the previous session is discussed. Comments from these meetings are outlined below;

#### **Impact on Pupils**

*Educational Psychologist has been an integral part of GP2 planning meetings and subsequent GPR meetings, providing ongoing advice and support to the school and parents. Actions taken such as referrals to relevant agencies such as CAMHS, has helped to ensure appropriate and timely support to pupils and families.*

*A few high tariff children were discussed regularly throughout the session. The support and advice was of great value we saw progress with all pupils.*

*The enhanced transition programme for one particular Primary 7 was particularly effective and lessened many of the anxieties and concerns he had.*

*The advice and information given by Educational Psychologist has helped to inform approaches to take with pupils and how to further the learning of pupils at the nursery.*

*Considerable impact with a number of our most vulnerable pupils.*

*Teaching staff appreciate the advice provided and are reassured that they are delivering the appropriate interventions for targeted pupils.*

*Through successfully managing to engage a number of the most disaffected young people pupils respond well to EDUCATIONAL PSYCHOLOGISTS approach and manner*

*Referrals for specialist assessments mean that interagency co-operation identifies children's needs most effectively, so staff can provide appropriate, targeted support*

*EDUCATIONAL PSYCHOLOGISTS assessments reaffirm staff assessments, and/or add new information, so that the needs of the whole child can be met.*

*Care plans for children have been improved as a result of the work on attachment/containment/development work*

*Transitions to mainstream or specialist placements are smoother, so children more prepared for changes and needs met after transition*

*Multi-agency planning leads to appropriate specialist placements*

*Improved relationships with children*

*Specialist school provision was accessed where appropriate to ensure the best possible environment for children to learn and thrive.*

*A multi-disciplinary approach resulted in appropriate services working in-depth to help children attain individual targets and milestones in their development.*

*Children benefitted from targeted Support Plans drawn together by the Educational Psychologist, Management team, Key-worker and Learning Assistants. Regular reviews ensured continuous progress for individual children.*

## **Impact on teaching and learning**

*Strategies and advice suggested proved to be useful and the children made appropriate progress.*

*Teaching and learning programmes are altered to take account of advice given. This provides reassurance to teachers.*

*The quality of learning and teaching has improved through increased confidence of staff*

*Support with managing challenging pupils and thus contributed towards a more purposeful class-room environment.*

*PAThS contributes to improved emotional regulation and relationships*

*Previous Solihull training & recent training on containment and neuroscience has had a big impact, staff more aware and competent in supporting social and emotional development of children and parents*

*Strategies and targets that were implemented had positive outcomes on individual children's well-being and ability to access the curriculum appropriately.*

*Enhanced transition programmes enabled children to access school provision more confidently and parents felt put at ease.*

*The Word Aware training has provided a new focus for transition events with our partner schools and has helped to raise the profile of reading books with our parents.*

## **Impact on Staff**

*Members of staff involved in the Incredible Years Teacher Programme are developing their use of managing behaviour using the Teaching Pyramid which continues to impact on their practice. This has helped to improve and develop pupil teacher relationships within the school and contribute to a whole school nurture approach and ethos.*

*Word Aware Training has helped contribute to a literacy rich and refreshed enthusiasm in relation to vocabulary. Children are enthusiastic about work of the week strategies which are also being used to develop partnerships with parents by texting the word of the week for each class to parents.*

*Nurture training has been invaluable and allows staff to deliver tailored support for vulnerable children.*

*Support staff also benefit for advice from the Service and are better placed to support individual children.*

*Head of Centre reflected that EDUCATIONAL PSYCHOLOGIST was able to communicate well with the nursery and always keep them in the loop regarding developments around casework which was helpful. One staff member has commented: 'I don't know what I will do without you'.*

*For Head Teacher, considerable professional development through professional dialogue and reflection.*

*This has been significant. Staff have valued ('tremendously') the commitment of the Educational Psychologist to engage with Young Person and their issues. There has been a recognition of the positive approaches taken.*

*This is great work, (Nurture Principles Training), and thank you from everyone here at the school for your ongoing support and intervention. We are delighted to be involved in this programme and are keen to continue to support all of our staff to benefit from being involved.*

*Thank you once again and we look forward to moving this agenda forward in partnership with psychological services.*

*Involving the Educational Psychological Service meant that where necessary there was a multiagency approach to meeting the needs of those children who have additional support needs. This ensured the school were not working in isolation.*

*The Educational Psychologist provided lots of practical strategies, approaches and ideas which ensure staff has a toolkit of interventions which meet the needs of the children they teach.*

*Staff attended Word Aware training and continue to implement this consistently within school.*

*All staff value any time with the Educational Psychologist. Last session this was particularly supportive for one class teacher who had a class within which pupils had a wide range of social, emotional and behavioural needs. The HT described this staff member feeling empowered and reassured in relation to meeting the needs of the pupils in her class.*

*Staff attended a number of trainings as part of their ongoing professional development, training attended included PATHS (this included information of being ACES aware), Word Aware, Seasons for Growth Re-connectors and for senior management, GIRFEC training.*

*Mindfulness trained teacher is calmer and more attuned to needs of individuals, which leads to less reactive children*

*Staff value access to Educational Psychologist knowledge and experience, which helps them understand their children and families*

*Containment/neuroscience training was delivered in a way which made the ideas meaningful to staff, leading to them being more tolerant of children, and asking themselves why the children behaved as they did.*

*Senior staff feel contained by the Educational Psychologist*

*Educational Psychologist sharing knowledge and explaining behaviours, for example on ASD, expands staff knowledge and confidence*

*Staff found the Solihull training particularly useful, it changed their approach to managing potentially challenging situations for children and families.*

## **Impact on parents**

*Parents are highly appreciative of the specialist support provided by the Service and welcome any advice on how to support their children at home. This advice has covered a wide range of issues from supporting their children's learning to dealing with challenging behaviour.*

*In meetings, Educational Psychologist is able to coordinate meetings in a jargon-free and structured way, in manageable chunks for parents. This means parents feel at ease and are able to understand the issues discussed and feel supported.*

*Educational Psychologist was very supportive in working with parents; encouraging them to engage and to be realistic in their expectations and in understanding their child's needs more fully.*

*Educational Psychologist has managed to foster positive relationships with parents and provide personalised support.*

*The Educational Psychologist provides reassurance and a listening ear to parents in relation to their child's additional support needs.*

*Parents and grandparents benefit.*

*Educational Psychologist involvement prompts parents to change their behaviour.*

*Educational Psychologist forges good relationships with parents, makes assessments and feeds them back in a way that makes the parents feel included as part of the team, reduces their anxiety.*

*Parents' views on specialist provision are dealt with individually, recognising that they need to be ready to understand their child's need before they can accept alternative placement.*

*Parents feel that their child's needs are being taken seriously, considered and looked after.*

*Parents felt they were consulted and kept informed about aspects of their child's development when attending Review Meetings.*

*They also felt supported with advice about children who would be attending specialist school provision and included in the transition process.*

*Parents benefitted from being alerted to partner agencies who may be able to provide additional support to families.*

## Appendix 1 – Record of Training Delivered

School	Title of Training	Date of Training	Location	Satisfaction levels 4 & 5	Level of Confidence post inset (if incl. on eval.)	Duration
Various (18)	.b Foundations Taster session	04/05/2018		100%		
CHS (15)	8 week Mindfulness course	Jan - Apr 2018		100%		
Carleith Primary (12)	8 week Mindfulness course	Oct - Dec 2017		100%		
Children's Panel WDC (41)	Autism	Nov-17		97%		
Kilpatrick School (47)	Boxall Profile Training	13/10/2017		95%		
Dumbarton Academy	CBUK CPD Intro	15/08/2017	DA	100%		
Ardfern	CBUK CPD Intro	08/09/2017	Ardfern	100%		
Bonhill Primary	CBUK CPD Intro	10/01/2018		100%		
	CBUK facilitator training	27/04/2018	PS			
SPTA PEFF	CBUK facilitator training	Apr-18				
Parents (23)	Child Development, Parental confidence and Home learning environment	30/08/17 - 29/11/17	OHR			11 sessions
	Communication Link Person training	01/05/2018	PS			
	Communication Link Person training	20/11/2018	PS			
Education (12), Health (6), SW (3)	Connecting with Parents	17/11/2017 24/11/2017	PS	95%	93%	
Multi-agency	Connecting with parents	08/06/2018				
St Eunan's + Whitecrook ELCC	Connecting with parents	14/02/2018		100%	83%	
	Connecting with Parents motivation	30/11/2017	PS			
	Connecting with Parents motivation	29/03/2018	PS			
	Connecting with Parents motivation	08/06/2018	PS			

School	Title of Training	Date of Training	Location	Satisfaction levels 4 & 5	Level of Confidence post inset (if incl. on eval.)	Duration
St Eunan's ELCC + Whitecrook ELCC (14)	Connecting with Parents' Motivations	14/02/2018				
Bonhill PS	CPD CBUK	15/12/2017	PS			
Staff involved in delivering IY groups in St Eunan's, Whitecrook and OLOL Primary Schools	Experts in Action	16/03/2018	PS			
As above	Experts in Action	16/03/2018	St Eunan's ELCC			
As above	Experts in Action	20/04/2018	St Eunan's ELCC			
As above	Experts in Action	11/05/2018	St Eunan's ELCC			
SPTA learning community	FRIEND reconnector	30/01/2018	St Stephen's			
Early Years & Health (20)	GIRFEC training (Child's planning meeting)	22/05/2018	Edinbarnet	NA	73%	
	Incredible Years TCM	02/11/2017	PS			
	Incredible Years TCM	07/12/2017	PS			
	Incredible Years TCM	01/02/2018	PS			
	Incredible Years TCM	01/03/2018	PS			
	Incredible Years TCM	19/04/2018	PS			
	Incredible Years TCM	17/05/2018	PS			
St Mary's & St Martin's PS(19)	Intro to Mindfulness	13/10/2017		100%		
Linnvale PS & ELCC (30)	Intro to Mindfulness	13/10/2017		100%		
Various schools and ELCCs (14)	Intro to Mindfulness	30/05/2018	PS	100%		
Various (11)	Intro to Mindfulness	07/03/2018	PS	82%		



School	Title of Training	Date of Training	Location	Satisfaction levels 4 & 5	Level of Confidence post inset (if incl. on eval.)	Duration
SPTA learning community	Introduction to CBT - launching FRIEND intervention	12/10/2017	St Stephen's			
OLSP (17)	Introduction to Mindfulness	04/05/2018	OLSP	94%		
SW & teachers 3.00 - 6.00 pm	Mindfulness	24/10/2017	PS			3 hours
SW & teachers 3.00 - 6.00 pm	Mindfulness	31/10/2017	PS			3 hours
SW & teachers 3.00 - 6.00 pm	Mindfulness	07/11/2017	PS			3 hours
SW & teachers 3.00 - 6.00 pm	Mindfulness	14/11/2017	PS			3 hours
SW & teachers 3.00 - 6.00 pm	Mindfulness	21/11/2017	PS			3 hours
SW & teachers 3.00 - 6.00 pm	Mindfulness	28/11/2017	PS			3 hours
SW & teachers 3.00 - 6.00 pm	Mindfulness	05/12/2017	PS			3 hours
SW & teachers 3.00 - 6.00 pm	Mindfulness	12/12/2017	PS			3 hours
SW & teachers all day (14)	Mindfulness	13/04/2018	PS			6 hours
CHS teachers 3.00 - 5.30	Mindfulness	01/02/2018	CHS			2.5 hours
CHS teachers 3.00 - 5.30	Mindfulness	08/02/2018	CHS			2.5 hours
CHS teachers 3.00 - 5.30	Mindfulness	22/02/2018	CHS			2.5 hours
CHS teachers 3.00 - 5.30	Mindfulness	15/02/2018	CHS			2.5 hours
CHS teachers 3.00 - 5.30	Mindfulness	01/03/2018	CHS			2.5 hours
CHS teachers 3.00 - 5.30	Mindfulness	08/03/2018	CHS			2.5 hours
CHS teachers 3.00 - 5.30	Mindfulness	22/03/2018	CHS			2.5 hours
CHS teachers 3.00 - 5.30	Mindfulness	19/04/2018	CHS			2.5 hours
Social Work	Mindfulness taster	19/10/2017	PS			
Gavinburn ELCC & Primary (30)	Neurodevelopment and Resilience	04/05/2018	Gavinburn	100%	90%	
	Nurture	31/08/2017	PS			2.5 hours
20 participants	Nurture	07/09/2017	PS	100%		2.5 hours
CHS & Various Sec Schools (79)	Nurture Principles Introductory Module	Term 1 - 4 sessions Term 3 - 2 sessions	CHS	96%		1 hour sessions
OLSP & Various Sec Schools (69)	Nurture Principles Introductory Module	Term 1 - 4 sessions Term 4	OLSP	91%		1 hour sessions

School	Title of Training	Date of Training	Location	Satisfaction levels 4 & 5	Level of Confidence post inset (if incl. on eval.)	Duration
		- 2 sessions				
CHS & Various Sec Schools (72)	Nurture Principles Module 1	Term 2 - 3 sessions Term 3 - 2 sessions	CHS	93%		1 hour sessions
OLSP & Various Sec Schools (39)	Nurture Principles Module 1	Term 2 - 3 sessions Term 4 - 1 sessions	OLSP	95%		1 hour sessions
CHS & Various Sec Schools (69)	Nurture Principles Module 2	Term 2 - 3 sessions Term 4 - 2 sessions	CHS	88%		1 hour sessions
OLSP & Various Sec Schools (35)	Nurture Principles Module 2	Term 2 - 3 sessions Term 4 - 1 session	OLSP	89%		1 hour sessions
CHS & Various Sec Schools (60)	Nurture Principles Module 3	Term 2 - 4 sessions Term 4 - 2 sessions	CHS	97%		1 hour sessions
OLSP & Various Sec Schools (33)	Nurture Principles Module 3	Term 2 - 1 session Term 3 - 2 session Term 4 - 1 session	OLSP	97%		1 hour sessions
CHS & Various Sec Schools (61)	Nurture Principles Module 4	Term 2 - 1 session Term 3 - 1 session Term 4 - 2 sessions	CHS	92%		1 hour sessions
OLSP & Various Sec Schools (31)	Nurture Principles Module 4	Term 3 - 3 sessions Term 4 - 1 session	OLSP	100%		1 hour sessions
CHS & Various Sec Schools (64)	Nurture Principles Module 5	Term 3 - 3 sessions Term 4 - 2 sessions	CHS	86%		1 hour sessions
OLSP & Various Sec Schools (25)	Nurture Principles Module 5	Term 3 - 2 sessions Term 4	OLSP	88%		1 hour sessions

School	Title of Training	Date of Training	Location	Satisfaction levels 4 & 5	Level of Confidence post inset (if incl. on eval.)	Duration
		- 1 session				
CHS & Various Sec Schools (66)	Nurture Principles Module 6	Term 3 - 2 Sessions Term 4 - 3 sessions	CHS	95%		1 hour sessions
OLSP & Various Sec Schools (14)	Nurture Principles Module 6	Term 3 - 2 sessions	OLSP	100%		1 hour sessions
CHS & Various Sec Schools (13)	Nurture Principles re-connector	09/06/2018	CHS	92%		1 hour
	Nurture twilight	14/03/2018	PS			1.5 hours
	Nurture twilight	24/05/2018	PS			1.5 hours
Balloch PS	PAThS	06/06/2018				
Various	POPP	01/11/2017	PS			
24 participants - Early Years Training Outreach Workers	Poverty Raising Attainment	14/08/2017		96%		
		19/02/2018	PS			
Various (12)	Seasons for Growth New Companion training day 1	15/01/2018 16/01/2018	PS	100%		2 full days
Various (20)	Seasons for Growth New Companion training day 1	05/10/2017 06/10/2017	PS	100%		2 full days
Various (8)	Seasons for Growth Parent Programme Companion training	20/03/2018	PS	100%		
Various (11)	Seasons for Growth reconnector	12/10/2017	PS	100%		
Various (29)	Seasons for Growth reconnector	04/05/2018	PS	100%		
St Ronan's & St Michael's PS (15)	Solihull	04/05/2018		100%		
14 staff	Solihull	13/10/2017		100%	92%	
Various	Solihull	20/11/2017	PS	94%	94%	
		27/11/2017				
	Solihull	23/03/2018	PS	100%	100%	

School	Title of Training	Date of Training	Location	Satisfaction levels 4 & 5	Level of Confidence post inset (if incl. on eval.)	Duration
Various ELCCs (24)	Solihull	14/02/2018	PS	100%		
Various Primary Schools (15)	Solihull (Senior Leadership training)	23/03/2018		100%		
Lennox ELCC (10)	Solihull reconnector	28/02/2018		NA	NA	
Auchnacraig ELCC (15)	Solihull reconnector	14/03/2018		NA	NA	
SPTA PFSW	Solihull reconnector	04/06/2018		100%		
24 participants	Solution Oriented Outcome Focused Child's Planning Meeting	23/11/2017		NA	74%	
Primary School Management & Social Work (13)	Solution Oriented Outcome Focused Child's Planning Meeting	23/01/2018	ERS	NA	70%	
Various (10)	Trauma & Dissociation Introduction to	07/03/2018	PS	100%		
Various (8)	Troubled children - handling dissociation	06/06/2018	PS	100%		
Various (73)	Word Aware	04/05/2018	Clydebank Town Hall	93%	90%	Morning
Various (63)	Word Aware	04/05/2018	Clydebank Town Hall	95%	89%	Afternoon
Various (42)	Word Aware	13/09/2017		100%		
Early Stages Teachers	Word Aware	13/10/2017				
Early Stages Teachers	Word Aware	23/10/2017				
Kilbowie ELCC & St Eunan's ELCC	Word Aware	13/10/2017				
Clydebank, Linnvale, Whitecrook ELCC	Word Aware/Raising Attainment	15/08/2017	PS	100%		
75 staff	Word/Rhyme Aware	29/08/2017		97%		



