

Welcome to the latest newsletter

Educational Psychology Services across the United Kingdom have had a long history of developing coherent, proportionate and evidenced based responses to supporting schools to manage traumatic events affecting their pupils (Carroll et al., 1997).

A review undertaken by the Department for Education and Skills in 2006 of the roles, functions and wider contributions of educational psychologists (EPs) highlighted that critical incident support had become a legitimate component of service delivery for many EP services in the UK (Farrell et al., 2006; Hayes & Frederickson, 2007). The Bi-Borough EPCS has one of the longest established Critical Incident Responses in the country (going back to the early 1990's). From 2012 this response and policy was established across the then three boroughs of the Tri-borough.

Following the Grenfell fire, the service's Critical Incident Team has been actively involved in supporting the most affected schools (17 schools significantly affected in RBKC and other out borough schools as well). The service was fortunate to secure additional funding from the Department for Education to cover the core teams work with Locum cover.

It therefore gives me great pleasure to be able to share with you some of the insights that our services has developed in this important area of applied practice.

Welcoming message from Dr Jeremy Monsen, Bi-Borough EPCS Principal Educational Psychologist:

“Those who live through terrible times will often be able to help others....and some may go on to do something to make the world a better place. Even terrible things can teach some good things – like understanding, caring, courage... and how to be okay during difficult time.” Marge Heegaard

Supporting our School Communities by Jane Roller, Senior EP working in RBKC & WCC schools. Email: Jane.roller@rbkc.gov.uk

The Grenfell Fire on June 14th 2017 was a tragedy of an unprecedented scale at the heart of our local school community. The aftermath was almost overwhelming – knowing that it would take a long time to get oriented, and that a major task ahead was to support the school community to help make the experience more graspable for children. From the outset the priority has been to find ways for children to learn that, although terrible things do happen in our world, people care about them and love them, and want to help to keep them safe. The strains for managers leading a school through a critical incident can be profoundly disturbing and support for senior leadership teams within the first few days is critical. The principles from the Psychosocial framework provided helpful guidance to underpin our approach to supporting schools:

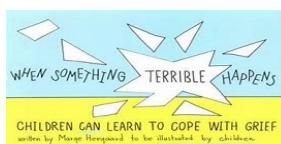
“By respecting the independence, dignity and coping mechanisms of individuals and communities, psychosocial support promotes the restoration of social cohesion and infrastructure”

Schools were given advice and information on what to expect – including the sorts of questions children were likely to ask, how to re-

spond, and the full range of emotional reactions that are considered normal - and the sorts of actions that would support the emotional needs of their children and families. Schools were reassured that their intuitive instinct to help meet physical needs, provide as much normality as possible and offer comfort and time with trusted familiar adults was the most important priority at this stage.

Practical help and empathy are more important than counselling in the first days following a catastrophic event

The response of schools following the tragedy has been widely praised by families, the Council and the media. Staff have helped children to understand more about their feelings of shock and loss. And worked hard to ensure that children heard more of the stories of hope, courage and resilience and noticed the extraordinary acts of kindness and compassion taking place around them in their community. Classroom activities have focused on promoting a sense of safety, calm, self-efficacy and connectedness. Stories of Grenfell hope have been emerging alongside the stories of horror, grief and anger. And throughout this time the wise words of Marge Heegaard¹ have helped us to hold on to the idea of possibility in the face of such adversity.



BI-BOROUGH EDUCATIONAL PSYCHOLOGY CONSULTATION SERVICE NEWSLETTER Autumn Term 2018-2019 Supporting School Communities After Frightening Events

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OUR MISSION STATEMENT

The core mission of the Bi-borough Educational Psychology Consultation Service is to contribute to raising the attainment and improving the well-being of children and young people, especially those with special educational needs and/or other barriers to their learning and development.

Swirl: Overcoming Overthinking

"An uncomplicated, empowering guide to managing worry and rumination"

A review by Dr Rachel Soares, EP working in RBKC & WCC schools

Email: rachel.soares@rbkc.gov.uk



Swirl is a zine booklet that explores positive ways of managing worry and rumination. It is accessible, straightforward yet comforting and seeks to be as empowering as possible. Swirl provides practical ideas and tools for moving past worrying thoughts and the emotional experiences we might associate with anxiety, which we know can feel all-consuming at times.

Swirl is underpinned by evidence-based practices we typically associate with Cognitive Behavioural Therapy (CBT) and Mindfulness.

An element of psycho-education is embedded in the language and practices. We know this helps to build understanding around our own emotional states, and supports us to feel that we have greater control over our thoughts, feelings and so behaviours. Metaphors are used throughout, which is often useful in providing another, sometimes more digestible, way of seeing things. From therapeutic ways of working, we know that metaphors can facilitate information-processing over time. Its visual and practical nature makes Swirl an appropriate resource for children in Year 6 upwards.

Here's what our EP-team think and noticed in how Swirl has been received by others:

"I gave a copy to a young person coping with bereavement. Swirl is one of many tools that I hope will help him to keep going, independently, with some of the practices we explored in our therapeutic work together."

"Personally speaking, just spending time reading the book felt to be a restorative experience in itself. Calming, reassuring, normalising, non-judgemental. Hugely helpful."

It was immediately engaging and appealing to parents in the 'One year on' workshops. Almost everyone requested a copy to take away with them - including a school counsellor who asked for a copy for her teenage daughter."

"The staff loved it. They had one in every classroom on the day of the anniversary. It was so reassuring for staff to feel they had good, quality resources right at their fingertips on the day."

Special thanks ✨ to the Swirl team (Andy Walton, Nate Kitch, Studio Moross and Ex Why Zed) who kindly gifted 200 copies of Swirl in light of the Grenfell Fire tragedy, to be offered to schools and students during the one year anniversary period. Find out more at <http://www.swirlzine.com/>

Upcoming EPCS CPD & Training:

28/02/2019 13:00 - 16:00

Recovery, Resilience and Hope Following Traumatic Events. What Can Schools Do to Help? - For All Staff in education settings

During this session we will look at some of the research around supportive ways to help children to develop and sustain their resiliency, and look at a range of interventions with children in schools that help to promote calming, self-efficacy, connectedness and hope. FREE to ALL schools in North Kensington; £50 for other schools signed up to the Bi-borough EPCS SLA, £60 for all other schools.

PLEASE BOOK VIA: <http://services2schools.org.uk/Training/Calendar>

POSTPONED — new date to be announced soon on the training calendar

An introduction to Solution Focused Approaches— For all staff in education settings

In this session we will explore key ideas and principles of solution focused approaches - what it involves and what it looks like - and practice the skills needed to use this approach to make a difference in our meetings and professional conversations. £50 for schools signed up to the Bi-borough EPCS SLA, £60 for all other schools.



Teen Breathe, a review by:

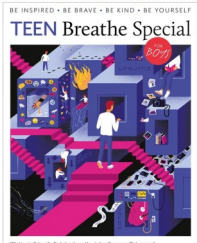
Dr Sara Darchicourt, Senior EP working in WCC schools

Email: Sara.darchicourt@rbkc.gov.uk

Find out more about Teen Breathe magazine:

<https://www.instagram.com/teenbreathe/>

<https://www.facebook.com/teenbreathe/>







One of the resources that we have used with in our secondary schools to support wellbeing for children and young people aged between 10-16 years is the **Teen Breathe** magazine. Jonathan Grogan, Publisher of the magazines with the GMC Group, kindly gifted the Educational Psychology Consultation Service with 100 copies of the latest issue of the mindfulness magazine along with 100 copies of the special edition which focused on mindfulness practices for boys.

We shared these resources with our schools who were very grateful to have a specific resource aimed at young people. **Teen Breathe** magazine is packed with tips, ideas and activities that show how paying attention to the moment can help boost confidence, tune into thoughts and feelings, being yourself and being kind to others with a focus on ways to improve mental and physical health.

Articles include tips for a good night's sleep, how to handle anger, exercises and ideas to help you explore how to pay attention to everything we do, being curious to our feelings and being our best. Each article is skillfully illustrated and engaging for the magazines targeted audience. We are very grateful for the support and generosity of the **Teen Breathe** publishers.



Mindfulness in schools has a growing body of increasingly robust research which shows how it **helps young people** to manage their difficulties and to flourish and it can also **help their teachers** and those who care for them **too**. The Mindfulness in Schools Project helpfully outline the benefits of using a Mindfulness approach with children and young people in the following four areas:

 <p>Wellbeing and Mental Health As well as helping children and young people to recognise worry, manage difficulties and cope with exams, developing a more mindful awareness also helps to appreciate what is going well and to flourish.</p>	<p>Concentration and Cognition Mindfulness trains children and young people to understand and direct our attention with greater awareness and skill. This may improve their capacity to concentrate and be less distracted, as well as their working memory and ability to plan.</p> 
 <p>Social and Emotional Learning Mindfulness helps to develop a greater awareness of relationships and how to manage them, as well as offering a richer understanding of things like self-esteem and optimism.</p>	<p>Behaviour Mindfulness may help children and young people to self-regulate more effectively, manage impulsivity and reduce conflict and oppositional behaviour.</p> 

A warm welcome to our fabulous Bi-Borough EPs in training!

Louisa Reynolds is in her third year at UCL. She previously worked as an Assistant EP. Louisa's doctoral research is on the effect of a mindfulness-based intervention on the emotional wellbeing of children in years 5 and 6, when implemented by Teaching Assistants, and the factors impacting implementation. For more information, email louisa.reynolds@rbkc.gov.uk

Rose McGeown is in her second year at UCL. She previously worked in a specialist residential school for secondary pupils with autism, and as an Assistant EP in Surrey. Her doctoral research is exploring the sense of identity and belonging of female secondary school pupils with autism. If you know of any female pupils with autism in secondary school who would be interested in participating in this research please email rose.mcgeown@rbkc.gov.uk for further information.

Steph McLaughlin is in her second year at the Tavistock & Portman. Steph previously worked as an Assistant EP and has experience of working within a CAMHS team. Steph's doctoral thesis is exploring trainee EPs' own experiences of change and growth on the doctorate course, which will in turn influence their practice with schools and families. For more information, email stephanie.mclaughlin@rbkc.gov.uk

Lauren Boesley is in her first year at UCL-Institute of Education. With a background in research, Lauren has worked on projects ranging from robot-assisted interventions for autism, SENCO perspectives on Education Health and Care plans, and interventions helping to improve outcomes for Looked After Children.

Kelly Golding is in her first year at UCL-Institute of Education. She has worked as an English teacher and senior leader in a secondary school. She was a co-ordinator and trainer for the EEF-funded Maximising the Impact of Teaching Assistants (MITA) project. Kelly has been a module leader for the National SENCO Award, and taught on the MA for Special and Inclusive Education and facilitated on the National Professional Qualification for Senior Leaders (NPQSL) at UCL-Institute of Education.

Our trainee's will be updating us on their work in schools and recent research as we progress through the year!

Reflecting on Resilient Psychology in Grieving

By Jess Wren, EP working in WCC schools



Resilience is 'the process of adapting well in the face of adversity, trauma, tragedy and threats', and yet the links between resilient psychology and grief are in relatively nascent forms. It is now generally accepted that we do not all go through a recognised timeline of mourning, yet a focus tends to remain on painful processes and on encouraging people to recognise these in themselves, rather than offering a supportive 'other' way.

How do we enhance that 'process of adapting well'? What can we do to become more resilient when we feel at our lowest point? - three key-points from Dr Lucy Hone's book 'What Abi Taught Us'

You are emotionally and physically depleted following the death of a loved one, and it is ok to limit where you focus your attention.

One way to do this is by asking yourself 'will this activity help me or harm me?' Your responses will be different on different days. Some days sifting through photos will help, other days that will feel too much. Think about your attention as an 'emotional torch beam', to point where you like. This can be the first step to regaining some sense of control.

Routines tell our minds that we can come off red alert, that we are safe, and allow our bodies to follow.

As soon as you feel able, re-establish some routines, even if at first, they are a lesser versions of the ones you had before your loved one died. Even the most mundane activities can offer reassurance in the early days.

The death of the person you loved will have changed you in ways that you wouldn't have been able to predict.

Some of these changes are secondary losses, which you will gradually adapt to as you move forward. What role did the person play to you? Were they the person you drank a cup of tea with each morning before you started your day? Went on holiday with? Asked advice from? These relationships made you who you were when you were together, so initially it might feel as if you are broken without them. That feeling does and will shift. You might be different and your life might move forward on a different path to the one it was on. There will be lonely, sad days, but you are moving forward.



REFLECTIONS on recent training

This year, for the first time, we are pleased to be able to offer a range of CPD events for all schools to book onto. If you haven't already, please talk to your link EP about upcoming events that might be of interest.

This term, EPs led on training around the role of sleep on child development, John Hattie's research into 'visible learning' and dyslexia and specific literacy difficulties.

Feedback from a SENCo following the dyslexia session:

"An insightful session; helped to clear up confusion surrounding classifying students as dyslexic and found it reassuring to hear practical recommendations for how best to support students with SPLD. Net-working with other teachers was also beneficial."

NEWSLETTER REFERENCES

Marge Heegaard 'When something terrible happens' Woodland Press.

Wise before the Event W.Yule and A.Gold 1993

International Federation of Red Cross and Red Crescent Societies (IFRC) Psychosocial Framework 2005-2007.

Frequently Asked Questions Supporting Children after a Frightening Event TriBorough EPCS June 2017

Psychological First Aid Government of Western Australia Department of Education Emergency and Critical Incident Management Plan November 2011

Johnathon Bisson Professor of Psychiatry Cardiff University.

American Psychological Association

Websites:

<https://mindfulnessinschools.org>

<http://www.swirlzine.com/>

<https://www.instagram.com/teenbreathe/>



Bi-Borough EPCS Team News!

We were sad to say goodbye to our Hammersmith and Fulham colleagues when the council left the Tri-Borough arrangements in April 2018. However, we continue to share CPD practice and specialist interest groups on a frequent basis.

Congratulations to both Louise Edgington and Heloise Morgan who welcomed their second children this term—we can't wait to meet them!

As a service we are continuing to invest in Video Interaction Guidance (VIG) and now have two EPs trained as advanced practitioners, with one training as a VIG supervisor. Seven other EP's are at various stages of their VIG training. VIG enables adults to undertake learning experiences through the use of video self-modelling, where they are able to recognise the positive aspects of their interactions with children to bring about change (Kennedy, 2011). Speak to your link EP if you are interested in bringing VIG in to your school!

In early 2019 we will be launching our online SLA through <http://services2schools.org.uk/Services/4698> which has improved features for our 2019-20 EPCS sign-up! Watch this space!

We wish all of our schools a well-earned break over the festive period, and look forward to seeing you again in 2019!

