

Appendix 3 - Intervention for schools, children and young people

Educational Psychology Service

The Educational Psychology and School Based Counselling team deliver a wide range of universal, targeted and specialist wellbeing training to schools. The implementation of this training has been part-funded through the Welsh Government whole-school approaches to wellbeing grant.

Universal training packages:

Youth mental health first aid (YMHFA) training – this teaches adults how to assist adolescents who are developing mental health problems (e.g., depression, anxiety, eating disorders, psychosis, substance use problems), experiencing a worsening of an existing mental health problem or are in a mental health crisis.

Mindfulness training - can be delivered to primary and secondary aged pupils (Paws B and .B courses, respectively) in whole year groups. This approach helps children to become more self-aware to manage their negative emotions and provides them with tools that they can use throughout their lives. This training can also be delivered to school staff to upskill them to deliver Mindfulness approaches to children

Test anxiety training – which aims to increase staff members understanding and awareness of test anxiety and provide staff with strategies to use with pupils and is underpinned by cognitive behaviour therapy.

Workshops – the EPS runs monthly workshops for school staff to access on a variety of wellbeing related topics, identified in response to those areas of need most commonly cited during school – LEI planning meetings. This academic year we have provided the following workshops:

- Supporting pupils experiencing loss and bereavement (attended by staff from 9 Primary Schools and 2 Secondary Schools);
- Supporting pupils with anxiety in school and following COVID 19 (attended by staff from 12 Primary Schools and 3 Secondary Schools);
- Psychological benefits of the outdoors (attended by staff from 18 Primary Schools);
- Gender variance workshop (attended by staff from 9 Primary schools and 4 secondary schools);
- Building Resilience in Children and Young People (attended by staff from 6 Primary and 1 Secondary school);
- Boosting self-esteem in Children and Young People (attended by staff from 11 Primary and 4 Secondary schools).

The following workshops were offered during the summer term:

- Supporting emotion regulation in Primary School;
- Interventions for children and young people with ASD;
- Supporting pupils to build positive relationships at school (Understanding attachment);
- Precision teaching to support the development of literacy and numeracy skills;
- Supporting pre-school to Nursery transitions for children displaying social and communication difficulties

The EPS have also developed an 18-week (Human Givens based) programme for the Welsh cluster schools to support pupils with their wellbeing and welsh language skills. To facilitate this, two training sessions were delivered to 16 members of staff from 11 schools (10 Primary schools and 1 Secondary School) to support their understanding of the theory and

implementation of the intervention. One training session was also delivered to SLT staff from 10 of the schools (9 Primary Schools and 1 Secondary School) and four coaching sessions were facilitated with the staff who are implementing the Human Givens coaching intervention. This intervention has been funded from the WG ALN Transformation grant.

The EPS have also provided all of our primary schools with access to a circle time intervention - 'Lockdown to Listening' which has been developed in response to the covid-19 Pandemic. Additionally, this term, all of our schools have been provided with access to the FRIENDS Community resource package which aims to develop children and young people's resilience; both of these interventions have been funded through WG grants.

In addition to this, the LA continues to support the Roots of Empathy school based intervention which aims to reduce bullying and increase pro-social relationships in the class room and beyond. This intervention is usually delivered at the whole-class level as both a universal and targeted intervention for pupils within the class with under-developed social and emotional competence and empathy.

The EPS has recently completed a 10 day Trauma Informed Schools (TIS) Diploma with TIS-UK and aims to develop a training package for school staff in order to cascade this approach to schools. This training will aim to ensure that school staff are aware of the impact that trauma can have on children and young people's presentation and wellbeing to support a universal trauma-informed approach in schools and that school staff are equipped to support children who have experienced trauma, to enable them to provide trauma informed targeted interventions.

Targeted wellbeing initiatives

The ELSA (Emotional Literacy Support Assistant) 6 day training programme is run by the EPS to upskill teaching assistants to build capacity within schools to meet pupils' emotional needs. This training aims to upskill LSAs to support children with issues such as emotions, bereavement, family breakdown, self-esteem, anger management and friendship on an individual or group basis.

Supporting Emotion Regulation in the Classroom – this whole-school training for secondary schools is co-developed and delivered by the EPS and Community Psychology Team and aims to develop knowledge of the reasons underpinning children's emotion dysregulation and strategies to support pupils to regulate their emotions in the classroom.

Emotion coaching – Caerphilly EPS provides whole school training on Emotion Coaching. This approach aims to train school staff to gain a better understanding of: emotion regulation and how this can be communicated to children; barriers to emotion regulation; and how to promote emotion regulation.

Nurture cluster training – Caerphilly EPS are able to provide Nurturing provisions support groups. These groups offer support to schools with an 'in house' nurturing provision

Resilience training - this training aims to give staff an understanding of how to support the development of resiliency in children and young people and offers practical suggestions that can be used with both individuals and groups. Additionally, risk and protective factors will be explored to give staff the knowledge to identify when resilience intervention support may be needed.

Attachment training – aims to train staff to be aware of the impact of attachment on a child, to recognise and understand the behaviours associated with attachment difficulties and to develop an understanding of strategies and approaches to support children with attachment needs, focussing on the importance of relationships.

Circle of Friends - this is a short-term group intervention that focuses on an individual pupil but has benefits for the whole group involved. It supports the principle of inclusion and is intended to help vulnerable children, who may need extra support, for instance, with emotional or behavioural difficulties, or with low self-esteem or confidence. Staff will be trained by Caerphilly EPS in how to implement the intervention and will be given a handbook containing a step-by-step guide, activities and templates.

Draw and talk training – Caerphilly EPS can provide training to school staff on the application of this primary school intervention and advocate that this intervention should consist of between 10-12 sessions of approximately 30 minutes each. Staff are trained in the principles and process of draw and talk in addition to possible questions and prompts the staff member can use. Supervision will also form part of the package when staff are engaging pupils in this intervention.

Lego-based therapy training – aims to equip staff with the skills to run a Lego-based therapy group in their school. This is a play-based social skills intervention that provides opportunities for children with social communication difficulties to engage in reciprocal discussion, develop and practise skills such as turn-taking, listening, sharing ideas, communication, compromise, problem solving and shared attention.

Specialist Interventions

CBT (Cognitive Behaviour Therapy) Anxiety Training – this is a low intensity cognitive behavioural therapy based anxiety programme for pupils in primary and secondary schools. This can be delivered to a whole class or selected group of pupils. The programme is delivered once weekly over the course of 10 weeks, with each session lasting approximately an hour. This programme has been developed and is delivered by our Assistant Educational Psychologist, who has a Postgraduate Diploma in Cognitive Behavioural Psychotherapy.

Therapeutic story writing – the EPS can provide training to secondary school staff to deliver this intervention to support young people who display emotional and / or behavioural difficulties perhaps as a consequence of early trauma. Alternatively, the EPS can deliver the intervention to young people with a member of staff shadowing this approach.

Impact/Effectiveness

Staff Training and Workshops

Positive staff evaluations have been received for the wellbeing training workshops and school twilight training that we have delivered; with 89% of staff rating the training as very/extremely effective in developing their knowledge, skills and understanding, and 92% reporting that it would inform their future practice to some degree.

Individual interventions for pupils

Pupil and staff evaluations of Mindfulness training have been very positive: 97% of pupils who attended the Paws b (primary aged) Mindfulness course found it to be both enjoyable and useful. The main way pupils felt it supported them was '*knowing what to do when I wobble*'. Additional positive impacts included support with '*tests and exams*', '*concentration*' and '*worrying, feeling sad or being angry*'.

WARRN approach

The WARRN (Wales Applied Risk Research Network) approach was set up by Caerphilly EPS in consultation with Health (CAMHS Emergency Liaison Team and School Nurses), following the recommendation of a LA working group in 2017. This group which comprised of key staff from the LA Learning, Education and Inclusion Service and School Pastoral Teams, sought to develop a protocol to ensure learner's safe return to school following an incident of dangerous self-harm. As part of this approach, which has been in place since 2019, the school nurse sends a copy of the WARRN (psychosocial assessment and risk formulation conducted with the young person) to the School Designated Safeguarding Officer and LA Education Team (for attention of the School Educational Psychologist). The WARRN is then used to inform the school's risk assessment, which can be done in collaboration with the EPS. The school Nurse then makes follow up contact with the school to enquire about the child's wellbeing and presentation, so that this key information can be provided to CAMHS, to inform their ongoing involvement. The school embeds appropriate interventions through their Pastoral Support Team as supported by the EPS.

Impact/Effectiveness

The CAMHS Emergency Liaison Service (ELS) reported that the WARRN approach has seen an increase in the number of calls from school staff to the ELS duty line, an increase in WARRN assessments and a reduction in the number of hospital admissions linked to children and young people's dangerous self-harming behaviour and mental health concerns, indicating that the WARRN approach is helping to improve appropriate targeting and early intervention for vulnerable pupils in Caerphilly. The EPS is currently in the process of seeking school perspectives of the impact of the WARRN approach via a questionnaire survey.

School-based Counselling Service

The school-based counselling service provides individual counselling support to pupils in years 6 to 13 suffering from low level emotional wellbeing needs (and more recently through WG funding, we have one part-time counsellor, who provides counselling support to pupils in years 4-6 of primary school). One of the counsellors is also able to provide mindfulness training to schools to support emotional wellbeing and mental health first aid training to support staff's knowledge of mental health issues that impact on young people and how best to support young people presenting with these needs.

The service is highly valued by schools and pupils who have received the service and has been found to have a significant positive impact on pupil mood as assessed using a recognised tool.

Impact/Effectiveness:

The end of the school year counselling return that we prepare for WG demonstrated that:

- 260 pupils completed an episode of 1:1 face to face counselling between September 2019 and school closures in March 2020;
- Some pupils consented to receive telephone counselling during the lockdown period of school closures;
- Only 6% were referred onto a higher tier service (Specialist CAMHS) and 2% of pupils required and received a further episode of counselling this year, demonstrating the significant benefits that school-based counselling has had on supporting pupil mood.

The flexible approach to school-based counselling service delivery, with the introduction of online, instant messaging and telephone counselling, in addition to face to face counselling, has enabled counselling sessions to continue online since September 2020 when either the

pupil or counsellor has needed to self-isolate, or for those schools that have not permitted face to face counselling in line with their risk assessment.

Youth Service

Effective youth work reduces instances of disengagement, including in schools, given the trusted status of youth workers and their ability to resolve the personal and social challenges faced by young people (that therefore reduces their barriers to school engagement, for example), communities and in families. More specifically, youth service staff engage in school time in all secondary schools and many primary schools and have a significant role with the Authority's EOTAS teams. Furthermore, all secondary schools enjoy direct NEETs support from the Youth Service and several have youth workers on attachment, for example from the Service's Legacy project. In addition, direct liaison and coordination between schools and area youth work teams is providing for a more complete form of support for young people that are identified as potentially vulnerable. Frequently, youth workers operate in schools, their engagement coordinated with the school pastoral systems.

Youth Service interventions include:

- Open-ended opportunities for young people to develop trusting relationships in nurturing environments with skilled practitioners;
- Specific, case-oriented packages of support from the service's Families First team, TYFE;
- One to one and small group interventions by the Wellbeing Project in a variety of settings, including through the medium of Outdoor Education;
- Weekly group support from Time4U for young people whose wellbeing is at risk;
- LGBTQ+ support group at the Basement;
- Wellbeing support for learners at risk of becoming NEET, assigning a Lead Worker to each identified young person;
- Prevention and crisis response service involving considerable wellbeing-oriented support from the homelessness team;
- Support for young people whose vulnerabilities make them susceptible to involvement in crime, anti-social behaviour, sexual exploitation and county lines via the Public Protection/Crime Reduction workers.

Education Welfare Service

The key role for the Education Welfare Service is to identify the barriers to attending school. Interventions include home visits, school meetings, and reintegration plans. The service also deliver training to key staff in schools on how to improve attendance – directly impacting on wellbeing. The service signpost families to the relevant support agencies dependant on need and remain a constant lead worker for the family until attendance is improved and sustained.

Children Looked After Team

Through the use of the pupil development grant (PDG) schools work in clusters to provide ELSA, THRIVE, Trauma Informed training and Nurture Interventions to vulnerable learners.