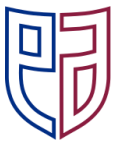


EAPS Aims & Values

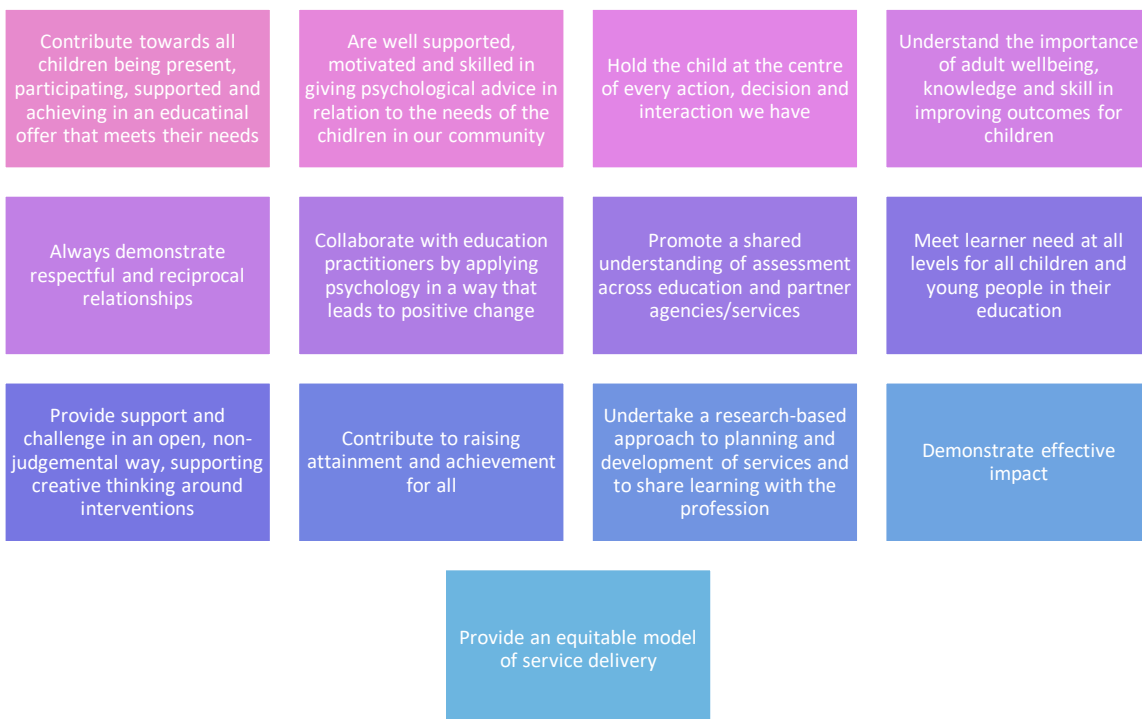




OUR AIMS

Our aims outline how we are as professional HCPC registered Practitioner Psychologists hope to be perceived by others and how we apply psychology to our daily work.

As Educational Psychologists, and as a team we aim to:



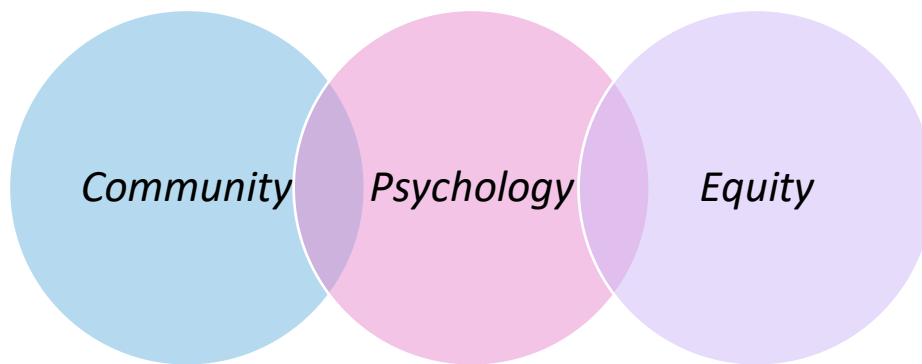
OUR VALUES

Our values shape our decision making and guide our practice, alongside our HCPC Standards and appropriate Scottish Government legislation and policy.





Our values are:



Examples of what this means in practice are outlined below.

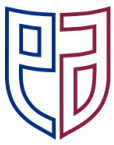
Community	Psychology	Equity
• We seek to apply psychology to ensure more children can be included meaningfully in their educational community • We aim to ensure that parents & carers feel supported & understood by our team • We maintain a model where every educational establishment has a link Educational Psychologist • We view ourselves as part of establishment teams	• We bring a psychological lens through which to see problems that differs from educational practitioners • Our practice is both evidence-based & applies best fit theory • We have a sound understanding of psychology including additional support needs, child development, organisational systems, theories of change & both implementation & improvement science. • We use psychological problem analysis frameworks to guide our practice & to support	• We support the education authority & educational establishments to provide equitable models of support for children, adults & families. • We are committed to neuro-affirming, child centred & trauma responsive practice • We are committed to social justice through fair, transparent, inclusive, & sustainable policies & practices in relation to protected characteristics & intersectionality.





Community	Psychology	Equity
• We operate models of peer support with the goal of contributing to strong teams • We try & build strong communities of practice within & across establishments • We facilitate peer support & coaching models to strengthen implementation, relationships & practice • We provide feedback loops to the Education Service around practice on the ground & areas of pressure & improvement that leads to change • We are embedded within the Education Service & have strong relationships at this level, allowing us to influence evidence-based change • We seek opportunities to build	implementation of change • We use a hypothesis testing model • We take an ecological systems approach to understanding a problem • Our assessment approach is guided by ASPEP guidelines & HCPC Standards • We use psychological therapeutic skills in our day-to-day practice • We apply psychology to adapt our approach & message specific to the person or situation • We shouldn't be undertaking functions that are not psychological in nature • We continue to ensure that our psychological skills are up to date & matched to the live issues within East Ayrshire Educational establishments • We collaborate to find improvements &	• We recognise individual children & groups that are most at risk of not being present, participating, supported & achieving & apply psychology to best meet their needs • We use psychological assessment to advise on mitigations to reduce barriers to learning • We recognise the potential impact of our own values, beliefs & personal biases (which may be unconscious) on practice & take personal action to ensure all service users & carers are treated appropriately with respect & dignity • We understand our duty to make reasonable adjustments in practice & to be able to make & support





Community	Psychology	Equity
relationships with practitioners across a variety of services & agencies to increase impact on children	solutions that fit people's readiness & context	reasonable adjustments in our own & others' practice

