



# GLASGOW PSYCHOLOGICAL SERVICE

## Annual Report

2017-18



Glasgow Psychological Service  
nurturing wellbeing and learning

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## **SECTION 1**

### **Vision**

Glasgow aspires to become the Nurturing City and to support this aim Glasgow Psychological Service strives to be a service that keeps the safety and wellbeing of all children, young people and their families at the centre of its work.

In partnership with parents/carers, Education Services staff and our partners in Social Work and Health we will apply psychology and evidence based practice to support the inclusion of children and young people in their local schools and communities. Focusing on building strengths and resilience we will work together with others to support additional needs and improve outcomes for all.

### **To do this we will**

- Keep the safety and wellbeing of all children and young people at the centre of our work, especially those who are looked after;
- Work in partnership with others to give children, young people and parents/carers a voice;
- Promote inclusion and attainment to improve lifelong outcomes for all;
- Use research to help us improve learning and teaching in all our schools and establishments;
- Use a holistic, ecological approach to understand individual need;
- Use a solution oriented, strengths based approach to build resilience and empower our stakeholders;
- Promote equality, diversity, fairness and transparency in all our work;
- Work ethically and support self-reflection to continually improve our service.

### **Psychological Service Profile**

The Psychological Service sits within Glasgow Education Service. 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 works 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 and local priorities.

The Psychological Service consists of 40 FTE Educational Psychologists and is managed by a City Principal Educational Psychologist (Service Manager) and a City Principal Educational Psychologist (Strategy) supported by three Depute Principal Educational Psychologists.

Glasgow Psychological Service provides a service to all the children and families in Glasgow predominantly by working in partnership with the 30 secondary schools, 139 primary schools, 35 ASL establishments and the 112 Council managed Early Education & Child Care Centres. The service also supports 119 private nurseries where children are identified as having additional support needs.



The service comprises 3 area teams (NW, NE and South) and staff are allocated to these on the basis of school population and SIMD (25.1%, 37.1% and 37.8%). For further demographic information and citywide improvement trends please refer to Glasgow Education Service's Standards and Quality report 2017/18.

Requests for involvement of Psychological Service come not only from schools but also directly from parents and from our partner agencies in Glasgow.

Glasgow 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 through helping education services partners gather data on improvements in attainment and health and wellbeing.

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).

The approach taken to self-evaluation has been refined and adapted in the light of the above and in response to outcomes from the service VSE in session 2015-16. Key to this is building in time for collegiate discussion and reflection on practice both within GPS and with key partners. This takes a variety of forms, for example between groups of EPs who share area based work; with senior leaders of Learning Communities and with Learning Community-Joint Support Team core groups. Such reflective discussions are increasingly data informed and supported by the bank of information collated via our GPS databases and city wide data sources. Feedback continues to be sought from stakeholders with an emphasis on how our work has impacted on the key national priorities and in turn on the Education Services objectives on improving health and wellbeing and closing the poverty related attainment gap, most recently this has been accessed via targeted Validated Self Evaluation exercises. To date these have focused on changes to service delivery and service delivery to our population of children and young people who are looked after. GPS is represented at each of the Area Improvement Teams (AIT) which have an area focus on sharing data and working collaboratively with colleagues from the Education Improvement Service (EdIS) and with Area Education Officers to support school improvement.

GPS service delivery and management structure has been reviewed and all work is now delivered through Local Improvement Groups (LIGs) with each educational psychologist working within a team of colleagues led by a Senior EP. LIG EPs work together to ensure consistency of practice and equity of access. They meet regularly to moderate work and offer peer support and challenge using data from the LIG database to inform

these discussions. The Depute Principal Psychologist in each area has operational responsibility for managing the team and they report to the City Principal Psychologist (Service Manager). The service has a Senior Management Team that meets regularly to discuss and oversee service evaluation and improvement. All educational psychologists are involved in ongoing self-evaluation activity and have leadership opportunities both within their LIG groups and also at a City level.

### **Service self-evaluation summary**

#### **What key outcomes have we achieved?**

Following the Validated Self Evaluation (VSE) with Education Scotland in February 2016 the service identified key actions. These can be found on the website <https://www.glasgow.gov.uk/index.aspx?articleid=17856>. In addition, the following high level areas for development were identified:

- The service recognised the need to build on their existing data sources and to link these to impact and outcomes for children and young people in literacy, numeracy and health and wellbeing;
- The service was aware of the need to use data more robustly and to be more evaluative in their reports in order to identify more clearly what works and in what contexts. Thereby strengthening their current approaches;
- The service needs to extend and develop its very good work in developing relationships and improving mental health to areas such as literacy and numeracy. It recognises the need to use the language of Curriculum for Excellence to reinforce its wider role in the development of learning and teaching.

Following this VSE the service priorities in session 2017/18 continued to focus on improving our use of data and analysis in relation to service delivery directed to schools and early learning and childcare centres. We took the VSE approach and applied this to a self-evaluation exercise looking at our service delivery to Looked after Children and a self-evaluation exercise exploring the impact of changes to our model of service delivery to schools and early learning and childcare centres.

This has led to:-

- Development of an innovative tracking database for all work carried out by GPS within Local Improvement Groups (LIGs);
- Establishment of a service quality assurance and improvement group to oversee service evaluation and improvement;
- A robust support and challenge process in relation to casework and ASL pathways;
- Enhanced evidence based professional discussion informed by local data;
- Self-evaluation report and subsequent action plan for our work with Looked After Children;
- Development of more efficient and effective service delivery through supporting staged intervention and inclusion meetings (SIIMs);
- Contribution to Glasgow's Towards the Nurturing City Vision through GPS work in building capacity in relation to mental health, wellbeing and attachment informed practice;
- Supporting Glasgow's learners through Glasgow's Improvement Challenge particularly in relation to applying Implementation Science;
- Supporting GIRFEC through our contribution to Learning Community Joint Support Teams (LC-JSTs) and Integrated Support Groups (ISGs);
- Contribution to promoting Inclusion and presumption of mainstream for Glasgow's learners.

## Overarching strengths

- Glasgow Psychological Service is embedded within Education Services and works collaboratively with partners to deliver the key improvement priorities in raising attainment and developing literacy, numeracy and health and well-being;
- We have made very good progress in using and analysing data to inform practice and service delivery, we have developed data tracking systems that track all aspects of work;
- We work very effectively with partner agencies to develop and support the delivery of outcomes through GIRFEC;
- 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 support Glasgow's Learners;
- The use of Implementation Science to inform the best use of resources, for example Restorative Approaches and Glasgow's Improvement Challenge (GIC);
- 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.

## What were our priorities of session 2017-2018?



### SECTION 3

#### Meeting the needs of our stakeholders

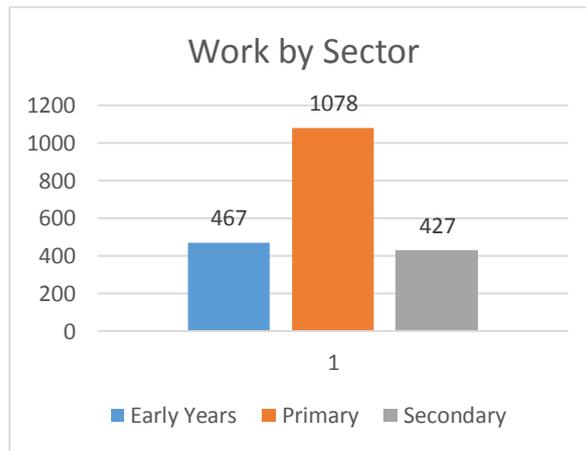
Delivery of our Core Functions of Consultation, Assessment and Intervention - Work from SIIM and LC-JST

During this period Educational Psychologists attended **402** Staged Intervention and Inclusion Meetings (SIIMs) where **1885** cases were discussed. In addition there were **206** themed discussions relating to inclusion and supporting pupils in school.

Educational Psychologists attended **240** Learning Community Joint Support Teams (LC-JSTs) across the City where **1995** cases were discussed. Through these forums a total of **4065** children and young people were discussed. In terms of time EPs spent **over 950** Hours attending SIIMs and **729** Hours at LC-JSTs within this school session.

#### Work by Sector

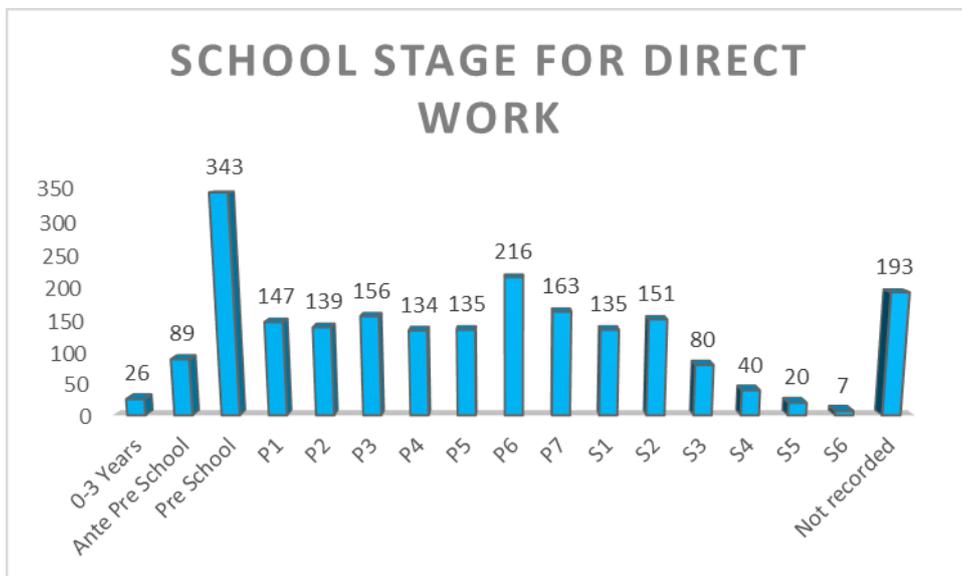
The chart highlights all work carried out within each sector, percentages were Early Years 23.7%, Primary 54.7% and Secondary 21.7%



#### Individual Work

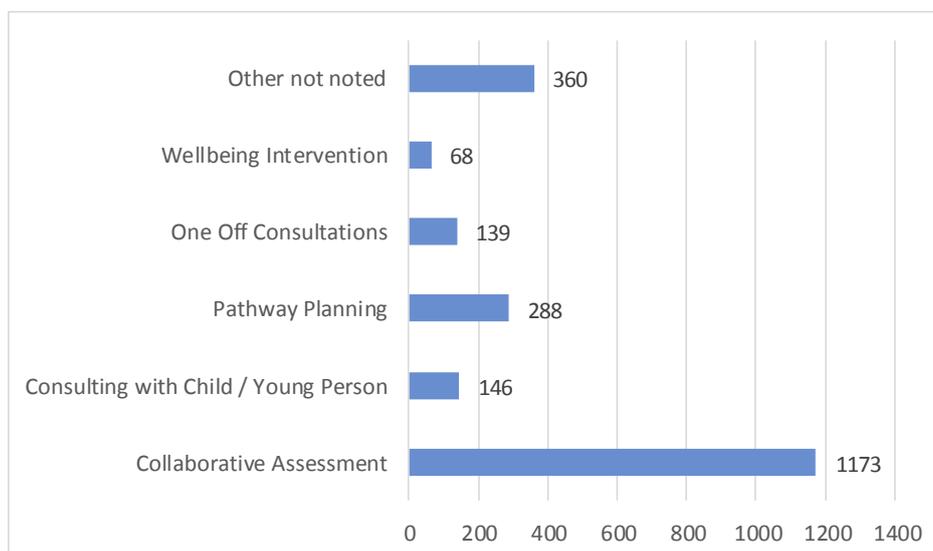
Across the service there were **2174** individual pieces of case work, with **906** cases being made inactive as of June 2018, with **891** cases ongoing.

The graph shows the school stages for direct work, 193 cases were not included in the graph due to a change in the way data was recorded.



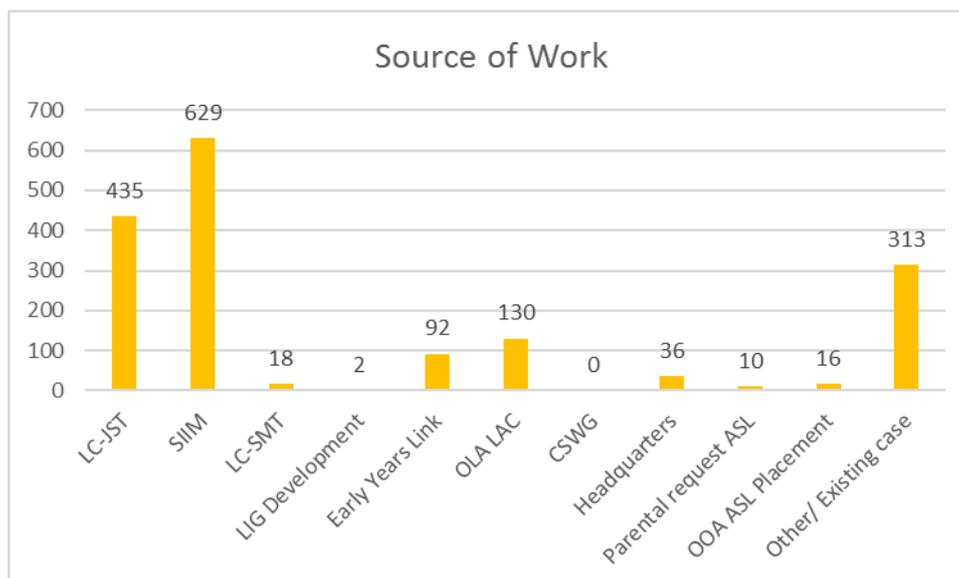
## Type of work undertaken

The significant majority of the direct work involved collaborative assessment (54%) and Pathways planning (13.2%), the rest involved consulting with children and young people (6.7%), One Off consultations (6.4%) and Wellbeing interventions/ therapeutic input (3.1%).



## Source of Work

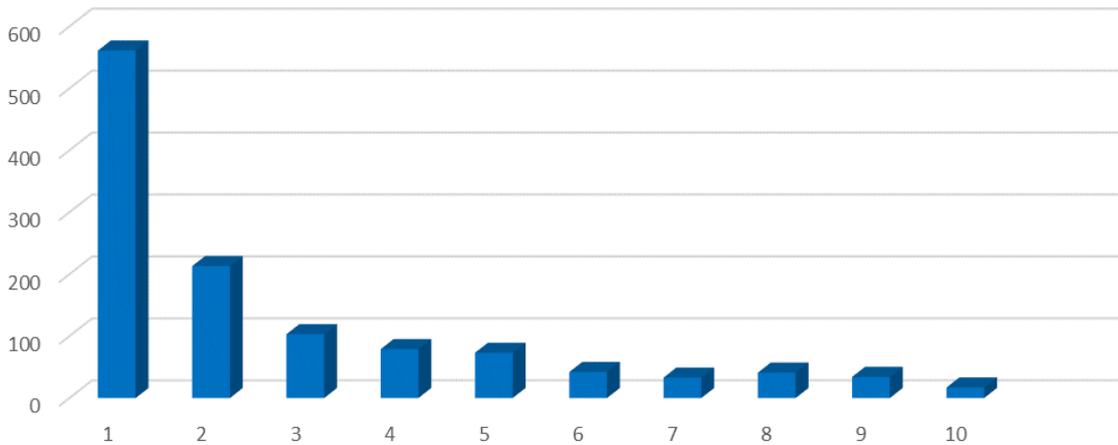
The majority of work for the Psychological Service comes through SIIM and LC-JSTs, which highlights the importance of these structures.



## Analysis of direct work based on the Scottish Index for Multiple Deprivation

In Glasgow 57.8% of the population live in the lowest two SIMD Deciles. Using this we were able to analyse the SIMD Decile of the cases where there was direct case involvement. The graph below clearly shows that most work is delivered at children and young people living in Deciles 1 and 2 which evidences that GPS are directly involved in trying to support closing the poverty related attainment gap.

## Number of Direct Work by SIMD 2017-18



Overall 64.7% of direct work is within SIMD 1 and 2, the percentages are comparable across the 3 area teams: North East 69.4%, North West 60.7%, South 59.5%. The evidence gathered through the LIG Operations database continues to show that Educational Psychologists are a front line service and offer a wide range of support to Glasgow's vulnerable learners, their families and those who support them in our nurseries and schools.

### **Strategic contribution of the Psychological Service at Authority Level**

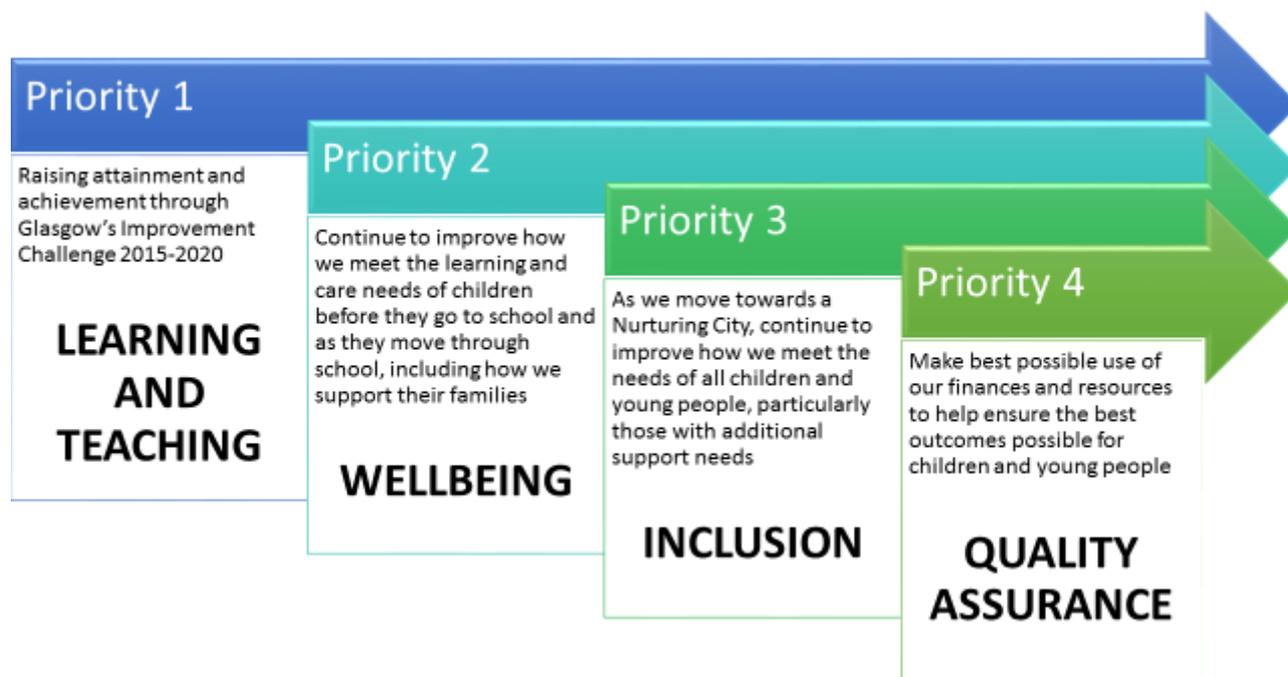
Educational Psychologists take a lead role in the following groups convened to manage Educational services statutory functions and to drive forward Educational Services and the Integrated Children's Services strategic objectives:

The service contributes to the work of a number of the multi-agency strategic and operational groups across the Council. Please refer to the GPS Operational paper and the City Lead Groups remits paper.

## SECTION 4

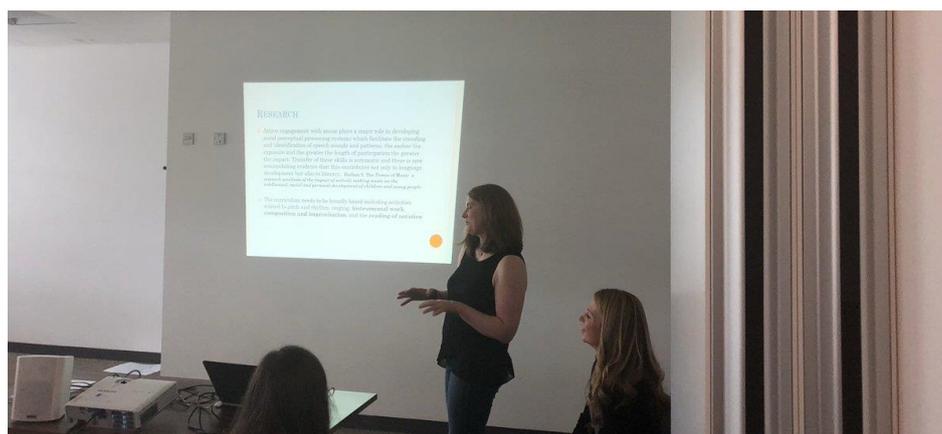
What has been the progress and impact of the work undertaken by the Psychological Service and what are the next steps?

### Glasgow Education Services Priorities 2015-2020



#### 4.1 We contributed to Raising attainment and achievement through Glasgow's Improvement Challenge 2015-2020;

##### Early Years music research



What have we done?

In partnership with CREATE, the early years music project looks at the effects of a pre-school music skills programme in selected Glasgow nurseries. The outcome being tested is that teaching music in an integrated way, following a prescribed curriculum will have a positive effect on pre-school children's literacy outcomes. Baseline assessments in phonological awareness have been completed for all participating children and the music programme is currently being delivered. Quality assurance visits with the CDO's are being supported by a music specialist. Two programme models are being trialled: delivery by trained CDO and delivery by music specialist.

What do we plan to do next?

Post intervention data will be collected and analysed to explore the impact of the intervention on early literacy outcomes and allow comparison between the two models of delivery and their relative impact.

Our sources of evidence

Pre and post evaluation measures

Information from quality assurance visits

### Learning and Teaching

What did we do during the session?

Delivered Action Enquiry training to 40 + Family Learning Officers. Training focused on supporting FLOs with implementation processes.

- Completed small scale evaluation and write up of Glasgow Counts.
- Dyslexia working party established following a needs analysis. Group is currently conducting a collaborative review of Dyslexia guidelines. Draft review of guidelines produced and checklist and resources for schools compiled. Draft currently being edited and reviewed.
- Dyscalculia identified as an ongoing area of strategic development for EPs. Working group established. Currently reviewing research and working definitions of Dyscalculia.
- Reciprocal Teaching Project: Working group established and currently taking forward review of literature with a view to identify an intervention.
- Review of literature and research regarding the effectiveness of various interventions aimed at closing the attainment gap. This involved all members of CLG (Continued CLPL for EPs) and the summary shared with all EPs across the service.

What was the outcome and impact on Glasgow's learners?

- Action Enquiry training delivered to Family Learning Officers increased staff knowledge and understanding of action enquiry. Evaluative statements from participants included that: (it has) helped to focus and plan projects, it is useful information, framing of questions discussions were particularly useful and that it was a good opportunity to share questions on family learning. Action Enquiry training has supported the understanding of staff around the implementation of interventions and upskilled staff to take forward their own interventions. It is hypothesised that this increase in knowledge and skill will lead to better outcomes from interventions for Glasgow's Learners.
- Small scale evaluation and write up of Glasgow Counts was completed in collaboration with the CLOL team. The findings from this research have been shared with GIC at a strategic level and shared on a National Hub. It has increased the understanding of staff around implementation processes and the challenges of evidencing whether a specific intervention has helped to close the attainment gap. It is hypothesised that an increase in knowledge and understanding will lead to better strategic intervention for Glasgow's Learners. This increase in knowledge and understanding is evidenced in the increased interest and request for training/input regarding the findings of the small scale evaluation by e.g. Challenge Leaders of Learning (CLOL) team.
- EPs have been working collaboratively with Glasgow Dyslexia Support Service to review Dyslexia guidelines and compile resources to support schools. This will help to increase consistency of practice across the city and in turn means that that Glasgow's learners will receive an equitable and consistent service with regards to the identification of Dyslexia. Consistency of service will be measured through comparison of pre (already completed) and post audit of EP practice.
- Dyscalculia has been identified as an area requiring possible strategic development. So far this has increased the knowledge of the working party regarding Dyscalculia. This will be disseminated to all EPs and shared with schools during session 2018-19 and will impact on Glasgow's learners by ensuring a more equitable and consistent service for this group of learners.
- Through discussion with colleagues from West Dunbartonshire EPS Reciprocal Teaching has been identified as an intervention that supports the learning of more disadvantaged learners and one which could be helpfully introduced to schools in Glasgow. Literature review and research has increased EP knowledge regarding Reciprocal Teaching and a small scale intervention planned for session 2018-19. It is hypothesised that this will impact positively on Glasgow's learners by increasing teacher knowledge and skill of Reciprocal Teaching.

- Literature review regarding the effectiveness of interventions aimed at closing the attainment gap increased the knowledge of all EPs across the service. This increased knowledge will enable EPs to better support establishments to identify evidence based interventions.

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

- Continue to link in with the Challenge Leaders of Learning (CLOL) team to explore options for follow up coaching support for implementation around Action Enquiry input.
- Research and findings from Glasgow Counts to be presented at 2018 National Conference for Educational Psychologists in Scotland.
- Completion of Dyslexia Guidelines and Resources with GDSS, communication plan and ongoing training needs identified.
- Produce Dyscalculia guidance for EPs and schools.
- Identify Reciprocal Teaching intervention, produce project proposal and action plan Consider how research regarding effectiveness of interventions aimed at closing attainment gap can be more widely disseminated e.g. with educational establishments in a systematic and strategic manner.

#### Our sources of evidence

- Training evaluations
- Glasgow Counts research report
- Dyslexia guidelines and resources
- Literature review of Dyscalculia
- Literature review of Reciprocal Teaching
- Literature of interventions aimed at closing the attainment gap

#### STAMPP research



#### What have we done?

Glasgow Education Services, Glasgow Psychological Service in partnership with Liverpool University, undertook a 6 year long randomised control trial in all Glasgow secondary schools (RCT) which looked at whether psycho-educational materials influenced the behaviour and attitudes of young people in relation to alcohol and its use.

- The outcome of the RCT indicated that the input significantly reduced the self-reported intake of alcohol for young people who were part of the experimental group and their attitudes were safer and more informed. This was particularly relevant for those young people in SIMD 1 & 2.

Glasgow Education Services and Liverpool University then went on to match attainment data to this cohort after the RCT was complete:

- The variables of academic self-efficacy, emotional self-efficacy and attendance were analysed in relation to tariff score & SIMD.
- SIMD influences tariff score to a statistically significant degree (using a Glasgow cohort of 3812).
- Academic self-efficacy, attendance and emotional self-efficacy all have a statistically significant effect on raising the tariff score above what would have been predicted by SIMD. This information was found using a reduced cohort of 639.

The STAMPP evaluation is complete and the outcomes have been published in peer reviewed journals (McKay & Dempster, 2016; McKay, Andretta & Cole, 2017; McKay, Sumnall, Harvey & Cole, 2018 etc.).

What do we plan to do next?

In light of the above outcomes from the STAMPP research, GPS are carrying out a piece of research looking at academic self-efficacy, academic self-esteem and attendance as predictors of attainment in Glasgow schools. GPS will identify which schools are getting attainment results which are higher than would be predicted by their SIMD figures. 3 secondary schools have been identified. Stakeholder groups with staff and pupils will examine what is perceived to support increased attainment in these establishments. Explicitly asking questions about academic self-efficacy, emotional self-efficacy and attendance. Head Teachers will be approached to discuss whether the aspects above (self-efficacy etc.) are linked to the school improvement plans.

Our sources of evidence

- Statistical analysis of project outcomes
- Published report

#### **4.2 We continued to improve how we meet the learning and care needs of children before they go to school and as they move through school, including how we support their families;**

##### Restorative Approaches

What did we do during the session?

- Whole school introductory RA training to Cardonald, Sandwood, Cadder & Caldercuilt Primary Schools
- Facilitating Restorative Conferences training to HoS and QIO's in response to the revised MC8
- RA section of All Behaviour is Communication training to reps from all educational establishments
- Delivered a 5 session Support & Development Group with 15 participants
- Completed a National Action Enquiry evaluation of the SDG
- Completed pilot of Glasgow Restorative Approaches Implementation Tool
- Presented at the DECP conference in Brighton
- Submitted a book chapter to a forthcoming book "Getting More out of Restorative Practice " edited by Marg Thorsborne & Gillean McCluskey

What was the outcome and impact on Glasgow's learners?

- Practitioners knowledge understanding and motivation to implement whole school Restorative Approaches increased
- Shifting school staff's attitudes, perceptions and skills towards taking a more restorative approach when dealing with conflicting situations in school. We continue to see reductions in school exclusions and this is lined to our work in rolling out Nurturing Communication, All Behaviour is Communication and the revision of Management Circular 8.

What do we plan to do next?

- Deliver further training to all QIO's jointly with the SOA-CLG
- "Proof of Concept" -test the use of Restorative Conferencing as an alternative to serious incident meetings by seeking views of those involved.
- Maintain whole school training to schools
- Run the SDG in a different area of the city/more central location
- Work with Graphics to produce an improved version of GRAIT
- Develop a range of post training survey monkey questionnaires to evaluate whole school impact on Glasgow's Learners
- Evaluate the use of RA by the Central Parenting Team

Our sources of evidence:

- Feedback from evaluation of the SDG (see below)

- Schools' completion of Glasgow Restorative Approaches Implementation Tool (GRAIT)
- All Behaviour is Communication site on GLOW Yammer feedback
- GPS Twitter- RA feed
- School Improvement Plans and EPRs.
- Qualitative feedback from schools who have received training

SDG quotes:

*"The enthusiasm and general buzz around being restorative really empowers the staff and the children"*

*"I have been able to share practice and resources from/with both Primary and Secondary colleagues"* [re: main strengths of SDG]

*"Being new to RA it was good to hear from other schools who were further down the line using the process. Some of the resources featured were very useful and easily adaptable."*

*"It was more specific and relevant for Secondary this year. I felt this year I gained more examples and ideas to try in my school."* [Re: benefits to SDG format Vs previous Network group format]

*"There has been a greater sharing of resources [between establishments]"* [re: benefits to SDG format Vs previous Network group format]

Examples of changed practice due to SDG:

- Primary/Secondary schools in same LC have met up to have Secondary peer mediators train Primary pupils, based on networking and discussion at SDG.
- Able to deliver further session at extended leadership team meetings around revisiting RA.
- Began RA buddy training with pupils.
- Created Fix-It folders to be used with pupils with ASD.
- Creation of reflection sheets
- Now have a clear view of the pathway for planning to implement in school

*Feedback from GLOW Yammer: October 31, 2017 at 04:05 PM*

*Enjoyed this training session. Thank you. It brought together nurture, attachment and restorative practices along with good discussion around sensible de-escalation. Appreciated.*

### Suicide Prevention and Self Harm

GPS continue to represent Education Services on the Glasgow Choose Life Strategy Group. We contribute to the Glasgow Choose Life Strategy – Action Plan- 10 Pillars 2017.

We continue to provide ongoing ASIST training within Educational Establishments and Learning Communities to ensure coverage of ASIST personnel across the City. We continue to respond to any request from establishments for support in response to a pupils voicing suicidal ideation.

We contribute to Glasgow Trainers pool with EP Trainers in ASIST, SafeTALK and Self Harm. 2 EPs attended the What's the Harm Training for Trainers Course and now have 3 accredited trainers in the service. We provide ASIST training to the University of Dundee for trainee E.P.s (year 2) as part of the course curriculum every two years. It is highly evaluated by the trainees and there is university documentation to substantiate this.

We continue to contribute to Seasons for Growth Training and reconnector sessions across the city.

What did we do during the session?

- We ran 6 one day training sessions of the self-harm skills & awareness course, called 'What's the Harm'. 53 participants attended the training (42 Education staff from across Glasgow & 11 from partners in Health).
- We gave an inputs at all three area team meetings to give an overview of the model of training & key messages to EPs.

- We maintained links with partners by attending the self-harm forum for trainers, held by Health Improvement three times during the session.
- Update and further input on supporting schools to support young people who self-harm given to EPs at Glasgow Development day in March 2018,

What was the outcome and impact on Glasgow’s learners?

- 42 Education staff attended the self-harm awareness training from 32 schools across Glasgow (17 Primary schools & 15 secondary schools).
- Pre/post questionnaire analysis identified that participant’s attending the course significantly increased in their self-report scores of understanding of why people self-harm, confidence in responding appropriately, knowledge of self-harm, and being able to identify self-harming behaviours.
- The main action that participants attending the course planned to take forward in Glasgow schools was to share knowledge gained on the course with their staff teams, allowing for whole school approaches to supporting children and young people who self-harm.
- Of 42 education staff who attended, 38 had directly supported a young person who self-harmed or were aware of a colleague who had supported a young person, so sharing knowledge gained will directly impact on how many children and young people in Glasgow are supported in relation to self-harm.

Ensuring psychologists have up-to-date information and an understanding of key messages given to school staff through training will allow for consistent advice to be given in relation to supporting Glasgow’s children and young people.

What do we plan to do next?

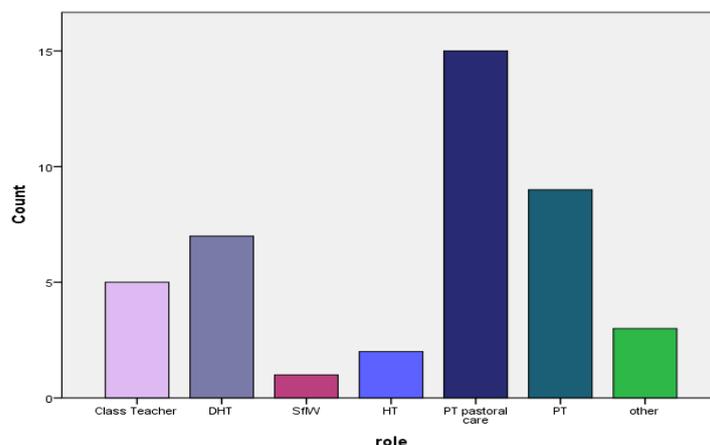
- Establish a more sustainable implementation model of training which allows teaching staff to train as trainers and cascade training within their school/ learning community according to local need.
- Next session members of staff in Psychological Service will be trained to deliver What’s the Harm Training for Trainers and an implementation model for training teachers (local champions) will be agreed with partners in Health Improvement.

This model will be evaluated over next session with a view to monitoring direct outcomes on children and young people over a 2-4 year period in-line with implementation science.

Our sources of evidence

- Area Team Meeting minutes
- Development day agenda
- Minutes of meetings
- Agendas from self-harm forum

Summary evaluation report with pre/post data. [S:\2. Wellbeing\4. Choose Life and Self Harm\Self Harm\What's the Harm Training\Evaluation\SH 2017-18 Summary Report.docx](#)



## Supporting Loss and Bereavement

What did we do during the session?

- Seasons for Growth training was delivered to 34 participants including education staff and third sector agencies in October 2017 and March 2018.
- We planned and prepared for the annual multiagency CPD day for Glasgow education staff.
- Devised and delivered 4 loss bereavement and change workshops to nurture practitioners over the session
- Supported Education Scotland in development of training resources for school staff on trauma
- Delivered a workshop to early years practitioners raising awareness of the issues of loss and change
- 2 workshops were delivered to the EIS event on Wellbeing
- We offered GPS staff an awareness raising session on the online Loss and Bereavement toolkit
- Planned and delivered a workshop at a national conference in Dundee in collaboration with partners in Health Improvement, this focused on whole school approaches to supporting loss and change

What was the outcome and impact on Glasgow's learners?

- Seasons for Growth course evaluations indicate that participants demonstrated increased knowledge of the impact of loss and bereavement on children and young people. Evaluation data showed a high level of participant motivation to run a group following the training.
- Data has been received from 8 schools who have gone on to run groups. This demonstrates a need for Glasgow learners to be supported around loss and change. Further it indicates the training prepares staff to implement the programme and feedback shows that staff parents and children value the programme.
- Teacher *'I felt the 2 day course was really good, I felt inspired to get started with a group'*
- *'I can't wait to get up and running with the next group... I feel I have been able to help 7 children who really needed to have the opportunity to talk and be listened to.'*
- *'I have been able to support our young people by giving them skills to help them deal with their situation just now but also in preparation for changes in their future'*
- Parental feedback highlights they have seen increased levels of confidence assertiveness, happiness and trust in their children.
- Children expressed increased ability to express sadness or anger
- Young person 'thanks for helping me through tough times'

This triangulation of data clearly illustrates GPS has had a direct impact on the health and wellbeing of Glasgow's children and young people.

We have worked alongside health colleagues to offer reconstructor sessions to support companions.

- Feedback from participants on training indicated increased understanding of the issues of loss and bereavement on children and young people.
- Almost all EPs in GPS now have increased awareness of the online toolkit and its capacity to support schools dealing with individuals and families experiencing loss and change.

What do we plan to do next?

- Further Seasons for Growth companion training to be offered to schools over 2018-19. GPS will have 3 trained trainers this session.
- Audit to be carried out to look at medium and longer term impact of previous companion training delivered by GPS.
- Continue to offer reconstructor sessions
- Follow up on EPs promoting the use of the toolkit via SIIM and JST forums
- Improve processes for evaluating the medium and longer term of the impact of training and workshops sessions delivered by GPS

Our sources of evidence

- Seasons for Growth 2 day training evaluation forms

- Seasons for Growth programme feedback from companions, parents and young people
- Twitter comments following loss and bereavement workshop to Nurture practitioners
- Correspondence following the National conference
- Data gathered from Staged Intervention and Inclusion Meetings (SIIMs)
- City Lead Group implementation plan

### Video Enhanced Reflective Practice (VERP)

What did we do during the session?

- We ran approximately 25 VERP courses across the city.
- EPs received ongoing supervision to develop their skills as VERP practitioners.

What was the outcome and impact on Glasgow's learners?

- Increased professional reflection
- Developed staff knowledge of the attunement principles and their ability to attune to individual pupils' needs.

What do we plan to do next?

- Run VERP courses for new GPS staff to reflect on their own practice
- Continue to increase the number of EPs trained to deliver VERP and support their ongoing development through Support and Development groups.

Our sources of evidence

- Audit of EPs
- Evaluation forms completed at the end of VERP courses

### Video Interactive Guidance

What did we do during the session?

We undertook a City-wide audit of practice as part of a needs analysis to inform future directions for service delivery

- A total of 23 EPs reported that they are currently accredited at Stage 1 or above
- 14 EPs stated that they have used VIG in their practice in 2017-18
- 35 individual pieces of work were started and 19 completed in session 2017-18
- EPs received ongoing supervision to develop their skills as VIG practitioners
- Information was shared with partners about VIG research and local availability and impact

What was the outcome and impact on Glasgow's learners?

VIG is recommended in the NICE guidelines for attachment, autism and LAC.

EP responses to the recent audit indicated a range of ways in which VIG has been applied to promote positive outcomes for Glasgow's learners, e.g.:

- 'It has been useful in some adoption or LAC cases to improve relationships between the child and the parent/carer'
- 'I have used videos in my work to offer feedback and development e.g. in relation to someone developing coaching skills. I have also used it to ensure consistency in practice of adults involved with a vulnerable child'
- 'Provides a tool to work with families when other interventions do not meet their needs (e.g. Triple P). Provides a visual means to work with children with additional support needs who are struggling with social situations'
- 'Some positive impact observed in relation to developing client confidence / self-reflection'
- 'I often find it useful to use filming and some of the principles of VIG more flexibly e.g. WOWW, to support a solution-focused observation and discussion with staff'

- 'I feel the cases I have used VIG with have had an extremely positive outcome using VIG and social work colleagues have recognised this impact too'
- 'Through my own experience and hearing that of others, families and schools do find VIG invaluable and it does help them in the long term'
- 'VIG has been extremely beneficial in supporting my understanding of attunement and how interactions can be fundamentally change relationships and approaches to learning and teaching'
- 'Can be very useful to further support attunement between practitioners and pupils'

What do we plan to do next?

- Review current measures of impact to ensure that these are appropriate – it is recommended that this is a priority for the CLG
- Continue to sustain quality and availability of VIG in GPS and with partners
- Continue to align training and supervision with revised standards and processes of AVIGuk in order to increase the number of EPs trained to deliver VIG/ VERP
- Increase the level of training and support for EPs wishing to complete VERP work (Needs analysis identified a common view amongst EPs that VERP may be more in line with GPS service delivery than individual VIG cases)
- As VERP certification is linked to VIG accreditation it is recommended that VERP and VIG becomes a united CLG with a single lead EP

Our Sources of Evidence

*Evaluation & Audit Report:*

*Evaluation forms* - completed at the end of a piece of VIG work

Wellbeing Interventions – Cognitive Behaviour Therapy (CBT), EMDR

What did we do during the session?

- GPS continues to develop EMDR via the City Lead Group
- Meetings have been accessed by the wider group of EPs.
- We have developed a clarity of practice / processes – wider link to a Trauma informed practice, rather than EMDR as an endpoint intervention.
- Greater focus on small 't' trauma and support strategies.
- Focus on early intervention - education about the impact of change / loss / trauma. Focus on individual empowerment.
- Clear evaluation process in place.
- Case discussion options – support and challenge.
- Developing EP skills, knowledge and understanding – dissemination and signposting to resources.

What was the outcome and impact on Glasgow's learners?

- Trauma Informed practice is now available to a wider population via the whole Glasgow EP Team.
- Evaluations of such cases can be found in case files and on the LIG Operations databases. We will monitor our evaluation measures to ensure a robust quality assurance of the approach.
- We are supporting Education Scotland to develop a targeted professional learning resource, which complements nurturing approaches resources and contributes to staff understanding and practice around trauma and adverse early experiences.
- We are part of the team co-designing a nationally and freely available curricular resource that will develop children and young people's understanding of how life experiences can impact on their wellbeing. This resource will include content to support the development of self-regulation and coping skills.

What do we plan to do next?

- Continue to support EP practice using a trauma informed early intervention process.

- Develop confidence and capacity within the core team to support children/YP using EMDR specifically (if appropriate).
- Build the data collection on intervention outcomes and impact.

#### Our sources of evidence

- Minutes of CLG meetings
- Dissemination of information at ATM.
- Access to extensive information on 'S' drive.
- Information from evaluations – process and format available to collectively add data.

#### Glasgow-Bethlehem Twinning Project

##### What did we do during the session?

GPS continues to be involved in the Lord Provost's Glasgow-Bethlehem Twinning Project on developing an Applied Child Psychology post-graduate qualification in Palestine. Running for four years now it comprises colleagues in the fields of educational, clinical and forensic psychology; speech and language therapy - in Glasgow City Council and NHS Greater Glasgow and Clyde (NHSGGC) - as well as academic partners at Glasgow and Dundee Universities. All working closely with colleagues from the GTC, and others, in Palestine.

##### What was the outcome and impact on Glasgow's learners?

As well as EPs contributing to the development of a School Counsellor Training in a Palestinian Context-Workbook and Facilitator Guidance along with partners in Glasgow and Dundee Universities, this project has increased the expertise of members of GPS in understanding trauma and using wellbeing interventions to support vulnerable learners, not only in Palestine but in Glasgow. GPS also continues to play an important role in developing the training programme with Bethlehem Guidance and Training Centre both through the curriculum content and, through visiting colleagues in Bethlehem and hosting them in Scotland, embedding the learning.

As well building international psychological links, and being supportive of our colleagues in Palestine, this initiative has been a two-way with positive professional learning outcomes for the benefit of GPS service delivery and Glasgow's children and young people. The longer term outcome will be the improved delivery of applied psychology within an educational setting.

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

- We are going to finalise the Curriculum of the course on Applied Child Psychology, (Educational Psychology, Clinical Psychology and Allied Health);
- We will take applied psychology at Tier 1 and Tier 2 and implement this as a "proof of concept" with 10-20 counsellors in Palestine, this will be thoroughly evaluated and focus on impact on schools and learners;
- We will then use the learning from the model as a "proof of concept" in Greater Glasgow and Clyde involving EP, CP, CAMHS delivered on a neighbourhood basis;
- We will be involved in planning a joint conference involving Palestinian colleagues held in Scotland which will look at how health professionals can better work within an educational / school context.

##### Our sources of evidence?

- Curriculum has been drafted and handbook published
- Minutes of Twinning Project Steering Group
- Feedback

This project is a strong evidence-based approach - combining key elements of educational and clinical psychology - but one that is practical and achievable at the same time. At a recent Launch Seminar in Bethlehem in June 2018 - attended by the Ministries of Health, Education, Higher Education and Social Care of the Palestinian Authority and involving over a hundred practitioners from the field in Palestine - Dr Nael Abdelrahman Chairperson of the GTC Board stated: *"The collaboration is still in its infancy but there is no lack of optimism amongst us here in Palestinian, and our Scottish colleagues now friends, that we are co-producing something unique in Palestine and Scotland!"*.

*"The road to recovery for Palestine's children will be a long one but with the support from our colleagues in Scotland, we can build on the work being done on the ground among our own health workers in Bethlehem*

*and the West Bank. One day the occupation will be over and it will be the children of Gaza and the West Bank who will have to rebuild a new Palestine”.*

Fadia Salah - Administrative Director at the GTC

*“We are honoured to be part of the twinning projects focusing on our projects on health and wellbeing. Their purpose, to strengthen the bonds between our peoples, encourage greater co-operation, deepen understanding and foster the improved health and wellbeing of our citizens. I’m proud, in this spirit of friendship and international co-operation to work with Bethlehem and lend our support to these vital projects that demonstrate so well, the value of twinning relationships.”*

Cllr Eva Bolander, The Lord Provost of Glasgow

### Promoting Alternative Thinking Strategies (PATHS)

What did we do during the session?

- The PATHS steering group has continued to oversee the roll out of PATHS to nurseries across the city.
- We held 3 network meetings for nurseries already using PATHS involving 35 establishments across the city
- There were 2 reconnect events for nurseries new to PATHS and receiving coaching support – 10 nurseries this session
- 1 new users event for nurseries looking to develop PATHS in their establishments in 2018/19 – up to 10 nurseries (6 confirmed)
- Continued development of evaluation of PATHS in Glasgow nurseries. Pre-data collected from 374 children in 9 establishments.
- 22 parent evaluations from one establishment.
- Monitoring forms and evaluations from nurseries receiving coaching support

What was the outcome and impact on Glasgow’s learners?

- To date 232 fully completed post returns have been received. Initial analysis of the data indicates significant positive improvements in scores across this cohort. Parents report positive change in their children’s behaviour including more use of emotional language and better self-regulation
- Evaluation from nurseries indicate that PATHS helps to develop children’s emotional vocabulary, helps the development of empathy for others and self-regulation. Staff evaluations demonstrate that coaching input is valued, that it increases practitioner confidence and encourages fidelity to the programme.

What do we plan to do next?

- The project is entering year 3. It is planned to further develop network groups to encourage peer support and sharing of good practice, coaching support to new cohort of establishments will continue with the support of the Leaders of Early Learning and a Glasgow PATHS Award will be developed to celebrate good practice, promote sustainability and offer a level of quality assurance.

Our sources of evidence

- Coaching monitoring reports
- Staff evaluation reports
- PATHS evaluation questionnaires
- Nursery inspection reports/ care commission reports  
Comments and photographs from establishments

### 4.3 As we move towards a Nurturing City, we continue to improve how we meet the needs of all children and young people, particularly those with additional support needs.

#### Corporate Parenting

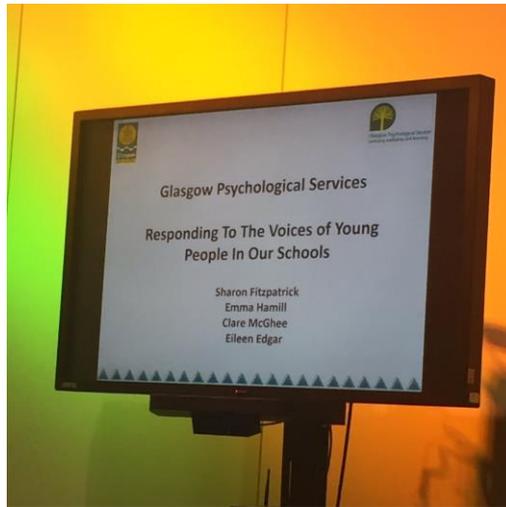


#### What did we do during the session?

- Worked towards locating VSE outcomes within GPS Service Delivery by reviewing our processes for OLA LAC and identifying inconsistencies across GPS areas.
- Investigated and Piloted city roll out of LAC Area Management group (LAM) to allow for more effective use of our resources in relation to casework.
- Alternative model of service delivery was developed around GPS referral processes, the establishment of a multi-agency forum and inter-authority cooperation and liaison: this is out for consultation.
- Guidelines produced for use of the LAC Attainment Fund and governance reviewed.
- Organised an Education LAC conference for LAC co-ordinators in Glasgow Primary and Secondary Schools.
- Improved connectedness of residential children unit staff and education by providing link EP to RCU's
- Include residential staff in joint training opportunities and attendance at multi-agency forums such as nurture training and LAC co-ordinator network
- Continued to deliver Adoption Prep Groups using a wider pool of EP's to strengthen capacity and provide staff CPD opportunities.
- GPS working group established to look at how we support Life Story Work and the development of identity. A Needs Analysis has been completed in relation to GPS CPD needs.

#### What was the outcome and impact on Glasgow's learners?

- We improved consistency across GPS areas which has streamlined access for Service Users.
- More focused intervention in relation to case management (LAM) has improved equity of service for care experienced youngsters.
- Consultation on service delivery model is ongoing and could improve the experiences of OLA LAC population through improved inter-authority cooperation.
- More effective use of attainment budget by LAC Coordinators and Social Workers.
- Conference attendees can access more supports available to care experienced youngsters in their schools
- Increased capacity of residential staff to meet the need of youngsters in their care.
- Increased capacity in GPS to respond to the needs of adoptive families.
- Ongoing development of GPS knowledge and understanding of the development of identity should allow GPS to better support SWS Life Story Work with care experienced youngsters. Tasks are specified within the minutes of meetings.



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

- Continue to review and update LAM model
- Continue to investigate potential for a proposed alternative model which involves a centralised consultative group and develops inter-authority cooperation in relation to OLA LAC.
- Agree governance of fund and disseminate to education and HSCP
- Invite residential staff to support and development groups and continue to implement training POA.
- Establish contact with care experienced youngsters through linking with Who Cares.
- Research project with residential children unit staff
- Contribute to the CELCIS review of RCU's
- Develop our understanding of supporting identity and the relationship with Life Story Work through working group.

#### Our sources of evidence

- Guidance for EP's for OOA – updated June 2018
- Evaluation of bids for LAC Attainment fund
- Feedback at the LAC co-ordinator network on June 17 2018 on what schools have done since the Oct Conference.
- GPS Newsletter – Oct 2017
- Feedback from RCU staff following nurture training
- Proposed New Model: Out of Authority Joint Consultative Group (OAJCG) June 2018
- Minutes from Meeting: Building Identity. 26.7.18

# Glasgow Psychological Service Newsletter

## Education Services



Glasgow Psychological Service  
nurturing wellbeing and learning

**'CLOSING THE GAP' FOR GLASGOW'S LOOKED AFTER CHILDREN AND YOUNG PEOPLE**

**October 2017**

On 27 Oct 2017, Glasgow Psychological Service held an education conference for LAC Co-ordinators in all Glasgow Primary, Secondary and ASL schools. Organised by GPS and held in Strathclyde University, Technology and Innovation Centre.

## Child welfare and safety

The Child Welfare and Safeguarding group ensures that GPS staff are kept up-to-date regarding CW&P policies and procedures. As such the members of the CLG deliver annual Child Protection updates to all staff within the service. Child Protection is also a standing item of the monthly Area Team Meeting agendas and members contribute to this as appropriate. Members of the CLG offer support to individual staff members around specific CP questions/issues. The group also gathers information regarding CP training needs, circulates training opportunities and organises training events, as appropriate.

All staff within GPS understand and adhere to the Management Circular around Child Welfare and Protection. Staff are able to attend and contribute to CP Conferences with colleague from Glasgow HSCP. The welfare and protection of Children and Young People within Glasgow is core to all staff.

In addition to continuing to ensure staff are kept up to date on CP policies, the service focus this year is on completion of the LGBT Scotland Charter Mark. Training was organised at a recent development day and the group's main task is an audit of GPS policies in line with Charter Mark standards. The outcome of this will be to ensure that all young people are supported and included in our schools and communities.

## ASL Service Delivery

What did we do during the session?

In order to meet the long term goal of creating a clearer, more equitable inclusive ASL (SEBN) provision across Glasgow LA, we:

- (1) Consulted with Primary Enhanced Nurture Provisions (ENPs) Heads of establishments about their vision for SEBN estate using Promoting Alternative Tomorrows with Hope framework as a co-production tool.
- (2) Developed a Wellbeing paper for Directorate, outlining future vision for SEBN estate in Glasgow.
- (3) Supported an audit of similar provisions in other Local Authorities in West Scotland (North Lanarkshire and Inverclyde).
- (4) Establish Network Meetings to share good practice and consistency within Primary ENPs.
- (5) Carried out a CPD audit of staff both within Education (recently established Secondary ENP provisions, Primary ENPs and standalones) and Social Work provisions (ISMS/EVIP/YWC) to identify training needs.
- (6) Liaised with Social Work Colleagues to identify joint training opportunities and collaborative role within our Secondary SEBN provisions.
- (7) Established Staged Intervention and Inclusion Meeting (SIIM) pilot in Glasgow's Secondary SEBN provisions.
- (8) Provided Solution Oriented coaching in context for core members of the Secondary SIIM.

## Capacity Building

- (1) Delivered Nurture Training within recently established Secondary ENPs to inform a Needs Analysis of mainstream staff.
- (2) Participant feedback from Secondary ENP Nurture Training to identify the vision for Secondary ENPs and CPD needs of mainstream staff.
- (3) Increased capacity of establishment staff to support and develop health and wellbeing needs of children and young people accessing Secondary ENPs.
- (4) Increased sharing of good practice across Primary ENPs
- (5) Increased consistency of practice and protocols across Primary ENPs.

## Social, Emotional and Behaviour Needs

What did we do during the session?

- We contributed to Co-Production process across the entire ASL estate, specifically with remit for SEBN provisions and supported core groups and resulting tasks from Area Education Officer.
- We contributed to moderation workshops on information from provisions.

What was the outcome and impact on Glasgow's learners?

- All children attending a Primary ENP are now enrolled in their local mainstream school. Therefore providing a more inclusive and equitable education for these children. Raising expectation of mainstream establishments that ownership should always remain with a child's local community mainstream school.
- All ASL (SEBN) Heads of establishments know which JST they should be attending in terms of a pupils local mainstream school and are now core members of their local JST
- Clear identified CPD needs identified for all staff and partner agencies working with this population of children and young people.
- Mainstream schools, parents/carers and health/social work and third sector colleagues will be clear about the role, purpose and access to ASL (SEBN) provisions.

What do we plan to do next?

- Incorporate findings from the LA audit and internal audit of practice within Primary ENPs to add to Wellbeing Paper and then discuss in new session with Directorate.
- Analyse and disseminate findings from CPD audit and identify appropriateness of Nurture training and liaise with Nurture Co-ordinator around potential bespoke training package for all Education SEBN staff.
- Plan a clear implementation and evaluation of CPD programme for next session
- Evaluate effectiveness of S-O coaching at SIIMS using action research approach
- Evaluate effectiveness of Primary ENP network meetings
- Re-establish multi-agency SIIM within Glasgow's only standalone SEBN secondary (Westmuir) and invite partner agencies on board.
- Launch communication strategy for SEBN estate to mainstream establishments across the City

Our sources of evidence

- SEEMIS
- Development Plan
- PCP Vision Pathway
- Evaluation of training
- School SIP planning
- Westmuir HMle recommendations

## Speech, Language Communication Needs

What did we do during the session?

Capacity Building

- Ongoing roll-out of LCFE process and monitoring of progress via LCFE Steering Group.
- We completed 24 LCFE validations in collaboration with link QIO; currently mentoring 19 establishments and delivered initial LCFE training sessions to 9 establishments.
- We contributed to update of LCFE guidelines/ framework.
- Created video resource of examples of Glasgow good practice.
- Developed LCFE flyer and shared with LCFE Steering Group.
- We raised awareness of the LCFE process through GPS ATMs/SIIMs/LC-SMTs.
- We delivered Inclusion Support & Development Groups (SDGs) jointly with Speech & Language Therapy to education staff from 51 Early Years establishments and 40 Primary Schools (across 5 sessions).
- We have achieved greater consistency across the SDGs in relation to content and format.

- We contributed to planning and delivery of ASD training for 300 SflWs with ARC and developed a handout for participants.
- We contributed to training for 25 SLCN Link Practitioners on Teaching Talking.
- We delivered training on Alternative Autism Strategies in collaboration with Middlefield to 49 education staff from 25 establishments.

#### Partnership Working

- We contributed to the Locality Autism Diagnostic Service (LADS); link EP identified for each of the four teams and process set out in 'The Link between Local ASD Diagnostic Service and GPS' guidelines.
- Completed ASD assessment referral process guidelines with health colleagues. We presented the referral process at the three Area HT Forums in November 18 and GPS highlighted at SIIMs.
- We linked with QIO (JS) and Speech Therapy colleagues in relation to SLT contract evaluation operational meetings.

#### SLCN Provision Management

- We contributed to the co-production process and supported the core groups with resulting tasks. We contributed to the Outreach Referral Protocols.

#### What was the outcome and impact on Glasgow's learners?

##### Capacity Building

- Increased capacity of establishment staff to support and develop the language and communication skills of children and young people.
- Increased attendance at SDGs with participants reporting greater confidence in relation to supporting children with additional support needs. Increased emphasis upon impact on participants' practice and also within wider establishment.
- Increased sharing of good practice and participation across establishments.
- Improved partnership working.
- Staff report increased confidence levels in terms of supporting young people with alternative ASD profile (sustained over time).
- Young people with alternative ASD profile more able to access learning opportunities in their establishments.

##### Partnership Working

- ASD assessment process now in line with Staged Intervention framework and paperwork streamlined. Greater clarity around Education's role in the ASD assessment process; increase in practitioner's confidence.
- More appropriate referrals for ASD assessment for children and young people; clearer referral routes with emphasis on a multi-agency approach.

##### SLCN Provision Management

- Development of a more flexible and responsive placement model for Language & Communication Resources.
- Clearer referral route for SLCN outreach.

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

##### Capacity Building

- Ongoing awareness raising of LCFE and SDGs through GPS ATMs/SIIMs/LC-SMTs.
- Ongoing roll out and monitoring of LCFE through the steering group. Ongoing awareness raising through distribution of new flyer.
- Validation visits planned for 5 establishments next term. More will occur throughout the 2018-19 session.
- Video resource to be incorporated into LCFE initial training session.
- Incorporate call-back meeting into planning for Inclusion SDG to explore longer term impact.

##### Partnership Working

- Ongoing awareness raising of ASD Referral process through SIIM/ JST forums.

## SLCN Provision Management

- Ongoing contribution to co-production process with LCRs.



### Our sources of evidence

- LCFE Steering Group overview of progress; recorded on city spreadsheet
- Feedback from participants in LCFE process (comments below)
- Inspection Reports of LCFE validated establishments: Fortrose Nursery '*The nursery had been accredited as a communication and language aware service and had very good ways of supporting children and families*'; Swinton Primary '*All staff have benefitted from working towards recent accreditation as a Language and Communication Friendly School*'; St Mary's Primary '*As a Language and Communication Friendly Establishment, the school is developing a good awareness of the range of communication approaches which help children*'.
- Annual city-wide evaluation of SDGs with all facilitators.
- Evaluation report of SDGs Session 2017-18.
- Post-training evaluations of Alternative Autism Strategies input.
- Feedback from establishment staff re reduced requirement for additional support following Alternative Autism Strategies training.
- Feedback through SIIM/ JST evaluations highlighting impact

*'I am so proud of everyone at our school and the clear difference (our LCFE journey) has made to so many, if not all of our learners'* Primary HT.

### Nurture Training and Research, Nurturing Communication

#### What did we do during the session?

- Skills development
- 4 day training input to 92 staff on attachment, the theoretical underpinning of nurture
- 2 day training input to 75 staff on attachment, the theoretical underpinning of nurture
- CPD sessions on Resilience to 104 staff and Loss and bereavement to 86 staff in response to requests from participants of 2017 Conference
- 2018 Annual Conference presentations to 350 staff including Regional Collaborative and RCU staff
- Contribution to nurture at a national level
- Key contribution to a national definition of Nurturing Approaches through close work with Education Scotland.
- Launch of 'Applying Nurture as a Whole School Approach' at 2017 Conference and sessions on this to each Head Teacher in Glasgow.
- Organised and contributed to the national ASPEP seminar in collaboration with the Nurture Training Officer.

- Nurturing Communication
- GPS developed materials and piloted them in 6 primary schools via 4 whole school twilight sessions across the year.

What was the outcome and impact on Glasgow's learners?

Skills development

- On average 70 staff a year achieve nurture accreditation by Glasgow Caledonian University and GTCS. GPS figures show that most children who receive nurture group input live in SIMD 1-3
- GPS has had a direct impact on ensuring Glasgow's most vulnerable children and young people receive high quality nurturing interventions from well qualified staff
- Participant feedback from CPD sessions showed staff have improved knowledge and understanding of issues around resilience and loss and bereavement and their impact on children and young people.

Contribution to nurture at a national level

- The Nurturing City Survey sent to all Glasgow schools showed that of those who responded 82% were using the 'Applying Nurture' resource suggesting input at the conference and head teacher workshops led to an increase in schools using this resource to support whole school understanding of nurture.
- ASPEP seminar attended by the majority of Local Authority EPS in Scotland. Good practice was shared.

Nurturing Communication

- All schools participating had Nurture on their improvement plan and worked with an EP to deliver the training with fidelity.
- Early qualitative data from the pilot indicates changes in practice as evidenced by comments '*greater awareness of my implementation of the 6 principles*' '*better understanding of attunement*'
- Programme evaluation comments include '*very relevant with practical ways to support vulnerable pupils*' '*I particularly liked the activity on language and communication...examples to use when communicating in class. I often refer back to it to remind me throughout the year*'

What do we plan to do next?

Skills development

- Offer ongoing CPD to nurture practitioners based on feedback and linked to local and national priorities in education. GPS has identified that children and young people in Residential Childrens Units are particularly vulnerable to mental health and wellbeing concerns and poor educational outcomes. We sought ways to make links with others to provide quality training to support children. Following the annual nurture conference RCU staff asked for the materials presented. A cascade model of training is to be developed and delivered in 2018-19.

Contribution to nurture at a national level

- GPS will undertake a piece of work looking at how schools are using 'Applying Nurture' and gather examples of good practice. Findings will be shared at the annual conference 2019.
- Feedback from the national ASPEP seminar recommended a national nurture position paper outlining a consistent definition of nurture and approaches being used by EPS in Scotland. GPS would be a contributor to this.
- A further suite of training materials will be designed to complement Education Scotland materials to cover: ACES, Adversity, Trauma and Resilience to provide more intense, targeted support to Glasgow's most vulnerable children and young people.

Nurturing communication

- Continue the evaluation with the measures used in the pilot including focus group and questionnaire. Data will be used to evaluate the effectiveness of the implementation of the programme itself and to inform understanding of the impact on children and young people.

Research

- Nurture corner research design slightly amended and running in 2 EY establishments. GPS to drill down further into the findings in relation to transition to school for this vulnerable group.

Our sources of evidence

- The Nurturing City Survey 2018
- Participant evaluations from the annual Nurture Conference
- Feedback from the ASPEP conference
- Evaluation data from schools participating in Nurturing Communication

- Twitter posts (Castleton Primary 23/1/18 following loss and bereavement input to nurture trained staff) (Langside, Broomhill and Thornwood primaries during delivery of Nurturing Communication).

### Supporting Glasgow's Learners- All Behaviour is Communication Training

In response to requests from establishments for specific training for all staff on how to respond to incidents where a child or young person is distressed and presenting with challenging behaviour; a working group led by GPS has developed a training programme for staff that takes a holistic approach incorporating key components of Nurture, Restorative Approaches, Confrontation Management, De-escalation and Risk Assessment. It was been agreed by Education Directorate that this training should be provided to all staff within all educational establishments with Glasgow. This training is designed as 4 modules that can be delivered over 50-60 minute sessions to all staff within an establishment.

Each establishment nominated one promoted member of staff (Head Teacher or a Depute Head Teacher) who was trained over a day in how to deliver the modules to staff within their own establishment. They were provided with all training materials: PowerPoint, notes and activity sheets along with video clips.

What did we do during the session?

- The Training for Trainers delivery programme is now complete. To date we have delivered over 10 days to each LIG for Early Years, Primary and ASL establishments and 2 days to Secondary Schools. The total number of current trainers across Glasgow is 403. These trainers are now actively cascading the training modules within their own Establishments to all teaching and support staff. The aim is for all teaching and support for learning staff in all establishments to receive and participate in this training by December 2018.
- Training delivered to Support for Learning Workers (SfLW), a shortened 2 Hour version of the programme was delivered on 14<sup>th</sup> August 2017 to 299 SfLW from establishments across the City. This covered Nurturing Principles, avoiding confrontations and understanding de-escalation.
- Training to Probationer Teachers in Glasgow: as part of the probationer teacher induction training offered by Glasgow Education Services a customised version of All Behaviour is Communication was delivered over 5 half days to 295 Probationer teachers, this version included some specific practical classroom management training and evaluations have been very positive
- Training to MCR Pathways Co-ordinators- following discussion with colleagues in MCR Pathways, 29 MCR Coordinators were trained in the All Behaviour is Communication programme over 2 days in January and February 21018. Feedback from the coordinators through an online survey reported a content rating of 4.87 out of 5

How did you find the overall content of the training? 1=Poor, 5= Excellent

15  
Responses

  
4.87 Average Rating

When asked to identify one key action / learning point taken from the training, some of the responses were

- *I am looking at different ways of approaching/de-escalating conflicts when they arise is something I will take away and evaluating how my behaviour in class can contribute to (de)escalation.*
- *That all behaviours expressed by young people are actually a need for something for them, they may not have the coping mechanism or skill set to raise this need so shouting and being aggressive may be due to their frustrations.*
- *I think it would be vital to give a young person time to calm down and try to place where they are on the arousal cycle.*
- *To start taking more of a restorative approach to an incident to allow the young*

*people to be involved in the process.*

- *Continue to talk to young people in a respectful and calm manner as anything other does not help situations on stress anger.*
- *Restorative questions, looking for signs, different approaches to behaviours.*
- *Yes that being honest with young people at all times during this very difficult time.*

- Training to colleagues in Glasgow Kelvin College: following a request to support staff within Glasgow Kelvin College who work with Glasgow pupils as part of the Senior Phase, 2 three hour sessions were offered to 36 lecturers and support staff as part of their ongoing CLPL. Feedback from staff that attended the sessions was highly positive.
- Training to Central Parenting Team (CPT): through discussion with the manager in the Central Parenting Team, training on All Behaviour is Communication Secondary Version was delivered to 16 members of the CPT. The plan is to allow the CPT to further develop aspects of the training modules to support their parenting training, in particular Teen Triple P. Evaluation is still to be completed.

What was the outcome and impact on Glasgow's learners?

- Staff report increased confidence in their ability to respond to situations where a young person is distressed
- We are seeing a culture change in establishments and the use of "distress" rather than the term "challenging behaviour" when describing children's needs
- Feedback from training for trainers and also training within establishments has been highly positive, this is evidenced through feedback on the All Behaviour is Communication Yammer site.
- We are seeing a continued reduction in exclusion across the City.
- We are developing improved ways of recording and reporting on violent incidents and we have seen a reduction in mainstream establishments over time.
- We can see improved understanding with partners in recognising that distressed behaviour has a reason and is indicating an unmet need.

What do we plan to do next?

- Following completion of the Training for Trainers sessions, the next phase of the implementation will look at establishing support and development groups for trainers in each LIG. It is planned to carry out an online survey of trainers once they have delivered all modules and carry out a needs analysis based on any issues or questions that arise from the training and feedback within establishments.
- The training for probationer teachers will be included in next session's training plan as well as looking at some new training for trainers sessions if this is needed as existing trainers move to another establishment.
- The implementation team will also carry out evaluations from focus groups of trainers and Head Teachers next session. We will also continue to monitor the number of violent incidents being recorded on the HANDS system. Through the development of a set of Saved Searches and Reports on HANDS it will be possible to triangulate training on All Behaviour is Communication with incidents in establishments and across areas.

We developed a Yammer group on GLOW to support trainers as well as gain feedback on the training. We plan to use the Yammer group to gather evaluations from trainers once the training has been delivered within their establishment through the use of an online survey.

Our sources of evidence

- Feedback on Yammer site
- Training evaluations
- Trainer engagement session feedback

*"Incredibly informative and practical training today. Enjoyed the opportunity to share experiences with colleagues. Thanks to those who delivered the training!"*

*“Excellent training on Tuesday from Alison, Carole and George. Looking forward to taking forward the modules with my staff team at Linn PSADC”*

*“Enjoyed this training session. Thank you. It brought together nurture, attachment and restorative practices along with good discussion around sensible de-escalation. Appreciated.”*

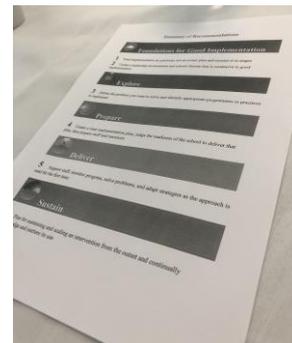
#### **4.4 We make best possible use of our finance and resources to help ensure the best outcomes possible for children and young people.**

As part of GPS ongoing quality assurance and improvement processes we held a number of whole staff development days. There are monthly area team business meetings where standing agenda items on Child Welfare, Looked After Children and Early Years are discussed. We held 5 development days with the focus on aspects of the service improvement plan or requests from staff for specific professional development

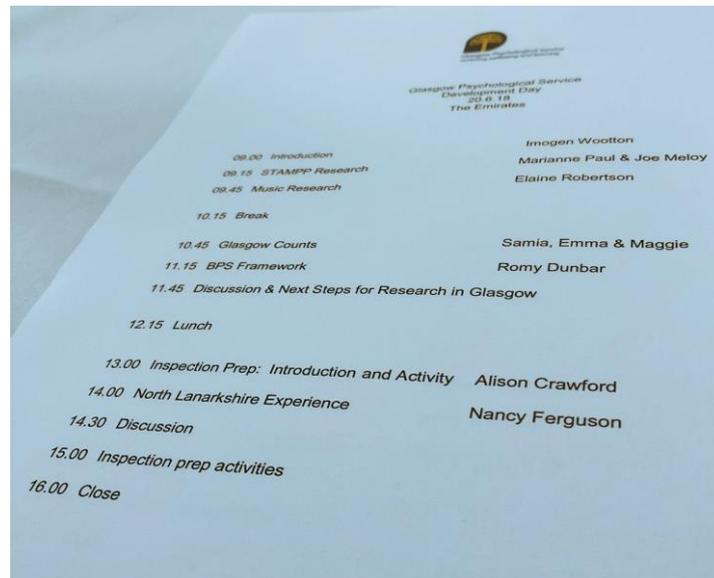
August – topics were Transformational Change, The Service Improvement Plan, GPS CPD needs, All Behaviours is Communication update, Promoting Educational psychology in Scotland, Aye Mind and a session on making GIF animations to support mental health.

December- the main focus of this day was working towards the LGBT Charter and this was led by colleagues from LGBT Youth.

March- there was a range of topics covered on the third development day with arrange of presenters from within the service but also other partners; we looked at Family Group Decision Making, What’s the Harm Update, we ran a World Café exercise looking at Glasgow Restorative Approaches Implementation Tool (GRAIT), Circles Framework and Alternative ASD Strategies: What Pupils Tell Us. In the afternoon session we looked at the SQR and SIP and finished off with a presentation on the new GDPR legislation.



June- we focused on research that GPS was involved in with presentations on STAMPP Research, Music Research, Glasgow Counts, BPS Framework and the morning ended with a plenary discussion around research in Glasgow. The afternoon was dedicated to Local Authority Inspection preparation and we heard from Nancy Ferguson, PEP North Lanarkshire who led a session on planning and her experience of going through the new inspection process.



## Research

What did we do during the session?

- Needs analysis of EPs confidence in undertaking research and any further support required
- Whole service Development Day on research
- Organised research consultation panels for EPs to discuss individual projects in detail – 6 projects discussed
- Research into Action seminar for schools attended by 21 participants from primary schools across the city.
- Action inquiry training delivered to 40 Family Learning officers
- Research network with health – attendance at all 4 networks and 1 presentation undertaken.
- Contribution to the Education Service Research Group (ESRG) supporting the prioritisation of research projects being conducted in Glasgow schools.

What was the outcome and impact on Glasgow's learners?

- Through developing the skills and increasing the confidence of EPs undertaking research, effective research projects are able to be undertaken which ascertain which interventions are able to support with closing the gap for Glasgow's learners. EPs are also better equipped to support schools with research projects and schools have a wider understanding of research process and topics due to the Research into Action Seminars.
- Furthermore, Family Learning Officers also have increased skills and awareness of the implementation and evaluation of their research projects. Overall, this should lead to projects and programmes which are more effective at closing the gap and producing better outcomes for Glasgow's learners.
- Our involvement in the ESRG ensures that the research projects that pupils participate in are ethical, not overly time consuming and are likely to promote positive outcomes for them.
- Through increased awareness of research projects being undertaken by health, links can be made with education to ensure holistic research studies promoting the best outcomes for Glasgow's learners.

What do we plan to do next?

- Continue to offer consultation panels throughout 2018-19
- Continue to provide support to the 8 research projects currently being undertaken in Glasgow.
- Research into Action seminar topics planned for 2018-19.
- Follow up Action Inquiry training to Family Learning officers through a needs analysis of a potential consultation model.
- Continue attendance at research network to continue links with research being undertaken by the health sector.
- Undertake updated needs analysis of EP skills and confidence levels.

## Sources of Evidence

- Evaluation forms completed by EPs attending research consultation panels
- Evaluation forms completed by Family Learning Officers
- Evaluation forms completed by Research into Action seminar attendees

## Support and Challenge process self- evaluation

The service undertook a self-evaluation of our support and challenge processes. This was carried out by the CQUAIG and involved an online survey that was open to all EPs to gather feedback on our Tier 1 and Tier 2 support and challenge structure. Based on the feedback we have now streamlined our processes while still ensuring robust procedures are in place. The full report is available.

As part of our drive to continue to provide an effective, efficient and equitable service session 2018-19 will see a decrease in area-based team meetings to be replaced by GPS whole service City Business Meetings. This will further enhance our identity as a 'whole city' service, avoid unnecessary duplication and ultimately redirect 456 hours of EP time.

## Communication

We use Twitter to regularly communicate on social media, follow us- GlasgowEPs@NurturingCity

