

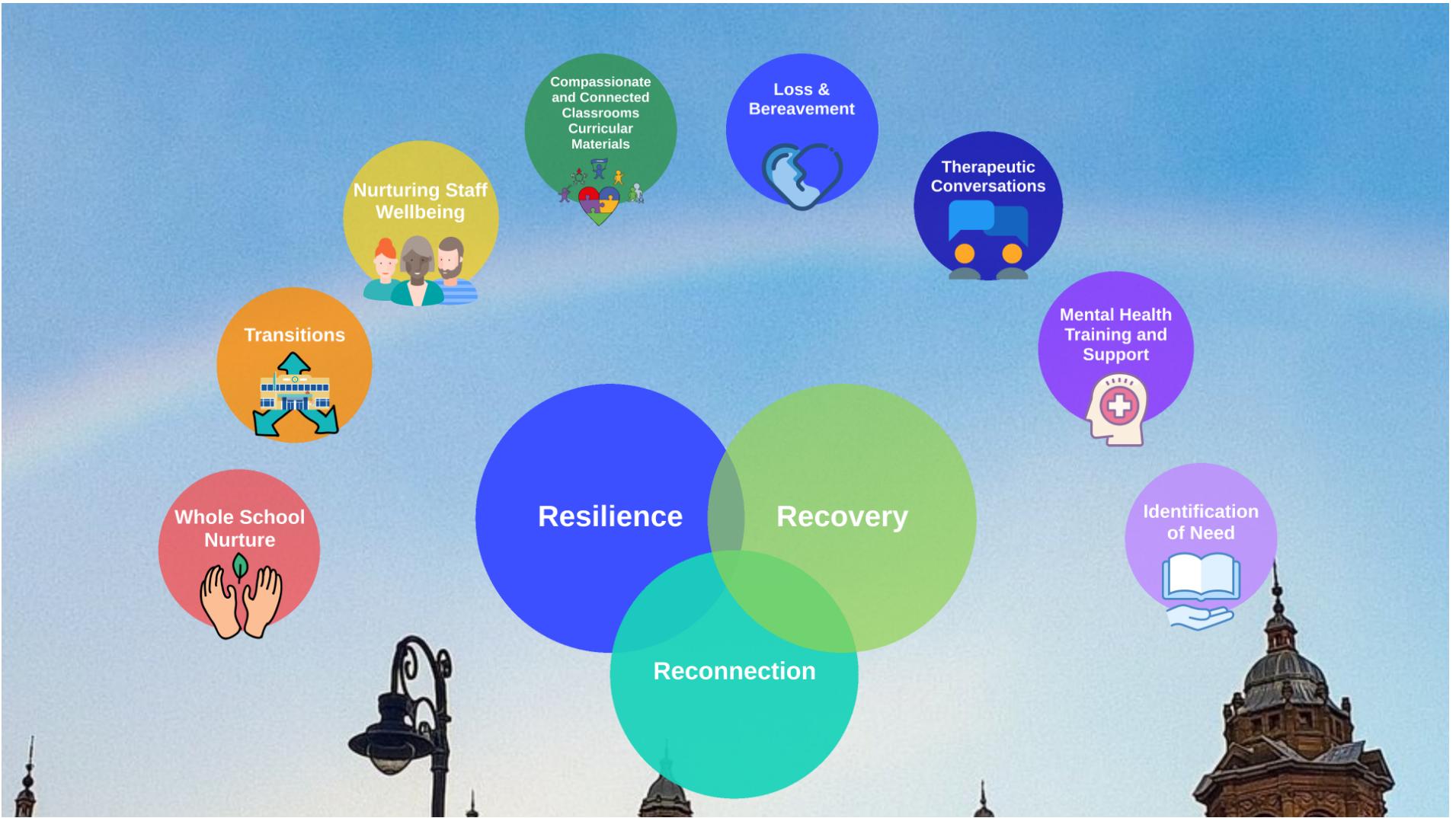
# GPS service delivery 2020

Glasgow Psychological Service (GPS) has gone through a process of redesigning the service delivery in response to Covid-19. This revision was informed by a needs analysis with stakeholders, which has been cross-referenced with colleagues nationally and the standard GPS service.

Three broad themes emerged - resilience, recovery and reconnection.

Please click on the icon and navigate the visual to find out more about what GPS can offer to establishments.





# Resilience

Resilience is the ability to overcome stress and adversity, or more simply, bouncing back from life's challenges.

It can be thought of as a combination of many factors, including personal strengths ('I am'), social and interpersonal skills ('I can') and external supports ('I have'). Resilience is dynamic and is influenced by our environment and personal experiences, alongside age and stage.

Helping to build children's resilience will be key in successfully supporting them with the return to school.





# Recovery

Covid-19 has been a big event for us all. Like adults, children respond in many different ways, even to the same event; and most will respond surprisingly well to life's challenges.

For some children, the current situation might have made existing risk factors worse. However, it will be important that we don't assume every child with existing risk factors will require further support, as this could undermine their ability to support themselves.

There will be some children who do require our support and those who already have relationships with them will be best placed to provide this. We will support you in supporting them.





# Reconnection

During the current pandemic, we have all been distanced from people, routines and places. Our experience of this will have been different for each one of us.

As we return to school, re-establishing relationships and routines, alongside re-familiarising ourselves with our environments will be important.

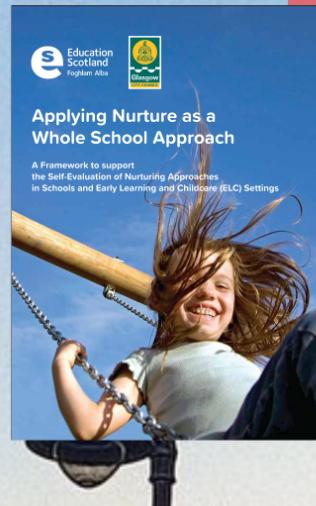
For most, the return to school will be a largely positive experience, whereas others might struggle. We will need to be mindful of how we can support this transition for all.





## What we can offer?

### Nurture Principles sessions



### Whole School Nurture

At the heart of nurture is a focus on wellbeing and relationships and a drive to support the growth and development of all children and young people. Whole school nurturing approaches will continue to be of great importance for both staff and pupils, particularly with reconnecting and building resilience as they return to school.

As our core offer, GPS will continue to support schools with implementing whole school nurturing approaches, including offering consultation on how to use the 'Applying Nurture as a Whole School Approach' framework, conducting a needs analysis within their own establishment and identifying priority nurture principles for staff development.

#### Aims:

- To provide schools with guidance on best practice for implementation and evaluation to inform their nurture action plans.
- To empower schools to carry out their own needs analysis and identify priority nurture principle(s) to focus on.

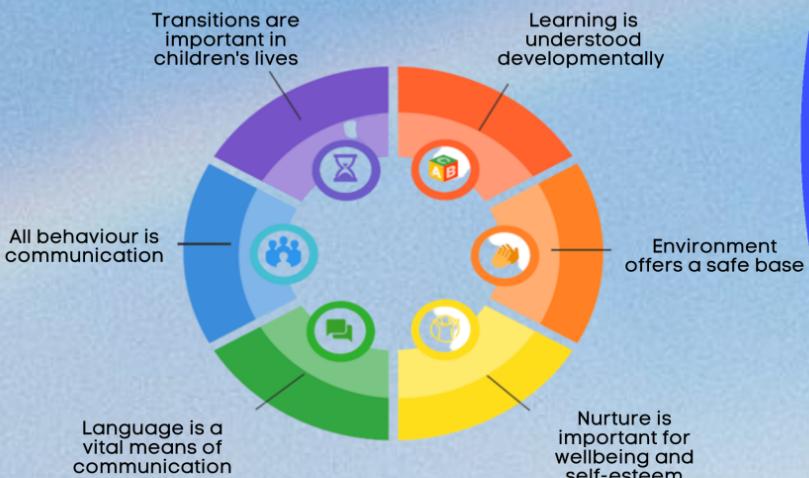
'Applying Nurture as a Whole School Approach' framework can be accessed through the link below.

<https://education.gov.scot/improvement/Documents/inc55ApplyingNurturingApproaches120617.pdf>

# Nurture Principles

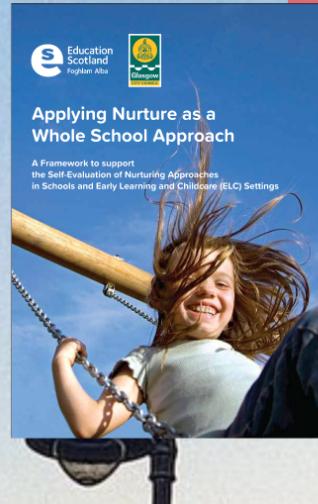
Feedback from schools across different learning communities highlighted a need for enhanced training packages to support schools on their whole school nurture journey. In response, GPS are developing training sessions for each of the six individual nurture principles. These sessions will support staff with the implementation of whole school nurturing approaches within their establishments, based on the results of their needs analysis and identified priority nurture principle. More information will be available shortly.

Please continue to liaise with your link EP if you require support on identifying next steps in relation to your nurture journey.



## What we can offer?

### Nurture Principles sessions



### Whole School Nurture



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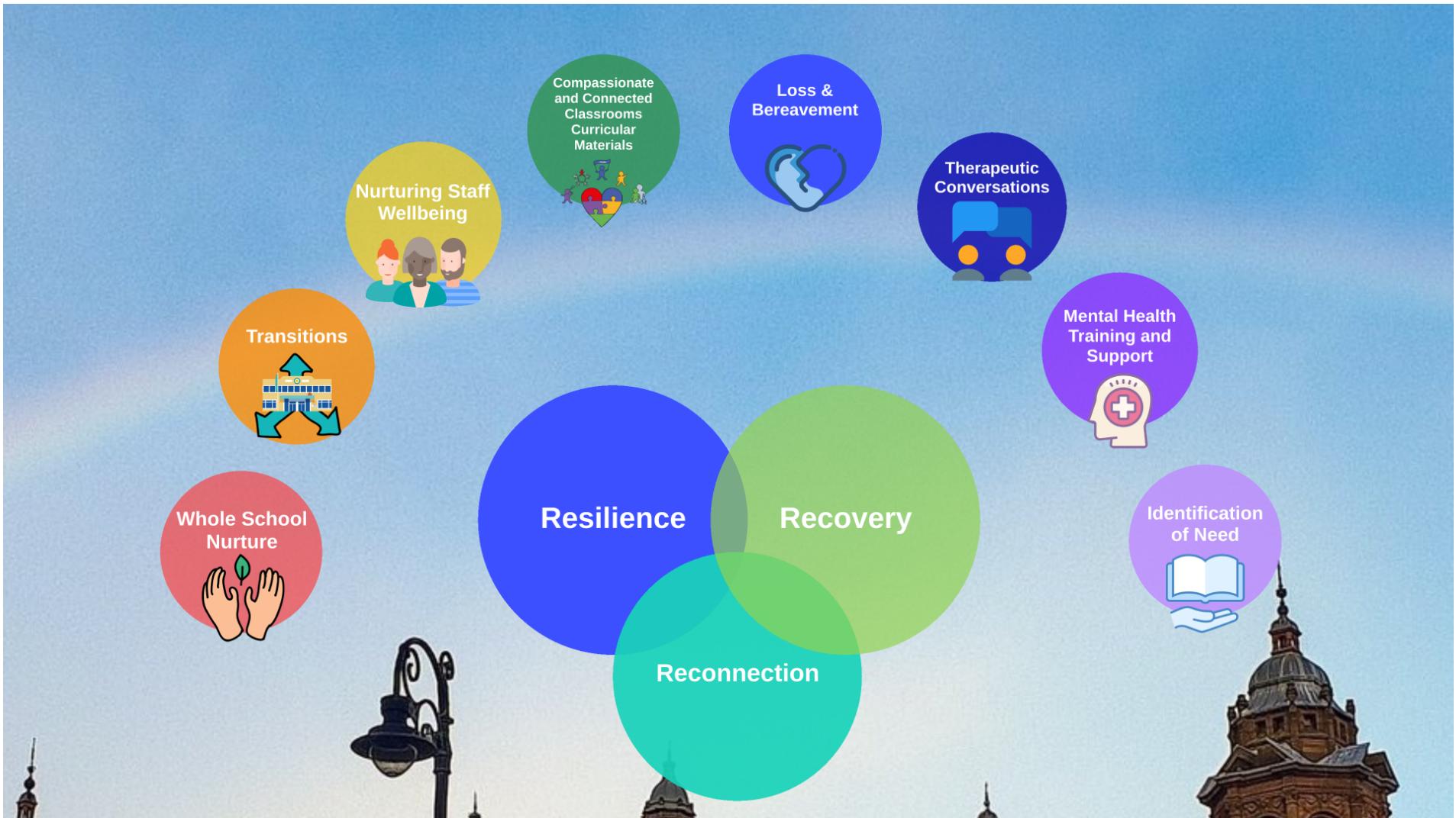
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## What we can offer?

Guidance for supporting the return to educational settings for all

Guidance for supporting the return to educational settings for pupils with ASNs

Consultation on supporting transitions

# Transitions



Starting school and moving/leaving school is a process that thousands of children and young people in Glasgow go through every year. It is a period of time filled with a range of emotions for both the child/young person and their parents/carers. As a result of the Covid-19 pandemic, transitions may be more challenging this year, especially for those children and young people who have additional support needs such as autism, anxiety or emotional needs.

### Aims:

- To share guidance on good practice and effective strategies for all children and staff on returning to educational establishments.
- To share information and provide more targeted transition support for children and young people with more specific additional support needs.

# Guidance for supporting the return to educational settings for all



## Back to school: Using psychological perspectives to support re-engagement and recovery

The British Psychological Society resource can offer useful guidance on supporting all children and young people's return to educational settings, as well as staff. The resource can be accessed through the link below.

<https://www.bps.org.uk/sites/www.bps.org.uk/files/Policy/Policy%20-%20Files/Back%20to%20school%20-%20using%20psychological%20perspectives%20to%20support%20re-engagement%20and%20recovery.pdf>



## Transitions in 2020

Education Scotland also offers information on supporting transitions in the context of Covid-19. Please access the information through the link below.

<https://education.gov.scot/improvement/learning-resources/transitions/>



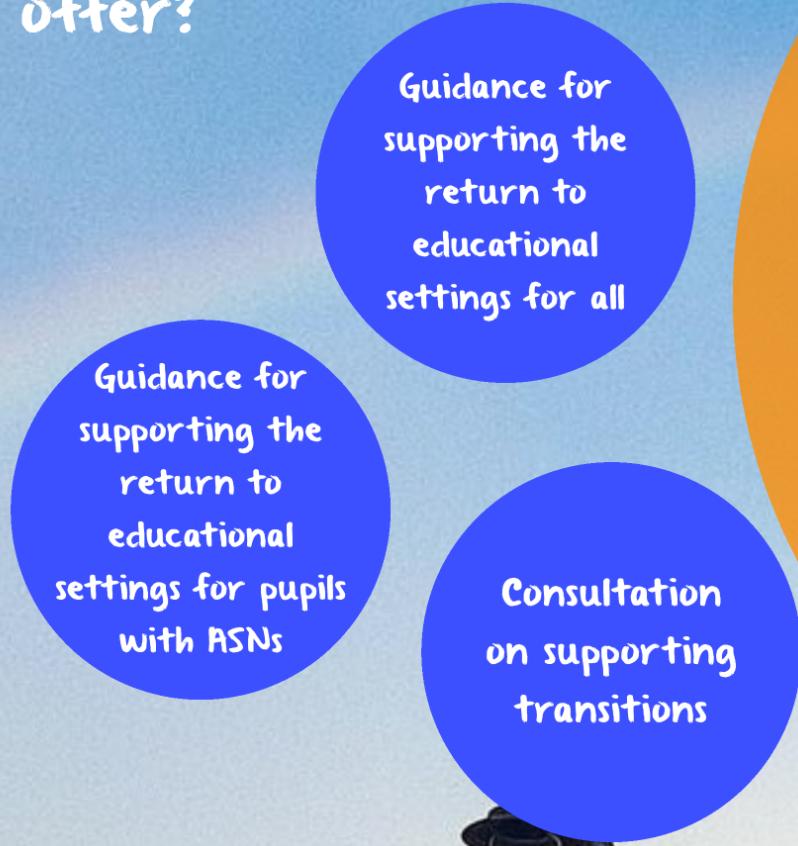
## The Nurturing City - Reconnection to school and ELC - a starter paper

This paper has been created by GPS and the Nurture Development Officer. It emphasises the importance of the nurture principles in supporting the return to educational establishments following Covid-19.

Please access the document through the link below.

<https://blogs.glowscotland.org.uk/glowblogs/public/glasgowpsychologicalservice/uploads/sites/4587/2020/06/15150410/The-Nurturing-City-Reconnection-to-school-and-ELCs.pdf>

## What we can offer?



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### Aims:

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# Guidance for supporting the return to educational settings for pupils with ASNs

In addition to the general guidance to support the return to educational establishments for all, the resources and guidance under our mental health and therapeutic conversations offers may be helpful in supporting pupils during the transition, particularly for those with anxiety and emotional needs.

For pupils with speech, language and communication needs, GPS has created the resource below.



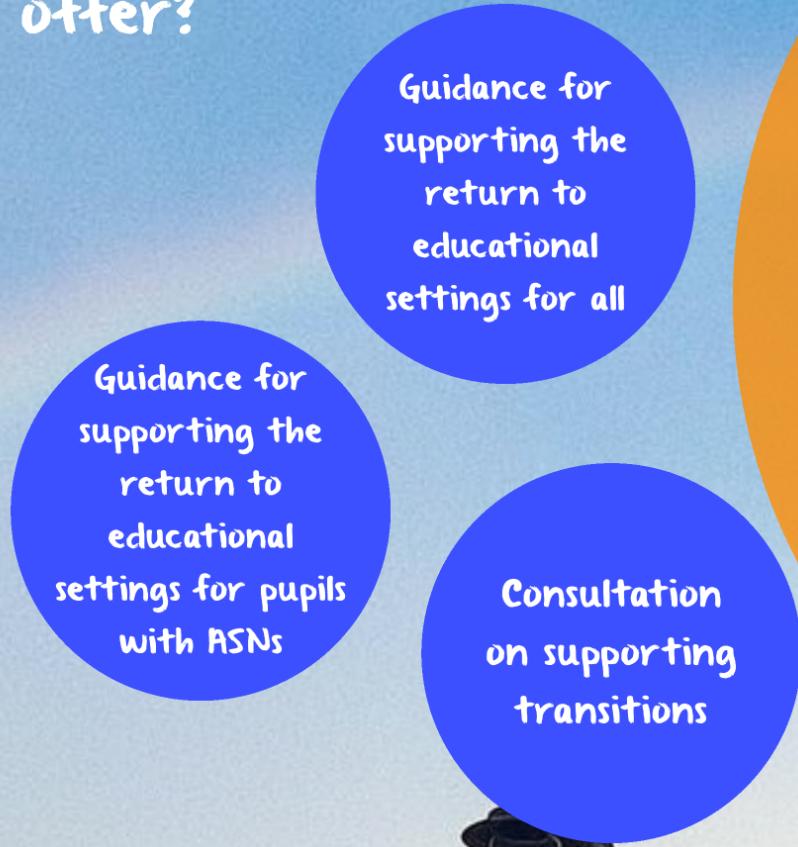
## Supporting the return to educational settings: transition supports for children and young people with speech, language and communication needs

The document aims to emphasise key principles of good transition practice, and signpost to further resources and links to support the transition back to educational establishments.

The resource can be accessed through the link below:

<https://blogs.glowscotland.org.uk/glowblogs/public/glasgowpsychologicalservice/uploads/sites/4587/2020/06/04085426/Supporting-SLCN-as-children-return-to-educational-settings.pdf>

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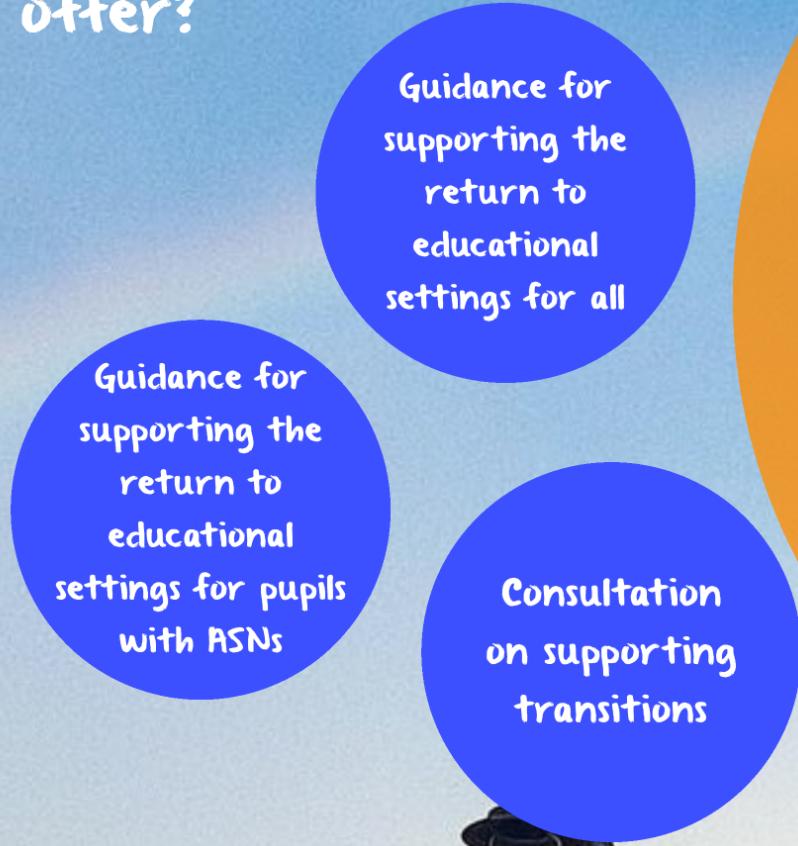


## Consultation on supporting transitions

- GPS can provide consultation around transition supports for individual children and young people who are active cases with our service.
- Your link EP may also provide consultation for supporting transitions for individual children, groups of children or whole school approaches.

Please contact your link EP to negotiate the best way to access consultation.

## What we can offer?



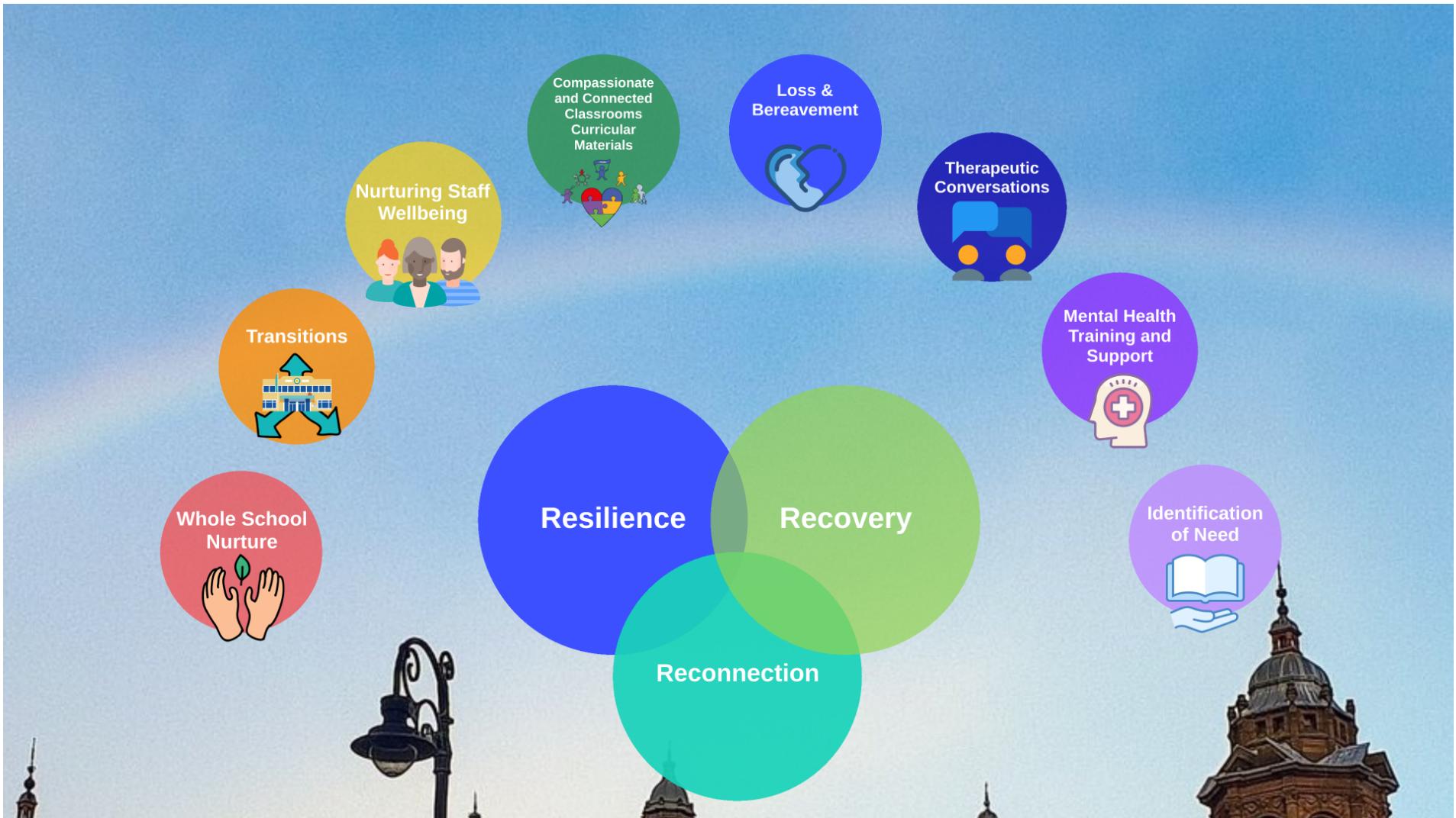
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## What we can offer?

Self  
Study  
materials

Webinar  
Sessions

# Nurturing Staff Wellbeing



GPS needs analysis with education partners (May 2020) identified a need for a package of support for education staff to build their personal resilience and support their wellbeing. This has continued to be a key focus both locally and nationally as we prepare to enter the recovery phase of the Covid-19 pandemic.

### Aims:

- To provide information / support which is practical, accessible and psychologically informed.
- To establish a supportive space for individual / shared reflection.
- To create opportunities to strengthen existing support networks and build resilience.

# Self Study materials

Staff can access these individually to support personal reflection, or with colleagues to support the return to school.

The self study materials can be accessed through the link below:

[https://blogs.glowscotland.org.uk/glowblogs/public/glasgowpsychologicalservice/uploads/sites/4587/2020/06/19084339/Staff-wellbeing-pack-updated\\_27.05.20.pdf](https://blogs.glowscotland.org.uk/glowblogs/public/glasgowpsychologicalservice/uploads/sites/4587/2020/06/19084339/Staff-wellbeing-pack-updated_27.05.20.pdf)



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# Webinar Sessions

Series of 3 webinar sessions:

- Responding to change.
- Resilience.
- Reconnection & Recovery.

These have been adapted from the 'Nurturing Staff Wellbeing' sessions developed collaboratively by the Nurture Development Officer and GPS.  
These can be facilitated by link EPs within their learning communities.



## What we can offer?

Self  
Study  
materials

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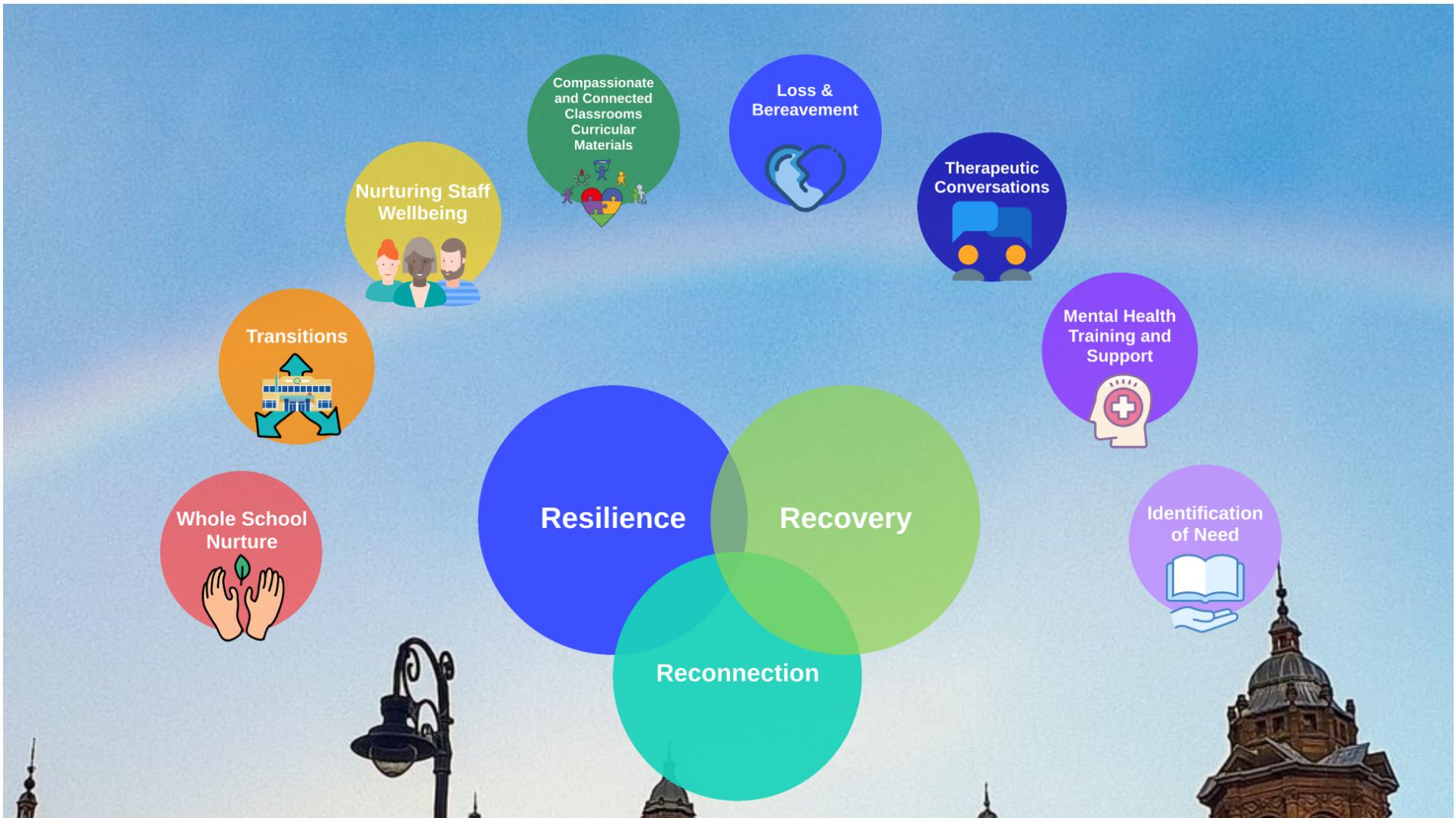
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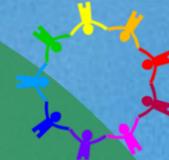


## What we can offer?

Webinar session

Compassionate and Connected Classrooms Curricular resource

# Compassionate and Connected Classrooms



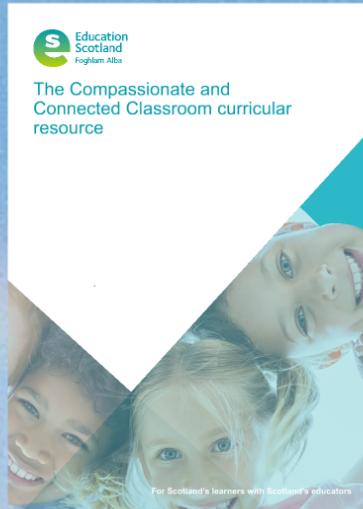
This universal curricular resource was developed by teachers as part of a suite of resources from Education Scotland that aim to build teacher confidence and support the emotional and mental wellbeing of children.

The current restrictions due to the global pandemic are having an increasing impact on the daily lives of children and young people and this curricular resource supports all children to cope with challenges and adversity and develop their confidence, resilience, compassion and empathy.

Compassionate and Connected Classrooms would compliment a framework for recovery, resilience and reconnection in light of Covid-19 and support curricular planning for a return to school.



# Compassionate and Connected Classrooms Curricular resource



The resource aims to support children to understand that experiencing adversity and trauma can happen to anyone and activities are outlined that will help children to understand the possible impact of adversity on their wellbeing. It focuses on recognising the importance of positive, nurturing relationships in protecting children and provides children with strategies and skills to help them cope with challenge and build resilience.

Please see below for a link to the resource:  
<https://education.gov.scot/improvement/learning-resources/compassionate-and-connected-classroom>

What we can offer?

Webinar session

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# Webinar Session

The session aims to provide staff with the background and context to the resource. It will also allow staff to gain knowledge of the content of the resource and consider how they may use it to support children in their context.

## What we can offer?

Webinar session

Compassionate and Connected Classrooms Curricular resource

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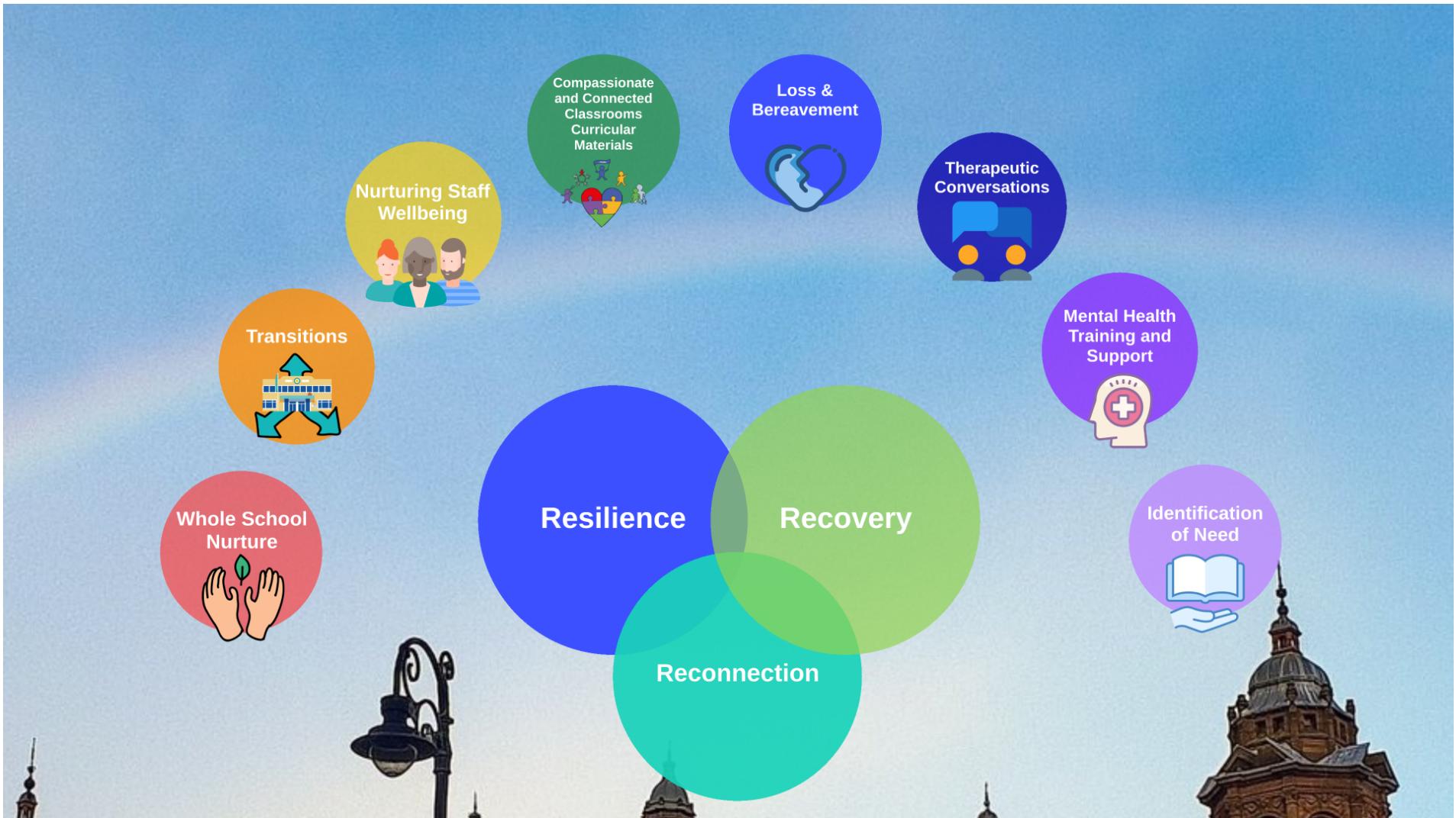


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## Loss and Bereavement

The urgent nature of the global response to Covid-19 brought rapid change to family, school and work life. As a result many children and young people will have experienced loss; ranging from loss of special plans or events that have been cancelled to bereavement of a close family member.

The following resources aim to help establishments support staff and children in relation to loss and bereavement.

## What we can offer?

Loss and Bereavement Infographics

A whole school approach to supporting loss and bereavement

Universal Response to Change, Loss, Bereavement and Trauma in times of Covid-19



# Loss and Bereavement Infographics

GPS have created a series of infographics designed to give a brief overview of different types of grief, information on coping with loss in a crisis and signposting to further help. These should be viewed as a collective unit, with the first three providing information to support understanding of loss and bereavement and the last two providing information on supports.

## The infographics include:

- Thinking about grief – anticipatory grief
  - Thinking about grief – disenfranchised grief
  - Thinking about grief – complicated grief
  - Coping with loss in a crisis
  - Where to get help

These can be accessed through the link below.  
<http://www.glasgow.ac.uk/PGCE/Show/2346>





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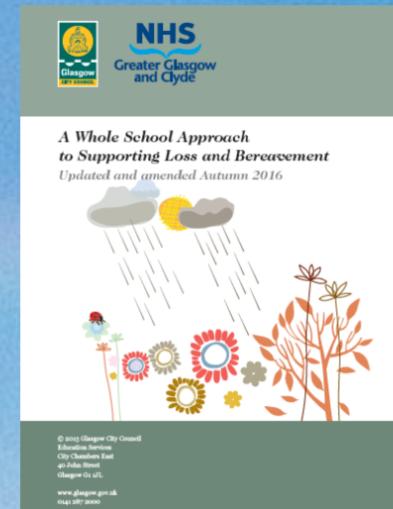
# A whole school approach to supporting loss and bereavement

The purpose of this resource is to support school staff so that they feel more confident and equipped when helping children or young people who are going through a period of bereavement, loss or change.

The resource can be accessed through the link below:

<https://blogs.glowscotland.org.uk/glowblogs/public/glasgowpsychologicalservice/uploads/sites/4587/2020/05/13111627/loss-and-bereavement-toolkit.pdf>

For further advice and support, please contact your link EP.





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Universal Response to Change, Loss, Bereavement and Trauma in times of Covid-19



# 'Universal Response' to Change, Loss, Bereavement and Trauma in times of Covid-19

This resource provides an opportunity for us to consider the impact of the Covid-19 pandemic, and associated protection measures, upon ourselves, children and young people. The session content is based on sound research regarding what children need to help us, and them, adapt and grow stronger during these uncertain and difficult times.

The session aims to provide staff with the materials that will allow them to start addressing their own needs in response to loss, grief and trauma and then provide support to the pupils in their care.

The materials for the sessions for staff and pupils can be accessed through the link below. Please contact your link EP for further support around these materials.

<https://blogs.glowscotland.org.uk/glowblogs/glasgowpsychologicalservice/covid-19/>





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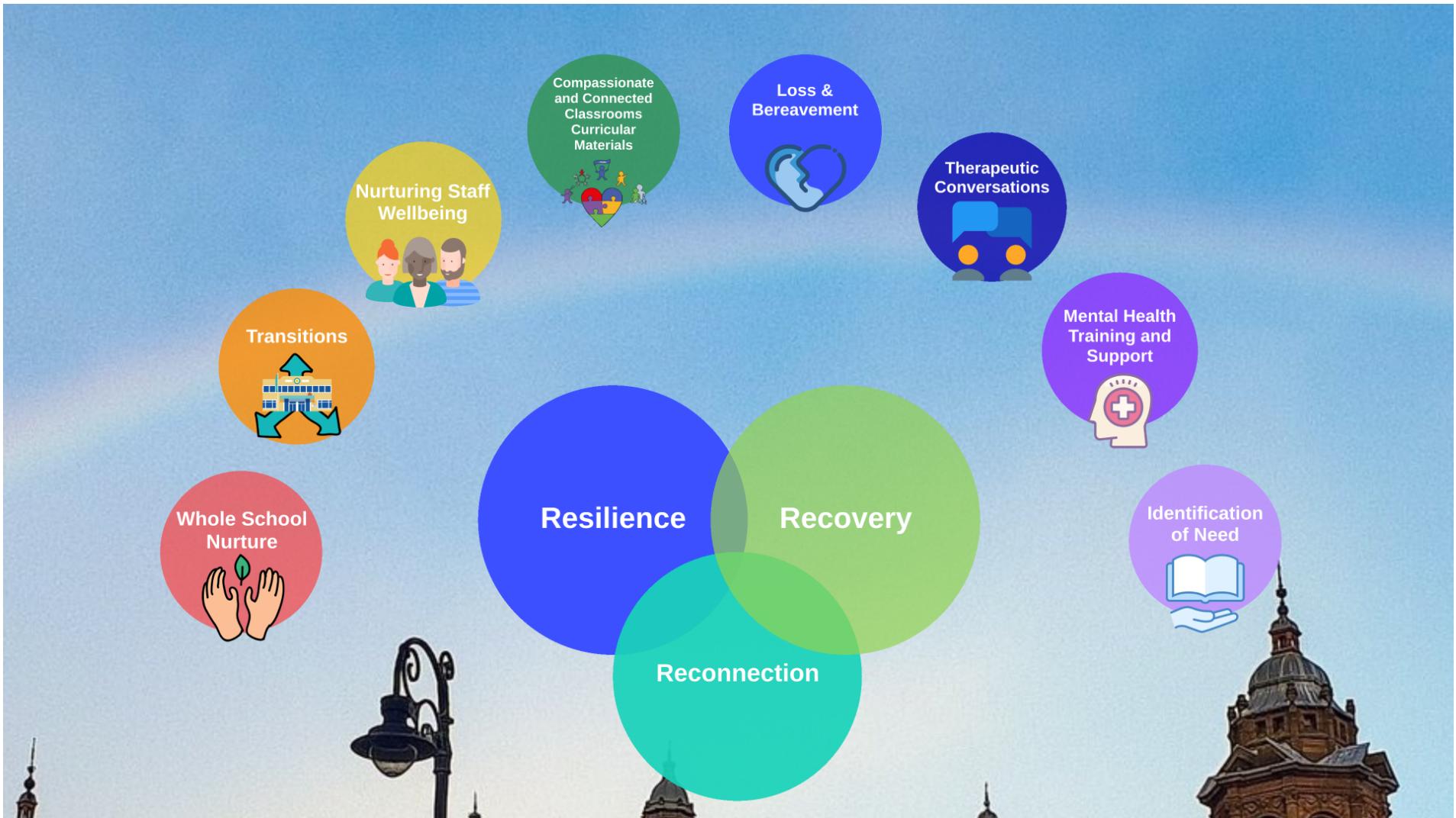
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## Therapeutic Conversations/ Conversations for Connections

Supporting staff to feel confident and skilled in taking forward nurturing conversations with children and young people on their return to school will be essential to support their resilience as part of the process of reconnection and recovery.

GPS is offering webinar sessions which aim to:

- Support staff to develop the approaches they use to build positive and supportive relationships with young people.
- Increase staff knowledge, skills and confidence in holding difficult, but important conversations with young people.
- Provide opportunities to reflect and share good practice.

What we can  
offer?

Webinar  
Sessions

# Webinar Sessions

Overview of sessions (flexible content which can be adapted according to needs of establishment):

- Attunement and positive relationships.
- Consulting with young people & person-centred planning.
- Solution oriented conversations.
- Cognitive behavioural approaches and relaxation.





## Therapeutic Conversations/ Conversations for Connections

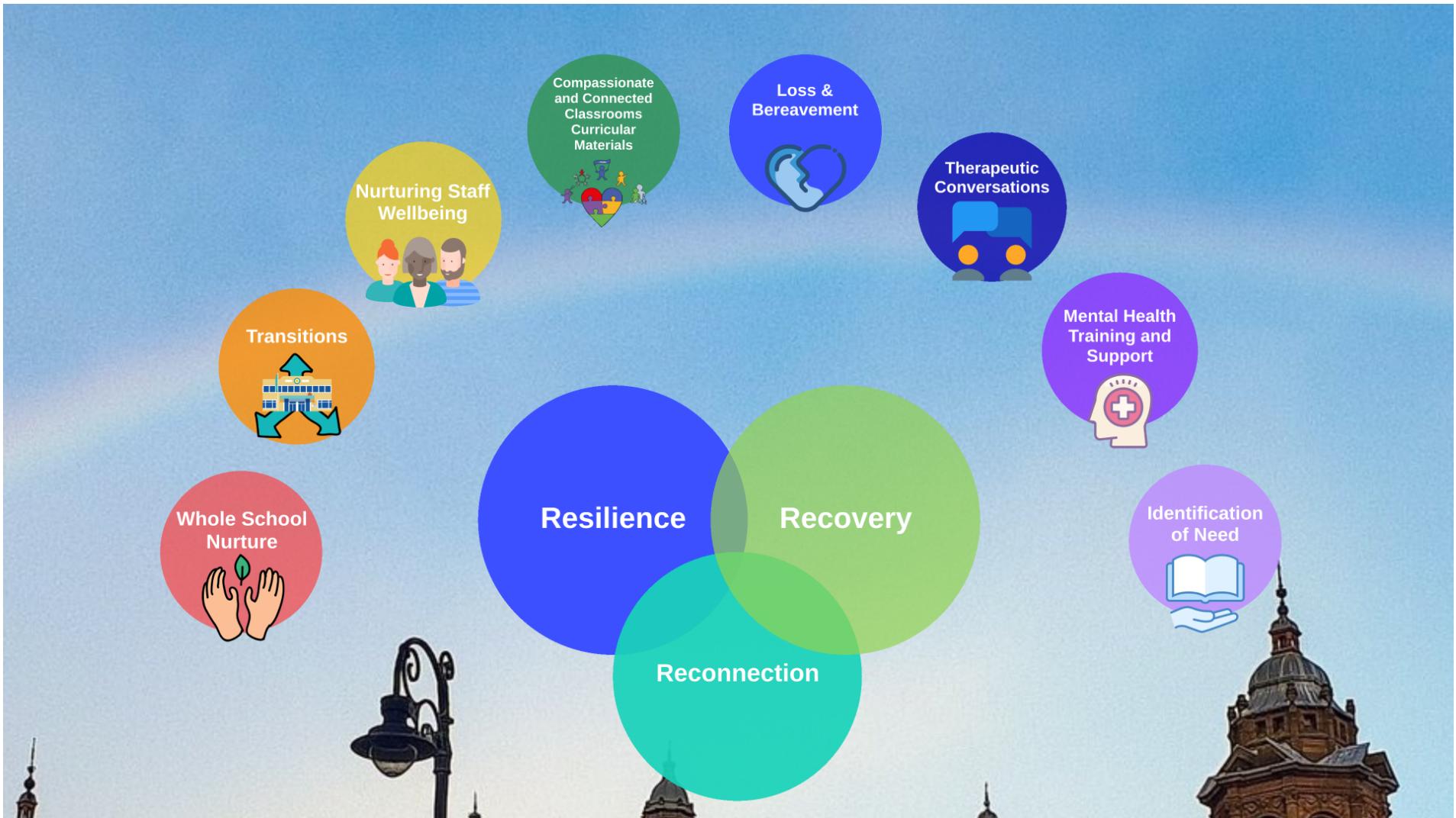
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## Mental Health Training and Support

Returning to schools may be challenging for some staff and pupils. Mental Health has been identified as a key area where supports may need to be targeted as we enter the recovery phase of the Covid-19 pandemic.

Aims:

- To provide information/support which is practical, accessible and psychologically informed.
- To provide practical resources which staff can use in daily practice.
- To provide resources which compliment other areas/training being offered by GPS.

What we can  
offer?

Resources  
for staff/  
pupils

Mental  
Health  
Policy

What's the  
harm  
(Self-harm  
training)

Webinar  
introducing  
resources

ASIST  
(Suicide  
intervention  
training)

# Resources for staff/pupils

GPS have collated existing resources known to be effective in supporting pupils' wellbeing into a poster. This document includes services/resources/ideas that will support mental health in your schools.

The resources linked include lesson plans for pupils of different ages and cover a variety of areas of wellbeing.

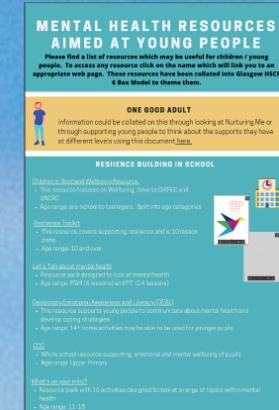
The poster can be accessed through the link below.

<https://blogs.glowscotland.org.uk/glowblogs/public/glasgowpsychologicalservice/uploads/sites/4587/2020/06/08125024/new-Resources-for-pupils-mental-health.pdf>

Self-study materials for staff have been collated within a poster with hyperlinks to resources. Staff can access these individually to support personal reflection, or with colleagues to support the return to school.

These can be accessed through the following link:

<https://blogs.glowscotland.org.uk/glowblogs/public/glasgowpsychologicalservice/uploads/sites/4587/2020/06/02091055/Teacher-resources-mental-health.pdf>





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# Mental Health Policy

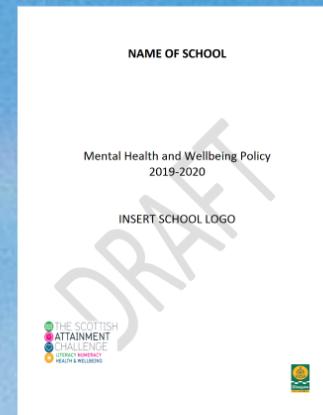
GPS have supported school staff in writing a mental health policy last session. This may be an area schools want to revisit in August 2020.

A draft format for a mental health policy which can be used and amended as required can be accessed through the link below.

<https://blogs.glowscotland.org.uk/glowblogs/public/glasgowpsychologicalservice/uploads/sites/4587/2020/06/02091221/Mental-Health-Policy-Template-for-Glasgow-Schools.pdf>

Link EPs will continue to encourage schools to update/refer to their respective mental health policy document.

Staff who access mental health training will be reminded to record completion in their school mental health policy document as appropriate.





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# What's the Harm

## (Self-harm training)

Self-harm training is usually completed face-to-face. GPS is currently negotiating with HSCP and NHSGGC whether this could be provided online.

Please find the leaflet for 'What's the Harm' as well as a self-harm awareness information leaflet for parents and school staff by accessing the links below.

<https://blogs.glowscotland.org.uk/glowblogs/public/glasgowpsychologicalservice/uploads/sites/4587/2020/06/02091412/3.-Whats-the-harm-booklet1.pdf>

<https://blogs.glowscotland.org.uk/glowblogs/public/glasgowpsychologicalservice/uploads/sites/4587/2020/06/18095241/Self-harm-leaflet-for-parents-and-staff.pdf>





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# ASIST

(Suicide intervention training)

At present suicide intervention training is not able to be presented online. Options to explore online content are currently being explored.

Information on ASIST can be found through the following link:

<https://blogs.glowscotland.org.uk/glowblogs/glasgowpsychologicalservice/mental-health/>





## Mental Health Training and Support

Returning to schools may be challenging for some staff and pupils. Mental Health has been identified as a key area where supports may need to be targeted as we enter the recovery phase of the Covid-19 pandemic.

Aims:

- To provide information/support which is practical, accessible and psychologically informed.
- To provide practical resources which staff can use in daily practice.
- To provide resources which compliment other areas/training being offered by GPS.

What we can  
offer?

Resources  
for staff/  
pupils

Mental  
Health  
Policy

What's the  
harm  
(Self-harm  
training)

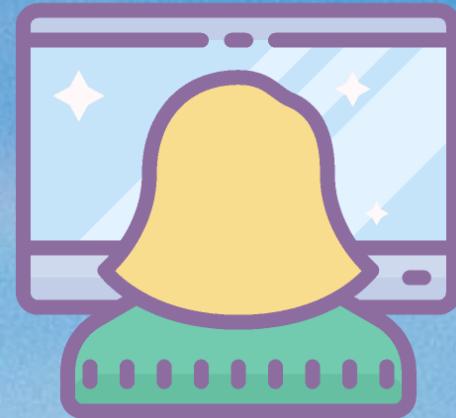
Webinar  
introducing  
resources

ASIST  
(Suicide  
intervention  
training)

## Webinar introducing resources

Online training materials and/or webinars covering mental health needs as a result of Covid-19 and sharing of appropriate resources are currently being explored and developed.

Link EPs will be able to provide further information as and when these become available.





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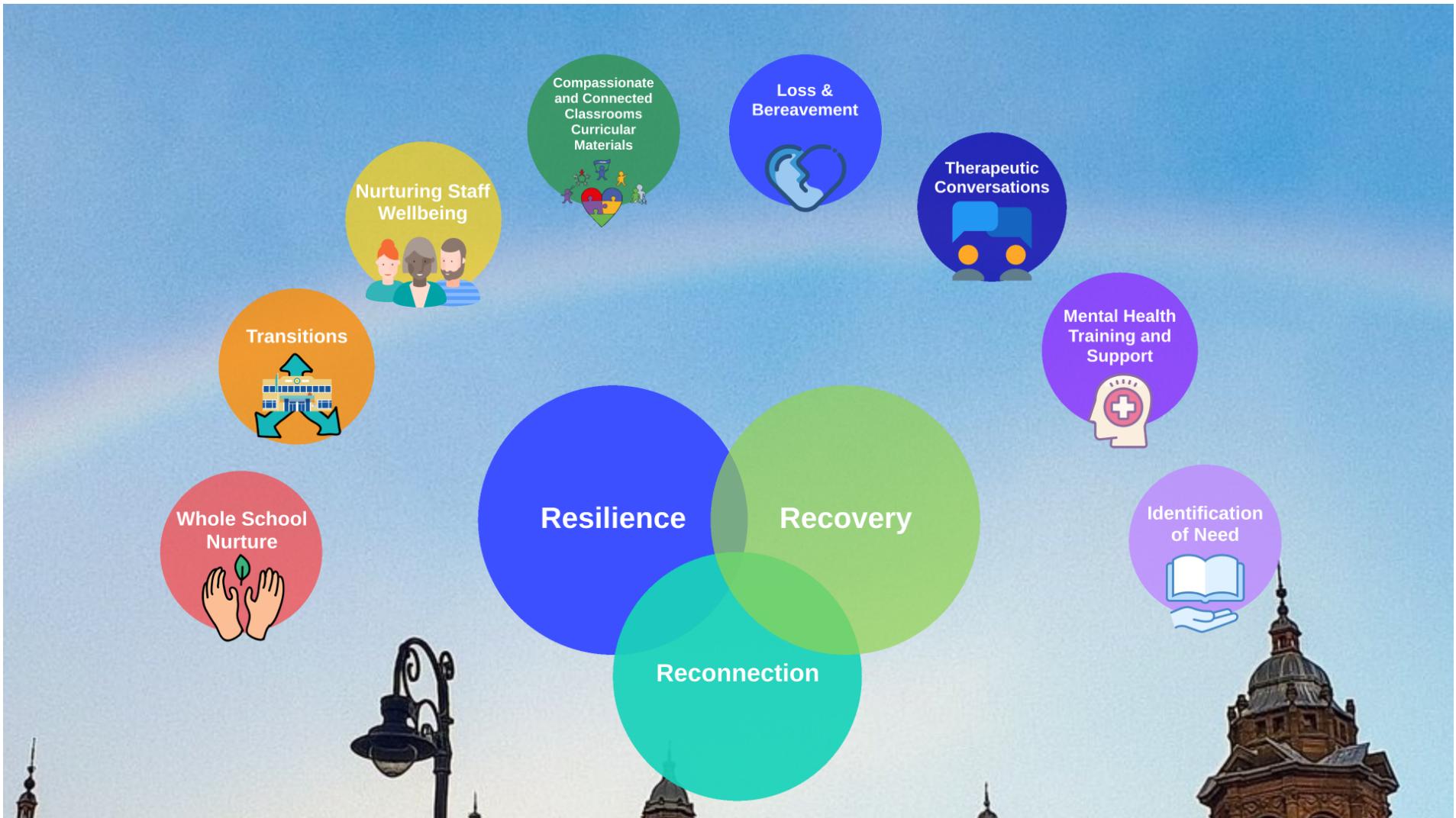
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## Identification of Need

GPS have a role in the identification and assessment of young people's needs as part of the Staged Intervention process. This has traditionally involved meeting with young people, parents/carers and school staff, observations and in some cases, direct intervention. However, this may differ in the way that it looks given the current Covid-19 pandemic. GPS will take a flexible approach to how we continue this work to ensure that we can provide input safely and in line with local authority and government guidance on physical distancing measures.

### Aims:

- Continue to provide advice and support with planning for, assessing and reviewing the needs of children and young people.
- Continue to ensure that our contribution to a young person's profile of need is a collaborative process involving young people, parents/carers and all relevant professionals.
- Provide support to staff who wish to discuss or clarify additional support needs in relation to Child Protection concerns.



## What we can offer?

Consultation  
and  
Assessment

Child  
Protection



# Consultation and Assessment

EPs will continue to offer support in the identification of children and young people's need through the following:

- Consultation via phone, email and SIIM/JST meetings on Teams.
- Working collaboratively with young people, parents/carers, education establishments and other professionals in relation to assessment of need.
- Supporting establishments in the collation of assessment evidence to inform planning and support for young people.



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# Child Protection

EPs will continue to offer advice and clarification in relation to Child Protection procedures/concerns from the link EP via phone, email or SIIM/JST consultation.



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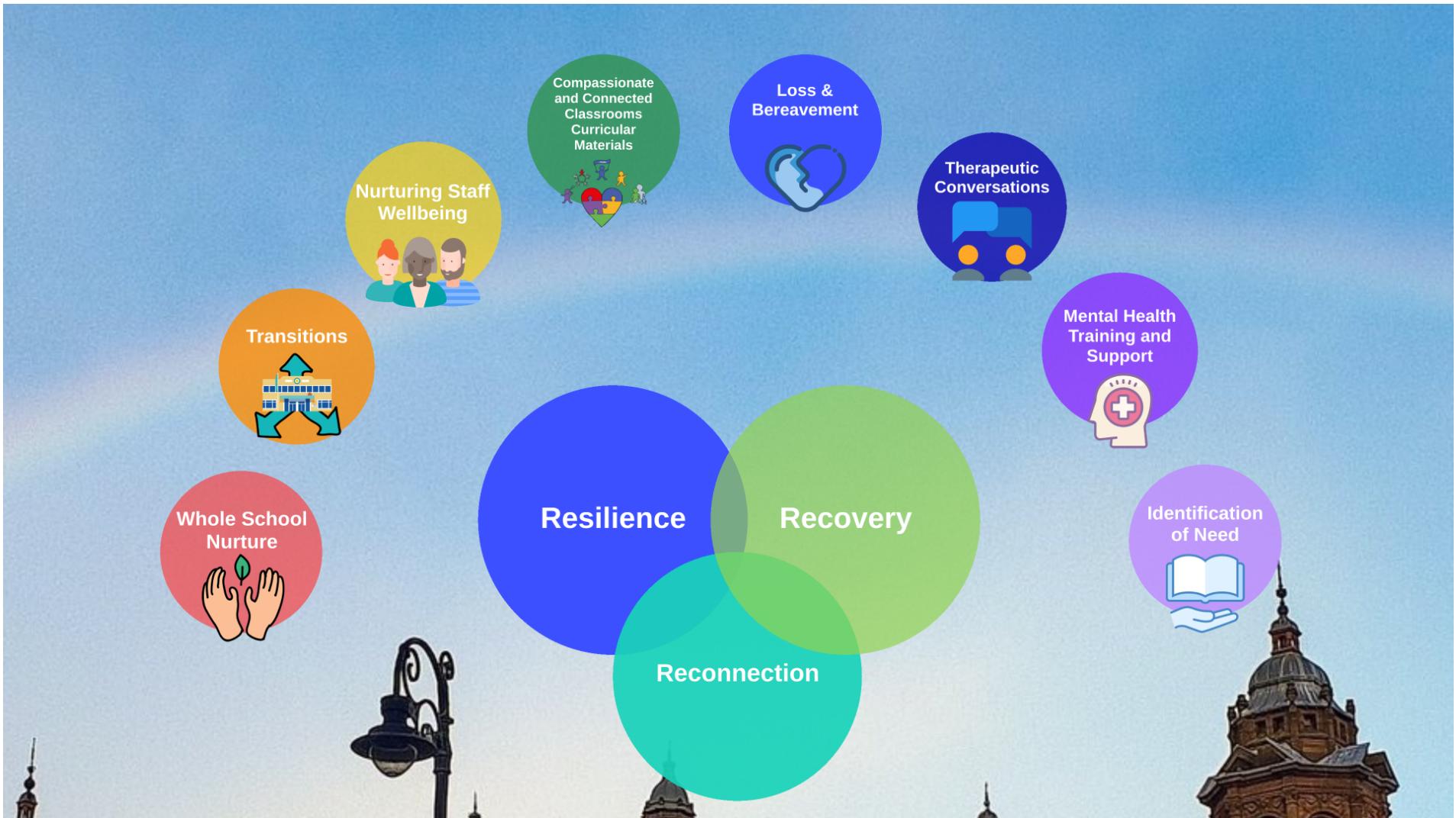


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# GPS service delivery 2020

Glasgow Psychological Service (GPS) has gone through a process of redesigning the service delivery in response to Covid-19. This revision was informed by a needs analysis with stakeholders, which has been cross-referenced with colleagues nationally and the standard GPS service.

Three broad themes emerged - resilience, recovery and reconnection.

Please click on the icon and navigate the visual to find out more about what GPS can offer to establishments.

