

PSYCHOLOGICAL SERVICE



Standards and Quality Report

2018 - 2019

Contents

Section 1	
Psychological Service Profile	3
Section 2	
Self-evaluation	5
Section 3	
National Improvement Framework	7
Section 4	
Training Provision	58

Vision

The Psychological Service's vision is to improve the attainment, well-being and life chances of the children and young people of West Dunbartonshire and contribute to closing the poverty related attainment gap.

Our Values are

Inclusive practice, collaborative working, continuous improvement, compassion focused, evidence based practice.

Our Aims

- To apply psychological knowledge, skills and expertise, to consultation, assessment, intervention, training and research
- To meet the needs of children and young people and their families in relation to their mental well-being, learning and development.
- To contribute with others to the strategic vision of West Dunbartonshire Council and in particular to work towards closing the poverty related attainment gap
- To collaborate with Educational Services and partner agencies in the delivery of services to children and young people and their families.

Psychological Service Profile

The Psychological Service sits within the Educational Services department. It is a statutory provision for children and young people aged 0-19 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 work 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 policy, including the Scottish Attainment Challenge and the National Improvement Framework.

The Psychological Service consists of 5.5 FTE Educational Psychologists and is managed by a Principal Educational Psychologist supported by one Depute Principal Educational Psychologist.

The service has some temporarily funded staff time to support the Scottish Raising Attainment Challenge (2.4fte), suicide prevention and to support health and

wellbeing projects funded by the Pupil Equity Fund. This enables the Service to provide some dedicated time to promote improvements in these areas.

The Psychological Service provides a service to all the children and families in West Dunbartonshire Council predominantly by allocating time to the 5 secondary schools, 33 primary schools, 4 specialist establishments and the 21 Council managed Early Education & Child Care Centres. The service also supports the 10 partnership nurseries where children are identified as having additional support needs. The time allocation to educational establishments is guided by school roll, level of deprivation as measured by numbers of free school meals and the priority rating of the support needs arising in each school. The use of deprivation as a factor in the school allocation is in line with our vision to address the poverty related attainment gap.

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

West Dunbartonshire Council Psychological Service delivers 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 in schools through helping schools gather data on improvements in attainment and health and wellbeing. Our advice to schools and our own practice is guided by the principles of implementation science.

Individual Educational Psychologist's (EP) practice is governed by the standards of proficiency for practitioner psychologists as outlined by the Health and Care Professions Council (HCPC).

What key outcomes have we achieved?

Supported improvements in raising attainment and closing the poverty related attainment gap in literacy, numeracy and health and wellbeing by:

- Effectively leading on the delivery of our Service Level Agreement plan to the 7 Secondary schools, 34 Primary schools and 20 Early Learning & Childcare Centres.
- Effectively leading on the delivery of the Scottish Attainment Challenge (SAC) 'Family Support Hub' project to support parents and children at the transition from early years to school and work with parents, early year's staff and school staff to close the poverty related attainment gap.
- Supporting schools in developing health and wellbeing by training and supporting the implementation of PATHs, Seasons for Growth, and Nurture Principles.
- Supporting Integrated Children's Services in the delivery of the Parenting Strategy to ensure that our most vulnerable parents are provided with opportunities to give their children the best start in life.
- Providing timely and effective assessment and support to schools, parents and young people who are most at risk of being excluded

Overarching strengths

- Psychological Services is embedded within Educational Services and works collaboratively with Educational Services colleagues to deliver the department's key objectives particularly in raising attainment and closing the poverty related attainment gap by developing literacy, numeracy and health and well-being.
- We have made very good progress with supporting the Scottish Attainment Challenge projects and good progress with the Pupil Equity fund projects
- We work effectively with schools and partner agencies to support the delivery of outcomes through the GIRFEC Child's Planning processes.

Areas of strong practice

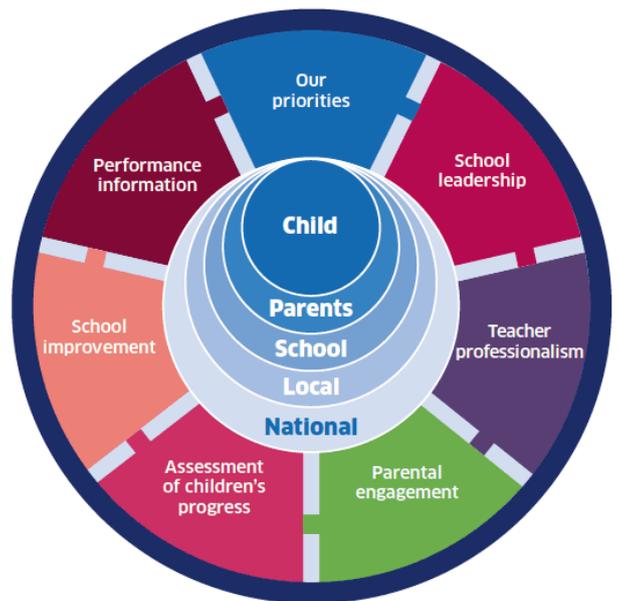
- Bringing psychological knowledge, skills and research perspective to the gathering of impact data in literacy and health and well-being.
- Supporting professional learning to improve outcomes for children and young people
- Working in partnership at strategic and management level to facilitate the development of joint work.

SECTION 3

NATIONAL IMPROVEMENT FRAMEWORK (NIF)

The National Improvement Framework (NIF) sets out the vision and priorities for Scottish Education and thus provides the basis for local education authorities to plan, review and measure progress across schools and wider educational services. The Psychological Service's priorities are

therefore aligned to the NIF and the local realisation of these priorities. While the NIF does not report separately on the contribution of the Psychological Service to the improvement agenda, it is nonetheless helpful to consider and report on work undertaken by the Psychological Service against this framework.

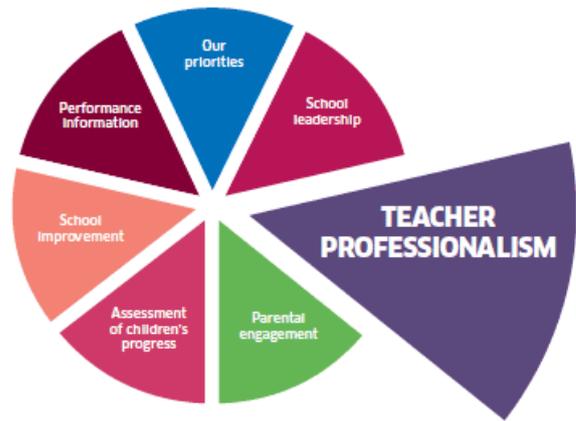


Key Priorities of the NIF

1. Improvement in attainment, particularly in literacy and numeracy.
2. Closing the attainment gap between the most and least disadvantaged children and young people.
3. Improvement in children and young people's health and wellbeing.
4. Improvements in employability skills and sustained, positive school-leaver destinations for all young people.

All of the work undertaken by the Psychological Service has been to directly target these key priorities with a particular emphasis on 1-3.

Teacher Professionalism



Overview

What did we do?

The Psychological Service contributes to this driver through the provision of staff development to pre-school, primary and secondary teachers. In addition to staff development this driver of improvement includes the wider aspiration of developing a workforce which is enquiring, collaborative and empowered to use a range of data and evidence to inform their practice in schools. During 2018-19 Educational Psychologists have led and supported work in a number of schools across the authority through the additional funding provided by PEF and SAC. In keeping with the professional responsibilities required of Psychologists' registration with the HCPC, every psychologist has undertaken ongoing professional development with a smaller number taking part in the National Action Enquiry initiative - the outcome of the latter will be published on the National Improvement Hub in early autumn.

Staff development

Appendix 1 contains a summary of all the training delivered by the Psychological Service. The table provides at a glance an overview of satisfaction rates with the quality of the training delivered. Improvement science methodology emphasises the need to look for evidence of impact above and beyond satisfaction rates thus the Psychological Service have incorporated additional measures of feedback from training including collegiate coaching and review sessions and the gathering of impact data on children and young people. Additional funding via SAC and PEF has enabled the Psychological Service to offer staff development opportunities on Nurture, Word Aware, Mindfulness, Incredible Years Teacher Classroom Management and Solihull with a depth and coverage to schools that would not have been possible without the additional capacity that the funding provided. Key impact on these areas of staff development are summarised below.



1. Nurture: Secondary Schools

What did we do?

We supported secondary schools to develop ‘whole school’ nurture through delivering nurture principles training

A seven-module nurture principles training programme has been delivered in two secondary school schools in WDC as part of the Scottish Attainment Challenge. This is part of a wider SAC project to develop a multi-agency family support hub within these 2 secondary schools to better support the pupils from the most vulnerable backgrounds. The aim of the training is to embed a nurturing approach across the two secondary schools through developing the knowledge and practice of staff.

The training has been delivered weekly in both Clydebank High School and Our Lady & St. Patrick’s High School for the second year in a row. The secondary establishments have released around 10 members of staff each week to attend the training. As well as staff attending from the host establishments, the nurture principles training sessions have been advertised on the CPD website and a number of practitioners from other secondary establishments in the authority have also participated.

The training programme contains an introduction to nurture followed by a session on each of the six nurture principles;

1. Learning is understood developmentally
2. The environment offers a safe base
3. Nurture is important for the development of well-being and self-esteem
4. Language is a vital means of communication
5. All behaviour is communication
6. Transitions are important in children’s lives

The training offers a flexible model of delivery whereby after attending an introductory module, staff can attend subsequent modules in any order.

Last school session 60 nurture principles training sessions were delivered altogether; 33 in Clydebank High School, including 2 re-connector sessions, and 27 in Our Lady & St. Patrick’s High School. 167 members of secondary staff in WDC attended at least one nurture principles module and 77 participants completed all modules.

In order to build sustainability into the project, key members of staff from each school have started co-delivering the nurture principles modules with the EP in order that they become familiar with the materials and skilled in presenting to their secondary colleagues. They will eventually deliver the training to staff independently with Psychological Services supporting the delivery rather than providing the input weekly to the two project schools.

What has been the impact and outcome?

Psychological services have supported the evaluation of the impact of this training on classroom practice through use of a questionnaire that staff complete before and after attending the training and focus groups with young people in the project schools.

Analysis of 48 questionnaires from staff from secondary schools across the authority who attended all 7 modules found that after attending the training, significant improvements were made by staff in their knowledge and understanding of a nurturing approach, see figure 1 below. Analysis also found that gains were made in participant’s understanding of each nurture principle and their skills in implementing each nurture principle in their practice. This result is displayed in figure 2 below. Qualitative feedback from members of staff in both OLSP and CHS and staff attending the nurture training sessions suggest that it is continuing to have a positive on school ethos, relationships between pupils and staff, practitioner understanding of children’s needs and how to manage challenging behaviour.

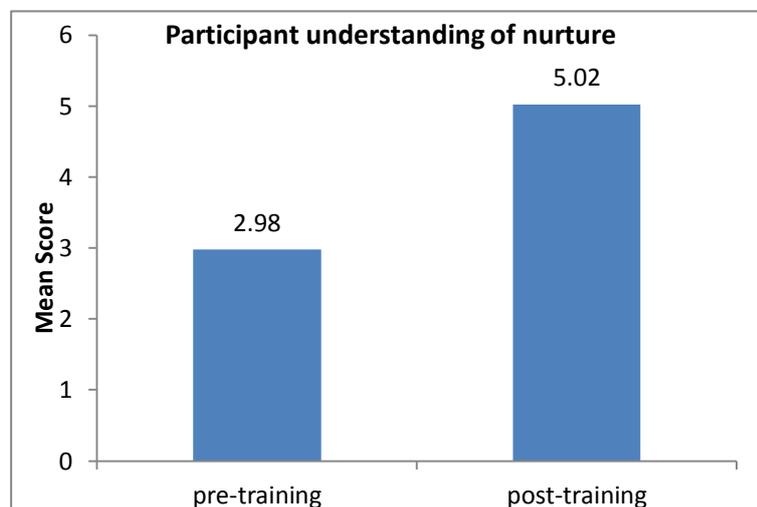


Figure 1: Mean scores on understanding of nurturing approach pre and post training

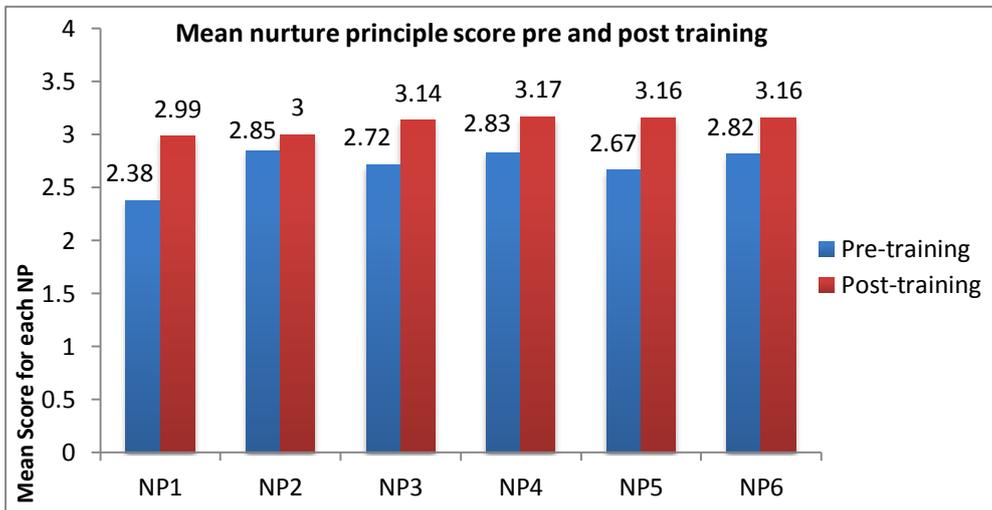


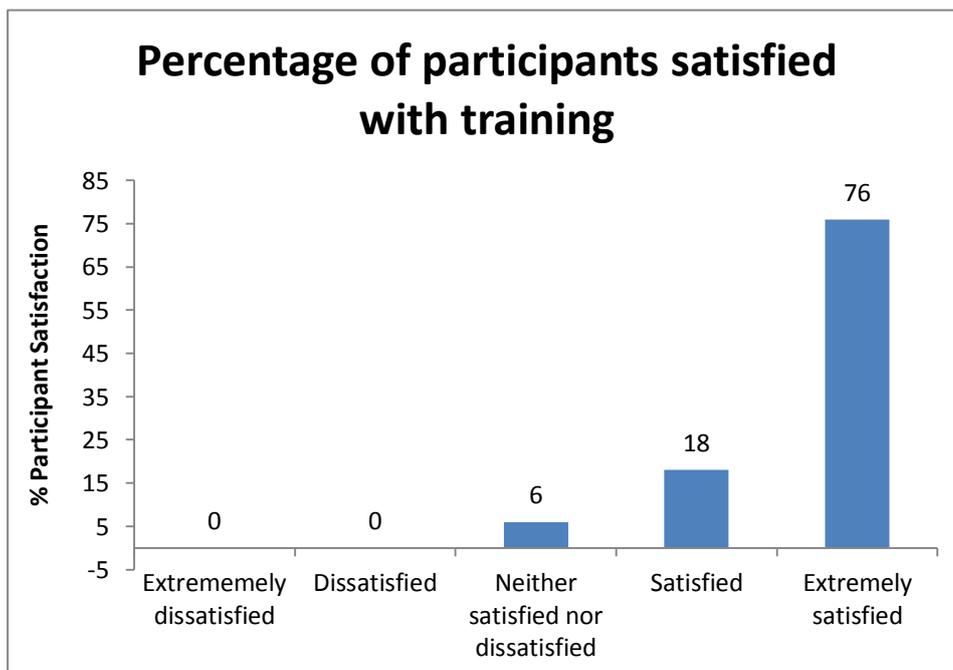
Figure 2: Mean scores on implementation of nurture principles pre and post training

One member of staff stated:

“I now try and think more before reacting to challenging behaviour. I question what is going on and what the young person might be experiencing.”

After completing all 7 nurture training modules, participants were asked to complete an evaluation of the content and delivery of the sessions. Evaluations were available for 34 participants who completed the training. On the evaluation form, staff were asked to rate their overall satisfaction with the sessions on a Scale of 1-5 (1=Extremely Dissatisfied and 5= Extremely Satisfied). The graph illustrates that 94% of participants were satisfied or very satisfied with the course.

Additionally, 85% of participants stated that they were confident or very confident in the subject of the training and 91% of participants who attended the training stated on their evaluation form that the training would impact on their future practice.



Exemplar comments from the evaluation forms were as follows:

'Alison was very open to discussion, made me feel welcome and confident to speak in the group'

'I really enjoyed this training- it was very relaxed and made me think about my practice more carefully from a nurture perspective'

I have found that my relationships with the pupils I teach has improved as I am more aware of the challenges/ barriers they may be facing.'

'I now have a greater understanding of pupils' lives outside the classroom'

Although results are positive, feedback from young people in both schools suggest there are still future areas for development in embedding nurture across both secondary schools and the principles haven't yet permeated to every classroom, area of the schools and interaction that children have with staff and each other. It will therefore be important to continue to support CHS and OLSP in developing a whole-school nurturing approach in session 2019-20. The next steps are therefore as follows:

- Support key members of staff in OLSP and CHS to continue delivering training to staff. Schools should be delivering the materials independently by October/ November 2019
- Continue providing re-connector sessions for staff who have completed all seven modules to ensure nurturing practice is sustained and develops
- Set up a nurture steering group in both schools in order to discuss and review regularly how nurturing approaches are being taken forward in the school
- Continue to support the secondary schools to evaluate the impact of the whole-school nurture training over time through repeating focus groups

with young people to evaluate whether their views of the learning environments change over time

- Deliver more in-depth training on responding to trauma through the Compassionate and Connected Classroom resources to staff who have embedded the nurture principles training into their practice
- Support schools to look at attainment data to explore the impact of SAC interventions, including the nurture principles training, on attainment attendance.

2. Nurture : Primary Schools

In Primary Schools during 2018 – 19 8 primary schools contributed to funding an additional 1fte EP to provide capacity across the Service to deliver Nurture Principle Training to staff groups in the 8 schools. Below is a case study of what this looked like in one school.

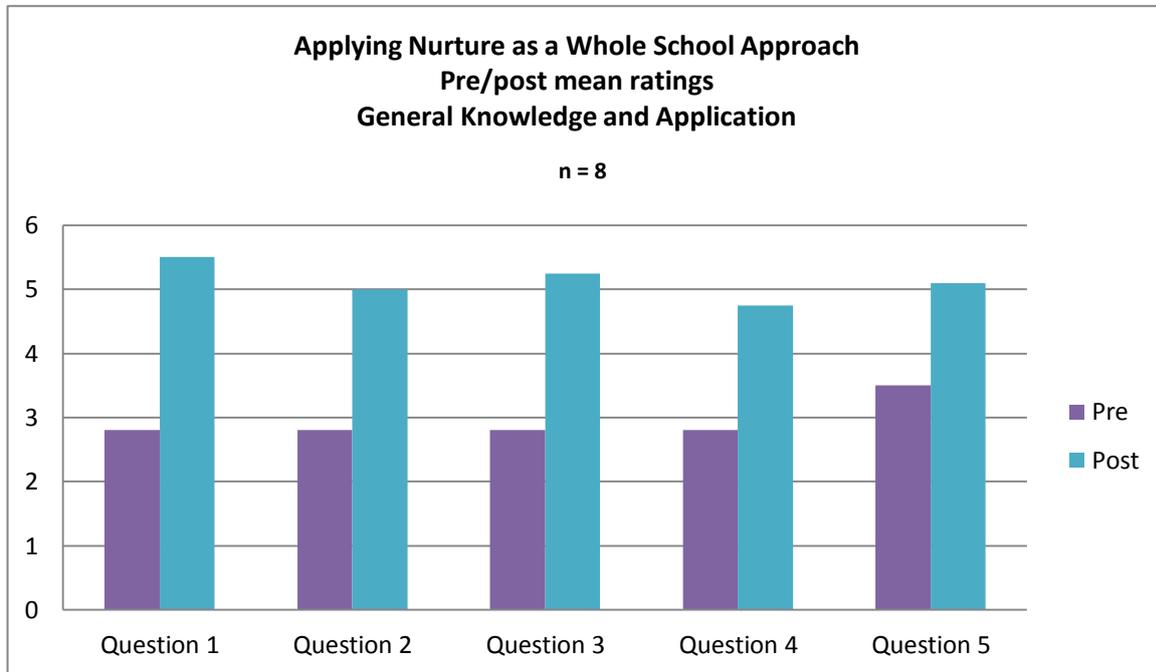
What did we do?

Solihull training was delivered on the first in-service day in August 2018, as an introduction to building relationships using attachment, containment, reciprocity and behaviour management theories and practices. This was followed up by sessions for staff on the February inset day, 5 twilights, and 2 afternoons for learning assistants. These used the 'Applying Nurture as a Whole School Approach' and Nurture Principle training to promote staff confidence and skill in making their interactions within the school more nurturing. The staff questionnaire was used to measure the impact of the training. P6 stage partners were observed teaching and then participated in an 'Appreciative Enquiry' session. Focus groups were held with individual pupils and with the pupil council, to ascertain the pupils' views on how nurturing the school is. One pupil in Primary 1 was the focus of educational psychologist (EP) work with the key teacher and key adult (Learning Assistant). This comprised observations by the EP and regular meetings of those involved in 'Team A'. One session was held with invited parents to look at how the nurture work in school could dovetail with nurturing at home.

What has been the impact?

The **Solihull training** resulted in increased knowledge and use of the principle of containment, including changes in use of language, understanding the child's perspective and experiences leading to more nurturing relationships. All participants said it would impact on their practice: *'I see it working in my role as a teacher and how I can support my own and pupil development regarding teaching and learning.'*

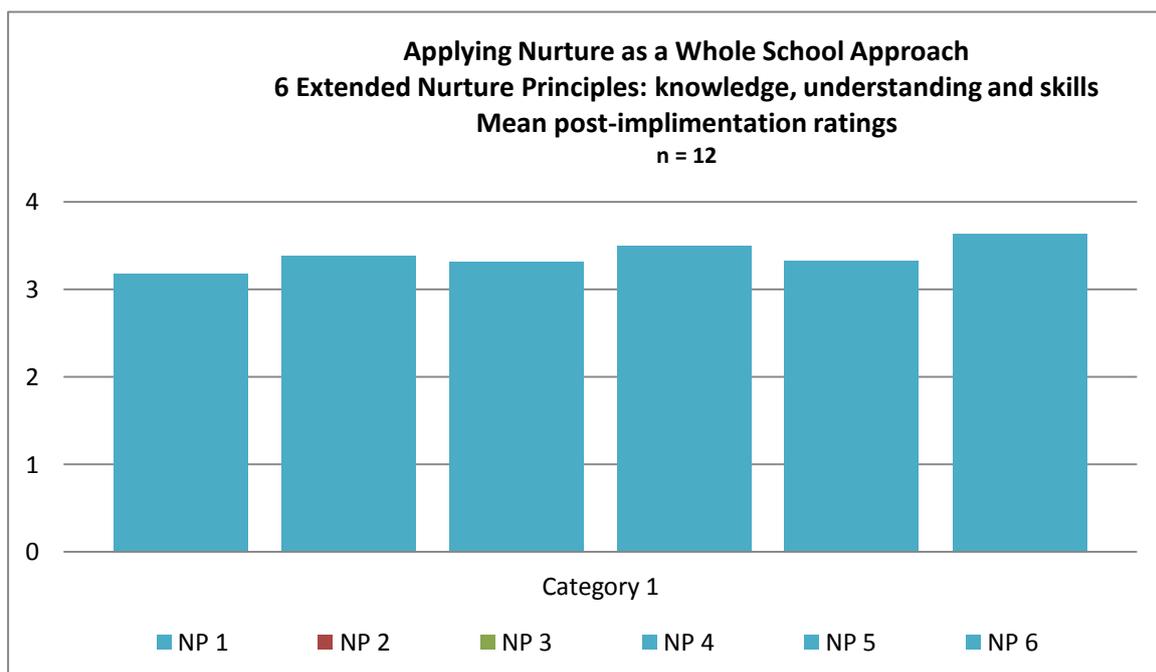
Unfortunately, data collection problems for the **Nurture Approach** meant that a complete set of pre/post measures for the whole staff was not available. Pre/post questionnaire responses from the 8 staff that completed both show clear improvements in knowledge, understanding and implementation of the nurture principles.



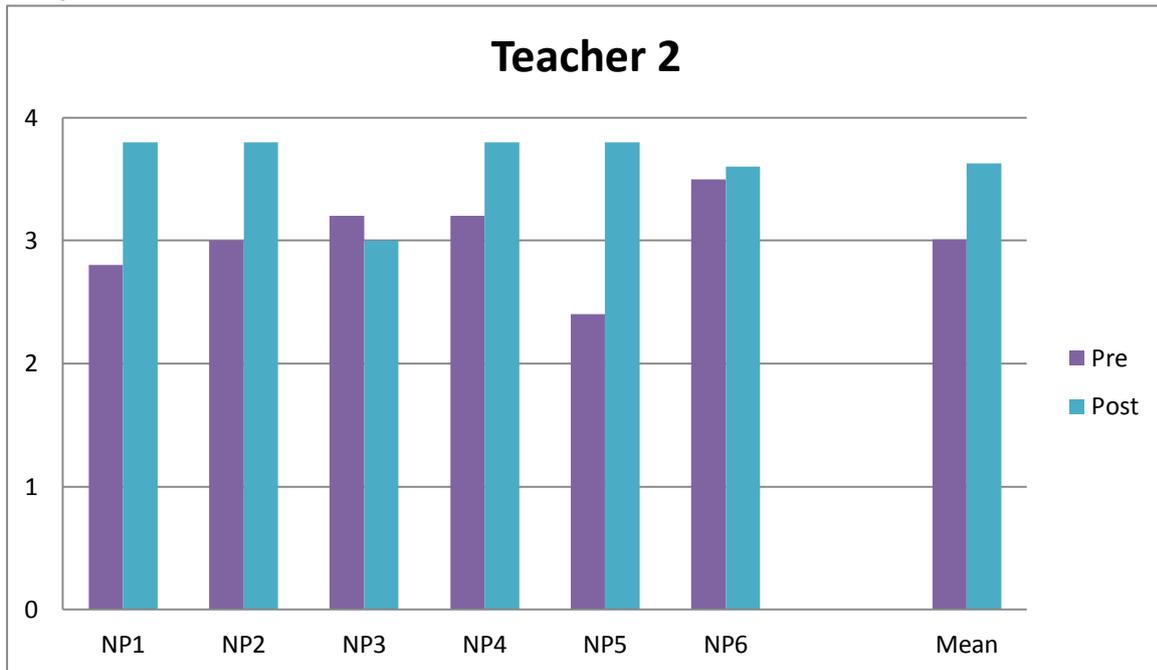
Graph 1

The mean scores on knowledge, understanding and skills around the 6 extended nurture principles at the end of the year showed high levels across the 12 staff who completed the questionnaire.

Graph 2



Graph 3



The ***Appreciative Enquiry methodology*** was used with two P6 stage partners: EP observation of a teaching session followed by discussion with both teachers together about what was nurturing in the lessons. The teachers developed a greater appreciation of the nurture they already brought to teaching; enjoyed the opportunity to reflect upon and discuss their strengths with a colleague; were able to discuss teacher/pupils interactions in detail, reflecting on what was happening and what the outcomes were; felt empowered in their capacity as nurturing teachers. They identified a subject area (big writing) where they felt it was harder to deliver the curriculum in a nurturing way, and started to plan how they could apply nurture principles there.

The ***parent focus group*** involved four invited parents in a one-off discussion with the EP. The parents discussed what they did to nurture their children, and the Two Pillars of Nurture were differentiated to fit with what they described – unconditional positive regard, and clear, consistent boundaries. 12 weeks after the discussion, contact was made with three of the four parents. They were asked what they remembered and what had changed as a result of the discussion. The themes that emerged were:

- All parents tried to focus on the positive and speak in a nicer way
- They all tried to spend more time with the children/include them in what they did
- 2 parents felt less alone having chatted with other parents: 'you think it's only you'
- 2 felt things were 'less stressful'

- 2 said there were times when it ‘wasn’t possible’ to use the different approaches
- One parent said that ‘nothing had changed much’ in the child’s behaviour
- All parents felt it had been worthwhile coming to the group

What do we plan to do next?

The school plan to extend the nurture initiative by using Pupil Equity Funding to engage an educational psychologist to deliver further inset to teachers and learning assistants; extend the case study approach to a further two children and continue with pupil A; offer stage partners the opportunity to do an ‘Appreciative Enquiry’ exercise.

3. Mindfulness

What did we do?

Psychological Service supported two secondary schools to introduce mindfulness as part of their health and well-being strategy.

The WDC SAC project has developed a multi-agency support hub in two secondary schools, to better support pupils from the most vulnerable backgrounds. Mindfulness has been introduced as a means of helping both **teachers and pupils** to develop skills that will help them to understand and self-regulate emotional states more effectively. Mindfulness research has demonstrated that 8 week mindfulness courses lead to reductions in stress and anxiety, alongside increases in well-being, self-compassion and resilience (Beshai et al 2015).

In order to teach mindfulness to young people, teachers have to have a deep familiarity with the materials they are teaching and the ability to embody mindfulness practice. For this reason, teachers require to undertake an 8 week mindfulness course, to develop their own practice as a mindfulness practitioner, before they can go on to train to teach young people. Research has shown that when teachers undertake 8 week mindfulness courses not only has this a positive impact on teacher well-being and efficacy, but it also impacts positively on the management of classroom behaviour and teacher-pupil relationships, through improved listening skills, increased empathy and compassion and improved emotional regulation and empathy (Meiklejohn et al 2012; Kemeny et al 2012).

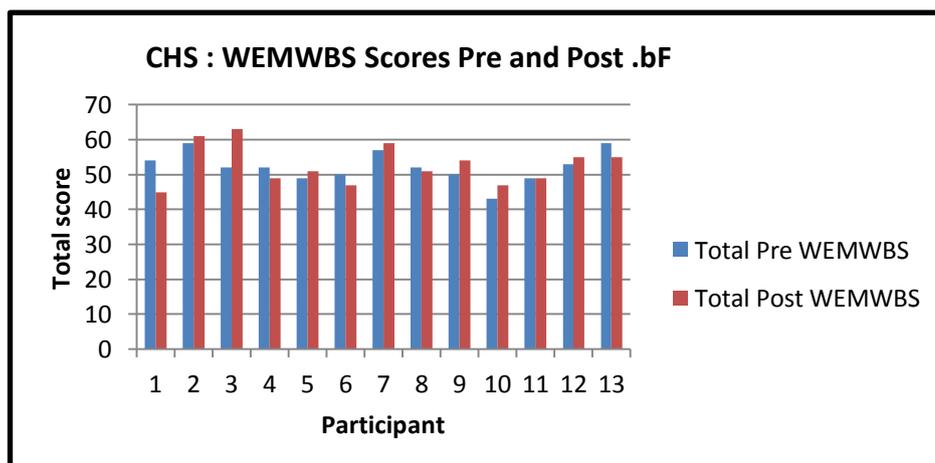
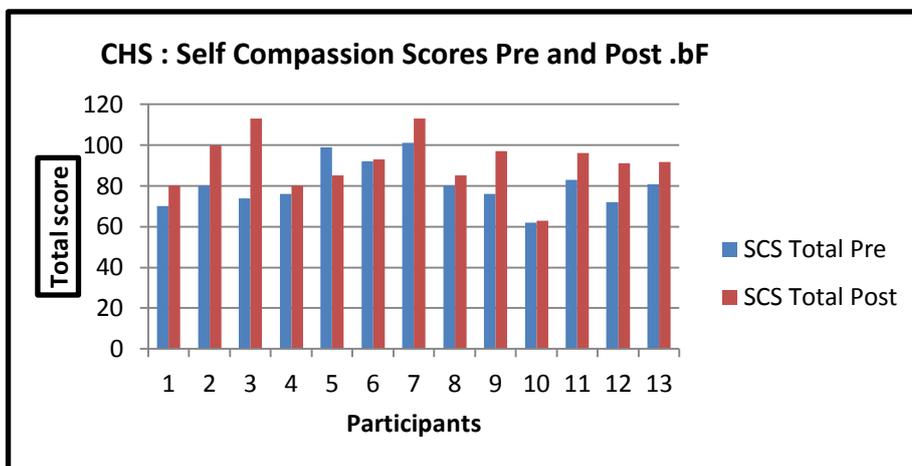
The .b Foundations (.bF) is an 8 week course for education staff to learn about mindfulness. This year, two .bF courses were delivered by Psychological Service in Our Lady and St. Patrick’s High School (OLSP) and one in Clydebank High School (CHS). The total number of staff who have now undertaken an 8 week mindfulness course are 20 in OLSP and 25 in CHS. In May 2019, Psychological Service co-delivered a Teach .b programme, alongside staff from the Mindfulness in Schools Project (MiSP), in order to train staff to be able to deliver the .b programme to young people. Two members of staff in OLSP completed the teach .b programme and a total of 10 members of staff in CHS are now also fully trained to be able to teach .b.

Psychological Service has set up termly mindfulness steering group meetings in both OLSP and CHS, in order to shape the roll out of mindfulness teaching across each school. So far, three .b groups have been delivered to young people by teachers in CHS and the first two .b groups are planned for delivery to young people in OLSP in the 2019-20 session.

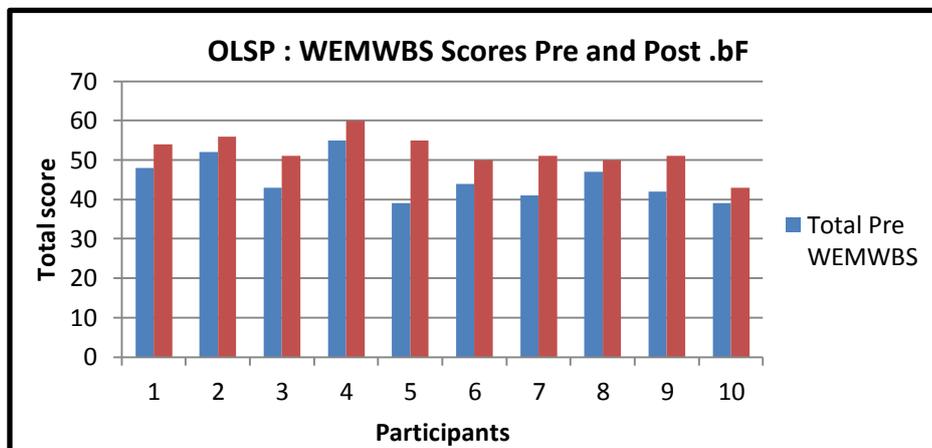
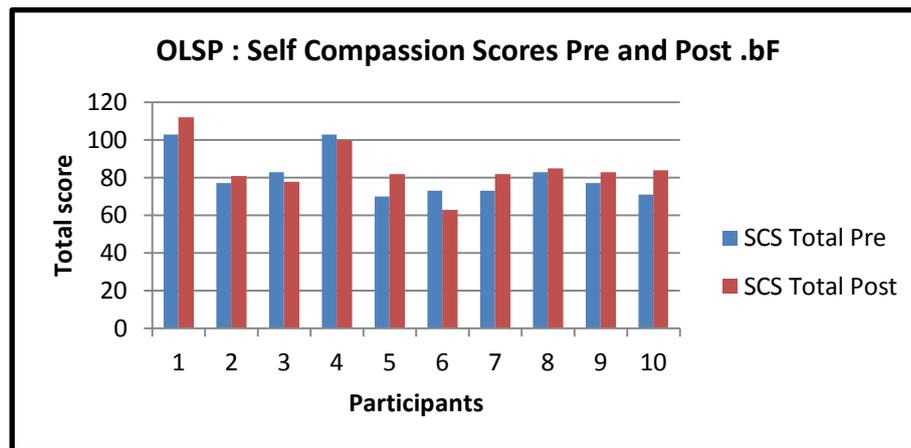
What has been the impact and outcome?

Psychological service has completed formal evaluations of two of the .bF courses delivered to staff between Sept-Nov 2018. Almost all participants’ post-test scores on well-being and self-compassion measures showed positive change. Statistically significant improvements between pre and post test scores were noted on well-being measures in the OLSP cohort (Warwick-Edinburgh Mental Well-Being Scale, $p < 0.05$) and on self-compassion measures for the CHS cohort (Self Compassion Scale, $p < 0.01$).

All participants rated their overall satisfaction with the .bF training course as 10 out of 10.



Qualitative feedback suggests that the .bF course has had a positive impact on teachers, both personally and professionally. A number of participants reported feeling more in control of their reactions to situations in everyday life and feeling more relaxed and able to deal with anxiety:



“As a teacher, it is very easy to be consumed by the demands of the job and at times, you can allow yourself to be overcome with work. I have understood the importance of taking time to stop and gather thoughts and ground myself.”

“It has helped me manage stress on a daily basis. It has taught me strategies to remain calm and be present in the moment rather than thinking about all of the things I have to do, i.e. can focus in class when teaching better, rather than thinking about what I have to do on my free period – this has no doubt led to improved experiences for pupils.”

“The course has made me take time to think and act differently in many aspects of my life, both at home and at school.”

Participants' comments reflect a growing awareness of the importance of compassion towards self and others and the impact this has:

“Mostly it has brought a period of self-reflection to me that was much needed, in particular the need to look after myself, to enable me to support others.” “Working in an environment where everything is person-centred, we often forget about our own needs. This training has supported and encouraged meaningful reflection.”

Participants also reflected on the positive effects their mindfulness training was having on their classroom practice:

“This practice has become part of my daily life and I am feeling the benefit of it. It has also impacted on my teaching.[...] I have become a calmer person and in turn there is a calmer atmosphere in my classroom. [...] I am gradually learning to live in the moment. This course has had a very positive effect on me.”

“The techniques have helped me to consider what is important in my day and to focus on each challenge as it arises. It has helped me to listen and respond calmly to my students needs and to allow them time to reflect on their behaviour so we can work together on daily tasks in the classroom.”

“It has also changed the way I speak to the children sometimes and how I ask them questions about their well-being, especially when I have tough conversations with pupils about progress and so on. It’s good to remind them to be kind to themselves.”

What will we do next?

While we have been able to evidence the positive impact of mindfulness practice for both teachers and young people, more work is needed to embed the practices across the two secondary schools, in meaningful and sustainable ways. The next steps are therefore as follows:

- Psychological Service will continue to offer .bF training courses for teachers in both CHS and OLSP next session. CHS will run an 8 week course starting in September 2019 and OLSP in April 2020.
- Psychological Service will continue to attend termly steering group meetings in both CHS and OLSP, to shape the roll out of mindfulness teaching across each school.
- Psychological Service will co-deliver another Teach .b course, alongside Mindfulness in Schools Project (MiSP), in May 2020, to provide opportunities for more teaching staff to train to be able to deliver the .b programme to young people.
- Psychological Service will be available for consultation and advice to the body of teaching staff in both CHS and OLSP, who are now embarking on the teaching of mindfulness to young people for the first time.

4. Incredible Years Teacher Classroom Management (IYTCM)

Overview

The IYTCM is part of the Incredible Years suite of programmes which aims to develop teacher's skills in nurturing and promoting positive relationships within their classrooms.

The training is delivered over 6 days approximately one month apart with participants on the course learning in detail about the importance of social and emotional development in settling children to learn. The programme has a particular focus on encouraging staff reflection and discussion with lots of practical examples and strategies shared for improving behaviour within the classroom or early year's establishment. In doing so, it is anticipated that within classrooms or early years centres, behaviour and learning will be improved thus contributing positively to the raising attainment agenda.



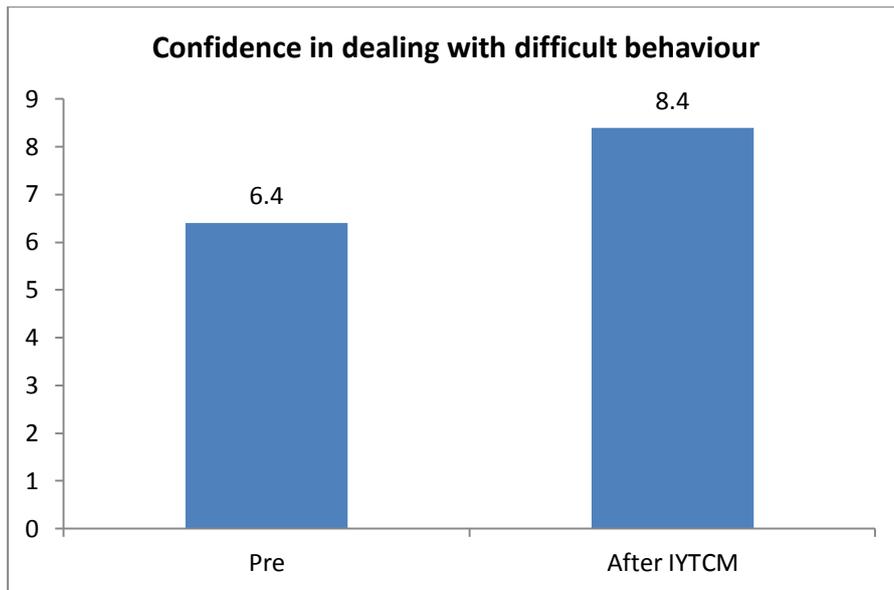
What did we do?

- Two EPs delivered the 6 day IYTCM course to a group comprising of teachers and staff from early years. A total of 13 started and completed the course, 8 from primary and 5 from early years.
- EPs gathered baseline and follow-up data from participants in order to measure impact on their own professional development as well as impact on children.
- EPs held a collegiate coaching session for staff who participated in the training during the previous school session.

What has been the impact?

Impact has been measured through feedback from course participants using pre and post course completion measures asking questions including confidence and success in dealing with difficult behaviour and confidence in drawing up a behaviour plan. In addition, impact on individual children / pupils has been assessed through the completion of Strength and Difficulty Questionnaires (SDQs) for a target child identified by each course participant.

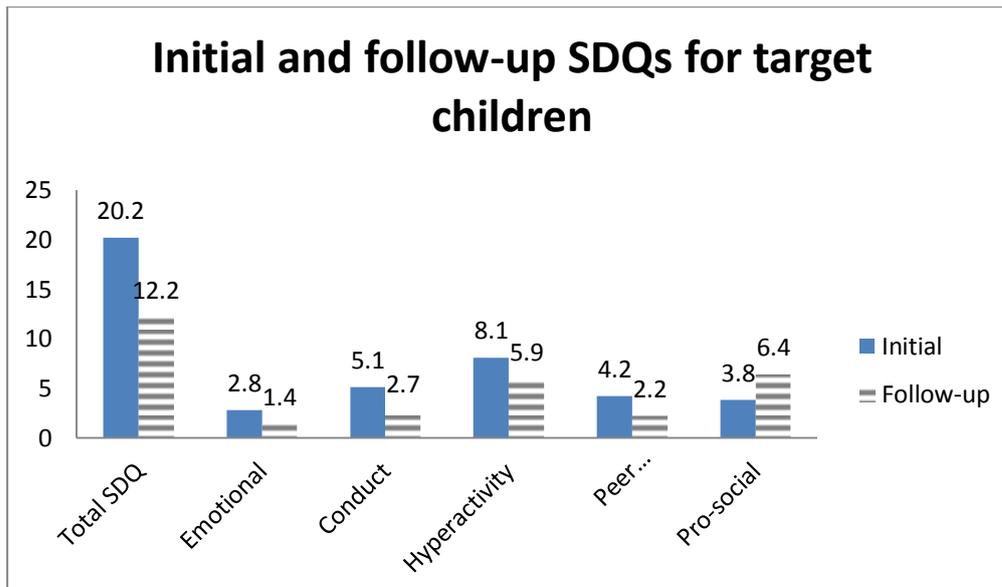
- Teachers and early years practitioners reported improved confidence in dealing with difficult behaviour pre and post course.
- Teachers and early years practitioners reported more confidence in drawing up a behaviour plan.
- Teachers and early years practitioners reported more success in dealing with difficult behaviour during the 6 months of the training.
- Feedback was gathered following each day of training and revealed that teachers and early years practitioners found the content to be overwhelming positive and highly likely to have impact on their practice.
- All participants said that they would highly recommend the course to a colleague.
- Comments included:
 - *“I have developed a new mind-set ensuring that I build strong relationships with the children before expecting anything from them”.*
 - *“This has made me think more of the complex needs some children may have and support that they need from the supportive adult”.*
 - *“I have changed the way I think in terms of taking my time to think about what I will do or say to a child during difficult behaviour. I’m more aware of praise and encouragement towards the child offering rewards, coaching etc.”*
 - *“I have developed the use of commenting / coaching, encouragement and praise instead of questioning which has meant further development of my previous skills. The course has made me more aware of what I am saying to children and how I am saying it. The whole experience has led to calmer interactions with difficult / challenging behaviour displayed by children.”*
 - *“Have developed patience to wait and take a step back; confidence to talk through things with a child; courage to stick to a programme of behaviour management; grace in defeat. If it doesn’t work try something different.*



Summary of findings impact on pupils (see also graph below):

As well as gathering feedback about the impact on practice for practitioners, teachers completed an SDQ for a target child pre and post IYTCM, this showed that:

- Comparing pre and post SDQs completed by 13 participants, revealed a decrease in the total difficulties score pre and post course completion and an increase the social skills of target children.
- Of note also is the very high initial SDQ ratings the overwhelming majority of which were within the clinically significant range indicating the need for intervention and the significant decrease post course which took the majority of target children to within the normal range.



What do we plan to do next?

- Provide a further 6 day IYTCM training to a cohort of teachers and early years staff.
- Provide ongoing mentoring and support to course participants through the provision of reconector sessions. The aim of these sessions will be to continue to develop practice and consider longer term impact on classroom practice and children's learning and behaviour.
- Explore long term impact on course participants by collecting follow-up data from those who have completed IYTCM over last 2 years.

5. Developing Enhanced Transition from primary to secondary

The SPTA learning community has continued to fund an additional support from the Psychological Service in the form of 1FTE Educational Psychologist (EP) in the 2018-2019 session. The funding provided capacity for the EPs to build on the work of the previous year when Friends for Life intervention was delivered to targeted pupils across six primaries in order to help reduce the anxiety and to provide strategies that would help them in their transition to secondary school. This intervention showed positive signs of impact through pupil, teacher, and parent feedback; however, it was felt a bespoke programme that focussed on transition to secondary school would be a more appropriate intervention for the following session.

The Educational Psychology Service therefore developed a bespoke programme using key psychological principles that would focus on supporting transition.

What did we do?

The Educational Psychology Service (EPS) developed a bespoke Cognitive Behaviour Therapeutic (CBT) Readiness for High School Programme alongside teaching staff, with a specific focus on transition. Core to the programme was a focus on the specific needs of the pupils moving from primary into secondary school.

- The EPS continued to work with the Senior Management Team within the learning community to identify further areas of training need bespoke to each school.
- A calendar of transition events was produced by the Learning Community in order to outline the key dates for transition events, both for a Universal cohort and a Targeted group of young people.
- Data gathering on the cohort of P7 pupils as they transition into S1 in St. Peter the Apostle High School, including Strength and Difficulties Questionnaires (pupil, teacher and parent rated), Stirling Children's Wellbeing Scale (pupil rated), attainment and attendance data to continue to assess the impact of the CBT group. This allowed further impact to be investigated and help in terms of future plans.
- The EPS continued to provide additional time for casework to each school in the Learning Community to support the most vulnerable pupils.
- Additional staff development opportunities led by the Educational Psychologist were planned arranged in collaboration with Senior Managers of the individual primary schools with a focus on developing wellbeing for vulnerable pupils

Content of Readiness for High School Programme

The main strategies and concepts taught over the eight weeks were;

- to develop emotional vocabulary
- to learn about how we experience emotions in the body
- to learn that some emotions are difficult to cope with
- to explore strategies to cope with these difficult emotions
- that we might need help from others who can support us
- to understand how our thoughts, emotions and behaviour affect each other
- to notice that our thoughts can be helpful and unhelpful
- to begin to notice these unhelpful thoughts and consider alternative thoughts
- to learn that we can plan for a stressful event
- to explore different mindfulness techniques that would help to keep us calm
- to develop a more skilful approach to managing difficult emotions

These were taught with a focus on transition to high school throughout, with the young people having extra visits to the high school as part of the programme.

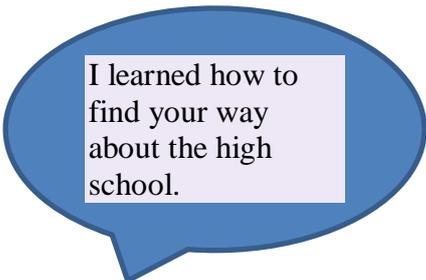
Impact – Pupil Feedback

Spence Anxiety Scale

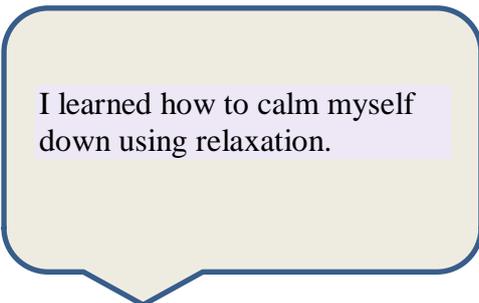
Improvements are demonstrated by a decrease in ratings over time on the Spence Anxiety Scale.

Focus Groups

Focus groups were conducted in order to gather information from the young people themselves on the impact of the Readiness for High School program. The pupils were asked what they learned from the Readiness for High School group, what skills they had learned as part of the group, what content of the sessions should be kept, and if there were any parts of it they did not enjoy or would change. Pupil comments include:



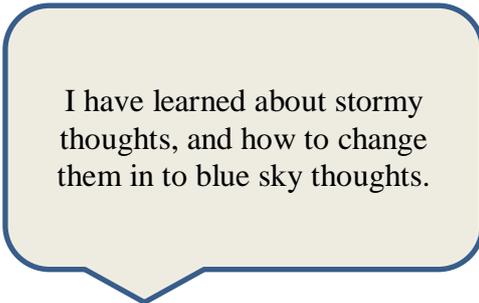
I learned how to find your way about the high school.



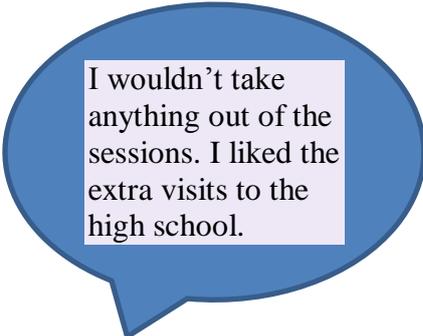
I learned how to calm myself down using relaxation.



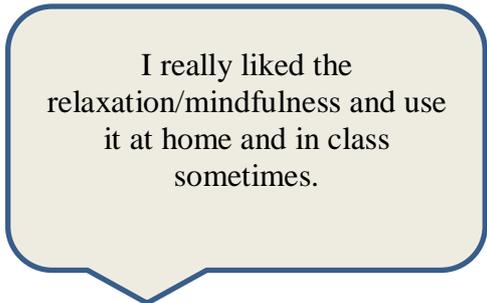
I enjoyed the feelings charades, and extra visits to the high school.



I have learned about stormy thoughts, and how to change them in to blue sky thoughts.



I wouldn't take anything out of the sessions. I liked the extra visits to the high school.



I really liked the relaxation/mindfulness and use it at home and in class sometimes.

What do we plan to do next ?

- Review and package The Readiness for High School Programme so that it can be used by any Class Teacher planning support to pupil's transitioning to secondary school.
- Continue to offer additional staff development opportunities to the learning community in line with school improvement plans.

6. PATHS Plus

PATHS Plus is the combination of the universal whole school implementation of the PATHS programme which seeks to build upon a school's ethos and culture through the leadership team and teaching staff but also implementation of a small group intervention as a more targeted approach for specific children. The small group intervention is aimed at children who are having social difficulties in the classroom such as conflict with peers, isolation from peers or feelings of insecurity. The PATHS Plus group offers children the opportunity to learn and practise their skills in a small, supportive peer group with adult guidance. The combination of the whole school prevention programme with a targeted programme for children displaying emotional, behavioural or social difficulties is the delivery model for PATHS Plus.

What did we do?

The PEF funded an Educational Psychologist to work with a targeted group of children within one of the schools.

A group of 5 children in Primary 6 and Primary 7, all residing within SIMD deciles 1 and 2, were identified as potentially benefitting from a PATHS Plus group because of areas of need including social, emotional, behavioural difficulties. The group was delivered over 10 sessions lasting 45 minutes to an hour by the Principal Teacher and link EP. Sessions followed up on the learning delivered by the Class Teacher but provided further opportunities for rehearsal, role play, discussions and problem solving in order to enhance learning.

What was the impact of PATHS Plus?

To gather evaluative data on the impact of the PATHS Plus Group, group members and their Class Teacher completed a Strength and Difficulty Questionnaire (SDQ) before and after participation in the group. Key findings from children’s own self-report were that their overall level of difficulties and stress had reduced as well as behavioural, peer and attention difficulties and they reported more prosocial behaviour such as helping, sharing and caring.

Class Teachers also reported a reduction in children’s overall level of difficulties and stress as well as emotional, behavioural, peer and attention difficulties.

Table 2. Mean PATHS Plus Pupil Ratings of Strengths and Difficulties.

SDQ Domain (N=5)	Mean Pupil Rating (Pre)	Mean Pupil Rating (Post)	Change	Mean CT Rating (Pre)	Mean CT Rating (Post)	Change
Overall difficulties	21.0 (8.9)	16.4 (11.8)	Positive decrease	16.0 (9.0)	12.0 (7.7)	Positive decrease
Emotional difficulties	6.4 (3.4)	6.8 (2.3)	Increase	5.8 (3.1)	4.0 (2.3)	Positive decrease
Behavioural difficulties	4.0 (3.9)	2.6 (3.7)	Positive decrease	2.4 (2.8)	2.2 (1.9)	Positive decrease
Attention difficulties	5.8 (2.1)	4.2 (3.5)	Positive decrease	4.4 (3.6)	3.0 (2.8)	Positive decrease
Peer difficulties	4.0 (1.2)	3.2 (2.2)	Positive decrease	3.4 (3.2)	2.6 (2.7)	Positive decrease
Prosocial behaviour	6.2 (3.3)	7.2 (0.4)	Positive increase	7.4 (2.0)	6.8 (3.8)	Decrease

Alongside the SDQ, group members participated in a focus group and their responses are summarised in table three.

Table 3. PATHS Plus Group Feedback

Theme	Illustrative Examples
What participants learned	“How to learn to be calm and not so angry.” “How to take compliments when people say something nice to you.” “It helped me to notice when I’m angry and when I’m happy.” “It helped me to control my anxiety, normally I get upset and shaky but PATHS Plus has helped a lot.” “It helped me to notice good things about myself.”
Useful aspects of PATHS Plus	“I enjoy it because you can be different from in class and relax and say how you feel.”

	<p>“The compliment list is a lot of fun.”</p> <p>“I like that we all sit together and talk and it’s smaller than in circle time in the class so it’s not competitive.”</p> <p>“It was good when we talked about visiting the high school because other people in the group were worried like I was.”</p>
Suggested improvements	<p>“Longer sessions and more of them.”</p> <p>“It’s not a scary thing and it’s not intense so it’s hard to think of improvements.”</p>

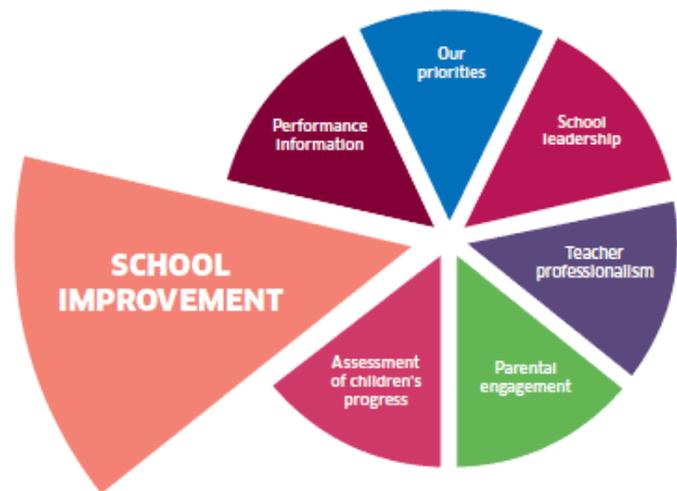
PATHS Plus participants shared that the key learning from the group was related to the strategies for managing emotions and remaining calm. Having opportunities to identify, label and discuss emotions in a small group context was the most useful aspect of the sessions for the group participants. This was helpful for children to manage feelings of anxiety, worry and sadness. As some of the children were in Primary 7 and involved in transition visits to secondary school, the PATHS Plus group was a good opportunity to explore their feelings related to transition. Some of the children shared their thoughts and concerns and were unaware that other children felt the same. The feedback highlighted that children felt the small group allowed a safe space for discussions around emotions to take place without concern of judgement that can be experienced in a larger group. The group suggested that possible improvements would be to have more frequent sessions which lasted longer than 45 minutes to an hour.

School Improvement

1. Word Aware

Overview

Effective professional development of teachers has been shown to contain 7 key features including providing coaching and expert support, offering feedback and reflection and using models of best practice. When these are combined with content specific training the impact on professional practice of teachers is seen to be at its most effective. Having delivered content specific training to all early years establishments the previous school session, the focus on 'word aware' this school session has been on ensuring embedding of practice with a focus on coaching and mentoring and sharing of practice.



What did we do?

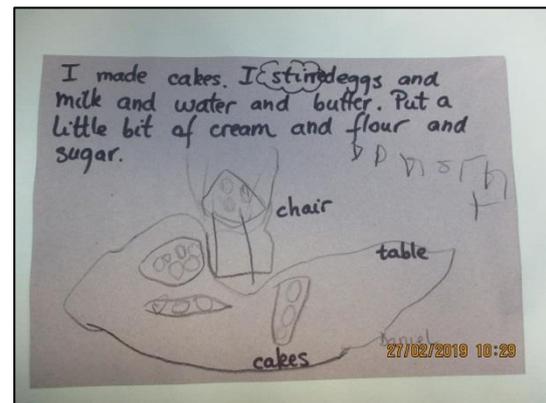
- Delivered initial 'word aware' training to all staff in 0-3 early years centres.
- Worked with early stages teachers and heads of centre to extend their knowledge and understanding of 'word aware' with a particular focus on sharing of practice.
- Gathered feedback data from nurseries via early stages teachers on impact of 'word aware'.
- Identified a range of books to be used to support word aware across early level.
- Participated of a short life working group scoping out updates to baseline assessments at early level.



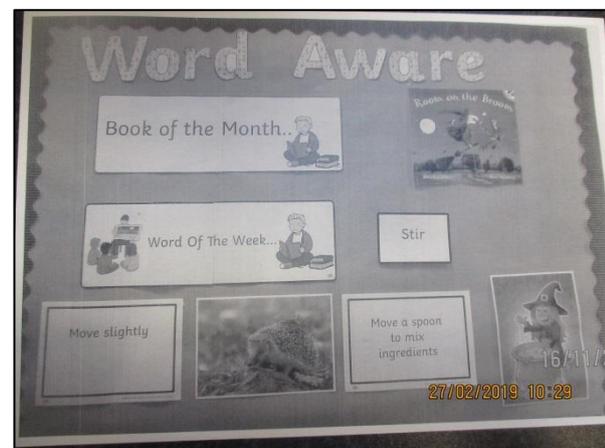
What has been the impact?

- Positive feedback from training delivered identified that the content and delivery of the training were of high quality with explicit feedback given on how the training would impact on practice in the early years. Specifically in response to what participants would do differently as a result of the training the following are examples of some of the responses received:

- *“Have clear expectations of quality interactions and literacy rich environments”.*
- *“Listen more to conversations in the play room”.*
- *“Look for quality interactions”.*
- *“Incorporate in all areas of the nursery”.*
- *“Planning will be more focused”.*
- *“Improve existing nursery environment”.*
- *“Reflect on practice using peer evaluation”.*
- *“Read more with the children”*



- A questionnaire was sent to all early stages teachers asking them to reflect with their link nurseries on the impact of word aware and to provide details of the type of impact data nurseries themselves were collecting. Responses were received from 67% of local authority nurseries and 30% of partnership ones. The table below shows the ratings given to a range of questions aimed at judging the extent that word aware was felt to be having an impact in nurseries. This shows evidence of impact beyond the initial aim of the intervention extending to the development of the wider literacy environment.



How successful do you feel word aware has been in each of the areas listed below?	<ul style="list-style-type: none"> • Average Rating • (1 not at all successful; • 5 very successful)
<ul style="list-style-type: none"> • <i>Improving vocabulary on taught words</i> 	<ul style="list-style-type: none"> • 4.3
<ul style="list-style-type: none"> • <i>Improving vocabulary generally</i> 	<ul style="list-style-type: none"> • 4
<ul style="list-style-type: none"> • <i>Improving literacy environment</i> 	<ul style="list-style-type: none"> • 3.6
<ul style="list-style-type: none"> • <i>Developing children’s interest in words</i> 	<ul style="list-style-type: none"> • 4.2
<ul style="list-style-type: none"> • <i>Developing practice of nursery staff</i> 	<ul style="list-style-type: none"> • 4

- The questionnaire also asked nurseries how they were gathering impact data as responsibility for this has been passed to establishments following the successful pilot. A range of responses were received including sampling children using pre and post assessment measure used in pilot; use of floor books and children’s voice, feedback from parents and gathering of photographic evidence were also mentioned. Two nurseries made a direct reference to baseline data noting that *“the four strategies of reciprocal teaching have improved for all children (progress records) and we feel Word Aware has played a big part in this”*.
- Other comments from nurseries highlight the extent to which ‘word aware’ has had an impact more generally on supporting literacy development :
 - *“Word aware is great for promoting language in the early years. We find it easier to begin our learning with a story and the EYPs are confident in following the children’s interest and allowing the learning to take different directions.”*
 - *“When we focused on ‘Room on the Broom’ the children received a letter from the witch asking them if they could help her and all her friends go on holiday using a different mode of transport. The children became interested in researching trains, boats, cars, caravans and motorhomes. They were all keen to find out different holiday*

destinations for all the characters to explore. One group in particular spent days making a hot air balloon.”

- *“Overall, word aware has had a very positive impact on children’s vocabulary this year and their keenness to learn about words. When using ‘Snowball’ the children were extremely eager to use key vocabulary e.g. gazed and demonstrated appropriate use of the vocabulary in a range of contexts.”*
- *“Having the communication link person (CLP) from the establishment taking more of a role in word aware has made a difference in getting wall displays and assessments carried out. A collaborative approach to word aware with the raising attainment practitioner, early stages teacher and CLP link person is helping to drive word aware forward which has been successful.”*
- Feedback from parents has been collected in 2 nurseries by their link early stages teacher and shows that in the parents who responded to the survey, there was clear evidence of sharing the story used in word aware at home.
 - *“D really enjoyed having a book bag and engaged well with the story. He was keen to share his knowledge of the story and found it very funny. He has also been keen to share his new vocabulary ‘mission’.”*
 - *“O enjoyed bringing a book home to read. She participated well throughout, making predications at every page turn.”*
 - *“C enjoyed the book. We read it when we came home from work and she asked for it again before bed. She was able to tell me that snowball was on a mission before we opened the book.”*

What do we plan to do next?

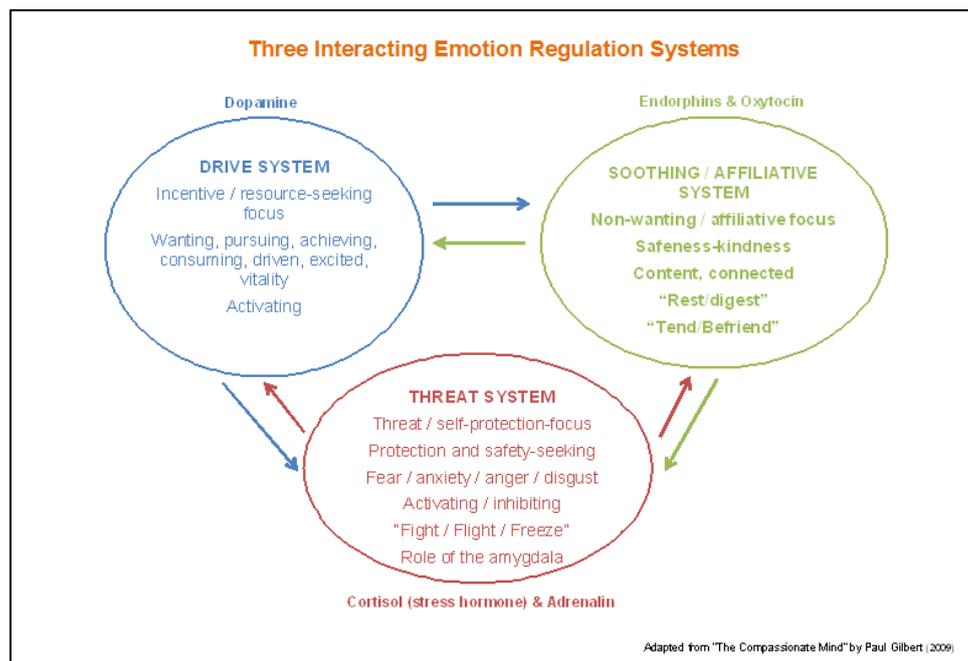
- Deliver training on word aware to new staff in early years.
- Continue to coach and mentor early stages teachers and additional graduates in the role out, monitoring and evaluation of word aware.

- Provide training to health visitors on ‘*word aware*’ so that that they can promote vocabulary development at home.
- Plan a pilot of targeted vocabulary enhancement for children within 2 nurseries with highest level of SIMD.
- Support practice of word aware in 0-3 establishments.
- Contribute to ongoing working group looking at literacy development across early level with a particular focus on measuring progress.

2. Emotion Regulation System

What did we do?

Support school improvement by helping staff look at issues of challenging behaviour in new ways and thereby help class teachers respond more confidently to pupils who are dysregulated.



The Emotion Regulation System model was developed by psychologist Paul Gilbert to reflect the need for balance between the physiological systems of Threat, Drive and Soothing. Equilibrium in these systems enables optimal functioning for learning, living and mental health. When the systems are out of balance, usually because the threat system has become over-riding, people may respond with fight/flight/freeze

mode which reduces their capacity to function in general, and in the education system in particular.

By firstly understanding the model as it applies us as individuals, and then working it through for individual pupils with parents, staff and psychologists, a shared understanding of the life and perspective of the child are achieved. This new understanding of the pupil then informs child-centred planning to reduce threats and maximise opportunities for learning and socialising, based on equilibrium in the emotion regulation system. The model has been delivered to whole staff groups in 3 establishments in the Authority, and used in numerous individual cases.

What has been the impact?

Schools are using the model for individual pupils in assessing and planning for meeting additional support needs. Feedback from parents has identified that engaging in this work has led them to see aspects of their child's functioning they had previously been unaware of. Parents also feel staff have gained greater understanding of and empathy with their children. Teachers have become aware of the levels and sources of threat/stress that individual pupils experience, the things that inspire/motivate them, and what helps to relieve stress. This has held many surprises for staff! They have gone on to develop individual plans to meet needs based on an understanding of the child's emotion regulation system, which have reduced challenging behaviour and increased learning.

What do we plan to do next?

Educational Psychologists will introduce the model into more schools, and work with staff and parents to become skilled in using it. Training will be delivered to the Central Support Service, with a view to the model being used directly with pupils, to engage in becoming aware of their own emotional regulation.

3. Restorative Approaches

Support for PEF project to enhance school improvement

What did we do?

- The delivery of training on Restorative Approaches (RA) for all staff to promote positive social relationships, respect and empathy,
- Supporting the whole school implementation of three of the six Nurture Principles
- The provision of enhanced individual casework through consultation, assessment and intervention.

Restorative Approaches

Restorative Approaches (RA) within an educational setting are aimed at restoring relationships when there has been conflict or harm and developing school ethos and policy to reduce the possibility of conflict and harm arising. The fundamental principles of RA are to;

- Promote positive social relationships,
- Encourage children to take responsibility and accountability for their actions,
- Encourage children to be more empathic,
- Develop respect of other people, their views and feelings,
- Fairness,
- Active involvement of everyone in the school with decision making about their own lives,
- A willingness to create opportunities for reflective change in pupils and staff.

In order to achieve this, a variety of strategies and practices can be employed. As RA was new to many practitioners within the Primary School, staff were introduced at the universal level of creating a restorative ethos and culture and the targeted level by the introduction of restorative conversations.

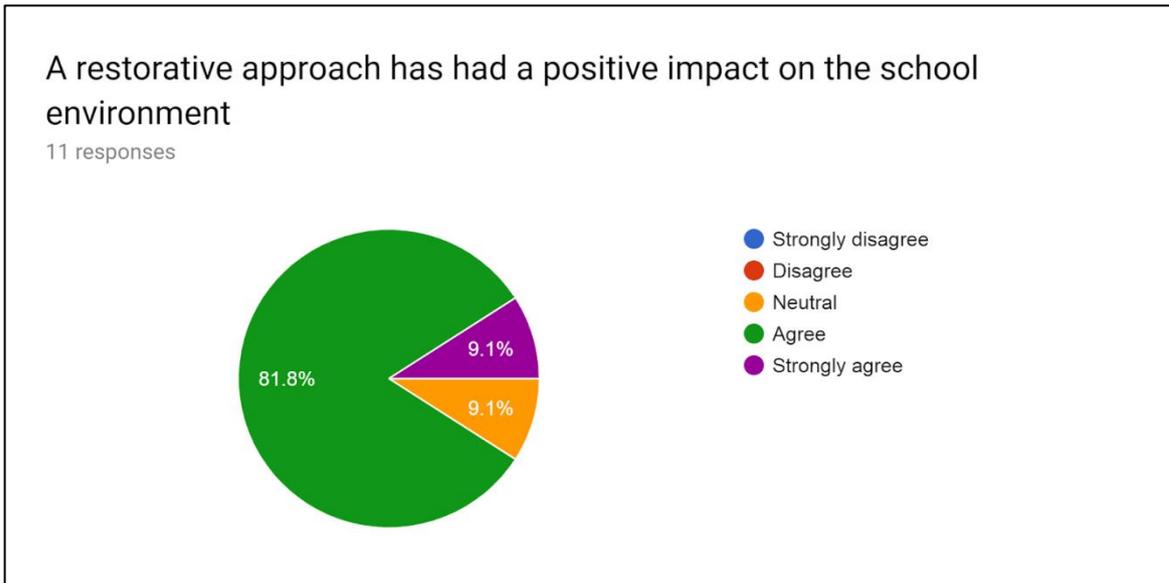
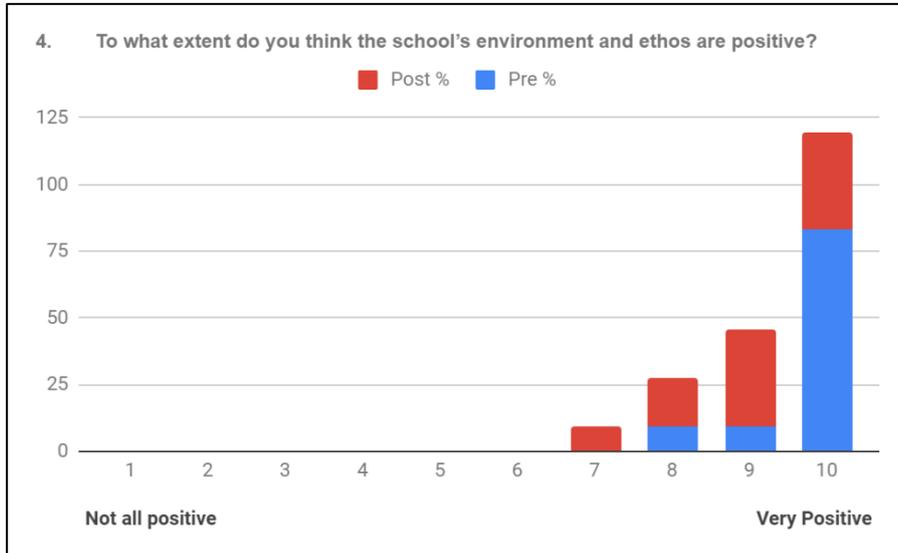
Training was delivered in two sessions to 6 Learning Assistants and 11 Class Teachers following a coach consult model whereby topics are introduced and at the two follow up sessions, discussions focused on what has been going well, what has been more challenging and then identifying next steps to help embed the approach.

What was the impact of Restorative Approaches?

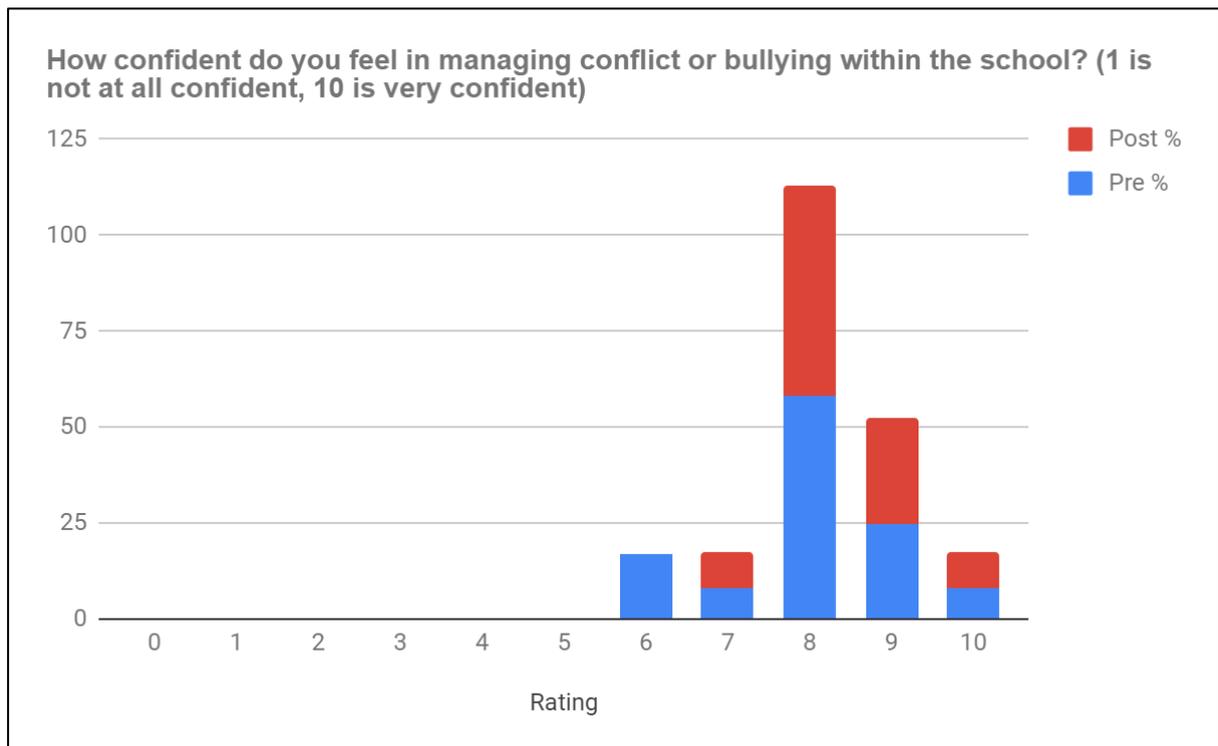
Class Teachers and Learning Assistants Class Teachers and Learning Assistants completed questionnaires prior to and following the implementation of Restorative Practices. As a significant proportion of the baseline measures were very high, especially those pertaining to the school ethos and environment some additional

specific skill based questions were included in the post measures for staff along with an impact survey from pupil council representatives.

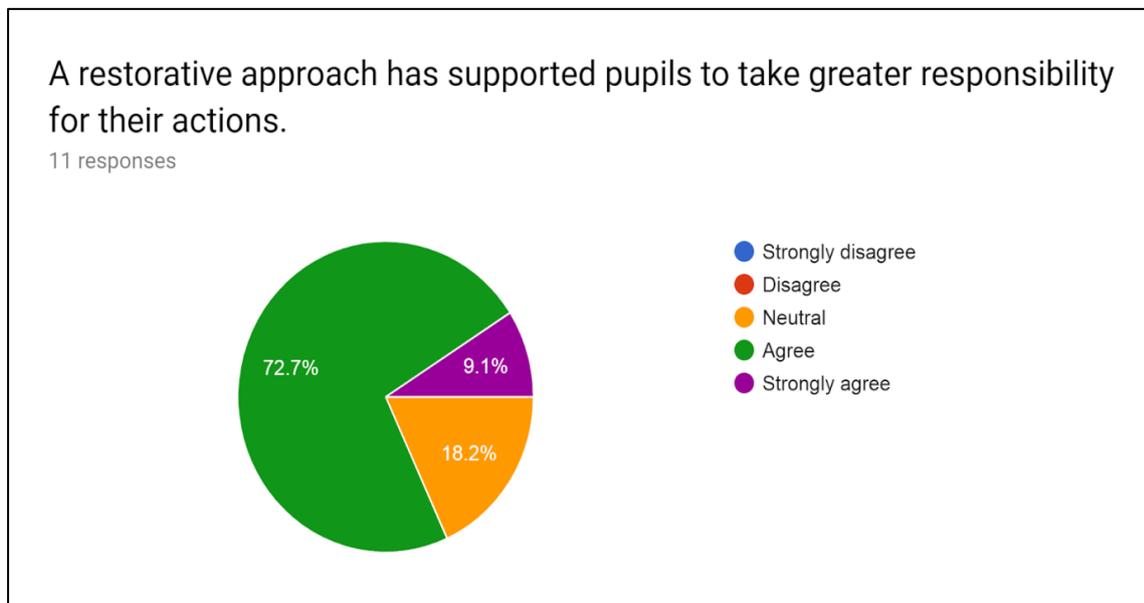
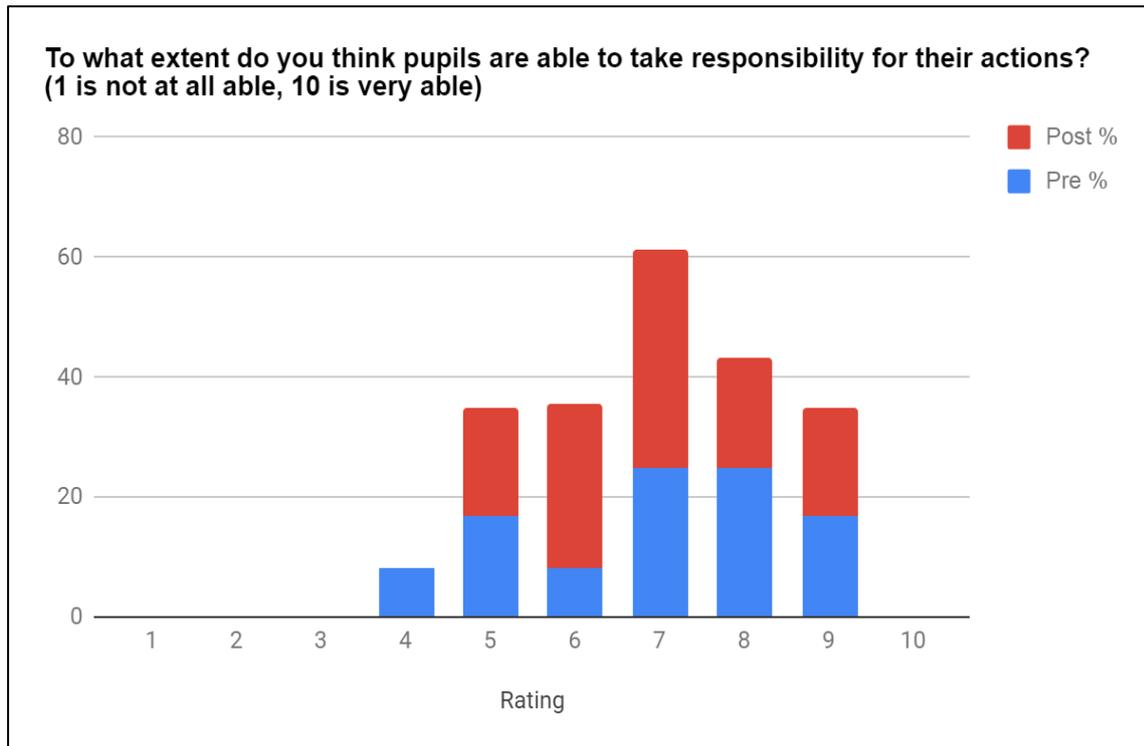
Impact on the school environment



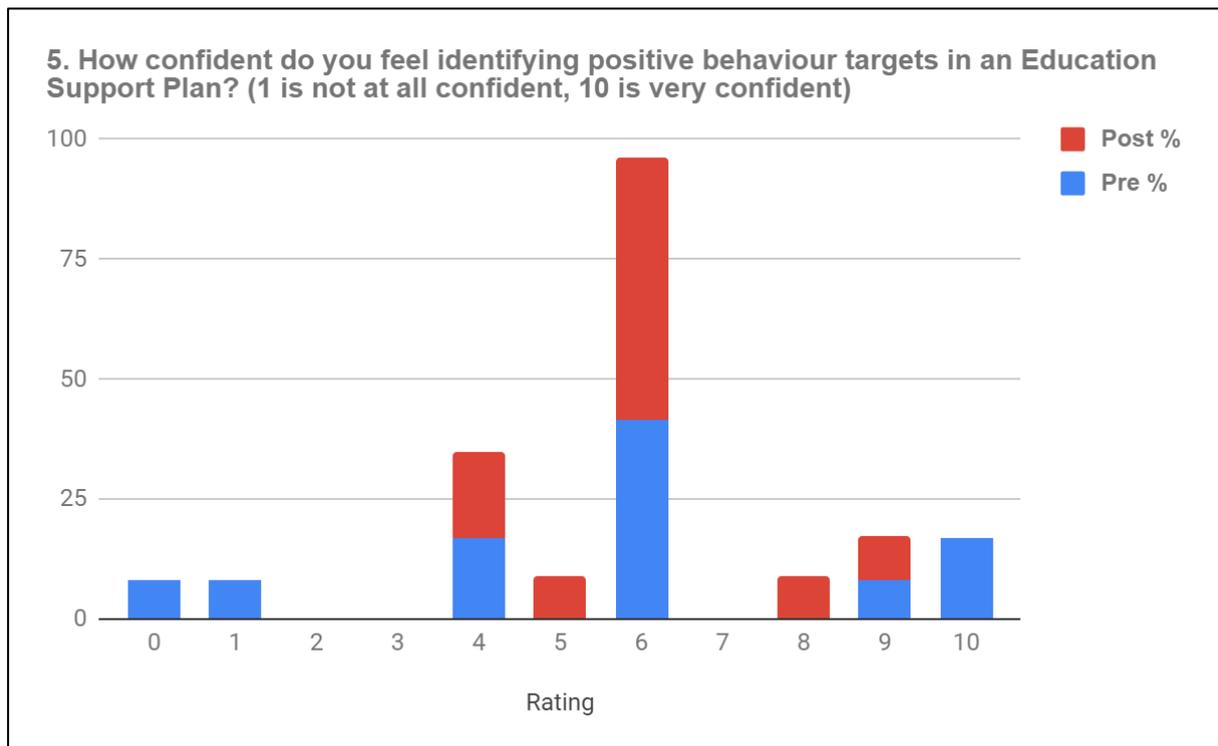
Impact on staff: confidence and skills



Impact on Pupil Responsibility

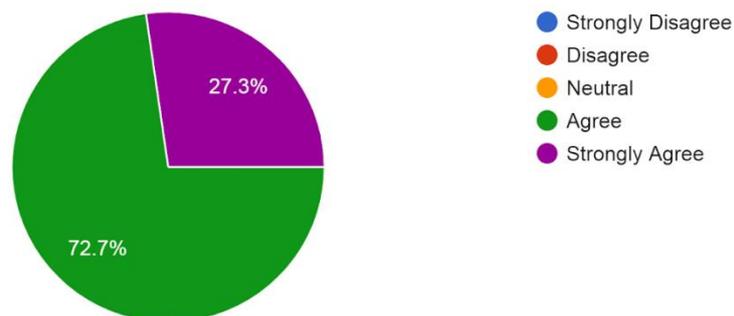


Impact on Planning

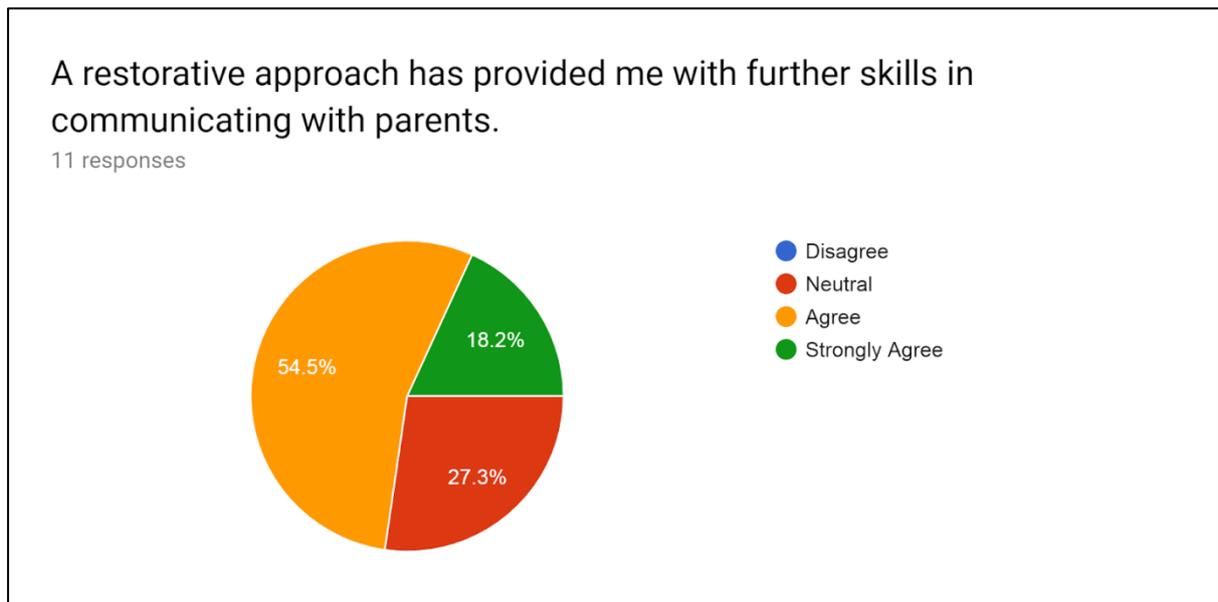
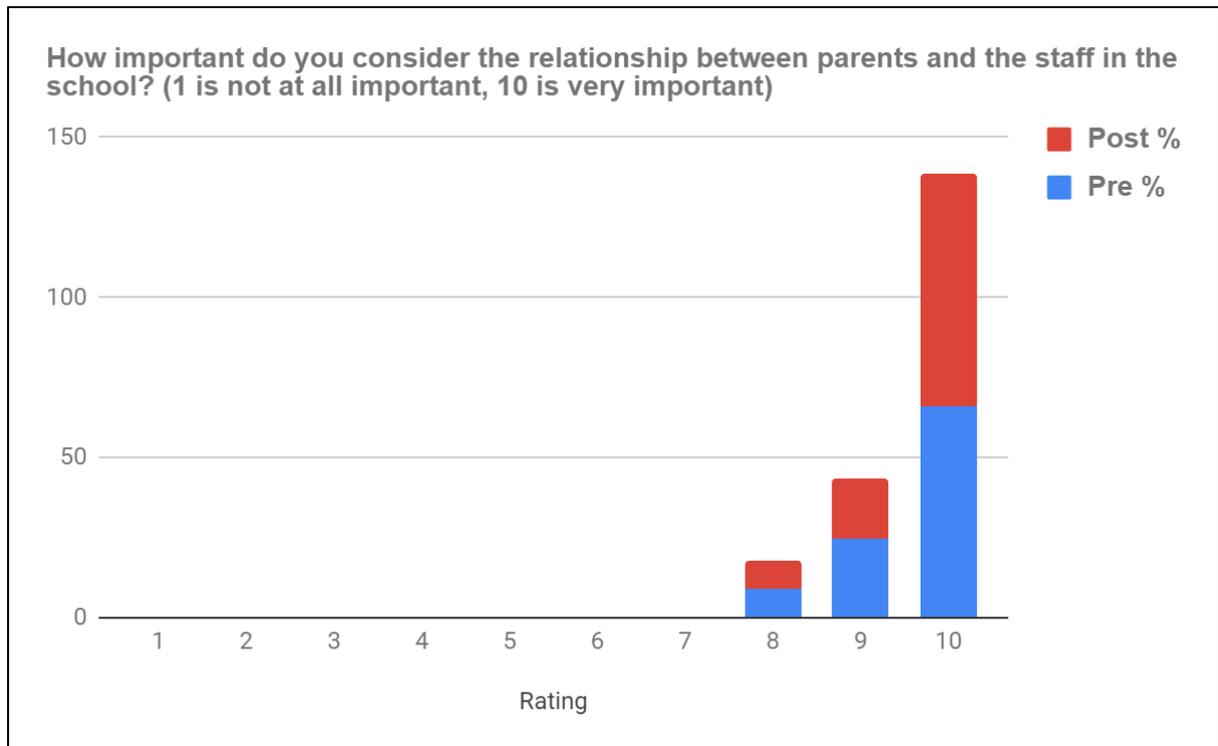


A restorative approach has made an important contribution towards thinking about specific well-being and behaviour targets for pupils.

11 responses



Relationship with Parents



Taken together, the data represented above illustrates a positive shift from an initial strong baseline across a number of key dimensions that contribute towards improving health and well-being outcomes for children. These include improvements

in ratings with respect to the school ethos, staff confidence and skills, and relationships between pupils and with staff generally.

Comments received from staff grouped around these themes lend further support to this and include:

“Restorative practices have made a huge difference in St Michael's. They have fitted very well with the positive ethos and culture of the school”

School Ethos

“It has contributed to a more compassionate ethos which is firmly based on the Gospel values of the school”

“Children are now more aware of the impact actions have on each other due to restorative meetings”

Impact on Pupils

“.....ensures children feel listened too regardless of who was “wrong or right”. It is also great for trying to make children feel calm and have a mature and honest conversation with the adult involved,...”

“It has provided a structured and supportive framework for staff in which to conduct restorative conversations”

Impact on Staff

“Staff are consistent with approaches for children and are confident in using restorative approaches.”

Staff are more confident in dealing with incidents and behaviour within the classroom.

“It has given staff a greater insight into the benefits of Restorative Practice and has improved behaviour in general.”

Importantly, teachers' comments also clearly reflected some of the core benefits of RA in terms of relationship building, conflict resolution and improved behaviour with pupils e.g. *"The manner in which conflict is approached has reduced the level of escalation of behaviour. In most cases children have been able to see the impact of their actions and take responsibility for them"*. In addition, some staff also indicated the potential positive use of the approach in their communications with parents e.g. *"When discussing issues with parents, staff can refer to restorative practices which provides a sense of reassurance that things have been dealt with in a positive way which is best for all concerned"*

Pupil Perspective

Alongside data collected from staff, a survey of the pupil council which includes representatives from every class across the school was also carried out. The collated results reflected the already identified positive ethos reported by staff with all pupils' feeling that the school was 'always' or 'usually' calm and liked coming to school. More specifically, pupils' responses provided a strong endorsement of the key principles of a Restorative Approach in terms of being listened to, being treated fairly and having an opportunity to put things right as illustrated below:

4. Responding to Tragic Events

What did we do?

A Short Life Working Group (SLWG) was established to produce an Education Guidance document on Responding to Tragic Events, in response to the frequency of such events in West Dunbartonshire, the high stress levels they place on staffs, and the perceived need for specialist resources. Chaired by a senior educational psychologist, the group included representatives from secondary, primary, special and nursery sectors, Health Development and voluntary organisations. A needs analysis was undertaken to elicit the views of all educational establishments on what they considered Tragic Events to comprise, examples of good practice in managing them, and to identify what would be of further benefit in future. A number of individual interviews took place with establishment leaders to gather more detailed needs analysis. The SLWG met on four occasions, each member working to produce sections of the guidance according to their areas of expertise, which were then edited by the educational psychologists. A draft of The Guidance was completed and the key recommendations were reported to an education leaders' meeting.

What has been the impact?

Schools have procured the resources recommended in the Guidance, and are thus in a better position to respond to tragic events. A number of schools have enlisted to undertake the whole-school Child Bereavement UK online CPD training which has already been completed in 8 establishments. When the CPD has been done, staffs report being more confident in responding to bereaved pupils and families.

What do we plan to do next?

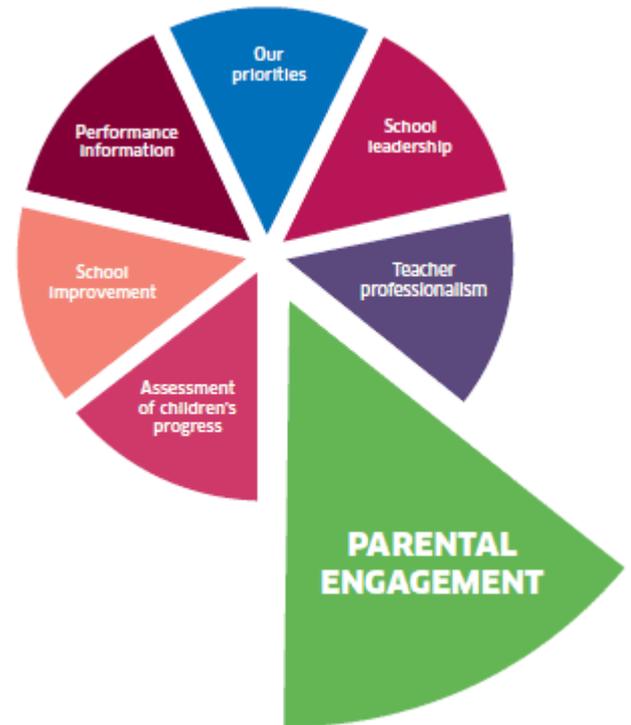
The Guidance will be produced in a hard copy for every educational establishment, and will be available on line, in a form that can be regularly updated. We will focus specifically on responding to suicide, working with the Samaritans to make schools aware of the Step by Step programme, and facilitating access to this for all education establishments.

Parental Engagement

Overview

The NIF distinguishes between two aspects of parental engagement: that which involves parents in decision making around school improvement planning and work which focuses on developing parents and carers skills to engage and encourage their involvement in children's learning. The Psychological Service has been contributing to the second of these aspects providing opportunities for parents to learn new skills through their participation in evidence

based parenting groups – Incredible Years and through linking with community development to organise opportunities for parents to complete accredited modules with West College Scotland. A key feature of the provision of the college modules has been their location at local schools with SAC funding enabling the provision of creche facilities. Likewise the Incredible Years groups have benefitted from monies to provide creche support to families who would otherwise have been unable to attend.



1. Accredited College Modules

What did we do?

- Linked with 'Working4you' to discuss, scope and plan for the delivery of college modules linked to the theme of children's development.
- Through the use of SAC funding creche facilities provided on 2 school sites.
- Collected data from 22 parents who completed college course to establish reasons for taking up learning opportunity and the difference that it had made to them as a consequence of doing so.



What did we find out?

- Of 22 parents who completed the college modules, 41% reported using the creche facilities on offer. There was no doubt that the provision of childcare acted as an incentive to attendance:
 - *“The availability of crèche. I saw the flyer at my daughter's school.”*
 - *“It would be difficult to attend without it. Sometimes you can get someone to look after them, but can't always rely on it. I had to quit one course in the past because the baby wouldn't settle and I didn't get to bond with the group.”*
- The location of the course in local schools was also identified as a significant factor in giving parents, often returning to education for the first time since leaving school, the confidence to return to learning:
 - *“Didn't have enough confidence to apply for college and childcare would have been a challenge. This was a great opportunity to learn, build confidence and socialise with other adults without the anxiety of being in college.”*
 - *“Because it's a more relaxed way of learning and provides childcare.”*
 - *“Give me routine again and motivation to get out and about, meeting and talking to people again. To get me back into learning again at my own pace and give me the confidence needed to go back to college.”*
- A clear theme in the response of parents was that the college modules were being seen as a stepping stone to further learning and employment opportunities. This is highly significant given the research evidence which makes a clear link between parental educational level and later attainment of children and young people.
 - *“Also to learn new skills and return to learning to improve job prospects/ employability.”*
 - *“I want to work with kids, so I wanted to get as much training even though I am a mum.[...] It was good getting the theory and remembering that other children are different from yours.”*

What do we plan to do next?

- Continue to link with 'working4u' to follow up the parents to establish whether their aspirations of finding further training or employment have been realised.
- Linked to above explore with parents the impact of attending the courses on their views about school and their children's learning and future.

2. Parenting Opportunities

Leading within the HSCP Parenting Workforce

What did we do?

Psychological Services support the roll out of West Dunbartonshire's Parenting Strategy.

Incredible Years group planning and delivery

Psychological Services has contributed to Incredible Years parenting programme delivery and evaluation by supporting the planning of groups, development of group facilitation skills within the Incredible Years parent group leader workforce and co-delivering IY parent groups.

One Educational Psychologist coordinated 8 'Experts in Action' peer support and skill development groups within West Dunbartonshire in 2018 - 19. These groups provide strength based coaching through affirmative reflection of practice from recorded group sessions. The groups also provide the use of problem solving strategies to aid group facilitators in recruitment, increased knowledge of the programme and group leader strategies. This Psychologist was able to utilise the Incredible Years[®] approach following Masterclass training by a registered Incredible Years[®] mentor through PoPP NHS NES collaboration and guidance.

Psychological Services facilitated the planning for 13 Incredible Years groups in primary schools and community settings by initiating and supporting IY facilitator-school contacts, providing consultation to group facilitators as required and as part of a multi-agency POPP (Psychology of Positive Parenting) local authority planning group.

Educational Psychology staff have co-facilitated IY parent groups in two primary schools becoming involved in recruitment, planning and retention of the group.

Psychological Services have organised the recording of parent's experiences of attending Incredible Years groups and the impact this has had upon them and their families in video form. This has been edited for the purpose of information sharing to parents who have expressed an interest in attending IY groups and for staff training purposes.

Connecting with parents motivations training

One Educational Psychologists, paired with a trainer from NHS, contributed to the roll out of NHS Education for Scotland 'Connecting with Parents Motivation' (CWPM) training in West Dunbartonshire. This training is a strength-based communication skills training designed to enhance the abilities of practitioners to have conversations with parents that facilitate parental uptake of support; it is based upon motivational interviewing techniques. Psychologists were involved in the delivery of 3 'CWPM' training events to multi-agency participant groups, including teachers, school managers, health visitors, support workers, early year's workers and social workers. In total 45 staff were trained in 2018 -19.

What has been the impact?

Incredible Years groups

These groups were very highly evaluated by the parents who completed the group. Questionnaire data is collected and summarised by our Parenting Review and Improvement Group and also shared with NHS Education for Scotland to be incorporated within their evaluation of impact study.

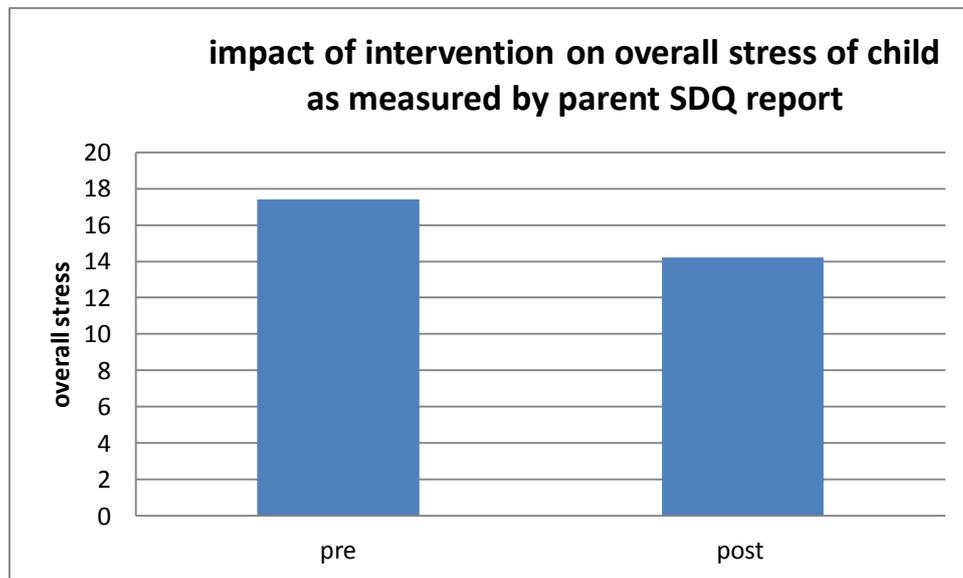
Data from Incredible Years parenting groups are collated and submitted to PoPP (NES) who provide annual impact reports. In January 2019 the annual report for WD showed that we had been successful in recruiting parents with vulnerabilities and whose children presented with emotional, social and behavioural stresses as measured by parent SDQ report.

89% of families enrolled in our groups come from the lowest SMID and a large percentage of parents are from single parent households. **78%** of focus children of the parents who attended an Incredible Years group were reported by their parents to have overall difficulties within the clinical range (as defined by NHS NES).

This report also revealed that when pre and post parent SDQ reporting was compared there is, on average, considerable improvements in the focus child's functioning within the family:

79% have an improved SDQ score at the end of the groups. **60%** children have moved out of clinical range into either borderline or normal at the end of the groups; **40%** of these children have moved into the normal range. (Clinical, borderline and normal as defined by NHS NES).

Within the groups co-delivered by an educational psychologist parents reported, on average, high levels of overall stress for their child at the beginning of the programme. Subsequent to their participation in the programme average levels of overall stress was reduced.



100% of parents reported that family life has benefitted from the group participation and that they would strongly recommend the group to a friend. **100%** reported that their bonding/attachment with their child had improved or greatly improved and that their child's behaviour had improved or greatly improved. **80%** of parents reported that the IY group had helped or helped very much with other aspects of their life, including personal and family problems.

Parents report that they are happy that the groups are delivered in a convenient location to them (local school environment) and that they were happy with involvement of nursery and school in establishing contact with the group facilitators and being part of information and approach sharing.

Parent participants have made the following comments about the impact of the programme on their child, themselves and their family:

It really prepares you for the times when things are not going so well – it helped the whole family.

It gave me the confidence and routine to get out again.

It feels fine to talk about it (difficulties) .. (I'm) not so isolated.

The children started listening more – I felt calmer most of the time.

I'm more reflective

My children now give me cuddles ... they laugh ... I'm a lot calmer and happier. I can smile now – not as stressed out all the time.

It teaches you to slow down (instructions to your child)

More love ... more caring (children)

I don't have the superlatives to express how grateful I am for attending an IY group

The communication of my child is better and there is better communication between me and my wife.

The parents were positive about the experience of attending IY groups within their own local school

I made really good friends. It led onto other learning. I now do community learning courses (in the school).

It's handy that it is in the school - for the parents

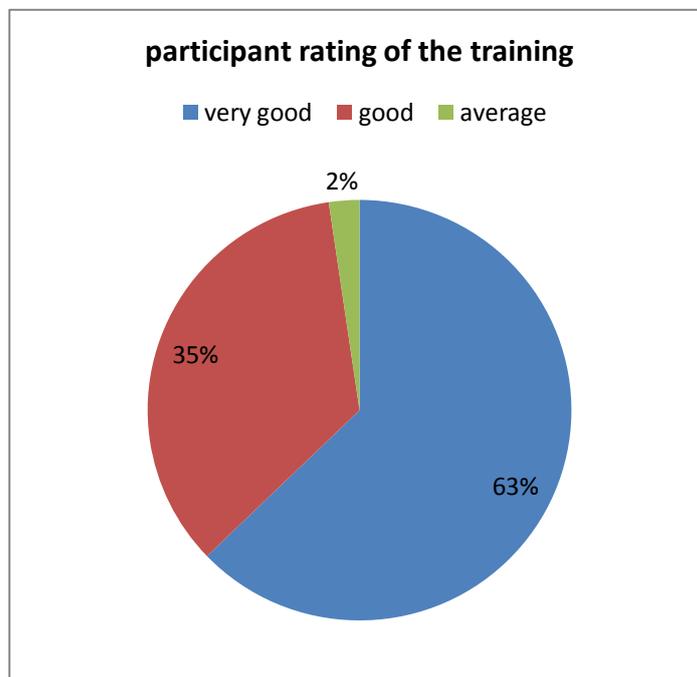
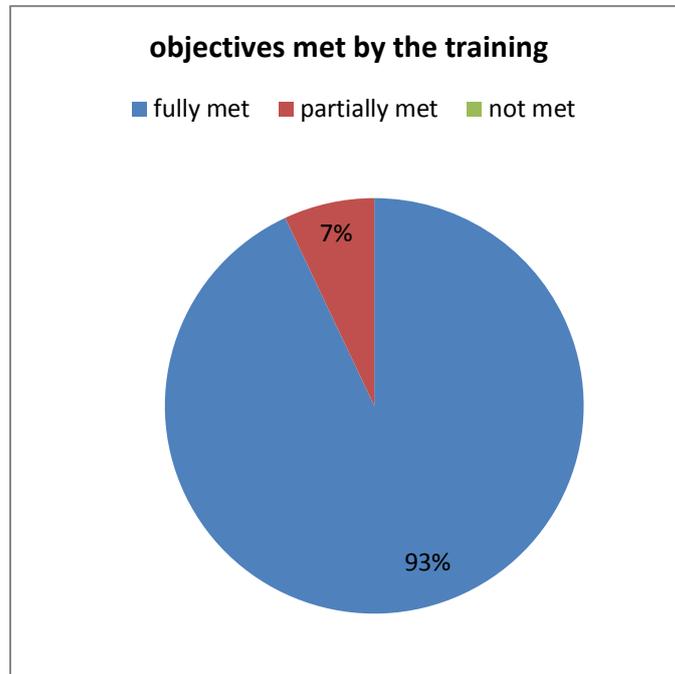
I think that parents will feel more comfortable in their child's school

You get to know the teachers better – build relationships. You feel more comfortable and your child's there.

I cannot fault the way that it has been set up – fully integrated into the community.

Connecting with Parents Motivation (CWPM) training

The 45 participants who attended CWPM training were asked how well they rated the training and whether their objectives had been met by the training.



The training was received well with evaluations collected and shared with NHS Education for Scotland. All participants gave the training the highest possible ratings of 'very good' or 'good'.

When asked how they will use the ideas presented by the training some of the responses were as follows:

- Use open questions when talking to parents
- Will use in everyday practice
- In all conversations with parents
- I will try out the techniques such as 'affirmations' (affirmations is a conversational skill explored in the training)
- Share with my team to communicate with parents
- Will use 'summarising' to help move parent conversations on, so we can hopefully achieve positive outcomes for children. (Summarising is a conversational skill explored in the training)
- Use 'eliciting' and 'responding to change talk' (eliciting change talk and responding to change talk are conversational skills explored in the training)

What do we need to do now?

Psychological service will continue to support both the roll out of the IY parenting groups as part of school initiatives to improve parental involvement and as our contribution to the Health and Social Care Partnership's commitment to providing parents with the support they require to ensure that their children get the best possible start in life.

We will continue to promote the idea of school or early years establishments hosting a group and supporting staff to engage with the most vulnerable families, particularly by delivering 'Connecting with Parents Motivation' training to multi agency staff in order to enhance the engagement of parents in group work and other appropriate supports. Psychological Services will collaborate with parenting support workforce to embed the development of skills learned in CWPM training by piloting reconector training.

Our Incredible Year Practitioners within the Psychological Service will continue to co-deliver IY groups and also offer support to the parenting workforce by coordinating peer support groups. The purpose of which is to help maintain fidelity to the programme and to support staff development. In particular one psychologist is working with IY[®] mentors in order to work towards accreditation as group leader.

Psychological Services will produce a 'Parents Voices' video which captures the views of parents who have attended IY groups, explains what to expect within the group and tells their story of what worked well for them. This will be used for recruitment to groups and for staff training.

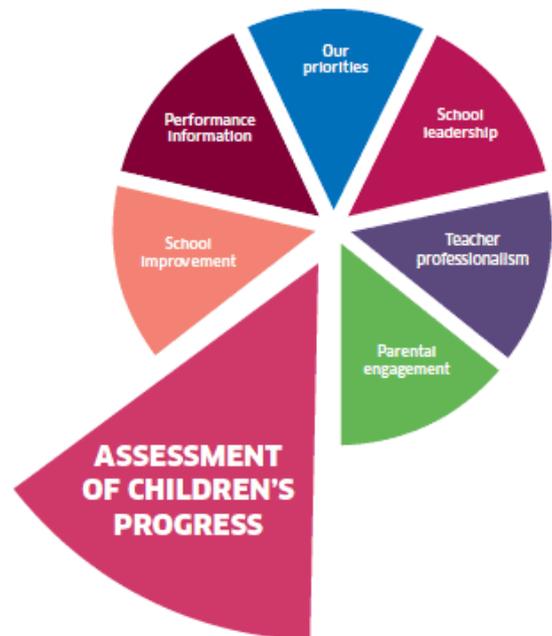
Assessment of Children's Progress

Overview

The Psychological Service has a statutory role in assessing and provide advice to the local authority in how to mee the additional support need of our children and young people.

Over the course of last session Educational Psychologists were involved in assessments to support

- Over 204 new referrals to our service
- The 64 children with additional support needs who required discussion at the placing panel JRP
- To supporting schools with over 744 open referrals
- The provison of consultation and support to all schools and early learning and child care centres



1. Promoting Equity and Excellence in VOLA as part of PEF

What did we do?

The purpose of the project was to apply psychological methods to improve the mental health and well-being of pupils at risk of missing out of mainstream curricular opportunities which in turn was leading to underachievement and low attainment.

The school funded an additional day a week from an experience Educational psychologist to provide psychotherapeutic support to such pupils within VOLA. From the outset there was a collaborative team working at the core of the project with referrals and reports being forwarded via the school JAT detailing risk and resilience factors. This enabled the project team to identify pupils who were most at risk of missing out. Most of these pupils came from backgrounds in the target areas of Scottish Index of Multiple Deprivation 1-2: and all had experienced multiple Adverse Childhood Experiences. The work embraced advanced psychotherapeutic

approaches reflecting an eclectic mix of EMDR (a therapeutic intervention for people who had experienced trauma), Cognitive Behaviour Therapy, Solution Orientated Approaches as well as consultative support to staff managing distressed pupils The list below is a breakdown of the number of specific extra activities carried out in school during the session.

- Attendance and input to the **Joint Agency Team (JAT)** (n=17): Tasks include planning and coordinating support and reviewing the progress of 4 pupils on average per meeting.
- **Consultation and advice** (n=142) as requested by parents, Pastoral Care, Pupil and Family Support, Support for Learning and Senior Management
- Advice and recommendations at multi-agency **Team Around The Child meetings** (n=24) in developing / revising child plans and interventions.
- Carrying out **individual assessment / therapeutic sessions** with ASN pupils (n=102), who were assessed to need *trauma informed interventions* as a result of Post-traumatic Stress Disorder, Anxiety, School Phobia/Refusal, Emotional Dysregulation.
- Individual **sessions with parents** (n = 17) providing advice and reassurance in the management and support of their child.

What has been the Impact?

Some quotes from pupils:

- *The imaginary exercise (EMDR Flash) with my friend Ariana Grande on the London Eye helps me a lot and makes me feel stronger. I am ok in school now and not so frightened in classes.*
- *Get on fine that I do the (4 Seasons breathing) exercises to keep me calmer when worried.*
- *I particularly liked the feelings I got from the music. (EMDR Flash). I now listen to the music in bed every night cos it's relaxing.*
- *Normally don't talk about worries to people but could do it ok with this... (EMDR). My mum usually asks about it (the sessions) and wants me to do it. She thinks it's helpful as I'm no longer so angry with people.*

Some quotes from parents / carers

- *I've been very worried about 'R' because we've both been bottled-up since his mother died... not able to deal with it. Talking to the psychologist has made all the difference. He now finds it easier to go to school without saying he's unwell. We talk now and look to the future. It's helped the two of us. (grief, traumatic loss and school refusal).*
- *Thanks for all the support you have given 'A'. It's great to see the difference in her. We're actually in Florida just now and she's having a ball. She mentioned that she's not been worrying as much before we came, which as you know is one of her issues. She was using her techniques learned with yourself whilst in the queue for one of the roller coasters yesterday and facing these fears helps her confidence greatly. (chronic anxiety, school refusal).*
- *...there's been no fights and arguments with the police since 'S' been getting help. Has a better attitude. He's trying to keep out of trouble... wants to stay on at school. (Anger control issues).*
- *'G' looks forward to seeing to the EP. He listens and quotes his advice. (Attachment, loss and developmental issues)*

2. Seasons for Growth

What did we do?

2018 – 19 saw more Seasons groups being run in West Dunbartonshire than ever before: 57 groups for children and young people were delivered across the Authority, meaning that around 340 pupils benefited from the programme. We trained 17 new Companions, and currently have at least two Companions in all but two of our schools, contributing to the programme's sustainability.

We are also aware of the positive impact on children and families when parents and carers are able to respond and support their children effectively at times of loss and change. We delivered the 'Seasons for Growth Parent Program: Supporting your child following the death of someone they love' in one of our primary schools.

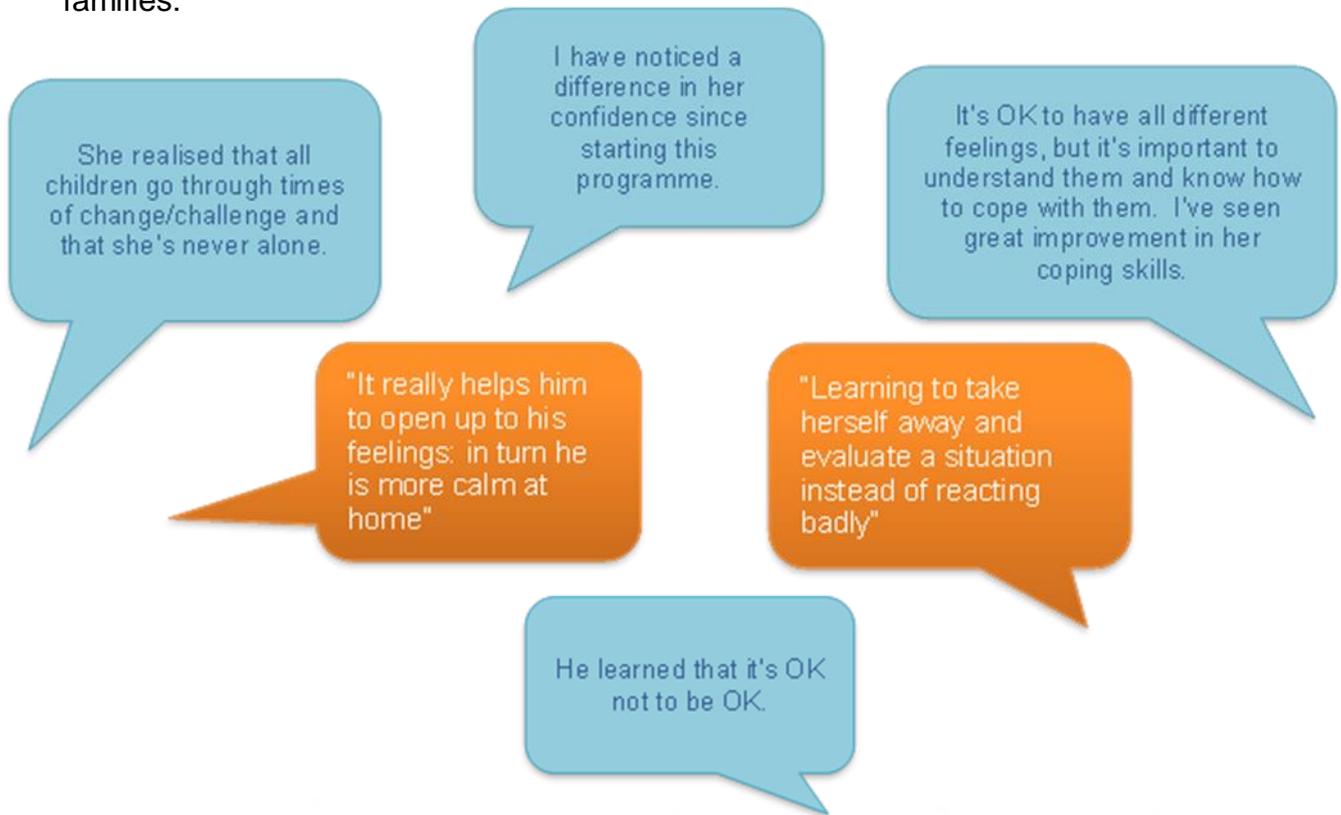
We offered three Re-connectors for Companions and three newsletters for Companions and a wide range of service providers. These focussed on accessing the on-line resources, as well as sharing good practice and CPD on meeting the challenges of delivering the programme effectively and sensitively.

Every group has evaluations by pupils, parents and Companions, which are analysed and replied to by the Seasons Trainer. This allows for a high quality of

professional delivery of Seasons in schools, identification of CPD needs, sharing of good practice and shaping of ongoing CPD for Companions.

What has been the impact?

Parent evaluations are particularly useful in showing the impact for children and families:



Key words from pupil evaluations reflect the experience of the groups and outcomes:



What do we plan to do next?

During 2019/20, we will be training an educational psychologist to become a new Seasons Trainer, and anticipate running three Companion training courses to meet the demand for new Companions.

We will continue to make schools aware that educational psychologists and some Pupil and Family Support Workers are able to offer the Parent Program for bereavement (one 3-hour session) and separation/divorce (two 2-hour sessions). This can be delivered in co-ordination with the Child and Young People's programme, or as a stand-alone.

Section 4

Training Provision

Staff Trained	No. participants	Title of Training	Date of Training	Location	Duration
Christie Park	25	Solihull	14/08/2018	Christie Park	All day
St. Stephen's Primary	19	Solihull	14/08/2018	St. Stephen's	All day
Bonhill Primary	24	Solihull	14/08/2018	Bonhill	All day
Levensale Primary	16	Solihull session 1 of 2	14/08/2018	Levensale	2.5 hrs
Lennox ELCC + Primary	28	Solihull	14/08/2018	Lennox PS	All day
OHR	20	Solihull	15/08/2018	OHR	All day
St. Mary's ELCC	7	Solihull	15/08/2018	St Mary's ELCC	2 hours
Kilpatrick School support staff	53	Emotional Regulation System-3ERS For Self + ES Model	15/08/2018	Kilpatrick	1.5 hours
Kilbowie Primary	20	Solihull	15/08/2018	Kilbowie PS	All day
Choices	8	Solihull	15/08/2018	Choices	All day
Various Primaries	22	Nurture - session 1 of 2	29/08/2018	PS Office	2 hours
Great Start Childcare	11	Word Aware - session 1 of 2	30/08/2018	Great Start	1 hour
CHS staff	8	Nurture Principles Intro	30/08/2018	CHS	50 mins
Early Stages Teachers	15	Word Aware (Integrating)	31/08/2018	PS Office	All day
OLSP staff	14	Nurture Principles Intro	31/08/2018	OLSP	50 mins
Various Primaries	22	Nurture - session 2 of 2	05/09/2018	PS Office	2 hours
Great Start Childcare	11	Word Aware - session 2 of 2	06/09/2018	Great Start	2 hours
CHS staff	7	Nurture principles intro	06/09/2018	CHS	50 mins
OLSP staff	6	Nurture principles intro	07/09/2018	OLSP	50 mins
CHS teaching staff	10	Mindfulness .b foundation	12/09/2018	CHS	1.5hrs
OLSP teaching staff	13	Mindfulness .b foundation	13/09/2018	OLSP	1.5hrs
OLSP teaching staff	13	Mindfulness .b foundation	20/09/2018	OLSP	1.5hrs
CHS staff	9	Nurture principles Mod 1	20/09/2018	CHS	50 mins
Various Primaries	13	Nurture - session 1 of 2	25/09/2018	PS office	2.5 hours

Staff Trained	No. participants	Title of Training	Date of Training	Location	Duration
Primary/ASN staff	10	ASD	25/09/2018	St. Kessog's Base	1.25 hours
CHS teaching staff	10	Mindfulness .b foundation	26/09/2019	CHS	1.5hrs
St. Ronan's Primary	5	PATHS	26/09/2018	St. Ronan's	1.25 hours
OLSP teaching staff	13	Mindfulness .b foundation	27/09/2018	OLSP	1.5hrs
CHS teaching staff	10	Mindfulness .b foundation	03/10/2018	CHS	1.5hrs
OLSP teaching staff	13	Mindfulness .b foundation	04/10/2018	OLSP	1.5hrs
primary and secondary	6	Introduction to Mindfulness for CBT group intervention	04/10/2018	PS office	2 hours twilight
CHS staff	10	Nurture principles Mod 2	04/10/2018	CHS	50 mins
OLSP staff	12	Nurture principles Intro	05/10/2018	OLSP	50 mins
Probationer Teachers	55	ACES	05/10/2018	ERS	1/2 day
CHS teaching staff	10	Mindfulness .b foundation	10/10/2018	CHS	1.5hrs
Various Primaries	13	Nurture - session 2 of 2	10/10/2018	PS office	2.5 hours
OLSP teaching staff	13	Mindfulness .b foundation	11/10/2018	OLSP	1.5hrs
CHS staff	6	Nurture principles Mod 2	11/10/2018	CHS	50 mins
Education - C Hubler	1	CBUK	11/10/2018	PS office	1.5 hours
primary and secondary	9	Introduction to CBT approach small group intervention (as part of P7 transition)	11/10/2018	St Stephen's PS	2 hrs
St Mary's & St Martin's	14	Restorative Approaches session 1 of 2	11/10/2018	St Mary's PS	1hr
St. Mary's PS (Clydebank)	22	Solihull	12/10/2018	St. Mary's	All day
St. Mary's/St. Martin's (Alex)	15	Solihull	12/10/2018	St. Martin's	All day
Linnvale Primary	21	Solihull	12/10/2018	Linnvale	All day
Renton Primary	12	Solihull	12/10/2018	Renton	1/2 day
Balloch Primary		Solihull	12/10/2018	Balloch	1/2 day
LA's & Teaching staff	16	Restorative Practices session 1	23/10/2018	St Michael's	2 hrs

Staff Trained	No. participants	Title of Training	Date of Training	Location	Duration
CHS teaching staff	10	Mindfulness .b foundation	24/10/2018	CHS	1.5hrs
Levensale Primary	16	Solihull session 2 of 2	24/10/2018	Levensale	1.5 hrs
Balloch Primary	24	Solihull	24/10/2018	Balloch	
OLSP teaching staff	13	Mindfulness .b foundation	25/10/2018	OLSP	1.5hrs
CHS staff	12	Nurture principles Mod 3	25/10/2018	CHS	50 mins
St. Mary's/St. Martin's (Alex)	14	Restorative Approaches session 2 of 2	25/10/2018	St Mary's PS	1hr
CHS staff	11	Nurture principles Mod 1	26/10/2019	OLSP	50 mins
CHS teaching staff	10	Mindfulness .b foundation	31/10/2018	CHS	1.5hrs
Kilbowie primary staff	18	NP1	01/11/2018	Kilbowie PS	1.25 hrs
OLSP teaching staff	13	Mindfulness .b foundation	01/11/2018	OLSP	1.5hrs
CHS staff	7	Nurture principles Mod 3	01/11/2018	CHS	50 mins
OLSP staff	7	Nurture principles Mod 1	02/11/2018	OLSP	50 mins
All nurseries	50	Key Services	06/11/2018	Kilpatrick	1 hr
Bonhill primary staff	21	NP1	07/11/2018	Bonhill PS	1.25hrs
CHS teaching staff	10	Mindfulness .b foundation	07/11/2018	CHS	1.5hrs
OLL staff (primary)	20	Solihull 1 of 3	07/11/2018	OLOL	2 hours twilight
OLSP teaching staff	13	Mindfulness .b foundation	08/11/2018	OLSP	1.5hrs
CHS staff	12	Nurture principles Mod 4	08/11/2018	CHS	50 mins
OLSP staff	10	Nurture principles Mod 2	09/11/2018	OLSP	50 mins
LA's & Teaching staff	16	Restorative Practices session 2	13/11/2018	St Michael's	2 hrs
CHS teaching staff	10	Mindfulness .b foundation	14/11/2018	CHS	1.5hrs
CHS staff	10	Nurture re-connector	15/11/2019	CHS	50 mins
CHS staff	8	Nurture principles Mod 4	15/11/2018	CHS	50 mins
OLSP staff	9	Nurture principles Mod 2	16/11/2018	OLSP	50 mins
ELCC HoC's	27	Word Aware	21/11/2018	Auchnacraig ELC	3 hrs

Staff Trained	No. participants	Title of Training	Date of Training	Location	Duration
CHS staff	10	Nurture principles Mod 5	22/11/2018	CHS	50 mins
OLSP staff	9	Nurture principles Mod 3	23/11/2018	OLSP	50 mins
All nurseries	20	Key Services	28/11/2018	Kilpatrick	1hr
CHS staff	11	Nurture principles Mod 5	29/11/2018	CHS	50 mins
Kilpatrick School - Primary Teachers	15	Emotional Regulation System - ERS Case study	29/11/2018	Kilpatrick	30 minutes
Kilpatrick School - Secondary Teachers	21	Emotional Regulation System - ES Model	29/11/2018	Kilpatrick	30 minutes
OLSP staff	10	Nurture principles Mod 3	30/11/2018	OLSP	50 mins
Health & education staff	15	Connecting with Parents' Motivations Training	30/11/2018	PS office	All day
Kilbowie Primary staff	20	NP2	04/12/2018	Kilbowie PS	1.25hrs
Primary & ELCC Staff	28	Nurture Principles NP1	04/12/2018	Linnvale	1.25hrs
CHS staff	9	Nurture principles Mod 6	06/12/2018	CHS	50 mins
CHS staff	13	Nurture principles Mod 6	13/12/2018	CHS	50 mins
OLSP staff	7	Nurture principles Mod 4	14/12/2018	OLSP	50 mins
OLL staff (primary)	20	Solihull 2 of 3	09/01/2019	OLL	2 hours twilight
CHS staff	9	Nurture principles Intro	10/01/2019	CHS	50 mins
OLSP staff	16	Nurture principles Mod 5	11/01/2019	OLSP	50 mins
Primary & ELCC Staff	28	NP2	15/01/2019	Linnvale	1.25hrs
CHS staff	15	Nurture principles Intro	17/01/2019	CHS	50 mins
CHS staff	10	Nurture principles Mod 1	24/01/2019	CHS	50 mins
OLSP staff	10	Nurture principles Mod 6	25/01/2019	OLSP	50 mins
Kilbowie primary staff	20	NP3	07/02/2019	Kilbowie PS	1.25hrs
CHS staff	14	Nurture principles Mod 2	07/02/2019	CHS	50 mins
OLSP staff	18	Nurture principles Intro	08/02/2019	OLSP	50 mins
Bonhill primary staff	21	NP2 + reflection session	13/02/2019	Bonhill PS	1.25hrs

Staff Trained	No. participants	Title of Training	Date of Training	Location	Duration
Auchnacraig ELCC	65	Word Aware	13/02/2019	Auchnacraig ELC	4 hours
CHS whole school staff	120	Impact of Trauma on Brain dev	13/02/2019	CHS	1hr
Teaching staff	20	Intro to Mindfulness	13/02/2019	OLSP	2 hrs
Kilpatrick Support Staff	53	Emotional Regulation System - ERS Primary case study	13/02/2019	Kilpatrick	1 hour
Kilpatrick Support Staff	53	Emotional Regulation System - ERS Secondary case study	13/02/2019	Kilpatrick	1 hour
Primary staff	30	Solihull	13/02/2019	St. Joseph's	All day
CHS staff	10	Nurture principles Mod 2	14/02/2019	CHS	50 mins
OLSP staff	17	Nurture principles Mod 6	15/02/2019	OLSP	50 mins
Primary & ELCC Staff	28	NP3	19/02/2019	Linnvale	1.25hrs
primary staff	18	Nurture Principles NP1	19/02/2019	St Michael's	1.5 hrs
CHS staff	12	Nurture principles Mod 3	21/02/2019	CHS	50 mins
Kilpatrick School - Primary + Secondary Teachers	36	Emotional Regulation System - ES Planning Intervention Framework	21/02/2019	Kilpatrick	30 minutes
OLSP staff	7	Nurture principles Mod 6	22/02/2019	OLSP	50 mins
OHR teaching & support staff	20	Solihull re-connector	27/02/2019	OHR	2.5hrs
CHS staff	9	Nurture principles Mod 3	28/02/2019	CHS	50 mins
OLSP staff	8	Nurture principles Mod 1	01/03/2019	OLSP	50 mins
Kilbowie Primary staff	19	NP4	05/03/2019	Kilbowie PS	1.25hrs
Senior managers Network	200	Mindfulness	05/03/2019	Clydebank town hall	1hr
Bonhill Primary staff	19	Nurture reflection session	06/03/2019	Bonhill PS	1.25hrs
ELCC, Pri & Sec staff	15	Intro to Mindfulness	06/03/2019	PS office	3 hours
CHS staff	10	Nurture principles Mod 4	07/03/2019	CHS	50 mins

Staff Trained	No. participants	Title of Training	Date of Training	Location	Duration
OLSP staff	11	Nurture principles Mod 1	08/03/2019	OLSP	50 mins
primary staff	18	Nurture Principles NP2	12/03/2019	St Michael's	1.5 hrs
Parents	7	Mindfulness	14/03/2019	Linnvale PS	1hr
CHS staff	9	Nurture principles Mod 4	14/03/2019	CHS	50 mins
OLSP staff	12	Nurture principles Mod 2	15/03/2019	OLSP	50 mins
primary staff	18	Nurture Principles NP3	19/03/2019	St Michael's	1.5 hrs
OLSP staff	8	Nurture principles Mod 2	22/03/2019	OLSP	50 mins
Health & Ed staff	19	Connecting with Parent Motivation	22/03/2019	PS office	All day
CHS staff	22	Nurture principles Mod 5	28/03/2019	CHS	50 mins
Kilbowie Primary staff	18	NP5	18/04/2019	Kilbowie PS	1.25hrs
OLSP teaching staff	9	Mindfulness .b foundation	18/04/2019	OLSP	1.5hrs
CHS staff	8	Nurture principles Mod 6	18/04/2019	CHS	50 mins
Primary & ELCC Staff	28	NP4	23/04/2019	Linnvale	1.25hrs
nursery staff, SLT's & Senior EY officers	18	CLP training	24/04/2019	Auchnacraig ELCC	half a day
Primary staff	20	Solihull 3 of 3	24/04/2019	OLOL	2 hours twilight
OLSP teaching staff	9	Mindfulness .b foundation	25/04/2019	OLSP	1.5hrs
CHS staff	9	Nurture principles Mod 6	25/04/2019	CHS	50 mins
OLSP staff	15	Nurture principles Mod 3	26/04/2019	OLSP	50 mins
OLSP staff	12	Nurture Principles Mod 3	29/04/2019	OLSP	50 mins
Primary & ELCC Staff	28	NP5	30/04/2019	Linnvale	1.25hrs
Primary staff	15	Solihull re-connector	30/04/2019	St Stephen's PS	1.5hrs
OLSP staff	19	Nurture Principles Mod 4	30/04/2019	OLSP	50 mins
OLSP teaching staff	9	Mindfulness .b foundation	02/05/2019	OLSP	1.5hrs
CHS staff	13	Nurture principles Intro	02/05/2019	CHS	50 mins

Staff Trained	No. participants	Title of Training	Date of Training	Location	Duration
ELCC, Primary, Secondary, Health, SW, Ed Dept	200	Neurodevelopmental approach to supporting hurting children in school	03/05/2019	Clydebank Town Hall	Full Day
OLSP teaching staff	9	Mindfulness .b foundation	09/05/2019	OLSP	1.5hrs
CHS, OLSP & out of authority staff	20	Week long Mindfulness Course	13/05/19 - 17/05/19	CHS	5 full days
kilbowie primary staff	18	NP6	14/05/2019	Kilbowie PS	1.25hrs
CHS staff	13	Nurture re-connector	16/05/2019	CHS	50 mins
CHS staff	11	Nurture principles Mod 2	16/05/2019	CHS	50 mins
OLSP staff	11	Nurture principles Mod 4	17/05/2019	OLSP	50 mins
Various school & SW staff	15	Intro to Compassion	22/05/2019	PS office	1/2 day
teaching staff	22	Intro to Mindfulness	23/05/2019	CHS	1.5 hours
ELCC's	45	Child-led Planning & Vocabulary	23/05/2019	ERS	2.5 hours
Bonhill Primary staff	18	NP3 + reflection session	25/05/2019	Bonhill PS	1.25hrs
Primary & ELCC Staff	28	NP6	28/05/2019	Linnvale PS	1.25hrs
OLSP teaching staff	9	Mindfulness .b foundation	30/05/2019	OLSP	1.5hrs
CHS staff	14	Nurture principles Mod 3	30/05/2019	CHS	50 mins
OLSP staff	14	Nurture principles Mod 5	31/05/2019	OLSP	50 mins
Ferryfield ELCC	12	Word Aware	05/06/2019	Ferryfield ELCC	1.5hrs
Health & ELCC's	11	Connecting with Parents Motivations	05/06/2019	PS office	Full Day
OLSP teaching staff	9	Mindfulness .b foundation	06/06/2019	OLSP	1.5hrs
CHS staff	11	Nurture principles Mod 4	06/06/2019	CHS	50 mins
OLSP staff	14	Nurture principles Mod 5	07/06/2019	OLSP	50 mins

Staff Trained	No. participants	Title of Training	Date of Training	Location	Duration
ELCC's & Primary, Health & parenting staff	8	Mindfulness	07/06/2019	PS Office	2.5 hours
OLSP teaching staff	9	Mindfulness .b foundation	03/06/2019	OLSP	1.5hrs
Ferryfield ELCC	12	Word Aware	12/06/2019	Ferryfield ELCC	1.5hrs
CHS staff	10	Nurture principles Mod 5	13/06/2019	CHS	50 mins
OLSP staff	16	Nurture principles Mod 6	14/06/2019	OLSP	50 mins
Probationary Teachers	80	Nurturing Approaches	18/06/2019	Clydebank Town Hall	1hr 40mins
OLSP teaching staff	9	Mindfulness .b foundation	20/06/2019	OLSP	1.5hrs
CHS staff	15	Nurture principles Mod 6	20/06/2019	CHS	50 mins
OLSP staff	7	Nurture principles Mod 6	21/06/2019	OLSP	50 mins