

Inset/CPD Training for Staff

Available in different formats, ranging from one-off talks on particular topics, to half or whole inset day events or an ongoing programme of continuing professional development, with workshops /meetings occurring at regular weekly or fortnightly intervals throughout the term.

These meeting could be offered to the staff group as a whole or to particular members of staff across a number of schools e.g. Head Teachers; SENCos; Learning Mentors; Learning Support Assistants etc. The focus could be on particular children or on particular topics such as: managing difficult behaviour; bullying; emotional literacy; emotional aspects of teaching and learning; bereavement; divorce; the impact of trauma on children's development and capacity to learn; the influence of group dynamics in the classroom etc

Catholic Children's Society (Westminster)
Crusade of Rescue



Bishop Harvey Family Service is a project of the Catholic Children's Society (Westminster) and was established in 1994. We are staffed by a team of Child and Adolescent Psychotherapists and offers to help children, adolescents and families who are experiencing behavioural and emotional difficulties. Bishop Harvey Family Service offers a consultancy service to teachers, health visitors, social workers and other professionals.

**Services are confidential, non-denominational
and available to all, irrespective of
race or creed.**

For further enquiries or discussion please contact Patsy Ryz,
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Registered charity number 210920

For children and families across the spectrum

Bishop Harvey Family Service

Providing Tier 3 Expertise

In-house @ Your School

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Pages Lane
Muswell Hill
London
N10 1PR

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BISHOP HARVEY FAMILY SERVICE

In-house@ Your School

Providing Tier 3 expertise in Child and Adolescent Mental Health, on site, in school premises; tailored to support staff and meet the needs of individual schools/network learning communities. In line with the criteria set out in the Self Evaluation (SEF) and Every Child Matters (ECM) Outcomes Framework, this joint Tavistock-Bishop Harvey Family Service initiative offers a responsive, flexible and accessible service to staff, students and their families. Evaluation will be undertaken through the use of HoNOSCA (Health of the Nation Outcome Scales Child and Adolescent Mental Health) which provides a means of assessing the success of interventions aimed at improving the health and social functioning of children and adolescents:

***Be healthy; stay safe; enjoy and achieve;
make a positive contribution;
achieve economic well-being.***

Intake/Referrals Meetings (Secondary Schools)

A clinician would be available to set up or join a multi-disciplinary school team in weekly meetings to discuss pupils who are causing concern. The meeting would offer a forum in which to explore the best way of managing the situation within the school setting ; to consider whether existing resources are sufficient to meet the student's needs and if not how to access appropriate help. The latter might include identifying the need for referral on to other agencies and professionals, as well as initiating and facilitating the process.

Consultation to Staff on Individual Pupils

This would be an opportunity for staff to discuss issues similar to those outlined above but in a one-to one situation. In addition consultations such as this can offer support as well as a chance for staff to increase their understanding of emotional /psychological factors underlying external behaviour and interactions

Drop-in Surgery for Staff

Staff would have quick and rapid access to a clinician in order to discuss a difficulty / crisis situation or particular children or issues that are a cause for concern.

Consultation to Senior Management Team

The focus of these meetings would be tailored to meet the school's particular needs/concerns but could include: exploring the extent to which existing structures facilitate learning and the fulfilment of the school's aims and objectives; considering the implementation of new systems and structures, e.g. setting up a multi-disciplinary forum as outlined above; establishing mentoring, buddy and befriending schemes etc.

Brief Interventions for Children and Parents (Primary Schools)

This would comprise a series of 4-6 sessions where parents would have an opportunity to think about the underlying meaning of challenging behaviour/ particular difficulties or concerns and consider effective ways of managing this.

For Adolescents and their Families (Secondary Schools)

A time limited number of sessions (as outlined above) would be offered to adolescents wishing to be seen within a family context with a view to facilitating communication with parents and siblings.

Events for Parents

This would involve Talks or Workshops for groups of parents on a variety of topics such as: child development; managing difficult behaviour; bullying; dealing with children in transition; (preparing children for nursery/school/secondary transfer); adolescence bereavement; divorce; emotional aspects of learning and school life etc.

The events could be put on as 'one-off' talks or as workshops, i.e. a series of meetings throughout the term.

Drop-in Surgery for Parents

This would work in a similar way to the Drop-in Service for students, giving parents an opportunity to talk, in confidence, to a clinician about a particular difficulty or concern.

In-House @ Your School

For Children /Adolescents

- Extended Assessment
- Drop-In Service
- Nurture Groups (Primary Schools)
- Young People's Groups (Secondary Schools)

For Children and Parents (Primary Schools)

- Brief Interventions

For Adolescents and their Families

- Brief Interventions

For Parents

- Events, Talks and Workshops
- Drop-in Service

For Staff

- Intake/Referrals Meetings
- Consultation to Staff on Individual Pupils
- Drop-in Surgery
- Consultation to Senior Management Team
- Inset/CPD/Training

Extended Assessments for Individual Children and Adolescents

This would comprise a series of 4-6 sessions for pupils presenting with emotional / behavioural difficulties, fears or anxieties that impinge on their learning and on their capacity to relate well to others.

In primary schools, these exploratory sessions would be preceded by an initial meeting with parents & staff who would subsequently also have opportunities to hear the clinician's feedback, at the end of the assessment. The feedback would include the clinician's impressions of the child's difficulties as well as thoughts on how best to proceed. The latter could involve a recommendation for referral on to an appropriate agency, as well as help in accessing relevant services.

In secondary schools a similar model would apply but the decision for parents and staff to be seen would be made on a case by case basis, taking the adolescent's views into account as well as other relevant factors in the overall situation.

Drop-in Service

In primary schools this would be available for Years 5 & 6 children who would self-refer (subject to parental consent) and would have an opportunity to think about particular issues that trouble them, with a professional who is not a staff member.

In secondary schools the drop-in would be available throughout the school.

Nurture Group (Primary Schools)

This would run for 10 once weekly sessions and would be aimed at improving children's emotional literacy.

Through a process of getting to know themselves better, children will be helped to move on to improved relationships with others and an increased capacity to learn.

Group size would range from 4-8 children, depending on whether a member of staff can be made available to co-run the group.

As well as having the potential for reaching a larger number of children, this option also has significant advantages in terms of providing 'in-house' training to staff and extending their experience of the way in which emotional factors can influence learning.

Young People's Group (Secondary Schools)

This would run for 10 once-weekly sessions and would offer students an opportunity to discuss issues of concern with their peers and a facilitator.

Groups could be structured to focus on particular topics e.g. managing difficult feelings; peer relationships; identity etc, or could be set up in a more open way with participants bringing whatever issue is on their mind.