



Place2Be Annual Outcomes Report

School name: George Tomlinson Primary School	Cluster / Service Area: Waltham Forest / North London
Year: 2017-2018	SPM: Yasira Bashir

Impact Quote

"Coming to Place2Be helps me when I am feeling sad, angry or worried. I can talk about my feelings, I get help with a lot of things and I feel happy when I am there" Year 5 pupil

Key Data

One-to-one counselling

No. of children / young people seen:	15
No. of sessions offered:	288
Key themes emerging:	Attachment, avoidance, anger, self-esteem issues, anxiety, traumatic events

Brief counselling

No. of children / young people seen:	8
No. of sessions held:	124
Key themes emerging:	Attachment issues, anxiety, Low self-esteem, anger, other emotional needs

Place2Talk

No. of children / young people seen:	57
No. of sessions held:	277

Safeguarding

No. of disclosures passed on to the school:	0
No. of low threshold disclosures:	0
No. of high threshold disclosures:	0

Report summary



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Introduction- The service started in September 2017 with introductory presentations delivered by the Cluster Manager and the School Project Manager (SPM) for the whole school staff. The SPM then held multiple assemblies for key stage 1 and key stage 2 children about the services Place2be will offer in the school.

One to One counseling-

Referrals were passed to Place2Be and assessment took place resulting in fifteen children being seen for one to one counselling over the last year. Six of the fifteen children in one to one counselling were in receipt of pupil premium funding, one child was subject to a child protection plan, two children were on a Educational Healthcare Plan. So a significant number of the more vulnerable children had the extra level of support in school provided by Place2Be. Looking at the sub-scale improvement SDQ chart it is clear that both from teachers and parents the main areas of improvement were children's emotional well being, conduct and hyperactivity followed by improvement in peer relationships.

Brief Counseling

The SPM was able to see eight children for brief counselling working with issues around children's emotional needs. These children were offered a safe space on a weekly basis for about eight weeks supporting each child to experience containment and to build on resilience.

Place2Talk

The lunch time self-referral Place2Talk has been very popular within the school. The SPM delivers the service to the children individually as well as in small groups. Looking at the scales, friendship was the issue discussed most in these Place2Talk sessions by children followed by emotional issues of anger, worry, loneliness and sadness. Also transitional issues to secondary school and into new classes was brought for discussion over the Place2Talk lunchtime referral services. A solution focus based approach was offered in the sessions to give children strategies and to build their resilience around these issues.

Parent Partnership

The SPM has provided Parent Partnership to a number of parents, offering advice and guidance and also supporting them with the challenging circumstances around the child as well as their own emotional well being.

Safeguarding

No direct safeguarding disclosure has been made by any of the pupils accessing Place2Be. However, the school staff always keep the SPM informed about any safeguarding issues brought to their attention by the children.

One-to-one counselling service

Socio demographics

Children / young people in receipt of Pupil Premium / Pupil Deprivation Grant (Wales):	6
Children / young people who are Looked After:	0
Children / young people who are subject to a Child Protection Plan:	1
Children / young people with SEND:	2

Improvement - SDQ

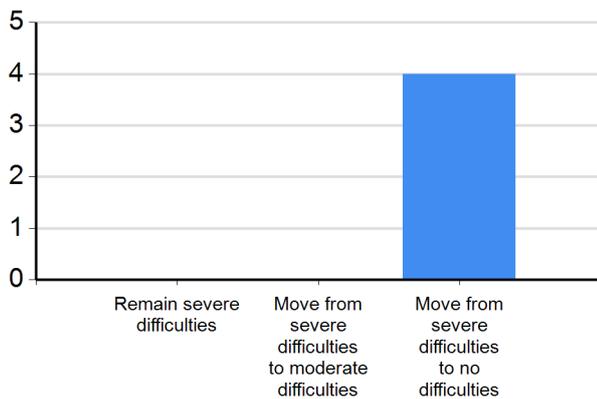
% of children / young people have improved mental health according to their teachers:	100%
% of children / young people have improved mental health according to their parents:	100%



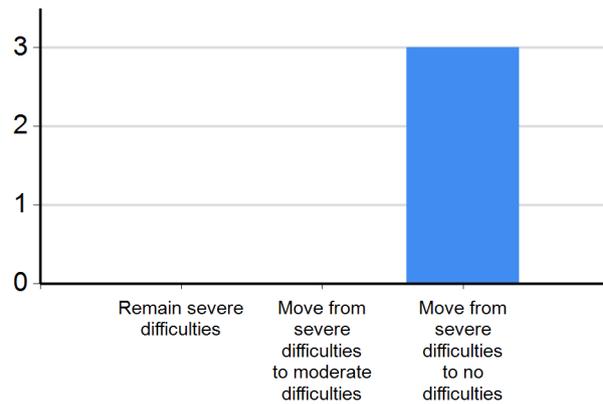
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Clinical recovery - SDQ

Clinical Recovery: Teacher SDQ

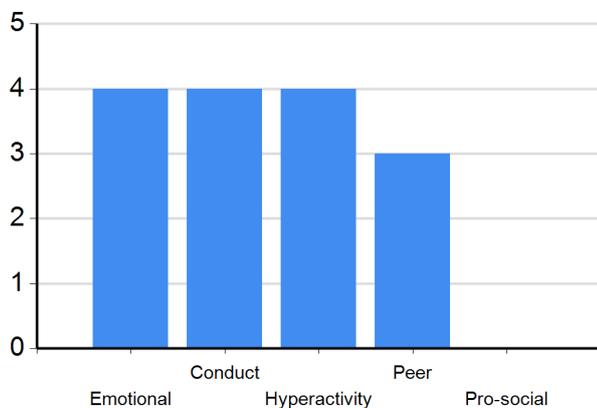


Clinical Recovery: Parent SDQ

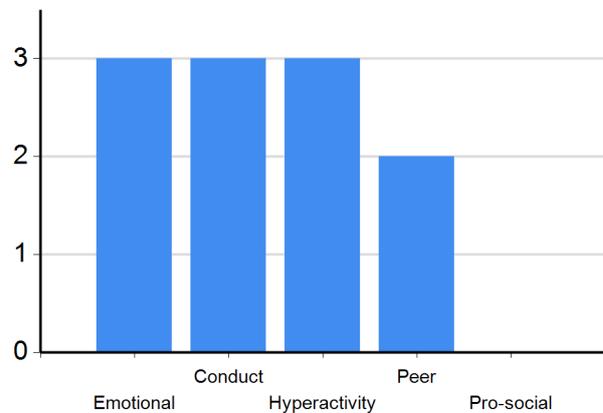


Subscale Improvement - SDQ

Subscale Improvement: Teacher SDQ



Subscale Improvement: Parent SDQ



Impact on Learning and Engagement

Teachers say:

- 4 of 4 children / young people were better after coming to Place2Be
- 3 of 3 children / young people's difficulties had less impact on their classroom learning
- 4 of 4 children / young people's difficulties caused fewer problems for the teacher or class

Parents think:

- 3 of 3 children / young people were better after coming to Place2Be



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Pupil Premium funded children / young people				Children / young people with SEND			
	No difficulties	Moderate difficulties	Severe difficulties		No difficulties	Moderate difficulties	Severe difficulties
Before counselling	0	0	2	Before counselling	0	0	0
After counselling	2	0	0	After counselling	0	0	0

Family case study

The child was referred by the school as they were concerned about her emotional needs, behaviour and conduct. Presenting Issues were lack of attention in class, child's tired appearance, attention seeking behaviour, need to be in control, fighting with other children, showing defensiveness and failure to take responsibility for her actions.

In the initial Parent Partnership meeting with the child's mum, it became apparent that the mother also needed emotional support because the child's behaviour was challenging and the parent did not know how to respond to her child. Mum was a lone parent.

Following a written consent and completion of the assessment process, the child was offered one to one counselling with Place2Be.

The aims of the counselling were:

1. to provide a secure attachment through the counselling relationship.
2. to provide structure, consistency and containment through the therapeutic frame - the room, the boundaries.

At the start of the counselling the child would attempt to control the play, artwork and games. It appeared that the child was self reliant and found it hard to trust others, she wanted to do things by herself.

The counselling offered a space where the child could experience a unconditional and non judgmental response from an adult. The space allowed the child to play out her experiences through different creative mediums in the room. Trust began to build in the counselling relationship and with this, the child self awareness around her actions increased . The child learnt that she could gain attention from others in other ways and that she did not need to act out to get this attention.

Whilst the one to one counselling took place with the child, the Child's Mum accessed parent partnership sessions. These sessions supported Mum to understand her child behaviour and support the child while at home.

The post intervention Strengths and Difficulties Questionnaire (SDQ) by the teacher and the parent showed improvement in the emotional symptoms scale, conduct problems, peer relationship problems and hyperactivity.

At the end of one to one counselling the child settled back into the class, she was able to engage with her class work and her peer relationships improved.

Teacher's feedback was "the child is really settled in the class now".

Positive feedback was given by Mum " My child is a lot happier and she accepts others with positive attitude"

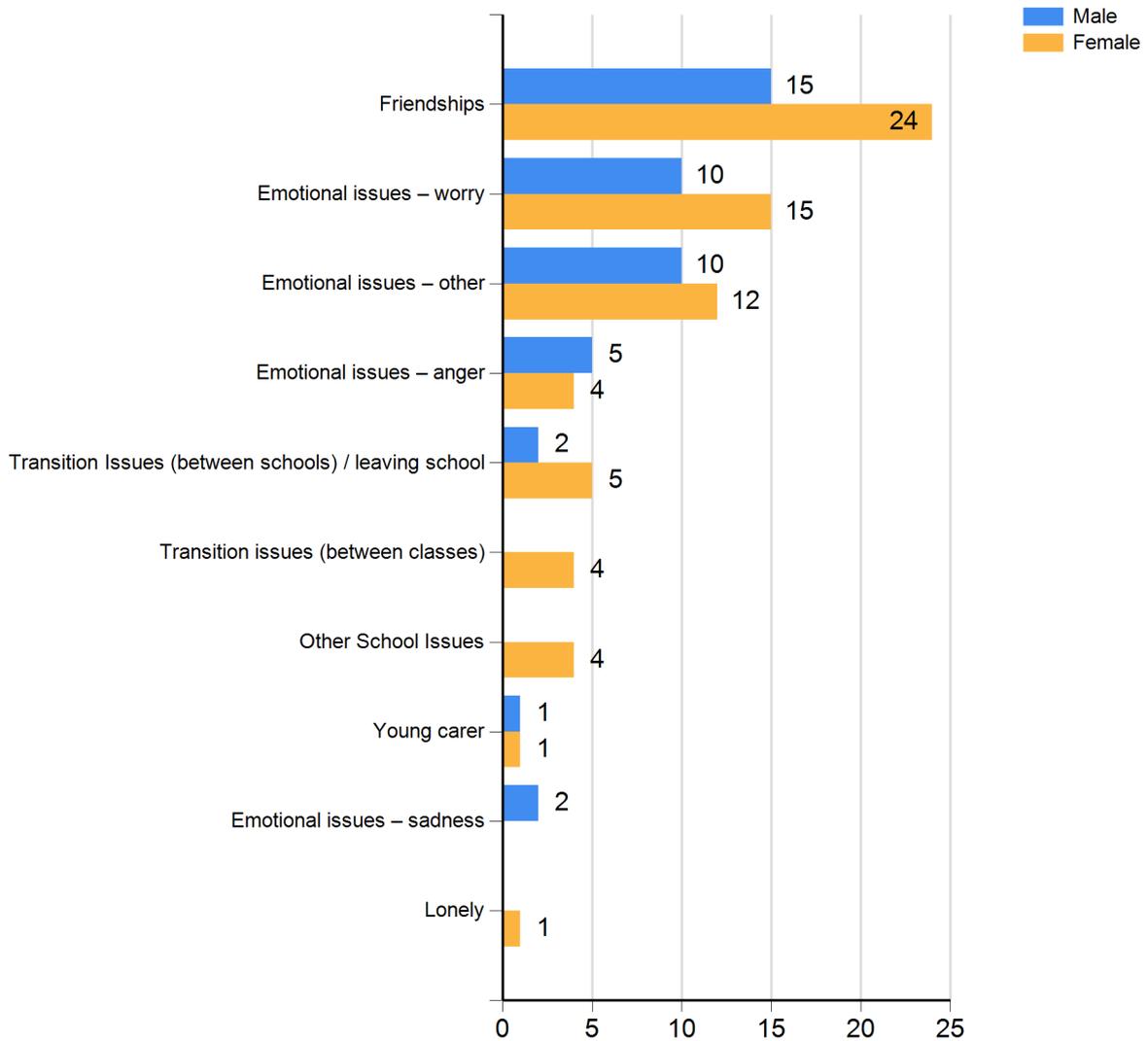
Place2Talk - Building resilience

Gender		Attendance	
Boys:	26	No. of group sessions held:	53
Girls:	31	No. of individual sessions held:	224



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Main issues discussed



Whole class and circle time

No. of whole class sessions: 2

Whole class themes: Introduction to place2Be services, understanding feelings and emotions and talking about them.



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Support for parents

Parents referred to outside agencies:	0
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Support for school staff from Place2Be

Introducing Place2Be- The services were introduced to the whole school staff by both Cluster and the School Project Manager through an introductory presentation and experiential therapeutic work activities during September 2017 where the staff were able to gain insight in the place2be services.

Place2Think- The school staff is well informed by the School Project Manager about the support they can get under the Place2Think provision. School staff have been able access the service to discuss issues around understanding and responding to children's behavior. The service has also offered self-care strategies to school staff members over the last year. Staff continue to utilise this service.

Coffee Mornings- A Place2Be introductory coffee morning was arranged by the school and the School Project Manager introduced to the parents. Since then the SPM has attended future coffee mornings held for parents discussing support available for children, parents and their families.

Wider support and partnership activities

Educational Psychology - Place2Be Educational Psychologist Julia Clements visited the school during the Autumn term last year. Her visit was insightful in gaining further understanding of children's emotional needs and the ways in which the staff can respond to those needs.

Place2Reflect - On the 13th of July 2017, the SENDCO/ Inclusion Manager/ link person attended the Place2Reflect annual conference along with the School Project Manager. This was an insightful event offering a platform to professionals to reflect upon various psychological issues and to discuss strategies around children and their families emotional needs and Mental Health and Wellbeing.

CIN and TAC Meetings - The School Project Manager has been a part of Child in Need meetings for children in one to one counseling with Place2Be as well as Team Around the Child meetings. These meetings have been informative as information is shared between professionals working around the family.

CAMHS - Wider work with CAMHS and other agencies is carried out by the school link person/ SENDCO who keeps the School Project Manager updated in regards to these services and referrals.

SENDCO - The School Project Manager and the link person/ SENDCO have scheduled fortnightly meetings where information is exchanged about the referrals of vulnerable children, their emotional needs and how to address those needs efficiently and effectively.