



Place2Be Annual Outcomes Report

School name: George Tomlinson Primary School	Cluster / Service Area: Waltham Forest / North London
Year: 2018-2019	SPM / Place2Be Counsellor: Yasira Bashir

Impact Quote

"Place2Be is the best place to go to when I need help with my feelings. I always feel better after talking to someone at Place2Be". Feedback from year 5 pupil

Report summary

Over this academic year the School Project Manager (SPM) along with her team worked rigorously to deliver One to One therapeutic counselling sessions, Place2Talk (lunchtime self referral service), Place2Think (support for staff), parent partnership work and the group work at George Tomlinson Primary School.

One to One Counselling - Counsellors on Placement provided long and short term one to one counselling sessions to children under the supervision of the SPM. Children benefited from having their space where they were creative and expressive. As a result of these counselling sessions children gained self awareness, emotional resilience and were able to self regulate. According to SDQs and data collected from teachers all the children had improved mental health and well-being after attending Place2Be one to one therapeutic counseling sessions. Feedback from parents also show 100% improvement in pupils' emotional and mental well-being.

Place2Talk - As always lunchtime self referral place2talk was utilised by many pupils, particularly by the key stage 2 children. Several children benefited by talking about their concerns with the SPM. The main aim of Place2Talk is to build children's resilience by offering them coping strategies. Issues like friendships, family relationships, transition between classes, academic achievements and other emotional issues such as anger and worry were brought to these sessions. More girls saw the SPM for friendship issues, family relationships and worrying issues than the boys. However, more boys visited Place2Talk to discuss anger problems and other emotional issues.

Group Work - During the Winter term the SPM offered therapeutic transitional group work support to selective pupils in year 6. The aim of this group work was to explore pupils' worries and anxieties in relation to starting a new secondary school in September 2019 and to help them to build their resilience. Feedback from children about this group work was really positive at the end. Children said they felt more confident about their transition to a secondary school in September 2019 after attending group counselling.

Parent Partnership Work - Several parents saw the SPM for Parent Partnership Work, where the focus was on understanding their children's behavior and responding to their emotional needs. Lot of positive feedback was received from parents. Parents felt they were in a better position in responding to their children emotional needs. Place2think - Various members of staff benefited by seeing the SPM for place2think (staff support) . Self care strategies were offered to the members of staff. SPM continues to build trusting relationships with the members of staff to encourage them to use this space.

Key Data

Place2Talk	
No. of children / young people seen:	61
No. of sessions held:	276
One-to-one counselling	
No. of children / young people seen:	15
No. of sessions offered:	326
Key themes emerging:	Attachment, avoidance, low self-esteem, anger issues, traumatic events, bereavement, transition to secondary school

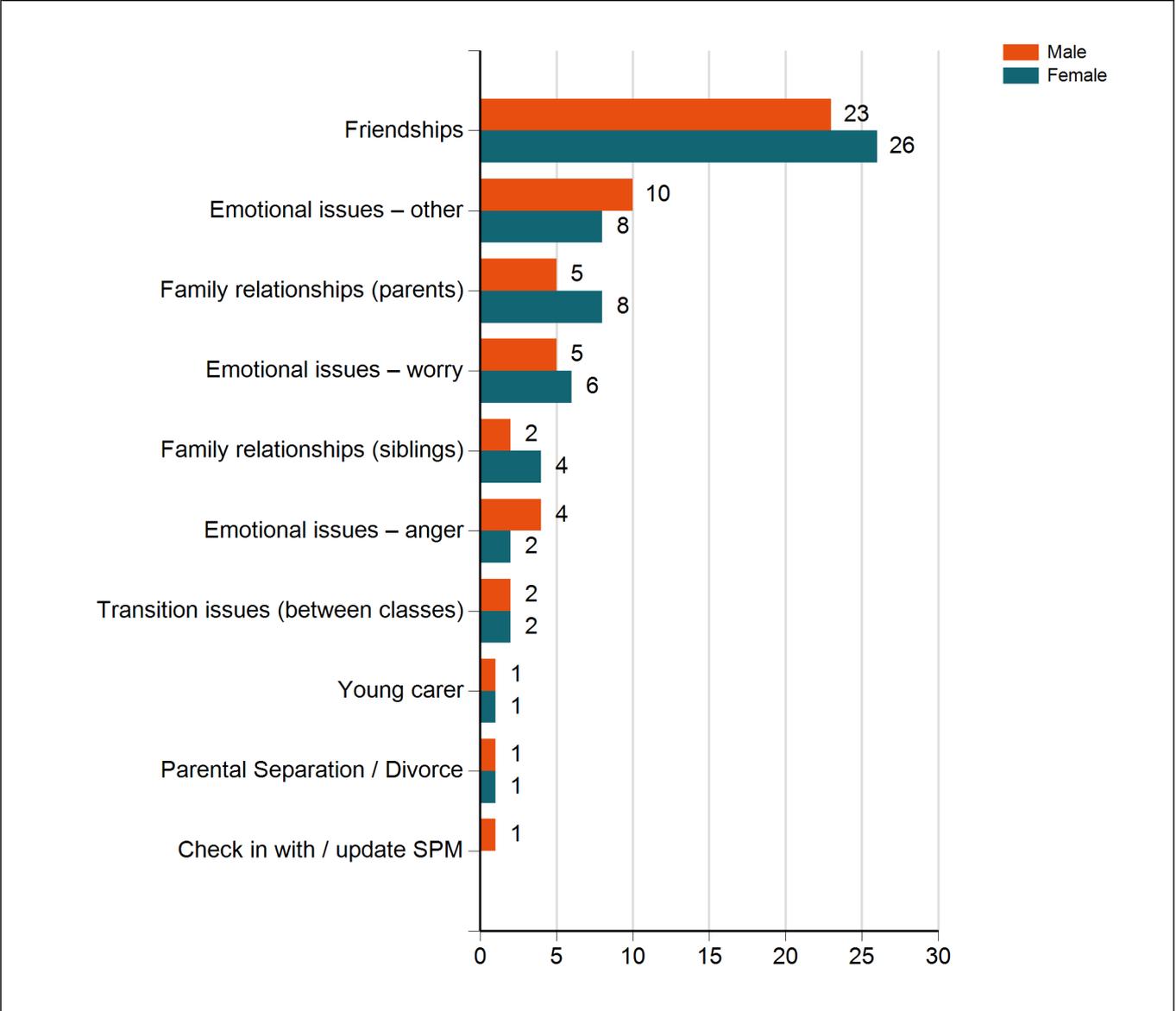


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Brief counselling	
No. of children / young people seen:	1
No. of sessions held:	6
Key themes emerging:	Attachment, anger issues

Place2Talk - Building resilience			
Gender		Attendance	
Boys:	32	No. of group sessions held:	63
Girls:	29	No. of individual sessions held:	213

Main issues discussed





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One-to-one counselling service

Socio demographics

Children / young people in receipt of Pupil Premium / Pupil Deprivation Grant (Wales):	3
Children / young people who are Looked After:	0
Children / young people who are subject to a Child Protection Plan:	2
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%

Impact on Learning and Engagement

Teachers say:

11 of 11 children / young people were better after coming to Place2Be

9 children / young people had difficulties that caused an impact on their classroom learning, 9 improved*

10 children / young people had difficulties that caused problems for the teacher or class, 9 improved*

Parents think:

11 of 11 children / young people were better after coming to Place2Be

*these outcomes include only those children whose difficulties had 'Quite a lot' / 'A great deal' of impact on the areas in question at the start of counselling, and their subsequent improvement to the 'Not at all' / 'Only a little' responses, at the end of counselling.

Therapeutic group work

No. of group sessions held:	5
Themes of the groups:	Transition to Secondary School
No. of children/young people seen:	7

Whole class and circle time

No. of whole class sessions:	1
Whole class themes:	Exploring anxieties around SATs assessments with year 6 pupils

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Family case study

Child A was nine years old when he was referred to Place2Be by the school. The school was concerned about his emotional needs, behaviour and conduct. The issues of concern in the referral for one to one counselling ranged from lack of focus in his academic work, his tired appearance, getting into fights with other children, attention seeking from adults in the school and the fact that he was constantly late for lessons.

The pre intervention Strengths and Difficulties Questionnaire (SDQ) indicated that both mum and the class teacher were very concerned about this child's emotional needs and conduct at school and at home. He lived with his mum and three siblings. His father had moved to a different country and was not in touch with the family anymore. Mum was finding his behaviour very challenging and frustrating to deal with.

Sessions with the counsellor offered child A secure attachment, structure, consistency and containment. Earlier on in the counselling sessions with the counsellor, it appeared that it was difficult for child A to trust anyone so he would play by himself. The counsellor was aware of the anxiety experienced by the child hence she offered him a safe and a non-judgmental space where he felt contained.

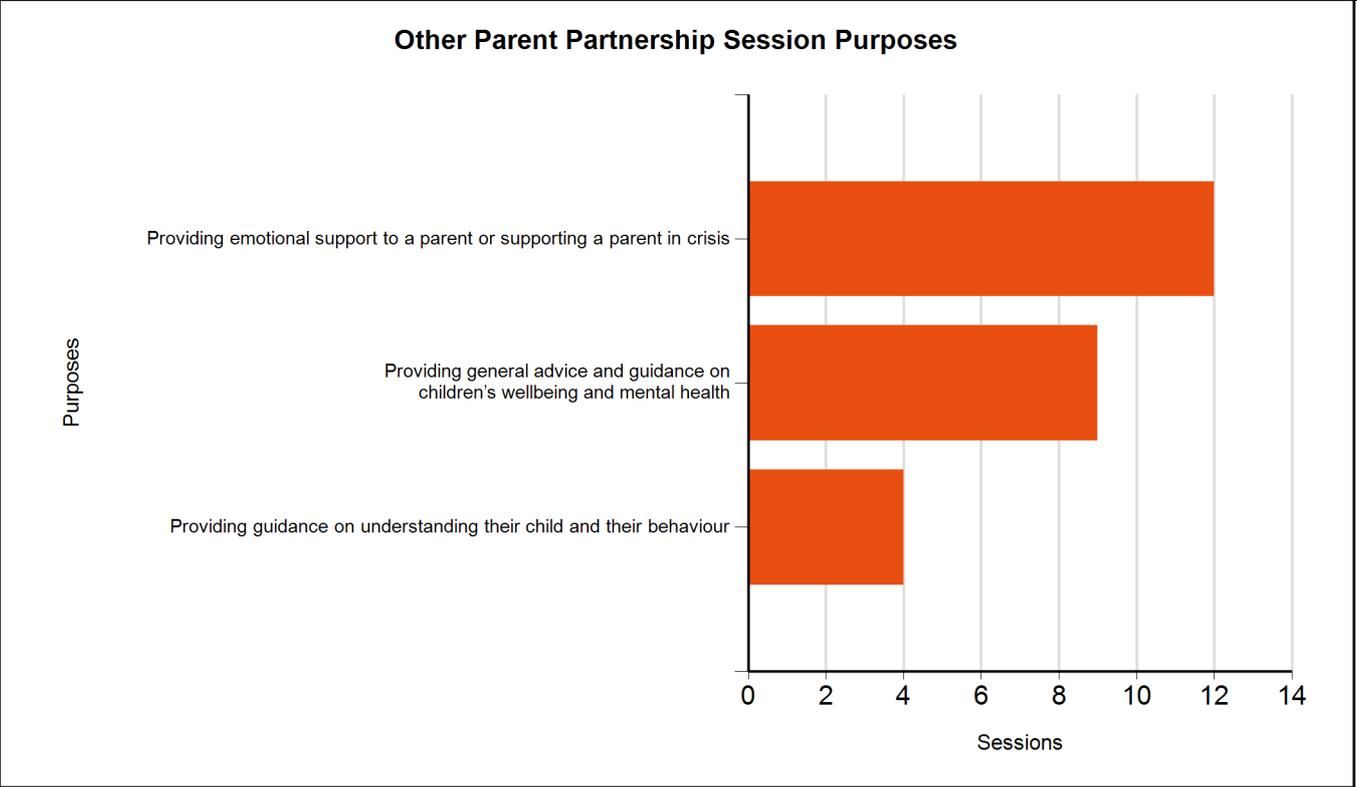
As the therapeutic journey progressed, Child A started to trust the counsellor. As a result he was able to express his feeling and emotions through creative work, play and later on by talking about them with the counsellor. Child A felt that he was being listened to and he also felt that there was someone who understood him. As a result of this therapeutic relationship, Child A started to trust himself and others around him. He was able to understand his own feelings and emotions and he became capable of recognising other people's feelings and responding to them as well. Child A seemed a lot happier and started to enjoy coming to school, doing his class work and being with friends.

At the end of the intervention he was integrated back into the class and was able to engage with educational tasks and attainment. He was relaxed and did not get stressed out by the class work and other children. The SPM offered several sessions to the child's mum and mum felt supported. Mum was now able to respond to her child's needs in a positive way.

Post intervention SDQs from the teacher and the parent showed improvement in Child's emotional symptoms, hyperactivity, conduct and peer relationship. Feedback from the class teacher said, "Child A is happier, relaxed and his focus has improved". Feedback from mum was, "My child is calm at home and he enjoys coming to school and playing with other children".

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Support for parents from Place2Be	
Parents referred to outside agencies:	0
No of Parent Partnership sessions held:	0
No of Other Parent Partnership sessions held:	24

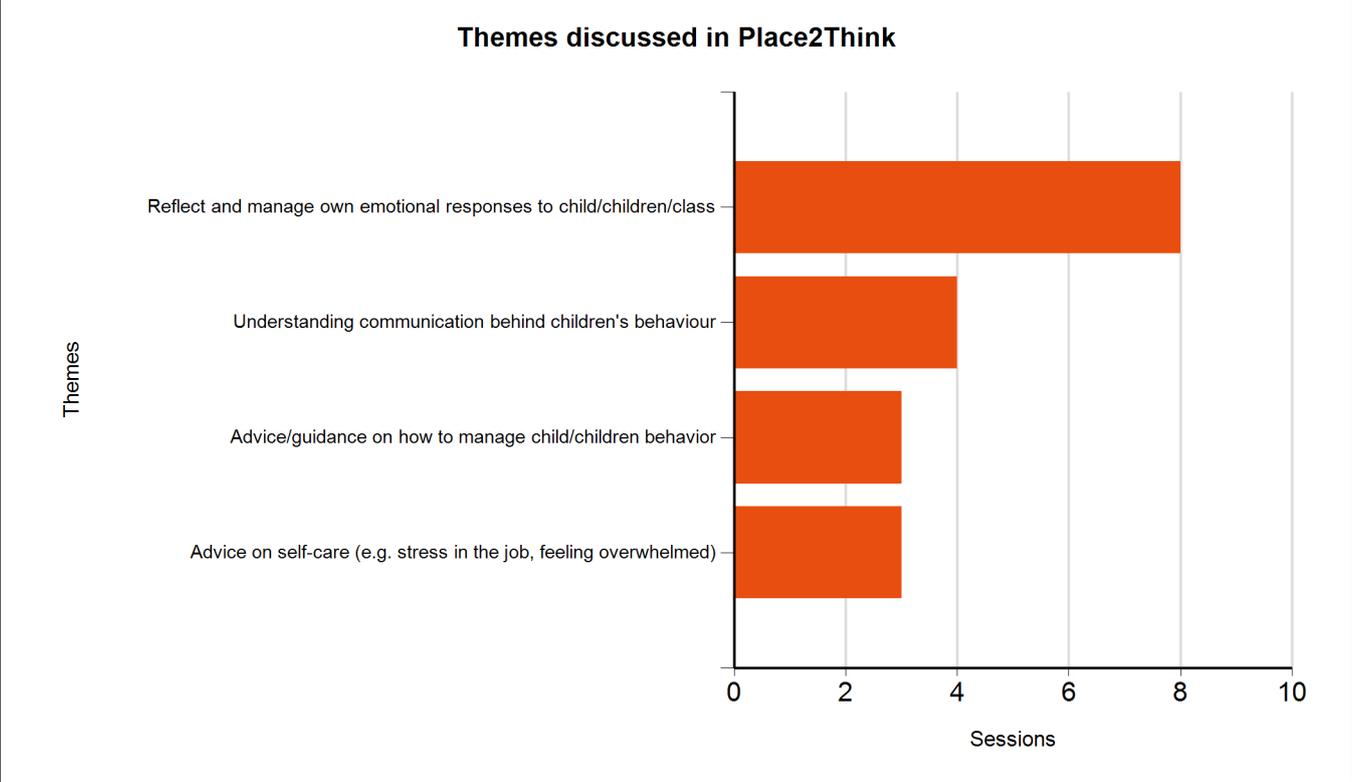


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Support for school staff from Place2Be

No of Place2Think sessions held:

18



Support for school staff was offered by the SPM through various formal and informal sessions and meetings over this academic year. SPM and the school staff discussed issues regarding behavior of pupils in the class, impact of certain traumatic events on children at school and responding to children's needs in a positive way. School staff at George Tomlinson Primary are well informed by the SPM about the support they are able to get under the Place2Think provision. School staff have had access to the service to discuss issues around understanding and responding to children's challenging behavior. The SPM also offered self-care strategies to the staff members over the period of last year. Staff are continuing to make use of the Place2Think service and the SPM is continuing to build trusting relationships with the staff members by offering them a safe space to talk and to feel supported.

Wider support and partnership activities

The SPM worked closely with the SENDCO at school to support parents and families in crisis through offering them therapeutic support. Effective communication between the SENDCO and the SPM is always helpful in identifying new parents and children who are in need of the emotional support.

As always this year the SPM also worked in partnership with the Inclusion Team of the school, which resulted in the SPM attending Child In Need and Child Protection meetings for various children.

Attending link meetings fortnightly with the SENDCO of the school has been very informative and insightful for the SPM. New referrals and other emotional and mental well being issues are discussed during these fortnightly link meetings.