



Therapy Team 2021-22



“We want every child in our school, especially those who might be considered vulnerable or troubled, to fulfil their potential”
William Dean, Head teacher

The Highgate Primary Story

At Highgate Primary School we are proud to have a pastoral and therapeutic care system that has received both local and national acclaim. It is a truly holistic model; providing onsite, embedded support for children and their families.

The model was designed to meet the rising emotional and mental health needs of our children in a whole school approach. It is crucially set in a climate of rising thresholds for safeguarding and social care intervention, with under resourced NHS child and mental health services and harsh school budget cuts.

The correlation between classroom behaviour, emotional regulation and academic progress is recognised and understood.

The pressures on teachers not just to educate, but to also fulfil the role of confidant and counsellor is recognised.

Children, families and all staff play an equal part in its success

The Model provides:

- Cost effective therapy for children using a combination of trainee and qualified counsellors, psychotherapists, well-being practitioners and play therapists
- A pastoral system throughout our school that holds the needs of the whole school community
- A robust SEN department
- Strong and caring professional networks around a child
- Robust early intervention
- Investment in staff well-being
- Stable and long-term relationships, throughout the school, with students and their families.
- A reduction in the stigma around mental health and well-being
- The need for external referrals being recognised promptly

Highgate Primary Therapeutic and Pastoral Care Team 2021 -2022



Billie-Jean Daniels

Therapeutic Services Co-ordinator & Placement Manager

Billie first became involved at Highgate Primary as a parent and chair of the PSA. She joined the school as a staff member in 2009 in the capacity of Teaching Assistant and was elected onto the School Governing Body, where she undertook the role of Wellbeing Governor. Having recognised the need for pupil emotional support, she started a lunch-time drop-in where children could seek support and guidance. During this time she also completed her education degree at the Institute of Education, the first two years of which were dedicated to Education and Wellbeing: working with Children and Families. Billie is the Pastoral Lead (PSHE Health Wellbeing) and Designated Safeguarding Lead.



Isobel McCallum

Integrative Child Psychotherapist

Isobel holds a Fine Art Bachelor's Degree and is currently a trainee Integrative Child Psychotherapist at The Institute of Arts in Therapy and Education. At the heart of the Institute is children's emotional well-being and happiness, her core passion and joy.

Isobel has a background in supporting children and teenagers (mainstream and special needs) within primary schools, secondary schools, home schools, autism units and with the charity Action for Kids. Isobel believes creativity is key, especially in the therapy room, she believes therapy and engaging with a combination of the arts gives space for a child to express themselves fully and fulfil their potential. She believes in the magical growth that can happen in this focused and special 1:1 time. As a saxophonist, she recognises the importance of all the art forms in the therapy room, music being one of them.



Barry Brosnan

natherapist

Barry is a HCPC certified Dramatherapist. Previously Barry worked as an actor and alongside that with young people in SEN and mainstream environments running drama workshops. Barry then combined these 2 passions when he studied his Dramatherapy MA at Roehampton University, combining creativity and play for therapeutic purposes. Barry has worked at Highgate Primary since October 2018 and runs 1:1 sessions and group Dramatherapy sessions for a variety of needs across the school.



Lisa Rose

Well-being Practitioner (Trainee)

Lisa spent 20 years as a Drama teacher and an actress during which time she witnessed first-hand the need for intervention and how young people could benefit from Art Therapies and mentoring. Having experienced the loss of a young family member to suicide, Lisa is sensitive to the issues facing young people today. This personal experience led her to branch out from her acting and to begin training in Wellbeing which she is studying at IATE.



Karen Goldstone

Integrative Child Psychotherapist (Trainee)

Karen is a Montessori and Primary School Teacher and has worked in several London schools over the past 25 years. She is passionate about music and drama and loves to bring these elements into the therapy space.

Karen joined the Highgate Pastoral team in February 2018. When she is not studying for her MA in Integrative Child Psychotherapy at IATE, she can often be found in Highgate Woods walking her dog.



Isabel Squirrell

Integrative Child Psychotherapist (Trainee)

Isabel has spent the last four years working in primary schools supporting emotional, behavioural and educational wellbeing. Alongside this, she also worked with a therapeutic arts charity, bringing workshops to care homes for those living with Dementia.

Her greatest joy is witnessing the power of using the arts and play therapeutically to transform the lives of the youngest children right through to the most elderly.

She has been at Highgate since March 2019 and is completing her training at IATE as a Child Psychotherapist.



Marta Pajak

Trainee Therapist In Play Skills

Marta has worked as a family photographer and as a Learning Support Assistant, working with children with special needs, for the last 10 years. She is now studying Play Therapy, where she integrates her passion to observe and accompany children with her knowledge of how to support them during difficult moments of their lives. She believes that letting children fully express themselves in a safe environment with no judgment helps them to heal from negative experiences and overcome inhibitions. Marta is also a parent of two children at Highgate Primary School and gets to put her knowledge and experience to good use every day.

PETS AS THERAPY

Wellbeing dogs

We also have three dogs in the team – Chip the Corgi-cross, Horace (the school dog) and Eddie, the inclusion dog. They all come in with their owners, Lisa Rose (trainee well-being practitioner at IATE) William Dean (Headteacher) and Julie Bland.



“The Voice of the Child”

Highgate Primary School understands the importance of enabling the voice of the child to be heard to promote safeguarding and well-being.

Examples of the Pastoral Care Team’s work include:

- Lunchtime self-referral drop-in sessions with the Pastoral Care Team
- We are a ‘talking school’; we encourage our children to share their concerns at all times
- Questionnaires for Year 6. Within this survey children respond to questions related to feeling safe at school. The outcomes of these surveys are then used to inform interventions and practice within the school to promote the voice of the children.
- School Council. Pupils are elected by their peers. Children are fully aware of the role of the elected school councillors and are encouraged to regularly bring their views and ideas to their Class Representatives.
- Peer mentors are very visible in the playground at play and lunch breaks.
- Peer mentors listen to children and facilitate activities within the playground in response to what children have asked for. Year 6 peer mentors are trained as talking buddies. Talking buddies support children who feel that they want to talk to someone about their playground related problems and concerns.
- Children who have been identified as vulnerable are given a Key Worker at play and lunch times. This ensures that the social and emotional needs of vulnerable children are being addressed consistently.

For Pupils:

- An active Pastoral and Therapeutic team which children can be referred to or self-refer
- Robust Inclusion Team: therapists, Wellbeing Practitioner, full-time SENCo & Pastoral Lead
- Open door policies for all pupils with the Headteacher
- Staff training on how to provide a nurturing environment and children are taught to speak to members of Staff about any problems they have
- Rigorous behaviour monitoring and looking for possible causes of the behaviour
- Displays around the school promoting wellbeing and providing opportunities to talk

- Therapeutic and safeguarding books around the school
- Students feel safe to report concerns about other students
- Assemblies on Health and Wellbeing
- Circle Times sessions in Class
- Philosophy for Children throughout the curriculum
- Nurture groups run by the Therapeutic Team
- Approximately 30 children seen on a weekly fixed-term basis by the Therapeutic Team
- Secondary Transition groups
- Pets as Therapy 'Read2Dogs' programme
- School Green Council
- Pupil voice for Annual Reviews and EHCP conversions
- Strong partnership with parents

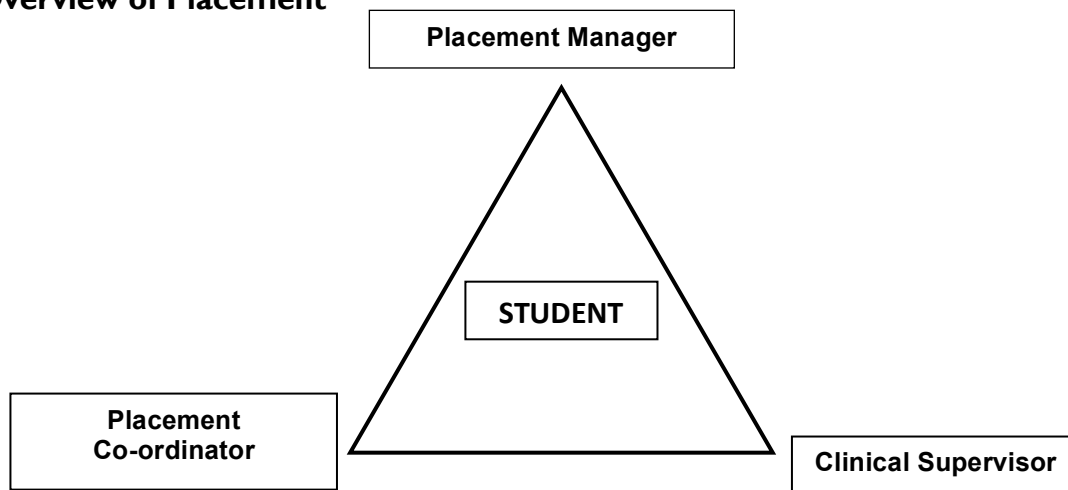
For Staff:

- Therapeutic support for Staff
- Safeguarding awareness developed through PSHE
- Regular staff meetings to discuss welfare of specific pupils
- School E-Safety Team (Staff)
- Regular Safeguarding meeting
- Termly Reviews
- External well-being experts deliver regular training

For Parents:

- In house counselling service (waiting list applicable)
- Joint parent and child sessions through the therapeutic team
- Pastoral Support lead. Onsite daily to help with any concerns a parent may have
- Headteacher has an open door policy for parents
- SENCo
- Secondary transition work

Overview of Placement



The placement is organised as a triangulation around the student. The placement manager, clinical supervisor and colleges training placement coordinator each hold specific roles with clear responsibilities and duties. If there are any concerns about the placement it is important that the network around the student have details of how to contact each other and the permission of the student to discuss concerns. At Highgate primary School, Billie-Jean Daniels is the Placement Manager.

The Placement Manager will ensure:

- All checks are undertaken prior to the placement commencing
- All paperwork is in place
- There is a range of therapy equipment and resources
- Referrals will be made having assessed the therapeutic need and the appropriateness of therapy, working with parents/carers and with referrers
- Aid the student with setting rules, boundaries and contracts – with parent/ therapist and with child
- Managing confidentiality and consent – with parent/ therapist and with child
- Facilitating the introductory session with the therapist
- Child Protection procedures are known
- Student will have securely held records and process notes
- Compiling data to measures and analyse change
- Write brief interim and end-of-placement reports concerning the student's practice, conduct, reliability and attendance and to verify their developing competencies
- Ensure emotional care and consideration is given to each student whilst on placement by all staff.

Selection of Clients

The selection of clients is undertaken by the student, placement manager and clinical supervisor. William Dean, Head teacher, and Becca Lewis, Head of Inclusion, will know of all children in therapy.

All clients will be selected after an appropriate assessment of the student's level of experience and training, bearing in mind any safeguarding concerns. Referrals will come from parents, children and teachers.

Potential clients will be considered using the following conditions:

Commitment	The child and family must be committed to the process of therapy
Appropriateness	The child and family must have appropriate difficulties or experiences that conform to a therapy intervention
Motivation	The child and family must be motivated to enter the therapy process and accept the possible changes, difficulties and stresses involved.
Understanding	The child and family must understand the practical and psychological factors involved in the therapy process. Also, an understanding of how and why therapy is appropriate and effective.
Safety	The child and family must be in a physically and psychologically safe everyday environment.

Student's Duty of Care

- Not engaging in exploitative or unethical conduct towards the client.
- Obtaining informed consent or agreeing a contract for therapeutic work with the client (such consent must be gained from the person(s) holding parental responsibility for the client).
- Acting within limits of own training, expertise and competence.
- Providing selection and skilled use of methods appropriate to the client's situation.
- Not harming the client as a result of physical or psychological methods employed.
- Not giving inaccurate or damaging advice.
- Clarifying and maintaining agreed or agency limits to confidentiality.
- Making appropriate referral to another therapist or agency when required.
- Ending therapy in a way consistent with client's best interests.

Informed Consent and Confidentiality

Prior to any therapy starting, students are required to gain explicit, informed consent from the person holding parental responsibility for the client. This is a legal obligation. Students also have an ethical duty to gain verbal consent from the client prior to commencing therapy.

Confidentiality

Confidentiality is a central principle of therapy and students are required to maintain confidentiality within a variety of circumstances.

Legitimate Breaches of Confidence

- Information on terrorist offences
- Suspected child abuse
- Reporting serious crime
- Self-harm

Insurance

All therapists must have Professional Indemnity Insurance.

Audio recording

Video and digital recording is a key part of the supervisory process and is regarded as an essential training aid. The recording process provides a valuable resource for the trainee by helping them to develop clinical practice skills, self-reflexivity and the ability to become an observer to their practice thus developing the internal supervisor.

- Audio or Video recordings will not be copied, re-produced or supplied to any third party other than the clinical supervisor.
- Students will not edit, remove or manipulate any part of the audio or video recordings.
- Students will ensure that all recordings are stored, used and destroyed in line with the rules stipulated in the consent forms.
- Each recording should be numbered as should the corresponding transcript.
- A record should be kept containing the numbering and date of recording and deletion of recording and transcripts.
- The date by which all recordings will be deleted (usually end of placement or end of training) should be stated on the consent form.
- For security purposes it is advised that the name of the placement institution should be kept separate from any recordings so that Identity can be protected in the event of a potential breach of confidentiality
- Trainees are expected to keep recorded material in a secure environment (locked in a filing cabinet or office). If there is a potential breach due to loss or theft they must inform the placement manager and the placement coordinator as soon as possible.

Room Rules:

- All equipment must be put away at the end of your sessions
- All child's work must be stored securely in their box
- The room must be locked when not in use
- No new equipment will be added to the room
- Any private equipment must be stored and labelled in the large cupboard
- The blinds must always be partially open
- Any breakages will be reported to Billie

Child Protection and Safeguarding; Everybody's business, Everybody's concern, Everybody's responsibility.

We have both a statutory duty and a firm commitment to ensure that all our pupils are kept safe from abuse or radicalisation of any form.

If, in the course of your visit to the school, you become aware of a situation in which you feel a pupil may be in any sort of danger, either from their physical surrounding or as the result of the words or actions of another person, we require you to draw this to the attention of a member of staff immediately.

The School's Designated Safeguarding Leads for 2021 – 22 are:



Designated Member of Staff

Becca Lewis
Deputy Head teacher, SENCo



Deputy Member of Staff

William Dean
Head teacher

Billie-Jean
Pastoral Lead



Deputy Member of Staff

Daniels

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