



Therapy Team 2018 - 19



“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

On average the therapeutic service provides 1:1 support for around 39 children a week.

In 2018 the team won:

Support Staff of the Year, Haringey Outstanding for All Awards - Katy Whitney

The Guardian Newspaper's Public Service Award in the Health and Well-being Category – Pastoral Team

Innovation Award from The Royal Society of Medicine – Therapeutic and Pastoral Team

Highgate Primary Therapeutic and Pastoral Care Team 2018 - 19



Katy Whitney

Therapeutic Services Co-ordinator & Placement Manager

Katy joined Highgate Primary in 2009 as trainee School Counsellor. Katy identified the need for a holistic approach to children and families, this led to the creation of the role of Pastoral Support Officer, Therapeutic Services Co-ordinator and Designated Safeguarding Lead in 2012.

Katy previously worked in Haringey as an Honorary IAPT Adult Counsellor for the NHS.

Katy has a special interest in Child Protection.

Katy now advises schools on therapeutic support and Child Protection and works closely with our partner school Blanche Nevile.



Sophia Davison

Higher Level Child and Adolescent Psychotherapist (Trainee)

Sophia has been a Head of Year and Secondary school teacher for six years before taking a career break to raise her family. Returning to teaching in 2014, Sophia worked in an Inclusion Team in a local Primary school supporting children in Year 6 with their transition to Secondary school.

Sophia is now studying for a Masters degree in Integrative Child Psychotherapist with the Highgate Pastoral Care team.



Jenny Glithero

Higher Level Child & Adolescent Psychotherapist (Trainee)

Jenny has worked in Child Development for 8 years with Gymboree, the Global Leader in Early Years Play & Music. Jenny is Head Teacher of Gymboree Hackney & Islington and is proud to lead International Training for teachers in the Gymboree curriculum. Jenny takes a child-centered approach to her work, holding play and creativity at its heart. Jenny's love for the Arts is evidenced by her Performing Arts degree. Jenny is now studying for an MA in Integrative Child and Adolescent Psychotherapy at IATE with the Highgate Pastoral Care team.

Leora Neves



Child and Adolescent Psychotherapist (Trainee)

Leora has worked with families and Under 5s for over seven years. She is currently in her third year of training as an Integrative Child Psychotherapist with IATE.

Leora loves working creatively to help young people find ways of expressing and understanding the challenges they are experiencing. Therapy sessions with Leora focus primarily on facilitating play, arts, music and movement.



Karlien Smith-Claassens

Integrative Child Psychotherapist

Karlien has been working as a therapist in Primary schools for three years and has completed her training with IATE.

Prior to her training as an Integrative Child Psychotherapist, Karlien worked as a lawyer for 12 years.

Karlien volunteered as a writing mentor at the Ministry of Stories, a charity that provides creative writing & storytelling workshops and after school clubs for children in East London.

Karlien joined Highgate Primary in September 2017

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, possibly aggravated by school pressures, 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.



John Sukhdeo

Sports Coach and Mentor, Highgate Primary John was invited to become a permanent member of Staff and our team in 2015 after his talent for engaging children and championing difference became apparent.

John individually mentors children, promoting good sportsmanship and building up children's confidence and self-esteem.



Lisa Wartski

Play Therapist (Trainee)

Lisa has a degree in Fine Art and trained as an English and Art teacher in South Africa. In the UK she taught in a North London School prior to taking a career break to raise her family.

Lisa is passionate about the therapeutic role of play and art in Education and loves working with children. She continues to paint in her spare time. Lisa is studying towards a Masters in Practice Based Play Therapy through PTUK and joined the Highgate Pastoral Care Team in 2017 as a Trainee Play Therapist.



Zoe Fugler

Wellbeing Practitioner (Trainee) and Pets as Therapy Dog

Zoe has a background in art and design, working mainly in retail design and creating new brand concepts before taking a break to raise her family - 3 boys and a dog!

For the past two years Zoe has been volunteering at Great Ormond Street Hospital running an arts and crafts club for the children there. Zoe is now studying a Diploma to become a Wellbeing Practitioner with IATE and is working as a Wellbeing Mentor at Highgate Primary.



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.



Tiffany Abraham

Counsellor (Trainee)

Tiffany has been working as a Special Needs Assistant in Primary schools specialising in emotional and behavioural issues for the past four years. Tiffany has volunteered with young people's charities Get Connected and Child line. Prior to that she completed a Psychology degree.

Tiffany places a huge focus on encouraging the child's creativity and voice through art and play. Tiffany is currently completing her Child Counselling diploma training at IATE with the Highgate Pastoral Care team.



Kelly Lewington

PG Diploma in Child and Adolescent Counselling (Trainee)

Kelly has very recently joined Highgate Primary School in May 2018 and is completing her training as a Child and Adolescent Counsellor with Terapia. Kelly has over 10 years' experience working with children and young people in the Charity, Local Authority and International Development sectors, roles include providing Intensive Family Support Interventions, therapeutic support to young women leaving care and working within Youth Justice. Kelly has also worked as a therapist in Secondary and Primary schools over the last 3 years alongside her training at Terapia.



Ruth Peters

Qualified Drama Therapist

Ruth is a very experienced Drama Therapist and Supervisor. Ruth has a great deal of experience working in a variety of clinical settings. These include primary and secondary schools, psychiatric wards and in private practice. Ruth provides therapy to our Deaf children in Blanche Nevile School for Deaf Children and acts as Placement Manager and Supervisor to our trainee Drama Therapist.



Barry Brosnan

Qualified Drama Therapist

Barry is a Drama therapist who works individually and with groups at Highgate Primary School. Barry is also lead professional for the development of partnership therapeutic working between Highgate Primary School and Blanche Nevile School for Deaf Children.

Both Barry and Ruth are funded by a BBC Children in Need grant.

PETS AS THERAPY

“Read2Dogs”

We are very grateful to be part of the ‘Read2Dogs’ programme. This involves Max the Golden-Doodle coming into school once a week with either Simon or Patricia, his owners.

Our children love the opportunity to read to Max (and have a cuddle with him and watch him perform tricks).

Over time we have seen the benefits to children of having Max join in with reading activities and he has become a valued member of the Pastoral Care Team. So much so that he now spends one day a week on site. Max visits whole classrooms of children and takes chosen children on his lunchtime walk to our School Allotment as a reward for their achievements.

Wellbeing dogs

We have two well-being dogs in the team – Chip the Corgi x and Rocky the Cockerpoo. They both come in with their owners, Lisa Rose and Zoe who are trainee well-being practitioners at IATE.



Math Mentor

Carolyn Kerr and the wonderful Hilda also volunteer their time with us. Carolyn is a retired Head teacher who has further trained at The Tavistock. Hilda and Carolyn help children to understand math is a different way and get super results from all of their cohort.

“The Voice of the Child” Pastoral Annual Report 2017/18

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.
- ‘Worry boxes’ in every class throughout Key Stage 1 & 2. These are monitored by teachers and the Pastoral Support Officer.
- School Council. Pupils are elected by their peers. Children are fully aware of the role of the elected school councilors 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: 11 therapists, Wellbeing Practitioner, Sports Coach/Mentor, full-time SENCo & Pastoral Support Officer
- 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
- Happiness project in Summer 2017 for a Year 3 Class
- Philosophy for Children throughout the curriculum
- Nurture Groups run by the Therapeutic Team
- Approximately 35 children seen on a weekly fixed-term basis by the Therapeutic Team
- Sessions with Year 6 boys around masculinity and the role of a man
- 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:

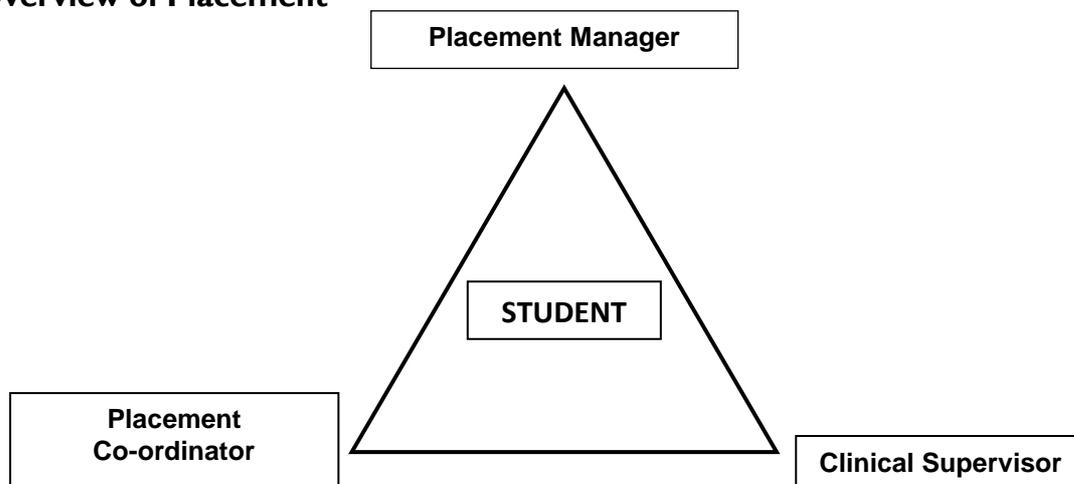
- Therapeutic support for Staff
- Safeguarding awareness developed through PSHE
- Regular staff meetings to discuss welfare of specific pupils
- School E-Safety Team (Staff)
- Weekly Therapeutic and Pastoral team meetings
- Weekly Safeguarding meeting
- Termly Reviews
- External well-being experts deliver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

For Parents:

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

Handbook

Overview of Placement



The placement is organised as a triangulation around the student. The placement manager, clinical supervisor and colleges training placement co-ordinator 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, Katy Whitney 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 co-ordinator 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 Katy

Child Protection and Safeguarding;

Everybody's business,
Everybody's concern,
Everybody's responsibility.

Members of Staff for Child Protection 2018

Designated Member of Staff



Katy Whitney
Pastoral Support Officer

Deputy Member of Staff



William Dean
Head teacher

Deputy Member of Staff



Becca Lewis
Assistant Head teacher, SENCo and Head of Inclusion