

44 people attended the three SEMH PSGs held in 16/17.

Social Emotional Mental Health Professional Study Group case study
AY 16/17

The majority of Lower, Primary and Middle schools in Central Bedfordshire subscribe to the Central Bedfordshire Professional Study Group programme. The meetings are usually 1.5 hrs long and are mostly held after school to avoid schools the costs of supply cover. The foci of the meetings are varied in order to support school staff as widely as possible. Each meeting is led by an 'expert' leader / facilitator and has its own agenda and learning outcomes.

The Autumn term meeting of the SEMH PSG focussed on Deescalating Challenging Behaviour. The second looked at how to help children regulate their emotions, with the summer term meeting focussing on attachment relationships and how they are key to de-escalating challenging behaviour.

Across the three meetings, 55% of attendees rated the session attended as outstanding, and 45% as good. The general feeling was that people left knowing that they had been given very useful information with lots of ideas to support both children and staff. Attendees also left feeling that pupils would be more settled and happier.

A number of staff attended more than one of the sessions and were able to feedback what they had used in school as a result of attendance. This included implementing the 'worry tank' idea for a particular pupil which had helped her stay calm enabling her to access learning.

'It is always good to reskill to keep the memory fresh and take on new practises'

Really helpful techniques and strategies. Lots to take back to school.'

The third meeting was highly rated by attendees with everyone commenting that they wish there had been more time to discuss things further. People left advising that they would implement various strategies such as the Theraplay Structure games in order to create a calmer classroom and prevent escalation of problems. All attendees could immediately see that pupil outcomes would be improved by implementation of the ideas discussed '(the impact on pupil outcomes will be) improved progress of our more vulnerable children'.

As attendees left the first session, they believed that there would be impact on pupil outcomes.

'I hope to help certain children, to keep lessons etc fluent', '(putting) safety, security, self-esteem first will improve their learning outcomes', 'staff will be able to manage challenging behaviour more effectively and remove some barriers to learning', 'consider how I manage situations differently'.

The second session was also found to be very beneficial. 'really informative' with attendees recognising how they could immediately put ideas and information into practice: '(I will use) the movement ideas to impact learning', 'look into allowing 5 minute physical breaks at times throughout the day'