

The Foundations Consultancy Psychological Training, Teaching and Consultation for Schools 2021



Attachment and Developmental Trauma: supporting pupils with complex emotional and psychological needs

This day offers delegates an overview of attachment/insecure attachment and how this can impact on the development of an integrated brain.

Delegates will be given an understanding of how disrupted attachments and trauma can impact on the development of social, emotional and mental health leading to developmental trauma. Staff are encouraged to apply this to their pupils and to understand the implications this has for enabling pupils to develop and learn.



The neuro-sequential model (Bruce Perry, Beacon House) for supporting pupils with complex needs will be shared together with other models for supporting pupils with developmental trauma.

This day helps staff to understand their pupils with complex needs and should be repeated every 2-3 years to remind staff of this important model.

(This can also be done as a refresher half day)

It can also be purchased as a downloadable training package.

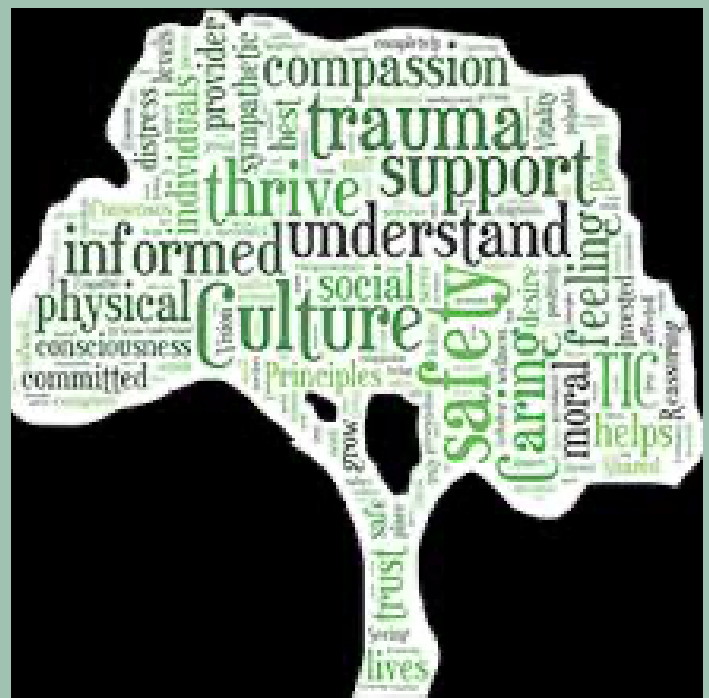


Becoming Trauma Informed: Developing a Resilient and therapeutically informed school



A day for the Senior Leadership Team in the school to think about an organisationally ***trauma informed*** approach. Exploring the impact of working with traumatised and complex children. This enables the SLT to consider the emotional impact of working with children with complex needs. We explore issues such as staff development, reflective practice and supervision to ensure a therapeutic approach, staff retention, emotional support for staff to develop resilience.

This day supports the growth of a therapeutically informed organisational ethos which enables the organisation to function more effectively and efficiently helping to prevent staff burnout, sickness and also to ensure improved engagement. This day helps the SLT to reflect on organisational values, the commitment to developing a therapeutically informed organisational approach and supports the development of organisational culture. This can be followed with a day for teaching staff facilitated by Wendy and the SLT.



*“Back to School” :
supporting staff
teams to develop
resilience and
emotional well-being*



This is a staff development day designed to offer staff who have been working so hard through the challenging times of the pandemic an opportunity to regroup. Teachers have been impacted enormously by the need to continue being keyworkers to support their pupils over the last year. Education has had to adapt like never before to a COVID landscape and ensure that pupils continue to experience their unwavering support. All of this has had a significant impact on staff morale and staff burnout leading to high levels of anxiety and exhaustion.

This day supports staff to focus on the importance of understanding their emotional well-being, recognising indicators of stress and anxiety and supporting staff to develop self-care and self-soothing techniques. The aim of the day is to offer some opportunities to develop good staff team building and the building of resilience skills. This is a positive day and helps staff to leave the stresses of the last year behind and focus on their strengths and their goals for the future.

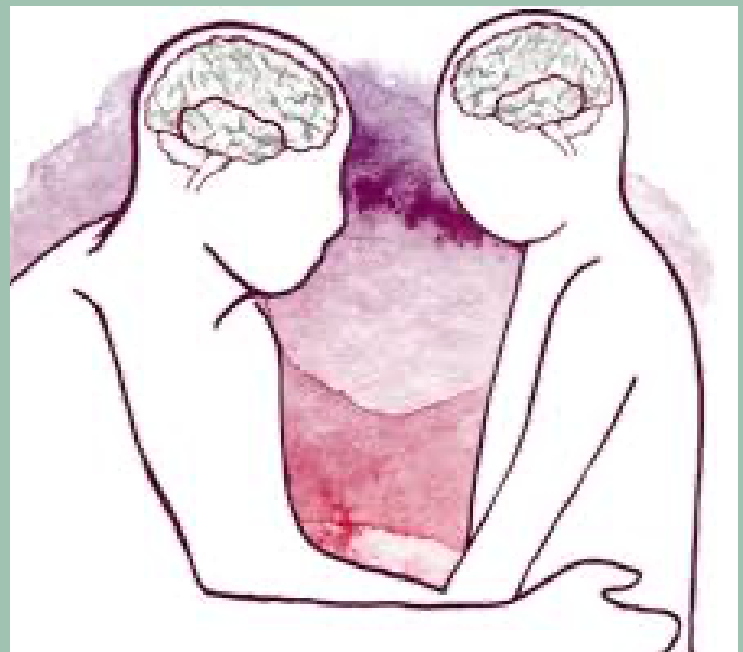


*The PACE-ful
classroom: Adopting a
PACE informed
therapeutic teaching
approach to
supporting children
with SEMH.*



A training day supporting staff to think about how to understand and embed a PACE therapeutic approach to engaging difficult pupils with complex mental health needs. Learning about what does a PACE-ful teaching approach involve and learning to engage pupils who find it difficult to learn. This training day should follow and build on the knowledge learned on the attachment and developmental trauma teaching day. It considers how we can support children who are difficult to engage and focuses on the importance of the development of a safe and secure relationship development enabling staff to adopt a therapeutically informed approach to their learners.

This day also supports staff to focus on the importance of understanding their emotional well-being, recognising indicators of stress and anxiety and supporting staff to develop self-care and self-soothing techniques. The aim of the day is to offer some opportunities to develop good staff team building and the building of resilience skills. This is a positive day and helps staff to leave the stresses of the last year behind and focus on their strengths and their goals for the future.



Developing emotional resilience: Developing Supervision & Reflective Practice



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Reflective Practice is the foundation of professional development; it makes meaning from experience and transforms insights into practical strategies for personal growth and organisational impact.

Schools that want to offer a therapeutically informed environment need to echo the principles of safe therapeutic practice. This training day considers the importance of supervisory and reflective practice in schools. It thinks about concepts such as “Looking after me (teacher) so I can look after and support you” (Child). It considers why adopting a supervision framework in schools is vital to improved staff service delivery, supports staff retention, improved staff engagement and supporting emotional well being of staff.



This day supports the school to think about the importance of supervision and reflective practice, understanding its function, how to adopt a supervision structure in a school environment. How to develop a culture of learning from mistakes and developing improved practice. How to avoid the development of a blame culture. It explains what supervision and reflective practice is and why it is needed when working with children with complex emotional needs. It considers why it is vital to safe practice in the classroom and wider school system.



*Psychological
Consultation
Morning/Day:*



Wendy can offer a full morning (9.30-12.30) to offer supervision, consultation and therapeutic support to teaching staff. This time can also be dedicated to offering drop in sessions for staff to book into to discuss pupils with complex needs and to help support the development of a therapeutic plan for more complex pupils with mental health needs.

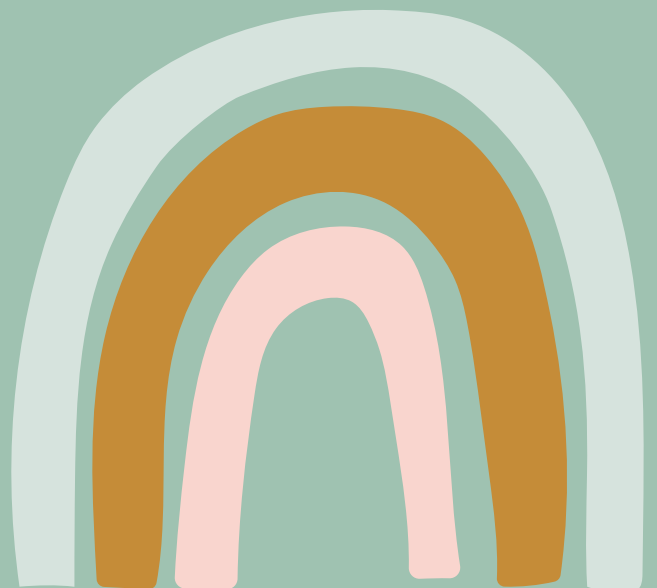
Costings:

Please feel free to contact me to discuss a school package to support your school's needs.

I am passionate about supporting the amazing work schools and teachers are doing. I am also able to develop bespoke training to support your staff's needs. Inset days get booked up swiftly so please book early to avoid disappointment.

Thank you

Dr Wendy Coetzee
Consultant Clinical Psychologist



About



Wendy has been trained in DDP and is a DDP accredited DDP trainer.

Wendy is a creative, accessible & enterprising trainer & uses a jargon-free combination of powerpoint slides, multimedia video clips, group exercises and interactive role play in her teaching days. This ensures delegates leave her training with important understanding of children with complex needs and skills to support their relationships with young people using a psychologically informed approach.

Wendy's passion for teaching and training is complimented by a high level of training and strategic experience of developing therapeutic services. Wendy is supported and mentored by Dr Karen Treisman, MBE and Dr Kim S Golding, CBE and has benefitted from their expertise for many years.



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Dr Wendy Coetzee is a Consultant Clinical Psychologist with over 25 years experience of working in children's mental health; specialising in delivering and developing attachment and trauma informed training programmes for a multitude of children's organisations: Schools, Healthcare professionals, Residential Care, Social Care, Charitable Organisations, Birth parents, Foster Carers, Kinship Carers, Adopters and families on the edge of care. Wendy has a passion for supporting organisations that support children with complex trauma and their families.

Wendy has worked in both the NHS/CAMHS for over 20 years and in the commercial sector for a national children's residential care company.

Wendy was a Clinical Director in a large national children's residential care organisation where she successfully pioneered and established the development of a brand new "attachment and trauma informed" therapeutic psychology service (managing her own team of Clinical, Counselling and Forensic Psychologists). Her experience of working in trauma organised systems has enabled her to develop a training programme to support Senior Management and Board level staff to challenge and influence the development of a "trauma informed and infused organisational culture" from Board level through Senior Management (SLT) to staff on the front line.

Wendy's passion for training, supporting and developing others has been an ongoing theme throughout her career; awarded an "Innovation in Practice" award by the British Psychological Society Children and Young People's faculty for developing and pioneering a specialist trauma and attachment service.

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