

Who are we?

- A dynamic group of Educational Psychologists and Educational Psychologists in Training, working within the Inclusion, Learning and Achievement division of RBG Children's Services, and supported by our Psychology Support Officer.
- We come from varied training programmes and draw on a range of experience.
 - We work within a consultation framework.
 - We offer a traded service to schools and pride the relationships we have established with our service users.
 - Within the team there are a variety of interests and specialisms. This includes integrated working with colleagues in other teams – including the ASD Outreach Service, the Virtual School, Alternative Provisions, the Early Years Inclusion Service, the Inclusion Service, Attendance, Social Care & others.
- We contribute to service and council wide initiatives. This includes representatives from the EPS on SEN panels, at the Fair Access Panel and as part of the Tackling Structural Racism group. EPs have helped to shape the SEMH guidance that was recently launched for our local schools. We have working groups within the service to address issues such as: supporting young people with SEMH needs, preparing for adulthood and tackling structural inequality.
- We offer training and supervision. We run consultation groups. We deliver a well-established and successful ELSA programme. We run multi-family groups and apply cognitive behavioural approaches.
- We are trauma informed and we champion person-centred approaches.
- We have well established links with the EP training providers.

What is important to us?

- We value and protect our experience, knowledge and time
- We broaden perspectives and are responsive to need
- We are child-centred
- We offer safety and containment to others (and ourselves)
- We are collaborative and not colluding – we learn from and work with services and schools across RBG



How do we do this?

- We seek CPD – individual and across the team.
- We share knowledge, experience and skills with one another to support our personal and professional development. This includes regular consultation group meetings.
 - We prioritise supervision and we separate supervision from line management.
 - We support and value Educational Psychologists in Training.
 - We seek feedback on what we do well and how our service can be improved.
 - We use MAPs and PATHs, Tree of Life and Tree of Change.
 - We explore psychodynamic models. We think about systems and relationships.
 - We work with parents and seek their views.
- We use a variety of approaches to assessment, and we are trusted as autonomous practitioners.
 - We focus on strengths.
 - We understand the impact of and support transitions.
 - We offer support following critical incidents and sad events.
 - We think about and support wellbeing within the team

What is helping our wellbeing?

Variety of work.

Support within and across the team, and having regular contact.

Good and flexible supervision, reasonable management and being able to work from home.



High quality admin and IT support.

Relationships with schools and across Children's Services.