



Evolve Intervention

Newsletter

3rd June, 2019

NEW INTERVENTIONS ON OFFER!

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"If not us, who? If not now, when?"

These words resonate with me every time I hear them; as always I feel compelled to do everything possible to ensure children and young people have access to the support they need when they need it. I am so pleased that Evolve Intervention continues to grow and work in partnership with other organisations to ensure that 'no child is left behind' and would like to thank our team for all their hard work this year so far. Since our last newsletter we have been very busy both in our delivery of interventions and behind the scenes; we hope you enjoy hearing our latest updates! Please share our newsletter with friends, family and colleagues; the more people that know about us the more children we can try to help.



Emma Prince, Director

Funding approved in Brentwood!



Our application to the Brentwood Mental Health Small Grant Scheme has been approved! This scheme has been set up to give Brentwood's communities the opportunity to

promote local initiatives to support the mental health and wellbeing of people living within the Borough. We submitted our application to be able to deliver our 'Building Resilience Programme' to some secondary schools in Brentwood. This course aims to support students to build their confidence, support their wellbeing, help them to overcome issues such as anxiety or low self-esteem, and allow them to have a safe space to move towards self-acceptance. We are very happy to now be able to contact the schools we hope to work with and get the courses booked in.



Prince's Trust Achieve Programme



Prince's Trust

YOUTH
CAN
DO IT

We recently met with the Prince's Trust, a charity who provide amazing support from young people across the UK. Two of our practitioners, Helen and Emma, at one time were able to deliver one of the charity's programmes together in a Southend secondary school over a number of years; this culminated in the programme at this school being recognized as one of the top 5 in the country for the results achieved, with a number of the young people participating going on to be nominated for national awards for their work on the programmes, winning at a regional level.

Over the past year a number of our practitioners have attended training with the Prince's Trust so that we can offer and deliver the Achieve Programme. This is a personal development course provides a unique offering for 11 to 19-year-olds; a practical approach to learning which supports young people to fulfil their potential, leading to a recognised Prince's Trust qualification. It is an excellent option for schools looking for an in-house alternative pathway and we are pleased to be able to offer this across Southend, Thurrock and Essex. If you would like further details on the programme please take a look at the link: <https://www.princes-trust.org.uk/help-for-young-people/unlock-your-potential/explore-your-potential/run-achieve-club>

Our newest recruit!

Introducing Katie Peacock with the following message for you:

Hello! My name is Katie and I am SO excited to be joining the team!!! So here's a little bit about me... I live in Rochford with my husband Simon, newly recruited hamster "Santa" 😊 and our darling little boy Max who is our absolute world! My background is primarily that of teaching, specialising in health and social care, and sexual health education and relationships. I have also worked in a variety of care settings and also overseas in Texas as a Children's Nanny. I am very passionate about HSC and working in this field is my dream role. I love supporting and working with young people and I really cannot wait to get started!

NURTURING SUPPORT IN PRIMARY & SECONDARY SCHOOLS - AN EVIDENCED BASED APPROACH

A number of Evolve Intervention Practitioners are proud to have trained with Nurture UK, a charity dedicated to improving the mental health and wellbeing of children and young people and removing barriers to learning by promoting nurture in education. Keeping nurture principles at the heart of our practice is 'just how we do things' and we are so pleased to see the benefits of this approach recognized in their recent research report "Now You See Us" published by Nurture UK, who state:

"Identifying children with issues that would not normally be picked up could help schools put in place early interventions and could prevent issues escalating into more complex mental health difficulties. Early support for SEMH in childhood is also key to future adult mental health. In 2015, a report from the Early Intervention Foundation found that social emotional wellbeing in childhood is a key predictor of mental health later in life."



If you would like to read the full report please use this link:

<https://www.nurtureuk.org/policy/policy-news/now-you-see-us-new-report-nurtureuk>

Our team are able to offer nurturing interventions in schools and other settings, such as 1:1 sessions, targeted group work, or running an in-house nurture base. We wholeheartedly support the ethos and principles of Nurture UK and would actively encourage colleagues working in schools to take a look at their website for further information.

<https://www.nurtureuk.org/>



Targeted Academic Intervention

We can all think of those students who, for many reasons, require some additional academic support.

This might be to:

- Build confidence
- Embed learning
- Approach learning in a different way
- Develop exam and revision techniques
- Focus on particular areas of difficulty
- Catch up on missed learning opportunities

Our Maths, English and Science tutors have a proven track record in not only supporting students with achieving the grades they need to take their next steps in life, but helping to instill in them the self-belief and confidence many of them need to manage the rigours of study and exams. If you would like to talk to us about how we might be able to support through holistic interventions such as 1:1 tuition, exam 'masterclasses', literacy and/or numeracy groups, or targeted interventions please get in touch. We take referrals from schools, colleges, parents, carers, social care and other settings. We are also able to offer support with a number of other subjects such as History or Health and Social Care.



FEEDBACK FROM SOME OF OUR INTERVENTIONS THIS ACADEMIC YEAR...

"IT HAS HELPED MY CONFIDENCE AND GIVES ME A CHANCE TO HELP OTHERS"

"THE SESSION WAS REALLY FUN"

Year 7-10 pupils, Woodlands School
Peer Mentoring Training

"MY BEHAVIOUR HAS TOTALLY CHANGED – I USED TO BE LIKE THE WORST IN THE SCHOOL BUT NOW I ACTUALLY FEEL I CAN DO THIS AND I AM NOT GOING TO FAIL"

YEAR 10 PUPIL, GILBERD SCHOOL

1:1 BEHAVIOUR COACHING

"I never thought I would be the sort of person who could feel happy but I do now. This has helped me so much and I am much calmer and got my head together"

Year 8 pupil, Hathaway Academy

1:1 SEMH Support

"Thank you for coming to help us, it has really helped me and I have learned a lot about how to manage my stress and anxiety"

Year 9 pupil, Bromfords School
Building Resilience Programme



Thinking Ahead...

As the academic year moves into the final half term, we are sure that many colleagues will be thinking about the support structure in their schools and other settings for students from September...in times of ever-tightening budgets we do everything we can to be cost effective for referrers and are able to design bespoke packages around the needs of your setting. If you know of students who could benefit from support with any of the following, please get in touch so we can discuss how we may be able to help:

- Behaviour Management
- Anger Management
- Developing Resilience
- Anxiety
- Self-esteem
- Risky Behaviours
- Wellbeing
- Self-harm
- Bullying
- Friendship Issues
- Communication
- Transitions

We are also able to support in training and CPD for staff in areas such as:

- Supporting Children in Care
- ACE / Trauma Awareness
- Attachment
- Transitions
- Behaviour for Learning
- P4C (Philosophy 4 Children)

If you would like to discuss any of the above please don't hesitate to get in touch!

Building Resilience

There is no doubt that levels of anxiety amongst children and adolescents continue to rise, affecting self-esteem and often leading to a fixed mindset that prevents them from reaching their potential. As a result, we have seen an ever increasing demand from schools for our Building Resilience courses, especially across Years 10 and 11 and especially popular is our one-day course which covers the salient components from the full course. These have been funded by the Youth Service, so it was with much pleasure that **Pippa Meades, District Youth and Community Commissioner** was able to attend the afternoon session of our most recent course at **King Edmund School, Rochford**. She presented all the students with their certificates and chatted with them about how they felt the course had helped them.

The feedback was extremely positive. All students reported a change of mindset, felt they had a better understanding of how anxiety impacts on their well-being and now had strategies to help them in future. From our perspective, it was interesting to note that ALL students said the visualisation, meditation and mindfulness activities were the most helpful.

If you are interested in finding out more about our Building Resilience courses, or indeed any of our training programmes, please get in touch.

CASE STUDY: RICHARD DE CLARE PRIMARY SCHOOL

Helen Prince, Lead Practitioner

We are all aware that the earlier intervention can be offered to a child struggling with social, emotional or behavioural difficulties, the better. We are receiving more and more referrals from primary schools seeking support for those children they feel are most in need. One such school has been Richard de Clare in Halstead. The school has a robust pastoral team with a visionary Headteacher and Deputy seeking specialist intervention for some of their children. Working collaboratively with staff, Teaching Assistants as well as parents/carers offers the optimum opportunities to ensure that a personalised, targeted programme of support was put in place for each child. Using counselling skills, nurturing principles, and therapeutic activities, the children were able to talk about their difficulties, some for the first time. Helping young children understand that they are 'not their behaviour' is a crucial factor in allowing them to explore their triggers, talk about their feelings and focus on their strengths. Feedback was given to staff about the strategies that had been the most effective so that there was continuity when it was time to leave. There really is nothing so rewarding as to see a young child starting to believe in themselves.