

and community organisations, e.g. Rainbow Haven, Mustard Tree, Revive, Broughton Trust, allowing them to make connections with existing services and consider how they could use the services for their projects, or if they knew any INA families that may be suitable for the services offered.

**“Visiting other organisations has been really interesting and has given me some ideas for future sessions.”**

*Teaching Assistant*



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**Just Psychology CIC** is a not-for profit social enterprise. We are a multidisciplinary group of professionals providing services to address the psychological and mental health needs of children, adults and families, with particular emphasis on cultural diversity, cultural competence and social justice.



## **Salford INA Counselling Support Pilot**

**Just Psychology is providing a two-year training course for school staff to provide counselling support for International New Arrival (INA) pupils.**

It aims to increase capacity in schools to effectively meet the holistic needs of International New Arrival children by training key staff in counselling support and ethnic minority best practice.

The course started in September 2016.



The trainees have so far worked with INA children of Albanian, Iranian, Iraqi, Polish, Spanish, Syrian and Tanzanian backgrounds through individual or group sessions.

This project has a specific focus on International New Arrival children, who may have experienced trauma, upheaval and separations before arriving in the UK. On top of this, INA children often have no support and guidance to help them transition into UK school life and culture.

The Salford INA Pilot aims to support these children and equip the staff working with them to provide a safe, healthy environment.

**“Thanks for everything - I learnt a great deal and I already use the skills in my day to day practice.”**

*Family Wellbeing Coordinator*

The Just Psychology Salford INA Pilot is consistent with Salford Council's 'Emotionally Friendly Schools' scheme (see box).

During the first year, training was provided on

- attachment & culture.
- basic counselling skills.
- bereavement & culture.
- bi-culturalism & identity.
- counselling children & creative approaches.
- culturally sensitive safeguarding.
- understanding INA families. and
- working with INA children & families in school.

Salford Council's 'Emotionally Friendly Schools' scheme includes

- Recognise that forms of art, play and music therapy or mindfulness and relaxation techniques can be particularly effective for children experiencing emotional difficulties.
- Be aware of the vulnerabilities that pupils from disadvantaged groups may have in terms of emotional wellbeing and the additional pressures they face.
- Support families of pupil with emotional wellbeing and mental health difficulties by ensuring that they can access relevant support. Offer or signpost them to parenting classes or training where appropriate.

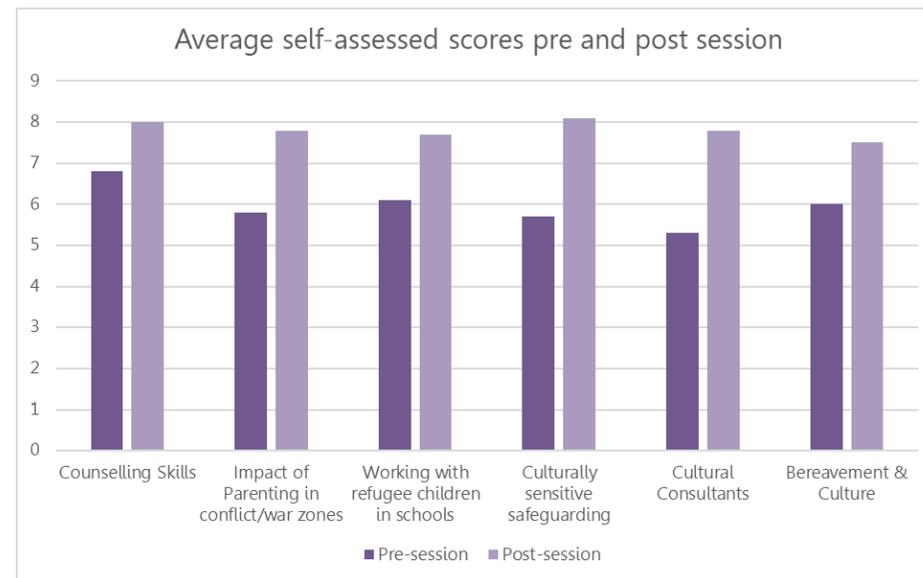
influence their work and how they can work cross culturally with the international newly arrived children and families.

Trainees will receive AQA accreditation for each completed module. So far, 4 of 8 modules have been completed successfully.

They also rate their own knowledge, understanding and ability before and after each session. These scores have consistently showed improvement

Staff are able to access individual and group supervision as part of the pilot. This gives them the opportunity to discuss their experiences and to gain insight and knowledge from their peers.

Self-reflection is a key focus of the course, allowing the trainees to become more aware of how their own culture can



Mean change pre-and post-session for session topic

by the end of each session.

In the second year, staff work on putting into practice their counselling skills, deeper understanding of cultural differences and knowledge of the possible barriers faced by INA children and families. They each develop a case study, working individually with a child to explore their development and integration

into school.

Trainees have used various approaches, from creating PowerPoint presentations to interacting with a therapy dog, to help the children work through their journey, thoughts and feelings. This gives the child a supportive environment in which to process their experiences.

Alongside the case studies, staff develop their own projects to put into use in their schools. The projects started in January 2018 and support INA children and their families through a variety of approaches such as nurture groups, parents' groups and parent/child music workshops.

Trainees visited appropriate voluntary

What changes have you made in your school/work as a result of the last session?

**“Taking time to talk to individual children about their home life and different cultures.”**