



Futures in Mind

bespoke psychological services

Relationships • Respect • Collaboration • Integrity • Inclusion • Equality

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Futures in Mind was founded on a passion for supporting the learning, development and emotional wellbeing of children, young people, their families and educational professionals.

We offer bespoke educational psychology training and consultancy services to schools and organisations, aimed at promoting the development of learning and happiness in children and young people as well as those who support them.

Our vision is simple

'to make a positive difference to children, young people, and their families through the application of psychology.'

Through our creative and innovative approach, we aim to:

- Enhance the social and emotional development of children and young people.
 - Enhance the learning experiences of children and young people.
 - Support the emotional wellbeing of adults who work in education.
- Create meaningful learning experiences that translate to positive outcomes for children and young people and the adults who support them.
- Foster positive relationships that allow for learning and emotional growth.

OUR SERVICES

We offer a range of valued services:

- **Training programmes**
- **Bespoke consultancy and problem-solving services**
- **Work with children and young people**

All our services and training programmes are informed and underpinned by sound psychological theory and principles, delivered with passion, expertise and a commitment to making a positive difference.

TRAINING PROGRAMMES

We provide a range of high quality training programmes to professionals, drawing on the latest research and approaches. Our training programmes are interactive, with opportunities for discussion and reflection, and provide participants with in-depth knowledge, skills and confidence.

• **Adult Resilience and Wellbeing:**

It is widely recognised that stress is one of the biggest factors affecting teacher wellbeing. Further, there is research indicating that teaching staff are less able to transmit emotional and social competence and wellbeing effectively if their own emotional and social needs are not met. This training programme is designed to support staff in developing the skills that will enable them to cope effectively with challenging and stressful situations.

• **Emotional Literacy Support**

Assistant – ELSA: The Emotional Literacy Support Assistant (ELSA) programme is designed to support schools in building their capacity to meet the emotional needs of children and young people. It recognizes that children and young people learn better and are happier in school when their emotional needs are met. This 5-day training programme for teaching assistants will equip them with a robust understanding of a range of emotional difficulties and the skills to plan and implement bespoke interventions to meet these needs.

• **Emotion Coaching:**

Emotion Coaching is an evidence-based intervention for supporting children's behaviour, mental and emotional health and well-being. It can be beneficial to both children and adults in supporting awareness, expression and regulation of emotion.

• **The Resilient Classroom:**

This programme aims to provide staff with evidence-based practical approaches to support the development of pupil resilience. It will help them to: achieve positive relationships with pupils; build understanding and knowledge of pupil's individual strengths and challenges, hopes and aspirations; and support pupils to develop resilience in a way which is appropriate to their individual circumstances.



• **Developing Academic Resilience:**

The importance of schools in developing resilience cannot be overstated and the research is clear that schools need to adopt a holistic approach to most effectively foster academic resilience. This innovative programme uses an evidence-based framework to support schools in achieving this goal. Benefits include improved academic attainment and engagement with learning; improvements in behaviour and attendance and enhanced social and emotional wellbeing.

• **Bespoke training packages:** We can also deliver training courses in the following areas, tailored to meet your needs, such as:

- **Attachment**
- **Anger Management**
- **ADHD**
- **Managing Behaviour – effective interactions**

There may be other areas of professional development where we can support you: please contact us to see how we can help.

BESPOKE CONSULTANCY AND PROBLEM-SOLVING SERVICES

Based on our experience, we recognise that staff in schools, parents/carers and others value the opportunity to share concerns with an educational psychologist drawing on their knowledge and understanding of range of issues. As such, we offer a bespoke consultancy approach that can be applied to address a number of concerns and issues. Our approach is a solution focussed, collaborative, problem-solving process designed to promote change that can work at the level of the individual, group, or organisation.

Whether you are seeking to implement a strategy to support the social and emotional wellbeing of your school; want to improve SEND services across your school: are considering how to use teaching assistants more effectively; want to reduce challenging behaviour and promote effective interactions between pupils and staff; or if you have other school improvement projects in mind then we can work with you to achieve your outcomes.

EXAMPLES OF WORK:

- **Happy Schools Project:** We are currently supporting a group of primary and secondary schools who are seeking to embed a culture of emotional wellbeing across their settings. We have helped this group in developing their action plan; identifying key goals and are now supporting with the implementation and roll out of the plan.
- **Teacher coaching and development:** Support for teachers who want to develop their classroom practice, particularly around managing behaviour, promoting pupil engagement and enhancing effective interactions. This approach has been used in a number of schools and staff have found it be supportive, positive and affirming.
- **Effective interactions for looked after children (LAC):** Looked after children are at greater risk of experiencing poor mental health, educational and social outcomes. However, the development of positive relationships can provide a protective factor against these issues. Our approach, which is informed by the principles underpinning video interaction guidance (VIG), supports the development of positive interactions, social and emotional wellbeing and learning.

WORK WITH CHILDREN AND YOUNG PEOPLE

If you have a concern about a child or young person, especially with respect to their behaviour, social or emotional wellbeing, then it will be helpful to get in touch with us so that we can support you.

From initial consultation, problem-solving and assessment through to intervention planning and review, we will work in partnership with you to help clarify a new understanding regarding the

situation and work out the best way forwards, giving you all the help and support you need to make a positive difference.

All work undertaken with individuals will contribute to the assess - plan - do - review cycle, as part of your graduated response in meeting the needs of children and young people.

‘The support provided by Futures in Mind has been hugely beneficial to pupils, families and school staff.’
SENCo from a Primary School.

OUR APPROACH



Our creative and innovative approach has been developed by drawing on our extensive experience of delivering training and knowledge of psychological theory relating to learning, engagement and motivation.

OUR APPROACH IS UNDERPINNED AND INFORMED BY THE FOLLOWING THREE PILLARS:

- **Coaching:** It is recognised as a powerful way of facilitating the learning, development and enhancement of wellbeing in others. It is collaborative, solution-focused and bedded on forming positive relationships that promote development and growth. *We create positive relationships that allow you to learn and develop.*



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WHO ARE WE?

• **Collaborative professional learning:** Adults like to be self-directed and learn best when a learning experience relates to goals that matter to them. Research has demonstrated that learning is more likely to last if the learner has been an active participant in the process and has engaged in sufficient depth of processing and thinking to facilitate the establishment of new neural (learning) pathways. *We aim to create learning experiences that matter to you.*

• **Consultation:** Consultation is an approach that promotes working together to maximise the positive impact we can have on a problem or issue. It provides a framework where concerns can be identified and action plans developed. It is a process that acknowledges and validates the experiences and knowledge of those we are working with and is a vehicle for promoting and sustaining good practice. *Consultation means that we work with you to achieve positive change.*

QUALITY ASSURED

At Futures in Mind we foster an ethos and approach that demands high standards of practice. In this way you can be assured of receiving a service that is of high quality and practice that is informed by our strong value base.

• As practitioner psychologists we are registered by the Health and Care Professions Council (HCPC). We adhere to the standards of proficiency and competence as defined by this professional body for practicing educational psychologists: HCPC Standards of Conduct, Performance and Ethics.

• We deliver a service where our personal and professional behaviour is based on being honest and trustworthy.



• We strive to deliver a high-quality service, with a commitment to evaluation, continuous improvement and professional development.

• We deliver a service that operates lawfully, safely and effectively within our areas of specialist knowledge, skills and experience.



RUSSELL POSTLETHWAITE, DIRECTOR AND FOUNDER, CONSULTANT EDUCATIONAL PSYCHOLOGIST

A passionate, adaptable and proactive educational psychologist with 10 years experience working in main grade, senior and leadership roles in local authorities. Russell is an adept and skilled communicator, with the ability to develop and implement change at a strategic level. Further, he firmly believes in

the application of psychology to bring about positive change; is able to work effectively, engaging with key partners and teams whilst adhering to high ethical standards of practice which are routed in social justice, inclusion and the promotion of equality. Russell is particularly interested in approaches that enhance emotional wellbeing at the organisational and individual level. In addition, Russell has designed and delivered training in a number of areas, such as understanding and managing challenging behaviour; attachment; person centred practices; and emotional awareness. For Russell, relationships and the promotion of positive interactions is central to all his work.



EMMA CLINK, SENIOR ASSOCIATE, CONSULTANT EDUCATIONAL PSYCHOLOGIST

Emma is a practicing Educational Psychologist with a wealth of experience gained from working across a range of local authorities. Emma has also previously worked as a school teacher in the primary sector and is presently an SEN Governor at a local Primary School. Over the course of her career, Emma has developed

a specialism in supporting children with additional needs in the early years, in addition to a having keen interest in how to promote the emotional growth and wellbeing of children and young people. Emma has particular knowledge and experience of supporting schools in looking at the 'bigger picture'; working with them to support change at a systems level to ensure the whole school community is meeting children's needs in the most effective way. Emma is of the firm belief that we have to establish a positive feeling of emotional health and well being to provide pupils with a secure base to embark on learning.

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