

## HGI EDUCATION SECTION

**MEETING**      **18 January 2008 at 11.00am**  
**Worle School, Weston-super-Mare**



## MINUTES

### Attendance

Trevor Bailey	Head teacher, Worle Community School, Weston-super-Mare
Mike Beard	REM State Limited
Sean Flynn	Therapist
Sara Griffiths	Principal Education Welfare Officer, North Somerset
Carol Harper	School Governor
Sue Harper	HG therapist
Tania Markham	Deputy Head teacher, Pinhoe School, Exeter
Murrough McHugh	Teacher, Florence Brown School, Bristol
Jenny Moss	Head teacher, Westhaven School, Weston-super-Mare
Alec Stansfield	HG therapist
Dave Strudwick	Head teacher, Blackawton School, Devon
Pamela Woodford	HG therapist

### Apologies

Paul Aldridge	
Christine Byron	Dudley Schools Counselling Service
Ken Byron	Dudley Schools Counselling Service
Paul Catchpool	Teacher (Bristol Training)
Sue Cheshire	
Paul Dow	Teacher
Fred Grist	Principal, TheSPACE, Kendal
Pat Harwood	
Alex McGlaughlin	Acting Dean, Nottingham Trent University
Pip McGirl	
Alison McGregor	School Travel Plan Co-ordinator, Devon County Council
Julia Medd	HG Therapist
Steve Osmond	Head of Education, Barton Moss Secure Care Centre, Salford
Mary Pitkin	Teacher
Sally Provis Evans	
Richard Sheppard	HG Therapist, Worle Community School, Weston-super-Mare
Pat Winter	
Ian Thomson	Careers Guidance Adviser, South Wales

Trevor welcomed those attending the meeting, and individual introductions were made prior to the formal start to the meeting. Sean was wished a happy birthday, and the meeting enjoyed cakes in celebration of this auspicious event!

**1. Apologies**

**2. Minutes of last meeting / Matters Arising**

The Minutes were agreed as an accurate record of the previous meeting. There were no specific matters arising, with points raised for development at the previous meeting to be presented as agenda items within today's meeting

**3. Declaration of AOB**

- PRIMHE endorsement of HG-based Trust school work

**4. Human givens and Worle School (*Trevor Bailey, Head teacher*)**

Trevor Bailey delivered a presentation that described the range and extent of work being developed at Worle School. TB described the levels at which HG interventions were being developed; reactively, through direct therapeutic intervention, and proactively through initiatives such as the development of Year 9 Mentors to work with staff in Year 10 to help deliver SEAL materials (Worle School is a lead SEAL school for North Somerset). Proactive work is involving an emotional needs audit, which informs behaviour management policies. This work sits alongside work with the Healthy Schools initiative, accreditation for which is being re-applied for this year building on HG-based work. Other initiatives referred to included: work with teachers support networks; personal development work for adults (including staff); work with parents (including the Family Links and HG Parenting Pods initiatives in Oxford and Milton Keynes respectively). TB described the importance of assessing, proactively, the extent of an individual's emotional health and well-being on admission to the school, and work with a trainee educational psychologist doing a PhD at Exeter University to develop a tools to assess EH&WB.

TB described the development of the Trust school with Westhaven School. The 'formal' implementation of the Trust is imminent, pending finalisation of legal documents. The Trust's Aims & Visions were discussed, a copy of which was circulated following the meeting. Some time was spent looking at the five-year vision for what the Trust would achieve. TB described how the introduction of school-based HG therapeutic services had significantly reduced CAMHS referrals

TB also referred to work through ELLI, which developed the work of Guy Claxton and Learning Power, and work around Learning Centred Classrooms which aims to meet learner needs – links to an HG-based understanding of basic emotional needs were described. The natural inclination of children to learn was reinforced, which was 'interfered' with by outside pressures/difficulties.

**5. 'Mantle of the Expert' (*Tania Markham*)**

Tania described how she intended to use the 'Mantle of the Expert' initiative as a vehicle to develop the work of Guy Claxton that Tania had developed at Pinhoe School. Tania described how young people worked with adults in a 'dramatic' way by contracting in to work with and develop a fictional project/initiative in a community-based way. The experience has been described as an 'engaging and meaningful' education. There is a film on the Mantle of the Expert website ('Learning with Imagination') that explains and illustrates this work. Beales School has developed work including Year 1 and 2

developing an animal transport company, and setting up a bear sanctuary. The work works across a number of 'formal' curricula (e.g. science, maths, geography, english, history). In many cases, the work has expanded to meet many key learning skills identified in the national curriculum. TM will be developing this work in her role as new Head teacher at Thorverton School, commencing September 2008, and will update the meeting on progress.

The work has been highly praised by OFSTED, and schools who have developed this work have seen increases in SATS results. Links were made to the work of Mick Walters, and there was a broad discussion around development of the REM state within learning, and the importance of autonomy within learning.

TB described work in progress to revise the Key Stage 3 curriculum to enable more creative and flexible learning, and JM described how some simple and specific changes such as the implementation of circular tables had transformed attitudes to co-operation in learning.

## **6. Remodelling (*Dave Strudwick*)**

DS described an application made to the Local Authority to work with a group of schools around the HG approach and gender-based work in schools. DS gave some examples of the implications of our understanding of gender-based neurobiology for learning, and his aim to create a working partnership between schools to develop this further. DS described how joint work through the SEAL initiative with MB and SF and given him three headings under which he was organising his thinking ('*who they are?*'; '*the child's world?*'; and '*what they might become?*'). SF described ways within HLTA Foundation Degree training had recognised the need for catalysts and 'headings' such as this to provide a framework, encouragement and support required for more creative thinking.

## **7. 'Imagination Laboratory' Conference day (*Mike Beard*)**

MB described how the 'Imagination Laboratory' event had come about, and how it would be developed further.

JM described how the day had enabled young people from her school to be independent learners, and to find out about themselves. JM had chosen a number of young people on the autistic spectrum, who ordinarily do not manage change well, and all had able to participate. Feedback from both parents and young people had been positive, with some young had presented their work in school assembly; all identified something different that they had found positive.

TB – some young people from Worle School who had attended had now joined a 'neurobiology-based' curriculum development group within the school. Young people had identified for themselves the importance of choice and autonomy for participation within learning, and its implications for positive behaviour.

SH – described links from this event to Ian Gilbert's thinking skills work.

## **8. Trust School status – update (*Jenny Moss & Trevor Bailey*)**

JM described how recent consultation meetings had been without incident or complications, and about how now formal launch of the Trust will take place when the formal legal detail of the Trust had been completed.

TB described the Trust members and the organisations they represent, and the intention for a formal launch in late Spring 2008. The next step is for Trust partners to meet with staff and to consider together what it is that can now be developed. An emphasis was placed on long-term, sustainable change.

## **9. Individual updates**

DS – mentioned the attendance of Anne Moir at Blackawton School on Thursday 20 March 2008. DS extended an invitation for those at the meeting to attend.

MM – described his role in developing emotional literacy at Florence Brown school, and the change of emphasis of the school to ESD status. MM described the importance of story and metaphor in enabling young people to develop new and more positive templates for learning; he also emphasised the importance of allowing and encouraging to tell stories ‘just for the sake of telling stories’. MM described how he had told a young person the ‘ugly duckling’ story to good effect.

AS – described the work of himself and his partner Bindi Gauntlett in developing the HG centre in Wiltshire. He described how they were building up a private practice, and also had skills in relation to training that included previous Health service experience, and advertised the services (therapy, workshops, presentations) of the Centre to the group (see: [www.wiltshirehumangivens.org](http://www.wiltshirehumangivens.org)).

SG – described how the meeting had been helpful in terms of broadening her perspective, and made links to potential work developments in the Local Authority.

PW - described her role within the Gordano training centre, which had previously endorsed the HG approach and had received positive OFSIED feedback. However, the centre has now been taken over by Bristol City College, who have stated that they have an existing counselling provision, and there are now some questions as to whether the approach will be maintained and developed in the future. PW to provide further updates as necessary.

JB – Deputy Head, Worle School joined the meeting briefly to update the group on initial feedback from Local Authority inspectors who were working within the school on the day of the meeting. They described very positive relationships between students, and between students and staff, and JB talked about the need to develop further the balance between social and pastoral care.

SH – described how enjoyable it had been to listen to the enthusiasm and ideas generated by the group, and how she would be developing the links made today in the way that she would take her work further.

TM – described how she was using her change of role as an opportunity in the school to develop staff autonomy in terms of carrying on some of the work around emotional health and well-being that had been started

SF – described how he had enjoyed listening to (and developing his thinking around) the work of others, and how he was excited about developing these ideas practically within education.

JM – talked about a visit to Hartlepool MIND with TB and MB, where they had been introduced (through work funded by New Deals for Communities) to work based on the Family Links work based in Oxford. JM described how this approach genuinely sought to nurture and develop (as opposed to criticise) parents who might be struggling. JM

stated how representatives from Family Links had been invited to speak with school staff on 23 January, and how this work would be developed alongside the HG-based Parenting Pods initiative in order to evaluate how both might be utilised most effectively. JM spoke about how she hoped that parents would therefore be able to gain an open college accreditation in this way. JM also described how her Parent Support Adviser was training towards the HG Diploma.

MB – described how funding had been gained to develop the Imagination Laboratory work in the North West and (based upon work described in the previous meeting around school travel planning) funding had been obtained to use the INSTEP model to work with vulnerable young people on a broader range of subjects that would link more directly to the Health agenda. MB also described how the REM State website would be up and running at the end of January 2008 ([www.rem-state.com](http://www.rem-state.com)).

DS – talked about a 'soft' Federation of interested parties to develop ideas around neurobiological research in relation to learning. Potential links to the work of the Trust school were recognised. There was general agreement to meet as a group to develop these ideas further, and to explore ways that the work of the group might develop, inform and gain from the work of the Trust.

#### **10. Any other Business**

- PRIMHE endorsement of HG-based Trust school work

MB introduced a communication from Iain Caldwell (Hartlepool MIND) and Ian Walton (PRIMHE Chair) that sought to recognise the work of schools within the HGI Education Section through official PRIMHE endorsement. This endorsement is to be formally presented at a conference in Cardiff on 29 April 2008.

#### **Dates for Next Meetings:**

- **Monday 19 May 2008** (*Westhaven Special School, Weston-super-Mare*)
- **Thursday 11 September 2008** (*Wiltshire Human Givens Centre*)
- **Friday 16 January 2009** (*Florence-Brown School, Bristol*)