

ENFIELD PRIMARY INCLUSION TEAM (PIT) THE SPECIALIST SEMH TEAM

Working to enhance school staff resilience in the face of challenging behaviour; developing adult capacities to connect with pupils' needs, through 'relational' strategies; whilst promoting an ability to remain reflective and responsive.

*'There comes a point where we need to stop just pulling people out of the river. We need to **go upstream and find out why they're falling in.**' Desmond Tutu*



"Don't just swirl around situations you are encircled by. You'll tire yourself out. Step back. See the bigger picture, gain a perspective and bounce back stronger. The independent observer remains stable and calm."

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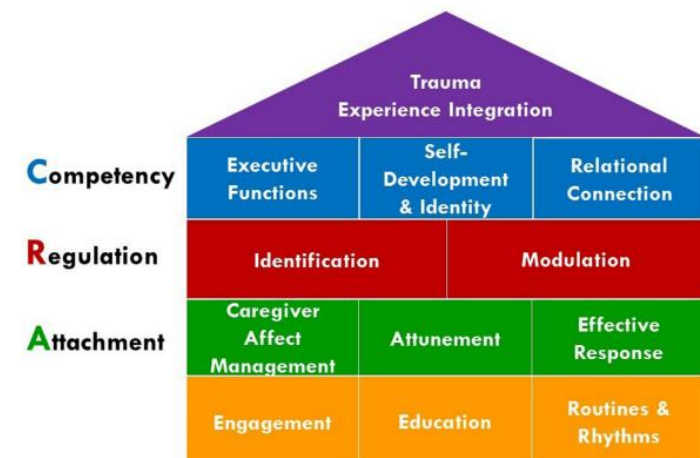


Enfield Primary Inclusion Team (PIT)

Strengthening Wellbeing, Emotional health, Relationships and
Readiness for Learning

Formerly known as the Primary Behaviour Support Service

A trauma informed and attachment aware multi-disciplinary team, supporting the inclusion of pupils experiencing **Social, Emotional and Mental Health (SEMH)** needs within
Enfield Primary Schools



Enfield Primary Inclusion Team (PIT) KEY VALUES + UNDERPINNING ATTITUDES	
COMPASSION	EQUALITY
POSITIVITY	CONNECTION
OPENNESS	GROWTH

STRENGTHENING	 For pupils and staff
WELLBEING mental health	“Mental health is defined as a state of well-being in which every individual realizes his or her own potential, can cope with the normal stresses of life, can work productively and fruitfully, and is able to make a contribution to her or his community.” World Health Organisation
EMOTIONAL HEALTH	Learning to make sense of, and express our emotional states as Daniel Goleman identifies: self-awareness, self-regulation, internal motivation, empathy and social skills , as five basic components in his book ‘Emotional Intelligence’.
RELATIONSHIPS	Our brain is shaped by our social interactions from the time we are born. We need to experience ourselves in relation to others through secure relationship; requiring a capacity to trust and a sense of belonging.
READINESS FOR LEARNING	Having the capacity to explore and learn is fundamental to human growth and development Lifelong learning and confidence building requires an ability to develop many skills e.g.: follow directions, focus attention, work co-operatively and collaboratively. Learn how to fail/manage disappointments and overcome difficulties.

Enfield PIT INTERVENTION METHODOLOGY

Assessment Stage:

Requests discussed at a weekly multi-disciplinary meeting where consideration is given to gaining a Enfield PIT perspective.

Review of Request Involvement information and baseline review and questionnaire (P-ISA) details.

Enfield PIT team observations, further information gathering, multi-agency liaison and additional assessment tools deployed

Planning Stage:

Meetings with relevant school staff / parents / other professionals involved to agree ways forward and set goal-based outcomes that support pupil progress.

and/or staff development

Doing Stage:

Intervention delivery involving direct support and/or liaison, consultation and advice-giving to staff

Review Stage:

Review of progress: gathering together school-based evidence and SWERRL perspectives in order to inform next steps.

Enfield PIT THE SPECIALIST SEMH TEAM
Overview of support to Enfield Primary Schools

School request for
Individual Pupil
Involvement

Request for
Strategic Based
Strategic
Involvement

Request forms can be requested via E-mail: EPIT@enfield.gov.uk

SEMH-related
wider strategic
initiatives

Short Term On-site Intervention Programmes
Determined by SWERRL in liaison with schools & Local Authority

We are a multi-disciplinary team made up of specialist teachers and support staff, family practitioner, educational psychologist, speech and language therapist and a sand therapist. We work in partnership with other Enfield services.

School request for Individual Pupil Involvement

Typical Enfield PIT Interventions

Consultation:

Trauma-informed and attachment aware

Risk Assessment advice

Strategy focused with pupil management recommendations

Participation in Multi-agency/TAC/TAF meetings

Staff well-being support

SEMH assessment and outcome based planning:

Observation

Multi-agency perspectives

Evidence based target setting & management planning

On-site intervention:

Part-time Enfield PIT classroom based interventions

Educational visits

Working in a multi-disciplinary approach

Modelled Interventions co-facilitated by school staff:

Themed focused small group work
e.g. Developing positive peer relationships

Linked family work (where applicable)

Request for School Based Strategic Involvement

Typical Enfield PIT Interventions

Consultation:

Attachment aware and Trauma-informed

Policy / Risk Assessments/ Support plan reviews

Solution focused thinking/staff support circles

STAR Meetings (SEMH strategic overview)

Consultation surgeries

Modelled Interventions co-facilitated by school staff:

Themed Whole class work

e.g. Circle Time – Positive identity & inclusion

e.g. Whole class project work – Positive peer dynamics
& growth mindset

INSET/Work-force development and training:

Bespoke School Training Programmes

Staff Well-being

Parent Workshops

SEMH-related wider strategic initiatives:

Borough wide:

Price Training

ETIPSS Staff Training

Attachment Lead/ Mental Health Champion Network

Incredible Years Programme

PIPT

(Personalised Individual Parent Training)