

Education FAQs

What are the key stages within the schooling system and how does this relate to age?

Key stages are defined by the national curriculum as follows:

Key Stage 1	Years 1 and 2	Up to 7 yrs
Key Stage 2	Years 3, 4, 5 and 6	Age 7 – 11 yrs
Key Stage 3	Years 7, 8 and 9	11 – 14 yrs
Key Stage 4	Years 10 and 11	14 – 16 yrs
Key Stage 5	Years 12 and 13	16 – 18 yrs

How does the staffing structure in a school work?

Senior Leadership Team (SLT) includes the following:

Head teacher (*traditional title*)

- Deputy Head/s
- Assistant Head/s
- Director of Sixth Form
- Business Manager
- SENco/SENDco*

**this can sometimes be the head teacher in a small school*

Deputy roles can be responsible for pastoral support and welfare, behaviour, attendance, raising achievement/ standards, teaching and learning, curriculum overview, safeguarding, CPO (Child Protection), data

Teaching staff (*may take responsibility for the above roles*)

- Pastoral team
- Heads of Learning/ Heads of Year/
- Year managers
- Form teacher
- Heads of Subject/department/faculty
- Subject teacher

Additional roles: admin., caretaker, cleaners, maintenance, bursar, student support, nurse

Principal (*often title used within Academies*)

- Vice Principal
- Assistant Vice Principal
- Associate SLT
- Business Manager

Who would be my contact in a school?

Usually the referrer e.g. Head teacher, SENco/SENDco, Deputy Head in charge of Pastoral.

Contracting

If you are working for an organisation within a school they may well have their own contracting system to follow.

Contracts with Children and Young People:

- Meet with the parent/s/carer/s prior to embarking upon any assessment or intervention
- Obtain written consent from the parent/carer prior to meeting the child or young person.
- Dramatherapists who are self-employed or in private practice will need to consider having a separate contract for the employer which details fees, methods and conditions of payment and other financial arrangements for cancellations or missed appointments. In addition, the dramatherapist may wish to include the number of sessions that will be involved once undertaking the project.
- Meet with the child prior to embarking upon any assessment or intervention
- Dramatherapy should not commence without the child's understanding, in broad terms, the nature, purpose and likely effects of the proposed intervention and then freely consenting to its proceedings.
- Where the child is considered by the dramatherapist to be incapable of giving consent in the above terms, the dramatherapist should seek the agreement of all or some of the following persons: the primary carer, the primary professional, or the multi-disciplinary team concerned. Pictures and other non-verbal ways of sharing contractual meaning may be used.
- It may be necessary to complete a risk assessment for working with the child
- Dramatherapists should ensure that they establish a clear working relationship not only with the child but also with parents/carers and other appropriate professionals involved in the child's care.
- Following the assessment and formulation of aims for the work, it will be necessary to review these throughout the process
- It may be necessary to have support (TA) within the space – if so, guidelines for working need to be explained to the staff member
- The child or parent has a right to withdraw consent to the whole or part of the therapeutic process. The dramatherapy would then be completed in an appropriate way.
- Be clear with the child whether it is an assessment, short-term or long-term work.
- State who you will have to talk to, under what circumstances and about what.
- State whether you will be writing reports, for whom and what their contribution will be.
- Talk about the boundaries you will need to be working within.
- Therapist to consider their safety in the therapy room.

- Encourage the child to state the boundaries they wish to work within.
- Write down venue, dates, times and breaks prior to starting work.
- Draw up a working contact/alliance with the child during the first session, keep a copy for all future sessions and agree consequences if the contract is broken
- Additional risk assessments may be necessary if the work is to move beyond the original space e.g. to an outdoors area

Important training prior to working in schools

Schools may expect you to have undergone the following child protection training in addition to having an up to date DBS e.g.

- **Safeguarding**
- **Channel**
- **PREVENT**
- **GDPR**

The schools should also have their own Child Protection policy which you should be familiar with Local Education authorities should also provide a document regarding 'Safer Working Practice for those working with Children in Education and Early years settings.'

There are many useful documents available at www.gov.uk

What is a DBS certificate?

The Disclosure and Barring Service (**DBS**) helps employers make safer recruitment decisions and prevent unsuitable people from working with vulnerable groups, including children. It replaces the Criminal Records Bureau (CRB) and Independent Safeguarding Authority (ISA). You will need to have a DBS when working in schools or centres with children and young people.

When your check has been processed (either through a school, education authority or individually (e.g. if self-employed) you will receive a certificate. You need to show this certificate to your place of placement or employment.

If self-employed you may find it useful to join the update service.

Further information is available on the above at www.gov.uk

Data protection and the role of Dramatherapist

- Be clear with all concerned about what will be shared and what kept confidential.
- Include only initials in all written correspondence. Keep the identity of the child anonymous
- Ensure that artefacts created by the children are stored securely and kept private.
- All records should be kept confidential. If working from home, a locked filing cabinet should be used
- An encrypted USB can be used to store data

- Where appropriate, date paper records
- Child information and paper records should be kept in a secure place. Once the work has finished the information should be stored for seven years

As from the 25th May 2018 there are changes to the data protection laws so dramatherapists will need to be mindful of **GDPR**. The ICO (information Commissioner's office) have produced helpful webinars in advance of the changes: <https://www.ico.org.uk>

Abbreviations used in Education

SENCo - Special Educational Needs Coordinator
 INCo - Inclusion Coordinator
 EP – Educational Psychologist
 FSW – Family Support Worker
 LAC – Looked After Children
 CP – Child Protection
 DSP – Designated Safeguarding Person
 EBD – Emotional Behavioural Difficulties
 EHCP – Education Health Care Plan
 CAT – Cognitive Assessment Tests
 CAF – Common Assessment Framework
 CAMHS – Child and Adolescent Mental Health Services
 TA – Teaching Assistant
 LSA – Learning Support Assistant

What are the different funding streams?

More often schools will pay for the therapy through their **main budgets**. This can be through **Pupil Premium**. **Social Workers and Family Support Workers may have a budget** for therapy. The **Local Authority** can fund therapy directly. Alternatively, an application from a **charity** can be made. Parents and families can pay the therapist directly to work at the school.

How do I get referrals?

Within school referrals can come from Head teacher/ SENDCo/ INCo/ Pastoral head/ Head of year/

They also come directly from parents/ social workers/ family support worker / adoption agency/ school nurse team.

How many Clients should I see at day?

We suggest 4/5. However, it depends on how long your sessions are and also for the length of time you have been qualified. Approximately 20 sessions a week is recommended.

How long should a dramatherapy session be?

This really depends. We would recommend an 45min-1hour. But that really depends on the age and attention of the young person.

Who should pay for Supervision

It would be great if the setting could provide you with supervision, however this is not always possible. When you decide how much to charge your setting we recommend that the cost of supervision is taken into account.

It must be made clear that dramatherapists need to see a qualified supervisor. That this is not the same as line management.

Report Writing

We would recommend that you ask the education setting if they would require a report and inform them if you are going to charge separately for this. It may be included in the contact you make with them at the beginning of the work.

Assessment

We suggest looking at the www.corc.uk.net for the varying assessment and outcome measures.

It is not always clear initially, that assessment of the young person's need can be done quickly. It is recommended we have between 1-6 assessment sessions.

Pay Scales

If you are PAYE paid by the school (i.e on the school payroll) you can expect between £25K-£35k + per annum. Part time positions are pro rata and you may be paid for term time only (usually 40 weeks a year). Expect salaries to fluctuate depending on region and responsibilities.

If you are sole trader i.e. working for yourself, you can expect to charge between £35 - £100 per session. This will depend on experience, region and nature of the work.

Charging for trainings

Remember that any training opportunity that promote dramatherapy with children and young people can be beneficial for the work that you do in school. It may aide staff understanding about the work and facilitate professional dialogue to imbed your role within the school.

Training can be Dramatherapy as an Intervention or have a specific focus on mental health issues, e.g. Exam Anxiety; Separation Anxiety; Attachment in the Classroom. Think about the

time for planning & presentation and your relationship & contractual obligations to the setting while thinking about charges.