

ELSA (Emotional Literacy Support Assistant) and FEIPS (Framework for Enhanced Individual Pastoral Support)

ELSA involves the identification of specific emotional literacy targets towards which the pupil works, guided by the ELSA through a carefully planned programme of support. Whilst ELSAs deliver skills based programmes, FEIPS sessions are more pupil led. The FEIPS practitioner facilitates a helping conversation using counselling practices. Simply put, ELSA teaches skills and FEIPS offers time to talk.

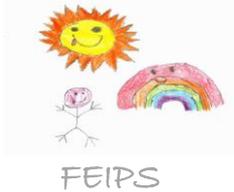
Written by Mrs Howard, ELSA and FEIPS Practitioner at The Crescent School, Eastleigh.

True to ELSA and FEIPS

- Both aim to promote emotional wellbeing in children and young people.
- Both aim to develop capacity within schools to meet the emotional needs of children and young people.
- Both facilitate the child or young person's problem solving rather than solve the problem for them.
- Both are grounded in psychological theory and evidence based practice.
- Practitioners for both are able to empathise with children and young people and have the capacity to work in a non-judgemental way.
- Resources for both are created and chosen to facilitate sessions.
- It is good practice within both to communicate with parents.
- Both attend half termly two-hour supervision sessions with a maximum of 8 practitioners per group.
- Both are lead and managed by Hampshire and the Isle of Wight Educational Psychology.
- The effectiveness of both has been researched and evidenced.

True to FEIPS

- FEIPS provides the opportunity for children to explore their feelings, empower them to find their own resolutions and build resilience for their future.
- Practitioners work with children and young people on an individual basis.
- Sessions tend to be pupil led.
- Active listening is central to FEIPS.
- Parental consent is required unless the pupil is 'Fraser Competent'.
- Anyone in a pastoral role can train to be a FEIPS practitioner.
- The initial training course is 3 days with an emphasis on skills practice, feedback and development involving 12 participants and 3 trainers.
- There are around 100 FEIPS practitioners within Hampshire.
- Training is provided by FEIPS staff team members comprising EPs, Psychotherapists and Counsellors.
- Supervision is led by the same staff team.



True to ELSA

- Sessions are planned by the ELSA to teach the pupil new skills to meet targets related to their emotional well being.
- ELSAs engage in active listening.
- Sessions tend to be adult directed.
- Targets and outcomes are reviewed regularly and progress monitored.
- ELSAs work with children and young people on an individual and group basis.
- Parental consent is not necessarily sought.
- Practitioners are trained and supervised by EPs.
- Teaching assistants can train to be an ELSA.
- The initial training course is 6 days covering a range of emotional literacy topics to support ELSAs in building relationships with children and young people and in helping pupils to develop skills. Psychological theory and frameworks are introduced and ideas for how these can be applied to work with children and young people shared and discussed. The course involves around 40 participants and 2 trainers.
- There are around 800 ELSAs within Hampshire and the Isle of Wight and many more around the country and world!

Written by Anna Cox and Kathy Johnston, Educational Psychologists (2017)

For more information on ELSA please contact Anna (anna.cox@hants.gov.uk) or for FEIPS contact Kathy (kathy.johnston@hants.gov.uk).