

Covid-19 Response Grants 2020

Fallin Primary School



Who are Fallin Primary School?

Fallin Primary School is situated on the outskirts of the city of Stirling. They are part of a growing village community, with a strong identity and rich historical background. The school very much value the role they play within the local community and are committed to developing strong partnerships, to enrich the learning experiences of the children.



As well as delivering on education outcomes, they also support their learners and their families and communities in a number of other ways. One of these is to support children who are struggling with their mental health.

How was the grant used?

- The grant was used to train an additional two members of staff in the 'Drawing and Talking Programme', which is an experiential intervention that addresses poor childhood mental health, often associated with adverse childhood experiences. Through the programme, staff will be able to support children who are often unable to verbally express their distress, to do so using drawing and talking techniques, which can help with emotional healing and relaxation. However, due to a return to remote learning and staff absence, the school have not yet started delivering the intervention to pupils, and hope to start when they return after Easter.

What had to change due to Covid-19?

- Some members of staff were previously trained in the 'Drawing and Talking Programme', and were successfully using this intervention within the school environment prior to lockdown. However, due to Covid-19 restrictions, staff could not move between classes, as they used to and were restricted in the number of children they could see. Training an additional two members of staff helps to address this issue.



'Drawing and Talking' Training Guide

What difference has the grant made?

- Children who have participated in previous sessions felt they were given an opportunity to express their emotions using drawing therapy and talking which was stimulated by the activities. This has helped increase their emotional literacy, which has been shown to improve mental health and wellbeing.
- It is hoped that with the programme now being regularly offered to children across the school, who were already struggling with poor mental health, it will help them to cope more positively with their emotions.
- Each member of trained staff will work with individual children on a weekly basis for 12 weeks.
- Staff feel more confident in delivering the therapeutic intervention to pupils and providing them with the time and space to reflect on their feelings and thoughts.

'I am very keen to trial the Drawing and Talking approach with children here at Fallin PS. I think a consistently regular and reliable time allocation for any child who becomes involved with the therapy, is imperative to the effectiveness of it.'

(Training Participant)

'Particular key points I took on board from the training include the importance of allowing the child in therapy to take the lead in how much or how little they talk. I also found the rationale for not passing any judgemental comment/appraisal/ critique on the child's drawing, very interesting.'

(Staff Member)

'I think there are children at FPS who would benefit from the time and space to reflect on their thoughts with an adult, without judgements being made or pressure applied.'

(Staff Member)

