

Solihull Approach – School Years

For what age?	At what level?
Foundation Stage and Key Stages 1 to 4 Ages 4 to 18	Multi-level: Organisational & Foundation through Waves 1 to 3

What is the Solihull Approach – School Years?

A nationally recognised and locally endorsed theoretical approach to working practically with children of school age and their parents or carers. The Solihull Approach focuses attention on promoting the emotional wellbeing and mental health in infants, children, adolescents and families. It draws on psychodynamic theories, child development, including attachment and behaviourism, and brings them together in a practical way. The model integrates the concepts of Containment, Reciprocity & Behaviour Management.

How does it help children?

The Solihull Approach enables people to recognise how behaviour is a sign of the extent to which both children and adults feel understood and able to deal with their emotions at that time. For example, when feeling overwhelmed and not understood, many people are likely to behave in ways that get noticed. Use of the approach enhances relationships between staff and children; and staff and parents as well as between colleagues.

How do we know it works?

A combination of national and local research studies, identify that the Solihull Approach:

- Matches the common values for practitioners and required skills and knowledge set out in the Common Core of Skills and Knowledge for the Children’s Workforce (DfES/1189/2005).
- Promotes the priorities identified through the NSF (Standard 9), focusing on child and adolescent mental health and emotional wellbeing in early years and school work.
- Enables staff to increase their understanding of the complexity of how the baby’s brain grows and the role emotions have on the developmental trajectory. (Gerhardt 2006).
- Develops consistency in approach between all staff, professionals and volunteers working with families and children: including adolescents.
- Promotes shared understanding between professionals or volunteers and supporting Common Assessment Framework (CAF).
- Is easily understood by school staff, parents, carers and children, including adolescents.
- Promotes positive outcomes for children and families (Douglas & Ginty 2001).
- Promotes job satisfaction for practitioners who regularly use the approach in their work (Whitehead & Douglas 2005).

How can I access training?

To access centralised training in The Solihull Approach, including at the TaMHS Conference if appropriate, please visit:



- [LGSS I Learn booking website](#)

Training at your school, or within clusters, for your staff can be commissioned from the Educational Psychology Service by contacting the TaMHS Administrator:

tamhs@childrenfirstnorthamptonshire.co.uk or by speaking to your Link Educational Psychologist

What do delegates say about this training?

Very valuable two-day training which will impact on the approach for so many children in our school!

Clear links back to what/how we can take this into school.

A valuable course that can be embedded through many areas.

A very informative course, trainers with great expertise and advice.