

**Oxfordshire Virtual School
Training and support network programme 2021-2022**

The Virtual School runs support and training for a range of partners including school staff, social care staff and foster carers.

Please contact us for bespoke training.

For example, for schools, you may want Attachment, Trauma, PEP training etc. For social workers, PEPs, EHCPs, etc. and for foster carers, supporting learning at home, PEPs, EHCPs, reading etc. We are happy to arrange as required so please let us know.

We do not charge for DT training and welcome suggestions for local events.

Designated Teachers need to be aware of the statutory guidance to report annually to governors on their training.

Unless otherwise indicated, please book at [Oxfordshire Schools CPD Online](https://www.oxfordshire.gov.uk/schools/cpd) , email opltraining@oxfordshire.gov.uk or call **03300 249046** to make further enquiries.

Please check the internet for updates: www.oxfordshire.gov.uk/virtualschool

Training offered is for:

All DTs and teachers of Children We Care For, Social Workers, Independent Reviewing Officers, Carers, Police, Health service including CAMHS and keyworkers supporting Children We Care For.

Date and time	Venue	Topic	Lead/organisers	
Tues 5 th Oct 1– 3pm	Microsoft Teams online training	<u>Designated Teacher Induction training including ePEP and Pupil Premium Plus</u> Everything a DT needs to know about the role, their statutory duties and corporate parent responsibilities. How to run good PEP meetings, write ePEPs and plan effective use of Pupil Premium.	Hazel Fleming and Ruth Thornburn OCC Virtual School	Max 20
Wed 13 th October	Microsoft	<u>PACE for School Staff</u>	Dr Hester Riviere	Max 30

1–4pm	Teams online training	<p>PACE is an approach developed by Dr Dan Hughes, an American psychologist who works with traumatised children. PACE stands for Playfulness, Acceptance, Curiosity and Empathy. Being PACEful enables you to have effective, empowering interactions with children who have experienced trauma and who, as a result, do not respond to you in the same way as other children you teach.</p> <p>It is a useful classroom tool for all children, not just those who have had a difficult start to life. This session is designed to help teachers and TAs to learn more about this approach and practice using it over the course of the afternoon workshop.</p>	Educational Psychologist, ATTACH Team	
Mon 18th October 3:45 – 4:45pm	Microsoft Teams online training	<p><u>Designated Teachers for Year 11</u> Making the most of PEP meetings in Year 11 to target effective evidence-based interventions and ensure robust transition planning.</p>	Hazel Fleming and Isabel Crowther OCC Virtual School	Max 30
Wed 3rd November 3:30 – 5pm	Eventbrite Meeting link: CLICK HERE	<p><u>Session 1: Children in Need – Born to love and to be loved</u> This session helps practitioners understand the issues for young people before they come into care and how this impacts them.</p> <p>In this session we take an overview of the issues that affect children that may lead to them coming into the care system. We look at the child within the systems that affect them, including the family, school, community and wider society. We recognise that what affects children, also affects others and how attachment relationships and trauma are key to understanding what can go wrong and how children can be supported to recover and become resilient.</p>	Luke Rogers BEM Director of Strategy The Care Leaders	Max 1000
Wed 10th November 3:30 – 5pm	Eventbrite Meeting link: CLICK HERE	<p><u>Session 2: Messages in Behaviour – What children are really telling us</u> This session will help you recognise and respond to messages in children’s behaviour.</p>	Luke Rogers BEM Director of Strategy The Care Leaders	Max 1000

		<p>Our systems are often set up to ‘manage’ behaviour young people display rather than helping us understand why they are behaving as they do and what their behaviour communicates. This type of approach leads to services having a knowledge gap and practitioners missing important messages within behaviour and the causes of it. The language we use becomes a barrier between adults and children. Terms like ‘complex’, ‘challenging’ or ‘risk taking’ to describe behaviour leave young people feeling misunderstood and unheard, practitioners worried and overwhelmed and services not responding to what young people need. Practitioners deserve the knowledge to understand messages in children’s behaviour so they can help children understand themselves.</p>		
<p>Wed 17th November 3:30 – 5pm</p>	<p>Eventbrite Meeting link: CLICK HERE</p>	<p><u>Session 3: Entering Care – The real reasons children enter care</u> This session explores the real-life experience of young people entering care.</p> <p>When young people enter care, it can seem like the system takes a young person’s identity and gives them a new one, projecting them into a confusing world with new terminologies and often leaving them with little understanding of what’s happening. Systems are set up to safeguard children, which can sometimes leave families in cycles of trauma and negative family dynamics. Services become overwhelmed with the increasing numbers of young people entering care and become more stretched. Children feel confused and lost in the system; parents are hurt and often frightened, whilst practitioners are under pressure to ensure all young people are safe. Families deserve to be supported and children have a right to understand what’s happening to them.</p>	<p>Luke Rogers BEM Director of Strategy The Care Leaders</p>	<p>Max 1000</p>
<p>Wed 24th November 3:30 – 5pm</p>	<p>Eventbrite Meeting link: CLICK HERE</p>	<p><u>Session 4: Impact of Recording - How statutory recording can cause stigma</u> This session gives you the skills to record information that truly represents children and ensures they access services</p>	<p>Luke Rogers BEM Director of Strategy The Care Leaders</p>	<p>Max 1000</p>

		<p>they need.</p> <p>We have all read information about children that only focuses on the negative things in their lives, creating barriers for young people to access important services such as education. Placements often reject children when they read this information, leaving social care under pressure to find adequate support for young people, whilst we share stories about young people that they didn't author and don't see. Schools are frustrated at the lack of information; placements feel guilty they can't help; social workers are overwhelmed and all the while young people are unheard and misrepresented. Every child deserves to be represented authentically and to access support they need and deserve.</p>		
<p>Wed 1st December 3:30 – 5pm</p>	<p>Eventbrite Meeting link: CLICK HERE</p>	<p><u>Session 5: The Two Times-tables – The demands of school and social care</u> This session helps you support children in care in school more effectively.</p> <p>It is hard when teachers don't know their children in care. When there is a lack of communication between children's social care and school, schools don't get adequate information or support. When behaviour management is not attachment aware and trauma informed, we can punish 'challenging behaviour' rather than see the messages being communicated to us. This approach does not solve the issue for the child or the system but simply moves it elsewhere to be dealt with later, if at all. Virtual Schools become overwhelmed with avoidable exclusions, while young people are unheard and not educated. Head teachers are frustrated, teachers are under pressure and young people are rejected and unsupported. Every child deserves access to education and to learn in an environment that understands and supports them.</p>	<p>Luke Rogers BEM Director of Strategy The Care Leaders</p>	<p>Max 1000</p>
<p>Wed 8th December</p>	<p>Eventbrite</p>	<p><u>Session 6: Leaving Care – Why young people disappear</u></p>	<p>Luke Rogers BEM</p>	<p>Max 1000</p>

3:30 – 5pm	Meeting link: CLICK HERE	<p>This session shows you how young people can transition from care into independent and meaningful lives.</p> <p>Leaving care is a cliff edge. When young people reach a certain age or status, overnight their support can disappear, leaving them to navigate complex and tricky systems to gain support and access to crucial services, such as education and housing. All children are classed as ‘adults’ and will have left care by 18; many leave well before this. We see a huge number of young people from care becoming homeless, not attending education, unemployed and having higher levels of mental health issues than their peers. These are the young people we know about; many young people just disappear. Leaders are frustrated at the lack of provision; practitioners worry, and young people are invisible. Young people deserve to lead successful independent lives with relationships that last a lifetime.</p>	Director of Strategy The Care Leaders	
Thur 11th November 3:30 – 4:30pm	Microsoft Teams online training	PACE Reflection Session For professionals who have done the PACE training to reflect on practice and develop their skills further.	Dr Hester Riviere Educational Psychologist, ATTACH Team	Max 20
Tues 16th November 3:45 – 5.15pm	Microsoft Teams online training	<u>Speech, Language and Communication Needs and challenging behaviour</u> There is a well-researched and clearly demonstrated link between Speech, Language and Communication Needs (SLCN) and challenging behaviour. Research also shows us that care experienced children are much more likely than their peers to experience SLCN. We know that addressing SLCN, which are often hidden needs, can reduce challenging behaviour by meeting the underlying need. This session will introduce you to some of the reasons for the higher incidence of SLCN in children we care for in terms of how language and communication develop. We will present some resources we have developed with a range of services across the Local Authority to support schools in identifying and addressing these needs’	Dr Hester Riviere Educational Psychologist, ATTACH Team and Lizi Pinckney OCC Virtual School	Max 30

<p>Thur 13th January 1 – 4pm</p>	<p>Microsoft Teams online training</p>	<p><u>PACE for School Staff</u> PACE is an approach developed by Dr Dan Hughes, an American psychologist who works with traumatised children. PACE stands for Playfulness, Acceptance, Curiosity and Empathy. Being PACEful enables you to have effective, empowering interactions with children who have experienced trauma and who, as a result, do not respond to you in the same way as other children you teach. It is a useful classroom tool for all children, not just those who have had a difficult start to life. This session is designed to help teachers and TAs to learn more about this approach and practice using it over the course of the afternoon workshop.</p>	<p>Dr Hester Riviere Educational Psychologist, ATTACH Team</p>	<p>Max 30</p>
<p>Thur 17th February 1 - 4pm</p>	<p>Microsoft Teams online training</p>	<p><u>Moving from Behaviour Management to Behaviour Support</u> This session will explore the difference between behaviour management and behaviour support, drawing on different approaches and models to think about how can we ‘do behaviour’ differently, why we should and what it could look like.</p>	<p>Dr Hester Riviere Educational Psychologist, ATTACH Team</p>	<p>Max 30</p>
<p>Thur 3rd March 3:30 – 4:30pm</p>	<p>Microsoft Teams online training</p>	<p><u>PACE Reflection Session</u> For professionals who have done the PACE training to reflect on practice and develop their skills further.</p>	<p>Dr Hester Riviere Educational Psychologist, ATTACH Team</p>	<p>Max 20</p>
<p>Tues 22nd March 11 - 1pm</p>	<p>Microsoft Teams online training</p>	<p><u>Designated Teacher Induction training including ePEP and Pupil Premium Plus</u> Everything a DT needs to know about the role, their statutory duties and corporate parent responsibilities. How to run good PEP meetings, write ePEPs and plan effective use of Pupil Premium.</p>	<p>Sarah Hazell and Hazel Fleming OCC Virtual School</p>	<p>Max 20</p>
<p>Tues 29th March 3:45 – 5:15pm</p>	<p>Microsoft Teams online training</p>	<p><u>Speech, Language and Communication Needs and challenging behaviour</u> There is a well-researched and clearly demonstrated link</p>	<p>Dr Hester Riviere Educational Psychologist,</p>	<p>Max 30</p>

		<p>between Speech, Language and Communication Needs (SLCN) and challenging behaviour. Research also shows us that care experienced children are much more likely than their peers to experience SLCN. We know that addressing SLCN, which are often hidden needs, can reduce challenging behaviour by meeting the underlying need. This session will introduce you to some of the reasons for the higher incidence of SLCN in children we care for in terms of how language and communication develop. We will present some resources we have developed with a range of services across the Local Authority to support schools in identifying and addressing these needs'</p>	<p>ATTACH Team and Lizi Pinckney OCC Virtual School</p>	
<p>Thur 28th April 1 – 4pm</p>	<p>Microsoft Teams online training</p>	<p><u>PACE for School Staff</u> PACE is an approach developed by Dr Dan Hughes, an American psychologist who works with traumatised children. PACE stands for Playfulness, Acceptance, Curiosity and Empathy. Being PACEful enables you to have effective, empowering interactions with children who have experienced trauma and who, as a result, do not respond to you in the same way as other children you teach. It is a useful classroom tool for all children, not just those who have had a difficult start to life. This session is designed to help teachers and TAs to learn more about this approach and practice using it over the course of the afternoon workshop.</p>	<p>Dr Hester Riviere Educational Psychologist, ATTACH Team</p>	<p>Max 30</p>
<p>Thur 16th June 1 – 4pm</p>	<p>Microsoft Teams online training</p>	<p><u>PACE for School Staff</u> PACE is an approach developed by Dr Dan Hughes, an American psychologist who works with traumatised children. PACE stands for Playfulness, Acceptance, Curiosity and Empathy. Being PACEful enables you to have effective, empowering interactions with children who have experienced trauma and who, as a result, do not respond to you in the same way as other children you teach. It is a useful classroom tool for all children, not just those who have had a difficult start to life. This session is designed to help teachers and TAs to learn more about this</p>	<p>Dr Hester Riviere Educational Psychologist, ATTACH Team</p>	<p>Max 30</p>

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Summer 2022	VENUE TBC	Oxfordshire Virtual School Conference (further information will follow)		Max 200