

Working with children/young people who are hurting: Trauma and the developing brain

- Outline how trauma impacts on children's development, wellbeing and learning
- Consider the impact of covid-19 on children in care's resilience
- Explore trauma sensitive practice

Wednesday 9th March 9.30am to 12.00am This will be a virtual training session.

Please follow open this link to book: [Barnet CE Strand-doc v3.9.1](#)

Click on Designated Teacher training.

New Barnet Virtual School 'Post 16 Handbook' Designated Teacher Workshop

In this workshop, we will be launching our fantastic new resource from Barnet Virtual School:

- Introducing our new 'Post 16 Handbook'
- Understand how the handbook can support you in your role as DT
- How to use the handbook to support you with the PEP process
- Signposting to useful organisations and resources

Wednesday 4th May 2022 9.30am to 11.00am This will be a virtual training session.

Please follow open this link to book: [Barnet CE Strand-doc v3.9.1](#)

Click on Designated Teacher training.

Improving school attendance - ways to tackle persistent absence

As part of the Children with a Social Worker project, we are hosting a conference to look at ways to improve school attendance and tackle the persistent absence. The conference will provide an opportunity for both schools and social care teams to hear the latest research and advice around supporting school attendance. Speakers are:

Hannah Blausten from the **Education Endowment Fund** will be giving a summary of the Rapid Evidence Assessment into interventions to improve attendance recently published on the EEF website

Ellie Costello from the charity **Square Peg** will talk about the lack of data on persistent absence and what schools can do to make a difference in supporting young people and families. Square Peg was set up as a social enterprise in April 2019, to effect change for children who struggle to attend school and their families.

Dr Ruth Moyse from **Southampton University** will look at how the words we use frame how we understand and address persistent absenteeism with a particular focus on autistic girls and other groups of marginalised young people.

Lauren Jefferson will update about processes and support offered through the **BELs Education Welfare service**

Barnet Family Services will highlight ways that social care can support attendance and discuss examples of best practice between schools and social workers

Amy Gibb and **Parminder Chana** from **BELs Educational Psychology team** will be discussing Emotion Based School Avoidance and ways for schools to support young people affected by this.

Wednesday 27th April 2022 9.15am to 12.15pm This will be a virtual training session.

Please follow open this link to book: [Barnet CE Strand-doc v3.9.1](#)

Click on Designated Teacher training.



Survey—all children with a social worker

Thank you so much to all of you who responded to our survey in connection to our extended duties to all children with a social worker. We wanted to provide you with responses to some of the issues raised in connection with referrals and children subject to Child in Need or Child Protection Plans

You said	Our Response
<p>Some schools had concerns that they were not receiving information in a timely manner, for example minutes from a meeting so that actions could be followed up.</p> <p>Educational settings are not always informed of a change in social worker or when a case closes.</p> <p>The transition when a young person comes from out of borough is not always well managed.</p> <p>There can be a lack of communication about a visit from a social worker to see a young person at school and not having time to prepare them for it.</p> <p>There is a lack of transparency about how systems work and protocols around information sharing and support</p>	<p>We are working on a document which will outline best practice for schools and social care teams after a referral has been made. This will communicate the expectations set out in KCSIE.</p> <p>Schools should be informed when a child becomes subject to a plan, comes off a plan or is having a social worker visit in school. If you have any concerns regarding communications refer to the social care team managers in the first instance. If you do not receive a satisfactory response, please raise with Karen Popely, Head of Intervention and Planning, Children's Services (Karen.Popely@Barnet.gov.uk)</p>
<p>Some schools felt that Early Help was ineffective when workers didn't understand the complexity and there was a lack of escalation when a school raises a concern</p>	<p>Advice from Family Services is refer any concerns regarding a decision to the MASH team and again to escalate if necessary.</p>
<p>Social workers and managers would benefit from having a better understanding of how the education system works.</p> <p>Social workers who have an idea of how schools work have a more realistic approach to working together to support students.</p>	<p>We are producing an Education Handbook for social workers outlining expectations and ways to support young people and families with different aspects of education. BELs teams are also becoming involved with the Social Worker induction programme, ensuring that any new case worker is aware of processes in the area. We are also exploring opportunities for social workers and schools to train together in relevant areas.</p>
<p>Training offered for our Pastoral Team to support with interventions</p> <p>Training for teachers on how to support children with social workers (not DSLs or SLT - teaching staff)</p>	<p>Any staff member involved with working with children with a social worker can now attend 50-minute standalone slots with an Educational Psychologist and Education Lead, for a social worker and/or DSL. The consultations are virtual and provide a space to discuss a concern about a child or young person (CYP)/group of CYP with a social worker linked to their education e.g., attendance, learning, wellbeing at school etc., Please contact Nicola.Axford@Barnet.gov.uk for availability.</p>
<p>What are the thresholds for children coming into care?</p>	<p>The next DSL briefing on 15th March 1.30-3pm will focus on Thresholds.</p>

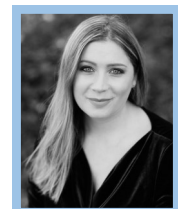
You said	Our Response
Training needed re children who have witnessed domestic abuse, and how best to support them.	We have arranged for a joint schools and social care training on the effects of domestic violence on young people and how best to support them. This will be run by the BELs Educational Psychology team on 16 th June 2022. Please check BPSI for booking details—coming soon.
It would be helpful if CAMHS were available to support children who are experiencing trauma Emotional support for young people	CAMHS is a health referral but please contact the BICs team to make a referral to them Barnet Integrated Clinical Service (BICS) Barnet - WWC There are also places such as Terapia and Raphael House that can provide therapy and Pupil Premium funding could be used to pay for this
Attachment and Trauma Informed training especially for all school staff who haven't had much of the training that has been offered	In consultation with the Educational Psychologists, we are planning a pilot whole school attachment aware training. We are waiting to hear from the DfE regarding the continuation of the Children with a Social Worker project and this will influence the implementation of the pilot.
Need more strategies and opportunities for engaging parents in children's learning	Parent Champions Barnet is a peer-to-peer (parent-to-parent) programme based on sign-posting other parents to local education and welfare services, such as libraries, nurseries and children centres, as well as other services schools may want to promote. Parent Champions receive their own training and support throughout. More details can be found here Setting up Parent Champions in your school (bels.org.uk)
Where is there a detailed list of services offered by Barnet?	The Local Offer is listed on the Barnet website and can be found here Barnet Local Offer :: Home .
Concern around unconscious bias and profiling of disadvantaged children.	Visit Equality, Diversity and Inclusion Barnet Education & Learning Service (bels.org.uk) for support and resources including information on BELs Preventing Exclusion of Black Boys Project. Last year we held Race and identity and the uses of language training for our DTs. It would be good to hear from any schools interested in this training repeated. Please let us know.

Friday 26th May - all day!

SAVE THE DATE

By popular demand we have arranged for:

Dr Karen Treisman



to return to Barnet to deliver more training for us. This will be free and delivered virtually. Those of you who attended her training last year will remember what an inspirational speaker she was and we are pleased to be able to act on your requests for more of her! Dr Karen Treisman, MBE, is a Highly Specialist Clinical Psychologist who has worked in the National Health System and children's services for several years. .

Her session will be on: **Trauma and the impact on the body, including introducing body-based and sensory approaches.**

Booking details will be circulated nearer the time!

RESOURCES

Exam stress and anxiety

Exam time can be really stressful for all children especially after the period of disrupted education they have all experienced. It can be particularly so for our children in care who may have experienced multiple school and placement changes and have had little support for schooling in their early lives.

At the beginning of next term, we will be offering carers a training session on supporting their young people with managing exam anxiety and we are also sending out top revision tips and other revision resources. We are also working with Family Services to ensure anyone who needs support has it.

If you have not looked on the Young Minds website, it is really worth doing so as they have lots of resources to use with your pupils to help them stay mentally healthy during the exam season. These include tips for both primary and secondary age groups, plus ideas for staff to help them look after their own well being.

[Mental Health Resources for Exams | YoungMinds](#)

There is also a page specifically for young people—[Exam Stress | How To Deal with Exam Stress | YoungMinds](#)

Self harm

Young Minds also has a useful guide to recognising and responding to self harm—[no-harm-done-professionals-pack.pdf \(youngminds.org.uk\)](#)



Key Stage 1 Maths

Have you got Key Stage 1 pupils? Or pupils who are operating around 5-6 years in maths? If you have not already looked at the White Rose Maths 1 minute maths app, it is well worth it! It is completely free and is downloadable from App stores so great for carers. It has individual one-minute tasks focus on adding and subtracting – and on ‘Subitising’ with multiplication and division will be added soon! The child can choose any topic they want to try. They then answer a unique series of questions (so it’s a different set of questions every time). If they’re struggling with a question, a ‘Hint’ button will give a helpful clue by showing the question in a different but familiar way. When the one minute’s up, they’ll see a feedback screen telling them how they’ve done.

Voice of the Child

Become is a charity supporting care-experienced young people. They have produced a fact sheet highlighting 6 things children in care wished their teachers to know about their experiences.

[i-wish-you-knew.pdf \(becomecharity.org.uk\)](#)

Contact us



Follow us on Twitter to keep up with news and opportunities to support our young people. **@barnetvs**



You can read more about the Virtual School and find useful resources by going to [Virtual School | Barnet Education & Learning Service | London](#)



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Key Contacts at the Virtual School

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Virtual School Team Member Profile

Hannah Hudson—Caseworker



I'm Hannah Hudson and I'm the Virtual School Caseworker for a variety of year groups, from Year 2 all the way up to Year 13! When I was 23, I spent a year teaching English as a Second language to children and teenagers in the bustling city of Ho Chi Minh City, Vietnam. I thoroughly enjoyed this experience and it inspired me to complete a Primary PGCE at Exeter University. Following my graduation in 2013, I spent several wonderful years teaching across Key Stage 1 and 2 in a Primary School in Ealing. I focused on delivering tailored support to help every child feel confident in their ability to learn, progress and achieve.

Following this, I focused on doing more 1-1 work with vulnerable young people and joined the charity, Action for Children, as a Children's Rights Advocate. In this role, I worked specifically with Children in Care and Care Leavers, supporting them to use their voice to raise issues they had regarding their school, placement, housing and/or legal processes such as seeking asylum. This hands-on role gave me lots of experience in active listening, empathy and multi-agency working.

When I saw the Caseworker role, I thought it was the ideal fit as it included both education and advocating for young people in care. I have really enjoyed meeting all the DTs, Social Workers and young people in the PEPS. I have been really impressed by the professional knowledge of those working around the child and have particularly enjoyed attending training led by the Educational Psychologists on trauma. I have recently completed a trip to Jamie's Farm, a therapeutic farm based in Wales and actively supported the young people to take on new challenges and not be afraid of making a few mistakes along the way! My passion for understanding people has extended outside of work and I am currently completing an Introduction to Counselling Skills course which will provide me with more tools and knowledge to support the young people on my caseload.

I look forward to meeting some of you again in the Summer PEPS. In the meantime, if you have any questions, don't hesitate to get in touch!