

# Barnet Virtual School Newsletter

Autumn 2 2024

I hope the Autumn Term is going smoothly and that you had a restful half term.

A reminder that the **deadline for Autumn PEPs is the 15th November at the latest—best practice is completing them straight after the meeting to ensure there is no drift and delay.** Please ensure that your PEP meetings have happened and the PEP document is complete by this date. **For statutory age children, any PEPs completed after this date will not be able to have funding agreed.**

Any questions please just get in touch. Sarah Deale Virtual School Headteacher

## EMOTION COACHING—a brief guide

Emotion Coaching is an approach developed by Licette Gus, Louise Gilbert and Janet Rose, based on the work of Dr John Gottman.

Emotion Coaching helps children and young people to **understand** the range of emotions they experience, **why** they occur and **how** to manage them.

Using moments of heightened emotion and behaviour, adult responses to the expression of these emotions helps to guide and teach the child about more effective responses.

- It is based on the idea that nurturing and emotionally supportive relationships help to promote children's wellbeing and resilience.
- The adult engages empathically with the child's emotions, verbally acknowledging and validating them, promoting a sense of security and feeling 'seen'.
- Through repetitive, consistent use, Emotion Coaching helps children to regulate their emotions.
- When the child is feeling calmer, it is possible to discuss the incident in a rational and productive manner and move on to problem solving and solution-focused strategies.



### There are four steps to Emotion Coaching:

- ⇒ Recognising the child's feelings and empathising with them – connection before correction.
- ⇒ Validating and labelling the emotion the child is feeling in the moment.
- ⇒ Setting limits (if needed).
- ⇒ Problem solving.

## EMOTION COACHING continued

Step	What is involved	Example scripts
Recognise the child's feelings and empathise with them	Recognise that the child is experiencing a particular emotion. Remember, all emotions are natural, normal and not a matter of choice. Look for physical and verbal signs of the emotion being felt.	You don't need to say anything at this stage – it is about pausing to notice what feelings the child may be communicating through their behaviour.  What do you notice? What are the possible feelings?
Validate and label the emotion the child is feeling in the moment	Take the child's perspective, using words to reflect back to them their emotion.  By naming the emotion the child is experiencing and being with them through their heightened emotional state, we are communicating that we understand how they are feeling and that it is okay to feel like that.	Labelling: I can see you're feeling ... I wonder whether you might be feeling...  Validating: I understand why you feel... It's okay/normal to feel... I'm sorry that happened to you...
Set limits on the behaviour (if needed)	Emotion Coaching understands behaviour as communication. Separate the emotion from the behaviour; clarify what is acceptable.	It's ok to feel... but our rules are that we... It's normal to feel.... but it is not ok to.... shall we go to your safe space?
Problem solve with the child when they are in a regulated state	This step explores strategies to problem solve with the child, when they are feeling calm.  The adult helps the child to consider what to do when they experience difficult feelings next time.	Shall we decide what to do next time you feel like this? Can you think of a different way to show you feel....? I can help you think of a different way to cope. How about...

Further information can be found on the links below:

[Emotion Coaching - United Kingdom \(emotioncoachinguk.com\)](http://emotioncoachinguk.com)

[Emotion Coaching: Workshop for Parents and Teachers \(youtube.com\)](https://www.youtube.com/watch?v=...)

**Or join us for virtual training on 14<sup>th</sup> November 2024 9:30-12pm delivered by Dr Aimee Cole, Educational Psychologist, Barnet Education and Learning Service & Barnet Virtual School.**

**Book a place here [BELS | Barnet Education and Learning Service](#)**

## Leading a Whole-School Strategy for EAL



The Bell Foundation runs lots of training and provides useful resources to support students with English as an Additional Language. They are running a course on Leading a Whole-School Strategy for EAL. This online course provides school leaders with evidence-based guidance and resources to advance a whole-school strategy for EAL provision.

The course explores:

- How changing demographics, current policies, and staff training needs impact EAL provision;
- Factors that influence academic attainment for learners using EAL;
- A research-informed model of inclusive pedagogy as it relates to your own context;
- Practical tools to support a whole-school strategy.

The three online modules are designed to work around the busy lives of those working in schools. With three hours of online study over a four to five-week period, this course enables you to work at a manageable pace with plenty of time to process course content and consider relevance to your context. :

**Module One:** Pre-webinar online tasks: completed at your own pace over a one-week period.

**Module Two:** Live interactive webinar with the course tutors

- **Primary:** 22 January 2025, 16:00-17:00
- **Secondary:** 23 January 2025, 16:00-17:00.

**Module Three:**

Post-webinar online tasks: completed at your own pace over a one to two-week period.

Tutor feedback: you will receive feedback on your assignment within two weeks of submission.

Time commitment: approximately 60 minutes.

The course costs £45 for state schools.

You can find out more information here [Leading a Whole-School Strategy for EAL \(Online Course\) - The Bell Foundation \(bell-foundation.org.uk\)](https://bell-foundation.org.uk/leading-a-whole-school-strategy-for-eal)

## Key Contacts at the Virtual School

**Head Teacher:** Sarah.deale@barnet.gov.uk    **Deputy Head of School:** Julie.locke@barnet.gov.uk

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([Barnet\\_virtual\\_school](https://www.facebook.com/Barnet_virtual_school)) and Facebook  ([Barnet Virtual School](https://www.facebook.com/BarnetVirtualSchool)) to keep up with news, resources, training etc.

# Training

## Aces and Communication for the Vulnerable Child

Thursday 7th November— 3.15—4.15 online

This course will cover:

What are Adverse Childhood Experiences (ACES)

What impact can ACEs have on the development of speech, language and communication

What support is on offer if more help is required for the child or young person

**Leader: Speech and Language Therapists**

## Emotion Coaching

Thursday 14th November— 9.30—12.00

The training is an opportunity to learn more about how to support children to understand the different emotions they experience, why they occur and how to support emotional regulation . The workshop aims to:

- Consider children’s emotional development and needs
- Understand and learn the steps of using an emotion coaching approach

Provide opportunities to practise these approaches and feel confident to apply them in your work with children and young people

**Leader:** Dr Amiee Cole, Educational Psychologist

**To book either of these training courses, please open this link:** [Training & Events | BELS | Barnet Education and Learning Service \(belstradedservices.uk\)](#)

Our training is free to ALL schools. You do not need to buy into BPSI/Bels

## Reducing Exclusions—Excluded to Included

Tuesday 26th November 3.30—6.30—online

The Excluded to Included training offers practical tips and invaluable advice. School staff will gain the knowledge and skills needed to support students at risk of exclusion. The training helps schools reduce exclusions by developing an understanding of the factors that affect pupils' behaviours and relationships. Having this understanding of the motivation behind a pupils' actions is key in improving attendance and building positive relationships. It also equips school staff with effective support mechanisms for those navigating potential exclusion.

Following this training session, staff will know how to effectively implement strategies and policies. These will support students to remain in school and be part of creating a more inclusive, supportive, and thriving learning environment.

This training is provided by Flourish, formerly AC Education. Keith Bates, the trainer has worked in senior leadership in four different schools. For fifteen years Keith worked in a residential SEMH special school in Norfolk, steering it to an outstanding inspection in 2018 and several outstanding residential inspections. He also led on setting up a sister residential special school in Great Yarmouth. His most recent role has been as Director of Inclusion in a Norfolk MAT which includes eighteen schools across primary, secondary and special education. During that time all the primary schools in the Trust saw a drop in their numbers of suspensions and exclusions. He has delivered training and keynote addresses to a wide range of audiences including school leaders at school, local and regional level. Keith has based his career on the concept of inclusive education and even in this most challenging of education landscapes believes we can all be more successful for all the children we work with.

**To book, please follow this Eventbrite link:** [Reducing Exclusions - Excluded to Included Tickets, Tue, Nov 26, 2024 at 3:30 PM | Eventbrite](#)