

## Oxfordshire Virtual School Training and Support Programme 2024-2025

The Virtual School delivers training and offers support for a range of partners including education staff (primarily Designated Teachers), social care staff and parents/carers.

We are happy to discuss training needs with educational settings and professionals who work with Children We Care For, Previously Cared For Children, children with a social worker and children in kinship care. If you have a training or support need that is not covered as part of our 2024-25 training programme, please get in touch with us ([virtualschool.lac@oxfordshire.gov.uk](mailto:virtualschool.lac@oxfordshire.gov.uk)). Where there is a cost associated with training, educational settings may choose to use Pupil Premium Plus money to fund training that will better enable their staff to meet the needs of care experienced children and young people.

We do not charge for Designated Teacher (DT) training and encourage DTs to participate in what we have to offer. DTs should be aware that they have a statutory duty to report annually to governors on their training.

Children's Social Care professionals can also access training on Education, Health and Care (EHC) Needs Assessments and Plans, The Role of Social Care in SEND, Education as a Protective Factor and Restorative Practice via the [Learning Zone](#).

Please book on the below courses by visiting: <https://educationservices.oxfordshire.gov.uk/> - filter 'Virtual School' as 'Provider' You will need to create a user account by selecting 'sign up'.

Email any booking queries to [OxfordshireEducationServices@oxfordshire.gov.uk](mailto:OxfordshireEducationServices@oxfordshire.gov.uk) or call 03300 249046.

Please check our website for updates: [Virtual School for Looked After Children and Care Leavers, 0-25 | Oxfordshire County Council](#)

**\* Where there is no Microsoft Teams link, the link will be sent to you in advance of the training by Oxfordshire Education Services. Therefore, you must ensure you are booked on.**

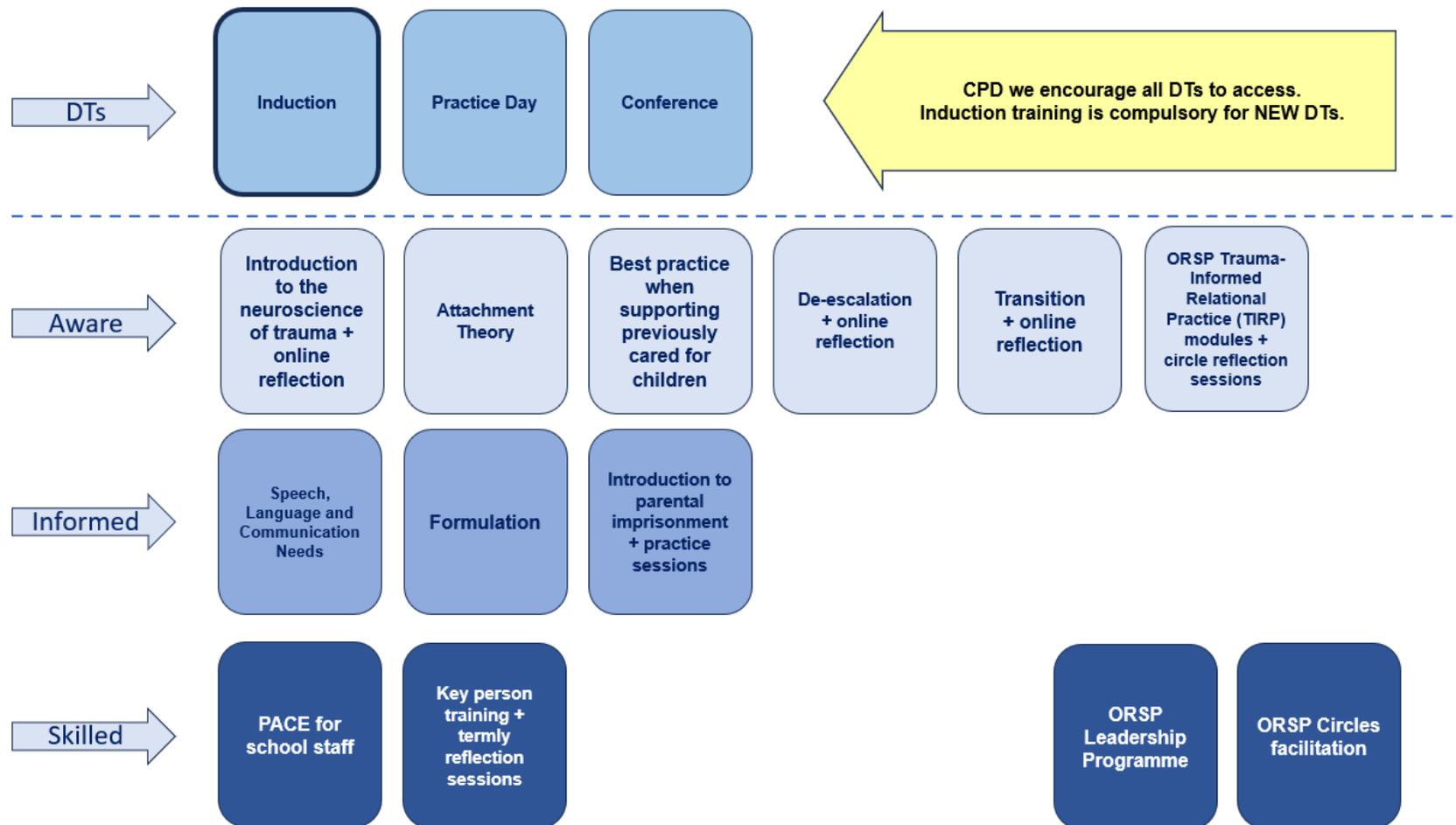
Click on the following links for more specific information regarding [Previously Cared for Children](#), [Children with a social worker](#) and [Children in kinship care](#)

[Click here](#) for more on the Oxfordshire Relational Schools Programme (ORSP).

**Goal of Oxfordshire Virtual School's Training and Support Offer:**

- **CARING** - All schools in Oxfordshire are places Children We Care For, Previously Cared for Children, children with a social worker and children in kinship care feel cared for and sense of belonging.
- **COLLABORATIVE** - All schools are supported and sustained in their work with Children We Care For, Previously Cared for Children, children with a social worker and children in kinship care.
- **COMPETENT** - All schools in Oxfordshire are trauma-informed, shame-sensitive, attachment-aware, relational and restorative in their way of working.

**The Virtual School's Graduated Training and Support Offer:**



Date and time	Venue	Topic / Theme	Target audience	Training level	Trainers / Organisation	Capacity
Mon 16 <sup>th</sup> Sept, 9-3	In-person - venue TBC	<b>Key Person Training (Session 1)</b> + follow-up sessions 1 – 3 p.m. on: <ul style="list-style-type: none"> <li>▪ Tuesday 5<sup>th</sup> November</li> <li>▪ Wednesday 5<sup>th</sup> February</li> <li>▪ Tuesday 6<sup>th</sup> May</li> <li>▪ Tuesday 15<sup>th</sup> July</li> </ul>	Staff working directly with care-experienced children	Skilled	Dr Hester Riviere Senior Specialist Educational Psychologist, ATTACH Team	20
Weds 18 <sup>th</sup> Sept, 1-3pm	Online	<b>Designated Teacher (DT) Induction</b> 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 funding.	Designated Teachers	Skilled	Sarah Hazell Hazel Fleming	30
Thurs 26 <sup>th</sup> Sept, 2-4pm  AND  Thurs 24 <sup>th</sup> October, 3.30-4.30pm	The Mulberry Bush Learning and Research Centre, Standlake	<b>De-escalation training</b> This course is designed to empower staff and build confidence in working with behaviour which feels challenging. It will provide staff with practical de-escalation tools and a range of strategies to foster a calm and respectful learning environment. Effective communication skills, aimed at diffusing conflicts and managing emotions, will also be explored. At The Mulberry Bush, we recognise that building positive working relationships between staff members and children is key to implementing effective de-escalation strategies. As a result, the training will dig into what drives challenging behaviour and how we can best moderate and improve our responses to illicit successful outcomes. This is especially important as it is our responses to behaviours which will determine whether a tricky situation will improve or deteriorate.  <b>De-escalation training follow-up session</b> Follow-up session (online)	Designated Teachers, Inclusion/Pastoral Staff, SENDCos	Aware	Mulberry Bush Outreach Service	20

Weds 2 <sup>nd</sup> October, 1-3pm	Online	<p><b>Early Years DT session</b> Everything an Early Years 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 funding.</p>	Early Years Designated Teachers	Skilled	Sarah Hazell Kate Hardy	50
<p>Thurs 3<sup>rd</sup> October, 9.30-12.30pm</p> <p>AND</p> <p>Thurs 10<sup>th</sup> October, 9.30am-3.30pm</p>	In-person - venue TBC	<p><b>½-day Introduction to Parental Imprisonment</b> This is an introductory session that will increase awareness of all aspects of parental imprisonment, its far-reaching impacts and the harms children and young people experience because of having a parent in prison. Awareness raising of this issue is important, because the impacts are often hidden which means that children frequently suffer without the support and understanding, meaning that the harm caused can be magnified instead of reduced</p> <p><b>1-day on practice/application (using CHAS workbook with C&amp;YP)</b> This session will equip practitioners to use our workbook with children and young people in school, or who are being supported by other professionals. The workbook follows the criminal justice journey and provides children with the opportunity to explore their feelings and find safe and healthy ways of expressing them. It is important that the workbook is used in the context of a safe and supportive and sensitive relationship. Other resources will be explored, including books to be read individually or as a whole class.</p>	DTs, DSLs, Inclusion/Pastoral Staff, Mental Health Leads	Informed	Children Heard and Seen (CHAS)	24

<p>Tues 8<sup>th</sup> October, 9.30-12.30</p> <p>AND</p> <p>Tues 22<sup>nd</sup> October, 1.30-3pm</p>	<p>In-person - venue TBC</p>	<p><b>PACE for school staff</b> 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.</p> <p>Over these two sessions teachers and TAs will learn more about this approach and its context in school practice. The second part gives us a reflective workshop space to practice using PACE over the course of the afternoon session.</p>	<p>DTs, DSLs Inclusion/Pastoral Staff, Mental Health Leads, SENDCOs</p>	<p>Skilled</p>	<p>Dr Hester Riviere Senior Specialist Educational Psychologist, ATTACH Team</p>	<p>30</p>
<p>Tues 15<sup>th</sup> October, 9-12</p>	<p>In-person - venue TBC</p>	<p><b>Formulation – Planning interventions for complex children: where to start and how to go on</b> In this session we will explore developing a formulation of a child’s needs: a formulation links theory and practice and should guide intervention and evaluation. It is a way of exploring what we know and don’t yet know, reflecting on how we construct our understanding, and generating hypotheses to test through intervention. This can be a helpful way to think about children who have a number of different needs and is a way to involve the child, their family and other professionals in your thinking and planning.</p>	<p>DTs, DSLs, SENDCOs</p>	<p>Informed</p>	<p>Dr Hester Riviere Senior Specialist Educational Psychologist, ATTACH Team</p>	<p>25</p>

<p>Thurs 17<sup>th</sup> October, 1-3pm</p> <p>AND</p> <p>Thurs 21<sup>st</sup> Nov, 3.30-4.30pm</p>	<p>Online</p>	<p><b>Brain development and the impact of trauma</b> This training, delivered by The Mulberry Bush Outreach Service, will look at how trauma in early childhood can affect the development of growing brains. The aim of this session is to gain an insight into and think about the neuroscience of trauma and toxic stress and the consequences for children's social, emotional and executive functioning and behaviour regulation.</p> <p><b>Brain development and the impact of trauma - Reflection session, online</b></p>	<p>DTs, DSLs, SENDCos, Inclusion/Pastoral Staff</p>	<p>Aware</p>	<p>Mulberry Bush Outreach Service</p>	<p>50</p>
<p>Weds 6<sup>th</sup> Nov, 3.45-4.45pm</p>	<p>Online</p>	<p><b>Year 11 DT Training</b> Making the most of PEP meetings in Year 11 to target effective evidence-based interventions and ensure robust transition planning. This session will focus on best use of data to support PEP meetings, planning for post 16 progression and transition support as well as an opportunity to hear and share best practice both within Oxfordshire and beyond. Additionally, you will hear about data trends for KS4 across our cohort and how this can inform interventions for your students.</p>	<p>Year 11 Designated Teachers</p>	<p>Skilled</p>	<p>Izzi Crowther Jen Tupper</p>	<p>50</p>
<p>Tues 12<sup>th</sup> Nov, 1-4pm</p>	<p>In-person - venue TBC</p>	<p><b>Attachment Theory</b> Attachment describes the various behaviours and psychological strategies a child uses to manage their relationship with their parents or caregivers and other important relationships like teachers and TAs. Attachment security is also a key part of being able to engage in learning most effectively. This session will cover Attachment Theory and how our attachments affect us across our lifespan. Understanding attachment can help participants to learn more about how adults help children to understand the emotions they are experiencing, how children can experience positive relationships with peers and adults, and how they can build positive interactions and trust.</p>	<p>DTs, DSLs, SENDCos, Inclusion/Pastoral Staff</p>	<p>Aware</p>	<p>Dr Hester Riviere Senior Specialist Educational Psychologist, ATTACH Team</p>	<p>30</p>

		We will reflect on how understanding attachment changes how we interact with children, and how we look after ourselves.				
Thurs 14 <sup>th</sup> Nov, 1-3pm	Online	<b>Introduction to parental imprisonment (online session)</b> This will be a two-hour session increasing awareness of all aspects of parental imprisonment focusing on the impacts on children and young people. Some required reading materials will be sent to attendees in preparation for the session.	Out-of-County Designated Teachers	Informed	Children Heard and Seen	16
Tues 14 <sup>th</sup> January, 1-4pm	In-person - venue TBC	<b>Formulation – Planning interventions for complex children: where to start and how to go on</b> In this session we will explore developing a formulation of a child's needs: a formulation links theory and practice and should guide intervention and evaluation. It is a way of exploring what we know and don't yet know, reflecting on how we construct our understanding, and generating hypotheses to test through intervention. This can be a helpful way to think about children who have a number of different needs and is a way to involve the child, their family and other professionals in your thinking and planning.	DTs, DSLs, SENDCos	Informed	Dr Hester Riviere Senior Specialist Educational Psychologist, ATTACH Team	30
Tues 21 <sup>st</sup> January, 9-12  AND  Thurs 6 <sup>th</sup> Feb, 9-10.30am	In-person - venue TBC	<b>PACE for school staff</b> 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.  Over these two sessions teachers and TAs will	DTs, DSLs Inclusion staff, Mental Health Leads, SENDCos	Skilled	Dr Hester Riviere Senior Specialist Educational Psychologist, ATTACH Team	30

		learn more about this approach and its context in school practice. The second part gives us a reflective workshop space to practice using PACE over the course of the afternoon session.				
Thursday 30th January 9.30-3.30	In-person - venue TBC	<b>Designated Teacher Practice Day</b> Practice day designed to bring Designated Teachers and their allocated Virtual School Caseworkers together to better understand the strengths and challenges for Children's Services in Oxfordshire right now and reflect on their shared experiences, what's going well, identify/work through the challenges and consider ways to work more effectively going forwards to improve the educational outcomes of our most vulnerable children and young people.	Designated Teachers	Skilled	The Restorative Lab, Virtual School Caseworkers, Dr Hester Riviere Senior Specialist Educational Psychologist, ATTACH Team and guests from Children's Social Care	50
Tues 11 <sup>th</sup> Feb, 1.30-3pm	Online	<b>Speech, language and communication needs and challenging behaviour</b> 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.	DTs, DSLs Inclusion/Pastoral Staff, Mental Health Leads, SENDCOs	Informed	Dr Hester Riviere Senior Specialist Educational Psychologist, ATTACH Team	30

Tues 4 <sup>th</sup> March, 1-3pm	In-person, Mulberry Bush Learning and Research Centre, Standlake	<p><b>Transition Workshop</b> This new course is aimed at supporting professionals to think about significant transition points for the children and young people they are working with whilst also considering less obvious changes or transitions. It will provide practical tools and considerations around transitions encouraging attendees to reflect on their own practice and areas for future development. At The Mulberry Bush, we recognise that positive beginnings and endings are key for children and young people and that transition points can create strong feelings which need to be supported. As a result, the training will consider the feelings which can drive behaviours and how we can plan ahead to create calm transformations for children and young people.</p>	DTs, DSLs, Inclusion/Pastoral Staff, Mental Health Leads	Aware	Mulberry Bush Outreach Service	30
AND	Online	<p><b>Transition reflection session</b> Online follow-up reflection session</p>				
Tues 29 <sup>th</sup> April, 3.30-4.30pm						

<p>Thurs 6<sup>th</sup> March, 9.30-12.30</p> <p>AND</p> <p>Thurs 13<sup>th</sup> March, 9.30-3.30</p>	<p>In-person - venue TBC</p>	<p><b>½-day Introduction to Parental Imprisonment</b>  This is an introductory session that will increase awareness of all aspects of parental imprisonment, its far-reaching impacts and the harms children and young people experience because of having a parent in prison. Awareness raising of this issue is important, because the impacts are often hidden which means that children frequently suffer without the support and understanding, meaning that the harm caused can be magnified instead of reduced</p> <p><b>1-day on practice/application (using CHAS workbook with C&amp;YP)</b>  This session will equip practitioners to use our workbook with children and young people in school, or who are being supported by other professionals. The workbook follows the criminal justice journey and provides children with the opportunity to explore their feelings and find safe and healthy ways of expressing them. It is important that the workbook is used in the context of a safe and supportive and sensitive relationship. Other resources will be explored, including books to be read individually or as a whole class.</p>	<p>DTs, DSLs, Inclusion/Pastoral Staff, Mental Health Leads</p>	<p>Informed</p>	<p>Children Heard and Seen (CHAS)</p>	<p>24</p>
<p>Weds 19<sup>th</sup> March, 1-3.30pm</p>	<p>In-person - venue TBC</p>	<p><b>Designated Teacher (DT) Induction</b>  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 funding.</p>	<p>Designated Teachers</p>	<p>Skilled</p>	<p>Sarah Hazell Hazel Fleming</p>	<p>25</p>

<p>Tues 25<sup>th</sup> March 2025, 1-3pm</p> <p>AND</p> <p>Tues 6<sup>th</sup> May 2025, 3.30-4.30pm</p>	<p>In-person, Mulberry Bush Learning and Research Centre, Standlake</p> <p>Online</p>	<p><b>De-escalation Training</b>  This course is designed to empower staff and build confidence in working with behaviour which feels challenging. It will provide staff with practical de-escalation tools and a range of strategies to foster a calm and respectful learning environment. Effective communication skills, aimed at diffusing conflicts and managing emotions, will also be explored. At The Mulberry Bush, we recognise that building positive working relationships between staff members and children is key to implementing effective de-escalation strategies. As a result, the training will dig into what drives challenging behaviour and how we can best moderate and improve our responses to illicit successful outcomes. This is especially important as it is our responses to behaviours which will determine whether a tricky situation will improve or deteriorate.</p> <p><b>De-escalation training follow-up session</b>  Follow-up session (online)</p>	<p>DTs, DSLs  Inclusion/Pastoral Staff, Mental Health Leads, SENDCOs</p>	<p>Aware</p>	<p>Mulberry Bush Outreach</p>	<p>30</p>
<p>Tues 1<sup>st</sup> April, 1-4pm</p>	<p>In-person - venue TBC</p>	<p><b>Best practice for schools on working with adoptive and special guardian children and families</b>  Adopted and special guardian children bring with them a history of loss and change. For some, this includes experiences of abuse, neglect, and trauma. It might feel difficult to understand the impact of these experiences, particularly if a child has been living in a safe and secure. Dr Hester Riviere Senior Educational Psychologist, ATTACH Team No limit environment for some time. It is not inevitable that children who have been adopted or are in special guardianship arrangements will experience extra difficulties. But by learning about the potential impact of children's earliest experiences on their development and strategies to support, school</p>	<p>DTs, DSLs  Inclusion/Pastoral Staff, Mental Health Leads, SENDCOs</p>	<p>Aware</p>	<p>Dr Hester Riviere Senior Specialist Educational Psychologist, ATTACH Team</p>	<p>30</p>

		staff will be in a better position to identify and respond to difficulties if they do emerge.				
Tues 22 <sup>nd</sup> April, 1-4pm  AND  Thursday 8 <sup>th</sup> May, 1.30-3pm	In-person - venue TBC	<p><b>PACE for school staff</b> 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.</p> <p>Over these two sessions teachers and TAs will learn more about this approach and its context in school practice. The second part gives us a reflective workshop space to practice using PACE over the course of the afternoon session.</p>	DTs, DSLs, Pastoral staff, Inclusion staff, Mental Health Leads, SENDCOs	Skilled	Dr Hester Riviere Senior Specialist Educational Psychologist, ATTACH Team	30
Thurs 19 <sup>th</sup> June, 9-3.30	Unipart House, Oxford	<p><b>2025 Virtual School Conference</b> Details TBC</p>	DTs, key workers supporting care-experienced children, Children's Social Care	Aware	Various contributors TBC	180